

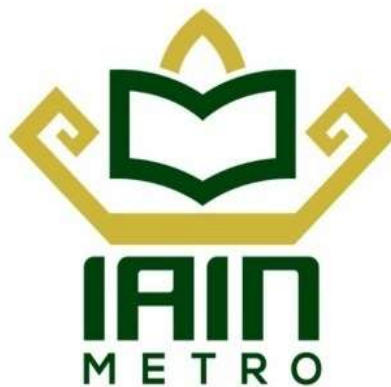
**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' LISTENING SKILL THROUGH  
ENGLISH MOVIE**

**(Study at the Tenth Grade of SMAN 6 Metro)**

**By :**

**M. RAJA TRI SATRIO  
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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY**

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

**IMPROVING STUDENTS' LISTENING SKILL THROUGH  
ENGLISH MOVIE  
(Study at the Tenth Grade of SMAN 6 Metro)**

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

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

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*Assalamualaikum Wr.Wb.*

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Judul Skripsi : IMPROVING STUDENT'S LISTENING SKILL THROUGH ENGLISH MOVIE

Telah kami setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.



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**RATIFICATION PAGE**

No: **6-6140/11-28-1/0/PP-00.9/12/2023**

An Undergraduate thesis entitled: Improving Students' Listening Skill Through English Movie (Study at the Tenth Grade of SMAN 6 Metro), written by: M. Raja Tri Satrio, Student Number 1801071032 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 22<sup>nd</sup>, 2023, at 08.00-10.00 a.m.

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**IMPROVING STUDENTS' LISTENING SKILL THROUGH  
ENGLISH MOVIE  
(Study at the Tenth Grade of SMAN 6 Metro)**

**ABSTRACT**

**By:**

**M. RAJA TRI SATRIO**

The Purpose of this study was to find out is Watching English Movie in learning media could develop the student' listening skill. This research was used Classroom Action Research which was conducted in two cycles. Each cycles consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The subject of this research was 30 students in class X of SMAN 6 Metro. In collecting the data the research used test, observation, and documentation.

The result of this research shows that there is progress of students grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 30% or 9 students, post-test I 56.66% or 17 students and post-test II become 97% or 27 students. It means that there is improvement in students learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of watching English movie technique could improve the students in listening skill and their learning activity.

***Keyword : English Movie, Listening, Classroom Action Research***

**MENINGKATKAN KETERAMPILAN MENDENGARKAN SISWA  
MELALUI FILM BAHASA INGGRIS**

**(Belajar di kelas 10 SMAN 6 Metro)**

**ABSTRAK**

**Oleh:**

**M. RAJA TRI SATRIO**

Tujuan dari penelitian ini adalah untuk mengetahui apakah Menonton Film Berbahasa Inggris dalam media pembelajaran dapat mengembangkan keterampilan mendengarkan siswa. Penelitian ini merupakan penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi dan refleksi. Dalam penelitian ini siswa diberikan pre-test sebelum perlakuan dan post-test setelah perlakuan. Subyek penelitian ini adalah siswa kelas X SMAN 6 Metro yang berjumlah 30 orang. Pengumpulan data menggunakan tes, observasi, dan dokumentasi.

Hasil penelitian menunjukkan adanya kemajuan nilai siswa yang mencapai KKM dari pre-test 30% atau 9 siswa, post-test I 56,66% atau 17 siswa dan post-test II menjadi 97% atau 27 siswa. Artinya ada peningkatan aktivitas belajar siswa karena hasil penelitian telah mencapai indikator keberhasilan. Oleh karena itu, dapat disimpulkan bahwa penggunaan teknik menonton film berbahasa Inggris dapat meningkatkan keterampilan mendengarkan dan aktivitas belajar siswa.

***Kata Kunci : Film Berbahasa Inggris, Mendengarkan, Penelitian Tindakan Kelas***



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name : M. Raja Tri Satrio  
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Department : English Education Department  
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State that this undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excepted from the bibliographies mentioned.

Metro, 22 December 2023

  
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Nama : M. Raja Tri Satrio  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka.

**Metro, 22 Desember 2023**

  
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## **MOTTO**

*“Stand up, then stand up, surely God will elevate those who believe among you and those who are given knowledge to several degrees. And Allah knows best what you do,” (QS Al-Mujadilah: 11).”*

*"Education is what survives when what has been learned has been forgotten."*

## DEDICATION PAGE

*This undergraduate thesis is dedicated to :*

*My beloved family, especially my parents (my father, Alm. Mr. Bambang Suparno, Almh. Mrs. Ade Lely Sofia, and Mrs. Titik Sulistiyowati) who always pray and support in their endless love.*

*My beloved sister and brother, Feberty Megayanti and M. Wahyu Pujianto who always support and give me a good advice and motivation.*

*My beloved girlfriend, Ilda Rilnanda, who always give me positive affirmations, support, and motivation to help me to finish this thesis.*

*My beloved Almamater of State Institute for Islamic Studies of Metro*

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems.

