

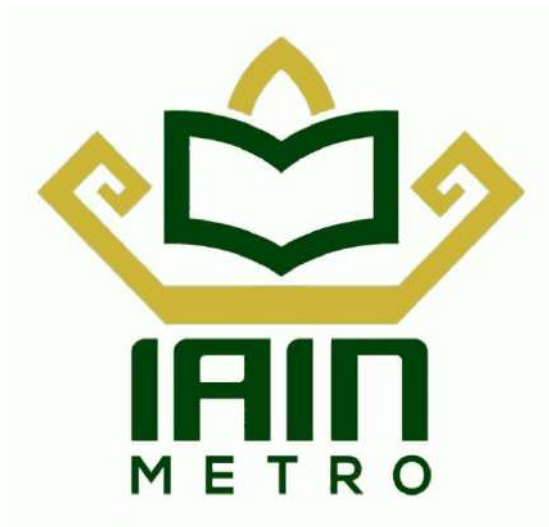
**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENT'S SPEAKING PROFICIENCY BY  
USING ENGLISH MOVIE AT THE SEVENTH GRADE  
STUDENT OF MTs NEGERI 1 LAMPUNG TIMUR**

**By :**

**MIA FAHRA AMELIA**

**Student Number : 1801071033**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2023 M**

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**IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING  
ENGLISH MOVIE AT THE SEVENTH GRADE STUDENT OF MTs NEGERI  
1 LAMPUNG TIMUR**

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

By:

**MIA FAHRA AMELIA**

Student Number : 1801071033

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2023 M**



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**APPROVAL PAGE**

Title : IMPROVING STUDENT'S SPEAKING PROFICIENCY BY  
USING ENGLISH MOVIES AT THE SEVENTH GRADE  
STUDENT OF MTSN 1 LAMPUNG TIMUR

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*Assalamu'alaikum, Wr. Wb*

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USING ENGLISH MOVIES AT THE SEVENTH GRADE  
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikumWr.Wb.*


Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING ENGLISH MOVIES AT THE SEVENTH GRADE STUDENT OF MTSN 1 LAMPUNG TIMUR

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
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**RATIFICATION PAGE**

No. B-3181/In. 28-1/D/PP-00-9/06/2023

An Undergraduate thesis entitled: **IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING ENGLISH MOVIE AT THE SEVENTH GRADE STUDENT OF MTSN 1 LAMPUNG TIMUR**. Written by Mia Fahra Amelia student number 1801071033, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Wednesday, May 31<sup>th</sup>, 2023 at 09.30-11.30 a.m

**BOARD OF EXAMINERS:**

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Examiner I : Dr. Ahmad Subhan Roza, M.Pd

Examiner II : Andianto, M.Pd

Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



**IMPROVING STUDENT’S SPEAKING PROFICIENCY BY USING  
ENGLISH MOVIE AT THE SEVENTH GRADE STUDENT OF MTs NEGERI  
1 LAMPUNG TIMUR**

**ABSTRACT**

**By:**

**MIA FAHRA AMELIA**

The objective of this research are to know whether or not the use of English movie can improve students’ speaking proficiency in term of pronunciation and vocabulary at the seventh grade of MTs Negeri 1 Lampung Timur. The use of English movie as a media is one of the learning models that can create a good learning atmosphere because it allows students to learn to speak in English.

In this research, the researcher conducted classroom action research (CAR) which was done in two cycles. Each cycle consist of planning, acting, observing and reflecting. Subject in the study is students of seventh grade class of MTs Negeri 1 Lampung Timur. In collecting data, the researcher used test (pretest, post test I and post test 2), observation, documentation and field notes. The research was conducted collaboratively with the English teacher of MTs Negeri 1 Lampung Timur.

The result of this research shows that using English movie had positive result in improving the student’s speaking proficiency at the seventh grade of MTs Negeri 1 Lampung Timur. The mean score of pre-test is 51. This score improved to 63 in post-test 1 and even higher in post test 2 that is 73. Based on these findings, it can be concluded that using English movie as teaching media can improve students’ speaking proficiency of grade seventh grade class of MTs Negeri 1 Lampung Timur.

**Keywords:** *Speaking Proficiency, English Movie*

**MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN  
MENGUNAKAN FILM BERBAHASA INGGRIS PADA SISWA KELAS  
TUJUH MTs NEGERI 1 LAMPUNG TIMUR**

**ABSTRAK**

**Oleh:**

**MIA FAHRA AMELIA**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan film berbahasa Inggris dapat meningkatkan kemampuan berbicara siswa dalam hal pengucapan dan kosakata di kelas tujuh MTs Negeri 1 Lampung Timur. Penggunaan film berbahasa Inggris sebagai media merupakan salah satu model pembelajaran yang dapat menciptakan suasana belajar yang baik karena itu memungkinkan siswa untuk belajar berbicara dalam bahasa Inggris.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek yang diteliti adalah siswa kelas tujuh MTs Negeri 1 Lampung Timur. Dalam pengumpulan data, penulis menggunakan test (pretest, post test I dan post test 2), observasi, dokumentasi dan catatan lapangan. Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus.

Hasil penelitian ini menunjukkan bahwa penggunaan film berbahasa Inggris berbuah positif dalam meningkatkan kemampuan berbicara siswa kelas tujuh MTs Negeri 1 Lampung Timur. Skor rata-rata pre-test adalah 51. Skor ini meningkat menjadi 63 pada post-test 1 dan bahkan lebih tinggi pada post-test 2 yaitu 73. Berdasarkan hasil data dapat disimpulkan bahwa penggunaan film berbahasa Inggris sebagai media pembelajaran dapat memperbaiki kemampuan berbicara siswa di kelas tujuh MTs Negeri 1 Lampung Timur.

**Kata Kunci:** *Kemampuan Berbicara, Film Bahasa Inggris*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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

Metro, May 2023  
The Researcher



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

Metro, Mei 2023  
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**Mia Fahra Amelia**  
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## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Indeed, with hardship [will be] ease.

(Q.S Al-Insyiroh : 6)

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr Edi Susmiarno and Mrs Ani). You're  
my soul and inspiration

My sponsor Mrs. Syahreni Siregar, M.Hum thanks for guiding me

My beloved younger sister (Zea Kayonna) and my brother (Aryo Mahendra)

My beloved best friends

(Anisa, Zuraida, Sintya, Rahma, Desi, Intan, Lia, Rahimah, Sonza)

My beloved lectures of English Department of The State Institute  
For Islamic of Metro Lampung

My beloved Almamater of State Institute for Islamic Studies of  
Metro


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I would like to thank *Allah Subhanahu WaTa'aala*, the most gracious and the most merciful, who has given His blessing and chance for the writer in completing this undergraduate thesis entitled “Improving Student’s Speaking Proficiency by Using English Movie at The Seventh Grade Student of MTs Negeri 1 Lampung Timur.” This undergraduate thesis is written as one of requirements of S-1 degree the English Education Study Program of IAIN Metro.

First of all, the researcher would like to express this thank fullness to the head master of IAIN Metro Lampung, Prof. Dr. Hj. Siti Nurjanah, M.Ag, PIA, the dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung, Dr. Zuhairi, M.Pd, the head of English Education Department of IAIN Metro Lampung, Andianto, M.Pd, my sponsor, Syahreni Siregar, M.Hum, that have guided the researcher in giving understanding and motivation in the process of completing this undergraduate thesis.

The criticism and suggestion for the improvement of this undergraduate thesis are most welcome. Hopefully, this undergraduate thesis is useful for all of us. Finally, the researcher says thank you.

Metro, May 2023  
The researcher,



**Mia Fahra Amelia**  
NPM. 1801071033

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In language teaching, speaking has been considered as one of the language skill that must be mastered in learning English. Students must be able to speak in the form of structural or functional language. In addition, students also need to understand when, how and why they can communicate with others taking into account the cultural and social context. The ability to speak can be understood as a combination of structural and functional language. In the case of language learning including speaking, there is an activity of the speaker or learner and it must have the effect of building the desire of the speaker or learner and expressing how he feels and acts through speaking. Speaking is basically an instrumental act, and people do speaking to express what is on their mind and what they want the listener to do for them. It can be stated that through speaking, the speaker makes requests, expresses his thoughts and debates an issue in which the speaker tries to influence his listeners. Thus learning to speak cannot be separated from language.

Students learning language is considered to be successful if they can communicate effectively in their second or foreign language. Speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are

actively engaged in attempting to communicate. Thus the teacher must give the learners practice to actualize their speaking skill.

At MTs Negeri 1 Lampung Timur, students' English skills are also considered, one of which is students' speaking proficiency. They are taught to practice speaking English during the teaching and learning process of English. In learning speaking in class, the teacher asks students to have a dialogue and practice in front of the class. However, in fact there are still many students who are not good at speaking English. Because many students are not enthusiastic during the teaching and learning process.

In line with the problem of speaking above, the result of pre-survey conducted at MTs Negeri 1 Lampung Timur at September 7<sup>th</sup> 2022 shows that there were problems in speaking got by students of class VII. The result of pre-survey is provided, as follows:

**Table 1**  
**Data of the Speaking Score at the Seventh Grade of MTs Negeri 1 Lampung Timur**

No.	Grade	Frequency	Percentage	Criteria
1.	$\geq 70$	9 Students	29%	Complete
2.	$< 70$	23 Students	71%	Incomplete
Total of students		32 Students	100%	

*Source: The English teacher's archive, taken on the data of the Speaking Score at the Seventh Grade of MTs Negeri 1 Lampung Timur*

The table above illustrates students' speaking proficiency based on MMC (Minimum Mastery Criteria). Based on the pre-survey results, there were nine students who were able to achieve it. In the other words, there were only 29% of

students who were able to achieve it. Meanwhile, there are 23 students who are unable to achieve it. It means that the percentage of students who are unable to achieve MMC is much greater than the percentage of students who are able to achieve it. Therefore, it can be concluded that the speaking proficiency of students among the seventh grade at MTs Negeri 1 Lampung Timur is low.

After conducting initial observations with classroom teachers, the researcher found many students' problems, especially in their speaking. The students were embarrassed to speak English because their pronunciation was bad and worried if they made a mistake. Another problem, students feel bored if the situation in class is monotonous because there are no new situations and students find it difficult to improve their speaking skills if the strategy is only like conversation or dialogue. It is known that there is no best way to learn and no best strategy for solving student problems. However, the teacher can apply one of several relevant approaches by considering the student's condition. One alternative to solve problems and to improve understanding in English courses the researcher tries to apply movie as a first step to achieve well and can encourage students to be more active in speaking.

The movie is one of the media that according to the researcher will make students interested, because most teenagers like to watch movies. Some of the aspects offered that create a positive learning environment are plot, actors, or actresses, characteristics, and dialogue. Moreover, from automatic films they will learn about foreign cultures, gain knowledge, and know how foreigners pronounce these words. In this study, a short English Movie was used to

anticipate students not getting bored while watching the film. Then the students will retell the film. From the goodness of English Movie, students have more opportunities to practice and develop their speaking.

So teaching speaking using English Movie as a medium in the classroom is a good way to facilitate students how to speak well by imitating the characters in the film. To solve the problem of teaching speaking English, the researcher believes to apply English Movie media, it will motivate students to speak English. So that it will reduce students' anxiety to speaking English.

Based on these problems the author intends to conduct a research entitled "Improving Student's Speaking Proficiency by Using English Movie at The Seventh Grade Student of MTs Negeri 1 Lampung Timur."

## **B. Problem Identification**

Based on the background above, the researcher identified the identifications of problems as follows:

1. The students have low speaking in term of pronunciation and vocabulary.
2. The students have difficulty in pronounce on the words.
3. The students have low interest in following the class.

## **C. Problem Limitation**

Based on the problem above, the researcher limits the problem and only focuses on the use of English movie to improve the students' speaking proficiency at the seventh graders of MTs Negeri 1 Lampung Timur in the academic year of 2022/2023.

#### **D. Problem Formulation**

The formulation of the problem in this study is "Can the use of English movie media improve the students' speaking proficiency at the seventh grade of MTs Negeri 1 Lampung Timur?"

#### **E. Objectives and Benefits of the Study**

##### 1. Objective of the Study

Based on problem formulation, the objective of this study is to know the improving of student's speaking proficiency after being taught by using movies at the seventh grade of MTs Negeri 1 Lampung Timur in the academic year of 2022/2023.

##### 2. Benefits of the Study

This research is expected to provide benefits:

- a. For students, it may inspire and motivate students to improve their speaking proficiency. With English movie as media will make student enjoy and relax to learn English. After the student interested to learn English, it will help students improve their speaking proficiency.
- b. For teachers, the use of media in this research is "English movie", it could be one alternative or variation in teaching English speaking skill, where it would make the students enjoyed and relaxed to learn the lesson.
- c. For the Researcher, the results of this study can be used as valuable experience, as the means and effort to improve the ability of research in carrying out research on learning English.

