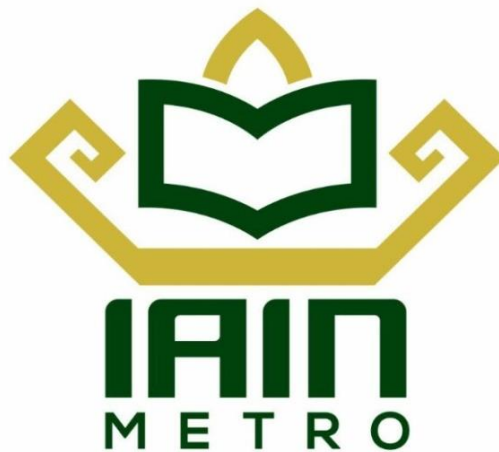# AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENT'S SPEAKING PERFORMANCE AT MTS MA'ARIF NU 4 PEKALONGAN

Written By
DWI SAFITRI
Student Number: 1701070175

Tarbiyah And Teacher Training Faculty
English Department

STATE INSTITUTE ISLAMIC STUDIES OF METRO
1445 H / 2024 M

AN UNDERGRADUATE THESIS

THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENT'S SPEAKING PERFORMANCE AT MTS MA'ARIF NU 4 PEKALONGAN

Presented as Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Education Department

By:
Dwi Safitri
Student Number: 1701070175

Sponsors   : Dr. Widhiya Ninsiana, M. Hum

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English Department

STATE INSTITUTE ISLAMIC STUDIES OF METRO
1445 H / 2024 M

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APPROVAL PAGE

Title : THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENT'S SPEAKING PERFORMANCE AT MTS MA'ARIF NU 4 PEKALONGAN

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NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyah of Dwi Safitri**

To,
The Honorable the Head of Tarbiyah and Teacher Training Faculty
of State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

     We have given guidance and enough improvement to research thesis script which is written by:

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Study Program   : English Education Depertment
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     It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

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NOTA DINAS

Nomor   :
Lampiran   : 1 (satu) Berkas
Perihal   : **Mohon Dimunaqosyahkan Skripsi Dwi Safitri**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di-Tempat

Assalamu'alaikum Wr. Wb

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

Nama   : Dwi Safitri
NPM   : 1701070175
Jurusan   : Tadris Bahasa Inggris
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Judul skripsi   : THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENT'S SPEAKING PERFORMANCE AT MTS MA'ARIF NU 4 PEKALONGAN

Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan Tadris Bahasa Inggris

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RATIFICATION PAGE
No.B-2525/In.28.1/D/PP.00.9/5/2024

An Undergraduate Thesis entitled: THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENT'S SPEAKING PERFORMANCE AT MTS MA'ARIF NU 4 PEKALONGAN. Written by: Dwi Safitri, Student Number 1701070175, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on wednesday, May 8th 2024 at 02.30 – 04.30 p.m.

BOARD OF EXAMINERS:

Chairperson	: Dr. Widhiya Ninsiana, M.Hum	(.....................)
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THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD THE STUDENTS SPEAKING PERFORMANCE AT MTS MA'ARIF NU 4 PEKALONGAN

ABSTRACT

By:
DWI SAFITRI

The purpose of this research was to determine whether there is any positive and significant Effectiveness of Watching English Movie Toward Students Speaking Performance. The research problem is the students have difficulties to express idea to speak English. This research is carried to discuss effectiveness watching english movie toward the students speaking performance in MTS Ma'arif NU 4 Pekalongan

This research is conducted at the research quantitative. The technique used to obtain the sample is cluster random sampling. In the data collection researchers used test and documentation. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hyphotesis is accepted or rejected.

Finally, the data show that t = 10,77 is greater than the t table = 2,539, with thus it can be concluded that Ha is received and Ho. This shows that watching English movie has effectiveness on students' speaking performance at MTS Ma'arif NU 4 Pekalongan.

Keywords: *Watching English Movie, and Quantitative.*

EFEKTIFITAS MENONTON FILM BAHASA INGGRIS TERHADAP PENAMPILAN BERBICARA BAHASA INGGRIS SISWA DI MTS MA'ARIF NU 4 PEKALONGAN

ABSTRAK

OLEH:
DWI SAFITRI

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat efektifitas positif dan Signifikan menonton film bahasa inggris terhadap kemampuan siswa dalam berbicara bahasa Inggris. Masalah dalam penelitian ini yaitu siswa kesulitan dalam menyampaikan ide dalam berbicara menggunakan bahasa Inggris. Penelitian ini diadakan untuk mendiskusikan bagaimana efektifitas menonoton film bahasa inggris terhadap kemampuan siswa dalam berbicara bahasa Inggris di MTS Ma'arif NU 4 Pekalongan.

Penelitian ini merupakan jenis penelitian kuantitatif. Teknik yang digunakan untuk memperoleh contoh adalah cluster random sampling. Dalam pengumpulan data peneliti menggunakan tes dan dokumentasi. Penelitian menggunakan rumus Chi Square dan t-tes untuk menganalisis data untuk membuktikan bahwa hipotesis diterima atau ditolak.

Akhirnya data menunjukan bahwa t-hitung $=10,77$ lebih besar dari pada t-table $=2,539$, dengan demikian dapat disimpulkan bahwa H_a di terima dan H_o ditolak. Hal ini menunjukan bahwa terdapat efektifitas dalam menonton film bahasa inggris terhadap kemampuan berbicara siswa di MTS Ma'arif NU 4 Pekalongan

Kata kunci: Menonton film Bahasa Inggris, Kuantitatif

STATEMENT OF RESEARCH ORIGALITY

The undersigned:

Name : Dwi Safitri

Student Number : 1701070175

Department : English Education

Faculty : Tarbiyah and Teaching Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Pekalongan, April 2024
The reseacher

Dwi Safitri
NPM. 1701070175

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Dwi Safitri

Npm   : 1701070175

Jurusan   :Tadris Bahasa Inggris

Faultas   : Tarbiyah dan Ilmu Pendidikan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagisan tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka

Pekalongan,   April 2024

Penulis

Dwi Safitri
NPM. 1701070175

MOTTO

"The best man is the most valuable one to the others."

(HR. Ath Thabarani, *AlMu'jam Al Awsath* No. 5787)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.

2. My beloved parents, Mr. M. Syaikhuna(Alm) and Mrs. Halis Mawati who always pray and support me in finishing this thesis.

3. My beloved brother and sister, Ahmad Al-Qusyaeri, Ikhwannudin, Nadya Tudzahro,and all my family who always support me.

4. My beloved friends, especially for Rizkya, Nia, Restu, Windy, Diar, Menik, Dwi Kur, Puspa and 7Dream and all my friends who always give me motivation, support and assistance to accomplish this thesis.

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First of all, thanks to Allah, the Most Gracious and the Most Merciful, because of His amazing blessings, researchers can complete a thesis. The blessings and gifts are the only reason researchers have not given up today. Then, peace and greetings are always with our beloved prophet Muhammad, a person who has taught us how to live in harmony, may peace always accompany him. " The Effectiveness Of Watching English Movie Toward Student's Speaking Performance At MTs Ma'arif NU 4 Pekalongan". This research cannot be achieved without the motivation, help and support of many people. Secondly, on this joyful occasion, the researcher would like to express her deep gratitude to:

1. Prof. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd., as the Dean of Tarbiyah and the Teaching Faculty of Metro Islamic State Institute (IAIN).

3. Much Deiniatur, M.Pd.B.I., as the Head of the English Department.

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6. Mr. Mukminin, S.Pd., as the headmaster of MTS Ma'arif NU 4 Pekalongan, who gives permission to the writer to conducted the research in this school.

7. Teacher, staff and students of MTS Ma'arif NU 4 Pekalongan, for being so nice and cooperative.

8. Mr. M. Syaikhuna (alm) and Mrs. Halis Mawati, as my parent and all of my family, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

9. All my friends of TBI IAIN Metro, thank for everything in helping to finish this undergraduate thesis.

Last, but far from the end, sincere gratitude those not mentioned in person here, without their patience, guidance, support, and cooperation, this undergraduate thesis could never have been written.

Pekalongan, April 2024

Dwi Safitri
NPM. 1701070175

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is symbol or sound used to communicate. Language is an important role in our lives because it allows us to communicate with others and create interactions in our society. With language, most people will be able to do a communication and social contact. There are lots different languages in the world. One of them is English. We all know that English is a global language. So, in this day and age, we must be fluent in English.

Despite the fact that English is not the nation's official second language in Indonesia, it is an important international language for students to learn. English is one of the most important subjects taught in Indonesian schools, and it can help students learn more. English is a compulsory lesson for school students, especially in the first grade. In fact, today English is much preferred and used especially by the children of this generation, as one of the languages that can be used to respond or express feelings.

In addition, there are some skills you must have when you want to learn English skills such as listening, speaking, reading, and writing. Of the four abilities, one of them is to speak as Cameron said, Speaking is the active use of language to express meanings so that others can understand them.[1] When traveling outside of the country or meeting strangers, English is used to communicate.

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[1] Cameron, L. 2001. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press). P, 40-41

Speaking is one of the four necessary skills for learning. To put it another way, the most commonly used language skill is speaking. Speaking is crucial in the English subject. It implies that students may communicate with others in order to communicate their goal or to express their views, expressions, and ideas. As a result, speaking can assist students in improving their speaking skills. The teacher must be capable of making and supporting their students can communicate effectively in English because speaking is most important to sending messages and information to others. In this situation, students need to be good in a variety of speaking abilities, such as fluency, grammar, vocabulary, and pronunciation. Smaldino, Lowther, & Russell said that Movies can be used as a pedagogic means to improve language learning, based on the premise that they provide real life language input.[2]

In fact, speaking in English is not an easy thing to do, and students must practice it, as a result, the students are fluent in English speaking. Most students still lack confidence in their performance to communicate in English. Most of them often got stuck because they almost never speak up in English. As a result, they are still unable to communicate in English with one another. Because of it, their speaking still low. As it is pointed out by Harmer (2007) that there are several positive reasons for learning English by watching movies, such as: movie has interesting particular value, teaches to real helps understand how to pronounce and balance the facial expression, helps understand the meaning spoken by the body language, including a series of lesson to explain a

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[2] Smaldino, S., Lowther, D., & Russell, J. (2012). *Instructional technology and media for learning.* Boston, MA: Pearson. Pearson

process, and has sounds and pictures that make learning easy.[3] Furthermore, speaking difficulties are caused by non-linguistic factors include a lack of desire to speak up, a lack of environmental support, as well as the limitations of teaching media.

