

AN UNDERGRADUATE THESIS

**THE USE OF FILM AS MEDIA TO IMPROVE SPEAKING ABILITY AT
THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 4 METRO IN
THE ACADEMIC YEAR 2019/2020**

**BY :
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STUDENT NUMBER : 1501070181**



**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

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YEAR 2019/2020**

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

By:

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Co – Sponsor : Syahreni Siregar, M.Hum

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YEAR 2019/2020**

ABSTRACT

**By:
KHOIROTUN NISA'**

The purposes of this research are to show that using film as media can improve the students' speaking ability and their learning activities at the seventh grade of SMP Muhammadiyah 4 Metro. The researcher had outlined the problem in this research that focused on speaking abilities. It is related on the problem identification that the students speaking ability is low; they get the difficulties to speak well and they are also not interested about the learning method in the class. They always feel bored in speaking subject.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' speaking ability. In collecting the data, the writer used test, observation, documentation, field notes. This research was conducted which an English teacher of SMP Muhammadiyah 4 Metro that was Mr. Abidin, S.Pd.

Finally, the data confirmed that pre-test just 10% of students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 49. It is clear that that the result of pre-test was low. In addition, in post-test I there are 30% of students that can fulfill MMC and the average score of the post-test was 63. Then, the result of post-test II was 80% students that can fulfill MMC with the average score was 72. Moreover, it was investigated that the percentage of learning activity of cycle II is 77%. It means that the use of film as media in speaking can improve the student's speaking ability and their learning activity at the seventh grade of SMP Muhammadiyah 4 Metro.

Keywords: *Speaking Ability, Film as Media*

**PENGUNAAN FILM SEBAGAI MEDIA UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA SISWA KELAS TUJUH SMP MUHAMMADIYAH 4
METRO TAHUN AJARAN 2019/2020**

ABSTRAK

**Oleh:
KHOIROTUN NISA'**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan *media film* dapat meningkatkan kemampuan berbicara siswa dan aktifitas pembelajaran pada siswa tingkat VII SMP Muhammadiyah 4 Metro. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa masih lemah dalam kemampuan berbicara, mereka mengalami kesulitan untuk berbicara dengan baik, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris

Bentuk dalam penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan berbicara. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi, catatan lapangan. Penelitian ini dilaksanakan dengan guru mata bahasa Inggris kelas tujuh SMP Muhammadiyah 4 Metro yang bernama Bapak Abidin, S.Pd.

Akhirnya setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 10% siswa yang dapat mencapai Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 49 hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post test I adalah 30% siswa yang dapat mencapai KKM dengan rata-rata 63. Kemudian, hasil post-test II adalah 80% siswa yang dapat mencapai KKM dengan rata-rata 72. Selain itu, dapat di katakan bahwa persentase aktivitas pembelajaran siswa dalam siklus II adalah 77%. Hal ini dapat disimpulkan bahwa penggunaan film sebagai media dalam berbicara dapat meningkatkan kemampuan berbicara siswa dan aktivitas belajar siswa pada kelas tujuh SMP Muhammadiyah 4 Metro.

Kata Kunci: *Kemampuan Berbicara, Film Sebagai Media*



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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Sesungguhnya Sesudah Kesulitan Itu Ada Kemudahan.

(Q.S Al-Insyiroh)

Think Before You Speak

(Fran Lebowitz)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

*My beloved family, especially my parents. You're my soul and inspiration
(Mr. Mujayin, S.Pd.I and Mrs. Suinawati)*

*My beloved sister and younger brother
I love you all
(Siti Nurjanah and Dimas Tri Saputra)*

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(Farida, Helmi, Lina, Sintia, Tika, Tutik)*

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The Researcher



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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that plays an important role in almost all aspects of life. English is one of the most commonly-spoken language and is often considered as the most influential language in the world. English is a foreign language as a kind of verbal communication which is used to share knowledge in order to maintain the existence of the tradition and culture and especially to maintain human relationship.

In addition, English is one of the most widely spoken languages in the world. It is one of the languages as the basis of communication in most modern-day society. Though there are certainly other ways to communicate such as with body language, facial expressions and gestures, speaking a common language is by far the most efficient way to talk with another human being. Some of these language are more widely spoken and beneficial than other in terms of being able to communicate with more people and in more situations.

Therefore, speaking is one of the language skill as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking skill is the language skill to talk at any time and in any situation. It gives us the ability to communicate effectively. These skills allow the speaker, to convey his message in a

passionate, thoughtful, and convincing manner. Speaking skill also helps to assure that one won't be misunderstood by those who are listening.

Moreover, the benefit of speaking is a great way of building personal development on my levels, since improving communication skill is helpful in almost every area of life. Whatever the speakers' goal is to engage in political debate, make a career as a motivational speaker or gain confidence in front of an audience. Speaking in English can help the speakers to meet their goal. Speaking encourages the speakers to get out of the comfort zone and sign up to speak at a few events in the future.

However, there are many problems got by the students in the process of speaking English. Speaking is one of the skills that must be mastered and must be able to be practiced in the field with other people. Speaking is not an easy language skill to master in a short time. The main problems in speaking are caused by the insufficient linguistic aspects got by the students such as the limitation of English vocabulary. Students are also difficult in developing speaking skills because of the low mastery of English grammar. Other speaking problems are caused by the students' low ability to apply concepts to develop speaking ideas according to the topic of speaking. In addition, speaking problems are caused by the insufficient contribution of non-linguistic aspects, such as the lack of motivation to speak and the lack of support for the environment and the limitations of teaching media.

In line with the issue of the speaking above, the researcher had conducted pre-survey to know the students' problems in speaking got by the students at the seventh grades of SMP Muhammadiyah 4 METRO. Pre-survey was conducted on May 17th 2019. The pre-survey results are illustrated in the following table.

Tabel 1
The Data of Pre-survey Result
Speaking Ability among the Seventh Graders
at SMP Muhammadiyah 4 Metro.

No.	Students' Name	Grade	Criteria
1.	AN	56	Incomplete
2.	DNA	63	Incomplete
3.	DEA	75	Complete
4.	FF	56	Incomplete
5.	GT R	44	Incomplete
6.	JSP	75	Complete
7.	MRB	50	Incomplete
8.	RWS	56	Incomplete
9.	RM	50	Incomplete
10.	RFM	38	Incomplete
11.	RRD	50	Incomplete
12.	TMD	75	Complete
13.	USJ	56	Incomplete
14.	YRA	44	Incomplete

Based on the results of pre-survey above, the students' speaking ability is categorized into two criteria based on the Minimum Mastery Criteria (MMC) of English Subject at the Seventh Grade of SMP Muhammadiyah 4 Metro that is 70. The results of the categorization of the pre-survey results are illustrated in the following table:

Table 2
The Data of Pre-Survey Result
Categorization of Speaking Ability at the Seventh Graders
at SMP Muhammadiyah 4 Metro.

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 70	3 Students	21%	Complete
2.	< 70	11 Students	79 %	Incomplete
Total of students		14 students	100%	

The results of the pre-survey above show that the percentage of students whose speaking ability is able to achieve Minimum Mastrey Criteria (MMC) is 21%. While the percentage of students whose speaking ability is not able to achieve Minimum Mastrey Criteria (MMC) is 79%. This means that the percentage of students who are able to achieve Minimum Mastrey Criteria (MMC) is less than the percentage of students who are unable to achieve Minimum Mastrey Criteria (MMC). Therefore, it can be concluded that the speaking ability of the Seventh grade of SMP Muhammadiyah 4 Metro insufficient.

In addition, the students' speaking problems at the seventh grade of SMP Muhammadiyah 4 Metro need to be overcome by implementing the appropriate teaching media. One of the teaching media that can be used in teaching speaking is film. Film is a product of cultural art created to convey information, mass media, communication media, entertainment media, education and marketing of a product through a story using a media. Film is also referred to as a complex social, psychological and aesthetic phenomenon which is a document consisting of stories and images accompanied by words and music. Therefore, the film is a multi-dimensional and complex production.

Moreover, film is an effective way of learning as a medium that is used to convey certain messages so that students who see the film can increase their knowledge, especially the knowledge contained in the film in learning. Using film in education and teaching in the classroom is very useful and useful to develop students' thoughts and opinions and increase memory in the lesson so as to foster students' interest and motivation in learning.

Speaking with film media is the learning model that emphasizes the efforts to facilitate students to develop their speaking skills through film media. With this model, it is expected that students at the seventh grade of SMP Muhammadiyah 4 Metro are more interested in learning and bring up the courage to speak out in expressing their ideas and opinions based on the objects they see. In this learning process, the teacher is a

facilitator that strengthens the courage of students to express their opinions by giving encouragement to express themselves. The teacher can also motivate students to dare to talk about problems that are being discussed freely and responsibly. Learning with film media is expected to be a way to overcome the problems of students so that they dare to speak in front of the class well.

Based on all the explanations above, the researcher conducted a Classroom Action Research study in order to improve the quality of speaking in the seventh grade of SMP Muhammadiyah 4 Metro. This Classroom Action Research involved independent variable namely film as media and dependent variable namely speaking ability. Therefore, the researcher constructs a research proposal entitled "The Use of Films as Media to Improve Speaking Ability at the Seventh Graders of SMP Muhammadiyah 4 Metro in the Academic Year 2019/2020."

B. Problem Identification

Based on the problems investigated in the process of pre-survey, at SMP Muhammadiyah 4 Metro, the researcher had identified several research problems including the following:

1. Students have insufficient speaking ability.
2. Students have limited vocabulary mastery.
3. Students have insufficient grammar mastery.
4. Students have low pronunciation mastery.
5. Students have difficulty in developing speaking ideas.

6. Students have low motivation to speak English.

C. Problem Limitation

Based on the problems that have been identified above, the researcher limits the research problem by focusing on problem No. 1, namely the insufficient speaking ability of students in the Seventh Grade of SMP Muhammadiyah 4 Metro. The students' speaking ability was improved by the use of film as a media. Therefore, the research title is "The Use of Films as Media to Improve Speaking Ability at the Seventh Graders of SMP Muhammadiyah 4 Metro in the Academic Year 2019/2020."

D. Problem Formulation

Problem formulation of this research is stated as follows: "Can the use of films as media improve students' speaking ability and their learning activities at the Seventh Grade of SMP Muhammadiyah 4 Metro in the Academic Year 2019/2020?"

E. Objective and Benefits of the Study

1. Objective of the Study

Based on problem formulation, the researcher determines the research objectives as follows: "To Improve students' speaking ability and their learning activities by the use of film as media at the seventh grade of SMP Muhammadiyah 4 Metro in the Academic Year 2019/2020."

2. Benefit of the Study

This research has benefits not only for students, but also for English teachers and principals of SMP Muhammadiyah 4 Metro.

a. For the Students'

This research is expected to be useful for students as a valuable moment for them in learning English speaking. Students get interesting experiences through the application of Film as a Media. It is hoped that through the application of film as a medium in speaking teaching students can be more motivated and interested in the speaking learning process so that the quality of speaking is better.

b. For the English Teacher

This research is expected to be useful for English teachers as one of the inspirations in speaking teaching which is related to the application of films as media in teaching speaking. Through this research, it is expected that English teachers can take advantage of the increasing creativity of speaking teaching which is more motivational and friendly to students and not monotonous.

c. For the Headmaster

This research is expected to be useful for principals as a guideline to consider policies in the form of English language teaching programs. Through this research, principals can also help improve the quality of students' speaking in the form of efforts to complete

teaching media, training in English language teaching methods, and various other programs in an effort to improve the quality of English language students.

F. Prior Research

This research was conducted by considering some prior researches as basis for the researcher to determine each important step in this research. The first prior research was conducted by Noor Aeni and Restu Arini with the research title Using English Movies to Enhance Students Speaking Skills¹. The research method of the first prior research was Classroom Action Research. The sample of the first prior research was 31 students.

Furthermore, the objective of the first prior research is to discover two things, namely the students' interest in learning English by using movies watching media, and the result of the students' speaking skills improvement on cyclical implementations. The variables studied by the first prior research include of English Movie and Speaking. The results of the research from the first prior research show that English movies could make the students interested in following the English class and the students' average score was gradually improved from 58.08 in the pretest became 65.74 and 74.78 in the first and second post-tests.

This research and the first prior research have similarities and differences. The similarity between this research and the first prior

¹(Noor Aeni, Restu Arini "Using English Movies to Enhance Grade XI Students Speaking Skills" Journal of English Language and Education 1, No. 1, June 2015)

research lies in the similarity of the examined variables, namely Speaking as the dependent variable and movie as the independent variable. The next similarity lies in the similarity of research methods, namely Classroom Action Research. The difference between this research and the first prior research is the research sample. This is because this research examined the seventh grade students of Muhammadiyah Metro in Middle School. Whereas, the first prior research has examined students of XI IPA 3 class in SMAN 1 Seyegan as a sample.

Furthermore, the second prior research was conducted by Ruspee Madiyoh and Nur Hidayanto Pancoro Setyo Putro with the research title *The Effectiveness of Authentic Short Movies in Enhancing Students Speaking Skills*.² The research method of the second prior research is quantitative. The samples from the first prior research 33 students for the experimental class and 29 students for the control class.

Moreover, the objective of the second priority research is to examine the effectiveness of audio-visual media in enhancing students' speaking development. The variables studied by the second prior research include Speaking as the dependent variable and authentic short movies as the independent variable. The results of the second prior research show that there is a significant difference between students who were taught by using audio visual media and those who were taught by

²(Ruspee Madiyoh, Nur Hidayanto Pancoro Setyo Putro "The Effectiveness of Authentic Short Movies in Enhancing Students Students Speaking Skills "Academicresearch Journal 6 (3), pp. 44-49, June 2018)

using a traditional method in enhancing speaking development with Sig. is 0,000.

This research and the second prior research have similarities and differences. The similarity between this research and the second prior research lies in the similarity of the variables examined namely Films as a media and speaking. The difference between this research and the second prior research is the research sample. This is because this research examined seventh grade students of Muhammadiyah Metro Middle School. Whereas the second prior research has examined the samples of the second prior research were 33 students of senior high school students for the experimental class and 29 students for the control class. The next difference lies in the research method. This method of this research is Classroom Action Research. Meanwhile, the method of the second prior research is quantitative.

Furthermore, the third prior research was conducted by Suparta Rasyid with the research title Using Cartoon Movie to Improve Speaking Skills.³ The research method of the third prior research is quantitative. The sample of the third prior research was 20 students of Class 2 science. The aim of the third prior research is to find out whether the use of English cartoon movies can improve students' achievement at the second grade of Abulyatama High School. The variables studied by the third prior research include of speaking as the dependent variable and cartoon

³(Suparta Rasyid, "Using Cartoon Movie to Improve Speaking Skills" Research in English and Education 1 (2), 161-168, December 2016)

movie as the independent variable. Research results from the third prior research show that the grammar aspect noted the high or significant increase because some of students' achieved very low in grammar before using the movie in learning, but later the significant improvement is on the grammar aspect.

This research and the third prior research have similarities and differences. The similarity between this research and the third prior research lies in the similarity of the variables examined namely Films as Media and speaking. The difference between this research and the third prior research is the research sample. This is because this research examined the seventh grade students of Muhammadiyah Metro Middle School. Whereas, the third prior research has examined 20 students of class 2 IPA2 at Abulyatama High School as a sample. The next difference lies in the research method. This method of this research is Classroom Action Research. Meanwhile, the method of the first third prior research is Quantitative.