## F. Prior Research

1. Relevant research on Nunik Puspita Ningrum's thesis, student of English Education Department Faculty of Tarbiyah and Teacher Training, State Institute For Islamic Studies (IAIN) Metro Lampung, entitled “The Use English Movie With Subtitle to Improve The Students' Pronunciation Mastery At The Eleventh Grades of SMA N 2 Way Serdang in The Academic Year of 2017/2018”. The results of the study can be seen that using English movie with subtitles had positive result in improving the students' pronunciation at the eleventh graders of SMA N 2 Way Serdang of Mesuji Lampung with the average score in pre-test was 50, post-test I was 63 and become 70 in post-test II.<sup>1</sup>

The similarity of this research with the research compiled by Nunik Puspita Ningrum is English Movie as an independent variable and the similarity in the research method is using Classroom Action Research. While the difference lies in the dependent variable, namely pronunciation mastery, while in this study the dependent variable is speaking. The next difference lies in the research sample, research conducted by Nunik Puspita Ningrum has examined eleventh grade students at SMA N 2 Way Serdang. While this study examines the seventh grade students at MTs Negeri 1 Lampung Timur.

2. Relevant research on Ris Setiawan's thesis, student of English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute For

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<sup>1</sup>Nunik Puspita Ningrum, Thesis: “*The Use Of English Movie With Subtitle to Improve The Students' Pronunciation Mastery at The Eleven Graders of SMAN 2 Way Serdang in The Academic Year of 2017/2018*” State Institute For Islamic Studies (IAIN) Metro Lampung English Education Department Faculty of Tarbiyah and Teacher Training 2018, 69-71



Islamic Studies (IAIN) Metro Lampung, entitled “The Use of Animation Movies to Improve Writing Skill in Recount Text Among The Eighth Grade of Junior High School 1 Punggur in The Academic Year 2018/2019”. The results of the study can be seen that the animation movie method has a positive role in increasing the skill of writing the recount text among the eighth grade students of State Junior High School 1 Punggur Lampung Tengah with the average score in pre test was 57.16, in post test 1 was 64.88 and the post test 2 was 74.68.<sup>2</sup>

The similarity of this research with the research compiled by Ris Setiawan is movie as an independent variable and the similarity in the research method is using Classroom Action Research. While the difference lies in the dependent variable, namely writing skill, while in this study the dependent variable is speaking. The next difference lies in the research sample, research conducted by Ris Setiawan has examined eighth grade students at SMP N 1 Punggur, Lampung Tengah. While this study examines the seventh grade students at MTs Negeri 1 Lampung Timur.

3. Relevant research on Pariyanti's thesis, student of English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute For Islamic Studies (IAIN) Metro Lampung, entitled "The Use of Animation Film Media to Increase The Narrative Writing Abilities Among The Tenth Grade of SMK PGRI 1 Punggur in Academic Year of 2017/2018". The results of the

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<sup>2</sup>Ris Setiawan, Thesis: “*The Use of Animation Movies to Improve Writing Skill in Recount Text Among The Eighth Grade of Junior High School 1 Punggur in The Academic Year 2018/2019*” State Institute For Islamic Studies (IAIN) Metro Lampung English Education Department Faculty of Tarbiyah and Teacher Training 2019, 123

study can be seen that Animation Film media as a media had positive result in increasing students' writing ability in narrative paragraph at the tenth grade of SMK PGRI 1 Punggur with The average score in pre-test was 49, post-test 1 was 67, 8 and post-test 2 was 75.8.<sup>3</sup>

The similarity of this research with the research compiled by Pariyanti, namely the film as an independent variable and the similarity in the research method using Classroom Action Research. While the difference lies in the dependent variable, namely the narrative writing abilities, while in this study the dependent variable is speaking. The next difference lies in the research sample, research conducted by Pariyanti has examined tenth grade students at SMK PGRI 1 Punggur. While this study examines the seventh grade students at MTs Negeri 1 Lampung Timur.

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<sup>3</sup>Pariyanti, Thesis: “*The Use of Animation Film Media to Increase The Narrative Writing Abilities Among The Tenth Grade of SMK PGRI 1 Punggur in Academic Year of 2017/2018*” State Institute For Islamic Studies (IAIN) Metro Lampung English Education Department Faculty of Tarbiyah and Teacher Training 2018, 80-81

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Speaking Proficiency

##### 1. The Definition of Speaking

Speaking is information by giving ideas, asking questions, and giving a respond which has correlation with opinion or arguments that can stimulate students to support their opinion.<sup>1</sup> Meanwhile, Brown states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>2</sup>

According, David Nunan, mastering art of speaking means the single most important dimension of studying a second language and success in term of the competence to carry out a conversation in the language.<sup>3</sup>

Base on the statement above, it can be understood that speaking is a process of expressing idea, feeling, message, or information through verbal or non-verbal symbols that can understand by each other and speaking is the activity to perform productive skill used oral word to communicate.

Speaking has many different aspects, said Gower, Philips, and Walters. They are:<sup>4</sup>

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<sup>1</sup>Ratu Yuliana Natsir, "Improving Students' Speaking Ability by Using Synchronous Communication Strategy", *English Education Department*, volume 5, No. 1 (2016): 137.

<sup>2</sup> H. Douglas Brown, *Language Assesment: Principles and Classroom Practice*, (California: Longman, 2003), 140.

<sup>3</sup> David Nunan, *Language Teaching Methodology A text for teachers*, (Sydney: Prentice Hall, 1991), p. 39.

<sup>4</sup>Siska Anisa Kusumawardani and Endah Mardiyani, "The Correlation Between English Grammar Competence and Speaking Fluency", *Professional Journal of English Education*, Vol 1, No. 6 (2018): 724.

### a. Speaking Accuracy

Speaking accuracy lies on acceptable pronunciation, correct grammar and appropriate word choice.<sup>5</sup> Pronunciation is the act of manner of pronouncing something, articulate utterance.

Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation and stress are largely learnt successfully by imitating and repetition. Teacher should have a good standard of pronunciation in order that students can imitate their teacher in teaching and learning process. It can said that accuracy is the ability to produce sentence using correct grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

### b. Speaking Fluency

Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing. Rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.<sup>6</sup>

In second and foreign language teaching, they further explain that fluency describes a level of proficiency in communication, which includes:

- 1) The proficiency to produce written and spoken language with easy.

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<sup>5</sup> Anastasia Nelladia Cendra and Eric Sulindra, "Speaking Accuracy, Fluency, and Beyond: Indonesia Vocational Students' Voices", *LLT Journal: A Journal on Language and Language Learning*, volume 25, No. 2 (2022): 385.

<sup>6</sup> Dr. Basim Kana'an and Dr. Ahlullahsiddiqui, "Enhancing Oral Fluency Through Incidental Focus on Vocabulary Development in A Language Classroom", *Journal of Tianjin University Science and Technollogy*, Vol 54 (2021): 703.

- 2) The proficiency to speak with a good but not necessarily command of intonation, vocabulary and grammar.
- 3) The proficiency to communicate ideas effectively, and
- 4) The proficiency to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

## 2. Elements of Speaking

There four elements of language that influence speaking. They are:<sup>7</sup>

### a. Pronunciation

Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. As what Hornby said above pronunciation is very important because it can influence the meaning of the word. If the speaker pronounces it with inappropriate pronunciation, the meaning will be different.<sup>8</sup>

### b. Grammar

Grammar is the organization of words into various combinations and often representing many layers of structure, such as phrase sentence and complete utterances.<sup>9</sup> In other word, grammar is important role to master the spoken of the language.

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<sup>7</sup> David P. Harris, *Testing English as a Second Language* (New York: McGraw-Hill, 1994), p. 81

<sup>8</sup>Rachmat Ari Wibowo, "Efektifitas Penggunaan Teknik Shadowing untuk Mengajarkan Berbicara Inggris Pada Kadet Jurusan Teknik Elektro Kapal Universitas Ivet", *Jurnal saintek Maritim ISSN: 1412-6826*, volume 22, Nomor 2. (2022): 167.

<sup>9</sup> Amar Ma'ruf and Rika Rahim, "Increasing The Students' Speaking Ability Through Bamboo Dancing Method", *Journal English Education Department ISSN: 2502-3543*, vollume 2, Nomor 2. (2013): 144.

### c. Vocabulary

Mastering vocabulary is first step to speaking English, if we not master vocabulary we cannot what is our purpose.

### d. Fluency

In speaking, we must speak fluency because listeners are able to response what we say. Say that fluency became a goal for speaking courses and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English.

## 3. The Measurement of Speaking

Assessment is a process to measure the level of goal achievement. To test speaking proficiency, there are several indicators that must be assessed. According to Weir, he classified into five criteria of analytic speaking as follows:<sup>10</sup>

**Table 2**  
**Analytic Speaking Criteria**

Aspect	Category	Indicators
<b>Fluency</b>	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitate and repeat himself at times but can generally maintain a flow of speech, although/he may need an occasional prompt.

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<sup>10</sup> Weir, *Language Testing and Validation (United States: Palgrave Macmillan, 2005)*, 195-196.

	2 (adequate)	Speech is slow and hesitant, maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no 'fluent' speech can be said to occur.
<b>Pronunciation</b>	4 (excellent)	Occasional errors of pronunciation a few 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.
<b>Vocabulary</b>	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	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.
<b>Grammatical Accuracy</b>	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.

<b>Interactional Strategies</b>	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	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.

(Source: Adopted from Weir's Speaking Rubric)

## B. The Concept of English Movie

### 1. The Definition of English Movie

The English movie is one of the media which can be use in language learning.<sup>11</sup> Media of learning is one of the important factors instead of the purpose materials, methods and evaluation in learning a process. Media is the thing which is use to send message from sender to receiver to motivate attention's student.<sup>12</sup>

Based on the definition above, the researcher concludes that by watching movies, people can get inspiration, ideas, knowledge, learn some new from the movies. That will be interested when somebody to seriously to understanding the movies by watching the setting, plot, dialogue, and characters of the movie.

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<sup>11</sup>Tengku Maya Silviyanti, "Looking Into EFL Students' Perceptions In Listening By Using English Movie Videos On Youtube", *Studies In English Language And Education*, (Banda Aceh : University Of Syiah Kuala), No.1/2014, P. 55

<sup>12</sup>Gusrina, ZulAmri, "Englishspeak.Com As Media For Teaching Pronunciation Of Junior High School Students", *Journal Of English Language Teaching*, (Padang : FBS State Universityof Padang ), No.1/2013, P.95



## 2. Types of movies

The types of movie can be described as follows:<sup>13</sup>

### a. Narrative Movies

As we learned earlier, narrative films' primary relationship with the audience is that of a storyteller. Narrative films are so pervasive, so ingrained in our culture, that prior to reading this book, you may have never stopped to consider the designation *narrative film*. After all, to most of us, a narrative movie is just a movie. We apply a label only to the documentary or experimental films movies that deviate from that "norm."

What distinguishes narrative films from these other kinds of movies, both of which also tell stories or utilize other formal aspects of narrative, is that narrative films are directed toward fiction. Even those narrative movies that purport to tell a true story, such as Robert Luketic's, adjust the stories they convey so as to better serve those principles of narrative structure that filmmakers use to engage and entertain audiences.

### b. Documentary Movies

We might say that narrative film and documentary film differ primarily in terms of allegiance. Narrative film begins with a commitment to dramatic storytelling: documentary film is more concerned with the recording of reality, the education of viewers, or the presentation of political

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<sup>13</sup> Richard Barsam And Dave Monahan, *Looking at Movies an Introduction to Film third edition*, P.64

or social analyses. In other words, if we think of a narrative movie as fiction, then the best way to understand documentary film is as nonfiction.<sup>14</sup>

### c. Experimental Movies

Experimental is the most difficult of all types of movies to define with any precision, in part because experimental film makers actively seek to defy categorization and convention. For starters, it's helpful to think of experimental cinema as that which pushes the boundaries of what most people think movies are or should be. After all, *avantgarde*, the terms originally applied to this approach to film making, comes from a French phrase used to describe scouts and pathfinders who explored. A head of an advancing army, implying that avantgarde artists, whether in film or another medium, are innovators who lead, rather than follow, the pack.<sup>15</sup>

### d. Cartoon Movie

Cartoon movie is one of the media that can be used in teaching speaking.<sup>16</sup> Meanwhile, Srinivasalu states that a cartoon is a kind of media which a teacher can provide joyful environment and make students to think differently and encourage something on their own.<sup>17</sup>

In this research, the researcher will use cartoon movie as media to facilitate students' learning process, because the researcher thinks that the

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<sup>14</sup> Ibid.,65

<sup>15</sup> Ibid

<sup>16</sup> Suparta Rasyid, "Using Cartoon Movie to Improve Speaking Skill", *English Education Department*, volume 1, No.2 (2016): 162

<sup>17</sup> Srinivasalu N Girija, "Using Cartoons As Effective Tools In Teaching Learning Process Of Social Science", *SRJIS*, Volume 23, (2016): 2

cartoon movie is more easy to received by student. Beside that, by using cartoon movie they will be more interested.

