AN UNDERGRADUATE THESIS
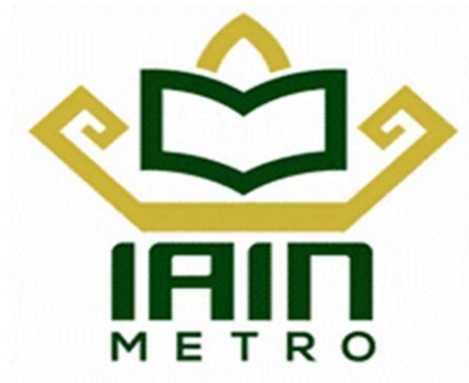
THE USE OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENT'S SPEAKING SKILL AT MTs FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG

By

LASKA AULIA OKTAVIAN
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M

AN UNDERGRADUATE THESIS

THE USE OF SCHOOL OF ROCK MOVIES
FOR INCREASING STUDENT'S SPEAKING SKILL
AT MTs FAN TRI BHAKTI SEPUTIH BANYAK
CENTRAL LAMPUNG

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

By:

**LASKA AULIA OKTAVIAN
Student Number: 1701070029**

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

Sponsor   : Dr. Ahmad Subhan Roza, M. Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2023 M**

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Munaqosyah**
                  of Laska Aulia Oktavian

To:

The Honorable the Dean of Tarbiyah and Teacher Training Faculty

of State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb.

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

Name   :   Laska Aulia Oktavian

Students Number   :   1701070029

Title   :   THE USE OF SCHOOL OF ROCK MOVIES FOR INCREASING

                        STUDENT'S SPEAKING SKILL AT MTs FAN TRI BHAKTI

                        SEPUTIH BANYAK CENTRAL LAMPUNG

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

Wassalamu'alaikumWr.Wb.

The Head of English Education Department

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Metro, 30 October 2023
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APPROVAL PAGE

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Di Metro

Assalamualaikum Wr. Wb.

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

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Judul Proposal : **THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENT'S SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG**

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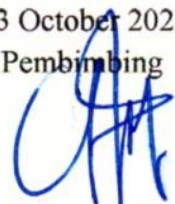
Wassalamualaikum Wr. Wb.

Mengetahui,
Ketua Jurusan Tadris Bahasa Inggris

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NIP. 19871102201503 1 004

Metro, 03 October 2023
Dosen Pembimbing

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RATIFICATION PAGE

No: B-0013/In-28.1/D/PP.00.9/01/2024

An Undergraduate thesis entitled: THE USE OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENT'S SPEAKING SKILL AT MTs FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG. Written by: Laska Aulia Oktavian, Student Number 1701070029, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 1st, 2023 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS

Chairperson : Dr. Ahmad Subhan Roza, M.Pd (.................................)

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THE USE OF SCHOOL OF ROCK MOVIES
FOR INCREASING STUDENT'S SPEAKING SKILL
AT MTs FAN TRI BHAKTI SEPUTIH BANYAK
CENTRAL LAMPUNG

ABSTRACT

By:
LASKA AULIA OKTAVIAN

The main purpose of this study is to knowthe effectiveness of school of rock movies for increasing student's speaking skill at MTS Fan Tri Bhakti Seputih Banyak Central Lampung. The objective of this study was the Eighth grade. The subjects of this study were 10 students at MTS Fan Tri Bhakti Seputih Banyak Central Lampung. The focus of this research is student's speaking skill. The problem is related to the problem identification that the students still shy to talk, have lack vocabulary, and many else.

This study is a Classroom Action Research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing, and reflecting.The material used in this study is movies entitled "The School of Rock". The researcher used observation, documentation, and interview. The study is conducted collaboratively with an English teacher of MTs Fan Tri Bhakti Seputih Banyak Central Lampung.

The result of this study shows that there an Improvement of students' speaking skills. It can be proved by the students' progress of the average score in pre test and post-test. The results of the study indicated that the overall scores of students speaking skill from two cycles are (a) 10,3 in pre-test, and (b) 13,5 in post-test. The activities of students in the learning process to be more active.The condition of the class was getting better. The students pay attention to the teacher's explanation in the learning activity. Based on the results of this study, it can be said that "The School of Rock" have effectiveness for increasing students' speaking skill.

Keywords:Speaking Skills, The Effectiveness, School of Rock , and Classroom Action Research

EFEKTIVITAS FILM SCHOOL OF ROCK
UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA
DI MTs FAN TRI BHAKTI SEPUTIH BANYAK
LAMPUNG TENGAH

ABSTRAK

Oleh:
LASKA AULIA OKTAVIAN

Tujuan utama dari penelitian ini adalah untuk mengetahui bahwa penggunaan Metode Pembelajaran Berbasis Keefektivan *(The effectiveness)* film "The School of Rock" untuk meningkatkan kemampuan berbicara bahasa inggris. Tujuan penelitian ini adalah siswa kelas VIII MTS Fan Tri Bhakti Seputih Banyak. Subjek penelitian ini adalah 10 siswa di MTS Fan Tri Bhakti Seputih Banyak. Fokus penelitian ini adalah kemampuan Bahasa inggris siswa. Permasalahan tersebut berkaitan dengan identifikasi masalah yaitu siswa masih malu untuk berbicara, kekurangan vocabulary, dan lain-lain.

Ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Materi yang di gunakan dalam penelitian ini adalah film "The School of Rock". Penulis menggunakan observasi,dokumentasi dan interview. Penelitian ini di lakukan secara kolaboratif dengan guru bahasa Inggris MTS Fan Tri Bhakti Seputih Banyak .

Hasil penelitian ini menunjukan bahwa ada keefektivitasan di film school of rock untuk kemampuan berbicara siswa. Ini dibuktikan dengan rata-rata nilai pada pre-test dan post-test. Hasil dari penelitian menunjukan bahwa keseluruhan nilai pada kemampuan berbicara siswa dari dua siklus adalah 10,3 di pre test dan 13,5 di post test. Keaktifan siswa dala proses belajar menjadi meningkat. Kondisi kelas menjadi lebih baik. Siswa memberikan perhatian kepada guru yang sedang menjelaskan aktifitas belajar. Berdasarkan hasil dari penelitian, bisa disimpulkan bahwa film "The School of Rock" mempunyai keefektivan untuk meningkatkan kemampuan berbicara siswa.

.

Kata Kunci : *Kemampuan berbicara, Keefetivitasan, school of rock, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name   : Laska Aulia Oktavian

Student Number   : 1701070029

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

      Declare that this undergraduate thesis original, except the certain part of it quoted from the bibliography mentioned.

Metro, November 16, 2023

LASKA AULIA OKTAVIAN
Std ID. 1701070029

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Laska Aulia Oktavian

NPM   : 1701070029

Jurusan   : Tarbiyah

Prodi   : Tadris Bahasa Inggris (TBI)

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

Metro, 16 November 2023
Yang Menyatakan

FE318AKX786347611

LASKA AULIA OKTAVIAN
NPM. 1701070029

MOTTO

لَا تَحۡزَنۡ إِنَّ اللّٰه مَعَنَا

"Do not grieve, indeed Allah is with us"

(Q.S. At-Taubah : 40)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My beloved Parents Mr. Wawan, Mrs. Yeni Setyowati, always gave me support, spirit, motivation, and inspiration.

2. My sponsor Dr. Ahmad Subhan Roza, M. Pd (thanks for your guidance).

3. My beloved friend Chusnul, Yusuf, Idris and all my friends and my beloved Almamater IAIN Metro.

ACKNOWLEDGEMENT

All praise due to Allah SWT, the most gracious and most merciful because of his wonderful blessing and his mercy, the researcher could finish this undergraduate thesis. Peace and salutation always be given to the beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

This undergraduate thesis entitled: "The Effectiveness of School of Rock Movies For Increasing Student's Speaking Skill At Mts Fan Tri Bhakti Seputih Banyak Central Lampung". The undergraduate thesis is presented to fulfill one of the requirements for the undergraduate thesis in the English Education Department.

The researcher would like thanks to :

1. Prof. Dr. Hj.Siti Nurjanah,M.Ag.PIA as the Rector of IAIN MetroLampung.

2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro

3. Dr. Much Deiniatur, M.Pd.B.I., as the chief of English Education Department of IAIN Metro Lampung.

4. Dr. Ahmad Subhan Roza, M.Pd as the sponsor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

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6. My lovely parents, Mr. Wawan Roro Ikhlas and Mrs. Yeni Setyowati who always support and pray for my life.

Metro, June 8, 2023
The researcher,

LASKA AULIA OKTAVIAN
Stid.1701070029

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CHAPTER I
INTRODUCTION

A. Background of Study

English as international language is important and also needed to communicate with many people in different country. It can be started when we meet first person, then it will become a communication between two or more people[1]. There are many strategies to help student or maybe teacher in learn and teach, one of them is using movies as a strategy. There are many studies which using movies as an adept strategy in studying english to the foreign language learners. Bahrani & Tam[2] said that movies increasing of a language learning by providing good method which is need for language learning especially in speaking.

However, There are some opinion from expert about using movies to help learning, such as, Champoux said that using movies can become a great teaching resource and media. Reid[3] says that movies provide a place for many kind oflearning styles in the study activity. Using movies in English for your learner has many advantages compared by conventional teaching styles and method. Movies give learners with many type of input so they can be see as material for learning. Movies can inspire learner or student to study English

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[1]Harya Trisna Dinillah, *An Analysis of Advance Level Students to Perform Their Speaking English*, Institut Agama Islam Negeri (IAIN) Metro, Indonesia. (August 31, 2021), DOI: http://dx.doi.org/10.51278/bpr.v2i1.251, 1.

[2] Alluri Praveen, *Enhancing English Language Teaching through Films in General Foundation Program*, (General Foundation program Faculty of English, Mazoon College Muscat, Sultanate of Oman, 2018), DOI: https://dx.doi.org/10.24093/awej/MEC1.11, 147.

[3]*Ibid*.

and helps the beginner learner to improve their speaking. Movies are an good method to push students in doing tasks in learning classroom. Students have many English language problems: students were afraid of speaking English, always felt embarrassed about mistakes when they speaking, and worried about being laughed or criticized by their friends in a class. As a result, they usually avoided speaking in class so that's why their participation was very low. Movies best combined for the purpose of teaching and learning language challenge for students to examine all thing of their social, cultural lives, andpersonal, it's means movies are ideas.[4]

In MTs Fan Tri Bhakti Seputih Banyak Central Lampung, Miss Khoiriyah said that every student still have many weakness in speaking skill, the problem of the student in this study is they still don't know about English, and also their speaking skill is very low, as we know that they live in a village and also Islamic boarding school that close to open world, it will make us very difficult to explore their idea, especially about English speaking skill. It's the score that student achieved in the beginning 12 months of MTs Fan Tri Bhakti Seputih Banyak at twenty fifth January 2023, the end result is:

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[4]*Ibid.*, 3-4.

Table 1
The Recapitulation of The Students' Speaking Simple Conversation Scores at
The First Year of MTS Fan Tri Bhakti Academic Year 2022/2023

Number	Score	The Number of Students	Percentage
1.	< 70	22	35.48 %
2.	≥ 70	40	64.51 %
	$\sum$	62	100 %

Source: Khoiriyah, English Teacher of MTS Fan Tri Bhakti, 2023

The researcher find out that the scholars get rating much less than 70 are 22 students and the presentation is 35,48 % and it's far greater than the scholars who get the rating as much as the usual of rating is 40 college students and the presentation is 64,51%, in MTS Fan Tri Bhakti Seputih Banyak Central Lampung usually English teacher make approach to the student for helping their studies such as follows the explanation on book with kind little jokes, playing games , and story telling, some student get a good scores an some of them get a bad scores, the teachers believes that every student can enjoy the class, but some of them still have difficulties, for example they're still have lack vocabulary, they're still difficult to create a good sentence when do a conversation, they're still feel embarasse when start to explore ideas when talk to someone.

From the explanation above, the researcher assumes that applying movies in learning process can be applied to increase the students' speaking skill. Further, the researcher would like to know the effectiveness of using movies in improving students' speaking skill. The students in this research are eighth year

students of MTS Fan Tri Bhakti Seputih Banyak. Based on the explanation mentioned, the writer is interested in conducting a research about "***The Use Of School of Rock Movies For Increasing Student's Speaking Skill At MTS Fan Tri Bhakti Seputih Banyak Central Lampung***".

B. Problem Identification

Refering to the background above, the problem can identified as follows

1. The students difficulted to speak up.
2. The students difficulted to explore the idea when speak up.
3. The students afraid to false when speak in front of class.
4. The student still have lack vocabulary to their speaking skill.
5. The students have no partner to learn and practice their speaking skill.

C. Problem Limitation

From the problem identification above, the writer focuses on the student increasing their speaking skill by watching school of rock movies at the eighth Grade of MTS Fan Tri Bhakti Seputih Banyak.

D. Problem formulation

Based on the background above, the problem that the writer wants to know is as follows:

Can the school of rock movies, increase the student's speaking skill at MTS Fan Tri Bhakti Seputih Banyak Central Lampung?

E. Objective and Benefit of the Study

1. Objective of Study

   After the writer finding the students' problem formulation in speaking, the writer formulates the objective of the study is to know the use the school of rock movies for increasing student speaking skill at MTs Fan Tri Bhakti Seputih Banyak, Central Lampung.

2. Benefits of the Study

   Specifically it is expected that the result of this research have the benefits, as follows :

   a. For Students

   This research as a knowledge to the students increase their speaking ability.

   b. For Teacher

   This research as a description for the teacher about students problems in speaking skill.

   c. For the Head Master

   This study as an information about the best method to teach english especially in speaking subject.

F. Prior Research

In this section there will be a study or research that has relevance both in perspective, topic, and methodology with the research that researchers are doing. this study is important because it can contribute to research that will be

conducted by researchers and will explain the position that will be achieved by this research. In relevant research, the results of previous studies relating to this will be presented.

From the study by Srinivas Rao Parupalli, entitled "The Impact Of English Movies On Learning English In Esl/Efl Class", it can be concluded, there is positive correlation between movies and learning process for student, he said that movies is very helpful, besides movies can entertain the learners, learners show more unterest when learn using movies.[5] Besides, this research show that technology are importance for education.

According to David M Stewart, in journal entitled "Film English: Using Films To Teach English". Except entertain, movies can make them productive because it can make them enjoy, not only to hold students' attention, but also to draw them into the world that film presents. But, students will learn with themself and maybe not to active.[6]

From the study by Waheeb S. Albiladi, Fahad H. Abdeen, and Felicia Lincoln, in journal entitled " Learning English through Movies: Adult English Language Learners' Perceptions. The use of media in English teaching and learning has received much attention from educators and second/foreign language educators. The study focused on what language learners believe are

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[5]Srinivas Rao Parupalli. *The Impact Of English Movies On Learning English In Esl/Efl Class.* King Faisal University, Saudi Arabia. Vol. 07 Issue 4, (2019) DOI: 10.33329/rjelal.74.430 : 7.