Based on the description of prior research, the researcher intends to continue prior research that was conducted by Noor Aeni and Restu Arini. In this case, the researcher conducted Classroom Action Research through the application of Film as Media in teaching speaking. By understanding the procedures and results of all prior research above, the researcher can draw important essence and clear instructions on the subsequent implementation of this research.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Speaking Ability

1. Definition of Speaking

According to Mirostaw Pawlak, speaking is rarely a monologue and typically also involves simultaneous listening and comprehending; it happens in real time, thus being transient and dynamic; it involves mobilizing various aspects of communicative competence, including non-linguistic resources; it is heavily reliant on the situational context and it must take account of the broader cultural and social milieu.¹

Moreover, Diana Boxer and Andrew D. Cohen define speaking is important if we teachers and testers are to become better at facilitating second language learning, but in addition, we applied linguists, materials writers, and test developers, need to know more about the nature of the second language grammars acquired by learners, including discourse and pragmatic competence, and about the process of acquisition as it is influenced by context.²

Meanwhile, Brown said that speaking is productive skill that can be directly and empirically observed, those observations are invariably

¹Mirostaw Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and instructed Foreign Language Acquisition* (Ontario: Multilingual Matters, 2011), 4.

²Diana Boxer and Andrew D. Cohen, *Studying Speaking to Inform Second Language Learning* (Toronto: Multilingual Matters LTD, 2004), 41.

colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily, reliability and validity of an oral production test.³

Based on the explanation above, the researcher can conclude that speaking is one of the ways to communicate with every people which is used in English teaching.

a. The Concept of Teaching Learning Speaking

The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Teachers and textbooks make use of a variety of Approaches, ranging from direct approaches focusing on specific features of oral Interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group Work, task work, and other strategies.⁴

1) Conversational routines

³H. Douglas Brown, *Language Assesment: Principles and Classroom Practice*, (California: Longman, 2003), 140.

⁴Jack, C. Richards, *Teaching Listening and Speaking: from Theory to practice*, (United States Of America: University Press, 2008), 19.

A marked feature of conversational discourse is the use of fixed expression, or “routines,” that often have specific functions in conversation and give conversational discourse the quality of naturalness.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

2) Style of speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

3) Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. A useful distinction between the interactional functions of speaking serves to establish and maintain social relations, and the

transactional functions, which focus on the exchange of information.

b. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking⁵:

1) Language Feature

Among the elements necessary for spoken production, are follow:

a) Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ (as in I’d’ve gone). In connected speech sounds are modified (assimilation), omitted (elision), added, or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

⁵Jeremy Harmer, *The Practice of English Language Teaching Third edition*, (Cambridge: Longman, 2003), 269-271.

b) Expressive devices

Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar

Spontaneous speech is marked by the use of a number of a common lexical phrase, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

2) Mental/Social Processing

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a) Language processing

Effective speakers need to be able to process the language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

b) Interacting with other

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) (On-the-Spot) Information processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us at the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators.

2. Definition of Speaking Ability

There are many definitions of speaking ability according to experts.

Carol A. Capella states speaking ability is defined as consisting of abilities for use of particular types of lexico-grammatical forms and illocutionary functions within a particular register, but the scoring of performance on a speaking test consists of a single rating based on a

judgment of overall performance, the resulting performance data offer no means for testing the construct theory.⁶

Sari Louma defines speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgement about a range of aspects of what is being said, as it is being said.⁷

Therefore, Richard Young and Agnes Weiyun states that speaking ability in a second language is in fact a theoretically challenging undertaking. Before we can say what speaking ability is, we have to have an understanding of the properties of naturally occurring spoken language and of what it means for someone to speak a language better or worse than someone else.⁸

Based on the explanation above, the researcher concludes that speaking ability is special skill or competence that has to be mastered by students in an activity. The researcher would know the students' speaking ability focused on their speaking fluency by measuring their fluency, grammar, vocabulary and comprehension. Hence, in order to be able to speak English fluently, the students must master four components above.

⁶Carol A Chapella, *Language Learning and Language Teaching: English Language Learning and Technology* (Amsterdam: Iowa State University, 2003), 155.

⁷Sari Louma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), ix-x.

⁸Richard Young and Agnes Weiyun He, *Talking and Tasting: Discourse Approach to The Assesment of Oral Proficiency* (Philadelphia: John Benjamin Publishing Company, 1998), 2.

a. The Characteristics of Speaking Ability

Students often think that the ability to speak a language is the product of language learning but speaking is also a crucial part of the language learning process. The teacher should teach students speaking strategies through the following characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult. According to Brown, There are some characteristics of speaking, the explained that below⁹:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English (see the section below Teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

⁹H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco:Longman, 2001) , 270-271

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause hesitate.

e. Colloquial Language

Make sure your students are reasonable well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob

speaking skill of its richest component the creativity of conversational negotiation.

Based on the characteristics of speaking above, the researcher inferred that speaking has some characteristics that have to be understood. If all of characteristics above is completed, it will produce speaking well.

b. The Measurement of Speaking Ability

To assess students' speaking ability, the researcher a speaking rubric stated as follows:¹⁰

Table 3
Analytic Speaking Rubric

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
	4	Occasional errors of pronunciation a few

¹⁰ Cyril J. Weir, *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), 195-196.

Pronunciation	(excellent)	inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacy.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of Inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
	4 (excellent)	Interacts effectively and readily participates and follows the discussion.

Interaction al strategies	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. Concept of Film as Media

1. Definition of Media

According to Jean W Solomon and Jane Clifford O'Brien, the term media (plural of *medium*) is defined as “an intervening substance through which something else is transmitted or carried on. An agency by which something is accomplished, conveyed or transferred.”¹¹ Method refers to “a means or manner of procedure, especially a regular and systematic way of accomplishing something”.

Beside that, according to Gayle Brewer media is problematic to say the least and with the development of new technologies, which blur the line between a personal communication and media, these definitions have become even more difficult.¹²

In addition, media will be defined as any method of communication, other than one to one interactions, which is facilitated by some type of technology, such as printed newspapers through to

¹¹Jean W Solomon and Jane Clifford O'Brien, *Pedriatic Skills for Occupational Therapy Assistans* (Missouri: Elsevier Mosby, 2011), 443

¹²Gayle Brewer, *Media Psychology* (New York: Palgrave Macmillan, 2011), 1.

news podcasts. However the reader bear in mind that what people mean by .media can change over time and that in some situations different academic disciplines may have more specific definitions.¹³

Based on explanation above, the researcher can conclude that with the media having a more prevalent place in our lives the need to understand and monitors its impact grows.

2. Definition of Film

There are some definitions of film which is used in speaking. Below are the definitions which taken from some experts.

As asserted by The Board of Studies NSW (New South Wales), film is a powerful medium: being primarily visual, it therefore caters to a wide audience.¹⁴

Beside that, according to Tim Stafford, film is principally defined by the dynamism of its moving images but does, however, share some qualities with the picture book and the comic book.¹⁵

Therefore, Mark Winokur and Bruce Holsinger says film is a motion picture whose age, artistry, budget, or nationality distinguishes it as a culturally significant work (thus the most subjective term of all).¹⁶

¹³*Ibid*, 2

¹⁴The Board of Studies NSW, *Fiction, Film and other Texts: A support document for the English Years 7–10 Syllabus* (New South Wales: Board of Studies NSW, 2003), 40.

¹⁵Tim stafford, *Teaching Visual Literacy in the Primary Classroom: Comic books, film, television and picture narratives* (New York: Routledge, 2011), 85.

¹⁶Mark Winokur and Bruce Holsinger ,*The Complete Idiot's Guide To Movies, Flicks, and Film* (Indianapolis: Alpha Books, 2001) , 4.

Based on explanation above, the researcher can conclude that film is produced and the processes of production, distribution and exhibition are all used to create meaning.

a. Types of Film

There are two types of film, as follows:¹⁷

1) Foreign Films

“It’s a foreign film.” This simple sentence is enough to send chills of anticipated boredom and entrapment down the spines of many American moviegoers. At the end of a hectic work week, you want a fast-paced thriller with a clearly unfolding plot, or a chick flick that you don’t have to work very hard to understand. The *last* thing you want is a 1950s Romanian art film with white subtitles that hardly stand out against the too-bright background anyway.

Foreign films such as *Breathless* and the dozens of others discussed in the following chapters are wonderful as movies in their own right.

2) The avant-garde cinema

Speaking of chickening out, you’ll also read quite a bit in this book about some of the various *avant-garde* film movements that have characterized the last century in world cinema. As you’ll soon learn, though, many films that were loosely

¹⁷*Ibid*, 5-6.

considered “avant-garde” in their own day D. W. Griffith’s *The Birth of a Nation*, to use the most notable example became quite runof- the-mill once their techniques were absorbed into mainstream cinema.

b. Advantages and Disadvantages of Film

Film as media has some advantages and disadvantages.¹⁸

1) The advantages of film as media

Film has some advantages are, as follows:

- a) Film is easy to show to relatively large audiences.
- b) Film tends to be a more emotive medium than videotape.
- c) Film projectors tend to be somewhat more portable than a VCR (Video Cassette Recorder) and television monitor.

2) The disadvantages of film as media

Film as media has some disadvantages are as follows:

1. Films tend to be very expensive, often nearly double the price of video tapes.
2. Fewer films are available in a 16 mm film format; consequently, many existing materials are out of date.
3. Many individuals find loading a projector somewhat intimidating, and a projector is usually more difficult to use than a VCR (Video Cassette Recorder).

¹⁸Glen G. Gilbert and Robin G. Sawyer, *Health Education Creating Strategies for School and Community Health* (Ontario: Jones and Bartlett Publishers, 2000), 211

4. Projector maintenance can be very expensive, particularly on older machines, which are more prone to mechanical failure.
5. The use of film necessitates finding an available screen or very white wall.

3. Films as a Teaching Media

Films can serve many functions in one's teaching program. The function that will work depend on your teaching style, teaching goals, and course content. The use of film in language teaching is not a completely unexplored area of study but research on teaching material and activity types in second language teaching is generally not that extensive.¹⁹

A film study could draw attention to the film's echoes of silent films, with iris closes and inter-title cards delineating individual segments. Real and artificial creatures are smoothly portrayed together and the film succeeds on many levels and its allusions will appeal to adolescents and adults as well as children.

The film invites discussion of many issues and reflection on how values have changed over time such as the role of sport and the Olympics in society, the notion of 'amateurism' in sport, friendship and loyalty, faith and belief, racism and nationalism.²⁰

¹⁹Craig Chaundron, *Second Language Classroom: Research on Teaching and Learning* (Cambridge:Cambridge University Press, 2012), 2.

²⁰The Board of Studies NSW, *Fiction, Film and other Texts: A support document for the English Years 7–10 Syllabus* (New South Wales: Board of Studies NSW, 2003), 41.

When studying film we need to consider how the contexts in which a film is produced and the processes of production, distribution and exhibition are all used to create meaning.

4. Procedure of film as Media in Teaching Speaking

The procedure of film as media in teaching speaking as follows:

- a. Students are grouped in pairs in a classroom which contains a DVD player. Half the members of the pairs must sit down with their backs to the screen, while the other half sits down opposite their partners.
- b. The teacher switches on the DVD player and for a short while (e.g. 15 minutes) shows an extract from a film (or any other type of programme of a lively, active kind).
- c. The students sitting opposite the screen must try and describe the extract to his/her partner, who, in turn, must ask as many questions as possible to try and find out what the story is about.
- d. Finally, some of the students sitting with their backs to the screen must retell what they have been told to the whole class; their “watching” and the teacher will be given the chance of correcting and completing their performance.²¹

²¹Claire Manners, Rachel Kelly, and Teresa Reilly, *Integrated Curriculum for Secondary Education: English-Years 1 and 2* (Culturay Deporte: Gobierno De Espana,2012), 29.

C. Action Hypothesis

The action hypothesis of this Classroom Action Research is stated as follows: “The use of Films as Media Can Improve Speaking Ability and Their Learning Activities at the Seventh Graders of SMP Muhammadiyah 4 Metro in The Academic Year of 2019/2020”.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

1) Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is film as media that was implemented to improve the students' speaking ability in easy way. This strategy is useful to make their speaking ability improved.

The dependent variable of this research is speaking ability as one of the four of language skills that has to be mastered by the students in order to be able to communicate the message effectively.

2) Operational Definition of Variable

An operational definition is the specification of how you define and measure the variable in your study. You can find definitions in published research studies on your topic. Sometimes published studies have sections titled "Definition of Terms". Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.¹

The definition an operational tells us what activities or operation we need to perform to measure a concept or variable. Based on the

¹John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 151.

statement, the definition operational of the variable in this research are:

3. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is film as media which is defined as a teaching strategy used by teacher in the process of teaching. Moreover, based on the explanation above, in this research the writer used film as media to conduct a Classroom Action Research for the students the seventh graders of SMP Muhammadiyah 4 Metro. In addition, the researcher collected the data by using a speaking test.

The measurement of independent variable can be observe by students activeness in learning activity by using film as teaching media in process of the speaking. The range of point of the student activeness in the independent variable is 0-4.

The indicators of independent variable are as follows:²

1. The students are able to comprehend what they watch in film.
2. The students are able to describe the content of film to his/her pair, who, in turn and asking as many questions as possible to try and finding out what the story of film is about.

²Claire Manners, Rachel Kelly, and Teresa Reilly, *Integrated Curriculum for Secondary Education: English-Years 1 and 2* (Culturay Deporte: Gobierno De Espana,2012), 29.

3. The students are able to retell what they have been told to the whole class.

4. Dependent Variable

According to David Nunan, dependent variable is a written cloze test, then the default definition of 'listening comprehensions' is 'the ability to complete written cloze passage'.³

The instrument used to measure dependent variable is a speaking test in the form of an oral test. while the way to confessis to ask students to describe the animals that have been determined by the teacher.

The dependent variable of this research is students' speaking ability that focuses on the students' ability.

The indicators of students' speaking skill including as follows:⁴

- a. The students are able to speak in English fluently.
- b. The students are able to speak in English by the appropriate pronouncation.
- c. The students are able to speak in English by using the appropriate vocabulary.

³David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), 15.

⁴Cyril J. Weir. *Language Testing And validation.*. (London: Palgrave Macmillan, 2005), 195-196.

3) Research Location

This research was conducted at the seventh grade of SMP Muhammadiyah 4 Metro. SMP Muhammadiyah 4 Metro is one of schools that it has located at Purwosari, Metro Utara Kota Metro.

4) Subject and Object of Study

This research was conducted by applying the Classroom Action Research (CAR). The subject of this research is the students of the seventh grade of SMP Muhammadiyah 4 Metro. This class consists of 14 students SMP Muhammadiyah 4 Metro. The researcher chose this class because most of the students have low score in learning English especially in speaking. While the object of this research is the students' speaking ability at the seventh grade SMP Muhammadiyah 4 Metro.

The researcher got the help from the English teacher Mr. Abidin S.Pd as the collaborator in this research that the function is as the observer in teaching learning process.

5) Action Plan

According to Anne Burns, classroom action research is part of a broad movement that has been going on in education generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who include

teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.⁵

According to Jean McNiff and Jack Whitehead, action research has this self-transforming capacity. Practitioners can show how they have contributed to new practices, and how these new practices can transform into new theory. When researchers claim that they have generated new theory, they are saying that they have created knowledge that never existed before.⁶

Action research is different from other kinds of research, it is useful to look at the underpinning assumptions, and see how these can transform into different kinds of practices. Doing this also reveals the main features of action research.⁷

Paul McIntosh states that action research is grounded in an eclectic mixture of philosophical thinking around transcendence, of ethical thinking around values, and of recognition that it operates in a domain of uncertainty as to how it apprehends the nature of an ‘action’.⁸

Meanwhile, Karen Goodnough points out that action research is one of the best types of professional development that can benefit teachers willing to try new methods of learning and teaching and to

⁵Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), 2.

⁶Jean McNiff And Jack Whitehead, *Action Research: Principles And Practice* (London: Sage Publications, 2002), 19.

⁷*Ibid*, 22.