### **3. Advantages and Disadvantages of Using English Movies**

Movie as media has some advantages and disadvantages.<sup>18</sup>

#### **a. The Advantages of English Movie as Media**

English movie has some advantages are, as follows:

- 1) Movies can keep student's interest in learning English.
- 2) Movies can improve student's listening skill.
- 3) Movie can improve student's speaking skill.
- 4) Movies can improve student's pronunciation.
- 5) Movie can improve student's vocabular

#### **b. The Disadvantages of English Movie as Media**

English movie as media has some disadvantages are as follows:

- 1) Maybe the students prefer watching actors or actresses so the students would forget to focusing on the main instructional goal.
- 2) Movies not always appropriate with the needs and desired learning objective.
- 3) Movies can make students imitate bad scenes from the actors or actresses.

### **C. Action Hypothesis**

The hypothesis is a temporary answer to the problem formulation study.

Temporarily stated, because the answer given is still based on theory relevant, not

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<sup>18</sup>Armilia Sari and Bastian Sugandi, "Teaching English Through English Movie: Advantages and Disadvantages", *The Journal of English Literacy Education*, Vol 2, No 2. (2015): 11-13.

yet based on empirical facts obtained through the collection of data. It can be concluded that the hypothesis is a theoretical answer to the formulation of the research problem, there is no empirical answer.<sup>19</sup>

By considering all the explanations above, the researcher formulates an action hypothesis, as follows: “by using English movie, the students’ speaking proficiency at the seventh graders of MTs Negeri 1 Lampung Timur can be improved”.

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<sup>19</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), 63.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Operational Definitions of Variables**

The term variable can be interpreted as everything that will become the object of research observation. A variable is defined as an attribute of a person or object that varies from one person to another or from one object to another.

A variable is said to be a trait taken from a different value (different values). A variable is a quality that researchers study and can draw conclusions from. Thus the variable is something that varies.<sup>1</sup>

Based on the definitions above, it can be concluded that a variable is an attribute of a person or object that has a certain variation set by the researcher to be studied and concluded. The variables as the object of action in this study are as follows:

##### **1. Dependent Variable (Speaking Proficiency)**

The dependent variable is a variable that is influenced by other variables. It can also be said as a variable that is the result, because of the independent variable. In this study, the dependent variable was the students' speaking proficiency. To measure students' speaking proficiency, the researcher conducted a speaking test in the form of an oral test by asking them to describe something. In assessing the results of the speaking test, the researcher used a speaking rubric consisting of fluency, pronunciation,

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<sup>1</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 60-61.

vocabulary and grammatical accuracy. Indicators of students' speaking proficiency include the following:<sup>2</sup>

- a. The students can speak English fluently.
- b. The students can speak English with correct pronunciation.
- c. The students can speak in English using the appropriate vocabulary.

## **2. Independent Variables (English Movie)**

Independent variables are variables that affect other variables. The independent variable of this research is watching English movie. Movie media is media that has sound elements and image elements so that in the learning process it can attract the interest or attention of students to follow the learning process. So that it can improve students' speaking proficiency be better. The indicator of this variable is that the students are able to comprehend what they watch in the movie and the students can briefly retell the contents of the film they have watched to the whole class.

### **B. Setting of the Study**

Place of this classroom action research at MTs Negeri 1 Lampung Timur.

### **C. Subject of the Study**

The subject of this researched is the students of the seventh grade of the MTs Negeri 1 Lampung Timur, totaling 32 students, with various background and different abilities. In this study, the research subjects were taken by purposive sampling under the teacher's suggestion. The researcher chose class VII C because the students of this class had speaking problems.

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<sup>2</sup> Cyril J. Weir. *Language Testing And validation*,. (London: Palgrave Macmillan, 2005),195-196.

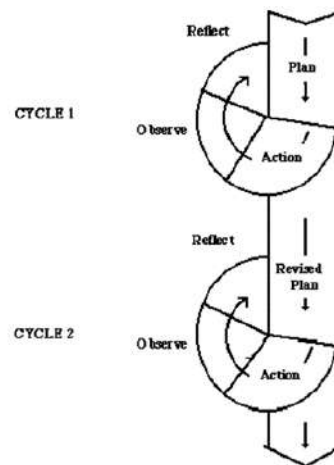
#### D. Action Plan

This classroom action research procedure consists of two cycles. Classroom action research (CAR), namely research conducted by teachers in the classroom through self-reflection, with the aim of improving performance as a teacher.

The model of CAR in one cycle consists of four steps, namely: “planning (planning), implementation (acting), observation (observing), and reflection (reflecting)”. If the model used has been successful, conclusions can be drawn. However, if the model used still needs improvement, further plans are made. This is done continuously until the model used is really successful.

The stages of the cycle in this research, as shown in the figure below:

Figure 1  
Illustrates the spiral by Kemmis and Mc Taggart<sup>3</sup>



Research This classroom action research is planned in two cycles. In each cycle, the 1st meeting was held pre-test, the 2nd meeting was held action, while the 3rd meeting was held post-test. Each cycle consists of four action steps

<sup>3</sup>Koshy Valsa. *Action Research for Improving Practice*. (London: Paul Champman Publishing, 2005), p. 4.

which include: planning stage, implementation stage, observation stage, and reflection stage.

## **1. Cycle I**

### **a. Planning**

At the planning stage, the following things are carried out:

- 1) Before doing the research, the researcher determined the material to be taught to the students.
- 2) Planning the lesson plan.
- 3) The researcher prepares media, observation guideline, and students' worksheet.

### **b. Acting**

The researcher must follow the plan that had been planned to implement the actions that have been arranged in the planning phase. This activity is carried out in the following steps:

- 1) Pre Teaching Activity
  - a) Prayed and greet the students.
  - b) Checked the attendancelist.
  - c) Asked the students condition.
  - d) The teacher has choose the appropriate with the material going to be taught.
- 2) While Teaching Activity
  - a) The researcher applies the lesson plan.



- b) The research explains the material describing movie so that students understand what will be learned. In this case, the researcher uses English language films as a learning medium.
- c) Researcher explain and provide examples of how to describe or briefly explain the lessons that have been obtained from the films that have been watched.
- d) The researcher plays a film with subtitle that will be watched by students. For the first meeting students will watch a film that tells about a magical kitty with the title “The Magical Kitty”.
- e) The researcher asked each students tell a brief description about the intention of characters of animation movie.

### 3) Post Teaching Activity

- a) The teacher asked to the students to answer some questions related to the topic.
- b) The researcher gives summarizes about the materials.
- c) After giving treatment in cycle 1, the researcher finally returned to give a speaking test in the form of a post-test to test their abilities after treatment.

### **c. Observation**

In this phase, the researcher indicated some activities as follows:

- 1) Actual teacher observers teaching classroom learning activities, such as the condition of the class, the performance of the teacher, and the response of students.

- 2) Identifies the success of student's in learning to understand speaking by providing the CAR test in cycle 1.
- 3) The researcher measures the progress scores of students from testing before CAR to testing after CAR in cycle 1, whether or not they are progressing

#### **d. Reflection**

Reflection is an activity to see the various shortcomings carried out by the teacher during the action. From the results of the reflection, the teacher can note the various shortcomings that need to be corrected, so that it can be used as a basis for re-planning as a basis for improvement in the next cycle. However, if the results are as expected, no action is needed in the next cycle.

## **2. Cycle II**

Based on the results of the reflection in the first cycle, the second cycle was developed. In the second cycle, it is to improve the things that need to be improved and developed from the first cycle so that the results are in accordance with what is expected. Basically, in cycle II, it is to find out whether there is a change after taking action in cycle I. In cycle II learning, the deficiencies that exist in cycle I will be corrected, and in cycle II it is expected to run better. So that research does not need to be carried out in subsequent cycles.

## **E. Data Collecting Technique**

### **1. Test**

The valid data can be reached through several technique of data collection method, one of them is test.<sup>4</sup> Test Learning is a process of collecting data to measure the ability of students' cognitive aspects in mastering learning materials.

Learning outcomes test instruments are used to measure the extent to which students' abilities or level of mastery of learning materials. The instrument that be used by researchers to knowing the level of students' speaking proficiency in this study in the form of an oral test. The test of this research consists of two kinds of test, as follows:

- a. Pre-test that was conducted before the treatment. Pre-test was done to measure the students' speaking proficiency. In this case, the researcher conducted the speaking test in the form of oral test by asking them to describe something according to the topic of describing an animal.
- b. Post-test that was done at the end of each cycle. Post-test was done to measure the students' speaking proficiency. In this case, the researcher conducted the speaking test in the form of oral test by asking them to describe something according to the topic of describing of place and people.

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<sup>4</sup> Gary Anderson With Nancy Arsenault. *Fundamental Of Education Research*. (USA : Falmer Press,2005), P.94

## 2. Observation

Another method to collect the data is observation. Observation is the most commonly used method especially in studies relating to behavioral sciences.<sup>5</sup>

Observation is a data collection technique that is carried out through observations accompanied by notes on the state of the object under study. This observation is used to see the application of English movie media in the process of learning English in seventh grade students at MTs Negeri 1 Lampung Timur.

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 ability in answering the teachers questions.

## 3. Documentation

Documentation is a method used to collect data through relics or information from written sources, such as archives and includes books on opinions, theories or laws, and others related to research problems. This documentation is used to obtain data on school profiles, school vision and mission, location plans, infrastructure, teacher condition data, data on the number of students and the grades of seventh grade students before and after using English movie media.

The documentation was done to document the following the items:

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<sup>5</sup> C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004), P. 96.

- a. The history of the school
- b. The distribution of the teacher in each subject.
- c. Organization structure of the school
- d. The state of learners.
- e. Facilities for learning.
- f. Location at MTs Negeri 1 Lampung Timur.

#### 4. Field Note

Field note are the most common data collecting strategy used in action research to provide a record of what is going on during an observation.<sup>6</sup> Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.

In this research, the researcher used field note to record the student's activity during the learning process and to get the complete data from the sevens of MTs Negeri 1 Lampung Timur about:

- a. The students activities
- b. Events in each learning steps
- c. Learning time
- d. Feelings of the students in the learning process.

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<sup>6</sup>Donald Ary, *Introduction to Research in Education*, (Wadsworth Cengage Learning, Australia, 2010), p.526.

## F. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. Having collected the data from test, observation, and documentation, the research analyzed the data that was based on the limitation of the problems and the objectives of the research.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:<sup>7</sup>

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

Notes:

$\bar{x}$  = Mean of score

$\sum x$  = The sum of all scores

n = The total number of students

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:<sup>8</sup>

$$p = \frac{f}{N} \times 100\%$$

Notes:

P = Rate percentage

F = Frequency of the correct answer

N = The total number of students

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<sup>7</sup> Donald Ary, *Introduction to Research in Education*, (Wadsworth Cengage Learning, Australia, 2010), p. 119-120.

<sup>8</sup> Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41.

**G. Indicators of Success**

Indicators of success in this study are said to be successful and there is an increase, if it is marked by the achievement of the minimum completeness criteria (KKM) with a score of 70 reaching 75%. So, if in the class the results obtained have not reached that percentage number, the research will continue to be carried out until these results can be achieved.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

##### **1. Description of Research Location**

Before presenting the result of this research, the researcher describes MTs Negeri 1 Lampung Timur that consists of:

##### **a. The History of MTs Negeri 1 Lampung Timur**

Junior High School MTs Negeri 1 Lampung Timur that is located at the Jl. KH Dewantara 38B, Banjarrejo, Lampung Timur. The name of principle of Junior High School MTs Negeri 1 Lampung Timur in the academic year 2022/2023 is Udin, S.Ag.,M.Pd.I.