According to the statement above, there are many media for teaching speaking. One of them is English movie. English movie can more enjoy active to learn English subject. Then, this media also is used to discuss and share their idea each other. The teacher's performance to speak English was made easier by this technique. To assist students in speaking English effectively, the teacher could.

Pre-survey was conducted at MTs Ma'arif NU 4 Pekalongan, on 21 September 2023 , the researchers obtained the information from a interview with an English teacher. The end result interviews namely, many students find it difficult to express themselves in English and always not confident when they make conversation each other by using English language, they have lack vocabularies, students have low motivation to learn in English subject. The English teacher provided the researcher with the English score document. The table below demonstrates this:

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[3] Harmer, J. 2007. *The Practice of English Language Teaching 4th ed.* London: Longman.

Tabel 1.

The Data of Pre-Survey Result on

Speaking Performance of the Ninth Grade

at MTs Ma'arif NU 4 Pekalongan

No	Name	Score	Criteria
1	AHJ	60	Incomplete
2	AKM	60	Incomplete
3	AJ	60	Incomplete
4	ARM	65	Complete
5	BHP	60	Incomplete
6	DA	60	Incomplete
7	IF	60	Incomplete
8	I	55	Complete
9	IS	70	Incomplete
10	KSN	60	Incomplete
11	MJH	70	Complete
12	MRA	55	Incomplete
13	MRF	50	Incomplete
14	NA	55	Incomplete
15	RIM	60	Incomplete
16	RS	60	Incomplete

17	RRH	55	Incomplete
18	SM	65	Complete
19	ZNA	50	Incomplete
20	ZJJ	50	Incomplete

Source : Teacher's document

Table. 2

Students Speaking Performance

Among the Ninth Grade at MTs Ma'arif NU 4 Pekalongan

No	Grade	Categories	Frequency	Precentage
1	≥ 65	Complete	4	22%
2	≤65	Incomplete	16	78%
Total			20	100%

According to the tables students speaking performance among the ninth grade above, the Minimum Mastery Criteria (MMC) English lessons of the ninth grade of the MTs Ma'arif NU 4 Pekalongan is 65. The students presentage scored under MMC is 78% or 16 students, but the students obtained a score above the MMC is 22% or 4 students.

After the explanation above, the researcher is interested wants to know students difficulies in speaking performance and reasons why they are having difficulties in speaking performance and how to slove students problems in speaking performance at MTS Ma'arif 04 Pekalongan. The finding of this

research will be handled by the proper implementation of the teaching speaking performance.

B. Problem Identification

Based on the background of study above, it can be identified several problems as follows:

1. The students have poor speaking performance.

2. The students have lack vocabulary.

3. The students have poor pronunciation.

4. The students have struggle to develop their speaking ideas.

5. The students have poor disinterested in English subject.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem on number fifth, the problem is students have poor disintersted in English subject, focus on English speaking performance. So, research using movie as media towards students speaking performance at MTs Ma'arif NU 4 Pekalongan.

D. Problem Formulation

Based on the limitations stated above, the researchers can formulate the problems, "Is there any positive and significant Effectiveness of Watching English Movie Towards Students Speaking Performance at ninth grade of MTS MA'ARIF NU 4 Pekalongan?"

E. Objective and Benefit of Study

1. Objective of Study

The purpose of the sudy is to determine whether any positive and significant effectiveness of watching English Movie towards speaking students performance at MTS Ma'Arif NU 4 Pekalongan.

2. Benefit of Study

a. For Students

By using movies as a media to motivate students, they should be more active in their speaking perforance.

b. For English Teacher

By using movie as a new source information and can be applied in English subject.

c. For Headmaster

The headmaster might inform the teachers that it is critical to facilitate learning for them to be aware of the issues facing students. It is hoped that it were be useful in teaching speaking.

F. Prior Research

This study was carried out with the assistance of previous researchers. The first prior research was carried out by Megawati and Nuroh entitled of the impact of the "Zootopia" movie's English subtitles on speaking ability.[4]

The similarities first prior research was conducted, and present research is the same use of English movies as media in its implementation in learning speaking ability. The methode in this research use Quasi

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[4] Fhuri Megawati and Ermawati Z. Nuroh. *The effect of English Subtitle "Zootopia" Movie in Speaking Skill*, journal of English Language Teaching, Vol l5 No. 2 P. 94, 2018.

Experimental similar with the first prior research The distinction between the present research and the previous one study is the subject was the students at SMPN 6 Sidoarjo. The result of the first prior reserch is show that the student's speaking ability could be improved by using English subtitles. Based on the findings of the first prior research as a result of this using movies as a learning medium for speaking English can improve students' learning abilities and learning activity students of SMPN 6 Sidoarjo.

The second prior research have been conduct by Raden Intan State Islamic University Lampung's Ayuningtyas Puspitaningrum from The Influence of Using Animation Movie Towards Students' Speaking Ability At The First Semester Of The Eleventh Grade Of Ma Al Hikmah Bandar Lampung.[5] The similarity between the present research and the previous one is due to similarities in language skills. Both of these studies have similarities n the realm of research that is using movie in speaking.

The present research and the previous one share some similarities. in the research method, namely this research uses the quasi-experimental method the second prior research uses the quasi-experimental methods too. The study sample is what distinguishes this research from the first prior research.

The present research's sample consists of ninth-grade students from MTS Ma'arif NU 4 Pekalongan, East Lampung, while the previous research's sample consists of eleventh-grade students from Ma Al Hikmah Bandar Lampung. According to the findings of this second previous research, using

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[5]Ayuningtyas Puspitaningrum. *The Influence Of Using Animation Movie Towards Students' Speaking Ability*.(Lampung: UIN Lampung, 2017)

animated movies as a learning medium had an effect on student speaking fluency.

In addition, rayasa (2018) pointed out that any students did not know to speak english correctly. So, this study found the best method to help the students difficulties in pronounciation skill. The study used english movie as media to help the students pronounce well. For the resulys of the study, reveals that the english movie can developed the students prononciation skills.[6]

Thus, Based on the findings of the previous three research studies, it is possible to conclude that there are differences and similarities of each element. Although the media uses different movie titles but the results indicate that the sudentd improves and has an effect on learning speaking performance. Using English movies in class is an effective teaching method that improves students' attitudes, allowing them to learn the language in a real-world setting and comprehend more, So that students' motivation can be increased, improved, and flexibility in real-world opportunities can be fostered. Communication skills and foreign language applications will improve as a result.

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[6] Manuhutu. N, *Improving English Tense Verbs Through Cartoon Film At The First Year Of Junior High School Students*. Musamus Journal Of Language And Literature, 2018, P.51-61

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Speaking Performance

1. Definition of Speaking Performance

Speaking is interactive, according to Thornburry, and requires the peformance to cooperate in the management of the speaking turn. Speaking is an independent skill that must be developed and practiced in addition to the grammar curriculum.[1] Speaking implies that students can use a language to express themselves; students also expect teachers to speak English with them and model how to use it to express meaning.[2]

Speaking is a potent technique used in interpersonal communication in the real world. Brown defines speaking as an interactive process of conveying meaning that includes information production, reception, and processing.[3] Cameron defines speaking as the active use of language to express meanings for others to understand.[4]

Based on the explanation above researchers can assess that speech is one of the social interactions that can be used as a mode of communication and expression of emotional feelings through the process of interacting, then exchanging information then the information can be absorbed and can be redeveloped when talking to others.

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[1]Scott Thornbury, *How To Teach Speaking* (England: Pearson Limited Education Longman, 2005).iv

[2]Jerry G. Gebhard, "Teaching English as a Foreign Language or Second Language," *University of Michigan*, 2006, p.70

[3]H. D. Brown, *Teaching by Priciples An Interactive Approach To Language Pedagogy* (San Fransisco: Wesley Longman, 2003), p.267

[4]Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001) p.40

2. **The Difficultness in Speaking**

With a small change in perspective—the learner is now the producer—these same qualities need to be considered in the productive development of speech. Keep in mind that the following characteristics of spoken language can make or break oral performance.

a. Clustering

Pluent Speech is phrasal as opposed to word for word. Learners can organize their output physically (in breath groups) as well as mentally (via clusttering).

b. Redundancy

The speaker can clarify meaning by employing redundant language. This aspect of spoken language can help students.

c. Redundance Forms

Constraction, elisions, reduced vowels, and other linguistic features all present unique challenges in teaching spoken English. Students who do not use colloquial constraction may develop a staid, bookish tone of voice, which stigmatizes them.

d. Performance Variables

The process of thinking while speaking allows for a certain number of performance hesitations, pauses, backtracking, and corrections, which is one advantage of spoken language. Students can be taught how to pause and hestitate.

e. Colloquial Language

Ensure that your students are familiar with colloquial language words, idioms, and phrases and that they practice producing these forms.

f. Rate of delivery

Another distinguishing feature is the rate of delivery fluency. One of your duties as a teacher of spoken English is to help students achieve an acceptable speed as well as other aspects of fluency.

g. Stress, rhythm, and intonation

This is one of the most important aspects of English, and it will be covered in greater detail below. The stress-timed rhythm of spoken English, as well as intonation patterns, convey critical messages.[5]

3. Type of Classroom Speaking Performance

The majority of students' oral production efforts took the form of conversation or dialogue. As a researcher, you should plan and implement techniques in an interactive classroom to ensure that students can deal with both interpersonal and transactional dialogue, and that they can converse with both a total stranger and someone they are quite familiar.