[6] Stewart M. David, *Film English: Using Films To Teach English.* (National Central University, Taiwan, 2006), 34.

the benefits and challenges of relying on English movies to develop their language competency.[7]

In this research the researcher focuses to the effectiveness of movies dialogue for student's speaking skill at MTS Fan Tri Bhakti Seputih Banyak Central Lampung. Population and sample is The Eighth Grade Of MTS Fan Tri Bhakti Seputih Banyak that contains 10 children with Class Action Research approach.

Differences of this research with prior research are, in first prior research The research objective is to know positive correlation between movies and learning process for student in Speaking ability, in second research the research knowing that movies can make students more productives.

[7]Albiladi S Waheeb., Abdeen H Fahad., and Lincoln Felicia. *Learning English through Movies: Adult English Language Learners' Perceptions.* University of Arkansas, Fayetteville, USA. Vol. 8, No. 12, (December 2018) DOI: http://dx.doi.org/10.17507/tpls.0812.01 : 8.

CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

Learning English, especially speaking is quite difficult for many students. We can defined speaking is an activity to talk using English language. Trough speaking we can communicate and also interact with people from around the world. It can be say that as international language, English is absolutely important and can not be avoided[8]. Second, Ur says that of all four skills, seems intuitively the most important, so anyone who knows the language is called the "speaker" of that language.[9]

When we talk about a person who speaks a language, we usually mean that person can form meaningful sentences in that language. In other words, (s) he can speak that language, (S) he can usually speak English, and (S) he can speak English skills. Many learners who begin learning a foreign language are likely to tend to strive to improve their productive skills. In other words, write and speak. These learners assess progress in the target language in terms of their ability to speak fluently in communication.

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[8]Harya Trisna Dinillah, *An Analysis of Advance Level Students to Perform Their Speaking English.*, 1.

[9]Hadriana*, Improving Students' Speaking Skill Through Communicative Activities In Small Group Discussions At The Third Semester Class A Of The English Study Program Of FKIP UNRI.* University of Riau, Journal Of English and Education. Vol. 2 No. 2(December 2008): 38.

Language teachers then need to recognize that speaking involves more than mechanics.[10]

The three areas of knowledge that composes speaking skills can be stated, as follows:

a. Mechanics (pronunciation, grammar, vocabulary): Use the correct words in the correct order and with the correct pronunciation..

b. Function (transaction and interaction): Know when a clear message is essential (transaction / information exchange) and when accurate understanding is not required (interaction / relationship building).

c. Pragmatics, social and cultural rules and norms (speaker change, speaking speed, length of pause between speakers, relative role of participants):[11] Understand how to consider who is talking with whom, in what circumstances, what, and why.

2. Purpose of Speaking

It was contended that the motivation behind talking can be either value-based or interactional. Clearly, there are a few contrasts between the communicated in language utilized in both conditional and interactional talk. In conditional talk, language is utilized essentially for conveying data. Language filling this need is 'message' arranged rather than 'audience' situated. Obviously, in this sort of cooperation, exact and intelligible correspondence of the message is significant, just as affirmation that the message has been perceived. Instances of language being utilized

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[10]Kurum Yaşar Eyüp. *Teaching Speaking Skills*, (Istanbul Aydin University. June 2016), 2
[11]*ibid*., 2.

fundamentally for a value-based intention are: news communicates, portrayals, portrayals and directions. Talking turns filling this need will generally be long and include some earlier association of content and utilization of etymological gadgets to flag either the association or kind of data that will be given.[12]

Then again, a few discussions are interactional determined to set up or keeping a relationship. This last kind is now and then called the relational utilization of language. It assumes a significant social part in oiling the wheels of social intercourse.[13] Instances of interactional employments of language are good tidings, little discussions, and praises. Obviously, the language utilized in the interactional mode is audience arranged. Kingen consolidates both the conditional and relational motivations behind talking into a broad rundown of twelve classifications, as follows:

a. Personal - expressing personal feelings, ideas, beliefs andopinions.

b. Descriptive- describing something or someone, it can be real or imagined.

c. Narrative-creating and telling stories or chronologically about sequenced events.

d. Instructive-giving instructions or providing directions designed to produce an outcome.

e. Questioning-asking questions to obtain information.

---

[12]fattah Shiamaa Abd EL Torky, *The Effectiveness of a task-Based Instruction program in Developing the English language Speaking Skilss of Secondary Stage Students,* (Ain Shams : University Women's college, 2006), 37.
[13]*Ibid*.

f. Comparative-comparing two or more objects, ideas, people, or opinions to make judgments about them.

g. Imaginative-expressing mental images of people, places, events, and objects.

h. Predictive-predicting possible future events.

i. Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.

j. Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

k. Explanatory-explaining, clarifying, and supporting ideas and opinions.

l. Informative-sharing information with others. [14]

3. **Aspects of Speaking**

Eventually, aspects of the speaking skill need to be closely researched and put into consideration. These aspects tell us aboutidentify and challenges some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

a. Speaking is face to face

Most discussions occur up close and personal which permits speakers to get quick criticism, for example "Do audience members get it? Could it be said that they are in understanding? Do they identify. Subsequently correspondence through talking has numerous resources,

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[14]Ibid 37

like looks, motions and even body developments. Talking likewise happens, more often than not, in circumstances where members or conversationalists are available. Such factors work with correspondence.

b. Speaking is interactive

Regardless of whether we are talking eye to eye or via phone, to one individual or a little gathering, the wheels of discussion as a rule turn without a hitch, with members offering commitments at fitting minutes, with no unnecessary holes or everybody talking over one another Turn taking, a fundamental element in association, is an oblivious piece of typical discussion.[15]

c. Speaking happens in real time

During discussions, reactions are impromptu and unconstrained and the speakers think and react quickly, delivering language which mirrors this. These time imperatives influence the speaker's capacity to design, to arrange the message, and to control the language being utilized. Speakers frequently begin to say something and adjust their perspective halfway; which is named a bogus beginning. The speaker's sentences likewise can't be as long or as complicated as recorded as a hard copy. Additionally, speakers sporadically fail to remember things they expected to say; or they might even fail to remember what they have as of now said, thus they rehash themselves. This suggests that the creation of discourse continuously forces pressures, yet additionally permits

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opportunities as far as making up for these hardships. The utilization of conventional articulations, wavering gadgets, self correction, rewording and reiteration can assist speakers with turning out to be more familiar and adapt to constant requests.[16]

4. Speaking Genres

The class hypothesis accepts that diverse discourse occasions bring about various sorts of texts, which are particular as far as their general construction and sorts of linguistic things commonly connected with them. Carter and McCarthy group talking extricates as far as sorts, as follows:

a. Narrative: A series of everyday anecdotes told with active listener Participation.

b. The class hypothesis accepts that diverse discourse occasions bring about various sorts of texts, which are particular as far as their general construction and sorts of linguistic things commonly connected with them. Carter and McCarthy group talking extricates as far as sorts, as follows.

c. Language-in real life: Data recorded while individuals are doing things like cooking, pressing, moving furnishings and so forth.

d. Comment-elaboration: People giving casual opinions and commenting on things, other people, events and so on.

e. Debate and argument: Data, in which people take up positions, pursue arguments and expound on their opinions.

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[16]*Ibid*.

f. Independent direction and arranging results: Data showing manners by which individuals pursue choices/agreement or arrange their direction through issues towards arrangements.[17]

It is identified that no speech genre can be entirely discrete; for example, narratives can be embedded within other main generic categories.[18] Furthermore, speaking genres overlap with language functions explained before.

5. **Problem in Speaking**

As indicated by Ur, there are a few issues looked by the understudies in talking. The issues of talking incorporate understudy hindrance, nothing to say, the low of cooperation, the subject to be spoken, and the utilization of native language.

a. Inhibition

The understudies normally restrained when attempting to express a few words in expressing exercises. Since they stress over committing errors and essentially bashful in communicating in English language.

b. A nothing to say

The understudies can't imagine anything to say, since they have no inspiration to put themselves out there in talking. In reality, the understudies regularly need certainty and less of vocabularies in their talking capacity. Also they feel deficient in language abilities to communicate precisely what they need to say.

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[17]*Ibid.*
[18]*Ibid.*

c. Low participation

The understudies have low member when they talk, this imply that they have truth be told, very little talking time. This issue is compounded by the inclination of certain students to rule, while other talks very little or not in the slightest degree.

d. Mother tongue use

The understudies as a rule use first language in talking exercises, since it is more straightforward, and furthermore they feel less uncovered assuming that they are talking their native language.[19] Assuming that they are talking in little gatherings it tends to be very hard to get a few classes – especially the less focused or persuaded ones-to keep to the objective language.

6. Assessment of Speaking

It's actually not easy to communicate and speak using English for Non-native speaker. We should have knowledge about elements of language such as comprehension, diction, pronounciation, grammar and fluency in order to be able to speak and communicate[20]. Brown elaborates five components the assessment of speaking skill concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency[21].

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[19] *Ibid.,* 17

[20] Aisyah Sunarwan, Madkur Ahmad, and Dimas Bima, *An Exploration Of Barriers in Learning to Speak English in Online Setting Amidst Covid-19 Pandemic: A Case of Sophomore Students in An Indonesian Islamic University,* Institut Agama Islam Negeri (IAIN) Metro. (July, 31 2022), DOI: 10.26418/jvip.v14i2.52829: 155

[21] Kurniati Azlina and Eliwarti. *A Study on the Speaking Ability of Thesecond Year Students of Smk Telkom Pekanbaru.* Student of English Study Program Language and Arts Department, Faculty of Teachers Training and Education Riau University, 4

a. Grammar

It is required for understudies to organize a right sentence in discussion. Understudy's capacity to control structure and to recognize suitable linguistic structure is important to communicate in English precisely. The utility of punctuation is additionally to get familiar with the right method for acquiring ability in a language in oral and composed structure.

b. Vocabulary

Somebody can't informative adequately or express their thoughts both oral and composed structure assuming that they don't have adequate jargon. That is the reason, jargon implies the proper style which is utilized in correspondence.

c. Comprehension

It implies how far understudies' capacity to react the oral correspondence. Understudies ought to have the option to comprehend whatever the speakers say.

d. Pronunciation

Pronunciation is used by students' to speak and communicate with friends or other people. It is resonance between phonology and component of grammar, to make a good element when they speak in using languages.[22]

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[22]*Ibid.*

e. Fluency

Familiarity can be characterized as the capacity to speak fluently. Fluency in talking is the point of numerous language students. Indications of familiarity incorporate a sensibly quick speed of talking and just few stops. These signs demonstrate that the speaker doesn't invest a great deal of energy looking for the language things expected to communicate the message.[23]

7. **Types of Speaking**

A kind of talking implies that is reflects in the sorts of language which is utilized. Bygate in Nunan recommend that oral connections can be portrayed as far as schedules, which are ordinary (and in this way unsurprising) methods of introducing data which can either zero in on data or cooperation, while data schedules contain regularly repeating sorts of data structures, being either be descriptive or evaluative. Besides, Brown and Abeywickrama propose five sorts of talking as clarified in the accompanying.

a. Imitative

This sort of talking requires the test takers to duplicate a word, expression, or a sentence. Articulation is the primary part of the evaluation despite the fact that language likewise partakes as the scoring measures. What should be featured in imitative talking is that the informative capability of the language isn't fundamental. They need to

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[23]*Ibid*.

secure some data, and afterward repeat it orally without adding additional clarification. What emerges from them is exclusively the data they hear.

b. Intensive

Dissimilar to imitative, serious talking doesn't underline on elocution or phonological angle. Understanding significance is expected to react specific undertakings however the communication with the partner is insignificant. The movement test peruses out loud, sentence and discourse culmination.

c. Responsive

Genuineness in a discussion is significant. Accordingly, the speaker is invigorated to talk immediately. To reaction a short discussion, making a straightforward solicitation remark is a sort of action that has a place with this kind of talking.

d. Interactive

The heap and intricacy of the sentences is the major distinctive among responsive and intuitive talking. The quantity of the speakers additionally matter as in some cases it needs multiple individuals in the discussion.[24]

e. Extensive

Broad talking includes a wide scope of discourse creation. Additionally, the speaker should communicate with the counter speakers, which could be responding to address, making conversation. One might

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[24]*Ibid,*. 201.

say that broad talking is a definitive talking ability that requires coarse speech parts.[25]

In any case, the scientist zeroing in on responsive and intelligent (discourse) types during the execution of the activities. Since we will look about the adequacy of films exchange, understudies should zeroed in on discourse what entertainer/entertainer said in the motion pictures, to know how compelling the films exchange.

B. Dialogue

1. Definition of Dialogue

Etymologically, exchange implies a discourse across, between, however at least two individuals. Exchange comes from the Greek dialogos. Dia is a relational word that signifies "through,""between,""across,""by," and "of." Dia doesn't mean two, as in two separate elements; rather, dia proposes a "going through" as in analysis "completely" or "totally." Logos comes from legein, "to speak" Crapanzano. Logos signifies "the word," or all the more explicitly, the "which means of the word," made by "going through," as in the utilization of language as a representative instrument and discussion as a medium. As Onians brings up, logos may mean idea just as discourse believed that is considered individual or on the whole, or potentially communicated substantially. Subsequently, discourse is a sharing through language as a social representative instrument and conversatio as a

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[25]*Ibid*., 201

vehicle for sharing. The image or picture that this inference proposes is a "surge of signifying" streaming among and through us and between us. [26] Etymologically, exchange indicates a progression of significance through at least two people as a group, and out of which might arise new understandings.

Nonetheless, Dialog is engaged discussion, occupied with purposefully determined to build understanding, resolving issues, and addressing considerations or activities.[27] It draws in the heart just as the brain. It is not the same as conventional, ordinary discussion, in that discourse has a concentration and a reason. Exchange is not quite the same as discussion, which offers two perspectives determined to demonstrate the authenticity or accuracy of one of the perspectives over the other. Discourse, in contrast to discuss or even conversation, is as keen on the relationship(s) between the members for what it's worth in the point or topic being investigated. Eventually, genuine discourse surmises a receptiveness to change profoundly held feelings.

We presently go to Yankelovich's meaning of exchange. He explains the differencesbetween exchange, discussion, conversation and consultation. The distinction between dialogue and discussion is clear. In banter you plan to win a contention. Dialogueis about shared agreement, and the absolute worst method for progressing mutual understanding is to win discussing focuses to the detriment of others.

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[26]*Ibid.*,19.
[27]Romney Patricia, *The Art of Dialogue*. Animating democracy, 2.

The connection among discourse and conversation is more unpretentious. Talk becomes dialogue rather than just conversation when three specific conditions are inplace. Right off the bat, there should be uniformity between the members, and a non attendance ofcoercive impacts. Regardless of whether outside the exchange they have totally different social orprofessional status, for discourse to work they need to attempt to set this to the side so all can partake openly, unafraid of any type of intimidation. Secondly, dialogue expects us to tune in with empathy. For exchange to happen we really want theability 'to think another person's musings and feel another person's sentiments. This demands significant inspiration and patience.[28]Finally, in discourse members need to investigate their own presumptions and those of others, and bring them out from the shadows. Our profoundly engrained presumptions about the world and others can viably keep us according to understanding different perspectives.