##### **b. The Condition of Teacher and Official Employers at MTs Negeri 1 Lampung Timur**

Condition of teacher and official employers in MTs Negeri 1 Lampung Timur in the academic year of 2022/2023 such as:

- 1) Total number of teachers is 62 person
- 2) Number of female teachers is 46 person
- 3) Number of male teachers is 16 person

##### **c. The Quantity Students of MTs Negeri 1 Lampung Timur**

The students' quantity at MTs Negeri 1 Lampung Timur is identified, as follows:



**Table 3****The Students' Quantity of MTs Negeri 1 Lampung Timur**

<b>Class</b>	<b>Total</b>
VII	288
VIII	282
IX	316
<b>Total</b>	<b>886</b>

*Source: Documentation of Students' Quantity at MTs Negeri 1 Lampung Timur in the academic year 2022/2023.*

**d. The Building of MTs Negeri 1 Lampung Timur**

The condition of facilities in MTs Negeri 1 Lampung Timur in the academic year of 2022/2023 that is illustrated on the table below:

**Table 4****The Building of MTs Negeri 1 Lampung Timur**

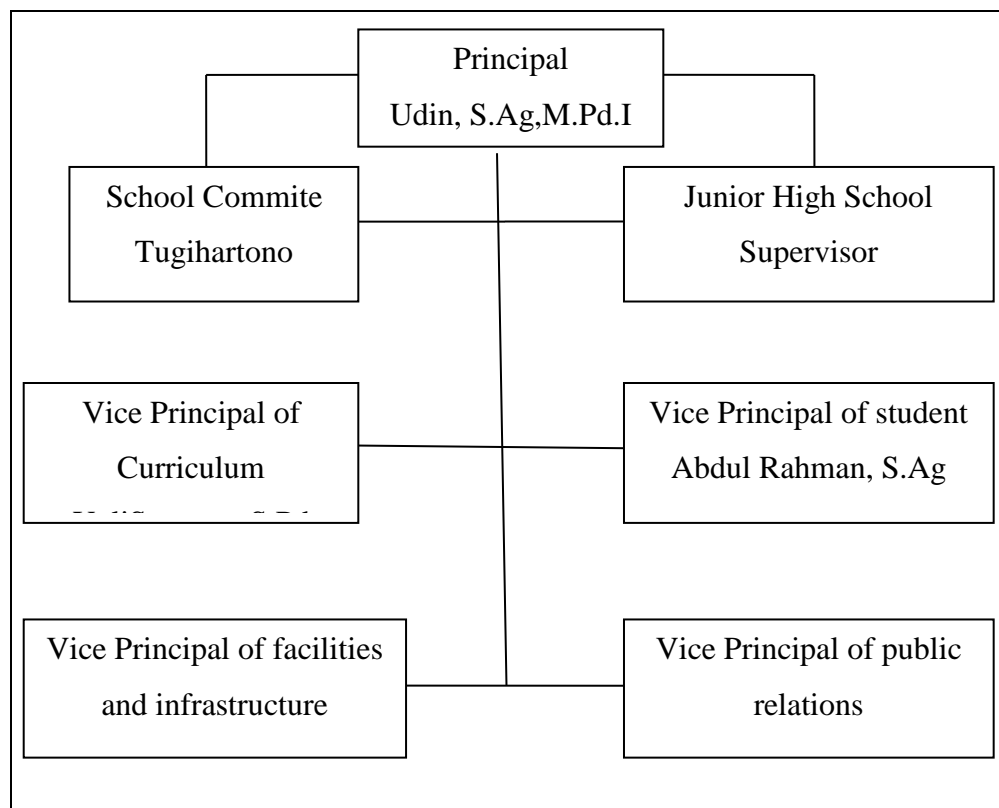
<b>No.</b>	<b>Building Facility</b>	<b>Quantity</b>
1.	Classroom	3
2.	Library room	1
3.	Teacher's room	1
4.	Administration room	1
5.	Computer laboratory room	1
6.	Headmaster office	1
7.	Language laboratory	1
8.	Science laboratory	1
9.	Hall	1
10.	Mosque	1
11.	Student's toilet	1
12.	Teacher's toilet	1

*Source: Documentation of MTs Negeri 1 Lampung Timur.*

**e. The Organization Structure of MTs Negeri 1 Lampung Timur**

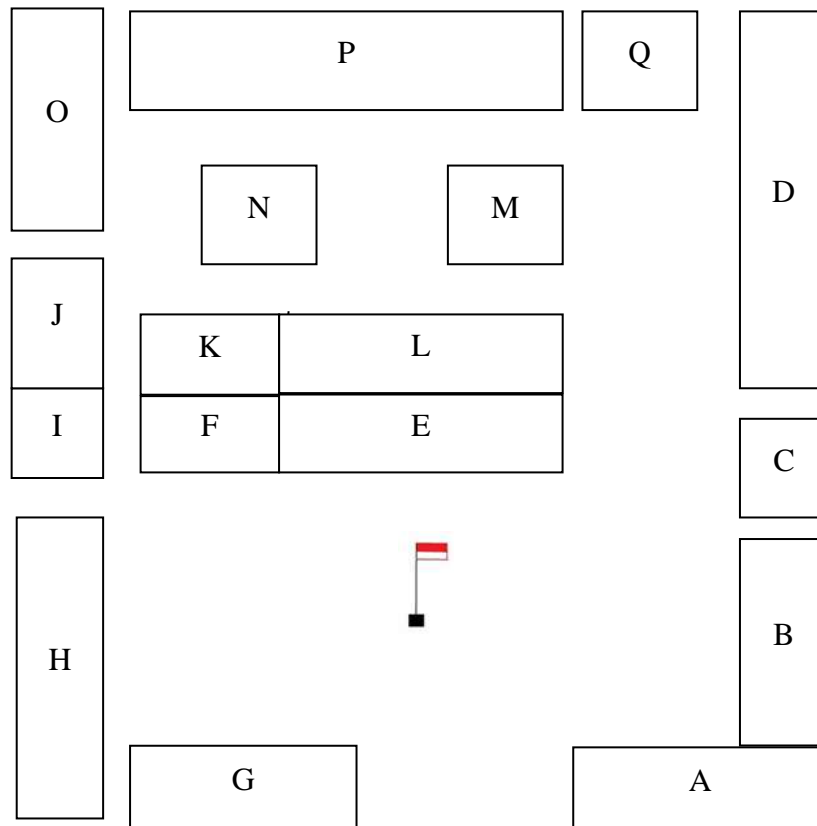
The Organization Structure of MTs Negeri 1 Lampung Timur in the academic year of 2022/2023 is illustrated in the following figure:

**Figure 2**  
**The Organization Structure of MTs Negeri 1 Lampung Timur**



**f. Location Sketch of MTs Negeri 1 Lampung Timur**

**Figure 3**



Notes :

- A. Administration room and headmaster office
- B. Classroom of IX class
- C. Science laboratory
- D. Classroom of VII class
- E. Hall
- F. Computer laboratory
- G. Language laboratory
- H. Classroom of VII class

- I. Conseling guidance room
- J. Teacher's room
- K. Library
- L. Classroom of VIII class
- M. Masque
- N. Toilet
- O. Classroom of IX class
- P. Classroom of VIII class
- Q. Canteen

## **2. Description of the Research Data**

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

“Can the use of English movie media improve the students’ speaking proficiency at the seventh graders of MTs Negeri 1 Lampung Timur?”

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 Mrs. Novi Diana Mandawasa, S.Ag as the collaborator.

### **a. Pre-test activity**

The researcher conducted the pre-test on Thursday, February 23<sup>rd</sup> 2023 at 07.00 until 08.40. 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 proficiency 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 “bird and lion”. Then, the students’ pre-test result is illustrated on the table below:

**Table 5**  
**Students’ Speaking Pre-test Grade**

No.	Name	F	P	V	G	TOTAL GRADE	CRITERIA
1.	AS	2	2	2	2	50	Incomplete
2.	AAS	3	2	2	2	56	Incomplete
3.	APZ	3	2	2	2	56	Incomplete
4.	AAP	2	1	1	2	38	Incomplete
5.	ABS	2	2	2	1	44	Incomplete
6.	AJG	2	1	1	1	31	Incomplete
7.	BMV	2	2	2	1	44	Incomplete
8.	CE	3	3	2	3	68	Incomplete
9.	DAP	3	3	3	3	75	Complete
10.	EV	3	2	3	1	56	Incomplete
11.	FI	2	3	3	1	50	Incomplete
12.	HPP	2	1	1	1	31	Incomplete
13.	HDN	3	3	3	3	75	Complete
14.	IN	2	2	2	2	50	Incomplete
15.	KAPM	3	3	3	2	68	Incomplete
16.	KWAD	2	1	1	1	31	Incomplete
17.	MS	1	2	2	1	38	Incomplete
18.	MJRF	3	3	3	2	68	Incomplete
19.	NKP	2	2	2	2	50	Incomplete
20.	NI	3	3	3	3	75	Complete
21.	NWS	2	2	2	2	50	Incomplete
22.	RBA	2	2	2	1	44	Incomplete
23.	RM	2	1	1	2	38	Incomplete
24.	RAP	3	2	2	2	56	Incomplete
26.	RRMJ	1	2	1	1	31	Incomplete
25.	SFR	2	1	1	2	38	Incomplete
27.	SMRN	3	3	3	3	75	Complete
28.	SFA	2	2	2	2	50	Incomplete
29.	VOAW	2	2	2	2	50	Incomplete
30.	ZA	3	2	3	1	56	Incomplete
31.	ZNK	2	2	2	1	44	Incomplete
32.	ZVM	2	2	2	1	44	Incomplete

<b>Total of all students' grade</b>	<b>1.630</b>
<b>Total all of students (n)</b>	<b>32</b>
<b>The highest grade</b>	<b>75</b>
<b>The lowest grade</b>	<b>31</b>
<b>average</b>	<b>51</b>

Source: *The Grade Result of speaking pre-test at VII class of MTs Negeri 1 Lampung Timur on February, 23<sup>rd</sup> 2023.*

**Table 6**  
**Note of Speaking Criteria Symbol**

No	Symbol	Criteria
1	F	Fluency
2	P	Pronunciation
3	V	Vocabulary
4	G	Grammar

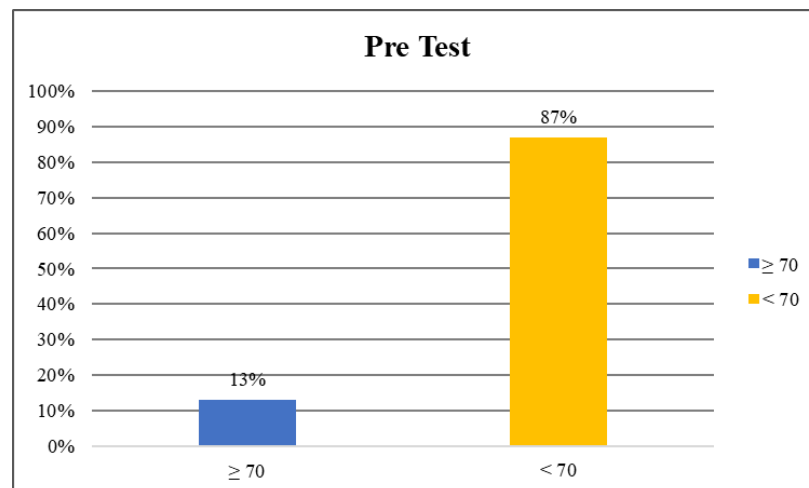
Source: *Weir Speaking Rubric*

**Table 7**  
**Frequency of Students' Grade in Pre-Test**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	4	13%	Complete
2	$< 70$	28	87%	Inclompate
	Total		100%	

Source: *The Grade Result of Speaking pre-test at VII class of MTs Negeri 1 Lampung Timur on February, 23<sup>rd</sup> 2023.*

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



Based on the data above, it can be concluded that there were 28 students (87%) who scored less than 70 and 4 other students (13%) managed to get scores above 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher got the average of 51, so the result was unsatisfied. Therefore, the researcher used movie as media to improve the students' speaking proficiency.

## **1) 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, February 23<sup>rd</sup> 2023, at 07.00 until 08.40 followed by 32 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 movie as media to the students. Thirty-two students were grouped in pairs so there were eleven 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, February 27<sup>th</sup> 2023 at 12.20 until 13.40. 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. Thirty-two students were grouped in pairs so there were eleven 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 sea water 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 Thursday, March 2<sup>nd</sup> 2023, 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 8**  
**The Students’ Grade of Post-test 1**

No.	Name	F	P	V	G	TOTAL GRADE	CRITERIA
1.	AS	3	2	2	2	56	Incomplete
2.	AAS	2	3	2	2	68	Incomplete
3.	APZ	3	3	3	3	75	Incomplete
4.	AAP	2	2	2	1	44	Incomplete
5.	ABS	3	3	2	2	62	Incomplete
6.	AJG	2	2	2	2	50	Incomplete
7.	BMV	2	2	2	2	50	Incomplete
8.	CE	3	3	2	3	68	Incomplete
9.	DAP	3	3	3	3	75	Complete
10.	EV	2	3	3	2	62	Incomplete
11.	FI	3	3	3	3	75	Incomplete
12.	HPP	3	3	3	2	68	Incomplete
13.	HDN	3	3	3	3	75	Complete
14.	IN	3	2	2	2	56	Incomplete
15.	KAPM	3	3	3	3	75	Incomplete
16.	KWAD	2	2	2	1	44	Incomplete
17.	MS	2	2	2	2	50	Incomplete
18.	MJRF	2	3	3	3	68	Incomplete
19.	NKP	3	3	2	2	62	Incomplete
20.	NI	3	3	3	3	75	Complete
21.	NWS	3	3	3	3	75	Incomplete
22.	RBA	2	2	2	3	56	Incomplete
23.	RM	2	2	2	2	50	Incomplete
24.	RAP	3	3	3	3	75	Incomplete
25.	RRMJ	3	3	3	2	68	Incomplete
26.	SFR	2	3	3	3	68	Incomplete
27.	SMRN	3	3	3	3	75	Complete
28.	SFA	2	3	3	2	62	Incomplete
29.	VOAW	2	2	2	2	50	Incomplete
30.	ZA	3	3	3	3	75	Incomplete
31.	ZNK	2	3	3	3	62	Incomplete
32.	ZVM	3	3	3	2	62	Incomplete
<b>Total of all students’ grade</b>						<b>2.036</b>	
<b>Total all of students (n)</b>						<b>32</b>	
<b>The highest grade</b>						<b>75</b>	
<b>The lowest grade</b>						<b>44</b>	