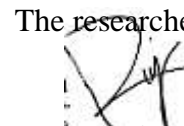
This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled: “Improving Students’ Listening Skill Through English Movie”.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Prof.Dr.Hj. Siti Nurjanah, M.Ag., P.I.A, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Leader of institution of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd, B.I as the Chief and as the guide, of English Education Department of IAIN Metro Lampung.
4. Leny Setyana, M.Pd, as the advisor who help the researcher to finish this thesis.
5. To the parents who always support the researcher all the time.

The researcher apologizes for all the mistakes that she has made in writing and finishing this research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for researcher especially, for our college and every reader.

Metro, 22 December 2023  
The researcher,



**M. RAJA TRI SATRIO**  
**SN. 1801071032**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the problem**

The important key in communicating with each other is language. Communication with each other that very important is Language, using language properly and correctly is the key to success in a relationship, and it is a must for everyone. There are so many varieties of languages that exist in an area or region. Each region has its own language to communicate.

One of the most important languages to learn is English. English is an international language used to communicate between citizens. As an international language, studying English in school is important nowadays.

In keeping with the increasingly sophisticated and developing world we can not only use our mother tongue but also use foreign languages especially English which is difficult to do precisely because our knowledge of foreign languages is limited. On the other hand, English is used as an international language to exchange information which is often done in the field of science and technology.

English as the main capital of communication in international relations is now a common requirement to be fulfilled. One way to master the English language is to learn English through formal or non-formal education such as primary school courses or extracurricular activities to prepare a generation of skilled nations for the global market.

In Indonesia, education itself is an alternative to increase the human resources quality in facing the challenges of the times. In line with this, Ahmadi argues that education that is able to be supporter for the future development is education that has ability to improve the student's potential, so that those concerned are able to be a problem solving of the problems of life they face.<sup>1</sup>

Related to this, education in schools that teach various subjects needs to be optimized. Learning English is not just passively learning the language, but must be active. This is because communications means using Language. So the use of language includes both passive and active language. In learning English, it is necessary to emphasize not only the speaking and writing aspects, but also learning through listening activities.

Teaching listening is one of the tasks that must be carried out by teachers or lecturers in teaching English to improve students' abilities in English. Listening skill is one of the important items in a person's language proficiency test. Besides that, listening activities are sometimes fun, such as: listening to the radio, listening to English songs, especially watching English movies. These are also closely related to listening skills.

Learning by emphasizing the listening aspect can actually be done in various ways. However, in reality in the field there are many teachers who still carry out learning that only emphasizes the aspects of writing and speaking. This can cause students' listening skills not to be honed. As a result, the

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<sup>1</sup>Ahmadi, Abu. *The Educational Psychology*. (Jakarta: Gramedia Putaka, 2011), p. 290

learning value of students in the listening aspect is less than the maximum compared to the writing aspect.

Based on the fact, the results of the pre-survey conducted on February 28, 2022 at SMAN 6 Metro, the results of daily test scores for English subjects in the listening aspect of the 2021/2022 academic year are as follows:

**Table 1.**  
**Data on the results of daily Listening Test for class X IPA 1 SMA Negeri 6 Metro for the academic year 2021/2022**

| No     | Mark | Many Students | Percentage |
|--------|------|---------------|------------|
| 1      | <70  | 20            | 66.7%      |
| 2      | ≥ 70 | 10            | 33.3%      |
| Amount |      | 30            | 100%       |

*Source: Documentation of Grade X High School Daily Exam Scores*

Table 1 is the learning outcomes of students on the daily English test on the listening aspect. Based on the table above, the Minimum Completeness Criteria (KKM) set by schools for english lessons is 70. Students whose scores are 70 are 33.3%. Furthermore, students whose score is < 75 are 66.7%. The total number of students in class X IPA 1 is 30 students<sup>2</sup>.

According to Zaini, many students do not achieve the minimum completeness criteria set by the school because there are still many students who have not been able to listen well to the questions read by the teacher. In addition, the ability of students to understand various grammar pronunciations is still lacking so that errors occur in interpreting what students hear<sup>3</sup>.

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<sup>2</sup> Documentation of Daily Test in English Subject

<sup>3</sup> Ahmad Zaini. Interview with English Teacher. In 2<sup>nd</sup> December, 2022.

Responding to the problems above, there are many ways that need to be done to increase student interest in learning so that the learning outcomes achieved can be optimal.

In learning English, sometimes students feel bored with the way the teacher teaches. Teachers can use several techniques to teach reading, writing, speaking, and especially listening. Some teachers think that listening is the easiest skill to teach, so many materials or English handbooks put it at the beginning of the material. Actually we can use several interesting media to teach English skills for them. For example by using English songs, movies, or maybe having an interesting conversation in English.

Watching English movie as one of the teaching and learning media in language classes helps to increase students sensitivity to understanding the language. This is because the movie is very interesting and all the students love it. There is a story to follow and watch. This will make the teaching process more interesting and enjoyable for teachers and students. Regarding watching movies in English subtitles are one of the factors that teachers need to consider. Subtitles in any language are a great tool for letting people enjoy movies from other cultures and countries but for language learners subtitles often make students lazy to understand the language.