2. Dialogue of Hollywood Movies

Most exchange in American motion pictures maintains shows (some of which it imparts to organize discourse), decides of discussion that originate before talkies and continue to the current day. I need to check out five of them since they are so conspicuous and in light of the fact that they will help my conversation of the exchange in John Cassavetes' films. Not all film discourse follows these shows, but rather they swarm most Hollywood

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[28]Sleap frances and Sener Omer, *Dialogue Theories. Dialogue Society* (Great Britain : 2013), 174

film. There are five shows point of Dialog in Hollywood motion pictures, for example:

a. Dialogue in American movies either advances the plot or supplies pertinent background information,

b. American movie exchange will in general move in an immediate line, regularly toward one person's victory and another's loss. Characters oftentimes win or lose a sceneby method for what they say, and the lines of some charactersare intended to make those characters look badand different characters look great,

c. Characters in Hollywood movie impart successfully through exchange. Discussions in movie stand to remain on subject, and, not at all like genuine individuals, movie characters generally pay attention to each other and say what they mean,

d. Whereas most real people adjust what they are saying as they speak, movie characters tend to speak flawlessly.

e. Obviously one could observe various movie discussions that disregard these standards; not with standing, such exemptions themselves enlighten a fifth show of American film discourse: When a movie disrupts one of movie exchange's guidelines, the offense normally serves an immediate account work. [29] In the event that a discussion doesn't move in a reasonable bearing, for example, then, at that point, the film normally welcomes the crowd to see the reality.

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[29]*Ibid.*, 4-6.

These five shows highlight an inquisitive mystery about Hollywood film exchange: such discourse might strike us as practical, yet it is most not normal for genuine discourse. This logical inconsistency turns out to be more clear, however no less inquisitive, when we get "authenticity" to be not the legitimate portrayal of the real world but instead a kind of workmanship that covers its own creation.[30] Movies may be no more real than other kinds of art, but theytend to *feel* more real. Hollywood movie dialogue follows a similar design.

Every one of the shows of movies exchange will in general bind discourse to the exigencies of the plot.[31] Like the progression process for altering, the shows of Hollywood film exchange help keep an unambiguous, effective, deliberate, and continuous progression of account data.

3. The Nature of Dialogue

According to Taylor and Kent, dialogues can be defined as the mutual respect in sharing information and mutual understanding between the interactans. From this definition, it is known that cooperativeness must be achieved in dialogue. In line with the definition above, dialogue is an antecedent and an outcome of a connection which refers to the respect and understanding of the interactans. Since communication is considered as an exchange people's opinions, so the speakers and listeners must build a good relationship to support their conversation.

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[30]Berliner Todd, *Film Quarterly* (University of California : University of California Press, 2002), 4-6.
[31]*Ibid*.

Moreover, Kent and Taylor proposed that dialogical communication refers to any negotiated trade of thoughts and opinions". It means that when communicating, there is the exchange of people's thoughts between the people who are involved. Furthermore, dialogue is one of the activities conducted in the classroom. Dialogues are conversations between two or more students based on the topic which is discussed in the classroom. One of the ways to perform dialogue is using an instruction to students that they have to work in pairs, either two or more students, then, each person takes a role according to the character in the dialogue. From several explanations above, we can conclude that dialogue is the interaction activity that is needed to be practiced in the classroom as the way to enhance their skill of speaking in English. It involves two or more people that commonly happen in the society or in the teaching-learning process. Therefore, the dialogue must be conducted as well as possible in order to achieve a perfect dialogue and avoid ambiguity.

4. The Characteristic of Dialogue

According to Abmathere are some characteristics of good dialogue, as follow:

a. To participate authentically in the term of comprehending dialogical relationships among others and contain good intention, so the conversation itself needs that partners must genuinely be interested in understanding one another.

b. Good dialogue is one in which the interactans treat each other respectfully.

c. Integrity and non-strategic behavior are required in a good dialogue.

C. Movies

1. Definition of Movies

Movies is cinematography action, cinematography comes from greek, kinema implies development and graphoo implies composing. Thus, we can presume that cinematography is the moving pictures. Nugroho states that in cinematography, visual components are the fundamental instruments in imparting. Dialects that utilized in cinematography is some suite successively from moving pictures, when making it generally sees about pictures sharpness, example, and cadence.[32] Corrigan and White, portraying movie is a show-stopper, luxuriously layered with social practices. This type of craftsmanship is additionally portrayed as imaginative and half breed implanted in a framework that move among 'authenticity' and 'dream'; 'workmanship' and 'amusement'. Film consolidates three strong components, to be specific picture, story and sound to give setting and which means to the story being told. Film informs us stories regarding subjects of regular encounters like love, trust, passing, great, insidiousness, brutality and harmony. Subsequently, film is alluring to individuals of various age gatherings, since it recounts stories with which we could relate. Largely it

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[32]Blain Brown. *Cinematography Theory and Practice*. (New York : Routledge, 2016) Third Edition, 1.

also tells our personal stories, that of the community and the world we are living in. Through the creative combination of music, sound, images and a text, film communicates with the audience. This multitude of various components are competent immediately and convey the (a) story. One of the significant and exceptional elements of film is the conceivable experience it could make.[33] Watching a film thusly, approaches the watcher's creative mind to partake in what the individual in question is seeing, hearing and feeling. Watching film draws individuals briefly into an elective world.

In the mean time, Yang expresses that involving recordings or motion pictures as a learning asset has gotten a lot of consideration from specialists and has been effectively applied to different instructive applications.[34] Scientists have shown that mixed media learning materials are more helpful than conventional paper-based guidance.

2. Movie Genres

In these days, motion pictures industry guaranteed has encountering extraordinary restoration. This restoration get the excitement for film darling the entire world. Flourishing motion pictures industry makes numerous types additionally flourishing, like parody, political, dramatization, melodic, a likewise patriotism. Kinds create along individuals needs and interest. Motion pictures that have a well known sorts will considering the expense underway and individuals interest. Stirs up said

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[33]Ib Bondebjerg. *Film: Genres and Genre Theory,* University of Copenhagen, Copenhagen, Denmark. Vol. 02. Secon Edition. (2015) DOI: 10.1016/B978-0-08-097086-8.95052-9 : 160.

[34] Dr. Abdolmanafi Rokni Jalal Seyed. *Movies In Efl Classrooms: With Or Without Subtitles*, English Department, Golestan University, Iran. Vol. 3. No. 1. (January - June 2014): 717.

that films that show up is as of now intentionally with classes, that is will makes watcher realizing what will they watch in the film. This characterization assists watcher with realizing what will they get from that films.[35] Sterin additionally expresses that, arranging motion pictures into certain classes not exclusively to aiding watchers identify the design of stories, yet additionally helping maker and film wholesaler to advance their motion pictures more straightforward.

Genre is a term utilized for arrange media text to certain gatherings with sort of characteristic. Classes become significant in expanding watcher expectation and how they judging and picking a text.[36] Watcher come out as comfortable with the codes and shows from a kind and makes watcher understanding and associating with that motion pictures. Jane Stokes, separating code and show into six classifications, for example, setting, area, iconography, story exercises, characters, and plot structurer.

Sort have capacity to make motion pictures classification more simpler and sharing film from the whole films that generally made. Additionally, classification have capacity to giving general portrayal to watcher with motion pictures that will they watch.[37] That is to say, the primary motivation behind type is to turn into a segment for knowing a movie.

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[35] Vikshitha Kamalesh, Chetna Lakhotia and Preeti Pandey., *Influence of Movie Genre Preference on Empathy Among Emerging Adults,* The Internasional Journal of Indian Psychology, Vol. 7 (October 2019) DOI: 10.25215/0704.047 : 35.
[36] *Ibid*., 36.
[37] *Ibid*.

Discussing kind, some arrangement has made by master in film. Each film have some extraordinary characteristic, there is a few motion pictures characteristic that zeroing in on exactly the same thing and occur endlessly, and that thing should be visible from story component and cinematic who become essential to see it's unique characteristic.[38] In this way, it seem an order brought in a universe of film as of not long ago, and that is type.

Alfarez, separated film class into 9, for example, activity, experience, satire, wrongdoing/mystery, dramatization, frightfulness, sentiment, sci-fi, spine chiller, and memoir. In the interim, pratistaseparated film type into 2 class, it's essential primary kind and auxiliary principle sort. essential primary class comprise of ; activity, show history, dream, sci-fi, frightfulness, parody, wrongdoing, melodic, experience, war, and western. Though in optional fundamental class it is comprise of ; catastrophe, history, investigator, noir, drama, sport, experience, sentiment, hero, otherworldly, espionage, and thrill ride. Here is the clarification about class from Alfarez, for example:

a. Action

Action genre is a movie genre in which the protagonist or protagonists are thrust into a series of event that typically inlude violence, extended fighting, physical feats, and frantic chases. For example the raid, rambo, and the fast and the furious.

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[38]*Ibid.*, 37.

b. Adventure

Adventure genre is a movie genre about protagonist who journey to epic or distant places to accomplish something. The protagonist has a misssion and faces obstacles to get to their destination. For example Jumanji, 127 hours, and into the wild.

c. Comedy

Comedy is a genre that tells about a series of funny, or comical events, intended to make audience laugh. For example nacho libre, home alone, and deadpool.[39]

d. Crime/mistery

Crime genre is often about a crime that is being committed or was committed, but can also be an account of a criminal's life. A mistery genre follows an investigator as they attempt to solve a puzzle (often a crime). For example peaky blinders, sherlock holmes, and knives out.

e. Drama

Show classification highlights stories with high stakes and a ton of contentions. They're plot-driven and request that each character and scene push the story ahead. Dramatizations follow an obviously characterized story plot structure, depicting genuine situations or outrageous circumstances with inwardly determined characters. For example the green mile, forrest gump, the truman show.

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[39]Ib Bondebjerg, *Film: Genres and Genre Theory*, Vol. 2. 2nd Edition (March 2015) DOI: 9 http://dx.doi.org/10.1016/B978-0-08-097086-8.95052-9 : 163.

f. Horror

Ghastliness class is told to purposely alarm or startle the crowd, through anticipation, viciousness or shock. H. P. Lovecraft recognizes two essential assortments in the "Presentation" to Supernatural Horror in Literature: 1) Physical Fear or the "ordinarily abhorrent;" and 2) the genuine Supernatural Horror story or the "Bizarre Tale".[40] For example, the conjuring, insidious, and annabelle.

g. Romance

Romance Genre is understood to be "love stories", emotion-driven stories that are primarily focused on the relationship between the main characters of the story. For example flipped,la la land and me before you.

h. Sci-fi

Sci-fi is like dream, aside from stories in this kind utilize logical comprehension to clarify the universe that it happens in. It for the most part incorporates or is focused on the assumed impacts or implications of PCs or machines; travel through space, time or imaginary worlds; outsider living things; hereditary designing; or other such things. For example Interstellar, ender's game, and terminator.

i. Thriller

Thrill ride is a story that is normally a blend of dread and energy. It has attributes from the anticipation type and frequently from the activity, experience or secret kinds, yet the degree of dread makes it marginal

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[40]*Ibid* .

loathsomeness fiction now and again too. It by and large has a dim or genuine subject, which additionally makes it like show. For example wrong turn, bird box and a quiet places.

j. Biography

Biography genre is an account of person's life written by someone else.[41] Biographies are true stories about real people.

3. Movies in EFL Learning

Films are an agreeable wellspring of diversion and language obtaining. As a genuinely rich source, highlighted films have been in effect for the most part utilized for listening talking cognizance courses. Numerous researchers have uncovered that films utilized in EFL homeroom can turn into a significant piece of the educational plan. Kusumarasdyati express that, This depends on the way that films give openings to "genuine language," utilized in credible settings and in the social setting which the unknown dialect is spoken. Motion pictures give a brilliant open door to understudies to acquire foundation comprehension to consolidate with their own comprehension about a story or idea.[42] They additionally have observed that films get the students' advantage and it can decidedly influence their inspiration to learn. Khan accepts that the "visuality" of films can work with cognizance and comprehension for the language students in an ideal visual setting, which makes it a powerful language-educating instrument.

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[41]*Ibid.*

[42]Nurhasanah and Halim Abdul. Improving *English Pronunciation Using Drama Movie in EFL Classroom for Children*, Universitas Negeri Makassar, Indonesia, 2

However, LI Ling in his study said that, 'On the use of films in EFL classroom' notes that students' motivation can be by showing movies learners with target culture, interesting.[43] Intuitive language getting the hang of utilizing films presents students fascinating understandable info and permits them to get effectively engaged with illustrations at their ideal speed to language researchers motion pictures. Seferoğlu express that motion pictures as a technique for instructing have additionally been viewed as a compelling inspiration for concentrating on language. Likewise, motion pictures show the understudies using paralinguistic highlights where the understudies utilize the motions, stops, activities, and responses of the characters to comprehend the substance of the discoursed. They are not just successful inspirations, they have additionally been found to invigorate the creative mind of the understudies. Keene considers motion pictures magnificent in giving context oriented data and creating interactional abilities contrasted with sound tapes and CDs.[44] Johnson, as he used movies in the classroom found that movies can :

a. Increase the ability to understand the spoken language,

b. Improve in pronunciation,

c. Develop vocabulary,

d. Develop the ability in self-expression through speaking and writing,

[43]Rimi Rezina. *Effects of Showing Movies in a Speaking Class in the Context of Banglades*, Independent University, Bangladesh. Vol. 8 : 33716- 3371

[44]Raniah Kabooha Hassen. *Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI)*, King Abdul Aziz University, Saudi Arab. Vol. 9. No. 3. (2016) DOI : 10.5539/elt.v9n3p248: 249

e. Help in assimilation of grammatical forms and sentence.[45]

However, in this thesis researcher already decide the movies that will be use in researh activity, the movies are school of rock.

4. **Movie "School of Rock"**

School of Rock (titled onscreen as The School of Rock) is a 2003 comedy film directed by Richard Linklater, produced by Scott Rudin, and written by Mike White. The film stars Jack Black, Joan Cusack, Mike White, and Sarah Silverman. Black plays struggling rock guitarist Dewey Finn, who is fired from his band and subsequently poses as a substitute teacher at a prestigious prep school. After witnessing the musical talent of the students, Dewey forms a band of fourth-graders to attempt to win the upcoming Battle of the Bands and use his winnings to pay his rent.

School of Rock was released on October 3, 2003, by Paramount Pictures. The film received positive reviews from critics, with praise for Black's performance and humor. Disregarding inflation, it was the highest-grossing music-themed comedy of all time until the release of Pitch Perfect 2 in 2015.[46]

a. Plot of the movie

Dewey Finn's life revolves around all things rock 'n' roll. He not only knows rock history and rock jargon, he knows where drummers store an extra a pair of drumsticks (in the back of their shirts) and what posture looks best when strumming power chords.

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[45]Rimi Rezina, *Effects of Showing .,* 33716- 3371.
[46]"List of Top Grossing Music Comedy Films, 1984-Present". Box Office Mojo.

Lest you begin to think Dewey's just an over-the-top groupie, you should know that he plays lead guitar in a rock band himself. And it's his plan to grab top honors at a radio station's Battle of the Bands contest. But his band mates have other ideas, and they give Dewey the boot. Desperate for rent money, he racks his brain for inspiration. Should he start a new band? Or just hawk his cherished Gibson guitar?