With the obvious link between listening and speaking, six categories of oral production expected of students in the classroom apply:

a. Imitative

A very small amount of classroom speaking time may legitimately be spent producing "human tape recorder" speech, in which students, for

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[5] H. Douglas Brown, *Teaching by Principle An Interactive Approach To Language Pedagogy*, second edition (California, San Francisco: Longman, 2001),p. 270.

example, practice an intonation contour or attempt to pinpoint a specific vowel sound.

Imitation of this type is done for the purpose of focusing on the same specific language form rather than for meaningful interaction.

b. Intensive

Intensive speaking includes any speaking performance designed to practice some phonological or grammatical aspect of language, in addition to imitative speaking. The learner can initiate intensive speaking on their own or as part of a pair work activity in which they are "going over" specific forms of language.

c. Responsive

Much of the student speech in the classroom is reactive: short responses to questions or comments posed by the teacher or other students.

d. Transactional (dialogue)

A transactional language is a more complex version of a reactive language that is used to transfer or exchange specific data.

e. Interpersonal (dialogue)

Another type of communication, known as interpersonal dialogue, was discussed in the previous chapter. This type of communication is more concerned with preserving social relationships than with exchanging facts and details.

f. Extensive (Monologue)

Finally, students in the intermediate to advanced levels are required to give extended momologue in the form of oral reports, summaries, or possibly short speeches. Check-in is formal and deliberate in this establishment. Momologues may be planned or unplanned.[6]

4. Element of Speaking

Fluency in speech necessitates not only knowledge of linguistic features, but also the ability to process information, both mental and linguistic, on the fly. If a speaker's productive ability includes language chops knowledge. It can be successful if you have the ability to process information quickly, which talking requires.

a. Language processing

Effective speakers must be able to process language in their heads and organize it so that it emerges in comprehensible forms that also convey the intended meaning. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b. Interacting with others

The majority of speaking involves one or more participants interacting. It follows that effective speaking necessitates a great deal of listening, an understanding of how the other participants are feeling, and the ability to take turns or allow others to do it linguistically.

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[6] H. Douglas Brown, *Teaching by Principle An Interactive Approach To Language Pedagogy*, second edition (California, San Francisco: Longman, 2001),p. 271.

c. (on the spot) information processing

Apart from being able to respond to the emotions of others, we must also be able to process the information they tell us as soon as we receive it. We become less effective as instant communicators the longer we wait for "the penny to drop." However, it should be noted that this immediate response is very culturally specific and is not valued by speakers in many other language communities.[7]

5. The Type of Speaking Test

The most commonly used spoken test type were these:

a. Interviewrs

These are relatively simple to set up, especially if a separate room from the classroom is available for interviews.

The class may be assigned a speaking or reading assignment, while each student is interviewed one at a time.

b. Live monologues

Candidates must prepare and present a brief presentation on a specific topic. This eliminates the interviewer effect while also demonstrating candidates' ability to handle an extended turn, which is not always possible during interviews.

A question-and-answer period can be included if the students serve as the audience to demonstrate the speaker's performance to speak interactively and spontaneously. Giving a talk presentation, on the

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[7] Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (England: Longman, 2001)p.271

other hand, is only a valid test if these are skills that students are likely to need.

c. Recorded monologue

These are less stressful than a more public performance, and they can be used for infirmary testing in ways that live monologues cannot. Students can record themselves talking about their favorite sport or pastime.

d. Role-plays

The same format can be used for testing because most students are used to doing simple role-plays in class. The other'role' can be played by the tester or another student, but the interlucator's influence is difficult to control. Advanced performance skills or a large amount of imagination should not be required for the role play. The best scenarios are those that are grounded in daily life.

e. Collaborative task and discussions

These are similar to role-playing in the sense that learners are not required to play a character but rather to be themselves. Naturally, as a role play, learners' interactive skills can be observed in situations that are similar to real-life language use.[8]

The most common spoken test types include interviewers, live monologues, recorded monologues, role-plays, and collaborative tasks and discussions. Interviewers are simple and can be set up in a separate room.

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[8] Scott Thornbury, *How To Teach Speaking,* (England: pearson limited education, 2005), p.125 .

Live monologues require candidates to present a brief presentation on a specific topic, demonstrating their ability to handle an extended turn. Recorded monologues are less stressful and can be used for infirmary testing. Role-plays are similar to role-playing but require less imagination and are grounded in daily life scenarios. Collaborative tasks and discussions allow learners to observe their interactive skills in real-life situations.

6. **The Measurement of Speaking Criteria**

According to Weir Cyril, there are some indicators that should be used to score speaking tests:

Table 3
Analytic Speaking Criteria[9]

Aspect	Category	Indicator
Fluentcy	4 (very good)	General natural delivery, with only a few pauses when looking for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times, but can generally maintain a flow of speech, though he or she may require prompting on occasion.
	2 (fair)	Speech is hesitant and slow. Maintains passive speech and requires regular prompting.
	1 (bad)	The student speaks so little that "fluent" speech does not exist.
	4 (very good)	Although there are some inconsistencies in rhythm, intonation, and

[9] Cyril J. Weir, *language and validation*, (United States: Palgrave Macmillan, 2005), p.195-196.

Pronunciation		pronunciation, comprehension is not hampered.
	3 (good)	More attentive listening is required for rhythm, intonation, and pronunciation, and some pronunciation errors may occasionally result in incomprehension.
	2 (fair)	Understanding suffers as a result of frequent errors in rhythm, intonation, and pronunciation.
	1 (bad)	The words are incomprehensible.
Vocabulary	4 (very good)	With few exceptions, effective use of vocabulary for the task
	3 (good)	The majority of the time, effective use of vocabulary for the task, with some examples of inappropriate use.
	2 (fair)	The use of a limited vocabulary with frequent in appropriate.
	1 (bad)	Insufficient and inappropriate vocabulary.
Grammatical accuracy	4 (very good)	There are very few grammatical errors.
	3 (good)	Some errors in sentence structure and grammatical forms, but these do not impair comprehension.
	2 (fair)	Errors frequently interrupt and distort speech.
	1 (bad)	incapable of forming coherent sentences.
Interactional Strategies	4 (very good)	Effectively and amiably engages in the conversation, following along
	3 (good)	The use of interactive strategies is generally adequate, but there are times when it is difficult to maintain consistent interaction.
	2 (fair)	The use of interactive strategies is generally adequate, but there are times when it is difficult to maintain consistent interaction.
	1 (bad)	Understanding and interaction are limited.

B. Concept of Movie

1. Definition of Movie

Some movie definitions are used in public speaking. The definitions provided below are from some experts. movie as an audio visual medium is a sound movie. The movie intended here is as an audio visual tool for lessons, lighting or dissemination.[10] Many things that can be explained through movies such as: events in nature, teaching something skills and also the life history of great people and so on.

Furthermore, movies allow language learners can observe the social dynamics of communication in natural settings as native speakers interact.[11] According to Khan, movie visuality can aid language learners' comprehension in an ideal visual context, making language teaching more effective.[12]

According to the definition given above, a movie is one of the media. that can help as a learning medium because it can display visual as well as audio that can be understood by the student as spoken by a native speaker.

2. Type of Movie

The type of movie, according to Asnawir and Usman, can be differentiated into some kind, which is as follow:

1) Documentary movie

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[10] Asnawir dan M. Basyaruddin Usman, *Media Pembelajaran*, 1 ed. (Jakarta: Ciputat Press, 2002) p.95

[11] Merita Ismaili, "The Effectiveness of Using Movies in the EFL Classroom," *South East European University* 2 No 4 (2013).

[12] Aseptiana Parmawati dan Ratih Inayah, "Improving Students' Speaking Skill Through English Movie In Scope Of Speaking For General Communication," *IKIP SILIWANGI* 7/II (2019).

Documentary movies describe a story by utilizing real-life society and people situations.

2) Episodic movie

An episodic movie is made up of short segments.

3) Provocation movie

Provocation movies prevent teachers from explaining special situations and lessons to students, particularly social studies, attitudes, etc. It will start discussion among students in the classroom.

4) Animation movie

It could start a debate among students in the classroom.

5) Fictional movie

A fictional movie depicts fictitious characters, settings, or events. However, just because a movie is fictional doesn't mean it has nothing to do with reality.

6) Experimental movie

An experimental movie is made for several reasons, including:

a) Desire of the moviemakers to express personal experiences or points of view.

b) The moviemakers' desire to investigate some possibilities. [13] In this research the researcher were choose fictional movie.

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[13] Asnawir dan M. Basyaruddin Usman, *Media Pembelajaran*, 1 ed. (Jakarta: Ciputat Press, 2002) P, 100.

3. **Advantages Using Moving**

There are many advantages to using movie as a medium for teaching students. Among them are the following benefits of using movie as a learning medium for students:[14]

a. Movie can describe a process, such as the process of making a hand skill and so on.

b. It can create the impression of space and time or a feeling of comfort when watching a movie.

c. The depiction is 3D

d. The resulting sound can give rise to reality in the image in the form of pure expression.

e. Convey the voice of an expert as well as see his appearance.

f. The quality of a color movie can make the movie more visible and real than an object being seen.

g. Describe the theory of design and animation

4. **Disadvantages of Using Movie**

In addition to the advantages written earlier, the movie also has several disadvantages, namely:[15]

a. Sound movies cannot be interspersed with the information spoken when the movie is screened, the termination of the screening will increase the concentration of the audience.

b. The audience will not be able to follow well if the movie is screened too fast.