The National Center for Innovative Technology and the Education Technology Implementation Center assert that subtitled movie can be beneficial for students learning English (or a foreign language)<sup>4</sup>.

The use of subtitled movie has been shown to be more effective in improving general auditory comprehension than movie. Students who learn a foreign language by watching subtitled movie show improvements in reading and listening comprehension word recognition motivational decoding skills and vocabulary mastery. We hope that movie with the same subtitles as the actors and actresses in the movie (with English subtitles) will allow students to learn how English texts are expressed and pronounced directly by native speakers so that through this learning process students get used to listening to dialogue pass in English. Through this process students can improve their listening skills.

With facts above, the researcher hopes that teaching listening skills increasing with English-language movie media. Researcher is expected to be one of the new ways to teach listening, alternative techniques, motivate students to be more active to learning English. who are interested in learning and participating in the listening teaching process.

## **B. Identification of problems**

Based on the background of the problem above, the following problems can be identified:

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<sup>4</sup>National Center for Technology Innovative and Center for Implementing Technology in Education (CITED). 2010.

1. There are still many students who get low scores in the aspect of listening ability
2. There are still many students who have not been able to listen well to the questions read by the teacher.
3. The ability of students to understand various grammar pronunciations is still lacking so that errors occur in interpreting what students hear.
4. Students feel bored with the way the teacher teaches.

### **C. Problem Limitation**

Based on the identified problems above, the researcher limited this research to improving students' listening skills by using english movie.

### **D. The Research Formulation**

Based on the identification above, the formulation of the problem in this research is how can English movie improve students' listening skill of students at Tenth grade in SMA Negeri 6 Metro?

### **E. Objectives and Benefits Research**

Based on the formulation of the problem above, the objectives and benefits of this research are:

1. Objective

The purpose of this study is to improve students' listening skills through English movies of students at Tenth grade in SMA Negeri 6 Metro.



## 2. Benefits of research

- a. Theoretically, this research can be useful in the scientific field, namely adding alternative sources and knowledge on how to improve listening skills in students, especially at the high school level.
- b. Practically this research can be useful for:
  - 1) For teachers, it can be a alternative and study related to improving learning outcomes and listening skills in students at Tenth grade in SMA Negeri 6 Metro, namely in English subjects.
  - 2) For students, the results of this study can be used as a alternativefor self-reflection in improving listening skills of students at Tenth grade in SMA Negeri 6 Metro.
  - 3) For Institution, this result of research can be used as input for improving the quality of education, especially students in academic field, specially in english subjects.

## **F. Prior Research**

Research related to improving listening skills in English subjects has been carried out by many previous researchers. The search results related to research relevant to this research are as follows:

1. The research by Pham, with title “The Effects of Audiovisual Media on Students' Listening Skills”. The purpose of this research is to find out the effects of audiovisual media on students listening skill, is the audiovisual can improving students’ listening skill or not. The results of his research show that The Students of English students a significant increase in

understanding after learning with videos and students the positive attitude for using videos in listening to listening skills.<sup>5</sup>

2. The Research by Afriyuninda and Octaviani with title is "The use of English Songs to Improve English Students' Listening Skills". The results of the research show that The use of English songs in teaching listening that listening to English songs can help improve their listening, not only that they can also practice good and correct pronunciation, and can learn new vocabulary by practicing listening to English songs to improve their skills..<sup>6</sup>
3. The research by Hasani, Nahvi and Ahmadi with entitled Design and implementation of intelligent virtual environment for improving speaking and listening skills. The results of his research show that intelligent virtual environment can increase speaking and listening skills.<sup>7</sup>

Based on the prior research above, the similarities and differences between this research with prior research are the similarities, namely focusing on improving students' listening skill, using classroom action research, and research methods that are almost same. While the difference is the treatment given to students in this research by using movie.

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<sup>5</sup>Dung Thi Thuy Pham. The Effects of Audiovisual Media on Students' Listening Skill. *International Journal of Tesol & Education*. 1(1), May 2021.

<sup>6</sup>Eicha Afriyuninda and Lulud Octaviani. The Use of English Songs to Improve English Students' Listening Skills. *Journal Of English Language Teaching And Learning*. 2(2), p. 80-85.

<sup>7</sup>Hasani, Nahvi and Ahmadi. Design and implementation of intelligent virtual environment for improving speaking and listening skills *Journal of University of technology*.

## CHAPTER II

### THEORITICAL REVIEW

#### A. The Concept of Listening skills

##### 1. Understanding Listening skills

Listening skills are the earliest language skills people have. This skill like the other three language skills forms the basis for speaking reading and writing. Early in life children first learn to understand spoken language by hearing and listening to their parents or relatives in a close environment. Listening Children learn language through spoken language that is heard repeatedly. The proof is that newborn babies are always talked to by the people around them. Over time the child will gradually improve listening skills until he is able to imitate simple words and develop other language skills.