Before he can do anything too rash, he fields a call for his buddy and landlord, Ned, a substitute teacher. On the phone is Principal Mullins of Horace Green Elementary School, an uppity school for children of privilege. She needs Ned to substitute teach. Altering his voice and claiming to be his pal, Dewey accepts the job. Reporting for duty, but only to score a paycheck, he ignores the lesson plans, choosing instead to let his students have ongoing recess. But even they get tired of eternal playground time, so Dewey concocts a plan to use the kids to win the Battle of the Bands by fashioning them into a rock group.

Overnight, Dewey begins to take teaching "seriously"—or at least his version of teaching. Three-chord progressions. Keyboards. Bass. Percussion. Dress. Attitude. Stance.

b. Cast of school of rock

1) Jack Black as Dewey Finn (lead and backing vocals, rhythm guitar), an energetic, down-on-his-luck guitarist slacker who becomes a substitute teacher.

2) Joan Cusack as Rosalie "Roz" Mullins, the overworked principal of the Horace Green prep school who secretly loves rock music.

3) Mike White as Ned Schneebly, Dewey's responsible but submissive roommate and best friend, who formerly dreamed of being a rock star, but gave up.

4) Sarah Silverman as Patty Di Marco, Ned's domineering girlfriend

5) Miranda Cosgrove as Summer "Tinkerbell" Hathaway (band manager), the class factotum

6) Joey Gaydos Jr. as Zack "Zack-Attack" Mooneyham (lead guitar)

7) Kevin Clark as Freddy "Spazzy McGee" Jones (drums)

8) Rivkah Reyes[a] as Katie "Posh Spice" (bass)

9) Robert Tsai as Lawrence "Mr. Cool" (keyboards)

10) Maryam Hassan as Tomika "Turkey Sub" (lead and backing vocals)

11) Aleisha Allen as Alicia "Brace Face" (lead and backing vocals)

12) Caitlin Hale as Marta "Blondie" (lead and backing vocals)

13) Brian Falduto as Billy "Fancy Pants" (band stylist)

14) Z Infante[b] as Gordon "Roadrunner" (assistant, lights)

15) James Hosey as Marco "Carrot Top" (assistant, special effects)

16) Angelo Massagli as Frankie "Tough Guy" (security)

17) Cole Hawkins as Leonard "Short Stop" (security)

18) Jordan-Claire Green as Michelle (groupie)

19) Veronica Afflerbach as Eleni (groupie)

20) Adam Pascal as Theo (lead singer, guitar)

21) Lucas Babin as Spider (lead guitar)

22) Lucas Papaelias as Neil (bass)

23) Frank Whaley as Battle of the Bands director (uncredited)

5. **Advantages and Disadvantages of Movies**

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

a. The movie is very good at describing a process, if necessary by using a slow motion.

b. Each student can learn something from the movie, from the clever one or less intelligent.

c. Movies can take a child from one country to another country and from one period to another period.

d. The movie can be repeated if necessary to add clarity.

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

a. Procurement of English movie generally is expensive and cost a lot of time.

b. When the movie showed, the pictures will keep changing making all students are not able to follow the information given through the movie.

c. Movies not always appropriate with the needs and desired to learn objective.[47]

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

The researcher will use this movies as media and also part of the study , the applied is first, we watching "The School of Rock" movies several times, like 3 or 4 times, and then after students watching this movies, sometimes the researcher giving explanation about the word and language that they use in the dialogue in movies. It will be make student know about culture and new vocabulary, also trying to apply gesture when the speaker in dialogue say something, it will be more help them to explore their Idea. After they're understand about the story of the movies, I give the students some questions related the movies, and also the effect that they get before and after watching "The School of Rock Movies" for their speaking skill., is it have effect or no, student will tell us in the interview.

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[47] Rohdearni Sipayung, Astri Aristianti. Improving Listening Skill Through Watching Englishmovie For The Eleventh Grade Students of Sma Dharmabudi Sidamanik. Vol. 4 No. 1 (2022) DOI : 10.36985/jbl.v4i1.375 : 5

CHAPTER III
RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher will consider the use of movies to be explored. The researcher will decide to use classroom research approach to search how effective "The School of Rock" movies for increasing student's speaking skill at MTs Fan Tri Bhakti Seputih Banyak.

According to Mc. Niff that action research is a name given to particular way of researching your own learning. [48] It means that classroom action research is the action research which the aim is to solve the problem in learning process in the class. Hopkins stated that Action research combines a substantive act with a research procedure, it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform.[49] Action research can be defined as an action research conducted by teachers as well as researchers in class or together with others (collaboration) by designing, implementing and reflect the actions of collaborative and participatory aims to improve or enhance the quality of the learning process in class through an act in particular a cycle.

Based on the explanation above, it can be inferred that classroom action research is research or approach that is done together, with the instruction from

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[48] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*., 15

[49] David Hopkins, *A Reacher's Guide to Classroom Research*, 4. ed., reprinted (Maidenhead: Open Univ. Press, 2009), 47.

the teacher in learning process and it can increase the quality of learning process.

In line with the explanation above, the purpose of this research to know how effective is the movies for increasing students speaking skill in MTS Fan Tri Bhakti Seputih Banyak.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

Primary source are the original sources on which research is based. These are specific examples of what we are talking about. They present information in its original form, free from interpretation, condensed or evaluated by other writers. In conducting this research, the researcher has used movies "The School of Rock" as a source of data.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research.

C. Action Plan

This studies is an school room motion studies. According Arikunto, motion is an hobby given through the trainer to college students in order that they do some thing distinct from the common, now no longer simply doing at the questions written at the blackboard, or doing on worksheets.[50] So examine corridor hobby studies is hobby studies directed through the educator completely rationale on running on the character of mastering rehearses with inside the homeroom. This exploration occurs withinside the examine corridor as unique sports taken to paintings at the teaching and mastering manner to in addition increase mastering outcomes higher than all of us would possibly have expected. To enhance the exceptional of mastering, the sports should be with inside the shape of movements which are believed to be higher than common sports. In different words, the movements are given to the scholars should appearance innovative.

The goal of school room motion studies is to enhance or accurate coaching exercise this is performed through the trainer. The goal may be done through doing numerous opportunity movements to resolve the mastering trouble withinside the class. To understand the motion fulfillment, it should be performed time and again to be able to advantage self belief withinside the efficacy of the motion and to obtain the aim of mastering the material.

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[50]Reza Auditya, Harry Pramono and Soegiyanto. *The Effect of Training Method and Leg Length on The Vertical Jump Result in The Volleyball Maras Bangka Club Athlete*, Journal of Physical Education and Sports, Vol. 9 No. 3 (2020) : 272.

The cycle of action research is as follow:
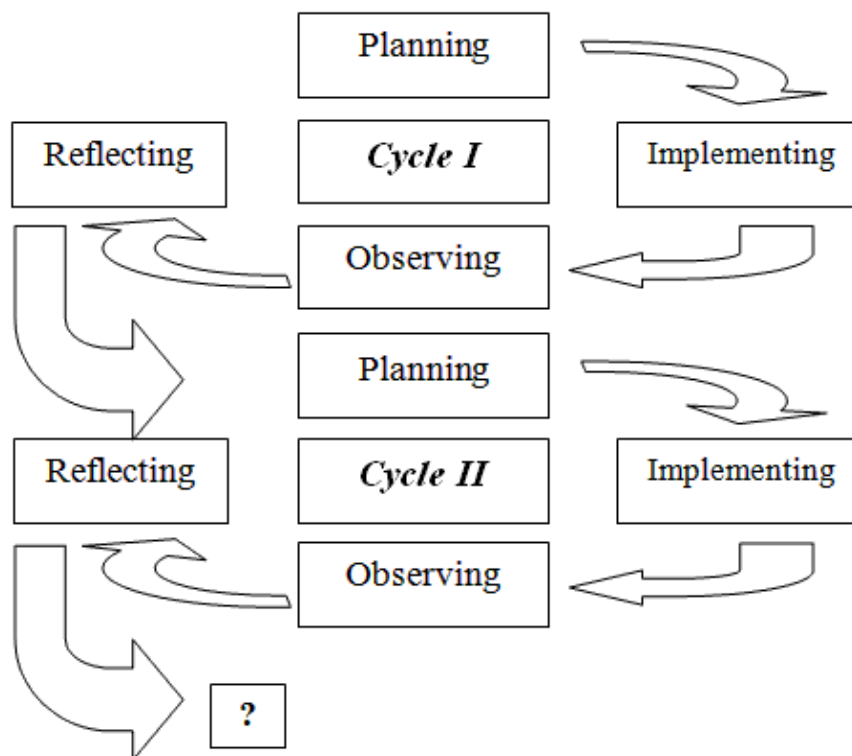
Figure 1. Model of Action Research According to McNiff

Based on the model in Figure 1, the McNiff model has four phases of action research. They plan, execute, observe and reflect. They are related to each other in the process of teaching and learning in class. Action research begins in Cycle 1, which consists of four phases. If the implementation is successful and a failure is found during the implementation of cycle 1, the researcher designs the activity for cycle 2. In cycle 2, researchers can repeat cycle 2 activities if they want to enhance cycle 1 results.

Cycle 2 activities are refined and complemented with additional activities to overcome the obstacles and difficulties found in Cycle 1. The teacher can continue the procedure as in cycle 1 by designing the activity in cycle 2.

The procedures of action research are as follow:

1. Preparation stage

    a. Ask for permission to entrust the research to the principal and English teacher of MTS Fan Tri Bhakti, Seputih Banyak.

    b. Conduct preliminary observations to find out the status of the teaching and learning process in the class and conduct preliminary tests.

    c. Awareness of problems in the teaching and learning process.

2. Cycle 1

    a. Planning stage

        In this stage, the researcher assemble research tools such as: Syllabus, lesson plan, test, student score list, student participation observation sheet, teacher observation sheet.

    b. Implementing stage

        In implementing stage, the researcher implements Problem Based Learning method to improve the students' performance. This action is based on the lesson plan. The researcher then conducts a post-test for the student.

    c. Observing stage

        In this stage occurs evaluation of learning achievement. Focusing, observing, and documenting take place during the learning process. The discussion aspect includes finding problems, causing problems, and resolving them. Researchers observe the activities of students and teachers.

d. Reflecting stage

In this stage, the researcher conducts investigate the interactions and impacts of cycle 1 execution. Failures that occur in cycle 1 will also be resolved in the next cycle.

3. Cycle 2

a. Planning stage

The research instrument composing is done in this stage. The instruments are syllabus, lesson plan, tests, lists of students' scores, observation sheets of students' participation and observation sheets of teacher.

b. Implementing stage

In implementing stage, the researcher implements Problem Based Learning method to improve the students' performance. This action is based on the lesson plan. The researcher then conducts a post-test for the student.

c. Observing stage

In this stage occurs evaluation of learning achievement. Focusing, observing, and documenting take place during the learning process. The discussion aspect includes finding problems, causing problems, and resolving them. Researchers observe the activities of students and teachers.

d. Reflecting stage

In this stage, the researcher perform an analysis of the process and impact of the implementation of Cycle 2, compare the results of students in Cycle 1 and Cycle 2, and then draw conclusions to see if these results increase. Make sure it is there. It may or may not rise.

D. Data Collecting Technique

Data collection is the process of gathering and measuring information on variables of interest, in anestablished systematic fashion that enables one to answer stated research questions, testhypotheses, and evaluate outcomes.[51] The data collection component of research is common to allfields of study including physical and social sciences, humanities, business, etc.

In this research, the researcher use two techniques to collect the data. There are documentation, and Interview.

1. Observation

Observation is the process of gathering information by observing people and places at a research site.[52] As a form of data collection observation has both advantages and disadvantages as a form of data collection. The advantages of video recording include the ability to capture information as it occurs in a setting, the opportunity to study actual behavior, and the ability to understand and analyze ideas expressed without

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[51]Kabir Sajjad Syed Muhammad. *Methods of Data Collection* (Curtin University, July,9 2016), 202.
[52] John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: University of Nebraska, 2002), 213.

words (e.g., preschoolers). Some of the disadvantages of observing are that you will be limited to those places where you can gain access, and you may have difficulty developing rapport with the individuals there. This can happen if individuals are unfamiliar with formal research. In a nonuniversity setting, research can be conducted in a variety of ways.[53] Some researchers may conduct their research in a laboratory setting, while others may use data from observational studies or surveys.

2. Documentation

Qualitative researche, The researcher can use written documents or other artifacts to gather information about the phenomenon under study. Documents can be a valuable source of information when conducting qualitative research. Heatswell cited that documents represent public and private documents.[54] Public documents provide information in the form of minutes from meetings, official memos, and newspapers. Examples of private documents are personal journals and diaries, letters, and personal notes.

In obtaining data, the researcher has used a documentation method to get detailed data on the effectiveness of dialogue in movies for increasing student's speaking skill at MTS Fan Tri Bhakti Seputih Banyak Central Lampung. The technique being used in collecting data is:

a. Watching movies, the school of rock.

b. Writing a phrase or a sentence that interested from the movies.

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[53]*Ibid*.

[54]Jhon W. Creswell, *Research Design*, (California: Sage Publications , 2000), 180.

c. Learn how to expressing the dialogue from the movies

d. Telling about movies stories using own languages.

3. Interviews

   Interviewing is a way of gathering information from participants in a study. There are a variety of ways to conduct interviews, including individual interviews, face-to-face interviews with individuals, and face-to-face group interviews. Telephone and other electronic devices can be used to ask and answer questions. Computers are important tools that help us do our jobs. In this research, researcher using structured interview.[55]

Characteristics of the Structured Interview :

a. The interviewer will asked you the same questions again

b. The questions are asked before the interview and are designed to elicit a limited number of responses.

c. There are a variety of responses that are free to respond in, and there are few open-ended questions included in the interview guide

d. Questioning is standardized and is conducted in a particular order and with specific phrasing.

e. The interviewer must be neutral, be friend, it will make interview doing great.

f. Self-administered questionnaires are a type of structured interview.

   The benefits of structural interviews is Structured interviews can be conducted efficiently by interviewers trained only to follow the instructions

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[55]Kabir Sajjad Syed Muhammad, *Methods of Data Collection.*, 208.

on the interview guide or questionnaire.[56] Structured interviews no need require the development of relation between interviewee and interviewer, and they can make a consistent data that can be compared across a number of respondents.

The subject of this study is 10 eighth grade Students of MTs Fan Tri Bhakti, this student will be got 10 question that related on the movies and another question . Such as :

1. What do you think about the School of rock movies ?

2. Who is your favorite character on that movies ?

3. what is your favorite scene from school of rock movies ?

4. What do you think about the dialogue of school of rock movies ? is it clear or hard to understand ?

5. Can you tell me the stories ? using your own languages ?.

6. Do you like to speak English ? Why ?

7. If you give a rate of your fluency in speaking, 1-10 ? how much ? and why you think about that ?

8. What is your problem, when you try to make a conversation in English with other people or student ?

9. Have you try to practice speaking with your teacher ?

10. Is that any different about your speaking skill, after you watching school of rock movies ?

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[56]*Ibid*., 212.