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[14] Asnawir dan M. Basyaruddin Usman, *Media Pembelajaran*, 1 ed. (Jakarta: Ciputat Press, 2002), p. 96.
[15] Ibid, p.96.

c. What has passed is difficult to repeat except to replay it in its entirety.

d. The cost of loading and equipment is quite high and expensive

5. How to Apply Movie in Learning Speaking

There are several steps that must be done in the use of movie as a teaching medium. These steps are:

a. Teacher preparation

First the teacher must prepare the lesson plan first, then just choose the right movie to achieve the expected teaching goals.

b. Preparing for class

The audience or student is prepared in advance so that students can answer the questions that appear in the student's mind during watching the movie.

c. Delivering movie

Once the audience or student has been prepared then the movie can be screened. In the presentation of the movie the things that must be prepared are projectors, screens, loudspeakers, and movies.

d. Continued activities

The next activity is a question-and-answer session to find out the extent of the students understanding of the material presented.

C. Theorical Frame Work and Paradigm

1. Theorical Frame Work

Speaking is a second foreign language that is useful for communicating and sharing meaning or information with others through the use of both verbal and nonverbal symbols. This is the aspect of real language that

implies communication through language. People can interact and socialize in society by speaking. They will gain a lot of information if they have good communication skills.

The two-way process of developing and communicating a message is known as speaking. Students should practice speaking to ensure that communication runs smoothly. This productive ability will help students deliver their message by using grammar, vocabulary, and rule speaking. It is carried out in order to teach students what to say and how to say it. As a result, the students can communicate effectively.

Watching movies is a medium that can be used to learn how to speak. In this particular case by watching students would be more interested in learning to speak if movies were used as learning media. In this study, movies are used to help students become more enthusiastic and confident in expressing themselves in spoken language, as well as to influence their interest in English, particularly in speaking.

As a fundamental concept in research, a theoretical framework is required for a researcher. A theoretical framework is a concept that serves as a foundation for two or more variables. There are two variables: independent (X) and dependent (Y). The dependent variable is the students speaking performance and independent variable is watching English move. As a result, if the effect of watching an English movie is well conveyed, the students' speaking abilities were improve. However, if the effect of watching an English movie is negative, the students' speaking performance were suffer.

2. Paradigm

Using the theoretical framework described above, the researcher describes the paradigm as follows:

Figure 1

The Paradigm of Watching an English Movie

on the students speaking performance

Watching English movie		The Students Speaking		GOOD		Hypothese
	⇒			LOW		
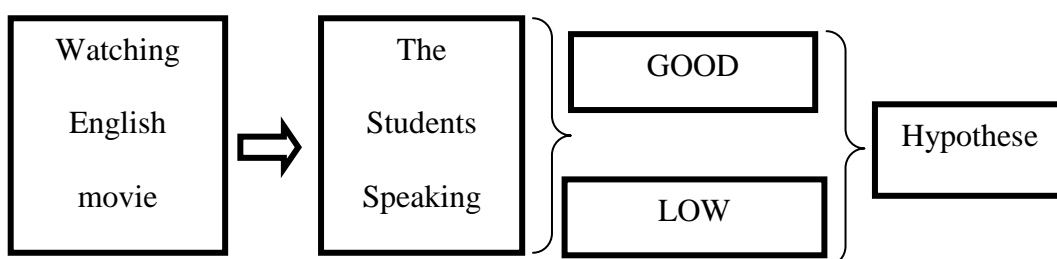
According to figure 1, it can be see that if students have a good score, the effectiveness of watching an English movie in their speaking performance has a positive and significant score, and if students have low score the effectiveness of watching an English movie in their speaking performance has no a positive and significant score.

D. Research Hypotesis

Based on the theoretical framework and paradigm described above, the researcher developed the following hypothesis:

1. Alternative hypothesis (Ha)

   Ha: there is positive and significant effectivness watching English movie on the students speaking performance at the ninth grade of MTS Ma'arif NU 4 Pekalongan.

2. Null hypothesis (Ho)

Ho: there is no a positive and significant effectivness watching English movie on the students speaking performance at the ninth grade of MTS Ma'arif NU 4 Pekalongan.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher were going this research in the ninth grade at MTS Ma'arif NU 4 Pekalongan. The researcher conducted quantitative research in this study. According to Donald Ary et al., quantitative research begins with identifying the variables to be studied, followed by applying rules to determine how to numerically express these variables.[1] One goal of quantitative research is to learn more about the relationships between variables in a population.[2]

According to Creswell, quantitative research is a method for testing objective theories by examining the relationship between variables. These variables can then be measured, usually with instruments, and the resulting numerical data can be statistically analyzed.[3]

A quantitative research design is used in this study. Only one class would be used in this study. A pre-test, a treatment, and a post-test are also included in the quantitative research.

Following the pre-test, the treatment is administered. The pre-test is intended to assess students' prior knowledge of speaking performance prior to treatment, whereas the post-test is intended to assess students' speaking performance effects following treatment.

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[1] Donald Ary, et.al, "*Introduction to Research in Education*," (Canada: Wadsworth, 2006),p. 101

[2] *Ibid, page. 199*

[3] John W. Cresswell Research Design: Qualitative, Quantitative, and mixed Methods Approaches, Second Edition, (London: SAGE Publications, 2003), p. 4.

B. Population, Sample, and Sampling Technique

1. Population

The population includes all individuals who are interested in the research.[4] A population is any clearly defined group of people, events, or subjects.[5] The population of ninth grade at MTS Ma'arif NU 4 Pekalongan is 20 students.

2. Sample

The population is represented by the sample a sample is a subset of the entire population.[6] As a result, the sample is a small group of individuals who were studied. This means that the sample for this study is a subset of students in the ninth grade at MTS Ma'arif NU 4 Pekalongan. The respondent sample for this study is the ninth grade of MTS Ma'arif NU 4 Pekalongan, which consists of 20 students.

3. Sampling Technique

This the researchers employ the quasi-experiental technique to obtain a sample from the population. The researchers choose the quasi-experiental technique as sampling technique.

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[4]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology,* (Canada: John Wiley & Sons, Inc., 2005),p.18

[5] Donald Ary, et.al, *Introduction to Research in Education*, (Canada: Wadsworth, 2006), p.148

[6] Donald Ary, et.al, *Introduction to Research*, p. 148

C. The Operational Definition of Variables

The operational definition is based on the properties of the things to be defined that can be observed or measured. Meanwhile, a variable is a characteristic of a person or subject that varies from one object to the next.[7]

The operational definitions of the variables in the present research, according to the statement, are as follows:

1. Independent Variable

The independent variable is most likely a cause, influence, or effect variable. They are also referred to as treatment variables. Watching English movies, which are defined as media used by teachers during the teaching process, is the study's independent variable. Furthermore, in this study, the researcher used an English movie to conduct a treatment for students at the ninth grade of MTS Ma'arif NU 4 Pekalongan. In addition, the researcher gathered information by administering a speaking test.

The researcher uses quantitative research techniques, such as pre- and post-test designs. The purpose of the pre-test and post-test in this design is to determine whether watching English movies affects speaking performance.

Furthermore, the variable's indicator is as follows:

a. Students were be able to express themselves in a group activity while watching an English movie.

b. Students were be able to improve their English skills after watching an English movie.

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[7] John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24

c. After watching an English movie, students were be able to gain confidence in speaking English.

2. Dependent Variable

The dependent variable, according to Evelyn Hatch, is the major variable that were be measured in the research. A dependent variable is one that can be improved by another variable.[8] The dependent variable in this research is the effect of watching an English movie on students' speaking performance. The way or a speaking test is a technique for assessing a student's ability to communicate.

In this research, the students use good speaking skills to explore their ideas. The test is given twice: once before the treatment (pre-test) and once afterward (post-test). The student is graded using a rubric analytic speaking citeria like fluency, pronunciation, vocabulary, grammatical accuracy, and comprehension. Each category's speaking score criteria include excellent, good, adequate and fair. As a result, the highest possible score is 100, which is the sum of the speaking performance scores.

The oral test indicators in speaking performance are:

a. The students are good communicators. Using proper spelling is required for oral communication, as is understanding when they speak up about the meaning of words.

b. The students have a good vocabulary. They cannot effectively communicate or express themselves orally or in writing if their vocabulary is insufficient.

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[8] Ibid, p.63

c. The students have exellent grammatical accuracy. Gramatical can be defined as the ability to speak clearly using grammar.

d. The students have excellent pronouncing abilities. The process by which students produce clearer language when speaking, as well as how sounds vary and pattern in a language, is known as pronunciation.

e. The students are extremely fluent. Fluency is defined as the ability to speak clearly and fluently.

D. Data Collection Method

1. Test

In general, a test is defined as a tool that is used to assess knowledge or mastery of measuring objects in relation to a specific set of content or material. According to Sudijono in 2003, the test is a tool or procedure for measuring something in order to measure and assess.[9] .

To collect data, researchers use tests to determine students' ability or appearance to understand the material provided by the researcher.

a. Pre-Test

Researcher were administer a pretest to students after observing their activities to find out how much ability to speak English before being give treatment. Then researchers were find out the ability of each individual more clearly both the shortcomings and advantages that students have in speaking English.Geoffrey gives the opinion the basic information could be gotten from pre-test for comparing whether there

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[9] Sudaryono, Gaguk Margono, Wardani Rahayu, *Pengembangan Instrumen Penelitian Pendidikan*, Edisi Pertama (Yogyakarta: Graha Ilmu, 2013) p.40.

are some participants who have different group.[10] The pre-test is done before conducting treatment from researcher the observation is then followed by a post-test to determine the outcome.

b. Post-test

Geoffrey takes the view that post-test is the next action in quantitatif observation and measurment the influence of independent variable is very important in this test.[11] The post-test were be given at the final meeting after treatment to see if the treatments effectiveness the students' speaking performance while watching English movies.

It were determine whether the positive and significant between the pre-test and post-test is statistically significant. In this study, the researcher were administer an oral post-test.

2. **Documentation**

The documentation is intended to collect data from the research site directly. Documents can be writings, pictures, meeting notes, and activity reports from students.