⁸Paul McIntosh, *Action Research and Reflective Practice: Creative and Visual Methods to facilitate Reflection and Learning* (New York: Routledge, 2010), 37.

learn from mistakes in order to experience growth as teachers. As teachers, we often encourage our students to be risk-takers and think outside of the box. So, like our students, we should be willing to take risks and try new approaches to teaching if it is beneficial to our students' growth.⁹

Moreover, Robert P. Pelton, action research is best seen as a way you approach your work in the classroom and school setting. Think of it as a *mindset* for teaching. It is a powerful mindset for teaching because it emphasizes your role as a reflective practitioner who is continually observant, thoughtful, and willing to examine personal actions in the light of the best possible practices for your students.¹⁰

Classroom action research (CAR) has various models but in this research, the researcher used O'Leary research design. O'Leary report that action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation and are based in evaluative practice that alters between action and critical reflection.¹¹

⁹Karen Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research: A Guide For Educators* (Rosterdam: Sense Publisher, 2011), 86

¹⁰Robert P. Pelton, *Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction* (Ney York: Rowman & Littlefield Education, 2010), 5.

¹¹Zina O'Leary, *The Essential Guide To Doing Research*, (London: Sage Publications, 2004), 140.

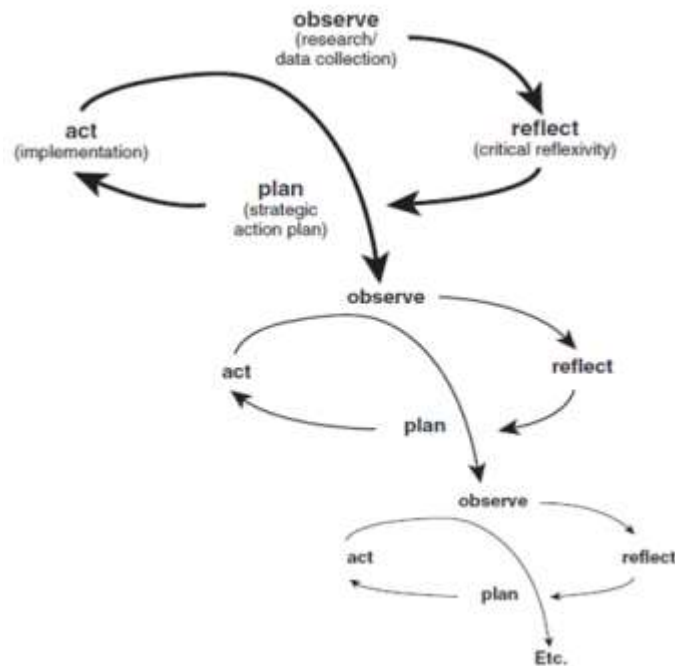


Figure 1

Adapted Zina O'Leary Model¹²

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the steps of cycle 1 are as follows:

¹²*Ibid*, 141.

d) Cycle 1

a. Planning

Planning is the first steps in each activity. In this cycle, with the teacher prepare some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, In this step, the researcher make the planning as follow:

- A.** The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- B.** The researcher prepares the learning source for the student.
- C.** The researcher establishes the strategy. The researcher uses the film as media to improve students' speaking ability.
- D.** The researcher with the collaborate makes the criteria for success.

b. Acting

This step is the implementation of planning. This step must follow the plan that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

4) Pre-teaching activity

- a) The researcher starts the lesson by greeting the students.
- b) The researcher and students pray together.
- c) The researcher checks student attendance.

- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.
- 5) While teaching activity
1. Student are grouped in pairs in a classroom which contains a DVD player. That shows the animated film in the title “The Magical Kitty”. Half the members of the pairs must sit down with their backs to the screen, while the other half sits down opposite their partners.
 2. The teacher switches on the DVD player and for a short while (e.g. 15 minutes) shows an extract from a film (or any other type of programme of a lively, active kind). The teacher used education film.
 3. The students sitting opposite the screen must try and describe the extract to his/her partner, who, in turn, must ask as many questions as possible to try and find out what the story is about.
 4. Finally, some of the students sitting with their backs to the screen must retell what they have been told to the whole class; their “watching” and then the teacher is given the chance of correcting and completing their performance.¹³

¹³Claire Manners, Rachel Kelly, and Teresa Reilly, *Integrated Curriculum for Secondary Education: English-Years 1 and 2* (Culturay Deporte: Gobierno De Espana,2012), 29.

c. Observing

Observation was done to investigate the learning activity in this classroom action research. By the process of observation, the researcher knows the action achieves the aim of the researcher goals. The researcher observed them in every learning activity.

d. Reflecting

By reflecting, the researcher can get information about the strength and the weakness of the action that the researcher has been done.

e) Cycle 2

D. Re-Planning

When the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It is explained as a following:

1. The researcher study the reflection result to obtain the problem-solving.
2. The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
3. The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

E. Acting

The researcher applied the same step in the previous cycle with the collaborator by conducting following activities:

1) Pre-teaching activity

- c. The researcher starts the lesson by greeting the students.
- d. The researcher and students pray together.
- e. The researcher checks student attendance.
- f. The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2) While teaching activity

- a) Student are grouped in pairs in a classroom which contains a DVD player. That shows the education film in the title “Meet My Family”. Half the members of the pairs must sit down with their backs to the screen, while the other half sits down opposite their partners.
- b) The teacher switches on the DVD player and for a short while (e.g. 15 minutes) shows an extract from a film (or any other type of programme of a lively, active kind). The teacher used animation film.
- c) The students sitting opposite the screen must try and describe the extract to his/her partner, who, in turn, must ask as many questions as possible to try and find out what the story is about.

- d) Finally, some of the students sitting with their backs to the screen must retell what they have been told to the whole class; their “watching” and the teacher are given the chance of correcting and completing their performance.¹⁴

F. Observing

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

G. Reflecting

After contrasting the score distribution of pre-test and post-test, the researcher reviewed and reflected on the view and teacher performance whether is positive or negative.

6) Data Collection Technique

In order for collecting the data, the researcher used the following techniques:

1. Test

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.¹⁵ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

¹⁴*Ibid*, 29.

¹⁵H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), 384.

a. Pre-test

In the first meeting, the researcher administrated the pre-test of the researcher in order to find out the difference between the individual who has a similar level. The pre-test employed in this research is in the form of speaking abilitytest. In order to know the student's speaking performance, the researcher employs oral question. The researcher gives a speaking topic by describing something.

b. Post-test

After handling to know the influence of the technique whether it is able to improve the student's speaking ability. It was held after they have gotten the treatment. Both prepare test and post-test are different. In order to know the student's speaking ability, the researcher uses in the form of question. It was administrated orally by the researcher. Post-test was done after the process of each cycle.

2. Observation

In this present research, observation is used to know the student speaking performance in the learning procedure. In this research the writer observed the learning activity in each cycle. The observation was done to know the teacher and student's activeness in speaking learning process the data that were observed as follows:

- a. The students' activeness in learning process.
 - b. The students' ability in doing the task.
 - c. The students' activeness in group work.
 - d. The students' ability in answering the teacher's questions.
- e. Documentation

Documentation is the method which is used to get information from the written source or document. In this present researcher, the researcher also employs documentation to know all data of the students in SMP Muhammadiyah 4 Metro.

The documentation was done to document the following the items:

- a. The history of the school
 - b. Organization structure of the school
 - c. Location
 - d. The distribution of the teacher in each subject
 - e. The quantity of the students in each class
 - f. The learning facility of the school
- f. The Field Note

The researcher used a field note. It makes the data analyzing simpler. The implementation carried out with students by describing his friends and doing it in the tenth class. In many professions, it is a matter of good practice to make 'field-notes' while actually engaged in professional action. This note has been prepared systematically and given interpretation by the research.

7) Data Analysis Technique

Data analysis is the way to process the information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research.

Data analysis technique would be conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

Data analysis method was conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula :

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

\bar{X} : Mean

Σ : Sum of

x : Raw Score

N : Number of Cases¹⁶

To know the percentage of students ability in speaking, the researcher measured the percentage of students speaking ability by using the following the formula:

¹⁶Donald Ary et all, *Introduction to Research in Education* (Canada:Wadsworth Cengage Learning 2010),108-109.

$$P = \frac{F}{N} \times 100\%$$

P : Percentage

F : Frequence

N : The total number of subject

8) Indicator of Success

This research is categorized successful if the percentage of students' speaking ability who are able to achieve Minimum Mastery Criteria (MMC) is 75%. In addition, this research is declared successful if 75% of the students are active in their learning activity.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

Before presenting the result of this research, the researcher describes SMP Muhammadiyah 4 Metro that consists of:

2. The History of SMP Muhammadiyah 4 Metro

Junior High School SMP Muhammadiyah 4 Metro is Junior High School that is located at the Jl. Dr. Sutomo, Purwosari, Metro Utara, Kota Metro, Lampung. The name of principle of Junior High School SMP Muhammadiyah 4 Metro in the academic year 2019/2020 is Agus Pujianto, M.Pd.

3. The Condition of Teacher and Official Employes at SMP Muhammadiyah 4 Metro

Table 4
The Condition of Teacher and Official Employers at SMP Muhammadiyah 4 Metro

No	Name	Position
1	Agus Pujianto, M.Pd	Headmaster
2	Hadi Pranoto, S.T	Teacher
3	Surani,S.Pd	Teacher
4	Rusparmi	Teacher
5	Mislan	Teacher
6	Tri Widiawati, S.Pd	Teacher

7	Siti Fatimah, S.Pd	Teacher
8	Dwi Hastuti, S.Pd	Teacher
9	Abidin, S.Pd	Teacher
10	M. Reza Rasyid Hidayat, S.Pd	Teacher
11	Okta Efriansyah, S.Pd	Teacher

Source: Documentation of SMP Muhammadiyah 4 Metro

4. The Quantity Students of SMP Muhammadiyah 4 Metro

The students' quantity at SMP Muhammadiyah 4 Metro is identified, as follows:

Table 5

The Students' Quantity of SMP Muhammadiyah 4 Metro in the Academic Year of 2019/2020.

No	Class	Total
	VII	20
	VIII	18
	IX	11
	Total	49

Source: Documentation of Students' Quantity at SMP Muhammadiyah 4 Metro in the academic year 2019/2020.

5. The Building of SMP Muhammadiyah 4 Metro

The condition of facilities in SMP Muhammadiyah 4 Metro in the academic year of 2019/2020 that is illustrated on the table below:

Table 6

The Building of SMP Muhammadiyah 4 Metro

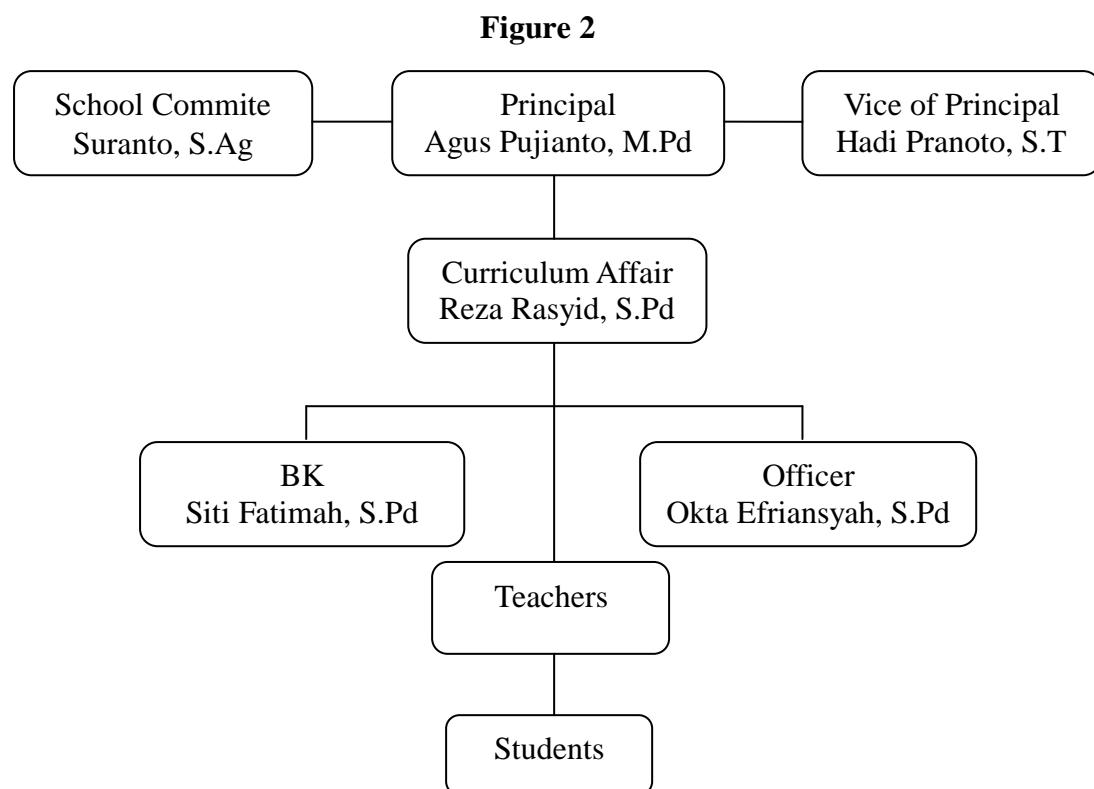
No	Building facility	Quantity
1	Classroom	3
2	library room	1

3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Social science laboratory	1
8	Student's toilet	1
9	Teacher's toilet	1
10	OSIS room	1
11	Warehouse	1

Source: Documentation of SMP Muhammadiyah 4 Metro.

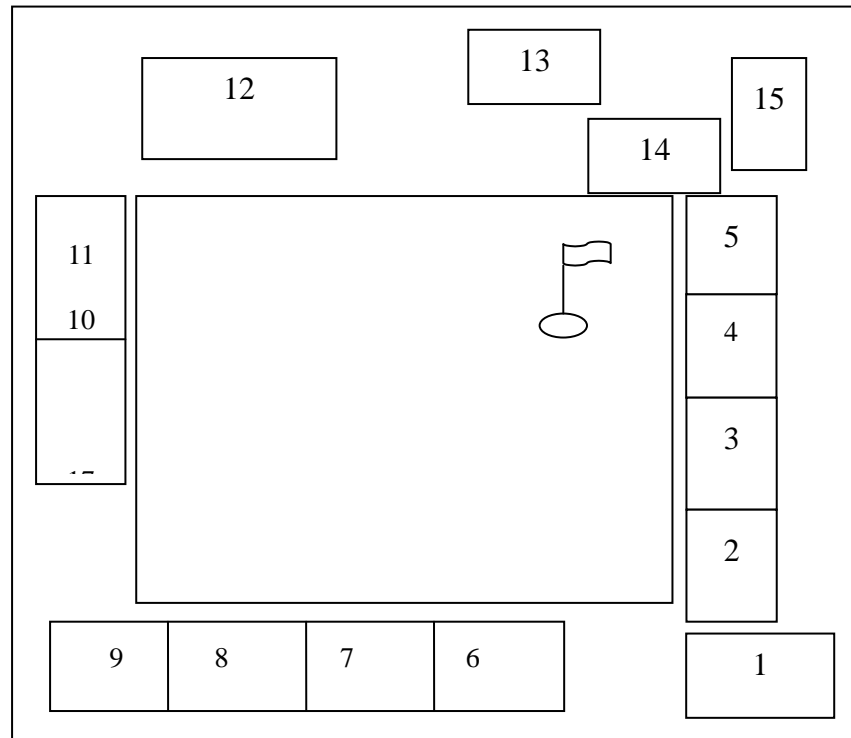
6. The Organization Structure of SMP Muhammadiyah 4 Metro

The Organization Structure of SMP Muhammadiyah 4 Metro in the academic year of 2019/2020 is illustrated in the following figure:



7. Location Sketch of SMP Muhammadiyah 4 Metro

Figure 3



Notes :

- H. Teacher's parking area
- I. Library
- J. Headmaster office
- K. Teacher's room
- L. Warehouse
- M. Computer laboratory room
- N. Classroom of VII class
- O. Classroom of VIII class
- P. Classroom of IX class

- Q. Social science laboratory
- R. Library
- S. Mosque
- T. Toilets
- U. Student's parking area
- V. Canteen

B. Description of the Research

In this chapter, the researcher presents the result of this research that explains the answer of problem formulation, as follows :

"Can the use of films as media to improve the students' speaking ability and their learning activities at the Seventh Grade of SMP Muhammadiyah 4 Metro in the Academic Year 2019/2020?"