<b>average</b>	<b>63</b>
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*Source: The Grade Result of speaking post-test 1 at VII class of MTs Negeri 1 Lampung Timur on March 2<sup>nd</sup> 2023.*

**Table 9**

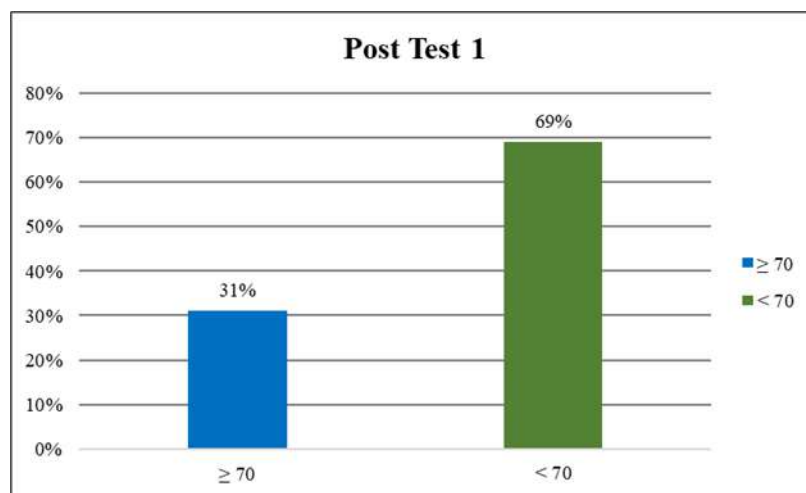
**Frequency of students' grade in Post-test I**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	10	31%	Complete
2	$< 70$	22	69%	Inclompate
	Total		100%	

*Source: The Grade Result of Speaking post-test at VII class of MTs Negeri 1 Lampung Timur on March 2<sup>nd</sup> 2023.*

**Figure 5**

**The Percentage of the Students' Grade in Post-test 1**



Based on the result above, it could be seen that 10 students (31%) got grade up to the standard and 22 students (69%) 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  $\geq 70$ . The fact showed that the result was in satisfied.

### c) 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 10**  
**The Students' Learning Activity Observation in Cycle**

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.	AS	✓	-	✓	-	✓
2.	AAS	✓	-	-	-	✓
3.	APZ	-	✓	-	✓	-
4.	AAP	-	-	✓	✓	-
5.	ABS	✓	-	✓	-	-
6.	AJG	✓	✓	-	-	✓
7.	BMV	-	-	-	✓	✓
8.	CE	✓	✓	✓	-	✓
9.	DAP	-	-	✓	-	✓
10.	EV	✓	-	✓	✓	✓
11.	FI	-	✓	✓	-	-
12.	HPP	✓	-	-	✓	-
13.	HDN	-	✓	-	✓	-
14.	IN	✓	-	✓	-	✓

15.	KAPM	✓	-	✓	-	-
16.	KWAD	✓	✓	-	✓	-
17.	MS	✓	✓	-	-	✓
18.	MJRF	✓	-	✓	✓	✓
19.	NKP	-	✓	-	✓	-
20.	NI	-	-	✓	-	✓
21.	NWS	✓	-	✓	-	✓
22.	RBA	✓	-	-	-	✓
23.	RM	-	✓	-	✓	-
24.	RAP	-	-	✓	✓	-
25.	RRMJ	✓	-	✓	-	-
26.	SFR	✓	✓	-	-	✓
27.	SMRN	-	-	-	✓	✓
28.	SFA	✓	✓	✓	-	✓
29.	VOAW	-	-	✓	-	✓
30.	ZA	-	-	✓	✓	✓
31.	ZNK	✓	✓	✓	-	-
32.	ZVM	-	-	-	✓	-
	<b>Total</b>	<b>19</b>	<b>12</b>	<b>18</b>	<b>14</b>	<b>18</b>

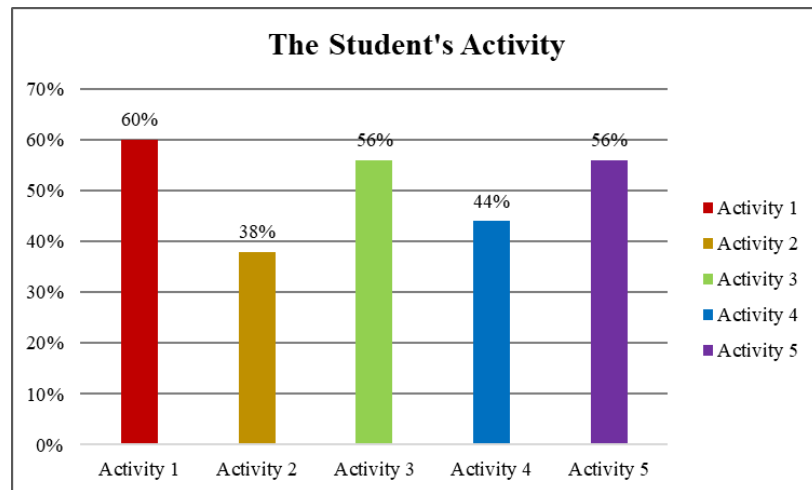
Table 11

## The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation (activity 1)	19	60%
2	Asking or Answering the Questions (activity 2)	12	38%
3	Being active in the class (activity 3)	18	56%
4	Being able to do the Task (activity 4)	14	44%
5	Being Active in the Group Activity (activity 5)	18	56%
<b>Total Students</b>		<b>32 Students</b>	

Source: The Grade Result of Speaking post-test at VII class of MTs Negeri 1 Lampung Timur on February 27<sup>th</sup> 2023.

**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 19 students (60%) who gave attention to the teacher explanation. 12 students (38%) who asked answered question, 18 students who were active in the class (56%) 14 students (44%) who are able to do the task and 18 students (56%) who active in the group activity.

#### **d) 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:

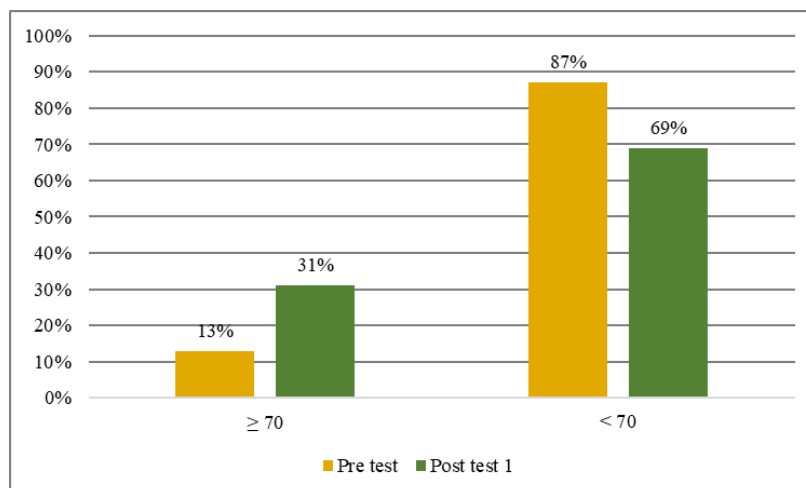
**Table 12**  
**The students' Speaking Score of Pre-test and Post-test I in**  
**Cycle I**

No	Name	Pre Test	Post Test I	Deviation	Explanation
1.	AS	50	56	6	Improved
2.	AAS	56	68	12	Improved
3.	APZ	56	75	19	Improved
4.	AAP	38	44	6	Improved
5.	ABS	44	62	18	Improved
6.	AJG	31	50	19	Improved
7.	BMV	44	50	6	Improved
8.	CE	68	68	0	Declined
9.	DAP	75	75	0	Declined
10.	EV	56	62	6	Improved
11.	FI	50	75	25	Improved
12.	HPP	31	68	37	Improved
13.	HDN	75	75	0	Declined
14.	IN	50	56	6	Improved
15.	KAPM	68	75	7	Improved
16.	KWAD	31	44	13	Improved
17.	MS	38	50	12	Improved
18.	MJRF	68	68	0	Declined
19.	NKP	50	62	12	Improved
20.	NI	75	75	0	Declined
21.	NWS	50	75	25	Improved
22.	RBA	44	56	12	Improved
23.	RM	38	50	12	Improved
24.	RAP	56	75	19	Improved
25.	RRMJ	31	68	37	Improved
26.	SFR	38	68	30	Improved
27.	SMRN	75	75	0	Declined
28.	SFA	50	62	12	Improved
29.	VOAW	50	50	0	Declined
30.	ZA	56	75	19	Improved
31.	ZNK	44	62	18	Improved
32.	ZVM	44	62	18	Improved
<b>Total</b>		<b>1.630</b>	<b>2.036</b>	<b>406</b>	
<b>Average</b>		<b>51</b>	<b>63</b>		
<b>The Highest Grade</b>		<b>75</b>	<b>75</b>		
<b>The Lower Grade</b>		<b>31</b>	<b>44</b>		

**Table 13**  
**The Frequency of Students' Pre-Test and Post-Test I in**  
**Cycle 1**

Interval	Pre-Test		Post-Test I		Explanation
	F	P	F	P	
$\geq 70$	4	13%	10	31%	Complete
$< 70$	28	87%	22	69%	Incomplete
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	

**Figure 7**  
**The Graphic of the Students' Speaking Score of Pre-Test and**  
**Post-Test I in Cycle 1**



The table and graphic above, from the pre-test result, the researcher got the average of 51, so the result was unsatisfied. Meanwhile, based on the table of post-test 1, it could be seen that 10 students (31%) got grade up to the standard and 22 students (69%) 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  $\geq 70$ . The fact showed that the result was unsatisfied.

## **2) 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:

### **a) 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 proficiency by the movie 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.

### **b) Acting**

#### **(1) The first meeting**

The first meeting was conducted on Monday, March 6<sup>th</sup> 2023 at 12.20 until 13.40 followed by 32 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 movie as media to the students. Thirty-two students were grouped in pairs so there were eleven 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 describe 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 Thursday, March 9<sup>th</sup> 2023 at 07.00until 08.40 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. Thirty-two students were grouped in pairs so there were eleven 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 Monday, March 13<sup>th</sup> 2023 at 12.20 until 13.40 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 14

**The Students' Score Speaking Post Test II**

No.	Name	F	P	V	G	TOTAL GRADE	CRITERIA
1.	AS	3	3	3	3	75	Complete
2.	AAS	3	3	3	3	75	Complete
3.	APZ	4	4	3	2	81	Complete
4.	AAP	3	3	3	3	75	Complete
5.	ABS	3	3	2	2	62	Incomplete
6.	AJG	2	2	2	2	50	Complete
7.	BMV	3	3	3	3	75	Complete
8.	CE	3	3	3	3	75	Complete
9.	DAP	4	4	3	2	81	Complete
10.	EV	3	3	3	3	75	Complete
11.	FI	3	3	3	3	75	Complete
12.	HPP	3	3	3	3	75	Complete
13.	HDN	3	3	3	3	75	Complete
14.	IN	3	3	3	2	68	Incomplete
15.	KAPM	3	3	3	3	75	Complete
16.	KWAD	3	3	3	3	75	Complete
17.	MS	3	3	3	3	75	Complete
18.	MJRF	3	3	3	3	75	Complete
19.	NKP	3	3	3	3	75	Complete
20.	NI	4	4	3	3	81	Complete
21.	NWS	3	3	3	3	75	Complete
22.	RBA	2	2	2	3	56	Incomplete
23.	RM	4	4	3	2	81	Complete
24.	RAP	3	3	3	3	75	Complete
25.	RRMJ	3	3	3	2	68	Incomplete
26.	SFR	3	3	3	3	75	Complete
27.	SMRN	3	3	3	3	75	Complete
28.	SFA	2	3	3	2	62	Incomplete
29.	VOAW	3	3	3	3	75	Complete
30.	ZA	4	4	3	2	81	Complete
31.	ZNK	3	3	3	3	75	Complete
32.	ZVM	3	3	3	3	75	Complete
<b>Total of all students' grade</b>						<b>2.346</b>	
<b>Total all of students (n)</b>						<b>32</b>	
<b>The highest grade</b>						<b>81</b>	
<b>The lowest grade</b>						<b>50</b>	

<b>average</b>	<b>73</b>
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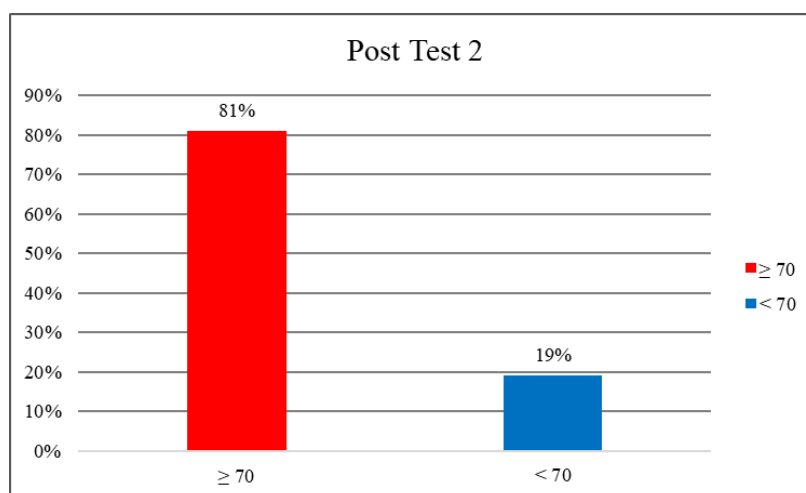
*Source: The Grade Result of speaking post test II at VII class of MTs Negeri 1 Lampung Timur on March, 13<sup>th</sup> 2023.*

**Table 15**  
**The Frequency of students' grade in Post-test II**

No	Grade	Frequencies	Percentage	Explanation
1	$\geq 70$	26	81%	Complete
2	$< 70$	6	19%	Incomplete
	Total	32	100%	

*Source: The Grade Result of speaking post test II at VII class of MTs Negeri 1 Lampung Timur on March, 13<sup>th</sup> 2023.*

**Figure 8**  
**The Percentage of the Students' Grade in Post-test 2**



Based on the result above, it could be inferred that 26 students (81%) managed to get scores above 70 and 6 other students (19%) who scored less than 70. From the post test 2 results, the researcher got the average of 73. It was higher than post test 1 in cycle I.