Documentation, according to Bambang Setiyadi, is a method of gathering information in both private and formal forms. It can take the form of written languages or documents, be private (such as a photo, diary, private letter, or a story from another person), or formal (such as a lesson score, general letter, and others).[12] The researcher employs the documentation method to obtain detailed information about the teacher's

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[10] Geoffrey Marczyk, et., *Essentsial of Research Design and Methodology, Essensials of Behavioral Sciene Series* (New Jersey: John Wiley & Sons, 2005 *p. 129*.
[11] Ibid, p.187.
[12] Setiadi, Op.Cit, p.249

condition, employers, and MTS Ma'arif NU 4 Pekalongan's organizational structure.

E. Research Instrument

This instrument is a data collection tool or facility used by researchers. The following is a description of this research tool:

1. Instrument Blueprint

The instrument blueprint is a method of gathering data that helps the researcher in gathering information from the field. This research tool were described in detail below:

a. The documentation guidance instrument is used in the documentation method, as shown below.:

1) Historical documentation of the school of MTS Ma'arif NU 4 Pekalongan.

2) Documentation about the buildings of MTS Ma'arif NU 4 Pekalongan.

3) Documentation on the condition of teachers and government employees in MTS Ma'arif NU 4 Pekalongan.

4) Documentation regarding the quantity at the students of MTS Ma'arif NU 4 Pekalongan.

5) Documentation concerning the organizational structure of MTS Ma'arif NU 4 Pekalongan East Pekalongan.

b. The observation guidance instrument is used in the observation method, as shown below:

1) The cognitive aspect: students can come up with a lot of different ideas about the subject.

2) The affective aspect: when speaking English, students can feel more confident and at ease.

c. Speaking Test

For the speaking test, the researcher were choose an oral test. The researcher administers a test to the students to assess their speaking performance by mentioning material on speaking performance that has been given with watching movie and the students retell the story of the movie. The topics for speaking material were movie then presented by the researcher. Students practiced speaking in front of the class.

2. Instrument Calibration

Instrument calibration is a scale of measurement that were used to screen or examine the researcher's instrument items. The objective test was used by the researcher. The researcher created the instrument based on the subject matter content that was researched. The instrument that were be built were be a representation of the subject that was measured. An oral examination were given to the students. Content validity would be used by the researcher to ensure that the instrument is of high quality and relevant to the research topic.

F. Data Analysis Technique

The Chi-Square formulation is used in experimental research to discover the differences between two samples. The Chi-Square formula were used to determine the significant differences between the frequencies observed

and the frequencies hoped for. The researcher were used Chi-Square to analyze the data.[13]

$$x^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

Note:

$x2 = value\ of\ chi\ square$

Fo = observed frequency

Fe = expected frequency

The researcher used the t-test to investigate whether there is a significant effect of watching an English movie on the students speaking performance in the ninth grade of MTS Ma'arif NU 4 Pekalongan. The t-test is used by the researcher to analyze the data. Donald Ary proposed the following t-test formulation:[14]

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

Notes :

t = t value for correlation sample

D = (differences), differences between pre-test score with post-test score.

$D2$ = square of D

N = the number of sample

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[13] C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004, p.233

[14] Donald Ary, et.al, *Introduction to Research*, p. 177

CHAPTER IV
RESULT AND DISCUSSION

A. Description of the data

1. Reseach setting

a. Brief Story of MTS Ma'arif NU 4 Pekalongan

MTS Ma'arif NU 4 Pekalongan is located in the 4th Pekalongan district of Lampung East. MTS Ma'arif NU 4 Pekalongan is located close to the independent field of Pakalongan and the department office of Pekalonga. The Madrasah was established on July 16, 1984.

MTS Ma'arif NU 4 Pekalongan used to be a building used for the firstborn school, which was founded by Mr. Sulaiman Ms, which later used as a building for the school MI, which eventually changed to MTS until now. The land that is now founded MTS Ma'arif, once belonged to Mr. Sulaiman whom he bought from Mr. Nuruddin, because the land does not belong to the one that was disbursed.

In general, the inhabitants of the village of Pekalongan were immigrants from Java, as did his Mr. Sulaiman who was from Java from Kendal Central Java.

1) During the period of 1980-1981 Mr. Sulaiman just came to Sumatra, where the village of the landlord and then began to settle there.

2) During the period of 1981-1982 Mr. Nuruddin gave his land to Mr. Sulaiman, which was later used by him to establish a mother-in-law named Nurul Falah with the number of pupils 40 children.

3) The period of 1982-1983 The building used for Diniyah changed its functions to Madrasah Ibtidaiyah with 60 pupils and at that time the MI had passed the National Examination twice.

4) During 1983-1984 the Madrasah Ibtidayyah building was changed again to Madrazah Tsanawiyah with 40 pupils, while the teaching staff had 4 people namely: Mr. Mahrozi, Mr. Suliman, Ms. Fatmawati and Ms. Rasti.

5) During 1984-2006 Sulaiman served as Headmaster of School at MTS Ma'arif 4 NU Pekalongan.

6) During 2006-2007 the Headmaster of MTS Ma'arif NU 4 Pekalongan was replaced by Edi Purwanto from bedeng 32 and Mr sulaima become vice school.

7) During 2007-2011 the Headmaster of MTS Ma'arif NU 4 Pekalongan was replaced by Edi Purwanto

8) During 2011-2019 the Headmaster of MTS Ma'arif NU 4 Pekalongan was replaced by Warsono S.H.I

9) During 2019-now the Headmaster of MTS Ma'arif NU 4 Pekalongan was replaced by Mukinin, S.Pd.I until now.

b. The following is the identity of MTS Ma'arif NU 4 Pekalongan:

1) Name of the school   : MTS. Ma'arif NU 4 Pekalongan

2) Statistical number   : 121218070016

3) School Identity Number   : 210370

4) NIS Letter Number   :420/181.A/15/SK/2003 tertanggal

01 September 2003

5) School address : Dusun IV, Desa Pekalongan,

Kecamatan Pekalongan, Kabupaten,

Lampung Timur, Propinsi Lampung

6) Postal Code : 34391

7) Nearest school distance : 500 meter

8) Year of establishment : 1984

9) Land Status : Tanah wakaf

10) Land Area : 1.907,75 M^2

11) No. Rec. An Sekolah : 114-00-0548496-2

   a. Name of Bank : Bank Mandiri Cabang Metro

   b. Accounting Name : MTS. Ma'arif 4 Pekalongan

12) School Standing date/year : 16 Juli 1984

13) School Status : private

14) Acreditation : C

15) Time to learn : morning

16) License building of school :

   a. From instance : Ka. Kanwil Depag Propinsi

      Lampung

   b. No dan date : 07/MTs./LT/1985, tanggal 05

      Oktober 1985

1) NPWP : 00.778.269.1-321.00

c. Identity of HeadMaster

1) Name of headmaster : MUKMININ, S.Pd.I

2) Last education : S1

3) Major   : TARBIYAH

4) No/date SK Kep Sek   : PC/1350/A-2/VII/2019

5) Telp/Handphone   : - 085658858559

d. Identity of foundation

1) Name of foundation   : LP Ma'arif

2) No. Akte Notaris   : 103, the Name of Notaris :

                            JOENOESE MAOGIMON, SH

3) Since   : 15 Januari 1986 – Jakarta

e. Vision, Mission and Purpose of MTS Ma'arif NU 04

1) Vision

    Knowledge, Fear, Culture and Achievement

2) Mission

a) Implementation of the Ilamiyah Ahlusunah wal Jamaah discipline

b) Training of the discipline of worship in an orderly manner

c) Training of critical thinking and thinking, logical and innovative.

d) Training of skills and appreciation of art

e) Training of attitudes, actions, speech based on the akhlakul karimah.

f) Production of successful graduates

g) Love of the environment and ready to face the challenges of the development of the times

3) Purpose

    a) Developing the aqidah through the giving, fertilization, and development of knowledge, persuasion, practice, customization, as well as the learning experience of the participants of Akhlak so that they become Muslims who continue to develop their faith and devotion to Allah SWT

    b) Create a religious and ethnic Indonesian human being that is highly knowledgeable, religious, ethnic, educational, cultural, fair, ethical, and community-based, and developing religious products.

2. Research Data

a. The students pre-test result

The purpose of pre-test is to know the students speaking performance. The test was used by the reseacher in pre-test before giving experimental treatments by watching english movie. The result of pre-test can be identified in the table, as followed:

Table 7.

The Result of Pre-test of Students Speaking performance

at the ninth grader of MTS Ma'arif NU 4 Pekalongan

No	Name	Score
1	AHJ	56
2	AKM	56
3	AJ	58

4	ARM	56
5	BHP	56
6	DA	54
7	IF	60
8	I	56
9	IS	58
10	KSN	60
11	MJH	56
12	MRA	58
13	MRF	56
14	NA	52
15	RIM	52
16	RS	56
17	RRH	54
18	SM	52
19	ZNA	50
20	ZJJ	50
Total ($\sum x$)		1106
Maximal score		60
Minimal score		50
Average		55,3

Taken on 23 february 2024

Based on the data above, it can be found that the highest score was 60 and the lowest score was 50. Based on the data, the writer then measured the class interval (P) by using the formula, as followed:

R = The highest score –– The lowest score

R = 60 –– 50

R = 10

K = 1 + 3,3 log n

K = 1 + 3,3 log 20

K = 1 + 3,3 x 1,30

K = 1 + 4,6

K = 5, 6 $\longrightarrow$ 5

$$P = \frac{R}{K} \quad P = \frac{10}{5}$$

P = 2

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result pre-test research was 2 . After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 8.
The Table of Frequency Distribution of Pre-test Score

No	Class interval	Frequency	Percentage
1	50-52	5	25%
2	53-55	2	10%
3	56-58	11	55%
4	59-61	2	10%
Total		20	100%