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 1 x 45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. Abidin, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on Thursday, November 7th 2019 at 13.00 until 14.20. All of the students have already been ready when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know

their speaking ability before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to describe the topic of animal “Giraffe and Elephant”. Then, the students’ pre-test result is illustrated on the table below:

Table 7
Students’ Speaking Pre-test Grade

No	Name	F	P	V	G	TOTAL GRADE	CRITERIA
1	AR	2	2	1	2	44	Incomplete
2	ANT	2	1	1	2	38	Incomplete
3	AA	2	2	2	1	44	Incomplete
4	DA	2	1	1	2	38	Incomplete
5	ERZ	2	1	2	1	38	Incomplete
6	FO	3	2	2	2	56	Incomplete
7	FCP	2	1	1	1	31	Incomplete
8	FR	3	3	3	3	75	Complete
9	HRP	2	2	2	2	50	Incomplete
10	LF	3	3	2	3	68	Incomplete
11	MIAM	2	1	2	1	38	Incomplete
12	MAAF	2	2	1	1	38	Incomplete
13	MRAH	2	2	2	1	44	Incomplete
14	NS	3	2	2	2	56	Incomplete
15	RR	3	2	2	2	56	Incomplete
16	RS	2	2	2	2	50	Incomplete
17	SSD	3	2	3	1	56	Incomplete
18	TMF	3	3	3	3	75	Complete
19	VM	2	1	1	2	38	Incomplete
20	ZAY	2	2	2	2	50	Incomplete
Total of all students’ grade						983	
Total all of the students (n)						20	
The highest grade						75	
The lowest grade						31	
Average						49	

Source: The Grade Result of speaking pre-test at VII class of SMP Muhammadiyah 4 Metro on November, 7th 2019.

Table 8
Note of Speaking Criteria Symbol

No	Symbol	Criteria
1	F	Fluency
2	P	Pronouncation
3	V	Vocabularry
4	G	Grammar

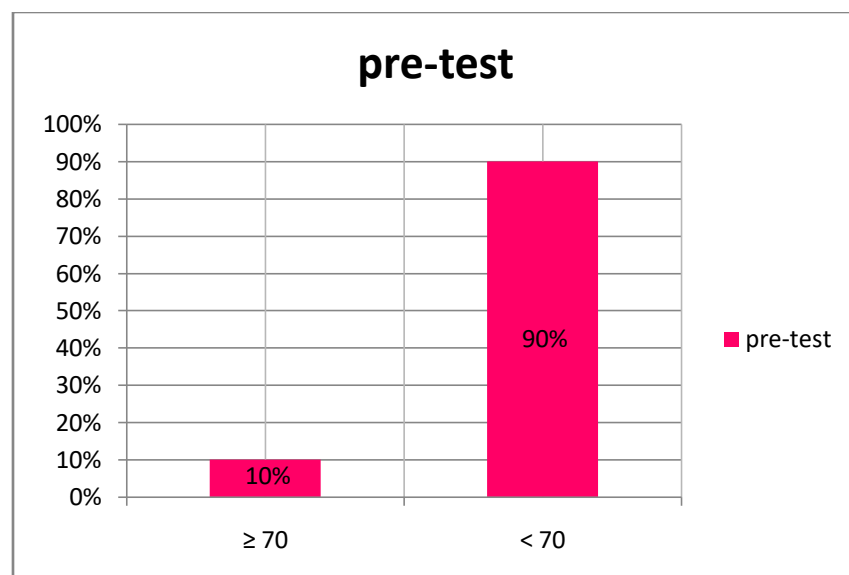
5
Source: Weir Speaking Rubric

Table 9
Frequency of Students' Grade in Pre-Test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	2	10%	Complete
2	< 70	18	90%	Incomplete
	Total	20	100%	

Source: The Grade Result of Speaking pre-test at VII class of SMP Muhammadiyah 4 Metro on November, 7th 2019.

Figure 4
The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 18 students (90%) were not successful and 2 other students (10%) were successful. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average of 49, so the result was unsatisfied. Therefore, the researcher used film as media to improve the students' speaking ability.

a) Cycle I

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Thursday, November 7th 2019, at 13.00 until 14.20 followed by 20 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced film as media to the students. Twelve students were grouped in pairs so there were ten pairs in a classroom. The researcher provided the laptop, projector, screen and sound. Half of the members of the pairs sat down with their backs to the screen, while the other half sat down opposite their partners. The researcher switched on the film in the title of "The Magical Kitty" through the laptop for 15 minutes. *The Magical Kitty* is a film that describes an interesting magical cat. The students that sat opposite the screen tried and described the extract to his/her partner. Furthermore, the partner in turn asked as many questions as possible to try and to find out what the film is about. Finally, some of the students who sat with their backs to the screen retold what they have been told to the whole class; their "watching" and the researcher gave the chance of correcting and completing their performance.

2) **The second meeting**

The second meeting was conducted on Monday, November 11th 2019 at 10.40 until 12.00. for 1 x 45 minutes after the students has been given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the beginning, the researcher introduced film as media to the students. Twelve students were grouped in pairs so there were ten pairs in a classroom. The researcher provided the laptop, projector, screen and sound. Half of the members of the pairs sat down with their backs to the screen, while the other half sat down opposite their partners. The researcher switched on the film in the title of "Salty sea" through the laptop for 15 minutes. *The Salty Sea* is a film that describes the origin of why seawater becomes salty. The students that sat opposite the screen tried and described the extract to his/her partner. Furthermore, the partner in turn asked as many questions as possible to try and to find out what the film is about. Finally, some of the students who sat with their backs to the screen retold what they have been told to the whole class; their "watching" and the researcher gave the chance of correcting and completing their performance.

3) Post-Test 1 Activity

On Wednesday, November 13th 2019, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe “My House and My School”. The result of the students’ test in post test 1 was better than test in pre-test before.

Table 10
The Students’ Grade of Post-test 1

No	Name	F	P	V	G	TOTAL GRADE	CRITERIA
1	AR	3	2	2	2	56	Incomplete
2	ANT	2	1	2	2	44	Incomplete
3	AA	2	2	2	2	50	Incomplete
4	DA	3	3	3	2	68	Incomplete
5	ERZ	3	3	2	2	62	Incomplete
6	FO	3	3	3	3	75	Complete
7	FCP	3	2	2	2	56	Incomplete
8	FR	3	3	3	3	75	Complete
9	HRP	3	2	2	2	56	Incomplete
10	LF	3	3	3	3	75	Complete
11	MIAM	3	2	2	3	62	Incomplete
12	MAAF	3	3	3	3	75	Complete
13	MRAH	2	3	3	2	62	Incomplete
14	NS	3	3	3	2	68	Incomplete
15	RR	3	3	3	2	68	Incomplete
16	RS	2	2	2	2	50	Incomplete
17	SSD	3	3	3	3	75	Complete
18	TMF	3	3	3	3	75	Complete
19	VM	3	2	2	2	56	Incomplete
20	ZAY	3	3	2	2	62	Incomplete
Total of all students’ grade						1.270	
Total all of the students (n)						20	

The highest grade	75
The lowest grade	44
Average	63

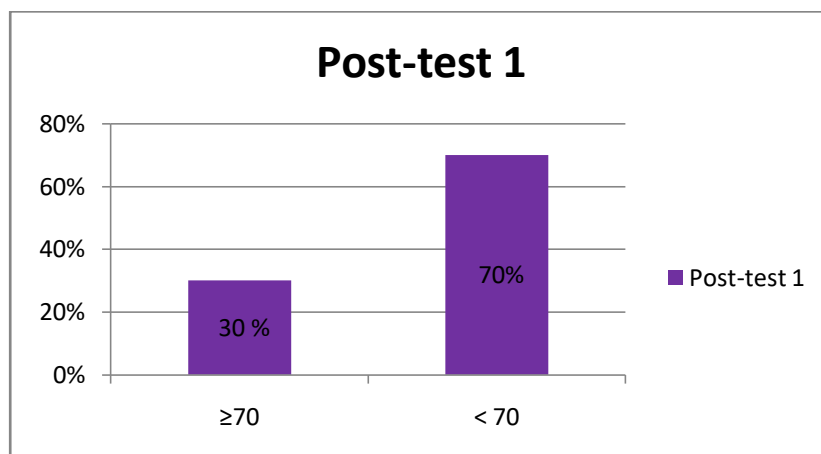
Source: The Grade Result of speaking post-test 1 at VII class of SMP Muhammadiyah 4 Metro on November, 13th 2019.

Table 11
Frequency of students' grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	6	30%	Complete
2	< 70	14	70%	Incomplete
Total		20	100%	

Source: The Grade Result of speaking Post-test I at VII class of SMP Muhammadiyah 4 Metro on November, 13th 2019.

Figure 5
The Percentage of the Students' Grade on Post-test 1



Based on the result above, it could be seen that 6 students (30%) got grade up to the standard and 14 students (70%) got grade less than the standard. It was higher than the result of pre-test. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was insatisfied.

a. Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic about "describing the sea by using film 'Salty Sea' as media.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 12
The Students' Learning Activity Observation in Cycle I

No	Name	The Indicators of Students' Learning Activity				
		Paying attention on teacher's explanation	Asking or Answering the Questions	Being active in the class	Being able to do the Task	Being Active in the Group Activity
1.	AR	√	-	√	-	√
2.	ANT	√	-	-	-	√
3.	AA	-	√	-	√	-
4.	DA	-	-	√	√	-
5.	ERZ	√	-	√	-	-
6.	FO	√	√	-	-	√
7.	FCP	-	-	-	√	√
8.	FR	√	√	√	-	√
9.	HRP	-	-	√	-	√
10.	LF	√	-	√	√	√
11.	MIAM	-	√	√	-	-
12.	MAAF	√	-	-	√	-

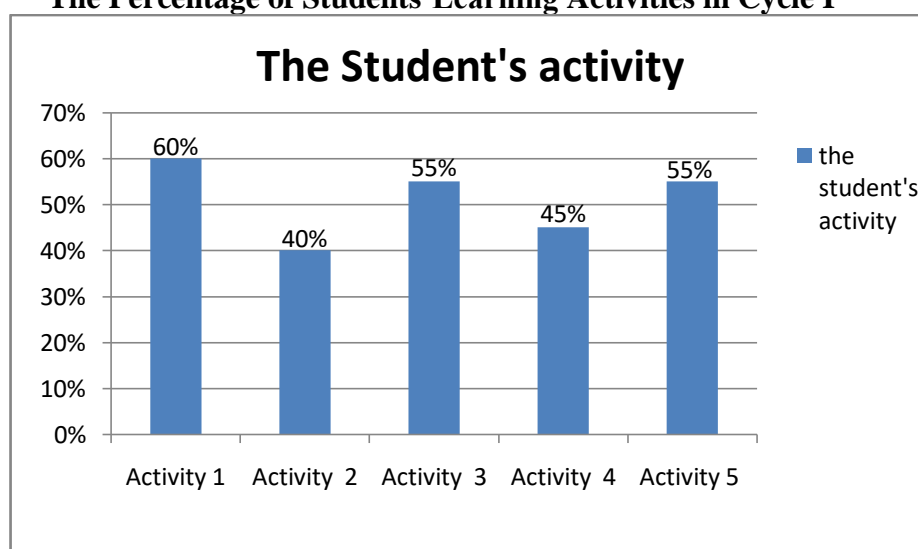
13.	MRAH	-	√	-	√	-
14.	NS	√	-	√	-	√
15.	RR	√	-	√	-	-
16.	RS	√	√	-	√	-
17.	SSD	√	√	-	-	√
18.	TMF	√	-	√	√	√
19.	VM	-	√	-	√	-
20.	ZAY	-	-	√	-	√
→	TOTAL	12	8	11	9	11

Table 13
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	12	60%
2	Asking or Answering the Questions	8	40%
3	Being active in the class	11	55%
4	Being able to do the Task	9	45%
5	Being Active in the Group Activity	11	55%
Total Students		20 Students	
The Average Percentage		51%	

Source: The students' learning activity at the Seventh grade of SMP Muhammadiyah 4 Metro November 11th 2019.

Figure 6
The Percentage of Students' Learning Activities in Cycle I



The table showed that not all the students' were active in learning process. There were 12 students (60%) who gave attention to the teacher explanation. 8 students (40%) who asked answered question, 11 students who were active in the class (55%) 9 students (45%) who are able to do the task and 11 students (55%) who active in the group activity.

b. Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 70 of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 14
The Comparison Between Pre-test and Post-test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AR	44	56	12	Improved
2.	ANT	38	44	6	Improved
3.	AA	44	50	6	Improved
4.	DA	38	68	30	Improved
5.	ERZ	38	62	24	Improved
6.	FO	56	75	19	Improved
7.	FCP	31	56	25	Improved
8.	FR	75	75	0	Declined
9.	HRP	50	56	6	Improved

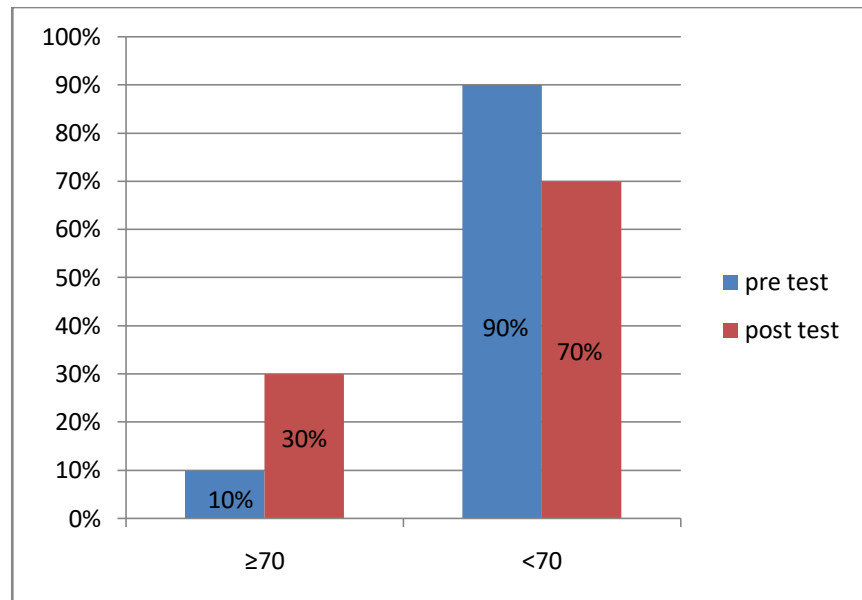
10.	LF	68	75	7	Improved
11.	MIAM	38	62	24	Improved
12.	MAAF	38	75	37	Improved
13.	MRAH	44	62	18	Improved
14.	NS	56	68	12	Improved
15.	RR	56	68	12	Improved
16.	RS	50	50	0	Declined
17.	SSD	56	75	19	Improved
18.	TMF	75	75	0	Declined
19.	VM	38	56	18	Improved
20.	ZAY	50	62	12	Improved
Total		983	1.270	287	
Average		49	63		
The Highest Grade		75	75		
The Lower Grade		31	44		

Table 15
The Comparison of Students' Pre-Test and Post-Test I in
Cycle 1

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
≥ 70	2	10%	6	30%	Complete
< 70	18	90%	14	70%	Incomplete
Total	20	100%	20	100%	

Then, the graph of comparison students speaking pre-test and post-test I grade in cycle I could be seen as follow :

Figure 7
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and post-test I



The table and the graphic above, from the pre-test result, the researcher got the average of 49, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 6 students (30%) got grade up to the standard and 14 students (70%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

b) Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking ability by the film as media.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2. Acting

1) The first meeting

The first meeting was conducted on Thursday, November 14th 2019 at 13.00 until 14.20 followed by 20 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, the

speaking topic of this meeting is “Describing the Water of Life”.

