

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
THE MOVIE OF MALEFICENT AT SMK ISLAM
BINA KHALIFAH BANGSA METRO**

By:

BELLA ANDRIYANI

Student Number: 1801072006



**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2022 M**

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
THE MOVIE OF MALEFICENT AT SMK ISLAM
BINA KHALIFAH BANGSA METRO**

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

By :

BELLA ANDRIYANI

Student Number : 1801072006

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

Sponsor : Dr. Dedi Irwansyah, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M**



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

Title : IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE
MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH
BANGSA METRO
Name : Bella Andriyani
Students Number : 1801072006
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies
(IAIN) of Metro.

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Metro, November 7th 2022
Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Persetujuan Munaqosyah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

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

Name : Bella Andriyani
Students Number : 1801072006
Judul Skripsi : IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE
MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH
BANGSA METRO

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004

Metro, 07 November 2022
Sponsor

Dr. Redi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Munaqosyah of Bella Andriyani**

To:
The Honorable the Head of Tarbiyah Department
Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb.

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

Name : Bella Andriyani
Students Number : 1801072006
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE
MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH
BANGSA METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikum Wr. Wb.

The Head of English Education Department

Andianto, M.Pd
NIP.19871702 201503 1 004

Metro, November 7th 2022
Sponsor

Dr. Dedi Kwanviah, M.Hum
NIP. 19791223 200604 1 001



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

No. B- 5014/11-28-1/D/PP-00-9/12/2022

An Undergraduate thesis entitled: IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO. Written by: Bella Andriyani, Student Number 1801072006, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, November 24th, 2022 at 09:00 – 11:00 a.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner I	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner II	: Andianto, M.Pd	(.....)
Secretary	: Yeni Suprihatin, M.Pd	(.....)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zubaki, M.Pd
NIP. 19620612 198903 1006

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE
OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO**

ABSTRACT

**By:
Bella Andriyani**

This research aims to find out whether through the movie of Maleficent can improve students' speaking skills. This research focuses on the Speaking Skill of students in the tenth grade of SMK Islam Bina Khalifah Bangsa Metro. This research solves the problems found in the preliminary research.

The kind of this research was Classroom Action Research (CAR) as a research method. To collect data, researchers used tests, observations, and documentation, while to obtain student data, the researchers used an oral test. This study involved students in the pre-test, treatment, and post-test.

The results of this study indicate an increase in students' speaking skills. that in the pre-test only 19% of students were able to achieve the minimum completeness criteria (KKM) and the average pre-test was 58. It can be said that the results of the pre-test were not satisfactory. Then in post-test I, 38% of students met the minimum completeness criteria (KKM), and the average post-test I was 67. In post-test II the average was 76. This means that there is a significant effect of using media movie on the speaking skills of students at SMK Islam Bina Khalifah Bangsa Metro.

Key words: *Classroom Action Research, Students' Speaking Skill, Movie*

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO

ABSTRAK

**Oleh:
Bella Andriyani**

Penelitian ini bertujuan untuk mengetahui apakah melalui movie Maleficent dapat meningkatkan kemampuan berbicara siswa. Penelitian ini berfokus pada kemampuan berbicara siswa di kelas sepuluh SMK Islam Bina Khalifah Bangsa Metro. Penelitian ini memecahkan masalah yang ditemukan dalam penelitian pendahuluan.

Jenis Penelitian ini adalah Penelitian Tindakan Kelas (PTK) sebagai metode penelitian. Untuk mengumpulkan data peneliti menggunakan tes, observasi, dan dokumentasi, sedangkan untuk memperoleh data siswa peneliti menggunakan tes lisan. Penelitian ini melibatkan siswa dalam pre-test, treatment, dan post-test.

Hasil penelitian ini menunjukkan adanya peningkatan keterampilan berbicara siswa. Bahwa pada pre-test hanya 19% siswa yang mampu mencapai kriteria ketuntasan minimal (KKM) dan rerata pre-test adalah 58. Dapat dikatakan hasil dari pre-test tidak memuaskan. Kemudian pada post-test I, 38% siswa memenuhi kriteria ketuntasan minimal (KKM), dan rerata post-test I adalah 67. Pada post-test II rerata adalah 76. Artinya ada pengaruh yang signifikan dari penggunaan media movie tentang keterampilan berbicara siswa di SMK Islam Bina Khalifah Bangsa Metro.

Kata kunci: Penelitian Tindakan Kelas, Keterampilan Berbicara Siswa, Movie

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name : Bella Andriyani
St. Number : 1801072006
Faculty : Tarbiyah and Teacher's Training
Department : English Education Department

Stating that this thesis as a whole is the result of my research, except for certain parts which are quoted from the source and mentioned in the bibliography.

Metro, October 21st 2022

Researchers,



St. ID 1801072006

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Bella Andryani
Nomor St. : 1801072006
Fakultas : Tarbiyah dan Keguruan
Jurusan : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan merupakan hasil penelitian saya, kecuali pada bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka tersebut.

Metro, 21 Oktober 2022

Peneliti

84AKX054728692
DELLA ANDRIYANI
NPM.1801072006

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Verily, with every difficulty there is relief.”

(Q.S. Al-Insyirah :6)

“Every struggle in your life has shaped you into the person you are today. Be thankful for the hard times, that can only make you stronger”

And “if you don’t change, then the time will change you and that time you don’t have any choice”

DEDICATION PAGE

Sincerely from my heart, I would like to dedicate this thesis to:

My beloved family, especially my parents (Mr. Ademan and Mrs. Maryani)

Who always give support and prayers with love, when the world closes its doors on me, mom and dad open its arms for me. When people close their ears to me, they both open their hearts to me. Thank you for always being there for me.

My beloved sister and brothers (Hen Anissa Nur Jannah, Agung Nurrohman) who always provide encouragement, motivates, and is a good listener in all complaints.

My beloved Almamater Islamic Institute of Metro.

ACKNOWLEDGEMENTS

Assalamu'alaikum warahmatullahi wabarakatuh

Praise be to Allah SWT, because of the grace and guidance the researcher can finish the thesis. Shalawat and salam to our prophet Muhammad SAW, who has brought us from the darkness of the lightness so we are always in the right way. The thesis "Improving Students' Speaking Skill Through the movie of Maleficent at SMK Islam Bina Khalifah Bangsa Metro" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Islamic Institute of Metro.

Furthermore, this research could not be successful without support, guidance, advice, help, encouragement. Regarding to those things, the researcher offers big thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag, PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd, as the head of English Education Department.
4. Dr. Dedi Irwansyah, M. Hum, as the sponsor who always patiently guides, provides insight, and motivates. gave countless time to the writer to finish this thesis as well.
5. Asliman Puja Kesuma, S.Pd, as the Headmaster at SMK Islam Bina Khalifah Bangsa.

6. All the lecturers of English Department of Islamic Institute of Metro, who have taught the researcher since the first year of her study.
7. My beloved friends, Alfina, Fadillah Febriyanti, Risqika Wulandira who have always been good listeners, provided advice, motivation, time, became a place to lean on when I was having trouble, and were enthusiastic in writing this research.
8. My best friends from Elementary School who always give me support and motivation to finish my study.
9. My Partner Hafif Syihamuddin, a man who is always kind, provides support, material, and time so that I can complete this Thesis.
10. All of my family in the same struggle TBI 2018. Thank you so much for your motivation until the end of present day.

The writer realizes, that this thesis is still far from perfect. For that, with all humility, the researcher apologizes profusely. Constructive criticism and suggestions are very much appreciated. I hope this thesis is beneficial for readers.

Metro, October 21st 2022

Researcher



Bela Andriyani

Student Number 1801072006

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CHAPTER I

INTRODUCTION

A. Background of Study

Humans are social creatures who always interact and communicate with other people. The interaction process plays a role so that they can show their existence. In addition, human social culture must compel other people to convey something and ask them to understand the message conveyed to others, to facilitate the process of someone's communication by using a communication tool called human language.

Learning a language is not a new concept; the primary function of language is communication. The creation and understanding of language are an important part of communication. Language is a part of human life and is even used as a communication tool used by humans to interact. It is essential to acquire productive skills as well as acquiring speaking skills when learning a language, particularly English, this can support communication because speaking skills can verbally express ideas and thoughts.¹

In all aspects of life, language is the most important element and its role is needed, in this world, there are various kinds of languages used in various countries, with various languages used in daily life as a way of communication. Environment or in a country one of which is English is almost used in all aspects of life. In other words, English is a globalized language and we cannot deny its existence.

¹ Arif Setiawan. *The Impact of Using Movie Discussion on Students' Speaking Skill*. 2020. p. 1

Through the use of oral activities, the use of language in the communication process will be more successful, the form of spoken language used in the direct communication process so that the message conveyed can be accepted by others. Through oral interaction, several oral skills must be mastered, including pronunciation and composing sentences because Speaking is a useful and artistic activity. Speaking skills will not be mastered automatically, must be trained regularly and continuously.² Speaking is a highly important skill in the current world since it shows that a nation is educated and civilized. Speaking abilities are also employed to educate the person.

Moreover, nowadays, people must be able to communicate and master English to compete and socialize with residents in various countries. Learning English can be developed under the auspices of education and can be adapted to the level of education, in Indonesia learning English and Indonesian simultaneously. Therefore, in the learning process, students should be given lessons on how to speak to communicate well in English. When they say such things, they must learn to speak well. Although more learning occurs in the teaching and learning process, it cannot be denied that an environment is an effective place for learning to communicate well.

In teaching speaking students need fun learning in the learning process, this method makes students understand easily and focus on learning. As a result, the teaching and learning process will be effectively provided

² Neni Noviani. *Improving Students' Speaking Ability Through Movie*. 2017. p. 1

students comprehend the information being delivered. Many things affect the delay in understanding the problems that occur in students, in this situation the teacher must understand how to make the learning process one of the triggering factors for the formation of effective learning. In the problem of learning to speak English, students have weaknesses such as poor vocabulary mastery which makes students not interested in learning.

The problem of speaking comes from students having weaknesses such as poor vocabulary mastery which makes students not interested in learning. Have a low motivation to speak, and are not confident to practice speaking. In addition, some people become afraid to speak because they have no ideas to speak and they have difficulty organizing their ideas. Furthermore, the speaking problem that comes from outside students' are in a conducive environment that is rarely supportive of students' speaking and practice speaking in English, learning media is limited to use to support speaking.