If the data was put into the graphiv, it can be seen as followed

Figure 3
The Chart of Frequency of Students Speaking Performance Score in Pre Test
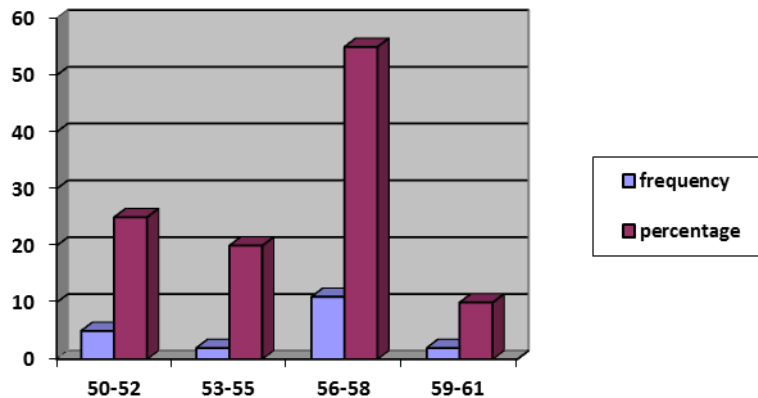
Based on the table frequency distribution above, it can be inferred that 20 students as the reseacher sample can be divided:

1) For the class interval of 50-52, there were 5 students or 23%

2) For the class interval of 53-55, there were 2 student or 10%

3) For the class interval of 56-58, there were 11 students or 55%

4) For the class interval of 59-61, there were 2 students or 10%

Based on the table above, it can be seen that the students who incomplete the test was the students who got score under 65.

b. The student post-test result

A post-test was to measure the students speaking performance after being giving a treatment. This test was followed 20 students. The result of post-test can be shown, as followed:

Table 9.

The Result of post-test of Students Speaking performance

at the ninth grader of MTS Ma'arif NU 4 Pekalongan

No	Name	Score
1	AHJ	76
2	AKM	76
3	AJ	78
4	ARM	78
5	BHP	76
6	DA	76
7	IF	80
8	I	78
9	IS	78
10	KSN	78
11	MJH	56
12	MRA	78
13	MRF	78

14	NA	78
15	RIM	80
16	RS	78
17	RRH	76
18	SM	52
19	ZNA	65
20	ZJJ	63
Total ($\sum$x)		1478
Maximal score		80
Minimal score		52
Average		73,9

Take on 01 march 2024

Based on the data above, it can be found that the highest score was 80 and the lowest score was 52. Based on the data, the writer then measured the class interval (P) by using the formula, as followed:

R = The highest score -- The lowest score

R = 80 -- 52

R = 28

K = 1 + 3,3 log n

K = 1 + 3,3 log 20

K = 1 + 3,3 x 1,30

K = 1 + 4,29

K = 5,29 $\longrightarrow$ 5

$$P = \frac{R}{K}$$

$$P = \frac{28}{5}$$

P = 5

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result post-test research was 5. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed

Table 10.

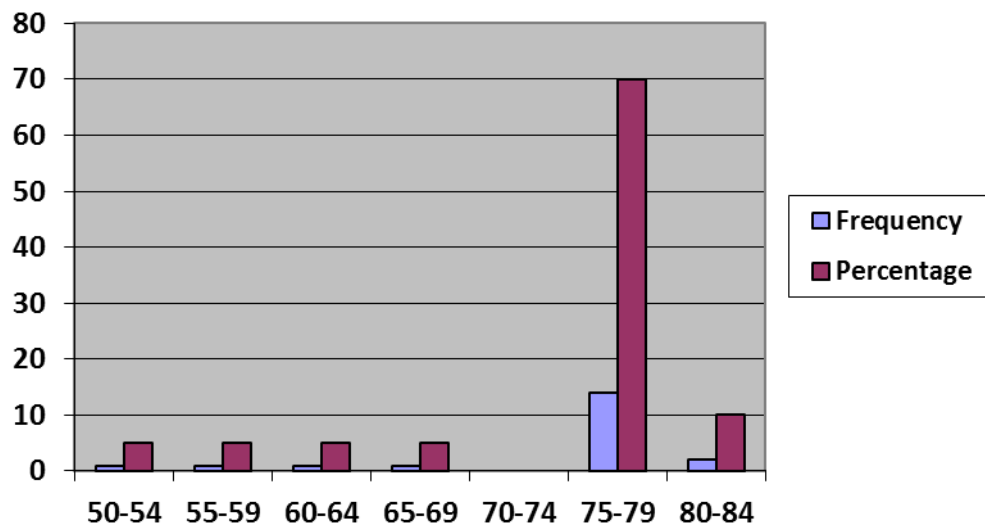**The Table of Frequency Distribution of Post-test Score**

NO	Class interval	Frequency	Percentage
1	50-54	1	5%
2	55-59	1	5%
3	60-64	1	5%
4	65-69	1	5%
5	70-74	0	0%
6	75-79	14	70%
7	80-84	2	10%
	JUMLAH	20	100%

If the data was put into the graphiv, it can be seen as followed

Figure 4

The Chart of Frequency of Students Speaking Perfprmance Score in Post

Test

Based on the table frequency distribution above, it can be inferred that 20 students as the reseacher sample can be divided:

1) For the class interval of 50-54, there were 1 students or 5%

2) For the class interval of 55-59, there were 1 student or 5%

3) For the class interval of 60 – 64, there were 1 students or 5%

4) For the class interval of 65 – 69, there were 1 students or 5%

5) For the class interval of 70 – 74, there were 0 students or 0%

6) For the class interval of 75 – 79, there were 14 students or 70%

7) For the class interval of 80 – 84, there were 2 students or 10%

Based on the table above, it can be seen that the students who incomplete the test was the students who got score under 65

B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis chi-square and t-test in order to prove whether there is any positive and significant effectiveness of watching english movie on the students performance at the ninth graders of MTS Ma'arif NU 4 Pekalongan as followed:

1. Putting the data into the formula Chi-Square (X2)

After administering the oral test method, the researcher analyzed the data by using of Chi-Square (X2) with two variables in order to prove whether there is a positive and significant effecttiveness of watching english movie on the students performance at th ninth graders of MTS Ma'arif 4 Pekalongan, as followed:

$$x^2 = \sum \left(\frac{(Fo - Fe)^2}{Fe} \right)$$

Table 11

The Contingency Table of the expected Frequency at the Result

of Students Speaking Perfoemance in Pretest and Post-test

	categoy				
variable	Very good	Good	Fair	Bad	Total
Pre-test	2	12	6	0	Rn=20
Post-test	9	11	0	0	Rn=20
Total	Cn=11	Cn=23	Cn= 6	Cn= 0	N=40

1) For the pre-test the students got very good score, there were 2 students.

2) For the post-test the students got very good score, there were 9 students

3) For the pre-test the students got good score, there were 12 students

4) For the post-test the students got good score, there were 11 students

5) For the pre-test the students got fair score, there were 6 students

6) For the post-test the students got fair score, there were 0 students

7) For the pre-test the students got bad score, there were 0 students

8) For the post-test the students got bad score, there were 0 students

Hypothesis testing by using Chi-square analyzed as followed:

Table 12.

The Testing of Data

Sell	Fo	$Fe = \frac{Cn \times Rn}{n}$	$Fo - Fe$	$(Fo - Fe)^2$	$\frac{(Fo-Fe)^2}{Fe}$
1	2	$\frac{11 \times 20}{40} = 5,5$	-3,5	12,25	0,22
2	12	$\frac{23 \times 20}{40} = 11,5$	0,5	0,25	0,02
3	6	$\frac{6 \times 20}{40} = 3$	3	9	3
4	0	$\frac{0 \times 20}{40} = 0$	0	0	0
5	9	$\frac{11 \times 20}{40} = 5,5$	3,5	12,25	0,22
6	11	$\frac{23 \times 20}{40} = 11,5$	-0,5	0,25	0,02
7	0	$\frac{6 \times 20}{40} = 3$	-3	9	3
8	0	$\frac{0 \times 20}{40} = 0$	0	0	0
Total		Fe= 40	0	43	$x^2 = 6,48$

From table above, the value of Chi-square was 6,48. Then, to know critical value of Chi-square, the reseacher firstly counted df. It was degree of freedom. The formulation of df, as followed:

Df = (c-1) (r-1)

= (3-1) (2-1)

= 2

Note:

Df = Degree of freedom

c = column

R = row

Table 13.

The Table of Critical Value of Chi-square

Level of signinificant	5%	1%
Df 2	5,9914	9,2103

a. The critical value of X^2 table for 5% level was 5,9914

b. The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

a. $X^2_{observed}$ = 6,48

b. $X^2_{table\ of\ expectancy}$ = 5% (5,9914) and 1% (9,2103)

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103. In this research, the students have done all of the test individually. It was benefit to know the effectiveness of watching movie on the students speaking performance from the result of those test.

From the data above the comparison X^2 bar with X^2 table was: 5,99146 < 6,48 < 9,2103 in 5% and 1% significant. It means that the

alternative hyphothesis (Ha) explains " there is possitive and significant effectiveness of watching English movie toward the students speaking performance."

2. Putting the data into formula t-test

The researcher used the t-test formula to find whether there is positive and significant effectiveness of watching movie on the students speaking performance at the ninth graders of MTS Ma'arif NU 4 Pekalongan.

firstly, the researcher prepared the table and put the data into the formula t-test as below to get "t observation".

a. Preparing the table in order to prove whether there is the influence of watching movie on the students speaking performance at the ninth grader of MTS Ma'arif NU 4 Pekalongan.