Sarikoban believes that listening is the ability to identify and understand what others are saying. For learners listening is how spoken language becomes a resource (eg the first step in learning a new language).<sup>1</sup>

Listening is the ability to identify and understand what other people are saying. For learners, listening is about how the language being spoken becomes an input which is the first step in learning a new language. So, according to Saricoban, listening is the first stage in learning a language

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<sup>1</sup>Sarıçoban, A, The teaching of listening. (The Internet TESL Journal 5 (12), 1999), (<http://iteslj.org/Articles/Saricoban-Listening.html>).Downloaded April 10, 2022 at 09.17

through understanding verbal communication.

In line with Saricoban, Johnson argues listening as the ability to understand and respond effectively to oral communication.<sup>2</sup> Johnson defines listening as the ability to understand and respond effectively to verbal communication. It can be stated that listening requires understanding of the communication conveyed.

Cameron argues that listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language.<sup>3</sup> Listening is a process of receiving and the goal is to give meaning to a conversation so that the focus of listening is more on understanding. so that the content of the message can be conveyed effectively. Listening skills are essential to receive messages effectively. It is a combination of listening to what others are saying and engaging psychologically with the person speaking. Listening is a language skill. It requires a willingness to understand other people an attitude of respect and acceptance and an openness to try to see things from anothers point of view. It requires a high level of concentration and energy.<sup>4</sup>

Listening skills are important for getting messages across effectively. Listening is the ability to listen to what others have to say and

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<sup>2</sup>BizMove Management Training Institute, *How to Improve Your Listening skills Effective Strategies for Enhancing Your Active Listening skills*, (<http://www.bizmove.com/books/how-to-improve-your-listening-skills.htm>). Downloaded April 9, 2022 at 20.00

<sup>3</sup>Cameron, L. *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001)

<sup>4</sup>Babita tyagi, *An Important Skills and Its Various Aspects*, (<http://www.the-criterion.com/V4/n1/Babita.pdf>).

relate emotionally to the speaker. One of the language skills is listening. Listening requires a willingness to understand others an attitude of respect and acceptance and a willingness to see things from a different perspective. Listening requires more attention. Although there is a difference between the two it can be said that listening is related to listening. David spoke in this event: Listening with the ears is listening with the heart. That means listening uses the ears but listening uses the mind. Concentration is a factor of attention and comprehension of message or information content. Hearing refers to hearing sounds but requires more than listening. Caution is required. Listening involves paying attention not only to the story but also to the way the story is told the use of language the use of voice and the way the other person uses their body. It is recognition of verbal and non-verbal messages. Your listening skills are useful in how well you understand these messages.

Hearing refers to the sounds we hear, while listening requires more than that: listening requires a person to be more focused. Listening means listening, not only to the story that is told, but also how the story is told, the use of language and voice, and how other people use their body language. In other words, listening is very concerned about both verbal and non-verbal messages. Effective listening skills depend on how much we can understand and receive the message. Understanding will be maximized if the listening activity includes five stages. The process of listening occurs

in five stages. They are hearing, understanding, remembering, evaluating, and responding.

Referring to the theory that has been described, in listening skills there are activities to remember and understand. Both activities are included in Bloom's taxonomy as proposed by Anderson and Krathwohl. According to Anderson and Krathwohl in the Learning Evaluation task report made by Septri Rahayu, the cognitive process dimensions of Bloom's revised taxonomy, especially on dimensions C1 and C2, consist of: on C1 Remember: (a) Recognizing, (b) Recalling and C2 Understand (understanding): (a) interpreting ((b) exemplifying , (c) summarizing (d) inferring (interesting inference), (e) comparing (comparing), (f) explaining.

#### 1. Remember

Remembering is the ability to retrieve relevant knowledge from long-term memory.

##### a. Recognizing

Recognizing Retrieval of relevant knowledge from long-term memory and then compare it with the information presented.

##### b. Recall

Recall is Retrieval of appropriate knowledge from long-term memory when responding to a problem or given a command. The command can be in the form of a question.

## 2. Understand

Understanding is the ability to formulate the meaning of learning messages and be able to communicate them in oral, written or graphic form.

### a. Interpreting

Interpreting is the ability to change the information presented from one form to another. Interpreting can be in the form of changing sentences to sentences, pictures to sentences, numbers to sentences, sentences to numbers, and so on.

### b. Exemplifying

Exemplifying is the ability to give specific examples or examples of general concepts. Exemplifying can also mean identifying the meaning of the parts of the general concept.

### c. Classifying

Classifying is when students know that something is part of a category. Classifying can also be interpreted as detecting characteristics or patterns that indicate that these characteristics or patterns correspond to certain categories or certain concepts.