4. Test

The tests are pre-test and post-test. Pre tests are performed to establish the identity and dissimilarity of the types of pre tests in Interview tests. The students' asked to write a narrative text about legend the write will be score:

Table 2
The Measurement Rubrics of Speaking[57]

Vocabulary		
	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speaks the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with a facility most social situations, including introductions, and casual conversations about current events, as well as work family and autobiographical information.
	3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

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[57] H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, USA, PearsonEducation, 2004, page: 172-173.

	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty
	3	Errors never interfere with understanding and rarely disturb the native speakers. Accent maybe obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition,or paraphrase.
	2	Can get the give of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that an educated native speaker.

Table 3
The Classification Score

No.	Classification	Score
1.	Very good	16-20
2.	Good	14-16
3.	Fair	11-13
4.	Poor	5-10
5.	Very poor	1-5

E. Data Analysis Technique

The data analysis techniques of this research are

1. Data qualitative technique

   To present data in an easy-to-understand way, the data analysis step used in this study is a Miles and Huberman interactive analysis model that divides the steps of a data analysis activity into several parts. That is, data acquisition, data reduction, data presentation (data display) and data inference.[58]

2. Data Collection

   Data Collection Analysis collects data from interviews, observations, and then through data retrieval to create a variety of documents based on classifications according to the research problem.

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[58] Nasir and Sukmawati. *Analysis of Research Data Quantitative and Qualitative*, Journal of Education, Vol. 7 No. 1 (2023): 370.

3. Data Reduction

Reduction is a form of analysis that sharpens, classifies, directs, discards, and organizes unwanted data so that final conclusions can be drawn and validated. Data reductions will continue unless the search is complete. The results of the data reduction are field notes, extensions, and additional summaries.

4. Data Presentation

Data Presentation is a set of intelligence organizations that makes it possible to draw inferences about research. The presentation of data needs to provide opportunities to find meaningful patterns, draw conclusions, and take action. Specifies the format of the sentence, photo, and table.

5. Data Conclusion

Conclusions are part of the complete configuration activity. The conclusions will also be reviewed during the study. Conclusions are drawn when researchers follow memos, patterns, propositions, compositions, causal directions, and various propositions.[59]

The guidelines are used in the data analysis process can be stated as follows:

a. Complete field notes are created from the results of interviews, observations and recordings. These field notes consist of explanations and discussions.

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[59] *Ibid.*, 369

b. Next, data reduction is performed based on the field notes. Data reduction is provided in the form of important insights.

c. After data reduction, the presentation of the data is prepared in the form of a systematic story edited by the researcher to better understand the meaning. This data display has supporting elements such as methods, schemes, charts, and tables.

d. Then, based on the presentation of the data, a preliminary conclusion is formulated.

e. Preliminary conclusions constantly evolve with the discovery of new data and new knowledge. Therefore, it produces reliable results that actually correspond to the actual situation. Research activities are carried out, that is. The continuous interaction between the three components of the analysis and the collection of new data can generate complete data and draw definitive conclusions.

f. Formulating the final conclusion to avoid the subjective element seeks to complete the qualitative data and develop intersubjectivity through discussions with others.[60]

6. Data Quantitative Technique

Quantitative data is measured against the standard minimum score of a simple past tense test. In this study, students become proficient when they can achieve standard minimums of classical learning integrity. It's only

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[60] *Ibid.*, 368-369

64.51% of all students in the entire class with MTS's standard minimum English teaching material score are 70.

In scoring the test, researchers use a scoring formula to score pre-test and post-test student scores. The scoring formula is:

$$S = \frac{R}{N} X100$$

Notes:

S   : score

R   : The right answers of students

N   : Total items of test

The formula of classical learning completeness is:

PK = JT x 100%

         JS

Notes:

PK = percentage of classical learning completeness

JT   = the total of students are passed

JS   = the total of students in the class

F. Research Approach

In this research the researcher use six steps in the process of research, as follows:

1. Identifying a Research Problem

Writer begins a research by Find a topic for students through study, which is frequently a problem or issue in education that has to be remedied. Specifying a topic to examine, creating a case for investigating it, and highlighting the significance of the study for the target audiences who will read the report constitute identifying a research problem.

2. Reviewing the Literature

Skills needed to review literature develop with practice and over time. Writers can find journal books and articles in academic libraries, internet, access databases on computers, and learn how to select and evaluate the quality of research on a topic and put it together in a review. Having a plan for finding the information you need is essential when using library resources.[61]

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can learn from it. Purpose statement is a focused restatement of the problem. This statement tell us about the overall objective of the research. It will can become important statement in your research study.

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[61] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

4. Collecting Data

The data it will helps us to answers question of the research and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to learn them, and gather some information by asking questions or observing people behaviors.

5. Analyzing and Interpreting the Data

If data collecting is ready right away, authors must make sense of the material provided and have participants' trust in it. In order to conduct analysis, data must first be "taken apart" to identify individual responses, and then "put together" to produce a summary.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.[62]

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[62]*Ibid.*

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Result

1. The History of Mts Fan Tri Bakti

   Mts Fan Tri Bakti was established on July 1st, 1988 and passed through SK5288/II/LP-89/1988by the Board of Islamic Boarding School Fan Tri Bakti and obtained an operational permit with the issuance of SK 1904/I.12.B1/U/1991. Mts Fan Tri Bakti is located on Jl. Diponegoro, Sumber Baru Village, Seputih Banyak District, Central Lampung Regency, Lampung Province

   The journey and existence of Mts Fan Tri Bakti in carrying out its dedication has never experienced success change of leadership.

   a. Pioneer Period (1988-2023)

      This period is the beginning of the establishment of Mts Fan Tri Bakti, which was initiated by:

      1) Ki. Rosid Sulaiman

   b. Maintenance Period (1990-2001)

      1) Andi Setiwan, S.Pd.i

   c. Reforming Period

      Based on the Leadership Meeting of Mts Fan Tri Bakti on July 14, 2001, the decision resulted in the appointment of Andi Setiawan SP.d.i as head of Mts Fan Tri Bakti. In this period many changes were made in the

management of the school *and* it can be said that Mts Fan Tri Bakti started its ladder of glory.

Subject Identity

NO	NAME	CLASS	BIRTH AND DATE
1	ANIS ISWARA	VIII	Oki, 07 Juli 2009
2	ALIFIA ZAHROTUN NISA	VIII	Qurnia Mataram, 09 November 2009
3	AHMAD ARIFIN PRATAMA	VIII	Brebes, 28 Oktober 2010
4	INDRA AGUS PRATAMA	VIII	Uman Agung, 26 Agustus 2009
5	LUCKY FERNANDO P.	VIII	Selasih, 02 September 2009
6	M. RAZAN NASHIRI	VIII	Punggur, 20 Desember 2009
7	SIFA AL MA'RUF	VIII	Sumber Rejeki, 01 Desember 2009
8	SITI BADRIAH	VIII	Tulang Bawang, 06 April 2009
9	RIZKI A. SAPUTRA	VIII	Uman Agung, 20 April 2009
10	IRFAN RIFAI	VIII	Siswo Bangun, 17 Juli 2009

B. Description of Research Result

1. Action and Learning at Pre-Test

This research was Classroom Action Research, and it was conducted at the Eighth Grader of MTS Fan Tri Bhakti Seputih Banyak in the academic years of 2022/2023. This study was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which were accomplished in two meetings. The students' result of speaking skill was gained through the interview which consisted of pre-test and post-test that was given to the students at the beginning of research and the end of each cycle, while the students' activity was gained from the observation of the students' learning activities.

Before the process of cycle one, a pre-test was presented to the students which were aimed to find out students' skills before the treatment was implemented. It was conducted on June, 26st, 2023 from 08.30-10.00 A.M and it took about 90 minutes. Afterward, to measure their skill before giving the treatment, the researcher gave them a pre-test. The researcher used an interview test that consisted of one topic which had to be completed for 60 minutes. The students doing a test by themself. Some students were enjoying the task and others looked so worried. Then, the result of the pre-test can be seen in the table below :

Furthermore, the results of the students' pre-test above can be summarized into the table of percentage and graph below:

Table 4
Percentage of Students Speaking Pre-Test Score

Interval	Frequency	Percentage	Explanation
≥ 70	3	30 %	Complete
≤ 70	7	70 %	Incomplete
Total	10	100 %	

Figure 2
Percentage Pre Test of Students Speaking
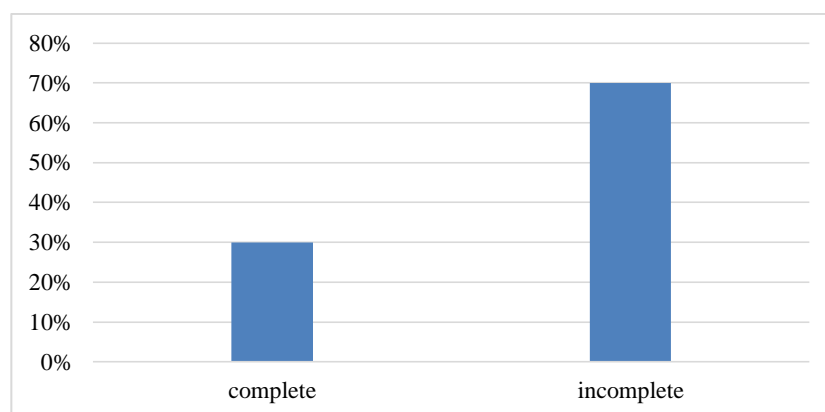
Based on the result above, it can be inferred that 7 students (70%) were not successful and 3 other students (30%) were successful. The successful students were those who got a good score in speaking measurement at least 70. The successful students were fewer than those un successful students. It indicated that the result of students' speaking skills was still low. It was the reason why the researcher used the school of rock movies to increasing students speaking skill. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted

of planning, action, observation, and reflection to repair the weaknesses of the students.

2. Cycle I

Researchers used classroom actions to be carried out by collecting data and information systems through four stages.[63] In classroom action research, this research had been conducted in two cycles. Cycle 1 was divided into planning, acting, observing, and reflecting. Here's the explanation:

a. Planning

Planning is the phase that prepares lesson plans, instructional material, and teaching media. In this step, the researcher prepared the lesson plan, material, and media that would be used in the teaching learning process. The material of this research was movies. The movies that we used for material was school of rock. Moreover, the researcher made an observation sheet that consists of a list of students' names and a list of the students' activities that would be observed during the teaching learning process.

b. Acting

Acting is the realization of the planning that the researcher had made. The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

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[63] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice* (New York: RoutledgeFalmer, 2002), Second Edition : 15.

Table 5
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time	Activity
1st	Monday, June 26th 2023	08.30 – 10.00 a.m.	Treatment
2nd	Tuesday, June 27th, 2022	08.30 – 10.00 a.m.	Treatment

1) First meeting

The first meeting was conducted on Monday, June 26th 2023 at 08.30 – 10.00 a.m., and it took about 2x45 minutes or 90 minutes. In this meeting, the researcher was a teacher and Khoiriyah, S. Pd was the collaborator and the observer. At the beginning of the teaching learning process, the researcher greeted students by saying "salam and good morning" and all of the students answered by saying "salam and good morning miss" friendly.

Moreover, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example, "what do you know about a movies?". Some students could answer it but they used the Indonesian language. It could happen because they usually discuss it in the Indonesian language. Therefore, the researcher explained what is movies and start to watching movies with students, we use "The School of Rock" movies to enhanced student's speaking skill, when the movie start to playing, I ask students to watch and listen carefully to the speakere in the movies, what his said, the gesture, intonation, I

ask student to watch and listen for that, it will be make student more understand to get the knowledge from the movies, and also make their speaking skill, Vocabulary will be Increase.

Furthermore, the researcher gave the students a topic and the students had to make start to speaking a little bit conversation. The students look seriously during the cycle I. Some of the students look so confused to do the test. After 2 x 45 minutes, the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

2) Second Meeting

The second meeting was conducted on Tuesday, June 27th, 2023 at 08.30 – 10.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking about the students' condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was researching the class. It shows that some students gave their full nice attention to the researcher during the learning process. The researcher starts the lesson by asking the question about movies. Next, the researcher asks about their knowledge in the movies. After that, the researcher explains about the definition, generic structure, and example of the movies. The researcher starts the lesson by asking the question about the movie. Next, the researcher asks about their knowledge in the movie. After

that, the researcher explains about the genre, the moral value, and purpose of the movie "The School of Rock", I ask students to watch and listen carefully to the speakere in the movies, what his said, the gesture, intonation, I ask student to watch and listen for that, it will be make student more understand to get the knowledge from the movies, and also make their speaking skill, Vocabulary will be Increase.

Next, the researcher invited the students one by one to interview about the movie. The researcher asked for some questions to student that they had to answer by using English. It shows student ability in speaking and understanding about the movie. At the end of the meeting, the researcher gaven evaluation about some of the students learning results. For the closing part, the researcher gave motivation to the students and stimulated the students. Then, the researcher greets to closing the meeting and reminded the students that it would be a post-test in the next meeting.

c. Observing

Observing is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data is achieved or not. The researcher used some had better prepare for the next action. In observation of the researcher's action, the collaborator observed the students' activities. The researchers as a teacher gave material about Speaking skill and knowledge about movies dialogue.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in the teaching and learning process would get the point by ticking it on the observation sheet for meeting 1 until meeting 3. The indicators of the students' activities were:

1) Students pay attention to the indicators: Listening, qualification, showing, evidence.

2) Students respond teacher's questions with the indicators: Answering, agreement, refusing, saying, submitted

3) Students ask questions with the indicators: Clarifying, examine, clear, concluding, finding, solving

4) Students comprehend the material with the indicators: Mention, explaining, identifying, markingout, example, concluding.[64]

The result of the students' learning activities could be seen as follow:

Table 6
The Frequency Students' Activities in Cycle I

No	Aspect of the Research	Frequency	Percentage
1.	Give attention to the teachers' explanation	6	60%
2.	Students respond to the teacher's	4	40%
3.	Ask / answer the question from the teacher	7	70%
4.	Student comprehend the material	6	60%

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[64] Ratih Indah Sari. Improving Students' Reading Comprehension by Using Pqrst (Preview, Question, Read, Summarize, Test) Strategy at Grade VIII SMP Negeri 2 Batang Angkola. Padangsidimpuan. 2019,. 37

$$P = \frac{F}{N}x100\%$$

Notes:

P = Percentage of Students Activity
F =The total number of students' scores
N = Number of students

Furthermore, the results of the percentage of students' activities in cycle I above can be summarized in the graph below:

Figure 3
Percentage Post Test of Students Activities
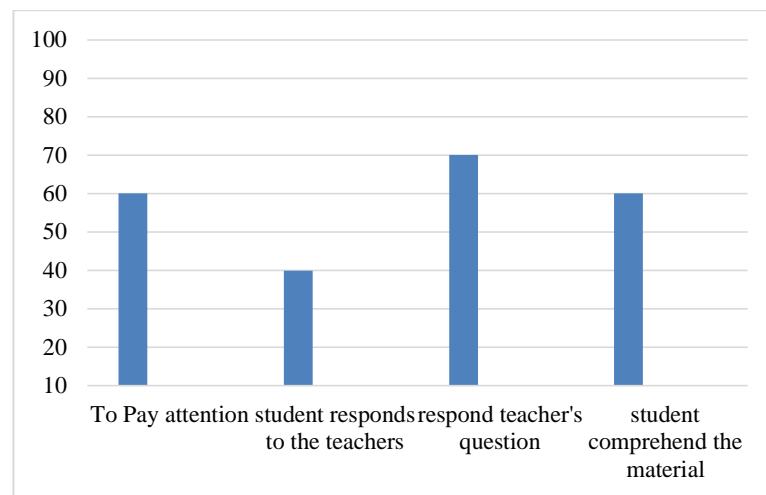
The table showed that not all the student's activities in the learning process. There were 6 students (60%) who gave attention to the teacher's explanation. 4 students (40%) the students give the response to the teacher's questions, 7 students (70%) were active in a class, and 6 students (60%) comprehend the material.