In the beginning, the researcher introduced film as media to the students. Twelve students were grouped in pairs so there were ten pairs in a classroom. The researcher provided the laptop, projector, screen and sound. Half of the members of the pairs sat down with their backs to the screen, while the other half sat down opposite their partners. The researcher switched on the film in the title of “The Water of Life” through the laptop for 15 minutes. *The Water of Life* is a film that describes about the water that can cure a sick king. The students that sat opposite the screen tried and described the extract to his/her partner. Furthermore, the partner in turn asked as many questions as possible to try and to find out what the film is about. Finally, some of the students who sat with their backs to the screen retold what they have been told to the whole class; their “watching” and the researcher gave the chance of correcting and completing their performance.

2) The second meeting

The second meeting was conducted on Monday, November 18th 2019 at 10.40 until 12.00 for 1 x 45 minutes after the students have been given the action. The researcher

began the lesson by praying, greeting, checking attendance list and asking the students' condition.

In the beginning, the researcher introduced film as media to the students. Twelve students were grouped in pairs so there were ten pairs in a classroom. The researcher provided the laptop, projector, screen and sound. Half of the members of the pairs sat down with their backs to the screen, while the other half sat down opposite their partners. The researcher switched on the film in the title of "Meet My Family" through the laptop for 15 minutes. *Meet My Family* is a film that describes about someone who is far away from her family and she finally meets his family. The students that sat opposite the screen tried and described the extract to his/her partner. Furthermore, the partner in turn asked as many questions as possible to try and to find out what the film is about. Finally, some of the students who sat with their backs to the screen retold what they have been told to the whole class; their "watching" and the researcher gave the chance of correcting and completing their performance.

3) Post-Test 2 Activity

On Wednesday, November 20th 2019 at 14.20 until 15.40 the researcher gave post test II conducted in cycle II with similar task on pre-test before. The kind of the test was

speaking test that asked the students to describe “My Teacher and My Mother”. The result of the students’ test in post test 2 was better than test in post-test I before.

Table 16
The Students’ Spaking Post Test II grade

No	Students ' Name	F	P	V	G	Total Grade	Criteria
1.	AR	4	3	3	2	75	Complete
2.	ANT	2	2	2	2	50	Incomplete
3.	AA	2	2	3	2	56	Incomplete
4.	DA	4	3	3	2	75	Complete
5.	ERZ	4	2	3	3	75	Complete
6.	FO	3	4	3	2	75	Complete
7.	FCP	3	3	3	3	75	Complete
8.	FR	4	4	3	2	81	Complete
9.	HRP	3	3	3	3	75	Complete
10.	LF	3	4	3	3	81	Complete
11.	MIAM	3	3	3	3	75	Complete
12.	MAAF	4	3	3	2	75	Complete
13.	MRAH	3	3	3	3	75	Complete
14.	NS	3	3	3	3	75	Complete
15.	RR	4	3	3	2	75	Complete
16.	RS	2	2	3	2	56	Incomplete
17.	SSD	4	4	3	2	81	Complete
18.	TMF	4	3	4	2	81	Complete
19.	VM	2	2	3	3	63	Incomplete
20.	ZAY	3	3	3	3	75	Complete
Total of all students' grade						1.449	
Total all of thestudets (n)						20	
The highest grade						81	
The lowest grade						50	
Average						72	

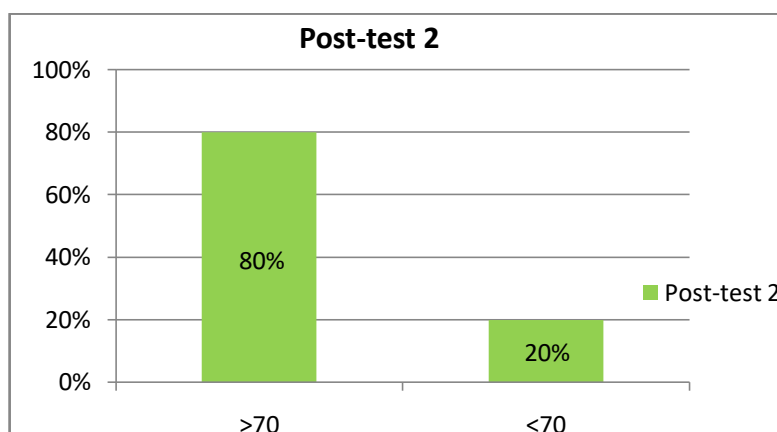
Source: The Grade Result of speaking post test II at VII class of SMP Muhammadiyah 4 Metro on November, 20th 2019.

Table 17
The Frequency of students' grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	16	80%	Complete
2	< 70	4	20%	Incomplete
	Total	20	100%	

Source: *The Grade Result of speaking post test II at VII class of SMP Muhammadiyah 4 Metro on November, 20th 2019.*

Figure 8
The Percentage of the Students' Grade in Post-test II



Based on the result above, it could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 72%. It was higher than post test 1 in cycle I.

3. Observing

In this step, the researcher presented the material by film "Meet My Family" as media. In learning process, there were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The Grade Result of students' learning activities observation, as follow:

Table 18
The Students' Learning Activity Result in Cycle II

No	Name	The Indicators of Students' Learning Activity				
		Paying attention on teacher's explanation	Asking or Answering the Questions	Being active in the class	Being able to do the Task	Being Active in the Group Activity
1.	AR	√	-	√	-	√
2.	ANT	√	-	√	-	√
3.	AA	√	√	-	-	√
4.	DA	√	√	√	√	-
5.	ERZ	-	√	√	√	√
6.	FO	√	√	√	-	√
7.	FCP	√	-	√	√	√
8.	FR	√	√	√	√	√
9.	HRP	-	√	√	√	-
10.	LF	√	√	√	√	√
11.	MIAM	-	√	-	√	√
12.	MAAF	√	√	√	√	-
13.	MRAH	√	-	√	√	√
14.	NS	√	-	√	√	√
15.	RR	√	√	√	-	√
16.	RS	√	√	-	√	√
17.	SSD	√	√	-	√	√
18.	TMF	√	√	√	-	√
19.	VM	-	√	√	√	√
20.	ZAY	√	√	√	√	-
TOTAL		16	15	16	14	16

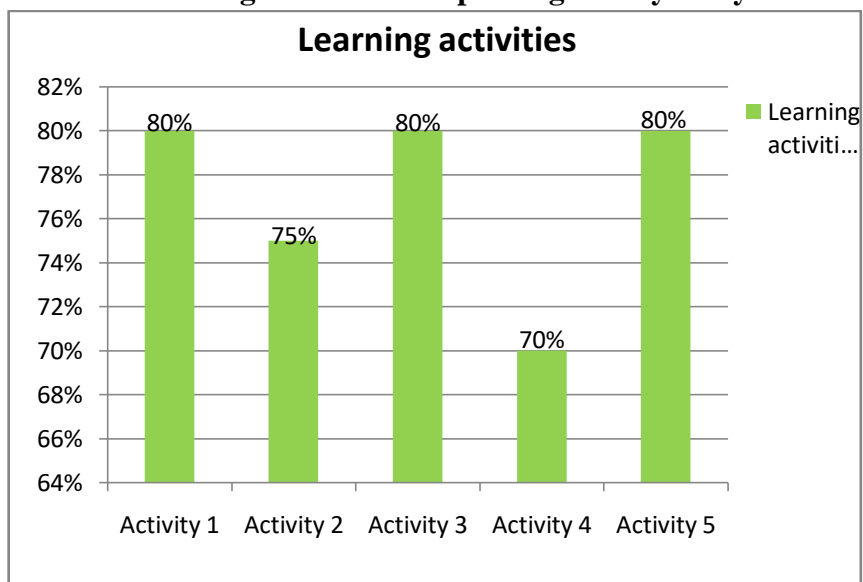
Table 19
The Frequency Students' learning activityin Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	16	80%
2	Asking or Answering the Questions	15	75%
3	Being active in the class	16	80%
4	The students able do the task	14	70%
5	Being Active in the Group Activity	16	80%
Total Students		20 Students	
The average percentage of students' learning activity		77%	

Source: The students' speaking ability at the seventh grade of VII class of SMP Muhammadiyah 4 Metro on November, 18th 2019.

Then, the graph of percentage students speaking ability in cycle II, as follows:

Figure 9
The Percentage of Students Speaking Ability in CycleII



The table above showed that the students' learning activity in cycle II was increased. The students' learning activity that had high percentage were the students Paying attention on teacher's explanation 80%, then, the students ask/answer the question from the teacher 75% and Being active in the class 80%, and the last Being able to do the Task 70% and the last student able to active in group activity 80%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' learning activity got percentage $\geq 70\%$.

4. **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using film as media, the students' speaking ability would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 20
The Comparison Between Post-Test I Grade and Post-Test II Grade

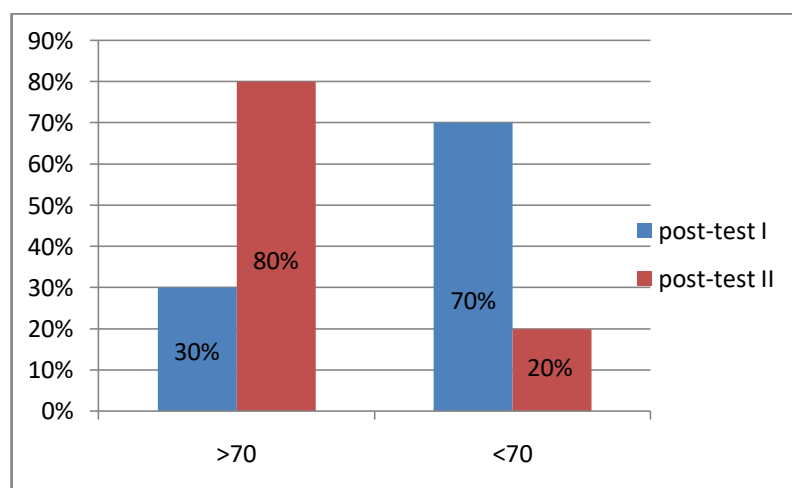
NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AR	56	75	19	Improved
2.	ANT	44	50	6	Improved
3.	AA	50	56	6	Improved
4.	DA	68	75	7	Improved
5.	ERZ	62	75	13	Improved
6.	FO	75	75	0	Declined
7.	FCP	56	75	19	Improved
8.	FR	75	81	6	Improved
9.	HRP	56	75	19	Improved
10.	LF	75	81	6	Improved
11.	MIAM	62	75	13	Improved
12.	MAAF	75	75	0	Declined
13.	MRAH	62	75	13	Improved
14.	NS	68	75	7	Improved
15.	RR	68	75	7	Improved
16.	RS	50	56	6	Improved
17.	SSD	75	81	13	Improved
18.	TMF	75	81	13	Improved
19.	VM	56	63	6	Improved
20.	ZAY	62	75	13	Improved
Total		1.270	1.449		
Average		63	72		
The highest grade		75	81		
The lowest grade		44	50		

Table 21
The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I		Post-Test II		Criteria
	F	P	F	P	
≥ 70	6	30%	16	80%	Complete
< 70	14	70%	4	20%	Incomplete
Total	20	100%	20	100%	

Then, the graph of students speaking ability post-test I and post-test II grade in cycle II could be seen as follows:

Figure 10
The Percentage of Comparison of Students' grade on Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test I is inadequate. It is because 6 students (30%) were successful and 14 (70%) other students were not

successful. Based on the post-test II in cycle II, 16 students (80%) were successful and 4 students (20%) were not successful. It indicated that the students' speaking ability was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that film as media improve the students' speaking ability.

E. INTERPRETATION

Speaking would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson takes more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching speaking ability by using film as media can improve students' speaking ability. According to the Board of Study NSW, film is a powerful medium: being primarily visual, it therefore caters to a wide audience⁴¹. Moreover, film is also referred to as a complex social, psychological and aesthetic phenomenon which is a document consisting of stories and images accompanied by words and music.

⁴¹The Board of Studies NSW, *Fiction, Film and other Texts: A support document for the English Years 7–10 Syllabus* (New South Wales: Board of Studies NSW, 2003), 40.

a) Result of Students Learning**a. Result of students Pre-test Grade**

In this phase, the researcher presented the pre-test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of oral test which completed for 3 minutes. It was done on November, 7th 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 18 students (90%) were not successful and 2 other students (10%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 4 Metro at least 70.

b. Result of Students Post- Test I Grade

In this research, to know the students speaking ability after implementing the treatment the researcher conducted the post- test I. It was done on November, 13th 2019. Based on the result of post-test 1, it could be seen that 6 students (30%) got grade up to the standard and 14 students (70%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 30%. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of speaking test which completed for 3 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 16 students (80%) were successful and 4 other students (20%) were not successful. From the post test 2 results, the researcher got the average of 72. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' speaking ability was improved.

b) Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

Table 22
The Comparison of Speaking ability of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	44	56	75
2.	38	44	50
3.	44	50	56
4.	38	68	75
5.	38	62	75
6.	56	75	75
7.	31	56	75
8.	75	75	81
9.	50	56	75
10.	68	75	81
11.	38	62	75
12.	38	75	75
13.	44	62	75
14.	56	68	75
15.	56	68	75
16.	50	50	56
17.	56	75	81
18.	75	75	81
19.	38	56	63
20.	50	62	75
Total	983	1.270	1.449
Average	49	63	72
Complete	2	6	16

Based on the result of the pre-test, post-test I and post-test II, it was known that there was a positive significant improving of the students' grade. It could be seen from the students get grade 70 from 2 to 6 became 16. Therefore, the researcher concludes that the research

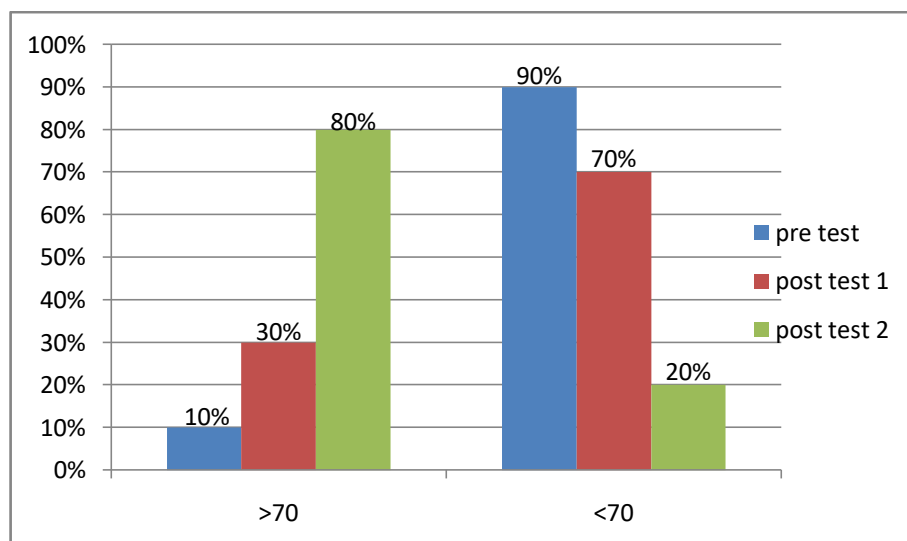
was successful because the indicator of success in this research had been achieved.