**c) Observing**

In this step, the researcher presented the material by movie “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 16**  
**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.	AS	✓	-	✓	-	✓
2.	AAS	✓	-	✓	-	✓
3.	APZ	✓	✓	-	-	✓
4.	AAP	✓	✓	✓	✓	-
5.	ABS	-	✓	✓	✓	✓
6.	AJG	✓	✓	✓	-	✓
7.	BMV	✓	-	✓	✓	✓
8.	CE	✓	✓	✓	✓	✓
9.	DAP	-	✓	✓	✓	✓
10.	EV	✓	✓	✓	✓	✓
11.	FI	-	✓	-	✓	✓
12.	HPP	✓	✓	✓	✓	-
13.	HDN	✓	-	✓	✓	✓
14.	IN	✓	-	✓	✓	✓
15.	KAPM	✓	✓	✓	-	✓
16.	KWAD	✓	✓	-	✓	✓

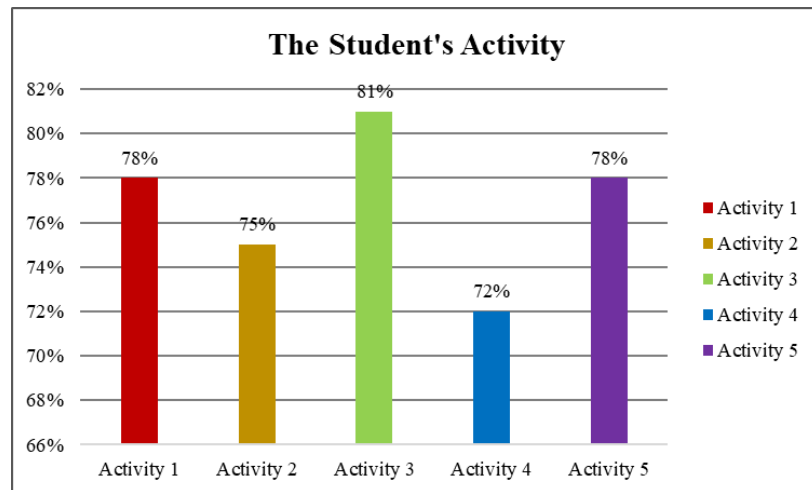
17.	MS	✓	✓	-	✓	✓
18.	MJRF	✓	✓	✓	-	✓
19.	NKP	-	✓	✓	✓	✓
20.	NI	✓	✓	✓	✓	-
21.	NWS	✓	-	✓	-	✓
22.	RBA	✓	-	✓	-	✓
23.	RM	✓	✓	-	-	✓
24.	RAP	✓	✓	✓	✓	-
25.	RRMJ	-	✓	✓	✓	✓
26.	SFR	✓	✓	✓	✓	✓
27.	SMRN	✓	-	✓	✓	✓
28.	SFA	✓	✓	✓	✓	✓
29.	VOAW	-	✓	✓	✓	✓
30.	ZA	✓	✓	✓	✓	✓
31.	ZNK	-	✓	-	✓	✓
32.	ZVM	✓	✓	✓	✓	-
	<b>TOTAL</b>	<b>25</b>	<b>24</b>	<b>26</b>	<b>23</b>	<b>25</b>

**Table 17**  
**The Frequency Students' learning activity in Cycle II**

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	25	78%
2	Asking or Answering the Questions	24	75%
3	Being active in the class	26	81%
4	Being able to do the Task	22	72%
5	Being Active in the Group Activity	25	78%
<b>Total Students</b>		<b>32</b>	

Source: The Grade Result of speaking post test II at VII class of MTs Negeri 1 Lampung Timur on March, 13<sup>th</sup> 2023.

**Figure 9**  
**The Percentage of Students' learning activity in Cycle II**



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 there are 25 students (78%), then, the students ask/answer the question from the teacher there are 24 students (75%) and being active in the class there are 26 students (81%), and the last being able to do the task there are 22 students (72%) and the last student able to active in group activity there are 25 students (78%). Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' learning activity got percentage >70%.



**d) Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using movie as media, the students' speaking proficiency 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 18**  
**The Students' Score of Post-Test I Grade and Post-Test II**

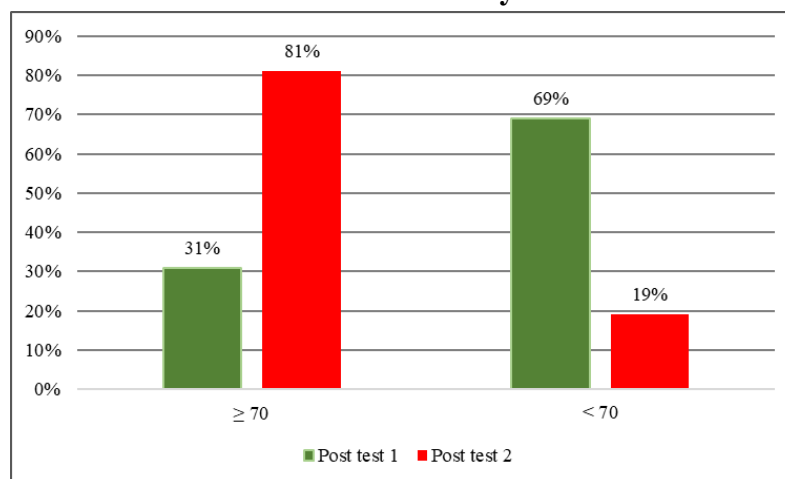
No	Name	Post Test I	Post Test II	Deviation	Explanation
1.	AS	56	75	19	Improved
2.	AAS	68	75	7	Improved
3.	APZ	75	81	6	Improved
4.	AAP	44	75	31	Improved
5.	ABS	62	62	0	Declined
6.	AJG	50	50	0	Declined
7.	BMV	50	75	25	Improved
8.	CE	68	75	7	Improved
9.	DAP	75	81	6	Improved
10.	EV	62	75	13	Improved
11.	FI	75	75	0	Declined
12.	HPP	68	75	7	Improved
13.	HDN	75	75	0	Declined
14.	IN	56	68	12	Improved
15.	KAPM	75	75	0	Declined
16.	KWAD	44	75	31	Improved
17.	MS	50	75	25	Improved
18.	MJRF	68	75	7	Improved
19.	NKP	62	75	13	Improved
20.	NI	75	81	6	Improved
21.	NWS	75	75	0	Declined

22.	RBA	56	56	0	Declined
23.	RM	50	81	31	Improved
24.	RAP	75	75	0	Declined
25.	RRMJ	68	68	0	Declined
26.	SFR	68	75	7	Improved
27.	SMRN	75	75	0	Declined
28.	SFA	62	62	0	Declined
29.	VOAW	50	75	25	Declined
30.	ZA	75	81	6	Improved
31.	ZNK	62	75	13	Improved
32.	ZVM	62	75	13	Improved
<b>Total</b>		<b>2.036</b>	<b>2.346</b>	<b>310</b>	
<b>Average</b>		<b>63</b>	<b>73</b>		
<b>The Highest Grade</b>		<b>75</b>	<b>81</b>		
<b>The Lower Grade</b>		<b>44</b>	<b>50</b>		

**Table 19**  
**The Frequency of Students' Score in Post-Test I and Post-Test II**

Interval	Post-Test I		Post-Test II		Explanation
	F	P	F	P	
$\geq 70$	10	31%	26	81%	Complete
$< 70$	22	69%	6	19%	Incomplete
<b>Total</b>	<b>32</b>	<b>100%</b>	<b>32</b>	<b>100%</b>	

**Figure 10**  
**The Graphic of the Students' Speaking Score of Post-Test 1 and Post-Test 2 in Cycle II**



From the table and the graphic above, it could be seen that the grade of the students in post-test I is inadequate. It is because 10 students (31%) managed to get scores above 70 and 22 students (69%) other students were not successful. Based on the post-test II in cycle II, 26 students (81%) were successful managed to get scores above 70 and 6 students (19%) were not successful. It indicated that the students' speaking proficiency 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 movie as media improve the students' speaking proficiency.

## **B. Discussion**

In teaching speaking performance to the students' of MTs Negeri 1 Lampung Timur especially in students of VII class, based on the pre survey there are some problems like some students have in adequate vocabulary mastery and explored their ideas in speaking proficiency. The researcher chose movie as media to improve the students' speaking proficiency.

The researcher used this media to organize students' idea and made students more active in speaking proficiency in learning English. Therefore, it is proved that the implementation of movie improves the students' learning

activities using movie. Therefore, movie 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 movie as media could improve the students' in speaking proficiency. The progress from the students speaking score of pre-test there are 4 students (13%) who passed the MMC and the average score of pre test are 51. In the post-test I there are 10 students (31%) who passed the MMC and the average score of pre test are 63 and the result of post-test II there are 26 students (81%) who pass the the MMC in which the average score of pre test are 73. It is inferred that there is improvement on the students' completegrade 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 78%, Asking or Answering the Questions from 38% become 75%, Being Active in the Class from 56% become 81%, Being able to do the Task from 44% become 72%, and being active in group from 56% become 78%. 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 proficiency could be improved through movie as media at the seventh graders of MTs Negeri 1 Lampung Timur.

Movie as media can improve speaking proficiency at the seventh graders of MTs Negeri 1 Lampung Timur. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' speaking proficiency got from post test II of cycle II is 81%. It means that result of cycle II had already achieved the indicator of success that is 75% of the students achieve the minimum mastery criteria (MMC). It is because movie as media consists of the effective teaching procedures that significantly encourage and improve the students' speaking proficiency.

In addition, movie as media can improve students' learning activity at the seventh graders of MTs Negeri 1 Lampung Timur. It was investigated that the percentage of learning activity of cycle II. It means that movie as media can improve the students' learning activity. It is caused the use of all teaching procedures in movie as media can support the research 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 movie as media in English learning especially in speaking because it can improve students' speaking proficiency.
- 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 proficiency in speaking proficiency so they can be successful in English learning.

### 3. For Headmaster

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

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# APPENDICES

## 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><b>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.</li> <li>Tingkat ketepatan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari</li> </ul>
4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.	<p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan nama orang,</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan</li> </ul>			

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, tentang <b>orang, binatang, dan benda</b>, 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><b>Unsur kebahasaan</b></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, diligent, 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><b>Menanya</b></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><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan</li> </ul>	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk</p>		<p>internet, seperti:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul>

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><b>Topik</b></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"> <li>- fungsi sosial setiap teks</li> <li>- nama orang, binatang, benda yang dideskripsikan</li> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></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"> <li>• 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.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan</li> </ul>	<p>sedehana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>• Kumpulan hasil analisis tentang beberapa teks deskriptif tentang</li> </ul>		



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"> <li>Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>orang, binatang, benda.</p> <ul style="list-style-type: none"> <li>Lembar soal dan hasil tes</li> </ul>		
<p>3.1 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p><b>Teks lagu pendek dan sederhana</b></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"> <li>Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</li> <li>Ucapan, tekanan kata, intonasi</li> <li>Ejaan dan tanda baca.</li> <li>Tulisan tangan</li> </ol> <p><i>Topik</i></p> <p>Hal-hal yang memberikan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</li> <li>Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.</li> <li>Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu.</li> <li>Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat</li> </ul>	<p>4 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Contoh lagu dalam CD/VCD/ DVD/kaset</li> <li>Kumpulan lirik lagu</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="http://www.mye">http://www.mye</a></li> </ul> </li> </ul>

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



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Satuan Pendidikan : MTs N 1 Lampung Timur  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : VII  
 Materi Pokok : Describing of animal  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 1 x 40 menit (Pertemuan 1 & 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.