Movie media is one of the media that is frequently used in learning English since it is interesting and helps students want to participate in their learning, although in another view, movies are spectacle or entertainment that everyone does not even understand what its function is if it is used as a facility for learning to speak English. The researcher will use movie the Maleficent movie as an object in the use of movie media in teaching speaking. Maleficent is one of the interesting Disney movies that depicts the role of antagonist as the main role in this movie, with the moral message

given in this film, making researchers choose the movie Maleficent as a learning media.

Therefore, this research will explore the teaching of speaking through the movie maleficent. This research can also be a reference for developing speaking teaching using movies as a media for teaching English in the context of language learning.

Teaching speaking through movies Maleficent movies are frequently utilized as media in the teaching and learning process, which is connected to the description above. They can help pupils grasp the subject and retain the phrases they learn from the movie while also encouraging them to study the language.

To prove the above problems, the author has conducted a preliminary survey on February 22, 2022 on class X students of SMK Islam Bina Khalifah Bangsa Metro. The table below shows the results of the first semester written daily test. For English-related topics, the required Minimum Mastery Criteria (MMC) is 72. The following information relates to students' speaking abilities:

Table 1
The Score of Students Speaking skill at at SMK Islam Bina Khalifah Bangsa Metro

No	Grade	Explanation	Frequencies	Percentage
1.	≥ 72	Complete	5	31,25%
2.	< 72	Incomplete	11	68,75%
Total			16	100%

More over half of the students still receive low marks for their speaking abilities, according to the pre-survey table above. To overcome this problem, one alternative technique to help students improve their abilities is to evaluate students using movie media as a teaching and learning tool. The use of movies is effective to improve the teaching and learning process that is interesting and to increase students' willingness to learn, generate students' ideas and enrich students' vocabulary, develop language styles and improve pronunciation. So, the writer chose this media that expected the media movie can help students' speaking skills.

B. Problem Identification

The importance of identifying the problem, the researcher identified the problem as follows.

1. Students still have low speaking skills.
2. Students lack the courage and confidence in speaking.
3. Students lack vocabulary in speaking.
4. Students have low motivation in speaking.
5. Students have difficulty speaking relevant to the topic.

C. Problem Limitation

Realize that the limited ability and understanding of the author, it is not possible to investigate all the problems that occur. Therefore, the writer only discusses the problems related to "Difficulty speaking to students at Bina Khalifah Bangsa Metro Islamic Vocational School" and researchers will use

movie series media to improve speaking skills in X grade students of Bina Khalifah Bangsa Metro Islamic Vocational School.

D. Problem Formulation

Based on the preceding context, the writer want to know the following problem: "Can the movies of Maleficent be used as teaching media in improving the speaking skills of class X students at SMK ISLAM BINA KHALIFAH BANGSA Metro?".

E. The Objective and Benefits of the Research

1. The Objective of the Research

Based on the issue formulation above, the goal of this research is to determine if watching movies may improve students' speaking skills.

2. Benefits of the Research

This study is predicted to be beneficial to others and to have a good influence on the environment. Hopefully, the research findings will be useful for:

a. The teachers

This research is designed to help English teachers in the classroom, particularly in the area of teaching speaking.

b. The students

For students who study or want to learn to speak English, this research is expected to help them understand learning to speak using the movie-watching method.

c. The readers

This research is expected to provide insight into teaching speaking, especially the introduction of learning through the movies.

d. The other researchers

The researcher expects that this study will expand the reader's understanding and serve as a reference. This research can be improved by further researchers. They can gain personal pleasure and inspiration from seeing this movie.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Teaching Speaking

1. The Nature of Teaching

Teaching is something very important. The work carried out by a teacher includes activities with students such as providing materials, instructions, evaluations, and other teacher work. Brown states: " Teaching includes demonstrating or supporting someone in learning how to do anything, giving guidance, guiding in the study of something, providing knowledge, and causing to understand".³ In addition, According to Brown, teaching is about "guiding and promoting learning, allowing the learner to learn, and establishing the conditions for learning".⁴ It signifies that teaching is a method that facilitates the transmission of information from the instructor to their pupils as learners in a comfortable environment throughout the teaching-learning process.

Three main components make up the scientific method of teaching: the material, the communication, and the feedback. Learning outcomes for students are influenced by teaching methods.⁵ This means teaching is an activity that includes the teacher as the main subject and students as the object, using strategies in teaching which include communication, content, and feedback.

³ H. Douglas Brown (2006). *Principle Teaching and Learning, fourth edition*. New York: Pearson Education, p.8

⁴ Ibid.

⁵ Isola Rajagopalan (2019), *Concept of Teaching*. Shanlax International Journal of Education, vol. 7, no. 2, p.6

Based on the preceding description, it is possible to conclude that teaching is an action, method, or mechanism that occurs during the learning process to assist pupils in learning and developing their intellect by imparting knowledge, instructional materials, and knowledge.

2. Definition of Speaking

Speaking is an oral activity to communicate. Thornbury defines "Speaking is such an integral part of his everyday existence that he takes it for granted".⁶ Speaking is a necessary skill for communicating, thinking, and learning. Speaking is a process of transferring knowledge and ways of expressing ideas, thoughts, desires, and intentions in a good pattern, and speech is usually used to talk or recognize other people. Speaking is also the ability to articulate the articulation of sounds or words to express thoughts, ideas, and feelings.

Harmer maintains, Speaking ability refers to the capacity to speak fluently, which may need not just mastery of language abilities, but also the ability to comprehend information and language.⁷ This indicates that word ability encompasses the capacity to comprehend information and language as well as awareness of the notion of speaking.

According to the description above, speaking is a part of the life process of communicating or transferring information. Speaking is the technique of conveying knowledge from teacher to student in the teaching

⁶ Thornbury (2005), *How to teach speaking*, Pearson:Pearson Longman Inc, p. 1

⁷ Jeremy Harmer, (2007). *The Practice of English Language Teaching*. Completely Revised and Updated. Harlow: Pearson Education Limited. p. 278

and learning process. The student has to have good speaking skills to comprehend the English language.

Speaking, according to Shakur, includes five components: comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Comprehension is the ability that a person has to understand what is being said. The success or failure of delivering information depends on the speaker. The speaker is necessary to speak clearly to be comprehended by the listener, this happens to avoid misunderstanding. In social life, information must be conveyed clearly, this is to make it easier for listeners to understand what is being explained.

b. Grammar

Grammar is an important component that must be included in a sentence. This component organizes words so that they form proper sentences. "Grammar - how different components (e.g., subject, verb, object) are placed in correct sequences".⁸ It means grammar is a set of grammatical structure rules. It allows the listener to understand the sentence accurately.

c. Vocabulary

Learning vocabulary is the beginning that students must understand. Sufficient stock of vocabulary understanding or knowledge greatly affects fluency in speaking, many students do not have much

⁸ Jeremy Harmer (2007), *How to Teach English*. England: Longman. p. 274,

vocabulary, even though the component in speaking is vocabulary success. Having sufficient vocabulary will make them able to compose sentences and communicate well. In language learning, it is expected to be able to take advantage of the time to know the vocabulary. Choosing the right vocabulary will be understandable and suitable for the audience to understand the topic being discussed.⁹

d. Pronunciation

Pronunciation is the process of the occurrence of sounds that are pronounced orally. In speaking, everyone wants to be able to speak English with proper pronunciation in order to avoid misunderstandings. It will be very inconvenient if our opponents pronounce the word wrong because it can change the meaning or meaning of the word. This means one must have a good pronunciation of the language with vowels and consonants according to the reference.

e. Fluency

Fluency means speaking spontaneously without hesitation and having fluency in English pronunciation. This shows that speakers are successful in communicative and structured speaking. Furthermore, fluency will make speakers avoid misunderstandings.

3. Teaching speaking

Speaking is the process of providing information interactively through verbal and nonverbal communication. In learning a language, mastering the

⁹ Rebecca Huges, Teaching and researching speaking, second edition publish (2011). England: Longman, p. 78

four skills, namely speaking, reading, writing, and listening, must be possessed by students to improve fluency in the language, especially English. Furthermore, because of the globalization period, Every industry, including business, politics, social issues, and education, relies heavily on English as an international language since it is such a vital tool for communication.¹⁰ In other words, the socio-cultural world demands that the purpose of language learning is to improve students' communication skills because students can express themselves and can interact in the regional situation.

In this situation the teacher's message is raised, the teacher as an educator will regulate and condition how the learning process will run well. The teacher will always correct speaking errors made by his students, of course with good treatment, providing knowledge or instructions with the understanding possessed by the teacher. In other words, teachers can develop students' abilities, especially in speaking skills.

As defined above, speaking is a very important skill as it can develop students' abilities in English, especially to improve their speaking skills. The important thing for students to improve their speaking skills is to practice anywhere, anytime. To create conversational activities that develop communicative competence, teachers need a variety of methods to teach conversational skills. It is helpful for the teacher to provide a good environment for the students to improve their conversation skills.

¹⁰ Suranto (2014), *Teaching speaking through debate technique*, Jurnal Edutama vol 3, p.59.

Thornbury proposes some appropriate activities to teach speaking, as follows:¹¹

a. Presentation and talk

Learners can provide and present presentations or speak in "real life". This kind of experience can form the courage to speak socially and adapt to the environment.

b. Stories, jokes, and anecdotes

The narrative has always played a major role in the practice of learning to speak. Usually, students are asked to retell a folk tale, comedy story, or drama in a series of pictures. However, in textbooks, the narrative is also referred to as a task and has become commonplace.

c. Drama, role play, and simulation

Drama, roleplay, simulation are activities that involve individuals and groups, which includes all activities involving joint planning. Includes role-playing games, simulations, and other types of activities. This activity was chosen because it has the potential to be very productive in the level of speaking and language skills, and because it also allows students to experience autonomy in speaking skills.

d. Discussion and debits

Many educators will agree that the finest classroom conversations are ones that develop spontaneously, either because of something personal to the student or because a topic or passage from a textbook sparks debate. The

¹¹Thornbury (2005), *How to teach speaking*, Pearson:Pearson Longman Inc, p. 94-106

discussion will work much better if students take part in expressing expressions to show strong agreement, strong disagreement, and all the nuances of expressing opinions in between. Some useful expressions include:

<p>Expressing an opinion: <i>If you ask me,</i> <i>(personally), I think</i> <i>If you want my opinion</i> </p>	<p>Conceding an argument: <i>Perhaps you're right.</i> <i>Ok, you win.</i> <i>You've convinced me.</i></p>
<p>Strong argument: <i>Absolutely.</i> <i>I couldn't agree more.</i> <i>I agree.</i> <i>I agree</i></p>	<p>Hedging: <i>I take your point, but</i> <i>Yes, but</i></p>
<p>Qualified agreement: <i>That's partly true.</i> <i>On the whole, yes.</i> <i>I'd go along with that.</i></p>	<p>Strong disagreement: <i>I don't agree.</i> <i>On the contrary ...</i> <i>I disagree.</i></p>

e. Conversation and chat

The teacher builds an internal conversation between students because with this the teacher as an observer of the activity will find students conversing in their second language with different accents and vocal styles, interaction with real-life communication will naturally show the development of the language itself.