Table 23
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	P	F	P	F	P	
≥ 70	2	10%	6	30%	16	80%	Complete
< 70	18	90%	14	70%	4	20%	Incomplete
Total	20	100%	20	100%	20	100%	

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 11
The Percentage of Comparison Grade of Students Speaking ability in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it could be inferred that Film as media could improve the students' speaking ability. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

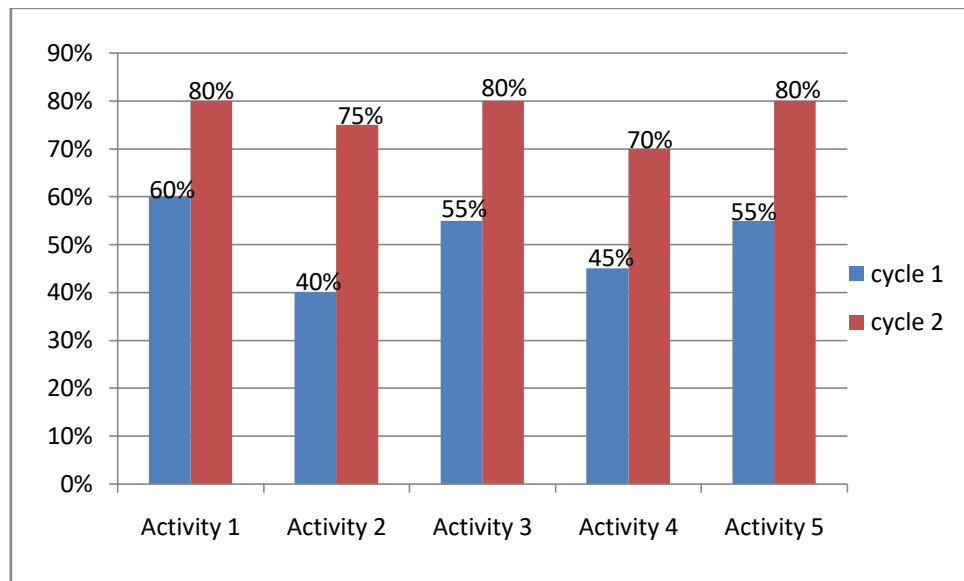
c) The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 24
The Presentage of Students' Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention on teacher's explanation	11	55%	16	80%	Improved
2	Asking or answering the question	7	35%	13	75%	Improved
3	Being active in the class	10	50%	14	80%	Improved
4	The students able do the task	7	35%	13	70%	Improved
5	Being Active in the Group Activity	9	45%	15	80%	Improved
The Average Percentage		44%		77%		

Figure 12
Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

1. Paying Attention to the Teacher's Explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was Improved. In cycle I it was only 60% and in cycle II 80%, it is improved 20%.

2. Asking/Answering Question from the Teacher

The students who ask/answered question from the teacher was Improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 35%, from cycle I 40% and cycle II 75%.

3. Being Active in the Class

The active students in class were improved. It could be seen on the cycle I 55% and cycle II also 80%, it improved 25%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in speaking ability when FILM as media was applied in learning process from cycle I up to cycle II.

4. Being Able to Do the Task

The students who had done the task were Improved. It could be seen on the cycle I 45% and cycle II 70%, it Improved 25%. Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of film as media improve the students' in speaking ability. There was progress average grade from 49 to 63 and to 72.

Based on the result of pre-survey, it can be inferred that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 26 students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 6 students or (30%) passed the test the indicator students get grade ≥ 70 with average 63%. Meanwhile, in the post-test II there was 16 students or (80%) passed the test the indicator students get grade ≥ 70 with average 72.

From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got grade 70 was achieved.

5. Being Active in the Group Activity

The students' Being Active in the Group Activity from the first meeting to the next meeting was Improved. In cycle I it was only 55% and in cycle II 80%, it is improved 25%.

F. DISCUSSION

In teaching speaking performance to the students' of SMP muhammadiyah 4 Metro especially in students of VII class, based on the pre survey there are some problems like some students have inadequate vocabulary mastery and explored their ideas in speaking ability. The researcher chose film as media to improve the students' speaking ability.

The researcher used this media to organize students' idea and made students more active in speaking ability in learning English. Therefore, it is proved that the implementation of film improves the students' learning activities using film. Therefore, film hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of film as media could improve the students' in speaking ability. There is progress from the students gets grade ≥ 70 from pre-test 10% or 2 students, post-test I 30% or 6 students and post-test II become 75% or 15 students. It is inferred that there is improvement on the students' complete

grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 60% become 80%, Asking or Answering the Questions from 40% become 75%, Being Active in the Class from 55% become 80%, Being able to do the Task from 45% become 70%, and being active in group from 55% become 80%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking ability could be improved through Film as Media at the seventh graders of SMP Muhammadiyah 4 Metro.

Film as media can improve speaking ability at the seventh graders of SMP Muhammadiyah 4 Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' speaking ability got from post test II of cycle II is 80%. It means that result of cycle II had already achieved the indicator of succes that is 75% of the students achieve the minimum mastery creteria (MMC). It is because film as media consists of the effective teaching procedures that significantly encourage and improve the students' speaking ability.

In addition, film as media can improve students' learning activity at the seventh graders of SMP Muhammadiyah 4 Metro. It was investigated that the percentage of learning activity of cycle II is 77%. It means that film as media can improve the students' learning activity. It is caused the use of all teaching procedures in film as media can support the researcher effectively in improving the students' learning activities.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For English Teacher

- a. It is advisable for the teachers to prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use film as media in English learning especially in speaking because it can improve students' speaking ability.
- c. The teacher is suggested to motivate the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking ability so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use film as media in learning process, because film as media is so helpfull.

APPENDIXES

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VII (Tujuh)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. Tingkat ketepatan 	24 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan	<p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang,</p>	<ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan 			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.13 Menyusun teks <i>deskriptif lisan</i> dan tulis, sangat pendek dan sederhana, <i>tentang orang, binatang, dan benda</i>, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dll.</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam</p>	<p>unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan 	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk</p>		<p>internet, seperti:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>simple present tense: <i>be, have, go, play, get, take,</i> dll.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan 	<p>sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>orang, binatang, benda.</p> <ul style="list-style-type: none"> Lembar soal dan hasil tes 		
<p>3.1 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Teks lagu pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ucapan, tekanan kata, intonasi Ejaan dan tanda baca. Tulisan tangan <p><i>Topik</i></p> <p>Hal-hal yang memberikan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial lagu. Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam CD/VCD/ DVD/kaset Kumpulan lirik lagu Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ http://www.mye

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membacakan dan melaporkan analisisnya tentang 	<p>dan perasaan siswa tentang isi pesan lagu.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di 		<p>englishpages.com/site_php_files/lyrics_and_songs.php</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.</p> <ul style="list-style-type: none"> • Siswaberupaya membacasecara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan lagu yang ditulis tangan • Kumpulan hasil 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			analisis tentang beberapa lagu yang telah dibuat. <ul style="list-style-type: none">• Lembar soal dan hasil tes		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah 4 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Describing of animal
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 1 x 40 menit (Pertemuan 1)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
 - 1. Menyebutkan fungsi sosial dan struktur teks deskriptif lisan.

- 4.12 Menangkap makna dalam teks deskriptif lisan, sangat pendek dan sederhana.
2. Mengidentifikasi informasi rinci dalam teks lisan berbentuk deskriptif.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2. Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa Inggris yang berterima.

C. Tujuan Pembelajaran

1. Disajikan sebuah film tentang deskriptif hewan, peserta didik dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari sebuah film lisan.
2. Mengidentifikasi struktur teks dan unsur kebahasaan dalam film deskriptif lisan tentang hewan sesuai dengan konteks penggunaannya.
3. Peserta didik membacakan teks lisan tentang hewan dengan percaya diri dan bertanggungjawab.

D. Materi Pembelajaran

Teks deskriptif berfungsi untuk menggambarkan hewan.

Struktur teks deskriptif:

1. Identification
Memperkenalkan orang, hewan atau benda yang akan digambarkan.
2. Description
Gambaran tentang orang, hewan atau benda yang digambarkan dengan menyebutkan ciri-ciri khusus atau sifat tertentu.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika mempersentasikan secara lisan.

E. Metode Pembelajaran

Pendekatan ilmiah dengan media film.

F. Media, Alat Dan Sumber Belajar

1. Media film dengan topik hewan.
2. Alat papan tulis, spidol, proyektor .
3. Sumber belajar Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyiapkan siswa untuk mengikuti proses pembelajaran.• Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari.• Mengajukan pertanyaan untuk mereview materi.• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.• Siswa di kelompokkan berpasangan di dalam kelas, separuh anggota pasangan duduk menghadap ke layar. Sementara	10 Menit

	<p>separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa yang duduk menghadap layar harus menceritakan pada pasangannya tentang film yang telah di putar dan pasangannya memberikan pertanyaan untuk mencoba mencari tau tentang apa film itu. • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. 	
Inti	<p>1. Observing (Mengamati)</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik hewan dengan bimbingan guru. • Siswa membaca beberapa deskripsi yang terdapat dalam film tentang hewan dengan bimbingan guru. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat. <p>2. Questioning (Menanya)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan 	<p>20 Menit</p> <p>10 Menit</p>

	<p>guru, siswa mempertanyakan antara lain pesan moral yang ada di dalam film bahasa Inggris terutama tentang fungsi sosial, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film dengan topik hewan. <p>3. Collecting Data (Mengeksplorasi)</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat. • Siswa yang duduk menghadap ke layar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang. <p>4. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis topik film dengan fokus pada fungsi sosial dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating</p> <ul style="list-style-type: none"> • Menyampaikan hasil kerja 	<p>15 Menit</p> <p>10 Menit</p> <p>20 Menit</p>
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	<p>kelompok tentang deskripsi topik film sesuai dengan panduan yang disiapkan guru.</p> <ul style="list-style-type: none"> • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan deskripsi topik film tentang benda dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil. 5. evaluasi pembelajaran yang telah dicapai. 	5 Menit

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah 4 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Describing of Place
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 1 x 40 menit (Pertemuan 2)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
 - 1. Menyebutkan fungsi sosial dan struktur teks deskriptif lisan.

- 4.12 Menangkap makna dalam teks deskriptif lisan, sangat pendek dan sederhana.
2. Mengidentifikasi informasi rinci dalam teks lisan berbentuk deskriptif.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3. Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa Inggris yang berterima.

C. Tujuan Pembelajaran

1. Disajikan sebuah film dengan topik tempat, peserta didik dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari sebuah film dengan topik tempat.
2. Mengidentifikasi struktur teks dan unsur kebahasaan dalam film deskriptif lisan tentang tempat sesuai dengan konteks penggunaannya.
3. Peserta didik membacakan teks lisan tentang tempat dengan percaya diri dan bertanggungjawab.

D. Materi Pembelajaran

Teks deskriptif berfungsi untuk menggambarkan sebuah tempat.

Struktur teks deskriptif:

1. Identification
Memperkenalkan orang, hewan atau benda yang akan digambarkan.
2. Description
Gambaran tentang orang, hewan atau benda yang digambarkan dengan menyebutkan ciri-ciri khusus atau sifat tertentu.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika mempersentasikan secara lisan.

E. Metode Pembelajaran

Pendekatan ilmiah dengan media film.

F. Media, Alat Dan Sumber Belajar

1. Film dengan topik tempat.
2. Alat papan tulis, spidol, proyektor .
3. Sumber belajar Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyiapkan siswa untuk mengikuti proses pembelajaran.• Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari.• Mengajukan pertanyaan untuk mereview materi sebelumnya.• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.• Siswa di kelompokkan berpasangan di dalam kelas, separuh anggota pasangan duduk menghadap ke layar. Sementara	10 Menit

	<p>separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa yang duduk menghadap layar harus menceritakan pada pasangannya tentang film yang telah di putar dan pasangannya memberikan pertanyaan untuk mencoba mencari tau tentang apa film itu. • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. 	
Inti	<p>1. Observing (Mengamati)</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik tempat dengan bimbingan guru. • Siswa membaca beberapa deskripsi yang terdapat dalam film dengan bimbingan guru. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat. <p>2. Questioning (Menanya)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan 	<p>20 Menit</p> <p>10 Menit</p>

	<p>antara lain pesan moral yang ada di dalam film bahasa Inggris terutama tentang fungsi sosial, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film dengan topik tempat. <p>3. Collecting Data (Mengeksplorasi)</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat. • Siswa yang yang duduk menghadap kelayar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang. <p>4. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis gambar hewan dengan fokus pada fungsi sosial dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating</p> <ul style="list-style-type: none"> • Menyampaikan hasil kerja kelompok tentang deskripsi topik 	<p>15 Menit</p> <p>10 Menit</p> <p>20 Menit</p>
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	<p>film sesuai dengan panduan yang disiapkan guru.</p> <ul style="list-style-type: none"> • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan deskripsi topik film tentang tempat dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil. 5. evaluasi pembelajaran yang telah dicapai. 	5 Menit

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah 4 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Describing of Place
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 1 x 40 menit (Pertemuan 2)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
 - 1. Menyebutkan fungsi sosial dan struktur teks deskriptif lisan.

- 4.12 Menangkap makna dalam teks deskriptif lisan, sangat pendek dan sederhana.
1. Mengidentifikasi informasi rinci dalam teks lisan berbentuk deskriptif.
 - 1.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
 2. Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa Inggris yang berterima.

C. Tujuan Pembelajaran

1. Disajikan sebuah film dengan topik tempat, peserta didik dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari sebuah film dengan topik tempat.
2. Mengidentifikasi struktur teks dan unsur kebahasaan dalam film deskriptif lisan tentang tempat sesuai dengan konteks penggunaannya.
3. Peserta didik membacakan teks lisan tentang tempat dengan percaya diri dan bertanggungjawab.

D. Materi Pembelajaran

Teks deskriptif berfungsi untuk menggambarkan sebuah tempat.

Struktur teks deskriptif:

1. Identification
Memperkenalkan orang, hewan atau benda yang akan digambarkan.
2. Description
Gambaran tentang orang, hewan atau benda yang digambarkan dengan menyebutkan ciri-ciri khusus atau sifat tertentu.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika mempersentasikan secara lisan.

E. Metode Pembelajaran

Pendekatan ilmiah dengan media film.

F. Media, Alat Dan Sumber Belajar

1. Film dengan topik tempat.
2. Alat papan tulis, spidol, proyektor .
3. Sumber belajar Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyiapkan siswa untuk mengikuti proses pembelajaran.• Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari.• Mengajukan pertanyaan untuk mereview materi sebelumnya.• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.• Siswa di kelompokkan berpasangan di dalam kelas, separuh anggota pasangan duduk menghadap ke layar. Sementara	10 Menit

	<p>separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa yang duduk menghadap layar harus menceritakan pada pasangannya tentang film yang telah di putar dan pasangannya memberikan pertanyaan untuk mencoba mencari tau tentang apa film itu. • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. 	
Inti	<p>6. Observing (Mengamati)</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik tempat dengan bimbingan guru. • Siswa membaca beberapa deskripsi yang terdapat dalam film dengan bimbingan guru. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat. <p>7. Questioning (Menanya)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan 	<p>20 Menit</p> <p>10 Menit</p>

	<p>antara lain pesan moral yang ada di dalam film bahasa Inggris terutama tentang fungsi sosial, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film dengan topik tempat. <p>8. Collecting Data (Mengeksplorasi)</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat. • Siswa yang yang duduk menghadap kelayar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang. <p>9. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis gambar hewan dengan fokus pada fungsi sosial dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>10. Communicating</p> <ul style="list-style-type: none"> • Menyampaikan hasil kerja kelompok tentang deskripsi topik 	<p>15 Menit</p> <p>10 Menit</p> <p>20 Menit</p>
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	<p>film sesuai dengan panduan yang disiapkan guru.</p> <ul style="list-style-type: none"> • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan deskripsi topik film tentang tempat dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	
Penutup	<p>6. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</p> <p>7. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</p> <p>8. Siswa mengerjakan evaluasi.</p> <p>9. Siswa saling memberikan umpan balik hasil.</p> <p>10. evaluasi pembelajaran yang telah dicapai.</p>	5 Menit

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah 4 Metro
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Describing of people
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 1 x 40 menit (Pertemuan 4)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
 - 1. Menyebutkan fungsi sosial dan struktur teks deskriptif lisan.