### **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 bertanggung jawab.

### **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"> <li>• Menyiapkan siswa untuk mengikuti proses pembelajaran.</li> <li>• Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari.</li> <li>• Mengajukan pertanyaan untuk mereview materi.</li> <li>• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.</li> <li>• Siswa di kelompokkan berpasangan di dalam kelas, separuh anggota pasangan duduk menghadap ke layar. Sementara</li> </ul>	10 Menit

	<p>separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> <li>• Guru memutarakan sebuah film kurang lebih 15 menit.</li> <li>• 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.</li> <li>• Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan.</li> </ul>	
Inti	<p><b>1. Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>• Guru memutarakan sebuah film kurang lebih 15 menit.</li> <li>• Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik hewan dengan bimbingan guru.</li> <li>• Siswa membaca beberapa deskripsi yang terdapat dalam film tentang hewan dengan bimbingan guru.</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat.</li> </ul> <p><b>2. Questioning (Menanya)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan</li> </ul>	<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"> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film dengan topik hewan.</li> </ul> <p><b>3. Collecting Data (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat.</li> <li>• Siswa yang yang duduk menghadap ke layar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang.</li> </ul> <p><b>4. Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis topik film dengan fokus pada fungsi sosial dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan hasil kerja</li> </ul>	<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"> <li>• Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan.</li> <li>• 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>).</li> </ul>	
Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>2. Siswa merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>3. Siswa mengerjakan evaluasi.</li> <li>4. Siswa saling memberikan umpan balik hasil.</li> <li>5. evaluasi pembelajaran yang telah dicapai.</li> </ol>	5 Menit

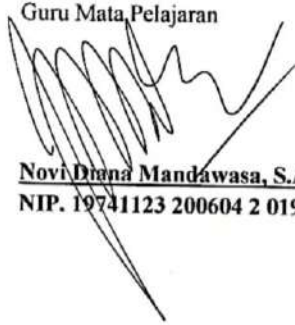
**H. Penilaian**

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

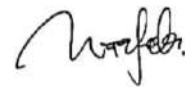
Banjar Rejo, Februari 2023

Mahasiswa Peneliti

Guru Mata Pelajaran



**Novi Driana Mandawasa, S.Ag**  
NIP. 19741123 200604 2 019




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Mengetahui,

Kepala Sekolah MTs N 1 Lampung Timur



  
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Timur  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : VII  
 Materi Pokok : Describing of Place  
 Tahun Pelajaran : 2022/2023  
 Alokasi Waktu : 1 x 40 menit (Pertemuan 3)

### 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.



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**

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

	<p>separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> <li>• Guru memutarakan sebuah film kurang lebih 15 menit.</li> <li>• 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.</li> <li>• Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan.</li> </ul>	
Inti	<p><b>1. Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>• Guru memutarakan sebuah film kurang lebih 15 menit.</li> <li>• Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik tempat dengan bimbingan guru.</li> <li>• Siswa membaca beberapa deskripsi yang terdapat dalam film dengan bimbingan guru.</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat.</li> </ul> <p><b>2. Questioning (Menanya)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan</li> </ul>	<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"> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film dengan topik tempat.</li> </ul> <p><b>3. Collecting Data (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat.</li> <li>• Siswa yang duduk menghadap kelayar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang.</li> </ul> <p><b>4. Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis gambar hewan dengan fokus pada fungsi sosial dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan hasil kerja kelompok tentang deskripsi topik</li> </ul>	<p>15 Menit</p> <p>10 Menit</p> <p>20 Menit</p>
--	--	---

	<p>film sesuai dengan panduan yang disiapkan guru.</p> <ul style="list-style-type: none"> <li>• Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan.</li> <li>• 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>).</li> </ul>	
Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>2. Siswa merefleksikan penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>3. Siswa mengerjakan evaluasi.</li> <li>4. Siswa saling memberikan umpan balik hasil.</li> <li>5. evaluasi pembelajaran yang telah dicapai.</li> </ol>	5 Menit

**H. Penilaian**


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

Guru Mata Pelajaran



**Noyi Diana Mandawasa, S.Ag**  
NIP. 19741123 200604 2 019

Banjar Rejo, Maret 2023  
Mahasiswa Peneliti



**Mia Fahra Amelia**  
NPM. 1801071033

Mengetahui,

Kepala Sekolah MTs N 1 Lampung Timur



**Udin, S.Ag., M.Pd.I**  
NIP. 19710515 199603 1 001

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs N 1 Lampung Timur  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : VII  
 Materi Pokok : Describing of people  
 Tahun Pelajaran : 2022/2023  
 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.
2. 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.
3. Menyebutkan ciri-ciri dan sifat seseorang dengan percaya diri menggunakan Bahasa Inggris.

### **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 atrubute 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**

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



	<p>menghadap ke layar. Sementara separuhnya duduk membelakangi layar.</p> <ul style="list-style-type: none"> <li>• Guru memutarakan sebuah film kurang lebih 15 menit.</li> <li>• 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.</li> <li>• Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan.</li> </ul>	
Inti	<p><b>1. Observing (Mengamati)</b></p> <ul style="list-style-type: none"> <li>• Guru memutarakan sebuah film kurang lebih 15 menit.</li> <li>• Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam film dengan topik orang dengan bimbingan guru.</li> <li>• Siswa membaca beberapa deskripsi yang terdapat dalam film dengan bimbingan guru.</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari film yang di lihat.</li> </ul> <p><b>2. Questioning (Menanya)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan</li> </ul>	<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"> <li>• Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari film deskripsi dengan topik orang.</li> </ul> <p><b>3. Collecting Data (Mengeksplorasi)</b></p> <ul style="list-style-type: none"> <li>• Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari film yang dilihat.</li> <li>• Siswa yang yang duduk menghadap kelayar harus menceritakan pada pasangannya tentang film yang telah di tonton dan siswa yang membelakangi layar harus menceritakan ulang.</li> </ul> <p><b>4. Associating (Mengasosiasi)</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis gambar hewan dengan fokus pada fungsi sosial dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>5. Communicating</b></p> <ul style="list-style-type: none"> <li>• Menyampaikan hasil kerja</li> </ul>	<p>15 Menit</p> <p>10 Menit</p>
--	--	---------------------------------

	<p>kelompok tentang deskripsi topik film sesuai dengan panduan yang disiapkan guru.</p> <ul style="list-style-type: none"> <li>• Siswa yang duduk membelakangi layar harus menceritakan ulang apa yang sudah pasangan mereka ceritakan.</li> <li>• 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>).</li> </ul>	20 Menit
Penutup	<ol style="list-style-type: none"> <li>1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari.</li> <li>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</li> <li>3. Siswa mengerjakan evaluasi.</li> <li>4. Siswa saling memberikan umpan balik hasil.</li> <li>5. evaluasi pembelajaran yang telah dicapai.</li> </ol>	5 Menit

**H. Penilaian**

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

Guru Mata Pelajaran

  
**Novi Diana Mandawasa, S.Ag**  
NIP. 19741123 200604 2 019

Banjar Rejo, Maret 2023

Mahasiswa Peneliti

**Mia Fahra Amelia**  
NPM. 1801071033

Mengetahui,

Kepala Sekolah MTs N 1 Lampung Timur

  
**Udin, S.Ag., M.Pd.I**

NIP. 19710515 199603 1 001



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

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-3867/In.28/J/TL.01/08/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA MTSN 1 LAMPUNG  
TIMUR MTSN 1 LAMPUNG TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **MIA FAHRA AMELIA**  
NPM : 1801071033  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris  
Judul : **IMPROVING SPEAKING PROFICIENCY BY WATCHING  
ENGLISH MOVIES**

untuk melakukan prasurvey di MTSN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Agustus 2022

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR**  
**MADRASAH TsNAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
 JaLan KiHajar Dewantara 38B Banjarrejo Kec.Batanghari  
 Kode Pos 34181 Telp(0725) 7852539

**SURAT IZIN PRA SURVEY**

Nomor : B.386 /MTs.08.01/PP.005/08/2022

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro,Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.3867/In.28/J/TL.01/08/2022 Tanggal 16 Agustus 2022 tentang Izin Pra Survey dengan ini Kepala Madrasah Tsanawiyah Negeri I Lampung Timur Memberikan Izin Kepada :

Nama : **MIA FAHRA AMELIA**  
 NPM : 1801071033  
 Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Prasurvey di MTs Negeri 1 Lampung Timur dengan judul “ **Improving Speaking Proficiency By Watching English Movies**”

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di gunakan sebagaimana mestinya.





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

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0703/In.28.1/J/TL.00/02/2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Syahreni Siregar (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama	: <b>MIA FAHRA AMELIA</b>
NPM	: 1801071033
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING ENGLISH MOVIES AT THE SEVENTH GRADE STUDENT OF MTSN 1 LAMPUNG TIMUR

Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Februari 2023  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004





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

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

Telepon (0725) 41507 Faksimil (0725) 47296 Website [www.fakultas-tarbiyah-metro.iaimetro.ac.id](http://www.fakultas-tarbiyah-metro.iaimetro.ac.id) email [tarbiyah.iaim@metro.iaimetro.ac.id](mailto:tarbiyah.iaim@metro.iaimetro.ac.id)

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

Nama : Mia Fahra Amelia  
Jurusan : TBI

NPM : 1801071033  
Semester : X/2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	13/02/2023	1	Acc Research Instrument	
2	17/04/2023	1	- Revise abstract - Revise Chapter IV - Make into table the data. - Compile the Appendix	
3	8/05/2023	1	Revise the graph and explain	
4	15/05/2023	1	Acc	

Mengetahui

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Syahreni Siregar, M.Hum**

NIP. 197608142009122004





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

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

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

Nama : Mia Fahra Amelia  
 NPM : 1801071033

Jurusan/Prodi : TBI/FTIK  
 Semester/TA : IX/2022

No	Hari/Tgl	Materi yang Dikonsultasikan	Tanda Tangan Dosen
1.	Senin, 19/sep/22	CHAPTER I Perbaiki <del>Bag</del> Background - kutipan dipindah ke chapter II - Elaborasi hasil Prasurvey Rubah Research Question menjadi Penelitian CAR  CHAPTER III Rubah Teknik Penelitian menjadi CAR	

Mengetahui,  
 Ketua Jurusan TBI

Andianto, M.Pd  
 NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum  
 NIP. 197608142009122004



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

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iain@metrouniv.ac.id

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

Nama : Mia Fahra Amelia  
 NPM : 1801071033

Jurusan/Prodi : TBI/FTIK  
 Semester/TA : IX/2022

No	Hari/Tgl	Materi yang Dikonsultasikan	Tanda Tangan Dosen
2	03/10/2022	<ul style="list-style-type: none"> <li>- Revise your Acknowledgement prior Research (Novelty)</li> <li>- Chapter II (add the treatment of Scoring Speaking)</li> <li>- Add field note (Chapter III)</li> </ul>	
3	24/10/2022	Aec	

Mengetahui,  
 Ketua Jurusan TBI

Dosen Pembimbing

Andianto, M.Pd  
 NIP. 198711022015031004

Svahreni Siregar, M.Hum  
 NIP. 197608142009122004



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-0761/In.28/D.1/TL.00/02/2023  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA MTSN 1 LAMPUNG TIMUR  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0760/In.28/D.1/TL.01/02/2023, tanggal 16 Februari 2023 atas nama saudara:

Nama : **MIA FAHRA AMELIA**  
 NPM : 1801071033  
 Semester : 10 (Sepuluh)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTSN 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING ENGLISH MOVIES AT THE SEVENTH GRADE STUDENT OF MTSN 1 LAMPUNG TIMUR".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Februari 2023  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dra. Isti Fatonah MA**  
 NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR**  
**MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
 Jalan KiHajar Dewantara 38B Banjarrejo Kec.Batanghari  
 Kode Pos 34181 Telp(0725) 7852539

**SURAT IZIN RESEARCH**

Nomor : B. 143 /MTs.08.01/PP.005/02/2023

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro, Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B.0761/In.28/D.1/TL.00/02/2023 Tanggal 16 Februari 2023 tentang Izin Research dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur Memberikan Izin Kepada :

Nama : **Mia Fahra Amelia**  
 NPM : 1801071033  
 Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan Research di MTs Negeri 1 Lampung Timur dengan judul “ **Improving Students Speaking Proficiency By Using English Movies At The Seventh Grade Student Of MTsN 1 Lampung Timur**”

Demikian Surat Izin Research ini dibuat, Untuk dapat di gunakan sebagaimana mestinya.