B. Conceptual of Movie

1. Definition of movie

Literature stems from our innate need to tell a tale, arrange words in appealing patterns, and communicate in words some unique features of our human experience.¹² Literature has many kinds; they are poetry, prose, novels, operas, films, or movies. Movies are one of the most admired literary forms in foreign countries, because of their attractive and easy-to-understand depictions with visuals that make people astonished by their animations. Visualized in the form of animated movies can be a place for people to open their horizons and increase knowledge. Not a few movies are used as media in education to add elements of work in learning.

A movie, often known as a movie, is a type of visual communication that uses video and audio to convey and inform tales (helping people to learn). People all over the world watch movies in the form of entertainment and pleasure. Funny movies are those that make people laugh, whereas sad or scary movies are those that make people weep or feel terrified.

The movie is a series of images shown on a screen from a developed and prepared movie, usually with a piece of accompanying music. In addition, Movie is a type of entertainment that delivers vision through a succession of pictures that generate a large number of images in continuous motion, and its also known as a term that turns a story into a

¹² H. Moody in Olaofe Isaac Ade. *An Introduction to Literature and Literary Criticism.* (17 Nigeria National Open University of Nigeria, 2008). 2.

moving image with sound and dramatic form of performance even adds special effects to create pictures.

2. Elements of the movie

Some sections of movies can be disassembled and analyzed further. In the movie, of course, some elements become a benchmark to be used as a spectacle. In the elements of this movie, there is something fundamental that makes the movie come alive. Protista suggests some plot points for the movie. They are divided into five categories, as follows:

a. Scene

The scene is the process of making a movie which consists of several shots. A part of a movie or movie, according to Pratista, is frequently made up of multiple shots that are linked together by time, place, or character.¹³

b. Plot

Literature must have a series of events or structures in the story. This structure is called the plot, the plot is made so that the reader or audience understands the essence of the story. In other words, the plot is a framework that is structured into a story structure.

c. Character

Characters are persons who play different parts in a movie that appear to be viewed by those who watch it as if it were true as we see in

¹³ Rani Violeta (2019), *speech Act Analysis of the Main Character in Maleficent MovieScript By Jane McTee*, p. 18.

the movie. Characters are folks like this. This is consistent with Pratista's assertion that a character is a fictional person in a movie or movie.¹⁴

d. Point of view

The angle taken from the point of view of one of the players in the tale is referred to as the point of view. The point of view is classified into two categories: first-person and third-person perspectives. In the first person, the pronoun is commonly used "I" or "I" or also "we" (plural). When using the first person point of view, it is as if you are one of the characters in the story that is being made. From the perspective of the point of view of a third person or party. The reference word used is " he" or the name of the character and also them (plural). These pronouns are used to tell the main character in a story.

e. Conflict

Movies frequently include many stories about various elements of life, and various issues are handled by particular characters, generally the main character at the conclusion. This is referred to as conflict. This is consistent with Pratistha's belief that conflict in a movie is a confrontation between opposing forces that is generally resolved at the conclusion of the tale.

B. Maleficent Movie

Maleficent is a movie that first aired in 2014 and the second movie in 2019. This movie is directed by Stromberg in the genre of fantasy and

¹⁴ Rani Violeta, 18.

adventure. This movie is a live-action retelling of Walt Disney's 1959 animated movie *Sleeping Beauty* with a different perspective. Although this movie is another perspective of *Sleeping Beauty*, in this movie it is no longer focused on the story of the sleeping princess but rather raises the other side of the female witch antagonist named *Maleficent* starring at Angelina Jolie as the main character of the movie.

Maleficent is the personification of pure evil, responsible for all of King Stefan's calamities. She is enraged because she was not invited to Princess Aurora's baptism and attempts to exact vengeance on King Stefan and the Queen by cursing Aurora. Maleficent is one of Disney's most renowned and identifiable villains, with her dark and elegant atmosphere, dramatic and stunning animation, and unlimited armory of magical powers and a major member of the franchise. Maleficent represents pure evil in *Sleeping Beauty*. She is cruel and crafty, and she will go to any length to achieve her nasty objectives. Aside from being crafty, she has a highly deceiving demeanor. But, beneath the pretense of stoicism, Maleficent smiled as she let out all her rage. A symbol that makes you experience the suffering of someone else. They vary from *Sleeping Beauty* in that Maleficent is more complicated. Maleficent, being a compassionate elf, is very protective of her house, followed by Aurora and Diaval. Despite the fact that Maleficent appears in both movie, she behaves differently in each.

C. Action Hypothesis

Based on the research problems and reviews of related kinds of literature, the following is the formulation of the action hypothesis for this classroom action research: If through the movies, it can be used as a media for teaching speaking to class X students' of SMK Islam Bina Khalifah Bangsa Metro.

BAB III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

Variables are characteristics that are part of a study and that the researcher has chosen to investigate and make conclusions from. In this study, the author uses two variables: an Independent Variable and a Dependent Variable.

1. Independent Variable

The terms stimulus, predictor, and antecedent variables are frequently used to describe sugiono state variables. It is frequently referred to as the independent variable in Indonesian. The dependent variable changes or emerges as a result of the independent variable, or vice versa.¹⁵

The independent variable in this study is using the movie Maleficent as a media tool to teach engaging English in front of the class and to make it simpler for students' to demonstrate their speaking skills. Actually, to develop pupils' public speaking abilities.

2. Dependent Variable

A variable is said to be dependent if its value is impacted by another variable's value. The dependent variable is often called output variable, criterion, consequence. It is called a dependent variable because this variable is affected by an independent variable.¹⁶ The variable that is observed and measured in this study to ascertain the impact of the independent variable is

¹⁵ Sugiono (2013), Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. p. 23.

¹⁶ Ibid.

known as the dependent variable. Speaking skills, which are characterized as actions to acquire, are the dependent variable in this study, and put pieces of information getting, and put in formations greeting.

Moreover, the data collection technique of this variable is the test and the instrument of this variable is using questions that have to get the score in the pre-test.

B. Research Location

The researcher are conduct the Classroom Action Research (CAR) at SMK Islam Bina Khalifah Bangsa Metro. The location of the research is on Jl. Glatik II, Purwosari, Metro Utara, Metro, Lampung.

C. Subject and Object of Study

The subject of this research is the Tenth graders students' of SMK Islam Bina Khalifah Bangsa Metro. Researcher chooses them as sample because most the students' have problems in speaking skill. Below of the data

Table 2

The Whole Data of Class X Pharmacy at SMK Islam Bina Khalifah Bangsa

Class	Gender	
	Male	Female
X	5	11
Total	16	

D. Action Plan

Action research in the classroom was used to carry out this study. Classroom Action Research was a joint effort amongst coworkers seeking for answers to actual issues in schools or strategies to enhance education and

raise student accomplishment. In order to determine if students' speaking skills improved as a result of the movie, classroom action research was used in this study.

Each of the action research cycles comprises four phases: preparation, activity, observation, and reflection. If the outcome was unsuccessful, the cycle should be restarted by repeating the previous stages to solve the problem. If the new cycle improves teaching decisions and increases students' learning achievement, the cycle must be broken. If it does not boost students' learning activity, the cycle should be repeated until the desired outcome is achieved.

Action research, according to Harmer, is the name given to a number of actions instructors might carry out, either in an effort to enhance specific facets of their instruction or to assess the appropriateness and/or success of particular activities and processes.¹⁷

Furthermore, Anne Burn suggests that action research is part of a larger trend that has been going on in education for some time. It has something to do with the concepts of reflective practice and the instructor as researcher. As a result, one of the primary goals of classroom action research is to find a problem scenario or topic that the participants - who may include teachers, students', managers, administrators, or even parents - believe is worth investigating further and more thoroughly.

¹⁷ Jeremy Harmer (2007), *How to Teach English*. England: Longman. p. 414,

Based on the above explanation, the researcher could conclude that action research is an investigation of teaching and learning in the classroom with the aim of solving something or solving a problem. In this research, the writer completed 2 cycles. The first cycle failed; continues in the second cycle. It is held until students' speaking skills increase. There were four phases in each cycle that are related to each other, which are: plan, acting, observing and reflecting. These steps can be illustrated as follows:

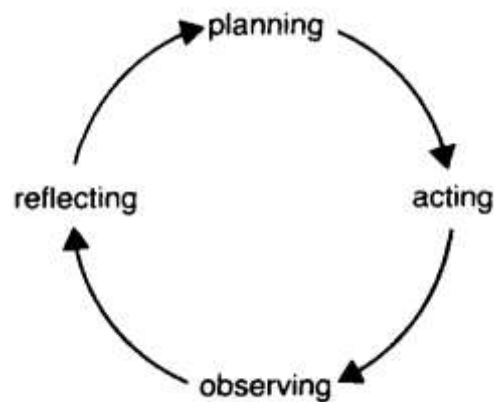


Figure 1
Design of Classroom Action Research Model

Action research was conceptualized by Lewin as a series of phases comprising planning, fact-finding (or reconnaissance), and execution. This idea eventually became known as the action-reflection cycle, which entails preparing, acting, observing, and reflecting.¹⁸

¹⁸ Jean McNiff and Jack Whetstone, *Action research: Principles and Practice*, (New York: Routledge, 2002), p.41

1. Cycle I

a. Planning

Planning is the first step in any activity. In this cycle, with the teacher prepares plans to perform four steps such as planning, acting, observing and reflect in class, At this stage, the researcher can do in planning as follows:

- 1) Researchers prepare lesson plans, procedures, media, and material to be applied in learning.
- 2) Researchers prepare learning resources for students' in the form of a movie of maleficent.
- 3) Researchers set strategies to improve students' speaking performance.
- 4) Researchers in collaboration make criteria for success.

b. Acting

This step is the implementation of planning. This step must follow the plant that had been planned in the planning step. Every cycle's second stage is the active one. The researcher carried out the following action to carry out the plan:

- 1) Pre-Teaching Activities
 - a) Pray and greet the students'.
 - b) Examined the attendance list and enquired into the students' condition.