4.12 Menangkap makna dalam teks deskriptif lisan, sangat pendek dan sederhana.

1. Mengidentifikasi informasi rinci dalam teks lisan berbentuk deskriptif.
- 1.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2. Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan bahasa Inggris yang berterima.

C. Tujuan Pembelajaran

1. Disajikan sebuah film deskripsi dengan topik orang, peserta didik dapat menyebutkan secara lisan fungsi sosial dan struktur teks dari sebuah film dengan topik orang.
2. Mengidentifikasi struktur teks dan unsur kebahasaan dalam film deskriptif lisan tentang seseorang sesuai dengan konteks penggunaannya.
3. Peserta didik membacakan teks lisan tentang seseorang dengan percaya diri dan bertanggungjawab.

D. Materi Pembelajaran

Teks deskriptif berfungsi untuk menggambarkan sebuah tempat.

Struktur teks deskriptif:

1. Identification
Memperkenalkan orang, hewan atau benda yang akan digambarkan.
2. Description
Gambaran tentang orang, hewan atau benda yang digambarkan dengan menyebutkan ciri-ciri khusus atau sifat tertentu.

Ciri-ciri Descriptive Text:

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika mempersentasikan secara lisan.

E. Metode Pembelajaran

Pendekatan ilmiah dengan media film.

F. Media, Alat Dan Sumber Belajar

1. Film deskripsi dengan topik orang.
2. Alat papan tulis, spidol, proyektor .
3. Sumber belajar Buku Bahasa Inggris, *When English Rings a Bell*, Edisi Revisi. Jakarta: Kemendikbud RI, 2014.

G. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Menyiapkan siswa untuk mengikuti proses pembelajaran.• Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari.• Mengajukan pertanyaan untuk mereview materi sebelumnya.• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.• Siswa di kelompokkan berpasangan di dalam kelas, separuh anggota pasangan duduk	10 Menit

	<p>menghadap ke layar. Sementara separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa yang duduk menghadap layar harus menceritakan pada pasangannya tentang film yang telah di putar dan pasangannya memberikan pertanyaan untuk mencoba mencari tau tentang apa film itu. • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. 	
Inti	<p>1. Observing (Mengamati)</p> <ul style="list-style-type: none"> • Guru memutarakan sebuah film kurang lebih 15 menit. • Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik orang dengan bimbingan guru. • Siswa membaca beberapa deskripsi yang terdapat dalam film dengan bimbingan guru. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat. <p>2. Questioning (Menanya)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan 	<p>20 Menit</p> <p>10 Menit</p>

	<p>guru, siswa mempertanyakan antara lain pesan moral yang ada di dalam film bahasa Inggris terutama tentang fungsi sosial, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film deskripsi dengan topik orang. <p>3. Collecting Data (Mengeksplorasi)</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat. • Siswa yang duduk menghadap kelayar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang. <p>4. Associating (Mengasosiasi)</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis gambar hewan dengan fokus pada fungsi sosial dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>5. Communicating</p> <ul style="list-style-type: none"> • Menyampaikan hasil kerja 	<p>15 Menit</p> <p>10 Menit</p>
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	<p>kelompok tentang deskripsi topik film sesuai dengan panduan yang disiapkan guru.</p> <ul style="list-style-type: none"> • Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan deskripsi topik film tentang orang dan termasuk menyebutkan dukungan dan kendala yang dialami (<i>learning journal</i>). 	20 Menit
Penutup	<ol style="list-style-type: none"> 1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi. 3. Siswa mengerjakan evaluasi. 4. Siswa saling memberikan umpan balik hasil. 5. evaluasi pembelajaran yang telah dicapai. 	5 Menit

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

**STUDENTS ATTENDANCE LIST
(PRE-TEST)**

Class: VII

Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	
2	ANAS NUR TASYA		2
3	ASBULLAH ARDIANSYAH	3	
4	DERI ALFREDO		4
5	EGA RAMADHAN ZAKA	5	
6	FANNY OKTAVIA		6
7	FICKY CAHAYA PRAYOGA	7	
8	FIKRI RAHMADANI		8
9	HANDRA RADI PRANATA	9	
10	LUTFIA FATQURIANA		10
11	M. IQBAL AL MUZAKI	11	
12	M. AZAM AL FAQIH		12
13	MUHAMMAD RAFIQ AL HARIS	13	
14	NIVIA SAFITRI		14
15	RACHEL RAHMANITA	15	
16	RAHMAT SUBANDI		16
17	SELOMITA SEPTIA DEWI	17	
18	TIARA MURTI FEBRIANI		18
19	VERONIKA MASYANTI	19	
20	ZAKI ALFIANSYAH YUSUF		20

STUDENTS ATTENDANCE LIST
(FIRST MEETING IN CYCLE 1)

Class: VII


Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	
2	ANAS NUR TASYA	<i>Anas</i>	<i>Tasya</i>
3	ASBULLAH ARDIANSYAH	3	
4	DERI ALFREDO	<i>Deri</i>	<i>Alfredo</i>
5	EGA RAMADHAN ZAKA	5	
6	FANNY OKTAVIA	<i>Fanny</i>	<i>Oktavia</i>
7	FICKY CAHAYA PRAYOGA	7	
8	FIKRI RAHMADANI	<i>Fikri</i>	<i>Rahmadani</i>
9	HANDRA RADI PRANATA	9	
10	LUTFIA FATQURIANA	<i>Lutfia</i>	<i>Fatquriana</i>
11	M. IQBAL AL MUZAKI	11	
12	M. AZAM AL FAQIH	<i>Azam</i>	<i>Al Faqih</i>
13	MUHAMMAD RAFIQ AL HARIS	13	
14	NIVIA SAFITRI	<i>Nivia</i>	<i>Safitri</i>
15	RACHEL RAHMANITA	15	
16	RAHMAT SUBANDI	<i>Rahmat</i>	<i>Subandi</i>
17	SELOMITA SEPTIA DEWI	17	
18	TIARA MURTI FEBRIANI	<i>Tiara</i>	<i>Murti Febriani</i>
19	VERONIKA MASYANTI	19	
20	ZAKI ALFIANSYAH YUSUF	<i>Zaki</i>	<i>Alfiansyah Yusuf</i>

STUDENTS ATTENDANCE LIST
(SECOND MEETING IN CYCLE 1)

Class: VII

Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	
2	ANAS NUR TASYA	2	
3	ASBULLAH ARDIANSYAH	3	
4	DERI ALFREDO	4	
5	EGA RAMADHAN ZAKA	5	
6	FANNY OKTAVIA	6	
7	FICKY CAHAYA PRAYOGA	7	
8	FIKRI RAHMADANI	8	
9	HANDRA RADI PRANATA	9	
10	LUTFIA FATQURIANA	10	
11	M. IQBAL AL MUZAKI	11	
12	M. AZAM AL FAQIH	12	
13	MUHAMMAD RAFIQ AL HARIS	13	
14	NIVIA SAFITRI	14	
15	RACHEL RAHMANITA	15	
16	RAHMAT SUBANDI	16	
17	SELOMITA SEPTIA DEWI	17	
18	TIARA MURTI FEBRIANI	18	
19	VERONIKA MASYANTI	19	
20	ZAKI ALFIANSYAH YUSUF	20	

STUDENTS ATTENDANCE LIST

(POST-TEST 1)

Class: VII

Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	2
2	ANAS NUR TASYA		
3	ASBULLAH ARDIANSYAH	3	4
4	DERI ALFREDO		
5	EGA RAMADHAN ZAKA	5	6
6	FANNY OKTAVIA		
7	FICKY CAHAYA PRAYOGA	7	8
8	FIKRI RAHMADANI		
9	HANDRA RADI PRANATA	9	10
10	LUTFIA FATQURIANA		
11	M. IQBAL AL MUZAKI	11	12
12	M. AZAM AL FAQIH		
13	MUHAMMAD RAFIQ AL HARIS	13	14
14	NIVIA SAFITRI		
15	RACHEL RAHMANITA	15	16
16	RAHMAT SUBANDI		
17	SELOMITA SEPTIA DEWI	17	18
18	TIARA MURTI FEBRIANI		
19	VERONIKA MASYANTI	19	20
20	ZAKI ALFIANSYAH YUSUF		

STUDENTS ATTENDANCE LIST
(FIRST MEETING IN CYCLE 2)

Class: VII

Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	
2	ANAS NUR TASYA	<i>ans</i>	<i>2 Tasya</i>
3	ASBULLAH ARDIANSYAH	3	
4	DERI ALFREDO	<i>Deri</i>	4 <i>Deri</i>
5	EGA RAMADHAN ZAKA	5	
6	FANNY OKTAVIA	<i>Fanny</i>	6 <i>Fanny</i>
7	FICKY CAHAYA PRAYOGA	7	
8	FIKRI RAHMADANI	<i>Fikri</i>	8 <i>Fikri</i>
9	HANDRA RADI PRANATA	9	
10	LUTFIA FATQURIANA	<i>Lutfia</i>	10 <i>Lutfia</i>
11	M. IQBAL AL MUZAKI	11	
12	M. AZAM AL FAQIH	<i>Azam</i>	12 <i>Azam</i>
13	MUHAMMAD RAFIQ AL HARIS	13	
14	NIVIA SAFITRI	<i>Nivia</i>	14 <i>Nivia</i>
15	RACHEL RAHMANITA	15	
16	RAHMAT SUBANDI	<i>Rahmat</i>	16 <i>Rahmat</i>
17	SELOMITA SEPTIA DEWI	17	
18	TIARA MURTI FEBRIANI	<i>Tiara</i>	18 <i>Tiara</i>
19	VERONIKA MASYANTI	19	
20	ZAKI ALFIANSYAH YUSUF	<i>Zaki</i>	20 <i>Zaki</i>

STUDENTS ATTENDANCE LIST
(SECOND MEETING IN CYCLE 2)

Class: VII

Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	
2	ANAS NUR TASYA	<i>Ans</i>	2 <i>Tasya</i>
3	ASBULLAH ARDIANSYAH	3	
4	DERI ALFREDO	<i>Deri</i>	4 <i>Alfredo</i>
5	EGA RAMADHAN ZAKA	5	
6	FANNY OKTAVIA	<i>Fanny</i>	6 <i>Oktavia</i>
7	FICKY CAHAYA PRAYOGA	7	
8	FIKRI RAHMADANI	<i>Fikri</i>	8 <i>Rahmadani</i>
9	HANDRA RADI PRANATA	9	
10	LUTFIA FATQURIANA	<i>Lutfia</i>	10 <i>Fatquriana</i>
11	M. IQBAL AL MUZAKI	11	
12	M. AZAM AL FAQIH	<i>Azam</i>	12 <i>Al Faqih</i>
13	MUHAMMAD RAFIQ AL HARIS	13	
14	NIVIA SAFITRI	<i>Nivia</i>	14 <i>Safitri</i>
15	RACHEL RAHMANITA	15	
16	RAHMAT SUBANDI	<i>Rahmat</i>	16 <i>Subandi</i>
17	SELOMITA SEPTIA DEWI	17	
18	TIARA MURTI FEBRIANI	<i>Tiara</i>	18 <i>Murti Febriani</i>
19	VERONIKA MASYANTI	19	
20	ZAKI ALFIANSYAH YUSUF	<i>Zaki</i>	20 <i>Alfiansyah Yusuf</i>

STUDENTS ATTENDANCE LIST

(POST-TEST 2)

Class: VII

Day/Date:

NO	NAME	SIGNATURE	
1	ADITIA RAMADHAN	1	
2	ANAS NUR TASYA	2	
3	ASBULLAH ARDIANSYAH	3	
4	DERI ALFREDO	4	
5	EGA RAMADHAN ZAKA	5	
6	FANNY OKTAVIA	6	
7	FICKY CAHAYA PRAYOGA	7	
8	FIKRI RAHMADANI	8	
9	HANDRA RADI PRANATA	9	
10	LUTFIA FATQURIANA	10	
11	M. IQBAL AL MUZAKI	11	
12	M. AZAM AL FAQIH	12	
13	MUHAMMAD RAFIQ AL HARIS	13	
14	NIVIA SAFITRI	14	
15	RACHEL RAHMANITA	15	
16	RAHMAT SUBANDI	16	
17	SELOMITA SEPTIA DEWI	17	
18	TIARA MURTI FEBRIANI	18	
19	VERONIKA MASYANTI	19	
20	ZAKI ALFIANSYAH YUSUF	20	

Speaking Ability

Pre-Test of SMP Muhammadiyah 4 Metro

Name :

Class :

Direction:

Describe orally one of the following topics during at least 2 minutes in front of the class!

- a. Elephant
- b. Giraffe

Speaking Ability

Pos-Test 1 of SMP Muhammadiyah 4 Metro

Name :

Class :

Direction:

Describe orally one of the following topics during at least 3 minutes in front of the class!

- a. My House
- b. My School

Speaking Ability

Pos-Test 2 of SMP Muhammadiyah 4 Metro

Name :

Class :

Direction:

Describe orally one of the following topics during at least 4 minutes in front of the class!

- a. My mother
- b. My teacher

Students' Pre - Test Grade

No	Name of Students	Fluency	Pronunciation	Vocabulary	Grammatical	Total of The Points	Grade
1.	AR	2	2	1	2	44	44
2.	ANT	2	1	1	2	33	33
3.	AA	2	2	2	1	44	44
4.	DA	2	1	1	2	38	38
5.	ERZ	2	1	2	1	38	38
6.	FO	3	2	2	2	56	56
7.	FCP	2	1	1	1	31	31
8.	FR	3	3	3	3	75	75
9.	HRP	2	2	2	2	50	50
10.	LF	3	3	2	3	68	68
11.	MIAM	2	1	2	1	38	38
12.	MAAF	2	2	1	1	30	30
13.	MRAH	2	2	2	2	44	44
14.	NS	3	2	2	2	56	56
15.	RR	3	2	2	2	60	60
16.	RS	2	2	2	2	56	56
17.	SSD	3	2	3	1	60	60
18.	TMF	3	3	3	3	75	75
19.	VM	2	1	1	2	38	38
20.	ZAY	2	2	2	2	50	50
	Total						

Explanation :

Scoring	Criteria
4 : Excellent	81 - 100 : Excellent
3 : Good	61 - 80 : Good
2 : Adequate	41 - 60 : Fair
1 : Fair	21 - 41 : Poor
	0 - 20 : Very Poor

Students' Post-test I Grade

No	Name of Students	Fluency	Pronunciation	Vocabulary	Grammatical	Total of The Points	Grade
1.	AR	3	2	2	2		56
2.	ANT	2	1	2	2		54
3.	AA	2	2	2	2		50
4.	DA	3	3	3	2		68
5.	ERZ	3	3	2	2		62
6.	FO	3	3	3	3		75
7.	FCP	3	2	3	2		56
8.	FR	3	3	3	3		75
9.	HRP	3	2	2	2		56
10.	LF	3	3	3	3		75
11.	MIAM	3	3	3	3		63
12.	MAAF	3	3	3	3		75
13.	MIRAH	2	3	3	2		63
14.	NS	3	3	3	3		68
15.	RR	3	3	3	2		68
16.	RS	3	3	3	2		68
17.	SSD	3	3	3	3		50
18.	TMF	3	3	3	3		75
19.	VM	3	2	2	2		56
20.	ZAY	3	3	2	2		67
	Total						

Explanation :

Scoring	Criteria
4 : Excellent	81 – 100 : Excellent
3 : Good	61 – 80 : Good
2 : Adequate	41 – 60 : Fair
1 : Fair	21 – 40 : Poor
	0 – 20 : Very Poor