Batanghari, 23 Februari 2023

Kepala,





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

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

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

**SURAT TUGAS**

Nomor: B-0760/In.28/D.1/TL.01/02/2023

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

Nama : **MIA FAHRA AMELIA**  
NPM : 1801071033  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTSN 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING ENGLISH MOVIES AT THE SEVENTH GRADE STUDENT OF MTSN 1 LAMPUNG TIMUR".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 16 Februari 2023

Mengetahui,  
Pejabat Setempat



*Isti Fatonah MA*  
NIP=19710515 1996031001

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

**Speaking Proficiency**  
**Test Instrument in Pre-Test**

Name :

Class :

Topic : Describing an animal

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

- a. Bird
- b. Lion

**Speaking Proficiency**  
**Test Instrument in Post-Test 1**

Name :

Class :

Topic : Describing of place

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 Proficiency**  
**Test Instrument in Post-Test 2**

Name :

Class :

Topic : Describing of people

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

- a. My Mother
- b. My Friend



## Students' Pre-Test Grade

No.	Name of Students	Fluency	Pronunciation	Vocabulary	Grammatical	Total of The Point	Grade
1.	AS	2	2	2	2	8	50
2.	AAS	3	2	2	2	9	56
3.	APZ	3	2	2	2	9	56
4.	AAP	2	1	1	2	6	39
5.	ABS	2	2	2	1	7	44
6.	AJG	2	1	1	1	5	31
7.	BMV	2	2	2	1	7	44
8.	CE	3	3	2	3	11	68
9.	DAP	3	3	3	3	12	75
10.	EV	3	2	3	1	9	56
11.	FI	2	3	3	1	9	50
12.	HPP	2	1	1	1	5	31
13.	HDN	3	3	3	3	12	75
14.	IN	2	2	2	2	8	50
15.	KAPM	3	3	3	2	11	68
16.	KWAD	2	1	1	1	5	31
17.	MS	1	2	2	1	6	39
18.	MJRF	3	3	3	2	11	68
19.	NKP	2	2	2	2	8	50
20.	NI	3	3	3	3	12	75



## Students' Post-Test I Grade

No.	Name of Students	Fluency	Pronunciation	Vocabulary	Grammatical	Total of The Point	Grade
1.	AS	3	2	2	2		56
2.	AAS	2	3	2	2		68
3.	APZ	3	3	3	3		75
4.	AAP	2	2	2	1		44
5.	ABS	3	3	2	2		62
6.	AJG	2	2	2	2		50
7.	BMV	2	2	2	2		50
8.	CE	3	3	2	3		68
9.	DAP	3	3	3	3		75
10.	EV	2	3	3	2		62
11.	FI	3	3	3	3		75
12.	HPP	3	3	3	2		68
13.	HDN	3	3	3	3		75
14.	IN	3	2	2	2		56
15.	KAPM	3	3	3	3		75
16.	KWAD	2	2	2	1		44
17.	MS	2	2	2	2		50
18.	MJRF	2	3	3	3		68
19.	NKP	3	3	2	2		62
20.	NI	3	3	3	3		75

21.	NWS	3	3	3	3	3	75
22.	RBA	2	2	2	3	56	
23.	RM	2	2	2	2	50	
24.	RAP	3	3	3	3	75	
26.	RRMJ	3	3	3	2	68	
25.	SFR	2	2	3	3	68	
27.	SMRN	3	3	3	3	75	
28.	SFA	2	3	3	2	62	
29.	VOAW	2	2	2	2	50	
30.	ZA	3	3	3	3	75	
31.	ZNK	2	3	3	3	62	
32.	ZVM	2	3	2	2	62	
<b>Total</b>						<b>2.036</b>	

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 2 Grade

No.	Name of Students	Fluency	Pronunciation	Vocabulary	Grammatical	Total of The Point	Grade
1.	AS	3	3	3	3		35
2.	AAS	3	3	3	3		35
3.	APZ	4	4	3	2		81
4.	AAP	3	3	3	3		35
5.	ABS	1	3	2	2		62
6.	AJG	2	2	2	2		50
7.	BMV	3	3	3	3		35
8.	CE	3	3	3	3		35
9.	DAP	4	4	3	2		81
10.	EV	3	3	3	3		35
11.	FI	3	3	3	3		35
12.	HPP	3	3	3	3		35
13.	HDN	3	3	3	3		35
14.	IN	3	3	3	2		68
15.	KAPM	3	3	3	3		35
16.	KWAD	3	3	3	3		35
17.	MS	3	3	3	3		35
18.	MJRF	3	3	3	3		35
19.	NKP	3	3	3	3		35
20.	NI	4	4	3	2		81



21.	NWS	3	3	3	3	3	3	75
22.	RBA	2	2	2	3	3		76
23.	RM	4	4	3	2			81
24.	RAP	3	3	3	3			75
26.	RRMJ	3	3	3	2			69
25.	SFR	3	3	3	3			75
27.	SMRN	3	3	3	3			75
28.	SFA	2	3	3	2			62
29.	VOAW	3	3	3	3			75
30.	ZA	4	4	3	2			81
31.	ZNK	3	3	3	3			75
32.	ZVM	3	3	3	3			75
<b>Total</b>								<b>2,346</b>

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 I

Subject : English

Class : VIII C

School : MTs N 1 Lampung Timur

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.	AS	✓	-	✓	-	✓
2.	AAS	✓	-	-	-	✓
3.	APZ	-	✓	-	✓	-
4.	AAP	-	-	✓	✓	-
5.	ABS	✓	-	✓	-	-
6.	AJG	✓	✓	-	-	✓
7.	BMV	-	-	-	✓	✓
8.	CE	✓	✓	✓	-	✓
9.	DAP	-	-	✓	-	✓
10.	EV	✓	-	✓	✓	✓
11.	FI	-	✓	✓	-	-
12.	HPP	✓	-	-	✓	-
13.	HDN	-	✓	-	✓	-
14.	IN	✓	-	✓	-	✓
15.	KAPM	✓	-	✓	-	-
16.	KWAD	✓	✓	-	✓	-
17.	MS	✓	✓	-	-	✓
18.	MJRF	✓	-	✓	✓	✓
19.	NKP	-	✓	-	✓	-
20.	NI	-	-	✓	-	✓
21.	NWS	✓	-	✓	-	✓
22.	RBA	✓	-	-	-	✓
23.	RM	-	✓	-	✓	-
24.	RAP	-	-	✓	✓	-
26.	RRMJ	✓	-	✓	-	-

25.	SFR	✓	✓	✓	-	✓
27.	SMRN	-	-	-	✓	✓
28.	SFA	✓	✓	✓	-	✓
29.	VOAW	-	-	✓	-	✓
30.	ZA	-	-	✓	✓	✓
31.	ZNK	✓	✓	✓	-	-
32.	ZVM	-	-	-	✓	-



Note:

- Tick (√) for each positive activity
- Percentage of student's activities
  1. Paying attention to the teacher explanation =
  2. Asking or answering questions to the teacher =
  3. Being active in the class =
  4. Being able to do the task =
  5. Being active in the group activity =

Guru Mata Pelajaran



**Novi Diana Mandawasa, S.Ag**  
**NIP. 19741123 200604 2 019**

Banjar Rejo, Februari 2023

Mahasiswa Peneliti



**Mia Fahra Amelia**  
**NPM. 1801071033**

## OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

## CYCLE 2

Subject : English

Class : VIIC

School : MTs N I Lampung Timur


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.	AS	✓	-	✓	-	✓
2.	AAS	✓	-	✓	-	✓
3.	APZ	✓	✓	-	✓	✓
4.	AAP	✓	✓	✓	✓	-
5.	ABS	-	✓	✓	✓	✓
6.	AJG	✓	✓	✓	-	✓
7.	BMV	✓	-	✓	✓	✓
8.	CE	✓	✓	✓	✓	✓
9.	DAP	-	✓	✓	✓	✓
10.	EV	✓	✓	✓	✓	✓
11.	FI	-	✓	-	✓	✓
12.	HPP	✓	✓	✓	✓	-
13.	HDN	✓	-	✓	✓	✓
14.	IN	✓	-	✓	✓	✓
15.	KAPM	✓	✓	✓	-	✓
16.	KWAD	✓	✓	-	✓	✓
17.	MS	✓	✓	-	✓	✓
18.	MJRF	✓	✓	✓	-	✓
19.	NKP	-	✓	✓	✓	✓
20.	NI	✓	✓	✓	✓	-
21.	NWS	✓	-	✓	-	✓
22.	RBA	✓	-	✓	-	✓
23.	RM	✓	✓	-	-	✓
24.	RAP	✓	✓	✓	✓	-
26.	RRMJ	-	✓	✓	✓	✓

25.	SFR	✓	✓	✓	✓	✓
27.	SMRN	✓	-	✓	✓	✓
28.	SFA	✓	✓	✓	✓	✓
29.	VOAW	-	✓	✓	✓	✓
30.	ZA	✓	✓	✓	✓	✓
31.	ZNK	-	✓	-	✓	✓
32.	ZVM	✓	✓	✓	✓	-

**Note:**

- Tick (✓) for each positive activity
- Percentage of student's activities
  1. Paying attention to the teacher explanation =
  2. Asking or answering questions to the teacher =
  3. Being active in the class =
  4. Being able to do the task =
  5. Being active in the group activity =

Guru Mata Pelajaran



**Novl Diana Mandawasa, S.Ag**  
**NIP. 19741123 200604 2 019**

Banjar Rejo, Maret 2023

Mahasiswa Peneliti



**Mia Fahra Amelia**  
**NPM. 1801071033**

**FIELD NOTE TABLE**

<b>No.</b>	<b>Date</b>	<b>Field Note Result</b>
1,	Thursday, February 23 <sup>rd</sup> 2023. 07.00-08.40	All of the students have already been ready when the teaching time come. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking proficiency. 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 “bird and lion”
2.	Thursday, February 23 <sup>rd</sup> 2023. 07.00-08.40	In the beginning, the researcher introduced film as media to students. Thirty-two students were group in pairs so there were eleven 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 describe on interesting magical kitty (cat).
3.	Monday, February 27 <sup>th</sup> 2023. 12.20-13.40	In the beginning, the researcher introduced film as media to students. Thirty-two students were group in pairs so there were eleven pairs in the classroom. The researcher provided the laptop, projector, screen and sound. The researcher switch on the film in the title of “Salty Sea” through the laptop 15 minutes. Salty sea is a film describe the origin of why sea water becomes salty.
4.	Thursday, March 2 <sup>nd</sup> 2023. 07.00-08.40	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 speaking test. That asked the

		students to describe “my house and my school”
5.	Monday, March 6 <sup>th</sup> 2023. 12.20-13.40	In the beginning, the researcher introduced film as media to students. Thirty-two students were group in pairs so there were eleven pairs in the classroom. The researcher provided the laptop, projector, screen and sound. The researcher switched on the film in the title of “The Water of Life” through the laptop 15 minutes. The water of life is a film describes about the water that can cure a sick king.
6.	Thursday, March 9 <sup>th</sup> 2023. 07.00-08.40	In the beginning, the researcher introduced film as media to students. Thirty-two students were group in pairs so there were eleven pairs in the classroom. The researcher provided the laptop, projector, screen and sound. The researcher switch on the film in the title of “Meet My Family” trough the laptop 15 minutes. Meet my family is a film that describe about someone who is far away from her family.
7.	Monday, March 13 <sup>th</sup> 2023. 12.20-13.40	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 Mother and My Friend”



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

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-267/In.28/S/U.1/OT.01/05/2023**

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

Nama : Mia Fahra Amelia  
NPM : 1801071033  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris.

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071033

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Mei 2023  
Kepala Perpustakaan



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



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

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

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Mia Fahra Amelia  
NPM : 1801071033  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Mei 2023  
Ketua Prodi TBI

**Andianto, M.Pd**  
NIP. 1987 1102 201503 1 004



**DOCUMENTATION**  
**PRE-TEST**



## TREATMENT







**POST TEST I**



**POST TEST II**



# IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING ENGLISH MOVIES AT THE SEVENTH GRADE STUDENT OF MTSN 1 LAMPUNG TIMUR

*by* Mia Fahra Amelia 1801071033

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**Submission date:** 16-May-2023 04:38PM (UTC+0700)

**Submission ID:** 2094511972

**File name:** 104\_Mia\_Fahra\_Amelia-1801071033-skripsi.docx (355.38K)

**Word count:** 14219

**Character count:** 68207



IMPROVING STUDENT'S SPEAKING PROFICIENCY BY USING  
ENGLISH MOVIES AT THE SEVENTH GRADE STUDENT OF MTSN  
1 LAMPUNG TIMUR

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ORIGINALITY REPORT

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### **CURRICULUM VITAE**



The name of writer is Mia Fahra Amelia she was born in Tanjung Kesuma, on March 1, 2000. She is the first child of Mr. Edi Susmiarno and Mrs. Ani. She lives in Purbolinggo, East Lampung. In 2012, she graduated from SDN 03 Tanjung Kesuma. In 2015 she graduated from MTs Ma'arif NU 7 Purbolinggo. Then she continue her study to SMA Ma'arif NU 5 Purbolinggo, East Lampung and graduated in 2018. In 2018, She joined S1 English Education Program of States Institute for Islamic Studies of Metro.