Table 7
Student's Score in First Interview in Cycle I

NO	NAMA	PRONO UNCIAT ION	GRA MM AR	VOCAB ULARY	FLUE NCY	COMPREH ENSION
1	ANIS ISWARA	3	2	2	2	3
2	ALIFIA ZAHROTUN NISA	2	2	2	2	2
3	AHMAD ARIFIN PRATAMA	3	2	2	3	2
4	INDRA AGUS PRATAMA	1	2	1	2	2
5	LUCKY FERNANDO P.	2	1	1	1	2
6	M. RAZAN NASHIRI	3	2	3	3	2
7	SIFA AL MA'RUF	3	2	3	3	3
8	SITI BADRIAH	1	1	2	2	2
9	NANDA RIZKI A. SAPUTRA	2	2	2	2	2
10	IRFAN RIFAI	2	2	1	2	2

As we can see in table above, there are still have so many student that have a weakness is some aspect of speaking, it can be know because student is only once watching the movies, the effect have not many impact in student.

d. Reflecting

Reflecting is the last step in this process. The researcher analyzed and evaluated by eliminating not useful action. The researcher explained

and discussed the result of students' work during teaching-learning, like strengths and weaknesses done by the teacher and students during the teaching-learning process.

From the result observation in the learning process in cycle I, it could be concluded that the learning process has not achieved a good to the average measurements speaking score of the research yet.

3. Cycle II

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not successful. In this phase cycle II had four essential phases namely planning, action, observing, and reflecting. The implementation of cycle II could be explained on the following sequences:

a. Planning

Planning is the phase that prepares lesson plans, instructional material, and teaching media. In this step, the researcher prepared the lesson plan, material, and media that would be used in the teaching learning process.

In the planning of cycle 2, the researchers and collaborator discussed some of the problems found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material, and media that would be used in teaching learning process. The material was School of rock movies. The movies that we used for material was school of rock. Moreover, the researcher made an observation sheet that consists of a list

of students' names and a list of the students' activities that was be observed during teaching learning process.

b. Acting

Action is the realization of the planning that the researcher had made. The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 8
The Schedule of Action in Cycle II

Meeting	Day/Date	Time	Activity
1st	Monday, July 10th,2023	08.30 – 10.00 a.m.	Treatment
2nd	Tuesday,July 11th,2023	08.30 – 10.00 a.m.	Treatment

1) First Meeting

The first meeting was held on Monday, July 10th,2023 at 08.30 – 10.00 a.m. and it took about 90 minutes or 2x45 minutes. In this meeting, the researcher was a teacher, and Mom Khoiriyah S.Pd was the collaborator as well as an observer.

At the beginning of the teaching and learning process, the researcher began the meeting by praying, greeting, checking the attendance list, and asking about the student's condition. Afterward, the researcher watching "The School of Rock Movies" with students. In this section, the researcher as the teacher also explained word and sentence that used in the movies, I ask students to watch and listen carefully to the speakere in the movies, what his said, the gesture,

intonation, I ask student to watch and listen for that, it will be make student more understand to get the knowledge from the movies, and also make their speaking skill, Vocabulary will be Increase.

After it was done, the teacher asked the students about the material to know the student's comprehension. In this meeting, the condition of the class was effective. Most of the students were paying attention to the teacher's explanation. Then for the next section, the teacher ordered the students to listen and pay attention to what is explained by the teacher until the students understand the material.

Afterward, the researcher invited the students to interview, with 10 question. Student should speaking and answer the question using English Later on, if the students still have difficulties, the students can ask the teacher. To strengthen their result learning the teacher gave some evaluation from their interview results, the feedback, and questions as needed to check their understanding of the topic that had been taught. Before the time was up, the teacher gave motivation to the students and remind them to keep on learning at home.Then, the teacher greets to closed the meeting. and reminded the students that it would be post-test in the next meeting.

2) Second Meeting

The second meeting was conducted on Tuesday, July 11th,2023 at 08.30 – 10.00 a.m.and it took about 90 minutes or 2x45 minutes. The meeting was started by praying and greeting, checking the

attendance list, and asking about the students' condition. On this occasion, the researcher start to watching movie "The School of Rock" with students. They also can ask anything like sentence or dialogue in a movies to the teacher. The students did it seriously. Its repeat until movies finished.

c. Observing

Observation is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data was achieved or not. In this step, the researcher presented the material by mcniff. In the learning process, there were also four indicators used to know the students' activities like in the learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that the learning process in cycle II was successful. It can be seen on the result score of students' learning activities observation, as follows:

Table 9
The Frequency of Students' Activity in Cycle II

| No	Students Activities	Frequency	Percentage
1	Students pay attention	9	90%
2	Students respond teacher's questions	6	60%
3	Students ask questions	8	80%
4	Students comprehend the material	7	70%
Total Students		10	

$$P = \frac{F}{N}x100\%$$

Notes:

P   = Percentage of Students Activity

F   =The total number of students' scores

N   = Number of students

Besides that the results of the percentage of students' activities in cycle II above can be summarized in the graph below:

Figure 4
Percentage of Students Activities in Cycle II
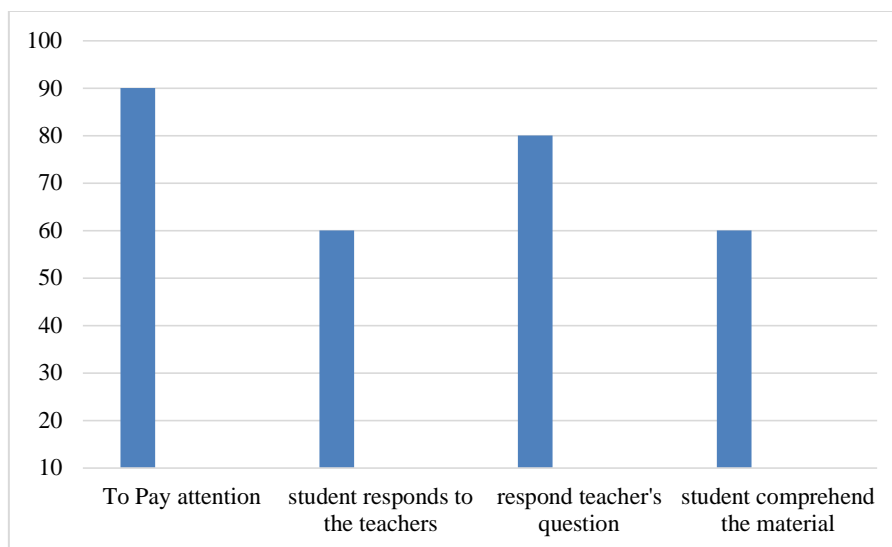
The table above showed that the students' activity in cycle II was improved. The students' activity had a high percentage were the students pay attention ask 90%, students respond teacher's question 80% and the students comprehend the material 70%, and the last the students respond to the teacher 60%. Based on the result above, the researcher indicated

that the learning process in cycle II was successful because the students' activity got a percentage $\geq 70\%$.

Table 10
Student's Score in Second Interview in Cycle II

NO	NAMA	PRONOUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	ANIS ISWARA	3	3	3	3	3
2	ALIFIA ZAHROTUN NISA	3	2	2	3	4
3	AHMAD ARIFIN PRATAMA	4	2	3	4	4
4	INDRA AGUS PRATAMA	2	2	3	2	2
5	LUCKY FERNANDO P.	2	2	2	2	3
6	M. RAZAN NASHIRI	4	3	4	3	4
7	SIFA AL MA'RUF	3	2	3	3	3
8	SITI BADRIAH	2	2	2	2	2
9	NANDA RIZKI A. SAPUTRA	3	2	3	2	2
10	IRFAN RIFAI	2	2	2	2	2

From the table above, we know that some student's score is increasing after watching "The School of Rock" Movies, even it only increasing one point or two point, but it means that the movies is effective to Increasing student's speaking skill.

d. Reflecting

Reflecting is the last step in this process. The researcher analyzed and evaluated by eliminating not useful action. The researcher explained and discussed the result of students' work during teaching-learning, like strengths and weaknesses done by the researcher and students during the teaching-learning process.

Furthermore, the comparison of the result students' pre-test and post-test can be seen into the table of percentage and graph below:

Table 11
The Evaluation Frequency of Students' Pre-Test Score and Post-Test

No	Name	Pre Test	Post Test	Deviation	Explanation
		Score			
1	ANIS ISWARA	12	15	3	Enhanced
2	ALIFIA ZAHROTUN NISA	10	15	5	Enhanced
3	AHMAD ARIFIN PRATAMA	12	17	5	Enhanced
4	INDRA AGUS PRATAMA	8	12	3	Enhanced
5	LUCKY FERNANDO PRATAMA	7	10	3	Enhanced
6	M. RAZAN NASHIRI	13	18	5	Enhanced
7	SIFA AL MA'RUF	14	14	0	Enhanced
8	SITI BADRIAH	8	12	2	Enhanced
9	NANDA RIZKI A. SAPUTRA	10	12	2	Enhanced
10	IRFAN RIFAI	9	10	1	Enhanced
	Total Score	103	132		

No	Name	Pre Test	Post Test	Deviation	Explanation
		Score			
	Average	10,3	13,5		
	Hig Score	14	18		
	Low Score	7	10		

From the table and above, it could be seen that the score of the students in post-test was various. The highest score was 18 and the lowest score is 10. Regarding the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continuing in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that school of rock movies effective to increasing student's speaking skill.

4. Discussion

   a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through the test in the form of an interview which was completed for 60 minutes. It was done on Monday, June 26th, 2023. The result of pre-test showed that most of the students got difficulty doing the test. Based on the table the students' average was 10,3 which showed that most of the students have not passed yet in achieving the Minimum

Measurements of Speaking at least 12. In this phase, only 4 students out of 10 students passed the Minimum Measurements of Speaking.

b. Comparison of Score in Post-Test

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

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

The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The table improvement of it as follow:

Table 12
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Note
		F	P	F	P	
1	Students pay attention	6	60%	9	90%	Improve
2	Students respond teacher's	4	40%	6	60%	Improve
3	Student sask/answer the questions	7	70%	8	80%	Improve
4	Students comprehend the material	6	60%	70	70%	Improve
Total Score			230%		300%	Improve
Average			57,5%		75%	Improve

The researcher shows the diagram of the result of learning activity in cycle I and cycles II, as follow:

Figure 5
The figure of Students' Activities Result in Cycle I and Cycle II
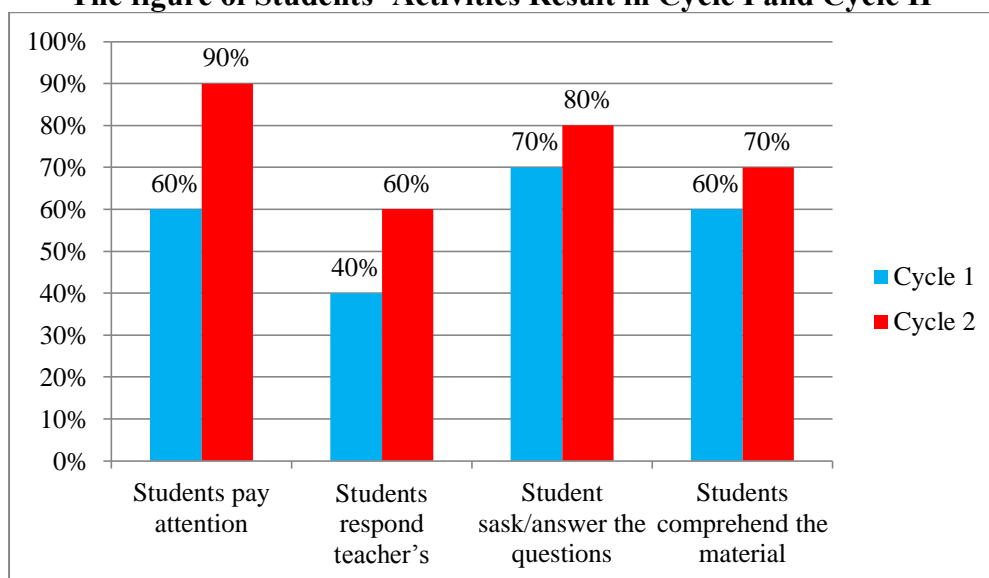
Based on the data had gotten, it can be explained as follow:

a. Students pay attention

The student's attention to the teacher's explanation from the first meeting to the next meeting was improved. In cycle I was only 60% and in cycle II 90%, it increases 30%.

b. Students respond teacher's

The students who respond teacher's questions was improved from the first meeting to the next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the questions could be answered well. For this activity was improve 20%, from cycle I 40% and cycle II 60%.

c. Students ask/answer questions

The number of students who asked questions was improved. It could be seen on cycle I 70% and cycle II 80%, it increased 10%.

d. Students comprehend thematerial

The students'comprehendthematerial in class were increase. It could be seen on cycle I 60% and cycle II also 70%, it increased 10%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown a good improvement in learning activities when problem based learning technique was applied in the learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the effectiveness of school of rock movies for increasing student speaking. There was a progress average score from 10,3 and 13,5.

We could be seen that there was an improvement in the average score and total of the students who passed the test from pre-test, post-test. In the graphs above, the average score in the pre-test was 10,3 and only 4 students or (40%) passed the test.

Moreover, in the post-test there was 8 students or (80%) $\geq$70 with average 13,5. From the explanation above, the researcher concluded that the research was successful and it could be stopped in cycle .

C. Discussion

In this situation, the total number of students who achieved the Minimum Measurements of Speaking in their speaking skill was 7 in terms of post-test 2 findings, or 70% of students completed the Minimum Measurements of Speaking.

As a result, the Scholl of Rock Movies can help students increase their speaking skill. The pre-test average score was 10,3 and 4 students (40%) passed the test, the post-test 1 average score was 11 and 6 students (60%) passed the test and the post-test 2 average score was 13,5 and 8 students (80%). We can observed that the average score and total of students who passed the test improved from pre-test to post-test 1 and post-test 2.

Furthermore, the progress seen in terms of learning activities shows that students are progressing in terms of the students pay attention from 60% become 90%, the students respond to the teacher from 40% become 60%, the students ask/answer questions from the teacher 70% become 80%, the students comprehend the material from 60% become 70%. As a result of students' activities in cycle I and cycle II, there are improvements in students' learning activities.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the average of the students' score of the Eighth grader of MTs Fan Tri Bakti, the result of the observation sheet and the students' activity, the implementation of classroom actvity and driling were active. It means that the movie "The School of Rock" is effective to increase students' speaking skills. There was any improvement from pre-test, post-test. It could be seen the score of improvement pre-test and in the Post-test. It means that there was an increasing in students' speaking skill.