- c) The educator has selected the proper content to be covered in class.

2) While Teaching Process

- a) The teacher applied the lesson plan.
- b) The teacher explained about the material.
- c) The teacher instructs the students' to speak about anything.
- d) The teacher gave an evaluation.

3) Post-Teaching Activities

- a) The teacher asks students' to answer several questions related to the topic.
- b) The teacher gives homework to students'.
- c) The teacher greets the students'.

c. Observing

At this stage, the researcher uses an observation format and an observation schedule to watch the teaching and learning process, so that students' can do assignments and students' understand the material. The important elements of the teaching-learning process are noted by the observer.

d. Reflecting

Reflecting is the final step in this process. Researchers analyzed and discussed the results of observations during the learning process, as well as the weaknesses and strengths of the actions at that stage, researchers used evaluation data for improvement in cycle II. The

researcher decided that the next cycle would focus on the weaknesses of the previous cycle.

2. Cycle II

a. Re-Planning

The problem was identified by the researcher in the first cycle, and it was resolved in the next cycle. The following was stated:

- 1) Researchers study the results of observations to obtain solutions to problems.
- 2) Researchers make materials and edit lesson plans including media, and teaching procedures based on problems that arise in cycle 1.
- 3) To enhance the intended indices that were not met in the previous cycle, researchers changed the observation format and the assessment format.

b. Acting

Planning is put into practice in this stage. The strategy from the planning stage must be followed in this step. Every cycle has an active second stage. The following step was taken by the researcher to carry out the plan:

- 1) Pre-Teaching Activities
 - a) Pray and greet the students'.
 - b) Checked the attendance list and asked about the student's condition.
 - c) The teacher has chosen the appropriate material going to be taught.
- 2) While Teaching Process
 - a) The The teacher implements the lesson plan.

- b) The teacher explains to the students' the activities to be carried out.
- c) The teacher plays the maleficent movie with subtitles and students' catch vocabulary, pronunciation in the movie.
- d) The teacher asks students' to recite sentences or words they do not understand.
- e) The teacher gives an evaluation.

3) Post-Teaching Activities

- a) The lecturer gave the pupils some questions to respond to on the subject.
- b) The teacher quizzes the students' on a passage from an English movie and instructs them to practice their pronunciation in front of the class.
- c) The teacher greets the students'.

c. Observing

This step the researcher observes the teaching and learning process by using an observation format and an observation schedule at this stage, so that students' can do assignments and students' understand the material. The important elements of the teaching-learning process are noted by the observer.

d. Reflecting

The writer makes corrections and examined the result of the activity. The writer was aware of the advantages and disadvantages of the activity after thought. The author then considered whether the students'

views were positive or negative, adequate for the second cycle or required for the following cycle by comparing the distribution of pre-test and post-test results.

E. Data Collecting Technique

The most important stage of a study is data collection. Data collection needs special evidence that will allow researchers to obtain materials to analyze appropriately according to the procedures used in research writing. Data is critical for scientific study. Furthermore, data is required to back up the numerous claims in the research findings.¹⁹ The writer of this study will use several ways of collecting data, namely:

1. Test

A test is a set of questions or exercises designed to assess a person's or a group of people's aptitude, performance, personality, intelligence, attitude, and talent. In this study, a test was administered to determine the students' academic progress both before and after the therapy, using movies as the medium. There will thus be exams before and after each cycle. Oral tests were employed by the researcher during data collection to learn more about the students' capacity for speaking practice at each cycle.

The tests were necessary to obtain information from the students; Its objective was to know the success or otherwise of the treatment administered by the researcher at each cycle. It also can identify their

¹⁹ Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

problems to practice speaking. In addition, it is served as a reflection and reorganization of steps and plans for the next meeting or the next cycle.

Tests were conducted in this study during the last activities of each cycle. The test used was an oral examination. Students should be finish assignment, Pre-test and Post-test. There were four scoring criteria: Fluency, Pronunciation, Vocabulary, and Comperhension.

2. Observation

The purpose of this study was to understand how the learning process was carried out by observing the behaviors and activities of the students. As part of the observation, the author created observation sheets that detail the actions of the students. The object of this observation was the students and the teacher's activities in the application of movie media that are observed and paid attention by the observers.

In this study, the author will pay attention to how their students are learning. The author will examine the students' actions as they practice speaking while viewing the *Maleficent Movie* during the learning process.

F. Research Instrument

1. Observation sheet

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

Table 3
Observation Sheet

No	Name	The Indicators of Students' Learning Activity				
		Paying Attention on Teacher's Explanation	Asiking or Answering the Questions	Being Active in the Class	Being Able to do the Task	Being Active in the Group Activity
1	AIJ					
2	ALK					
3	ALA					
4	DNS					
5	EY					
6	FR					
7	HSM					
8	IMM					
9	MIA					
10	NAFA					
11	NR					
12	NS					
13	SM					
14	SSD					
15	YW					
16	ZUK					
	Total					

2. Test

The test speaking performance, there are some indicators that should be scored. According to Weir, he classified into five analytic speaking criteria as follows:

Table 4
Analytic Speaking Criteria²⁰

Aspect	Category	Indicators
Fluency	Excellent	Generally natural delivery, with only sporadic halts needed to find the right words or emotion.
	Good	The student hesitates and repeats himself at times, but he can normally sustain a flow of conversation, though he may require prompting on occasion.
	Adequate	Speech is hesitant, lethargic, and sluggish, requiring prompting on a frequent basis.
	Fair	The students speak so little that there is no such thing as 'fluent' speaking.
Pronunciation	Excellent	There are a few irregularities in the rhythm, intonation, and pronunciation but they don't interfere with understanding.
	Good	More attentive listening is required for rhythm, intonation, and pronunciation.

²⁰Cyril J. Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), P. 195-196.

	Adequate	The frequent rhythmic, intonational, and phonological faults have a negative impact on comprehension.
	Fair	Words are un-intelligible.
Vocabulary	Excellent	Effective vocabulary usage with little improper use for the job.
	Good	The majority of the time, efficient use of terminology for the job, with some instances of inadequacy.
	Adequate	Low vocabulary utilization and frequent inappropriate language.
	Fair	In-appropriate and in-adequate vocabulary.
Grammatical Accuracy	Excellent	Very few grammatical errors evident.
	Good	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	Adequate	Speech is broken and distorted by frequent errors.
	Fair	Un-able to construct comprehensible sentences.
Interactional Strategies	Excellent	Interacts effectively and readily participaties and follows the discussion.
	Good	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	Adequate	Interaction in-effective can seldom

		develop an interaction.
	Fair	Understanding and interaction minimal.

From the table above, the researcher concludes that speaking performance have some points that should be attention. They are fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies. However, the researcher will assess the students test with four indicators: Fluency, Pronunciation, Vocabulary, and Comperhension.

G. Data Analysis Technique

The pre-test and post-test averages were used in the data analysis. At the beginning and the end of the cycle, tests were administered to determine students' performance. Then, the results the tenth grade students of SMK Islam Bina Khalifah Bangsa Metro, the minimum mastery criterion (KKM) for English Subject is 72. The following formula was used by the researchers:

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

Where :

\bar{X} : The mean score

$\sum x$: The sum of all scores

N: The number of students

In this instance, the researcher compared the pre-test and post-test results to determine the outcome. The outcome was at least 72 points more

than the minimal requirement in this institution. If some students didn't succeed in cycle I, the researcher would like to conduct in cycle II.²¹ In CAR (Classroom Action Research), there was a two-cycle minimum, after which the cycle may be stopped provided all students met the Minimum Standard Criterion (MSC) by cycle II. The following formula is used to determine the students presentage of their score:²²

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

Where :

P = Percentage of Students Activity

F = Frequency of the correct answer

N = Total of Students

H. Indicator of Success

The approach and results of the action research serve as the key performance indicators. If 70% of the participants obtained the required minimum score of 72 or higher, the research would be deemed a success, and as participants improved, they became more engaged in the teaching and learning process. Students thus become more engaged and excited about learning English.

²¹Daniel R. Tomal, "*Action research for Educator. Second edition*", (United Kingdom: Rowman & Littlefield Publisher. Inch, 2010), p.109.

²²Timothy C.Urdan, "*Statistics in Plain English*",(London : Lawrence Erlbaum Associate Publisher, 2015),p.10.

CHAPTER IV

RESEARCH AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMK Islam Bina Khalifah Bangsa Metro

SMK Islam Bina Khalifah Bangsa Metro or known as the Pink Campus was established in 2012 and operated in 2013 which is a private educational institution under the auspices of the Ministry of Education and Culture. This school is located at Jl. Gelatik II, Purwosari, North Metro, Metro City, Lampung, with code post 34118. It has a land area of 1.820 M2, with a building area of 760 M2. SMK Islam Bina Khalifah Bangsa Metro have been accredited B, teaching and learning activities are carried out 6 days a week. This vocational school is led by the head of the school named Asliman Puja Kusuma.

b. The Total Teachers and Students of SMK Islam Bina Khalifah Bangsa Metro

SMK Islam Bina Khalifah Bangsa Metro has 34 teacher and staff, with 122 students consisting of 68 male students and 54 female students.