### d. Summarizing

Students are said to have Summarizing ability when students can provide a single statement that states the information conveyed or the topic in general.

e. Inferring

Inferring means being able to look for patterns from several case examples. Students are said to have the Inferring ability if students can imagine concepts or principles that are part of the example by coding the appropriate characteristics of each example and more importantly with no relationship between the examples.

f. Comparing

Comparing is the ability to show similarities and differences between two or more objects.

g. Explaining

Explaining is the ability to formulate and use causal models result of a system. Students who have the ability to explain causing cause-and-effect relationships between parts in a system with thus researcher conclude that in process listening there are activities of remembering and understanding which are part of C1 and C2 in Bloom's taxonomy. In Bloom's taxonomy there are two dimensions C1 and C2, consisting of C1 Remember and C2 Understand. However, the researchers narrowed these listening skills into only a few aspects, including recognizing (recognizing), and recalling on C1, and Interpreting.<sup>5</sup>

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<sup>5</sup>Septi Rahayu, Bloom's Taxonomy Marzano's Learning Dimensions, (Palembang: Evaluation of Learning Tasks 1, 2012) p. 4-5.



Recognizing on C1, in this study students will be able to analyze the sound of words, messages, or symbols that have been heard and seen before. Furthermore, recalling (remembering), in noticing (paying attention), recognizing (recognizing), recalling (remembering), interpreting (interpreting), classifying (classifying), and comparing (comparing) and requires a high concentration and attention factor, thus demanding someone to focus more on being able to understand and respond to the content of messages or information conveyed through verbal and non-verbal communication so that communication takes place effectively.

## 2. Purpose of Listening skills

Someone listening certainly has a goal to be achieved, as well as learning listening skills. The learning objectives of listening skills proposed by Kasihani in *English for Young Learners* include: (1) listening to instructions or orders to do something; (2) obtain the required information or answers; (3) get messages, news, and news which be delivered by oral.<sup>6</sup> Besides for listen suat instruction, listening also could used for convey orders to do something. This learning is also intended to obtain information, messages, news, and stories that have been conveyed.

Whereas objective listening according to Hunt and Logan in Saddhono and Slamet are (a) to be able to gain knowledge from the speaker's speech material, (b) to enjoy something speech material (performances) especially

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<sup>6</sup>Kasihani Eko Suyanto.. *English for Young Learner*. Jakarta: Bumi Aksara. 2008.

in the field of art, (c) to assess listening material, (c) to be able to enjoy and appreciate the material. listening, (d) to communicate ideas, ideas, feelings to others smoothly and precisely, (e) to be able to distinguish sounds correctly, (f) to be able to solve problems creatively and analytically, (g) to be able to convince oneself of a problem or doubtful opinion.<sup>7</sup>

Through this attitude, a speaker will feel that what is being discussed gets good attention from the listener. Besides that, through sitting posture, listeners (students) will be more concentrated, focused, and relax in understanding what is being discussed. After that, every student will hear all the words spoken well. The last is the clarity of the language spoken by the speaker. Information will be conveyed well if the speaker has the ability to speak words and good word choice.

### **3. Steps in Listening skills**

Listening skills have levels or stages so that the process develops effectively. The audition process takes place in five stages. They listen understand remember evaluate and respond. The goal to be achieved in listening skills is that listening is the first activity that a person needs to focus on. And this happens when the meaning of sounds or symbols can be understood. Recording is also an important part of the listening process because the information received is useful if it can be converted into long-term information. Then only the audience will participate in active

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<sup>7</sup>Liz Spooner and Jacqui Woodcock, *Teaching Children to Listen* (London: Continuum International Publishing, 2010), (<http://books.google.co.id>), p.7

evaluation at this stage.

Active listeners consider and choose information based on opinions or facts to avoid any bias or prejudice in the information received. Then there is the ultimate answer. This stage is the end or end of the listening process and requires verbal and non-verbal feedback as a signal that the listening process is being done effectively.

Tarigan emphasizes that there are several steps involved in listening skills including learning to listen: (1) determining the medium; second delivery of expressions; (3) he orders that it be repeated; (4) Give maximum training. The researcher concluded from the above two statements: The first step in listening is to define the material and introduce students to new expressions in the form of phrases or vocabulary and explain their meaning. This activity is the first step involving listening. Then students will understand by paying attention and agreeing. Students can then remember (remember) and evaluate (evaluate) each expression through exercises to complete and repeat it in the form of speech sentences or movements or behavior as well as extensive education or with learned material. material.

#### **4. Rubrick of Listening Skill**

According to Febtriningsih that Criteria assesment for several types of possibility errors in listening skill ias following: a) spell or misreprest previous words, unread words, b) gramatical c) words or phrase d) change

in words order f) placement of words with synonym that suitable.<sup>8</sup>

The rubric of listening skill is understand the speech such as listening for the gist, for the main idea, and making inferences.<sup>9</sup>

## **B. The Concept of Movie**

Caracas and Sarikovan show that students benefit most from watching movie with English subtitles. This study shows that when students watch movies with subtitles in a second language they can improve spelling recognition of words pronunciation of new and previously learned words understanding and intonation of spoken language. So English movies with English subtitles are a good technique for teaching listening. While watching a video you are faced with audio and visual inputs. So this project relies on videos to develop listening skills. Helgeson also helps students become flexible listeners and learn to hear general ideas or specific information needed to understand a video.

Video images are useful for students as found in Ting Hungs research. Participants benefit from the visual part of the video which helps them analyze their own performance. Students thus become independent learners who think critically not only about their own learning process but also about the learning processes of others. Focus on understanding the videos and identifying the weaknesses and strengths of analyzing the

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<sup>8</sup> Febtriningsih. Improve listening skill competences through dictation Method in Descriptive text in SMP Negeri 22 Surakarta. *Journal of Education Reach Research*. 11(3), p. 146-159.