School of rock also can became one of media that help teacher's to teaching English. It helps the teacher develop aspects that are needed in the process of teaching in speaking aspect, it can improve the students' speaking scores significantly. It can improve the students' participation. It means that movies also can be effective to increasing student speaking skill.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The Students

    They have to practice to listen the conversation from native speaker in the movie especially. If they practice it many times, they will be accustomed and they will not be easy enough to be influenced by their skill.

2. The Teacher

    It is suggested for the English teacher to use movie because this media is effective to practice students speaking skill.

3. For the next Researcher

    It is recommended that future researchers use this media with another movie to improve other English learning.

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APPENDICES

SILABUS

Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -.A: *Do you mind lending me some money?* *B: No, problems* -.A: *Can I have a bit?* *B: Sure, here you are.* -.A: *Here is some*	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.tema yang di pillih	1. Bertanya dan menjawab tentang meminta,memberi,menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi,menolak barang	Unjuk kerja	Uji petik berbicara, Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class*	4 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Role cards

| meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu | *money for you.*
B: Sorry, I can't take this.

-.*A: Do you like it ?*
 B: Yes, I do.

-.*A: Have you done it?*
 B:No, I haven't.

-.*A: Do you think it's good?*
 B: I think it is / Sorry I can't say any thing

-.*A: Would you like some .....?*
 B: Yes, please / No, Thanks

2.Tata Bahasa
● Do you mind ....
● Present perfect tense
3. Kosa kata | 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru

4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan

5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan | 3. Bertanya dan menjawab tentang meminta,memberi dan mengingkari informasi

4. Bertanya dan menjawab tentang meminta,memberi dan menolak pendapat

5. Bertanya dan menjawab tentang menawarkan,menerima,menolak sesuatu | | | | | |

			- Kata terkait tema dan jenis teks					
			4. Ungkapan Baku - No Problem - Sorry - No, thanks - Yes, Please					
2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:	1. Teks percakapan memuat ungkapan berikut: Contoh : - *A: what if I do it again?* *B: Fine with me.* - *A: I Must go now* *B: Do you have to?* ● *Right.* ● *I see.* ● *Hm...m yeah*	1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab	1. Bertanya dan menjawab tentang meminta,memberi persetujuan 2. Bertanya dan menjawab tentang merespon pernyataan 3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan	Unjuk kerja	Uji petik berbicara Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	2 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4.Kartu peran

meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	● *Hello,excuse me* ● *Did you? / Were you?* ● *Thanks/ Bye / see you* ● *Could I speak to ..?* ● *Well,I'm calling to ...?* ● *Nice talking to you.* 2. Tata Bahasa - Past form of be 3. Kosa kata - Kata terkait tema dan jenis teks 4. Spelling and intonation	pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran mengunakan ungkapan yang telah dipelajari	bicara 4. Mengawali,me mperpanjang menutup percakapan 5. Mengawali,me mperpanjang menutup percakapan telepon				

Standar Kompetensi : Berbicara

2. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Contoh Instrumen	Alokasi Waktu	Sumber Belajar
1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa - Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks 4. Ungkapan baku - attention, please	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: ● Memberi perhatian (Notice) ● Menarik seseorang membeli / menggunakan	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat 2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	*Uji petik berbicara*	1. *Give suitable notices based on the pictures* 2. *Make simple advertisments based on the pictures*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: ● undangan ● pengumuman ● pesan singkat

		produk tertentu 3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait 4. Membuat secara lisan: ● Notice ● Iklan							
2.	Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan	1.Teks monolog berbentuk recount dan *narrative*. 2.Ciri-ciri kebahasaan teks narrative dan recount. 3.Langkah retorika teks narrative dan recount.	1. Review kosakata dan tata bahasa terkait jenis teks recount dan narrative dngan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks recount dan narrative ● *simple past* ● *past*	- Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Unjuk kerja	Uji Petik berbicara	1. *Tell us briefly what you did yesterday* 2. *Retell a story that you know very well.* 3. *Tell a story based on the series of a pictures*	8 x 40 menit	1.Buku teks yang relevan 2.Gambar yang relevan 3.Benda sekitar 4. Buku cerita dalam bahasa Inggris

| sekitar dalam teks berbentuk *recount* dan *narrative* | 4. Tata Bahasa
- Simple Past tense
- Past continuous tense
- temporal conjuntions
- Connective words
- Adverbs
- Adjectives

5.Kosa kata
- kata terkait tema dan jenis teks

6.Ungkapan baku
- Really?
- That's terrible
- How Then ? | *continuous*
● *temporal conjunctions*
● *connective words*
● *adverbs*
● *adjective*s

3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How then?, First,...., then...., finally...*
4. Menceritakan kembali kegiatan / pengalaman atau teks narative yang pernah | | | | *given.* | | |

		didengar Menceritakan berdasarkan foto atau Gambar cerita populer.						

THE BLUEPRINT OF DOCUMENTATION

No.	Aspect
1.	The history of MTS Fan Tri Bhakti Seputih Banyak
2.	The structure organization of MTS Fan Tri Bhakti Seputih Banyak
3.	The facilities of MTS Fan Tri Bhakti Seputih Banyak
4.	The location sketch of MTS Fan Tri Bhakti Seputih Banyak
5.	The conditions of teachers and Official Employees in MTS Fan Tri Bhakti Seputih Banyak
6.	Regulation of MTS Fan Tri Bhakti Seputih Banyak

DOCUMENTATION SHEET

Table List of Documentation Point at MTS Fan Tri Bhakti Seputih Banyak

No.	Aspect	Available	unavailable
1.	The history of MTS Fan Tri Bhakti Seputih Banyak		
2.	The structure organization of MTS Fan Tri Bhakti Seputih Banyak		
3.	The facilities of MTS Fan Tri Bhakti Seputih Banyak		
4.	The location sketch of MTS Fan Tri Bhakti Seputih Banyak		
5.	The conditions of teachers and official employees of MTS Fan Tri Bhakti Seputih Banyak		
6.	Regulation of MTS Fan Tri Bhakti Seputih Banyak		

INTERVIEW BLUEPRINT

Indicator	Sub Indikator	Number of Item	Sum of Item
School Of Rock Movie	- Interested of watching School of Rock Movie - About School of Rock Movie - Opinion about story from School Of Rock Movie	1, 2 , 3, 4, 5	5
Speaking Skill	- Fluency - Problem of speaking - Their speaking skill after watching school of rock movie	6,7, 8, 9, 10,	5

INTERVIEW SHEET

(Student of MTS Fan Tri Bhakti Seputih Banyak)

1. What do you think about the School of rock movies ?

2. Who is your favorite character on that movies ?

3. what is your favorite scene from school of rock movies ?

4. What do you think about the dialogue of school of rock movies ? is it clear or hard to understand ?

5. Can you tell me the stories ? using your own languages ?.

6. Do you like to speak English ? Why ?

7. If you give a rate of your fluency in speaking, 1-10 ? how much ? and why you think about that ?

8. What is your problem, when you try to make a conversation in English with other people or student ?

9. Have you try to practice speaking with your teacher ?

10. Is that any different about your speaking skill, after you watching school of rock movies ?

ASSESSMENT/ PENILAIAN HASIL BELAJAR

1. Teknik penilaian : mengucapkan
2. Bentuk : interview
3. Kisi-kisi : bagaimana siswa lancer dalam mengucapkan Bahasa inggris dan menjawab pertanyaan interview. Setiap jawaban benar mendapatkan skor 5
4. Jumlah skor maksimal adalah 5 x 20 = 100
5. Nilai maksimal =100
6. Nilai siswa = jumlah jawaban yang benar.

Seputih Banyak,   Februari 2023

Guru Mata Pelajaran,   Guru Praktikan,

KHOIRIYAH S.Pd.I   **LASKA AULIA OKTAVIAN**
1701070029

Mengetahui,
Kepala Sekolah MTS Fan Tri Bhakti

ANDI SETIAWAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Topik	: Invitation
Skill	: Speaking
Alokasi Waktu	: 2 x 40 menit

A. Standar Kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interprsonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima, dan menolak ajakan, menyetujui/ tidak menyetujui memuji dan memberi selamat.

C. Indikator Pencapaian

1. Menangkap informasi spesific yang ada pada dialog.
2. Merespon undangan secara sederhana.
3. Menolak udangan secara sederhana.
4. Mengidentifikasi ekspresi-ekspresi yang diguanakan dalam invitation melaui dialog.

D. Karaker :

1. Dapat dipercaya (trustworties).

2. Berani (courage).

3. Tekun (diligent).

4. Tanggung jawab (responsible).

E. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk mengundang, menerima dan menolak ajakan.

2. Siswa dapat merespon undangan secara sederhana.

3. Siswa dapat menolak udangan secara sederhana.

4. Siswa dapat mengidentifikasi ekspresi-ekspresi yang diguanakan dalam invitation melaui dialog.

F. Materi

1. Materi Pembelajaran

a. Fakta

Jenis teks yang di ajarkan: transaksional how to invite.

Contoh teks:

Now, look at the following conversation. Rama is calling Andreta to invite her to the movie. Listen and repeat.

Rama : Oh hi, Andre. It's Rama here.
Andreta : Oh hi. How are you?
Rama : Fine thanks. Listen. I've got a couple tickets for the new Brad Pitt's film. Would you like to come?
Andreta : Oh, thanks. But I'm working on an essay. I have to finish it tonight because it's due tomorrow.
Rama : Oh, what a pity. Well, never mind. Some other time perhaps.
Andreta : Sure.
Rama : Bye.
Andreta : Bye.

Pic. 7.3 (Dit. PSMP, 2006)

Adapted from McLean, 1981.

Bob   : Hello.
Adi   : Hello.
Bob   : Bob speaking. Can I speak to Mary, please?
Adi   : Hm. She is not home right now.
Bob   : Oh, Ok.
Adi   : Can I take a message?
Bob   : Yes, please. Thanks.
Adi   : Wait a second. I'll get a pen.

(a minute later)
Adi   : Ok.
Bob   : Could you tell her to meet Bob at 7 p.m. in front of the City Public Library?
Adi   : All right.
Bob   : Thank you. Bye.
Adi   : Bye.

Pic. 7.2 (Dit. PSMP, 2006)

b. Konsep

1) Expressions

Inviting	Receiving	Refusing
Would you like to come to my party?	I'd like to.	I'd love to, but …
Would you mind joining us to …?	I would, thank you.	I wish I could, but …
Would you like to come along?	That would be nice.	Thank you for asking me, but …
Would you care to …?	I will.	Thank you very much, but …
How would you like to …?	All right.	I'm sorry, but I don't think I can.
Shall we …?	Wonderful / Great	Sorry, I can't. (But thanks anyway.)
What about …?		
How about …?		
Why don't we …?		
Won't you …?		

Please write other expressions that you listen from the audio or your teacher.

Inviting	Receiving	Refusing

2) Fungsi Sosial Teks invitation:

To attempt to get another person to join you at a specific event.

c. Prinsip

Language Focus

1) Vocabularies

- Library : Perpustakaan

- Concert : konser

- Brochure : brosur

- Hour : jam

- Perhaps : mungkin

2) To infinitife

To infinitive is used to express purpose and reason.

- As subject :   To swim in the river is dangerous.

    To study in Europe is my dream.

- As Object :   I want to talk to him

    She learn to speak English

G. Metode Pembelajaran:

Scientific Approach Technique.

H. Langkah- langkah Kegiatan

Pendahuluan (15 menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru memberi salam dan menyapa peserta didik.

- Dengan bimbingan guru, siswa mengungkapkan pengalaman pengalaman diundang atau mengundang seseorang.

Inti (60 menit)

1) Mengamati

- Dengan bimbingan guru, siswa membaca dialogue yang telah diberikan.

- Siswa menangkap ekspresi-ekspresi untuk mengajak, menerima, dan menolak undangan/ ajakan.

2) Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit.

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang makna dan fungsi sosial dalam invitation.

3) Mengumpulkan Data atau Informasi

- Siswa membaca kembali dialog tentang undangan/ ajakan.

- Siswa menemukan informasi rinci dari informasi tertentu dalam dialog.

4) Mengasosiasi/Menganalisis Data atau Informasi

- Siswa mengungkapkan ekspresi-ekspresi untuk mengajak, menerima, dan menolak undangan/ajakan yang ada pada dialog sebelumnya.

- Siswa menuliskan aspek-aspek dan ekspresi-ekspresi yg ada dalam invitation.

- Siswa membaca dialogue lain yang diberikan oleh guru dan menjawab pertanyaan dalam bentuk kelompok.

5) Mengomunikasikan

- Siswa maju dan mempresentasikan hasil pekerjaan mereka.

- Siswa lain mengoreksi hasil pekerjaan kelompok yang maju.

6) Mencipta

- Siswa dibagi menjadi beberapa kelompok (in pairs), dan diberikan situsi percakapan.

- Siswa menyusun percakapan berdasarkan situasi.

- Masing-masing grup mempraktekkan hasil kerja kelompok.

Penutup (10 Menit)

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru memberikan tugas kepada siswa untuk mencari contoh invitation text.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

B. Media, Alat, dan Sumber Pembelajaran

- Media : LCD, laptop/ computer
- Sumber Pembelajaran : Internet, buku pelajaran

C. Penilaian

1. **Penilaian Afektif**

   Lembar penilaian: pendidikan budaya dan karakter

No	Nama	SKOR PENDIDIKAN KARAKTER DENGAN RENTANG 1-4					Jumlah	Predikat
		Religius	Komunikatif	Tanggung jawab	Kerja sama	aktif		
		3	4	4	4	3	18	A (18)
1								
2								
3								
4								
5								

Kriteria Penilaian : Jumlah Skor	Predikat
17-20	A
13-16	B
9-12	C
1-8	D

Keterangan:

1. Skor 4 apabila 4 unsur predikat terpenuhi.

2. Skor 3 apabila 3 unsur predikat terpenuhi.

3. Skor 2 apabila 2 unsur predikat terpenuhi.

4. Skor 1 apabila 1 unsur predikat terpenuhi.

Unsur- unsur dalam karakter:

a. Jujur:
　　1) Mengakui hal apa adanya
　　2) Bekerja mandiri
　　3) Tidak menyontek
　　4) Menyelesaikan tugas tepat waktu

b. Komunikatif:
　　1) Aktif bertanya kepada guru
　　2) Aktif menjawab pertanyaan guru
　　3) Berkomunikasi dengan ramah dan sopan
　　4) Bertindak dengan demokratis

c. Rasa Ingin Tahu:
　　1) Memperhatikan penjelasan guru
　　2) Aktif bertanya
　　3) Aktif mencatat dan menulis
　　4) Aktif mengerjakan tugas

d. Kreatif
　　1) Mengerjakan tugas berbeda dari umumnya
　　2) Selalu bertanya jawab
　　3) Sering mengajukan usulan/ masukan
　　4) Inovatif

e. Tanggung Jawab
　　1) Menyelesaikan tugas secara mandiri
　　2) Melaksanakan kewajiban sesuai perannya

3) Menjaga kelas kondusif dalam proses belajar mengajar

4) Melaksanakan piket kelas

Catatan: Predikat ditulis dengan jumlah skor perolehan, misalnya A (19) agar mudah direkap oleh guru PKn dan Agama.