2. Description of The Research Result

a. Initial Condition

This research conducted a pre-test at the first meeting on September 09, 2022. This assessment was based on knowing the initial differences in the abilities of students who had the same level. The form of pre-test that

was issued in this study was an oral test. The results of the pre-test can be seen from the list of tables as follows:

Table 5
The Result of Pre-Test in Speaking Performance

No	Name	Gender	Criteria Of The Score				Total	Category
			F	P	V	C		
1	AIJ	P	15	10	11	13	49	Incomplete
2	ALK	L	12	14	12	10	48	Incomplete
3	ALA	P	14	15	14	10	53	Incomplete
4	DNS	L	20	20	16	17	73	Complete
5	EY	P	13	13	15	14	55	Incomplete
6	FR	L	19	18	19	16	72	Complete
7	HSM	P	11	13	17	11	52	Incomplete
8	IMM	P	15	17	14	11	57	Incomplete
9	MIA	L	18	17	15	10	60	Incomplete
10	NAFA	L	20	18	19	17	74	Complete
11	NR	P	15	15	13	12	55	Incomplete
12	NS	P	17	16	15	13	61	Incomplete
13	SM	P	18	16	14	10	58	Incomplete
14	SSD	P	17	15	13	11	56	Incomplete
15	YW	P	15	13	10	12	50	Incomplete
16	ZUK	P	13	16	14	10	53	Incomplete
ΣX							926	
Average							58	
High Score							74	
Lowest Score							48	

Source: The result of Pre-test on September, 12nd, 2022

Based on the pretest which has been followed by 16 students. The highest score obtained was 74 and the lowest score was 48 with a total score of 926. A total of 3 students only entered the complete category and 13

students in the incomplete category. The data was put on the table of frequency distribution as follows:

Table 6
The Percentage of Pre-test score in Students Speaking Skills

No	Score	Frequency	Percentage	Category
1	≥ 72	3	19%	Complete
2	< 72	13	81%	Incomplete
TOTAL		16	100%	

Source: The result of Pre-test on September, 12nd, 2022

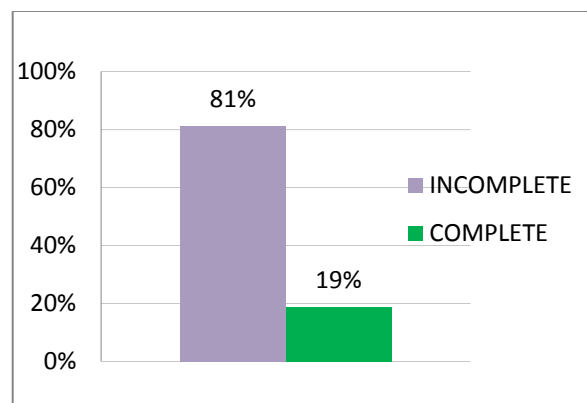


Figure 2
The Score of Pre-test in Students Result in Speaking Skills

Based on the above data, it can be deduced that (81%) failed and (19%) were successful. There was a difference between successful and failed pupils. Since the researcher received an average of 64 on the prior exam, the outcome was unsatisfactory. Consequently, the researcher employed the movie as a medium to help pupils with their speaking ability.

b. Cycle I**1) Planning**

The steps of the teaching and learning process were produced by the researcher in several stages. Identify problems that occur and found the answers to these problems. In that proposition, the researcher examine by giving a post-test in cycle 1 as an evaluation to measure student responsiveness to the material presented.

2) Acting

The meeting in cycle 1 was held on 16th September 2022 at 10.45 as the first meeting the researcher as a teacher started learning by greeting, praying, and checking student attendance as well as asking students' condition. The researcher explained the material based on the lesson plan that had been made before executing the class, using movie media as the main teaching material in this study.

Before that, the researchers first prepared facilities such as a projector, laptop, and teaching materials, this was done so that the material could be conveyed to students. after that discussing the material with students using teaching materials asking and giving opinions. Using the initial media, namely the movie Maleficent, at this time students are invited to focus on paying attention so that it can be discussed afterwards. Students are encouraged to provide feedback on the basis of student activity in class. After watching part of the movie, students are referred to find a partner, consisting of 2 students, and then make a short conversation about the

movie. Furthermore, students' and instructors' evaluations and reflections on activities that have been completed.

Table 7
The Score of Post-test I in Students Speaking Performance

No	Name	Gender	Criteria Of The Score				Total	Category
			F	P	V	C		
1	AIJ	P	16	13	12	13	54	Incomplete
2	ALK	L	18	20	20	16	74	Complete
3	ALA	P	17	15	16	12	60	Incomplete
4	DNS	L	20	19	18	16	74	Complete
5	EY	P	17	16	16	12	61	Incomplete
6	FR	L	19	18	19	16	72	Complete
7	HSM	P	19	18	20	13	70	Incomplete
8	IMM	P	15	17	18	18	68	Incomplete
9	MIA	L	20	18	19	15	72	Complete
10	NAFA	L	20	20	19	18	77	Complete
11	NR	P	15	15	13	12	58	Incomplete
12	NS	P	17	16	15	13	63	Incomplete
13	SM	P	18	16	14	19	67	Incomplete
14	SSD	P	17	15	13	18	63	Incomplete
15	YW	P	15	19	10	15	59	Incomplete
16	ZUK	P	20	20	18	14	72	Complete
ΣX							1064	
Average							67	
High Score							77	
Lowest Score							54	

Source: The result of Pre-test on September, 15th, 2022

Table 8
The Percentage of Post-test I in Students Speaking Skills Score

No	Score	Frequency	Percentage	Category
1	≥ 72	6	38%	Complete
2	< 72	10	63%	Incomplete
Total		16	100%	

Source: The result of Post-test I on September, 15th, 2022

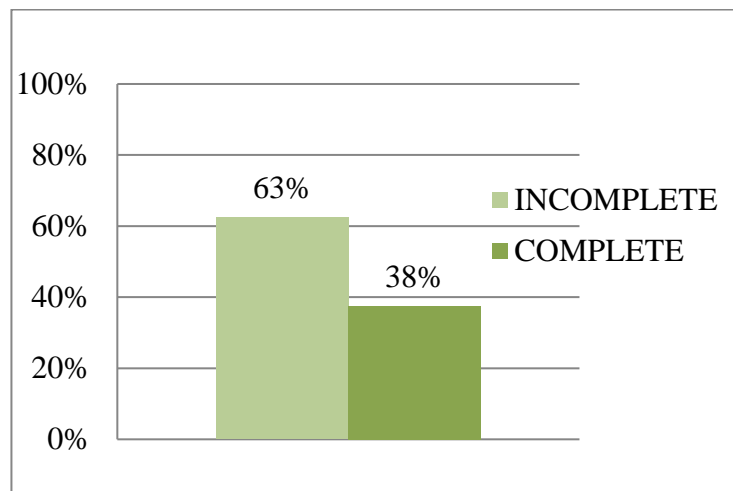


Figure 3
The Score of Post-test I in Students' Result in Speaking Skills

Based on the results above, it appears that there is an increase in test results. that 38% of students scored up to the standard and 63% scored less than the standard. The learning process is said to be successful if the students average score is 72. The facts show that the results are not satisfactory.

3) Observing

In this stage the researcher observes the activities that occur in the students in the class, when the activities take place the researcher also observes the activities of the students. Student activity is recorded in the observation sheet by checking it on the observation sheet. The results of student learning activities can be seen as follows:

Table 9
The Students' Learning Activity Observation in Cycle I

No	Name	The Indicators of Students' Learning Activity				
		Paying Attention on Teacher's Explanation	Asiking or Answering the Questions	Being Active in the Class	Being Able to do the Task	Being Active in the Group Activity
1	AIJ	✓			✓	✓
2	ALK		✓	✓	✓	✓
3	ALA	✓	✓			✓
4	DNS				✓	
5	EY	✓	✓			✓
6	FR			✓	✓	
7	HSM	✓				✓
8	IMM		✓			
9	MIA	✓		✓	✓	✓
10	NAFA	✓	✓	✓	✓	
11	NR					✓
12	NS	✓			✓	
13	SM		✓		✓	
14	SSD	✓		✓		✓
15	YW	✓	✓	✓		✓
16	ZUK		✓	✓	✓	
	Total	9	8	7	9	9

Table 10
The percentage Students' Learning Activity Observation in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	9	56%
2	Asking or Answering the Question	8	50%
3	Being active in the class	7	44%
4	Being able to do task	9	56%
5	Being Active in the Group activity	9	56%
Total Students		16	
Average presentage		53%	

Source: The students' learning activity at the tenth grade of SMK Islam Bina Khalifah Bangsa Metro September 15th 2022.

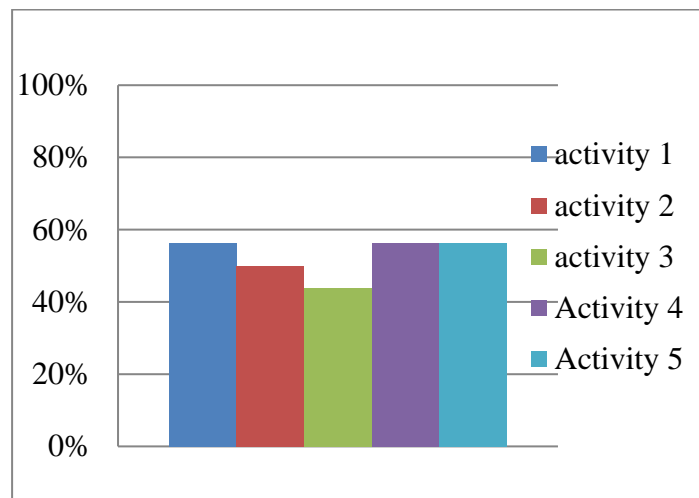


Figure 4
The Students' Learning Activity Observation in Cycle I

The chart demonstrated that not all students participated actively in their learning. 9 students (56%) paid attentively to the teacher's explanation. 7 individuals were active in class (44%) while 8 students (50%) asked and answered questions. 9 students (56%) are capable of completing the work, and 9 students (56%) participate in the group activity.

4) Reflecting

The learning process has not yet met the research's Minimum Mastery Criteria (MMC), which is 72, according to the results of the cycle I learning process observation. At the conclusion of this cycle, the researcher computed and assessed every step, including the results of the pre-test and post-test grades for the students. Following is a comparison of pre-test and post-test grades:

Table 11
The result of Pre-Test and Post-Test I in Cycle I

No	Name	Gender	Pre - Test	Post – Test I	Deviation	Category
1	AIJ	P	49	54	5	Improved
2	ALK	L	48	74	26	Improved
3	ALA	P	53	60	7	Improved
4	DNS	L	73	74	1	Improved
5	EY	P	55	61	6	Improved
6	FR	L	72	72	0	Declined
7	HSM	P	52	70	18	Improved
8	IMM	P	57	68	11	Improved
9	MIA	L	60	72	12	Improved
10	NAFA	L	74	77	3	Improved
11	NR	P	55	58	3	Improved
12	NS	P	61	63	2	Improved
13	SM	P	58	67	9	Improved
14	SSD	P	56	63	7	Improved
15	YW	P	50	59	9	Improved
16	ZUK	P	53	72	19	Improved
ΣX			926	1064		
Average			58	67		
High Score			74	77		
Lowest Score			48	54		

Table 12
The Percentage of Pre-Test and Post-Test I in Cycle I

Meeting	Scores >72	Percentage
Pre-test	3	19%
Post-test I	6	38%
Total Students	16	

The chart below will present the comparison of the speaking performances of the students in the pre-test and post-test I of the first cycle.