<sup>9</sup>Mutiara O. Panjaitan. The Scored of English Studied. *Journal of Education and Cultural*. 16(1), 2010.

images. Also according to Beares video it helps students become more aware of the learning process. Students will quickly find feedback that videos are more effective than just teacher corrections.

Esseberger also believes that video is a good learning medium and can be used in various ways in language lessons. But Ramal points out that videos can be used not only in classrooms but also in distance learning environments where facilitators can interact with students over the internet. In this way videos can provide immediate feedback with the opportunity to undertake a process of self-observation and self-evaluation. Furthermore English movie with educational moral values are not only entertaining but also encourage and motivate students to master English subjects especially in acquiring native listening skills..<sup>10</sup>

### **C. The Teaching Using Movie**

According to Panjaitan that teaching with movie in the lesson are doing watch a movie, retell the contents of the movie that was watched to friends in front of the class, the task ends by making written synopsis of the movie.<sup>11</sup>

According to Nurmala that steps to learn english with movie media is:

#### 1. Choosing movie

This step is movie selected. The attractive movie can provided special entertainment to students

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<sup>10</sup>Robert Essenberger. *Perceived organizational support. Jurnal of applied pshycology. 2011.*

<sup>11</sup>Mutiara O. Panjaitan. The Scored of English Studied. *Journal of Education and Cultural. 16(1), 2010.*

## 2. Watching Movie

In this activity students are expected listening and pay attention to movie displayed so that students can movie retelling.

## 3. Listening Activity

In this activity students can acquire new vocabulary in the movie as well as develop listening skill to students through pronunciation words.<sup>12</sup>

### **D. Action Hypothesis**

Hypothesis is tentative statement about outcome of this research. The hypothesis of the study is by using english movie, the listening skill students' can be increased. Indicator of the research is if more than 60% of the students get score minimum 70 in the post test by listening skill test.

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<sup>12</sup> Dewi Nurmala. Movie Media Using English Language in Teaching Listening. *Journal of Society*. 1(1), 2019.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Variable and Operational definition**

An operational definition is a definition based on defined and observed properties. The operational definitions of the variables in this study are as follows:

##### **1. English Movies.**

English movies with English subtitles can be great art for listening. While watching a video a person is exposed to both audio and visual inputs. That's why these programs focus on videos to develop listening skills. This English Movie will be used in this research is Moana and Toy Story 1.

##### **2. Listening Skills**

Listening skills are processes by which listeners recognize the parts of speech in order to understand given messages and actively participate in the society in which they are engaged. Therefore it is important to consider the characteristics of verbal communication that are shaped by the surrounding community. Society therefore needs a process in which second language learners are encouraged to actively listen and play a greater role in the educational environment.

**B. Research Location**

Research location in this study is SMAN 6 Metro located in FKPPI Street, Rejomulyo, South of Metro District in Metro City. There are 34 teachers, 6 officers, 1 office boys, in this school and the total students from the X until XII classes are 375 students.

**C. Subject and Object of Study**

The subject of this research is Students of XI IPA Class with 30 students at SMA Negeri 6 Metro in the academic year 2022/2023. The Object of this study is listening skill students'.

**D. Action Plan**

This research used classroom action research (CAR). This study describes a dynamic process that includes aspects of planning, action, observation, and reflection, which are sequential steps in the next cycle. This study uses English movie media in the teaching and learning process in the classroom. The implementation of this research carried out a continuous improvement process or repeated actions (cycles) so that from the first cycle, the second cycle onwards which aims to reduce students who are less active in learning.

To see student learning outcomes, a test is given which serves as an initial evaluation. While preliminary observations were made to determine the actions given in order to improve student learning outcomes, especially in learning business communication.



The classroom action research model used in this study has a four-step cycle as shown in the following figure:

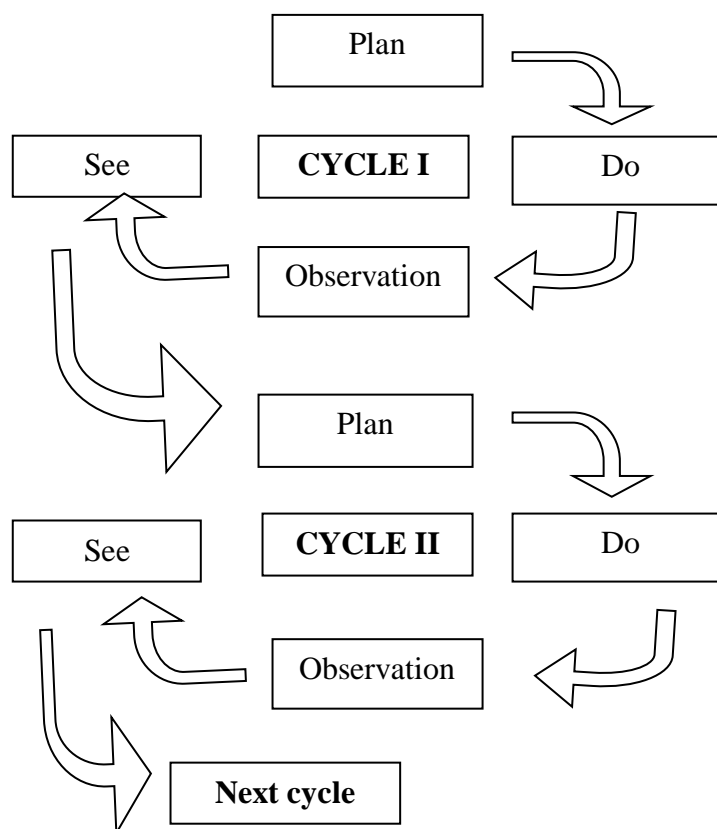


Figure 1. Classroom Action Research Schematic

Based on the initial reflection, classroom action research is carried out with the following procedures:

### Cycle I

#### 1. Planning

At the stage researcher determines the class that will be the subject of research. The researcher took class whose students' scored low on

listening skill tes. The selected class was then given treatment using movie. After determining the class, the next step is to develop learning tool such as lesson plan and instruments. After that, the researcher prepares for the pretest and conduct learning using movie.

## **2. Do/Acting**

This implementation stage is the implementation stage of the learning activities that have been prepared in the planning, while the procedures are as follows:

### **a. Introduction**

- 1) The teacher reminds the previous concepts.

In this step, the researche give ti students any concept of listening skill. The researcher try to reminds the subject with spelling five untill ten words related to the movie. And then, the student ask to written those word in their book.

- 2) The teacher conveys the learning objectives.

In this step, researcher explaining to students about the purpose of the study and give reinforcement that listening is the importing things.

- 3) The teacher motivates students to study hard.

In this step, the researcher giving motivation to students about usage of english in daily life or the other.

**b. Core activities**

The teacher prepares the movie at the preparatory stage. Then the teacher explains the instructions about learning with movies. Students are asked to listen to English movie, listen carefully, and summarize the conversations in the movie.

**c. Closing**

After everything is done the teacher gives value and appreciation to students who present the results of their discussions well. The teacher confirms and asks which questions the students think are the most difficult.

**3. Observation**

At this stage, observations are made to determine the suitability of the implementation of the action with the action plan that has been prepared previously, as well as to find out how far the implementation of ongoing actions is expected to produce changes for the better.

**4. See**

After the learning process is complete, the results of reflection are carried out, namely to reiterate what has been done, it can be found that there are student deficiencies in the learning outcomes obtained and the teacher's performance.

## **Cycle II**

The Cycle II will be carried out if the first cycle has not given results that are in accordance with the indicator of success. The steps of the cycle II will be done as in the Cycle I.

### **E. Data collecting technique**

Data collection techniques used in classroom research were collected through tests.

#### **1. Test**

The test given is a formative test, which is a test used to determine the extent to which students get grades after participating in the learning process. If in Cycle I, it has reached the Indicator of success, it will not proceed to cycle II. If it has not been successful, it will continue next cycle until it reaches the indicator of success.

#### **2. Observation**

At this stage, observations of learning outcomes are carried out whether they have reached the target of success or not.

#### **3. Documentation**

At this stage, the researcher conducts documentation or photos related to learning using movie media.

## **F. Data Collecting Instruments**

The types of data collection instruments are as follows:

### **1. Test Questions**

The test is carried out at the end of each cycle and is carried out to obtain data relating to the extent to which students' absorption of the material provided by the teacher during the cycle will result in data on student learning outcomes or the level of student success during lessons. The form of the cycle test that will be given is a description question with a total of 10.

## **G. Data Analysis Technique**

### **1. Learning Outcome Data Analysis**

To find out student learning outcomes after learning by applying movie media, data is taken from the test at the end of each cycle using the following formula:

The percentage of students' completeness is calculated using the formula:

$$Y = \frac{R}{N} \times 100\%$$

Information :

Y = Percentage of student completeness

R = Number of students who scored 70

N = Number of students

## **H. Indicator of Success**

Indicators of the success of the action in research need a reference to consider the results to be achieved after the action is taken. Indicators of

success in research. In this case, the expected learning outcomes are 60% of the total number of students getting a score of 70. This is based on the minimum completeness criteria (KKM) of students set at SMA Negeri 6 Metro for English subjects.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses data description and data analysis and discussion.

#### A. School Profil

SMA Negeri 6 Metro is the youngest high school in Metro City, Lampung. Located at Jalan FKPI No 01, Rejomulyo, Metro Selatan. Previously, this high school was an athlete-based high school, then it changed to SMA Negeri 6 Metro.

SMA Negeri 6 Metro is one of the top schools at the city and district level. SMA Negeri 6 Metro once made Metro City proud in the district/city level Indonesian Student League championship at the Youth Pledge Stadium, PKOR Way Halim.