Table 14

The Score Pre-test and Post-test result

of the Students Speaking Performance

No	Name	Pre-test (X_1)	Post test (X_2)	D (X_2-X_1)	D^2 $(X_2-X_1)^2$
1	AHJ	56	76	36	1296
2	AKM	56	76	20	400
3	AJ	58	78	22	484
4	ARM	56	78	22	484
5	BHP	56	76	20	400
6	DA	54	76	22	484

7	IF	60	80	20	400
8	I	56	78	22	484
9	IS	58	78	20	400
10	KSN	60	78	18	324
11	MJH	56	56	0	0
12	MRA	58	78	22	484
13	MRF	56	78	22	484
14	NA	52	78	22	484
15	RIM	52	80	28	784
16	RS	56	78	22	484
17	RRH	54	76	22	484
18	SM	52	52	0	0
19	ZNA	50	65	15	225
20	ZJJ	50	63	13	169
TOTAL		$\Sigma X_1 = 1106$	$\Sigma X^2 = 1478$	$\Sigma D = 388$	$\Sigma D^2 = 8772$
Average		55,3	73,4	19,4	438,6

The average of $\Sigma D = (388 : 20) = 19{,}4$

      b. Putting the data above into the formula of t-test in order to get

"$t_{observed}$"

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

$$t = \frac{19{,}4}{\sqrt{\dfrac{8772 - \dfrac{(388)^2}{20}}{20(20-1)}}}$$

$$t = \frac{19{,}4}{\sqrt{\dfrac{8772 - \dfrac{150544}{20}}{20(19)}}}$$

$$t = \frac{19{,}4}{\sqrt{\dfrac{8772 - 7527{,}2}{380}}}$$

$$t = \frac{19{,}4}{\sqrt{\dfrac{1244{,}8}{380}}}$$

$$t = \frac{19{,}4}{1{,}80}$$

$$t = 10{,}77$$

Therefore, $t_{observation}$ is 10,77 as result of the counting by using ttest formula above. To know the critical value of ttest (t_{table}), the reseacher firstly counted df, df is degree of freedom. The formulation of df = N-1. N is the number of research population:

df = N-1

= 26-1

= 25

Furthermore, the researcher demonstrated the data which was analyzed by using ttest in SPSS in the table below:

Table 15

Descriptive Statistic

	N	Minimum	Maximun	mean	Std, deviasion
Pre-test	20	50,00	60,00	55,3	2.92178
Postest	20	52,00	80,00	73,18	8.09743
Valid n listwise	20				

The table above demonstrated that the total sample of pre-test or before treatment was 20 with the minimum value was 50 and maximum 60, mean of pre-test was 55,3 with the standard deviation was 2,92178 . Meanwhile the total sample of post-test or after treatment was 20 with the minimum value was 52 and maximum 80, it mean of post-test was 73,18 with the standard deviation 8.09743. Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Table 16

The Table of Critical Value of t-test

Level of signinificant	5%	1%
Df 19	1.729	2.539

1) The critical value of t-test (ttable) for the 5% level is 1.729

2) The critical value of t-test (ttable) for the 1% level is 2.539

Based on the data analysis above, it can be found that:

1) "$t_{observed}$" = 10,77

2) "t_{table}" level of 5% = 1.729

3) "t_{table}" level of 1% = 2.539

Its mean that "$t_{observed}$" higher that "t_{table}" or it can be written as 1.729< 10,77 > 2.539. From the value above, it can be inferred that there is positive and significant effectiveness of watcing English movie toward students speaking performance at the ninth grader of MTS Ma'arif NU 4 Pekalongan.

C. Interpretation $t_{observation}$

The researcher has formulated the Alternative hypothesis (Hi) and Null hypothesis (Ho) as follows:

1. Alternative hypothesis (Hi)

There is a significant effectiveness of watcing english movie toward students speaking performance at the ninth grader of MTS ma'arif NU 4 Pekalongan.

2. Null hypothesis (Ho)

There is not a significant effectiveness of watcing english movie toward students speaking performance at the ninth grader of MTS Ma'arif NU 4 Pekalongan.

After Hi and Ho above were formulated the writer consulted $t_{observation}$ to t_{table} as follows:

a. If $t_{observed}$> t_{table}, Ha is accepted and Ho is rejected.

b. If $t_{observed}$ < t_{table}, Ha is rejected and Ho is accepted.

Finally, the data confirmed

that "$t_{observed}$" = 10,77 is higher than "t_{table}" 1.729 in 5% and 2.539 in 1%. Therefore, it can be concluded that " there is a positive and significant effectiveness of watching english movie toward students speaking performance at MTS Ma'arif NU 4 pekalongan"

D. Discussion

In this research there are two variables, independent variable that is Watching English Movie (X) and dependent variable, that is Speaking Performance (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant the effectiveness of Watching English Movie on the students speaking performance at the ninth graders of MTS Ma'arif NU 4 Pekalongan. According to by Blasco, Moreto, Blasco, Levites, & Janaudis said, advocated that movies are helpful in teaching the human dimension, which is necessary for developing as a human being and for forming identity in early learners. Movies are comforting, evocative, and non-threatening. They are also based in both visual and emotion.[1]

During the research, the researcher found many problems. They had low motivation to spoken English, they had not vocabularies to communicated by using English, and the students had the difficulties in speaking performance. So, the researcher used Watching English Movie to solve the students problems.

---

[1] Blasco, P. G., Moreto, G., Blasco, M. G., Levites, M. R., & Janaudis, M. A. (2015). Education through movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning through the Arts*, *11*(1).

The researcher also observed that Watching English Movie a good media to apply. The researcher recommanded this media because Watching English Movie interested the students to speak more. So, they be more active and enjoy in learning process. They were given more opportunities to explore ideas of their performance. So, it has proved that Watching English Movie can be used as an alternative media to speaking performance.

E. **Limitation**

This research was conducted at MTS Ma'arif NU 4 Pekalongan. The subjects of the research were the ninth grade of MTS Ma'arif NU 4 Pekalongan. The choice the subject was Watching English Movie. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by students, but focus on the students speaking performance problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

After implementing Quantitative research at the ninth grader of MTS Ma'arif NU 4 Pekalongan and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant effectiveness before and after implementing Watching English Movie in teaching speaking. It means that using Watching English Movie in teaching speaking is helpful. It can be shown from the result of pre-test and post-test.

There was a significant effectiveness of Watching English Movie technique on the students speaking performance at the ninth grade of MTS Ma'arif NU 4 Pekalongan. It could be seen from the critical value "$X^2_{observed}$" = 6,48 and "X^2_{table}" in 5% = 5,9914, and 1% = 9,2103, the data confirmed that "$X^2_{observed}$" was higher than "X^2_{table}". Besides, the data confirmed that "$t_{observed}$" = 10,77 was higher than "t_{table}" in 5% = 1,729, and 1% = 2,539. Based on the analysis data above, the researcher concluded that "there was a positive and significant effectiveness of Watching English Movie towards the students speaking performance at the ninth grade of MTS Ma'arif NU 4 Pekalongan ."

B. **Suggestion**

After the researcher conducted the research at ninth graders students of MTS Ma'arif NU 4 Pekalongan, the researcher would like to give some suggestions as follows:

1. For the headmaster

   a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.

   b. The headmaster is suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the students

   a. It is suggested to develop their performance in speaking in order that can success in learning English.

   b. This strategy can progress the students in studying English, especially to learn English material given.

   c. To be more active in learning English by watching English Movie because it can help the students to enjoy in following the material that the teacher given.

3. For the Teacher

   a. It is better for the teacher to use watching English Movie in teaching English material because it can improve the student's English learning result.

   b. It is suggested to the teacher gives knowledge to the student to be active in every English teaching learning process.

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THE APPENDICES

Guidance for Test

Pre-test

Name :

Class :

Instruction

1. kindly watching English Vinglish Movie!
2. Based on the watching English Vinglish movie, please briefly retell the content of the story from the movie!

Post-test

Name :

Class :

Instruction :

1. Please kindly watching English Vinglish Movie!
2. Based on the watching English Vinglish movie, please briefly retell the content of the story from the movie!

Documentation sheet

No	Aspect	Available	Unavailable
1.	Profile of MTS Ma'arif 4 Pekalongan East Pekalongan		
2.	The Building condition and school facilities in MTS Ma'arif 4 Pekalongan East Pekalongan		
3.	The quality of students of MTS Ma'arif 4 Pekalongan East Pekalongan		
4.	Organization structure MTS Ma'arif 4 Pekalongan East Pekalongan		
5.	Location Sketch of MTS Ma'arif 4 Pekalongan East Pekalongan		

Tabel. 4
The Facility of MTS Ma'arif NU 4
Pekalongan

No	Room	Total
1	Class room	4
2	Library	1
3	Teacher class room	1
4	Headmaster room	1
5	Administration room	1
6	Prayer room	1
7	Conseling room	-
8	UKS	1
9	Toilet	1
10	Teacher toilet	-
11	Security room	-
12	Premises	1
13	Language labolatory	-
14	Ipa Labolatory	-
15	Computer labolatory	-

Tabel 5.