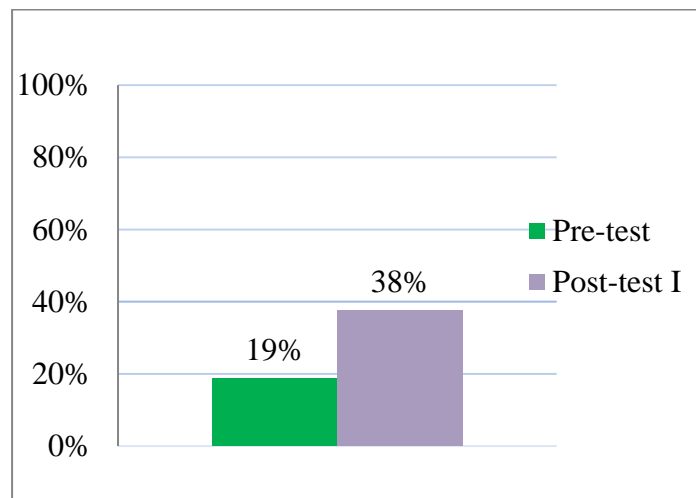


Figure 5
The Percentage of Students' Completeness Grade on Pre-Test and Post-Test I in Cycle I

Based on the data above, the students' assessment after the pre-test and post-test found a fairly decent increase. seen in the table and graph that the percentage increase in student scores from 19% to 38% after taking the first posttest. not perfect but there is an increase in some students. Criteria for students who successfully mastered the material must achieve minimum mastery criteria, at least 72. When 70% of students earned a grade of 72, the learning process was viewed positively. The reality demonstrated that the result was unsatisfactory.

c. Cycle II

The activity of cycle I was insufficiently successful, so cycle II must be added. performance in Cycle II to address shortcomings and mistakes in Cycle I. Then, Cycle II involves the following steps:

1) Planning

The second cycle plan operates in the same manner as the first cycle plan. Based on the findings of reflection cycle I, the second cycle's planning

phase is conducted. Planning is done to prevent the gaps and barriers that surfaced in the previous cycle, both for the students and in the implementation of learning to enhance student speaking.

2) Acting

The meeting was conducted on Friday, September 23rd, 2019 from 10.45 to 12.00. The researcher began the lesson by welcoming the students, praying, checking the attendance list, and inquiring about their health. The researcher resumed the material from the previous meeting; the meeting's speaking topic is "opinions on Maleficent characters." This meeting was used to post-test the previous test, II. The students were given a post-test by the researcher. Almost all of the students performed admirably. It is clear from the post-test II results shown in table 11. There were 14 of 16 students who got the grade under the minimum mastery criteria in SMK Islam Bina Khalifah Bangsa Metro.

Table 13
The Score of Post-test II in Students Speaking Performance

No	Name	Gender	Criteria Of The Score				Total	Category
			F	P	V	C		
1	AIJ	P	19	20	18	15	72	Complete
2	ALK	L	22	23	18	17	80	Complete
3	ALA	P	18	20	19	15	72	Complete
4	DNS	L	22	18	18	17	75	Complete
5	EY	P	19	18	17	15	69	Incomplete
6	FR	L	19	24	20	16	79	Complete
7	HSM	P	19	20	20	15	74	Complete
8	IMM	P	19	23	20	16	78	Complete
9	MIA	L	21	24	19	15	79	Complete
10	NAFA	L	23	25	21	17	86	Complete
11	NR	P	18	19	17	16	70	Incomplete
12	NS	P	19	20	20	16	75	Complete

13	SM	P	20	22	22	17	81	Complete
14	SSD	P	19	20	19	17	75	Complete
15	YW	P	18	19	18	15	70	Incomplete
16	ZUK	P	22	21	19	16	78	Complete
ΣX							1213	
Average							76	
High Score							86	
Lowest Score							69	

Source: The result of Post-test II on September, 23rd, 2022

Table 14
The Percentage of Post-test II in Students Speaking Skills Score

No	Score	Frequency	Percentage	Category
1	≥ 72	13	81%	Complete
2	< 72	3	19%	Incomplete
TOTAL		16	100%	

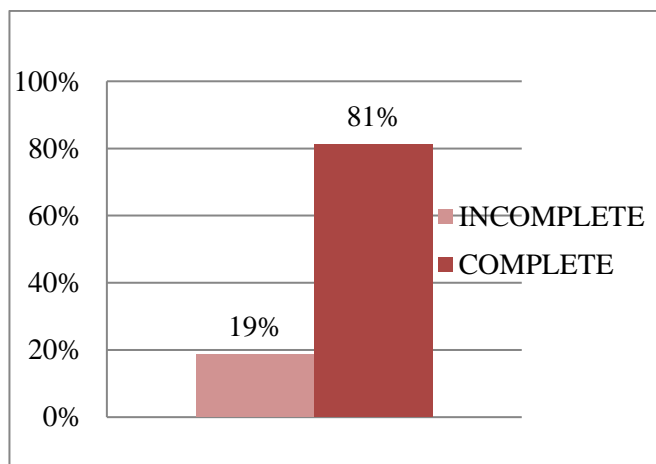


Figure 6
The Score of Post-test II in Students' Speaking Performance

Based on the graph above, it can be seen that there is an increase in the score. the highest score in post-test II was 86 with a percentage of 81% and the lowest was 69 with a percentage of 19%. There are 13 students who are in the complete category and 3 other students who are incomplete. The

minimum standard for English lessons at SMK Islam Bina Khalifah Bangsa Metro is 72.

3) Observing

At this stage the researcher tried to pay attention to every activity in the physical activity class which would later be recorded on the observation sheet. From the observation sheet data, student activity activity can be said to be good if it is equal to or exceeds the percentage of 75, in this cycle students are seen to be more active than in cycle I. There are more active students than those who are not active in learning. So it can be concluded that there is an increase in student activity in good lessons. The increase can be seen in the table and graph as follow:

Table 15
The Students' Learning Activity Observation in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on teacher's explanation	13	81%
2	Asking or Answering the Question	12	75%
3	Being active in the class	12	75%
4	Being able to do task	14	88%
5	Being Active in the Group activity	13	81%
Total Students		16	
Average presentage		80%	

Source: The students' learning activity at the tenth grade of SMK Islam Bina Khalifah Bangsa Metro September 23rd 2022.

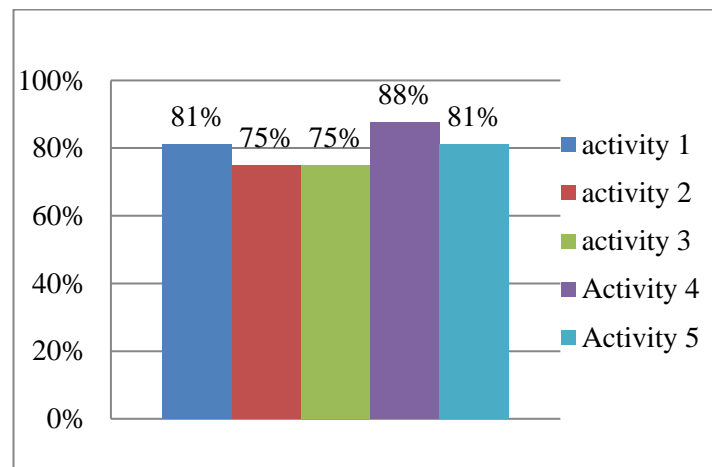


Figure 7
The Students' Learning Activity Observation in Cycle II

The table above showed that the students' learning activity in cycle II increased. The students' learning activity that had a high percentage was the students Paying attention to the teacher's explanation at 81%, then, the students ask or answer the question from the teacher 75% and Being active in the class 75%, and the last Being able to do the Task 88% and the last student able to act in group activity 81%. Based on the result above, the researcher indicated that the learning process in cycle II was successful because the students' learning activity got a percentage $>75\%$.

4) Reflecting

The results of the cycle II the score increased from the cycle I. There was a significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noise during the learning activity. The students were more active during the discussion and they students were more confident, and the bravest to present and express their idea to speak English. The final score of

students between post-test I and post-test II can be seen in the following table.

Table 16
The result of Post-Test I and Post-Test II Grade in Cycle II

No	Name	Gender	Post- Test I	Post - Test II	Deviation	Category
1	AIJ	P	54	72	18	Improved
2	ALK	L	74	80	6	Improved
3	ALA	P	60	72	12	Improved
4	DNS	L	74	75	1	Improved
5	EY	P	61	69	8	Improved
6	FR	L	72	79	7	Improved
7	HSM	P	70	74	4	Improved
8	IMM	P	68	78	10	Improved
9	MIA	L	72	79	7	Improved
10	NAFA	L	77	86	9	Improved
11	NR	P	58	70	13	Improved
12	NS	P	63	75	12	Improved
13	SM	P	67	81	14	Improved
14	SSD	P	63	75	12	Improved
15	YW	P	59	70	11	Improved
16	ZUK	P	72	78	6	Improved
ΣX			1064	1213		
Average			67	76		
High Score			77	86		
Lowest Score			54	69		

Table 17
The Percentage of Students' Post-test I and Post-Test II in Cycle II

No	Score	Post-test I		Post-test II		Category
		F	P	F	P	
1	≥ 72	6	38%	13	81%	Complete
2	< 72	10	63%	3	19%	Incomplete
Total		16	100%	16	100%	

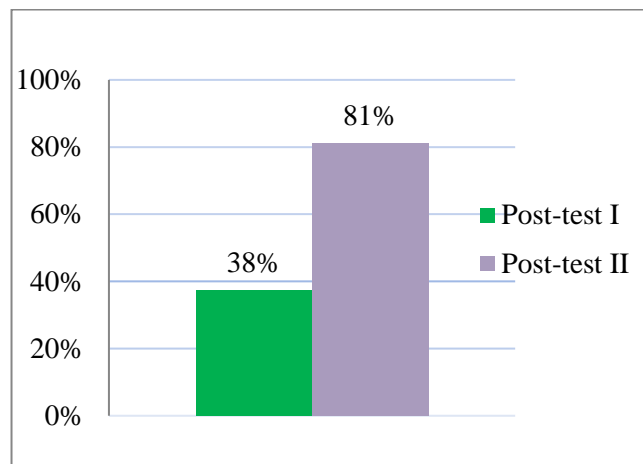


Figure 8
The Percentage of Students' Completeness Grade on Post-Test I and Post-Test II in Cycle II

Therefore the researcher concluded that the problem has been solved by using movie media. In addition, it proved that movie media can improve students' speaking skills.