2. **Penilaian** Post Test

a. Teknik : speaking

b. Bentuk : roleplay (tes lisan)

c. Situasi : siswa bermain peran berdasarkan percakapan yang didapatkan dan mempraktekkannya bersama dengan pasangan. Guru mengecek keliling satu-persatu kelompok saat mempraktekkan dibangku masing-masing siswa.

d. Instrument :

Practice the dialogue with your partner.

Peter : Hello Mary! Long time no see.

Mary : Hi Peter! How are you doing?

Peter : Well, I"m working very hard so I"m a little bit tired.

Mary : Yes and you look stressed. You need a break! Why don"t you go to the movies?

Peter : Good idea. 2 Would you like to go with me?

Mary : 3 Sounds like fun.! Which movie would you like to watch?

Peter : The Iron Lady.

Mary : And what about having dinner after the movie?

Peter : 4 Sorry, I'm afraid.I only have time for a movie. I have to work early tomorrow

3. **Rubrik Penilaian**

   a. **Kosa kata (vocabulary)**

     5 = Hampir sempurna

     4 = Ada kesalahan tapi tidak mengganggu makna

     3 = Ada kesalahan dan mengganggu makna

     2 = Banyak kesalahan dan menganggu makna

     1 = Terlalu banyak kesalahan sehinngga sulit dipahami.

   b. **Kelancaran (fluency)**

     5 = Sangat lancar

     4 = Lancar

     3 = Cukup lancar

     2 = Kurang lancar

     1 = Tidak lancar

   c. **Ketelitian (accuracy)**

     5 = Sangat teliti

     4 = Teliti

     3 = Cukup teliti

     2 = Kurang teliti

     1 = Tidak teliti

   d. **Pengucapan (pronunciation)**

     5 = Hampir sempurna

     4 = Ada kesalahan tapi tidak mengganggu makna

     3 = Ada beberapa kesalahan dan mengganggu makna

     2 = Banyak kesalahan dan mengganggu makna

     1 = Terlalu banyak kesalahan sehingga sulit untuk dipahami

   e. **Intonasi (intonation)**

     5 = Hampir sempurna

4 = Ada beberapa kesalahan tapi tidak mengganggu makna

3 = Ada beberapa kesalahan dan mengganggu makna

2 = Banyak kesalahan dan mengganggu makna

1 = Terlalu banyak kesalahan sehingga sulit dipahami

f. Pemahaman (understanding)

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

g. Pilihan kata (diction)

5 = Sangat variatif dan tepat

4 = Variatif dan tepat

3 = Cukup variatif dan tepat

2 = Kurang variatif dan tepat

1= Tidak variatif dan tepat

Pedoman penilaian $\dfrac{5x6}{3} =$

Skor maksimal 10

Mengetahui:
Guru Pembimbing

Seputih Banyak, 15 September 2022
Mahasiswa PPL Bahasa Inggris

Khoiriyah

Laska Aulia Oktavian

TEACHER OBSERVATION SHEET

Day/date   :

Class   :

Researcher Activities	Good	Enough	Low

1. Pre-teaching
 	
   a. Preparing the lesson plan
 	
   b. Preparing the media
 	
   c. Ability in opening learning activity			

2. While-teaching
 	
   a. Informing the material
 	
   b. Explaining the material
 	
   c. Guiding the students to follow the lesson
 	
   d. Motivating the students to do the task
 	
   e. Practicing the students to answer the question about material			

3. Post-teaching
 	
   a. Concluding the result of learning
 	
   b. Giving evaluation for the Students
 	
   c. Class closing			

Tick (√) for each positive effect			

Seputih Banyak, ...2022
The collaborator

KHOIRIYAH S.Pd.I

INTERVIEW SHEET

(Student of MTS Fan Tri Bhakti Seputih Banyak)

1. What do you think about the School of rock movies ?
2. Who is your favorite character on that movies ?
3. what is your favorite scene from school of rock movies ?
4. What do you think about the dialogue of school of rock movies ? is it clear or hard to understand ?
5. Can you tell me the stories ? using your own languages ?.
6. Do you like to speak English ? Why ?
7. If you give a rate of your fluency in speaking, 1-10 ? how much ? and why you think about that ?
8. What is your problem, when you try to make a conversation in English with other people or student ?
9. Have you try to practice speaking with your teacher ?
10. Is that any different about your speaking skill, after you watching school of rock movies ?

The Evaluation Frequency of Students' Pre-Test Score and Post-Test

No	Name	Pre Test	Post Test	Deviation	Explanation
		Score			
1	ANIS ISWARA	12	18	6	Enhanced
2	ALIFIA ZAHROTUN NISA	10	15	5	Enhanced
3	AHMAD ARIFIN PRATAMA	12	17	5	Enhanced
4	INDRA AGUS PRATAMA	8	14	6	Enhanced
5	LUCKY FERNANDO PRATAMA	7	15	8	Enhanced
6	M. RAZAN NASHIRI	13	18	5	Enhanced
7	SIFA AL MA'RUF	14	18	4	Enhanced
8	SITI BADRIAH	8	14	6	Enhanced
9	NANDA RIZKI A. SAPUTRA	10	15	5	Enhanced
10	IRFAN RIFAI	9	15	6	Enhanced
	Total Score	103	159		
	Average	10,3	15,9		
	Hig Score	14	18		
	Low Score	7	14		

RUBRIK PENILAIAN SPEAKING
WAWANCARA PERTAMA

NO	NAMA	PRONOUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	ANIS ISWARA	3	2	2	2	3
2	ALIFIA ZAHROTUN NISA	2	2	2	2	2
3	AHMAD ARIFIN PRATAMA	3	2	2	3	2
4	INDRA AGUS PRATAMA	1	2	1	2	2
5	LUCKY FERNANDO P.	2	1	1	1	2
6	M. RAZAN NASHIRI	3	2	3	3	2
7	SIFA AL MA'RUF	3	2	3	3	3
8	SITI BADRIAH	1	1	2	2	2
9	NANDA RIZKI A. SAPUTRA	2	2	2	2	2
10	IRFAN RIFAI	2	2	1	2	2

RUBRIK PENILAIAN SPEAKING

WAWANCARA KEDUA

NO	NAMA	PRONOUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	COMPREHENSION
1	ANIS ISWARA	3	3	3	3	3
2	ALIFIA ZAHROTUN NISA	3	2	2	3	4
3	AHMAD ARIFIN PRATAMA	4	2	3	4	4
4	INDRA AGUS PRATAMA	2	2	3	2	2
5	LUCKY FERNANDO P.	2	2	2	2	3
6	M. RAZAN NASHIRI	4	3	4	3	4
7	SIFA AL MA'RUF	3	2	3	3	3
8	SITI BADRIAH	2	2	2	2	2
9	NANDA RIZKI A. SAPUTRA	3	2	3	2	2
10	IRFAN RIFAI	2	2	2	2	2

DOKUMENTASI PENELITIAN

Nomor   : B-1532/In.28.1/J/TL.00/06/2020
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMA N 1 SEPUTIH BANYAK
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**Laska Aulia Oktavian**
NPM	:	1701070029
Semester	:	6 (Enam)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF DIALOGUE ACTOR/ACTRESS IN MOVIES FOR INCREASING STUDENT`S X GRADE SPEAKING SKILL AT SMA N 1 SEPUTIH BANYAK

untuk melakukan *pra-survey* di SMA N 1 SEPUTIH BANYAK.

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juni 2020
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor   : 005/238ᴬ/04/C.6/D.1/2020
Lampiran   : -
Perihal   : Izin Penelitian

Kepada
Yth   : Ketua Jurusan Tadris Bahasa Inggris
              IAIN Metro
              di
                   Kota Metro

Menanggapi   Surat   Nomor   :   B-1532/In.28.1/J/TL.00/06/2020
tanggal 25 Juni 2020 Perihal Izin Pra-Survey atas diri :

Nama   : **LASKA AULIA OKTAVIAN**

NPM   : 1701070029

Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Kami memberi izin kepada yang bersangkutan untuk melaksanakan Pra-Survey di SMA Negeri 1 Seputih Banyak.

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

Seputih Banyak, 29 Juni 2020
An. Kepala SMAN 1 Seputih Banyak
Wakasek Kesiswaan

HERU LEGOWO, S.Pd.
NIP 19701217 199301 1 002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki HajarDewantaraKampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

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

Nama : Laska Aulia Oktavian   Jurusan : Tadris Bahasa Inggris (TBI)
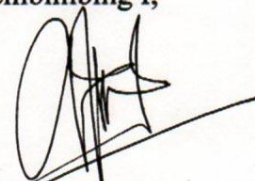NPM : 1701070029   Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi Yang Dikonsultasikan	TandaTangan Mahasiswa
1	30 - 07 - 2021		✓	Please add about Student's difficulties in speaking, Indicators of speaking and scoring rubric of scoring ...	
2.	08 - 08 - 2021		✓	try to pharaphrace	
			✓	add more explanation about strategy used by teacher in teaching and the result.	
			✓	After this paragraph you can contenance that your research is absolutely different.	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO,M.Pd
NIP. 19871102015031004

Dosen Pembimbing II

Aisyah Sunarwan,M.Pd
NIP. 02070202130

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

Nama : Laska Aulia Oktavian   Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 17010700029   Semester : IX / 2021

| No | Hari / Tanggal | Pembimbing | | Materi Yang Dikonsultasikan | TandaTangan Mahasiswa |
		I	II		
1	17 Oktober 2021	✓		tambahan isi, speaking, dialogue, movie. Tony added more references. Margin and spaces.	
2	14 november 2021			fixed some word, wrong grammatically	
3	27 Nov 2021				

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP.198711022015031004

Dosen Pembimbing I,

Dr. Ahmad Subhan Roza,M.Pd
NIP. 19750610200801 1 014

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

Nama   : Laska Aulia Oktavian   Jurusan   : TBI
NPM   : 1701070029   Semester   : XII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	28-08-2023	✓		add more content, also explain about the Movie!	
2	06-09-2023	✓		explain more about the school of rock Movie!	
3	27-09-2023	✓		fix the font and size also some word that misspelled	
4	28-09-2023			Acc Munaqosah.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Drs.Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Nomor   : B-3155/In.28.1/J/TL.00/06/2023
Lampiran   : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**Laska Aulia Oktavian**
NPM	:	1701070029
Semester	:	12 (Dua Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENTS SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG

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, 12 Juni 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A 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-3584/In.28/D.1/TL.00/06/2023   Kepada Yth.,
Lampiran : -   KEPALA MTS FAN TRI BHAKTI
Perihal   : **IZIN RESEARCH**   di-

                                                       Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3585/In.28/D.1/TL.01/06/2023, tanggal 22 Juni 2023 atas nama saudara:

Nama   : **Laska Aulia Oktavian**
NPM   : 1701070029
Semester   : 12 (Dua Belas)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS FAN TRI BHAKTI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENTS SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Juni 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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S U R A T   T U G A S
Nomor: B-3585/In.28/D.1/TL.01/06/2023

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

Nama	:	**Laska Aulia Oktavian**
NPM	:	1701070029
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MTS FAN TRI BHAKTI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENTS SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG".

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   : 22 Juni 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJLIS PENDIDIKAN PONSTREN FAN TRI BHAKTI

E NOTARIS : KRT.TEDJONINGRAT SH. METRO NO. 07/2.P/93

JAN PENDIDIKAN: MADRASAH TSANAWIYAH FAN TRI BHAKTI

\\SS/NSM: 121218020017   NPSN: 10802326

NSB: Ponsel: 085279917077

Alamat : Jl. Diponegoro, Sumber Baru, Seputih Banyak, Lampung Tengah, Kode Pos34156

Nomor   : 104/MTs/FTB/SB/VIII/VI/2023

Lampiran   : -

Pokok   : Izin Research/Survey

Yang Terhormat :

Wakil Dekan Akademik dan Kelembagaan

Di Tempat_

Assalamu'alaikum Wr. Wb.

Menindak lanjutiSurat Tugas Nomor: B-3585/In.28/D.1/TL.01/06/2023, tanggal 22 Juni 2023. Tentang Izin research/survey Mahasiswa atas nama :

Nama   **: LASKA AULIA OKTAVIAN**

NPM   **: 1701070029**

Semester   **: 12 (Dua Belas)**

Jurusan   **: Tadris Bahasa Inggris**

Judul   **: "THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENT'S SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH CENTRAL LAMPUNG"**

Kami izinkan untuk melakukan research/survey di MTs Fan Tri Bhakti Seputih Banyak. Demikian surat ini kami sampaikan, agar dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Seputih Banyak, 23 Juni 2023

Kepala Madrasah

ANDI SETIAWAN, S.Pd.I

NPA. 087002008

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1201/In.28/S/U.1/OT.01/10/2023

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

Nama	: Laska Aulia Oktavian
NPM	: 1701070029
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1701070029

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, 30 Oktober 2023
Kepala Perpustakaan
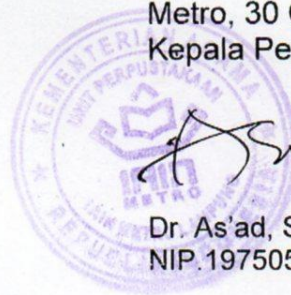
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

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	:	Laska Aulia Oktavian
NPM	:	1701070029
Jurusan	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENT'S SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 30 Oktober 2023
Ketua Jurusan TBI

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

LASKA AULIA OKTAVIAN / 1701070029

by j w

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR
INCREASING STUDENT'S SPEAKING SKILL AT MTS FAN
TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG**

By

LASKA AULIA OKTAVIAN
SRN. 1701070029

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/2023 M

1

LASKA AULIA OKTAVIAN / 1701070029

CURRICULUM VITAE

The writer's name is Laska Aulia Oktavian. He was born on October 25th, 1999 in Seputih Banyak Central Lampung. He is the first child in his family. His father's name is Wawan Roro Ikhlas and his mother's name is Yeni Setyowati. She has a brother and Sister his name is Shafa maulana and Achfita safriliana rela dinanti.

In 2011, he graduated from SDN 01 Seputih Banyak, Central Lampung. In 2014, she has graduated from SMPN 01 Seputih Banyak , Central Lampung. Then, she continued his study to SMAN 01 Seputih Banyak, Central Lampung and graduated in 2017.

And in the same year the author was registered as a student at IAIN metro, faculty of tarbiyah and teaching science majoring in English tadris and graduated in 2023. With perseverance, high motivation to continue learning and trying, the author has successfully completed the work on this thesis. Hopefully, this thesis will be able to make a positive contribution to the world of education. Finally, the writer would like to express his deepest gratitude for the completion of the thesis entitled "THE EFFECTIVENESS OF SCHOOL OF ROCK MOVIES FOR INCREASING STUDENT'S SPEAKING SKILL AT MTS FAN TRI BHAKTI SEPUTIH BANYAK CENTRAL LAMPUNG"