The number of teacher of MTS Ma'arif NU 4 Pekalongan

No	Name of teacher	M/F	Status	Position	Subject	Education
1	Mukminin, S.Pd.I	M	GTY	Headmaster	Penjaskes	Sarjana
2	Warsono, S.H.I	M	GTY	Teacher/ Waka Kurikulum	B. Indo	Sarjana
3	Drs. Sumarlan	M	GTY	Teacher/ Waka Kesiswaan	SKI/fiqih	Sarjana
4	Yulianti, S.E	F	GTY	Teacher/KTU	IPS	Sarjana
5	Eni Nur Santi, S.Pd	F	GTY	Teacher	B. Inggris	Sarjana
6	Agus Kenedi, M. M.Pd	M	GTY	Teacher	Seni Budaya	Magister
7	Siti Fadliyah, S.Ag	F	GTY	Teacher	PKn	Sarjana
8	Desi Dwi	F	GTY	Teacher	IPA	Sarjana

	Astuti, S.Pd			/Bendahara		
9	A. Imamudin, S.Pd.I	M	GTY	Teacher	Aswaja	Sarjana
10	Laela Fauziyah, S.Pd	F	GTY	Teacher	MTK	Sarjana
11	Mahasinul Muhimah	F	GTY	Teacher	Tahfiz Qur''an	Sarjana
12	Ela safitri. S. Pd.	F	GTY	Teacher	Agama	Sarjana

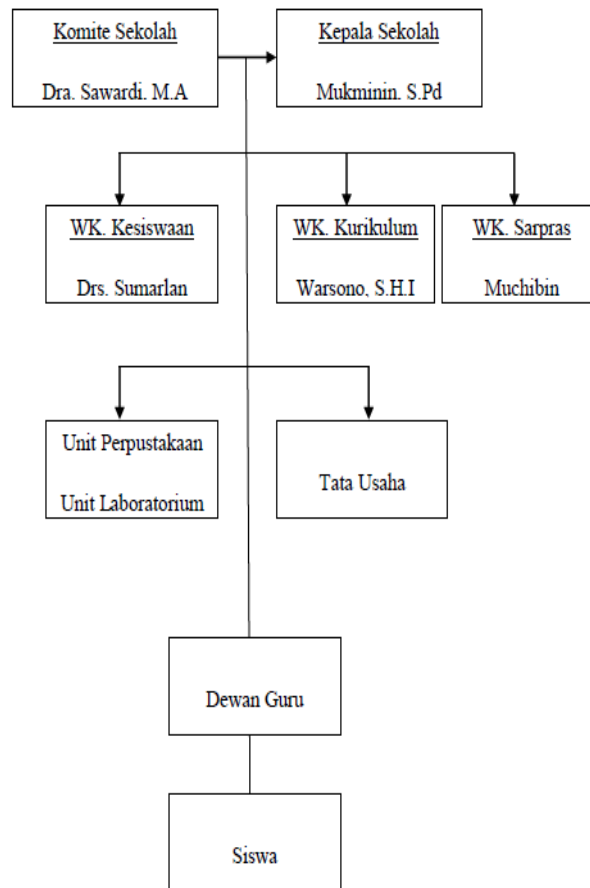**Tabel 6.**

The Total Students of MTS Ma'arif NU 4 Pekalongan

No	Gender	Class		
		VII	VIII	IX
1	Male	16	19	13
2	Female	12	15	7
	Total	28	34	20

FIGURE 2

Organization Structure MTS Ma'arif NU 4 Pekalongan

Taken: Documentation MTS Ma'arif NU 4 Pekalongan, 23 february 2024

Documentation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1540/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MTS MA`ARIF NU 4 PEKALONGAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**DWI SAFITRI**
NPM	:	1701070175
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF WATHCING ENGLISH MOVIE TO INCREASE SPEAKING PERFORMANCE STUDENTS AT MTS MA`ARIF NU 4 PEKALONGAN

untuk melakukan *pra-survey* di MTS MA`ARIF NU 4 PEKALONGAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF 04 PEKALONGAN
NO. TERDAFTAR : 10/MTS/LT/1984   NSM : 121218070015
KECAMATAN PEKALONGAN KABUPATEN LAMPUNG TIMUR
STATUS TERAKREDITASI

Alamat : Jalan Melati Blok Banten, Pekalongan Kota Lampung Timur Kode Pos 34391

Nomor   : 051/MTs.M.04 /PKL/VIII/2020
Lampiran   :-
Hal   : Surat Keterangan Penelitian

Assalamua 'alaikum Wr.Wb,
Sehubungan surat izin Pra-Survey nomor B-1540/In.28.1/J/TL.00/06/2020, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: DWI SAFITRI
NPM	: 1701070175
Semester	: 6 (Enam)
Fakultas	: Tarbiyah dan Imu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TO INCREASE SPEAKING PERFOMANCE STUDENTS AT MTs MA'ARIF 04 PEKALONGAN

Mahasiswa tersebut diatas kami izinkan melaksanakan pra survey/research di MTs Ma'arif 04 Pekalongan.

Demikian surat keterangan research ini kami berikan, untuk dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terimakasih.

Wasallamualaikum Wr.Wb

Pekalongan, 10 Agustus 2020
Kepala Madrasah

MUKMININ, S.Pd.I
NANU. 518.150706.00152.4

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Jurusan : TBI
Semester : XIII

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1.	Selasa, 10-10-2023		- English - Speaking - Pre - Survey - Closing - Penulisan sub Judul - Jenis Metodelogi	Safitri
2.	Jumat, 20-10-2023		- Background of study - Pre survey - cover judul - problem limitation - problem formulation - Benefit of study - Prior Research - Research Hypoteis's - population, sample, technique - operational Defintion of variable - Bibliography	Safitri

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Safitri   Jurusan : TBI
NPM : 1701070175   Semester : XIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	Selasa, 29 - 10 - 2023		- Background of study - problem Limitation - Problem formulation - Benefit of study - Paradigm - Population - Bibliography	
9.	Jum'at, 27 - 10 - 2023		- Background of study - Problem Identification - Problem Limitation - Benefit of study - Operational Variable - Bibliography	
5	kamis 9 - 11 - 2023		Ace to scurre	

Mengetahui
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201 503 1 006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : DWI SAFITRI
NPM : 1701070175

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat, 12-01-2024		Revisi APD	
2.	Rabu, 17-01-2024		Revisi APD •7 Guidance Test	
3.	Kamis 18/9/24		Acc APD	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.BI
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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Nomor   : B-1133/In.28.1/J/TL.00/02/2024
Lampiran   : –
Perihal   : SURAT BIMBINGAN SKRIPSI

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
(Pembimbing 2)
di–
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	DWI SAFITRI
NPM	:	1701070175
Semester	:	14 (Empat Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENTS SPEAKING PERFOMANCE AT MTS MAARIF 4 PEKALONGAN

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Februari 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

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INSTITUT AGAMA ISLAM NEGERI METRO
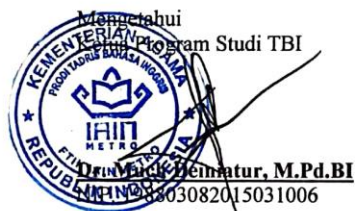**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : DWI SAFITRI
NPM : 1701070175

Program Studi : TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu, 03-09-2024		➐ Cover ➐ abstrak ➐ Acknowledgment ➐ Pra-survey ➐ Objective of study ➐ Paradigm ➐ Population, sample, technique ➐ Figure ➐ Conclution	
2.	Jumat, 19-09-2024		➐ Abstract ➐ Acknowledgement	
3.	Selasa, 23-09-2024		➐ Abstract ➐ Statement of research ➐ Dedication page ➐ Acknowledgment ➐ Background of study	
4	Kamis 25/9 24		Acc munaqosah	

Mengetahui
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Dra. Much. Rahmatur, M.Pd.BI
NIP. 19680308201 5031006

Dosen Pembimbing

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NIP. 19720923 200003 2 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Dwi Safitri
NPM   : 1701070175
Prodi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 April 2024
Ketua Program Studi TBI

Much. Deniatur, M.Pd.B.I.
NIP. 198803082015031 006

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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-221/In.28/S/U.1/OT.01/04/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Dwi Safitri	
NPM	: 1701070175	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070175

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 April 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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Nomor   : B-1013/In.28/D.1/TL.00/02/2024
Lampiran : –
Perihal   : IZIN RESEARCH

Kepada Yth,
KEPALA MTS MAARIF 4 PEKALONGAN
di–
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1014/In.28/D.1/TL.01/02/2024, tanggal 12 Februari 2024 atas nama saudara:

Nama   : DWI SAFITRI
NPM   : 1701070175
Semester   : 14 (Empat Belas)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS MAARIF 4 PEKALONGAN bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 4 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENTS SPEAKING PERFOMANCE AT MTS MAARIF 4 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 Februari 2024
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH MA'ARIF 04 PEKALONGAN
NO. TERDAFTAR : 10/MTS/LT/1984   NSM : 121218070015
KECAMATAN PEKALONGAN KABUPATEN LAMPUNG TIMUR
STATUS TERAKREDITASI

Alamat : Jalan Melati Blok Banten, Pekalongan Kota Lampung Timur Kode Pos 34391

S U R A T KETERANGAN PENELITIAN
Nomor :184/MTs. M. NU.04/PKL/II/2023

Berdasarkan Surat Izin research Institut Agama Islam Negeri Metro Jurusan Tarbiyah Nomor : B-1014/In.28/D.1/TL.01/02/2024, Tanggal 12 Februari 2024, dengan ini Kepala MTs. Ma'arif NU 04 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur menerangkan dengan sesungguhnya bahwa :

Nama	: **DWI SAFITRI**
NPM	: 1701070175
Jurusan	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	:**EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENTS SPEAKING PERFORMANCE AT MTs MA'ARIF 04 PEKALONGAN**

Mahasiswa tersebut diatas diizinkan melaksanakan Research di MTs. Ma'arif NU 04 Pekalongan pada tanggal 12 Februari 2024 s.d. selesai.

Demikian Surat Rekomendasi ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Pekalongan, 23 Februari 2024
Kepala MTs. Ma'arif NU 04 Pekalongan

MUKMININ,S.Pd.I
NANU: 518.150706.00152.4

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S U R A T   T U G A S
Nomor: B-1014/In.28/D.1/TL.01/02/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	DWI SAFITRI
NPM	:	1701070175
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MTS MAARIF 4 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF WATCHING ENGLISH MOVIE TOWARD STUDENTS SPEAKING PERFOMANCE AT MTS MAARIF 4 PEKALONGAN".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 12 Februari 2024

Mengetahui,
Pejabat Setempat

MUKMININ, S.Pd.I
NANU 518 - 156906 - 00152-4

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

CURRICULUM VITAE

The name of the researcher is Dwi Safitri. She was born in Cilegon on December 18th, 1998. She is the second of four children from the married couple, Mr. M. Syaikhuna (alm) and Mrs. Halismawati. She graduated from TK Aisiyah Pekalongan 2005. And then she continued her studies at SDN 1 Pekalongan and graduated in 2011. After that she continued her studies at SMP Negeri 8 Metro and garduated in 2014. And in 2017 she graduated from SMK Negeri 2 Metro and continued her studies as an undergraduate student at the Departement of English Education, Metro State Islamic Studies Institute (IAIN Metro)