B. Discussion

During the research, students are interested in the learning process. All students are always present and participate in every activity in class from the first treatment to the last treatment. Most of them can become better speakers than before using Movie media. The researcher assumes that teaching and learning using the movie of Maleficent media can help students in the learning process, especially in their speaking skills. By using this method students get new experiences in learning English, and they learn more interesting things. Here, they can share what they don't understand and this method can make students comfortable. So it is proven that using movie

media can affect the results of students' speaking skills, especially the tenth graders of SMK Islam Bina Khalifah Bangsa Metro.

After being given treatment, there is a significant effect on the results of students' speaking skills, especially the tenth-grade students of SMK Islam Bina Khalifah Bangsa Metro. It shows that students' grades are changing and increasing. Before the treatment, most of the students who get poor scores are around 13 students and after the treatment, there are only 3 students who get low scores. Therefore, it can be concluded that the method applied affects students' speaking skills scores. There are meetings for each cycle. In Cycle 1, the action managed to attract students' attention and improve students' oral skills, but there were still weaknesses and obstacles. The goal of using movies as a media to provide a suitable vocal model has been successfully achieved. The students were interested in learning through the movies.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on classroom research, researchers can conclude and provide some suggestions in research results.

A. Conclusion

Movie media can improve students' speaking skills. The achievements of students at SMK Islam Bina Khalifah Bangsa Metro can be seen during the teaching and learning process. Movie media can be an interesting alternative media to improve students' learning abilities, not only that but this media makes students develop mindsets and increase memory in the learning materials they get, making students more active and relaxed in learning. Although movies are only entertainment media, it is possible that this media can be used and improve student learning outcomes, especially in speaking skills. It makes them enthusiastic and more confident to speak English. This is supported by an increase in their score results. The occurrence of an increase the speaking ability of 10th graders of SMK Islam Bina Khalifah Bangsa Metro shows that movie media can be used as an alternative media that is suitable for the learning process.

B. Suggestion

Using movie media is suggested as an alternative that can be used to improve students' speaking skills. With relaxed learning will bring the attraction of willingness to learn. Not only to improve one's speaking ability, but can be used as a media to improve other students' abilities, one of which is listening. The movie such as the Maleficent movie can be use and as an

appropriate for the teaching and learning process of the English language. Although this research uses the Maleficent movie, it does not rule out the possibility that other movies can be an alternative media in improving speaking skills.

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APPENDICES

STUDENTS ATTANDANCE LIST

No	Name	NIS	Gender
1	Aisyah Imro'atul Janah	220001	P
2	Aprilia Anggraini	220002	L
3	Aziz Latif Kowi	220003	L
4	Dimas Nanda Saputra	220004	L
5	Eka Yuliani	220005	P
6	Fikri Rahmadani	220006	L
7	Hasna Siti Marfuah	220007	P
8	Isna Marsy Meilina	220008	P
9	Muhammad Iqbal Al-Muzaky	220009	L
10	Nabil Alfarra Faiqul Ali	220010	L
11	Nazella Ramadhani	220011	P
12	Nivia Safitri	220012	P
13	Syafira Maharani	220013	P
14	Selomita Septiana Dewi	220014	P
15	Yustina Wigati	220015	P
16	Zakiya Ulfa Kumala	220016	P

LESSON PLAN

School Name	: SMK ISLAM BINA KHALIFAH BANGSA METRO
Subjects	: English
Class	: X
Time Allocation	: 2 x 45 minute
Learning Topic	: Asking and Giving Opinion

A. Competency Standards

Listen

1. Understanding the meaning of short functional asking and giving opinion

Speaking

2. Understand the meaning of asking and giving opinion about movie in the context of everyday life.

B. Basic Competence

- 1.1 Expressing meaning in formal and informal short functional spoken texts accurately, fluently and acceptable in various contexts of daily life.

C. Indicator

1. Identify the main idea of the text heard.
2. Identify characters, places, and storylines from the stories heard.
3. Repeat the story that has been heard.
4. Present what has been heard.

D. Learning Objective

At the end of the lesson, students can understand asking and giving opinions and can be presented.

E. Subject matter

1. The material about asking and giving opinions
2. The movie of Maleficent

MALEFICENT

Maleficent is the personification of pure evil, responsible for all of King Stefan's calamities. She is enraged because she was not invited to Princess Aurora's baptism and attempts to exact vengeance on King Stefan and the Queen by cursing Aurora. Maleficent is one of Disney's most renowned and identifiable villains, with her dark and elegant atmosphere, dramatic and stunning animation, and unlimited armory of magical powers and a major member of the franchise. Maleficent represents pure evil in *Sleeping Beauty*. She is cruel and crafty, and she will go to any length to achieve her nasty objectives. Aside from being crafty, she has a highly deceiving demeanor. But, beneath the pretense of stoicism, Maleficent smiled as she let out all her rage. A symbol that makes you experience the suffering of someone else. They vary from *Sleeping Beauty* in that Maleficent is more complicated. Maleficent, being a compassionate elf, is very protective of her house, followed by Aurora and Diaval. Despite the fact that Maleficent appears in both movie, she behaves differently in each.

F. Learning Methods/Techniques:

Discussion

G. Learning Activity

Initial Activities

1. Greeting students in a friendly manner when entering the classroom and pray (instilled values: polite, caring)
2. Checking student attendance (instilled values: discipline, diligent)
3. Provide a stimulus to students that leads to the material.

Core Activities

Exploration

Teacher exploration activities:

1. Provide a stimulus in the form of providing material.
2. Discuss the material with students. English Teaching Materials about asking giving opinions.
3. Provide opportunities for students to communicate verbally or present a dialogue asking giving opinions about the movie
4. Asking students to discuss examples of questions about asking and giving opinions about the movies they have watched.

Elaboration

1. Provide training on asking and giving opinion.
2. Provide opportunities for students to learn and know the characters, places, and storylines.
3. Presenting the dialogue asking and giving opinion that has been studied together. Explain what has been presented.

Confirmation

In teacher confirmation activities:

1. Provide feedback to students who are able to present well.
2. Provide motivation to students who are less or have not actively participated.
3. The teacher asks about things that are not known to the students.
4. The teacher together with students corrects misunderstandings and provides reinforcement.

Final Activity

1. Students make a summary or conclusion of learning.
2. Students and teachers reflect on the activities that have been carried out.
3. Closing the lesson with greetings.

H. Sources/Materials/Tools

1. Dictionary
2. The Movie of Maleficent
3. LCD Projector

I. Assessment rubric

No.	Aspect	Score
1	Fluency	25
2	Pronunciation	25
3	Vocabulary	25
4	Comprehension	25
	Maximum Score	100

Assessment Criteria in Speaking

Aspect	Score	Indication
Fluency	25-18	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	17-11	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	10-1	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	25-18	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	17-11	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	10-1	Words are unintelligible.
Vocabulary	25-18	Effective use of vocabulary for the task with little in-appropriacies.
	17-11	Limited use of vocabulary with frequent in-appropriacies.

	10-1	In-appropriate and inadequate vocabulary.
Comprehension	25-18	Appears to understand everything without difficulty.
	17-11	Has great difficulty following what is said. Can comprehend only social conversation, speak slowly and with frequent repetitions.
	10-1	Cannot be said to understand even simple conversation in english.

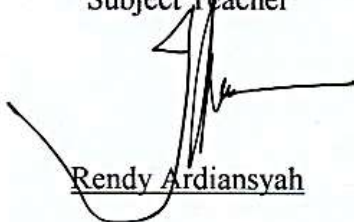
Maximum Score 100

Score = $\frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100$

Maximum Score


Knowing:

Subject Teacher



Rendy Ardiansyah

Researcher



Bella Andriyani
NPM 1801072006

Post- Test I

Name :

Class :

Instruction:

- Work in pairs. Find a partner
 - Make a short conversation
 - The conversation is about the main character of Maleficent
 - Your time is 15 minutes
-

A: (Greet) Hi Tia, how are you?

B: Hi Gina, im fine. How about you?

A: Im fine too

B: Do you watch the Maleficent movie?

A: Of course, I watched that movie yesterday

B: Me too, what do you think about Maleficent's character?

A: I think she is amazing, she is strong and kind, but he can mean to people who bother her

B: I agree with you, she kind, she is cruel because she knows there is "betrayal"

A: She's a kind evil.

Post- test II

Name :

Class :

Instruction:

- Work in pairs. Find a partner
 - Make a short conversation
 - The conversation is about the Movie of Maleficent
 - Your time is 15 minutes
-

A: (Greet) Hi Tia, how are you?

B: Hi Gina, im fine. How about you?

A: Im good

B: Have you watched the Maleficent movie?

A: Yeah, I watched it yesterday

B: What your opinion about that movie?

A: I think the movie is very interesting, especially the role of Angelina Jolie is very stuning, the plot is not easy to guess. What about you?

B: In my opinion, the movie has its own story, even made a twist that the animated movie we watched before turned out to be “wrong”

A: That’s true, this movie presents a new perspective, defferent from the story in the classic Disney.