Students' Post-test II Grade

No	Name of Students	Fluency	Pronunciation	Vocabulary	Grammatical	Total of The Points	Grade
1.	AR	4	3	3	2		75
2.	ANT	2	3	2	2		50
3.	AA	2	2	3	2		56
4.	DA	4	3	3	2		75
5.	ERZ	4	3	3	3		75
6.	FO	3	4	3	2		75
7.	FCP	3	3	3	3		75
8.	FR	4	4	3	2		81
9.	HRP	3	3	3	3		75
10.	LF	3	4	3	3		81
11.	MIAM	3	3	3	3		75
12.	MAAF	4	3	3	2		75
13.	MRAH	3	3	3	3		75
14.	NS	3	3	3	3		75
15.	RR	4	3	3	2		75
16.	RS	2	2	3	2		56
17.	SSD	4	4	3	2		81
18.	TMF	4	3	4	2		81
19.	VM	2	2	3	3		63
20.	ZAY	3	3	3	3		75
	Total						

Explanation :

Scoring	Criteria
4 : Excellent	81 – 100 : Excellent
3 : Good	61 – 80 : Good
2 : Adequate	41 – 60 : Fair
1 : Fair	21 – 41 : Poor
	0 – 20 : Very Poor

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester: VII/Ganjil

School : SMP Muhammadiyah 4 Metro

No	Student's Name	The Aspects of Students' Learning Activities				
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task	Being active in the group activity
1	AR	✓	-	✓	-	✓
2	ANT	✓	-	-	-	✓
3	AA	-	✓	-	✓	-
4	DA	-	-	✓	✓	-
5	ERZ	✓	-	✓	-	-
6	FO	✓	✓	-	-	✓
7	FCP	-	-	-	✓	✓
8	FR	✓	✓	✓	-	✓
9	HRP	-	-	✓	-	✓
10	LF	✓	-	✓	✓	✓
11	MIAM	-	✓	✓	-	-
12	MAAF	✓	-	-	✓	-
13	MRAH	-	✓	-	✓	-
14	NS	✓	-	✓	-	✓
15	RR	✓	-	✓	-	-
16	RS	✓	✓	-	✓	-
17	SSD	✓	✓	-	-	✓
18	TMF	✓	-	✓	✓	✓
29	VM	-	✓	-	✓	-
20	ZAY	-	-	✓	-	✓
TOTAL		12	8	11	9	11

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students paying attention of teacher's explanation=
 2. The students asking and answering question=
 3. The students are active in class=
 4. The students are able to do the task=
 5. The students are active in the group activity=

Metro, October 2019

Collaborator

Anasri, S.pd
NIP.

The writer

Khoirotn Nisa'
NPM: 1501070181

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester: VII/Ganjil

School : SMP Muhammadiyah 4 Metro

No	Student's Name	The Aspects of Students' Learning Activities				
		Paying attention to the teacher explanation	Asking or answering questions to the teacher	Being active in the class	Being able to do the task	Being active in the group activity
1	AR	✓	-	✓	-	✓
2	ANT	✓	-	✓	-	✓
3	AA	✓	✓	-	-	✓
4	DA	✓	✓	✓	✓	-
5	ERZ	-	✓	✓	✓	✓
6	FO	✓	✓	✓	-	✓
7	FCP	✓	-	✓	✓	✓
8	FR	✓	✓	✓	✓	✓
9	HRP	✓	✓	✓	✓	-
10	LF	✓	✓	✓	✓	✓
11	MIAM	-	✓	-	✓	✓
12	MAAF	✓	✓	✓	✓	-
13	MRAH	✓	-	✓	✓	✓
14	NS	✓	-	✓	✓	✓
15	RR	✓	✓	✓	-	✓
16	RS	✓	✓	-	✓	✓
17	SSD	✓	✓	-	✓	✓
18	TMF	✓	✓	✓	-	✓
29	VM	-	✓	✓	✓	✓
20	ZAY	✓	✓	✓	✓	-
TOTAL		16	15	16	14	16

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students paying attention of teacher's explanation=
 2. The students asking and answering question=
 3. The students are active in class=
 4. The students are able to do the task=
 5. The students are active in the group activity=

Metro, October 2019

Collaborator

A. S. Pd
NIP.

The writer

Khoirotun Nisa'
NPM: 1501070181

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used film as media Including follows : 1. Student are grouped in pairs in a classroom which contains a DVD player. Half the members of the pairs must sit down with their backs to the screen, while the other half sits down opposite their partners. 2. The teacher switches on the DVD player and for a short while (e.g. 15 minutes) hows an extract from a film (or any other type of programme of a lively, active kind). 3. The students sitting opposite the screen must try and describe the extract to his/her partner, who, in turn, must ask as many questions as possible to try and find out what the story is about. 4. Finally, some of the students sitting with their backs to the screen must retell what they have been told to the whole class; their "watching" and the teacher will be given the chance of correcting and completing their performance. c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Metro, October 2019

Collaborator



Abdurrahman, S. pd

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓		
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning			
b. Explaining the material used film as media Including follows :			
1. Student are grouped in pairs in a classroom which contains a DVD player. Half the members of the pairs must sit down with their backs to the screen, while the other half sits down opposite their partners.			
2. The teacher switches on the DVD player and for a short while (e.g. 15 minutes) hows an extract from a film (or any other type of programme of a lively, active kind).	✓		
3. The students sitting opposite the screen must try and describe the extract to his/her partner, who, in turn, must ask as many questions as possible to try and find out what the story is about.			
4. Finally, some of the students sitting with their backs to the screen must retell what they have been told to the whole class; their "watching" and the teacher will be given the chance of correcting and completing their performance.			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability			
Tick (✓) for each positive effect			

Metro, October 2019

Collaborator



Abidin, S. rd

Field Note Table

No.	Date	Field Note Result
1.	Thursday, 7 th 2019. 13.00 until 14.20	All of the students have already been ready when the teaching time came. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking ability. The pre-test was administrated to the students to be finished individually. The kind of pre-test was speaking test that ask the students describe the topic "Giraffe and Elephant".
2.	Thursday, 7 th 2019. 13.00 until 14.20	In the beginning, the researcher introduced film as media to students. Twelve students were group in pairs so there were ten pairs in the classroom. The researcher provided the laptop, projector, screen and sound. The researcher switch on the film in the title of "The Magical Kitty" through the laptop 15 minutes. The magical kitty is a film that describe an interesting magical kitty (cat).
3.	Monday, November 11 th 2019. 10.40 until 12.00	In the beginning, the researcher introduced film as media to students. Twelve students were group in pairs so there were ten pairs in the classroom. The researcher provided the laptop, projector, screen and sound. The researcher switch on the film in the title "Salty Sea" through the laptop 15 minutes. Salty sea is film that describe the origin of why sea water becomes salty.
4.	Wednesday, November, 13 th 2019.	In the post-test I, the researcher conducted in cycle one with similar task on pre-test before. The kind of post-test one was

	14.20 until 15.40	Speaking test. that asked the students to describe "My House and My School".
5.	Thursday, November 14 th 2019. 13.00 until 14.20	In the beginning, the researcher introduced film as media to students. Twelve students were grouped in pairs so there were ten pairs in a classroom. The researcher provided the laptop, projector, screen and sound. The researcher switched on the film in the title "The Water of Life" through the laptop for 15 minutes. The Water of Life is a film that describes about the water that can cure a sick king.
6.	Monday, November 18 th 2019. 10.40 until 12.00	In the beginning the researcher introduced film as media to students. Twelve the students were grouped in pairs so there were ten pairs in classroom. The researcher provided the laptop, projector, screen and sound. The researcher switched on the film in the title of "Meet My Family" through the laptop for 15 minutes. Meet My Family is a film that describe about someone who is far away from her family.
7.	Wednesday, November 20 th 2019. 14.20 until 15.40.	The researcher give post-test 2 conducted in cycle 2 with similar task on pre-test before. The kind of the test in post-test 2 was speaking test that ask the students to describe the topic "My Teacher and My Mother".

DOCUMENTATION

PRE TEST



The Process of Pre-test at the Seventh Graders of SMP Muhammadiyah 4 Metro



The Process of Pre-test at the Seventh Graders of SMP Muhammadiyah 4 Metro

TREATMENT



The Process of Treatment at the Seventh Graders of
SMP Muhammadiyah 4 Metro



The Process of Treatment at the Seventh Graders of
SMP Muhammadiyah 4 Metro



The Process of Treatment at the Seventh Graders of SMP Muhammadiyah 4 Metro



The Process of Treatment at the Seventh Graders of SMP Muhammadiyah 4 Metro

POST TEST I



The Process of Post-test I at the Seventh Graders of SMP Muhammadiyah 4 Metro



The Process of Post-test I at the Seventh Graders of SMP Muhammadiyah 4 Metro

POST TEST II



The Process of Post-test II at the Seventh Graders of SMP Muhammadiyah 4 Metro



The Process of Post-test II at the Seventh Graders of SMP Muhammadiyah 4 Metro



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringrulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1110/n.28/SU.1/OT.01/12/2019**

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

Nama : KHOIROTUN NISA
NPM : 1501070181
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070181:

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sepenuhnya

Metro, 16 Desember 2019
Kepala Perpustakaan



Ors. Mochamad Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Khairatun Nisa'*

NPM : *1501070101*

Fakultas : *FTIK*

Angkatan : *2015*

Telah menyerahkan buku berjudul: *A History of Language Philosophies*



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *Khairatun Nisa'*

NPM : *1501070101*

Fakultas : *FTIK*

Angkatan : *2015*

Telah menyerahkan buku berjudul: *A History of Language Philosophies*

Metro,
Ketua Jurusan TBI

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

Telepon: (0725) 41507, Faksimili (0725) 47290, Website: www.tarbiyah.metroiain.ac.id, e-mail: tarbiyah.iain@metroiain.ac.id

Nomor : B-0980/In.28.1/J/TL.00/04/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.
KEPALA SMP MUHAMMADIYAH 4 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : KHOIROTUN NISA
NPM : 1501070181
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF FILMS AS MEDIA TO IMPROVE SPEAKING ABILITY
AT THE SEVENTH GRADES OF SMP MUHAMMADIYAH 4 METRO IN
THE ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 4 METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 15 April 2019
Ketua Jurusan
Pendidikan Bahasa Inggris

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



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwodadi/Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

SURAT IZIN PRA SURVEY

Nomor : 050/D.3/SMPM4/2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro Nomor : B-0980/In.28.1/J/TL/00/04/2019, Tanggal 15 April 2019, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : **KHOIROTUN NISA'**
NPM : 1501070181
Jurusan : Pendidikan Bahasa Inggris

Telah di izinkan untuk melaksanakan Pra Survey di SMP MUHAMMADIYAH 4 METRO selama 1 (satu) hari tanggal 17 Mei 2019 dengan judul *"The Use Of Films As Media To Improve Speaking Ability At The Seventh Graders Of SMP Muhammadiyah 4 Metro In The Academic Year 2019/2020"*

Demikian Surat Izin Pra Survey ini dibuat, untuk dapat di pergunakan sebagaimana mestinya.

Metro, 16 Mei 2019

Kepala Sekolah



AGUS PUJIANTO, S.Pd. M.Pd
NBM. 1042089



**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 (0726) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3648/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 4
METRO
di-

Tempat.

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3647/In.28/D.1/TL.01/11/2019, tanggal 06 November 2019 atas nama saudara:

Nama : **KHOIROTUN NISA'**
NPM : 1501070181
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF FILMS AS MEDIA TO IMPROVE SPEAKING ABILITY AT THE SEVENTH GRADERS OF SMP MUHAMMADIYAH 4 METRO IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

NSS : 202126102016 NPSN : 10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwasari Kec. Metro Utara Rota Metro Lampung Kode Pos 34117

Nomor : 041/D.3/SMPM4/2019

Metro, 20 November 2019

Lamp : -

Hal : Telah Menyelesaikan Research

Kepada Yth.
Wakil Dekan I
IAIN Metro
Di -
Tempat

Assalamualaikum Wr. Wb.

Segala puji bagi Allah SWT atas limpahan Rahmat dan Hidayah Nya, sholawat dan salam semoga tetap dilimpahkan kepada Nabi Muhammad SAW.

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor : B-3648/In.28/D.1/TL.00/11/2019 Tanggal 06 November 2019, dengan ini Kepala Sekolah SMP MUHAMMADIYAH 4 METRO menerangkan bahwa :

Nama : KHOIROTUN NISA'
NPM : 1501070181
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melaksanakan research/survey di SMP MUHAMMADIYAH 4 METRO dari tanggal 7 November 2019 sampai dengan tanggal 20 November 2019 dengan judul "*The Use Of Films As Media To Improve Speaking Ability At The Seventh Graders Of SMP MUHAMMADIYAH 4 METRO In The Academic Year 2019/2020*".

Demikian Surat Telah Menyelesaikan Research ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb.

Kepala Sekolah
SMP Muhammadiyah 4 Metro



AGUS PUJIANTO, S.Pd. M.Pd
NBM. 1042089



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-3468 /In.28.1/JIPP.00 9/10/2019
Lamp : -
Hal : BIMBINGAN SKRIPSI

24 Oktober 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb,

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Khairotun Nisa'
NPM : 1501070181
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Film As Media To Improve Speaking Ability At The Seventh Graders Of SMP Muhammadiyah 4 Metro In The Academic Year 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima khsih.

Wassalamu'alaikum Wr. Wb,



...an TBI,

M. Subhan Raza, M.Pd

0610 2008011049



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stajust@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotn Nisa' Fakultas/Jurusan : FTIK/TBI
NPM : 1501070181 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 05/Dec/19	✓	Review your data (chapter IV)	
2	Thursday 12/12/19	✓	Acc and continue to the first sponsor	

Diketahui:
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Syahreeni Siregar, M. Hum
NIP.197608142009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stajinust@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Khoirotun Nisa^{*} Fakultas/Jurusan : FTIK/TBI
NPM : 1501070181 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	12/12 2019	✓	Foto 2 & bari kembali Revisi di 14/12	
2	16/12 2019	✓	Acc kumpang	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP.196202151995031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telp. (0725) 41507 Fax. (0725) 47296 Email: info@iainmetro.ac.id website: www.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khoirotn Nisa'

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070181

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Buruday 3/10/2019		✓	Acc. Research Instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507 Fax. (0725) 47296 Email: info@iainmetro.ac.id website: www.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Khoirotn Nisa'

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070181

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	31/10/2019	✓		Revisi IPD.	
2	4/11/2019	✓		Acc IPD.	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 196202151995031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47294 Email: sekretariat@iainmetro.ac.id website: www.tarbiyah.iainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : KHOIROTUN NISA'

Fakultas/Jurusan : TBI

NPM : 1501070181

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 22/08/2019		✓	revise your method	
2	Thursday 29/08/2019		✓	Show experience	
3	Thursday 05/09/2019		✓	Acc and continue to the first sponsor	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar, M.Hum
NIP. 197608142009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41307 Fax. (0725) 41294 Email: iaim@iaim-metro.ac.id website: www.tarbiyah.metrometro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : KHOIROTUN NISA'

Fakultas/Jurusan : TBI

NPM : 1501070181

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	9/1/2019	✓		Revisi Chapter I	
		✓		Revisi Chapter II	
2	12/1/2019	✓		Revisi Chapter III	
3	16/1/2019	✓		Acc Seminar	
4	19/1/2019	✓			

Mengetahui :

Ketua Jurusan TBI

Ahmad Sahban Roza, M.Pd
NIP. 19450610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001

CURRICULUM VITAE



KHOIROTUN NISA' was born in Papan Batu, Sukadana on January, 20th 1998. She is the second child from happy couple namely Mr. Mujayin, S.Pd.I and Mrs. Suinawati.

She took her elementary school at Elementary School for 6 years at MI Miftahut Tholibin Papan Batu, from 2003-2009. She continued her study in MTs Miftahut Tholibin Papan Batu, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in MA Darul Amal Labuhan Ratu from 2012-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.