B: yes, I agree with you

The Score of Pre-Test in Speaking Performance

No	Name	Gender	Criteria Of The Score				Total	Category
			F	P	V	C		
1	AIJ	P	15	10	11	13	49	Incomplete
2	ALK	L	12	14	12	10	48	Incomplete
3	ALA	P	14	15	14	10	53	Incomplete
4	DNS	L	20	20	16	17	73	Complete
5	EY	P	13	13	15	14	55	Incomplete
6	FR	L	19	18	19	16	72	Complete
7	HSM	P	11	13	17	11	52	Incomplete
8	IMM	P	15	17	14	11	57	Incomplete
9	MIA	L	18	17	15	10	60	Incomplete
10	NAFA	L	20	18	19	17	74	Complete
11	NR	P	15	15	13	12	55	Incomplete
12	NS	P	17	16	15	13	61	Incomplete
13	SM	P	18	16	14	10	58	Incomplete
14	SSD	P	17	15	13	11	56	Incomplete
15	YW	P	15	13	10	12	50	Incomplete
16	ZUK	P	13	16	14	10	53	Incomplete
ΣX							926	
Average							58	
High Score							74	
Lowest Score							48	

Source: The result of Pre-test on September, 12nd, 2022

The Score of Post-test I in Students Speaking Performance

No	Name	Gender	Criteria Of The Score				Total	Category
			F	P	V	C		
1	AIJ	P	16	13	12	13	54	Incomplete
2	ALK	L	18	20	20	16	74	Complete
3	ALA	P	17	15	16	12	60	Incomplete
4	DNS	L	20	19	18	16	74	Complete
5	EY	P	17	16	16	12	61	Incomplete
6	FR	L	19	18	19	16	72	Complete
7	HSM	P	19	18	20	13	70	Incomplete
8	IMM	P	15	17	18	18	68	Incomplete
9	MIA	L	20	18	19	15	72	Complete
10	NAFA	L	20	20	19	18	77	Complete
11	NR	P	15	15	13	12	58	Incomplete
12	NS	P	17	16	15	13	63	Incomplete
13	SM	P	18	16	14	19	67	Incomplete
14	SSD	P	17	15	13	18	63	Incomplete
15	YW	P	15	19	10	15	59	Incomplete
16	ZUK	P	20	20	18	14	72	Complete
ΣX							1064	
Average							67	
High Score							77	
Lowest Score							54	

Source: The result of Pre-test on September, 15th, 2022

The Score of Post-test II in Students Speaking Performance

No	Name	Gender	Criteria Of The Score				Total	Category
			F	P	V	C		
1	AIJ	P	19	20	18	15	72	Complete
2	ALK	L	22	23	18	17	80	Complete
3	ALA	P	18	20	19	15	72	Complete
4	DNS	L	22	18	18	17	75	Complete
5	EY	P	19	18	17	15	69	Incomplete
6	FR	L	19	24	20	16	79	Complete
7	HSM	P	19	20	20	15	74	Complete
8	IMM	P	19	23	20	16	78	Complete
9	MIA	L	21	24	19	15	79	Complete
10	NAFA	L	23	25	21	17	86	Complete
11	NR	P	18	19	17	16	70	Incomplete
12	NS	P	19	20	20	16	75	Complete
13	SM	P	20	22	22	17	81	Complete
14	SSD	P	19	20	19	17	75	Complete
15	YW	P	18	19	18	15	70	Incomplete
16	ZUK	P	22	21	19	16	78	Complete
ΣX							1213	
Average							76	
High Score							86	
Lowest Score							69	

Source: The result of Post-test II on September, 23rd, 2022

Observation Sheet in Cycle II

No	Name	The Indicators of Students' Learning Activity				
		Paying Attention on Teacher's Explanation	Asiking or Answering the Questions	Being Active in the Class	Being Able to do the Task	Being Active in the Group Activity
1	AIJ	✓	✓	✓	✓	✓
2	ALK	✓	✓	✓	✓	
3	ALA		✓	✓	✓	✓
4	DNS	✓	✓		✓	✓
5	EY	✓	✓	✓	✓	✓
6	FR	✓		✓	✓	✓
7	HSM	✓	✓	✓		✓
8	IMM		✓	✓	✓	✓
9	MIA	✓		✓	✓	✓
10	NAFA	✓	✓	✓	✓	✓
11	NR	✓	✓		✓	✓
12	NS	✓		✓	✓	✓
13	SM	✓	✓		✓	✓
14	SSD		✓	✓	✓	✓
15	YW	✓		✓		✓
16	ZUK	✓	✓	✓	✓	✓
	Total	13	12	14	14	15

Documentation of The Teaching Process for Class X Pharmacy Students at SMK Islam Bina Khalifah Bangsa Metro



The students' learning Preparation at the tenth grade of SMK Islam Bina Khalifah Bangsa Metro September 9th 2022.



The students' learning activity at the tenth grade of SMK Islam Bina Khalifah Bangsa Metro September 9th 2022.



Exemplify how to introduce themselves



Students' introduce themselves



The Researcher as a teacher is delivering the material



The Researcher as a teacher is delivering the material



Classroom situation while watching the movie of Maleficent which is used as a Learning Media



Implementation of Post- test on September, 15th, 2022



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

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

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

Nomor : B-1119/In.28/J/TL.01/03/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMK ISLAM BINA
KHALIFAH BANGSA METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **BELLA ANDRIYANI**
NPM : 1801072006
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS SPEAKING SKILL THROUGH THE
MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH
BANGSA METRO**

untuk melakukan prasurvey di SMK ISLAM BINA KHALIFAH BANGSA METRO, 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, 29 Maret 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
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SMK IB KHALIFAH BANGSA
Fostering Outstanding Future Islamic Leaders
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1) Farmasi Klinis dan Komunitas, 2) Teknik Komputer dan Jaringan,
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Alamat: Jl. Gelatik II, Perumahan DII, Kota Metro Utara, Kota Metro, Kode Pos 34116, Phone/Fax: (0713) 46703
Email: smkibkhalifahbangsa@gmail.com Site: <http://www.smkibkhalifahbangsa.sch.id>

SURAT KETERANGAN IZIN PRA-SURVEY
No: 1443/C/BKB/2022

Assalamu'alaikum Wr. Wb.

Waba'du, menindaklanjuti surat Izin Pra-Survey dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro dengan nomor surat B-1119/In.28/J/TL.01/03/2022. Kepala SMK IB Khalifah Bangsa, dengan ini memberikan izin kepada:

Nama : Bella Andriyani
NPM : 1801072006
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk melakukan Pra-Survey dalam rangka Penyelesaian Tugas Akhir/Skripsi dengan judul : IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO

Demikian Surat Izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Wasaalamu'alaikum Wr. Wb.

Metro Utara, 08 April 2022M
06 Ramadhan 1443H

Kepala Sekolah,



Astaman Puja Kesuma, S.Pd.
NPA 011 042013 040490

Tembusan :

1. Yayasan Azka Aulia Sejahtera
2. Arsip

Pink Campus

Where Outstanding Future Islamic Leaders Are Fostered



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Nomor : B-3300/In.28.1/J/TL.00/06/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **BELLA ANDRIYANI**
NPM : 1801072006
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO

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, 30 Juni 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

Nomor : B-3346/In.28/D.1/TL.00/07/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK ISLAM BINA
KHALIFAH BANGSA METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3345/In.28/D.1/TL.01/07/2022, tanggal 01 Juli 2022 atas nama saudara:

Nama : **BELLA ANDRIYANI**
NPM : 1801072006
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK ISLAM BINA KHALIFAH BANGSA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Juli 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH PROVINSI LAMPUNG
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SMK IB KHALIFAH BANGSA
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Alamat: Jl. Gelatik II, Purwasari 21, Km. 10, Metro Utara, Kota Metro, Kode Pos 34114, Provinsi Lampung
Email: ibokhalifahbangsa@gmail.com Site: <http://www.smkibkmetro.sch.id>

SURAT KETERANGAN
No: 1561/C/BKB/2022

Assalamu'alaikum Wr. Wb.

Waba'du, menindaklanjuti surat izin Pelaksanaan Penelitian dari Institut Agama Islam Negeri (IAIN) Metro dengan nomor surat B-3346/In.28/D.1/TL.00/07/2022. Kepala SMKS IB Khalifah Bangsa menerangkan bahwa:

Nama : Bella Andriyani
NPM : 1801072006
Semester : VIII (Delapan)
Jurusan : Tadris Bahasa Inggris

telah melaksanakan Penelitian dalam rangka penyelesaian Skripsi di SMKS IB Khalifah Bangsa. Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wasaalamu'alaikum Wr. Wb.

Metro Utara, 03 Oktober 2022M
07 Rab. Akhir 1444H



Kepala Sekolah,

(Signature)
Ashiman Puja Kesuma, S.Pd.
NIP 011 042013 040490

Tembusan :

1. Yayasan Azka Aulia Sejahtera
2. Arsip



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

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SURAT TUGAS

Nomor: B-3345/In.28/D.1/TL.01/07/2022

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

Nama : **BELLA ANDRIYANI**
NPM : 1801072006
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK ISLAM BINA KHALIFAH BANGSA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO".
 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 : 01 Juli 2022



Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bella Andriyani
NPM : 1801072006

Jurusan : TBI
Semester : Delapan(8)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	<u>21/01/2022</u>		- One more Revision - The last Revision I will be asking you the meaning of every single word. ==	
1	22/01/2022		Acc. for Summar Proposal.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Bella Andriyani
NPM : 1801072006

Jurusan : TBI
Semester : Delapan (8)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	28/06/2022		<ul style="list-style-type: none">- Research Instrument has been revised accordingly- Research Instrument ACP- You can now collect your research data.	
	27/10/2022		<ul style="list-style-type: none">- Chapter IV- Chapter V- Tables- Figures- Can mention suggestion and conclusion.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 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; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Bella Andriyani
NPM : 1801072006

Jurusan : TBI
Semester : Sembilan (9)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	28/10/2021		All chapters have been read and approved. A@ for Munawarrah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



**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
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1257/In.28/S/U.1/OT.01/10/2022**

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

Nama : Bella Andriyani
NPM : 1801072006
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072006

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, 28 Oktober 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
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; e-mail: tarbiyah.ain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : Bella Andriyani
NPM : 1801072006
Jurusan : Tadris Bahasa Inggris

Telah melakukan administrasi perpinjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 31 Oktober 2022
Ketua Jurusan TBI



Andjanto, M.Pd
NIP.198711022015031004

IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO

by Bella Andriyani

Submission date: 04-Nov-2022 02:53PM (UTC+0700)

Submission ID: 1944280291

File name: 23._Bella_Andriyani_-_1801072006.docx (250.91K)

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IMPROVING STUDENTS' SPEAKING SKILL THROUGH THE MOVIE OF MALEFICENT AT SMK ISLAM BINA KHALIFAH BANGSA METRO

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CURRICULUM VITAE



The name of writer is Bella Andriyani. She was born in Metro, on September 08th 2000. She is the second daughter from third siblings, Mr. Ademan and Mrs. Maryani. She was enrolled her study in Metro at TK Dewi Sartika Metro in 2005 and graduated in 2006. She continued her study at SD Negeri 7 Metro and graduated 2012. She continued her study MTS Negeri 1 , East Lampung and graduated in 2015. Having graduated from junior high school continued her study at SMK Negeri 1 Metro and graduated in 2018. In the same year of 2018, she registered as S-1 students of English Education Department of the State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to Post Graduate Program.