This school is also trusted by the Metro City Government to become an Adiwiyata Model School and a Tourism Insight School. This is supported by the construction of an animal hatchery, planting of protected rare trees, a fishery pond for local agriculture and fisheries activities, and the construction of a mini-stadium which can later be used to hold annual events such as the Smansix Fair.

NPSN: 10814991

Status: State

Form of Education: High School

Ownership Status: Regional Government

School Establishment Decree: 310/KPTS/D.3/2010

Date of Establishment Decree: 2010-11-18

Operational Permit Decree: 310/KPTS/D.3/2010

Date of Operational Permit Decree: 2010-11-18

Special Needs Served: None

Bank Name: BANK LAMPUNG

KCP Branch/Unit : METRO

Account in the name of: STATE HIGH SCHOOL 6 METRO

Land area owned: 2

Non-Owned Land Area: 2200000

There are 12 extracurriculars at SMA Negeri 6 Metro:

1. Rohani Islam (Rohis Smansix)
2. Jayabaya Nature Lover
3. KIR AD (Apis Dorsata Youth Scientific Group)
4. PMR (Youth Red Cross) Smansix
5. Ambalan Scouts Raden Fatah and Nyi Ageng Serang
6. Arts (Choir and Dance)
7. Basketball
8. Football
9. Volleyball
10. Futsal
11. Paskibra



## 12. Cinematography (Film and Photography)

**School Vision:** "Creating Excellent Students, Noble Characters, Knowledgeable, Achievement, Caring about Culture and Environment"

### **Mission of SMA Negeri 6 Metro.**

In an effort to realize national education goals, schools must prepare a missionSchool.School Mission:

- a. Developing the religious behavior of school members so that they can practice the religious teachings they adhere to in all aspects of life;
- b. Cultivate discipline, tolerance, mutual respect, self-confidence so that students' attitudes are polite and have noble character.
- c. Developing a spirit of nationalism and defending the country that is rooted in the nation's cultural values by continuing to follow developments in science and technology, as well as fostering an anti-corruption culture.
- d. Fostering students in academic and non-academic achievements at the district/city, provincial and national levels;
- e. Developing the Achievements of Educators and Education Personnel;
- f. Creating a synergistic working atmosphere between leaders, teaching staff and educational staff;
- g. Implementing school management that refers to Quality Management Standards by involving all school residents, Alumni, the Community;

- h. Carry out curriculum and institutional strengthening to accelerate the improvement of school quality based on National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders;
- i. Guiding students in obtaining school exam scores and national assessments and successfully entering state universities;
- j. Creating a family school environment ASRI BERSERI (Safe, Healthy, Neat, Beautiful, Clean, Fresh and Shady).
- k. Fostering a school culture that cares about the environment.
- l. Realizing a learning system in schools based on IT (Science and Technology),
- m. Realizing optimal inclusive education services for children with special needs and special services
- n. Creating child-friendly schools (SRA).

## **B. Research Findings**

### **a. Pre-Test Activity**

The pre-test had been done before the Classroom Action Research (CAR) was being implemented. It was conducted on April 10<sup>th</sup> 2023. It started at 07.00 until 09.00. the pre-test was to measure the student's listening skill before the researcher implementing the treatment. The students asked to finish the listening test.

**TABLE 2**  
**The Results of Student's Listening Pre-Test**

| <b>NO.</b> | <b>NAME</b>        | <b>PRE-TEST SCORE</b> |
|------------|--------------------|-----------------------|
| 1          | AR                 | 60                    |
| 2          | AMS                | 68                    |
| 3          | AA                 | 64                    |
| 4          | AF                 | 70                    |
| 5          | AA                 | 64                    |
| 6          | AAS                | 64                    |
| 7          | AUF                | 64                    |
| 8          | AAS                | 88                    |
| 9          | DAKDS              | 60                    |
| 10         | EMV                | 52                    |
| 11         | GOA                | 72                    |
| 12         | GN                 | 72                    |
| 13         | GIR                | 70                    |
| 14         | HP                 | 82                    |
| 15         | LK                 | 64                    |
| 16         | LA                 | 78                    |
| 17         | MFT                | 62                    |
| 18         | MDA                | 60                    |
| 19         | MMAN               | 52                    |
| 20         | RMIS               | 60                    |
| 21         | T                  | 64                    |
| 22         | VC                 | 68                    |
| 23         | VC                 | 62                    |
| 24         | VN                 | 88                    |
| 25         | WI                 | 64                    |
| 26         | WP                 | 64                    |
| 27         | YRP                | 62                    |
| 28         | ZNA                | 64                    |
| 29         | Z                  | 62                    |
| 30         | ZAA                | 70                    |
|            | <b>Total Score</b> | <b>1994</b>           |
|            | <b>Average</b>     | <b>66.46</b>          |
|            | <b>Max Score</b>   | <b>94</b>             |
|            | <b>Min Score</b>   | <b>52</b>             |

**TABLE 3**  
**The Frequency of Student's Score of Pre-Test**

| No.      | Criteria               | Frequency |
|----------|------------------------|-----------|
| <b>1</b> | <b>Passed (&gt;70)</b> | <b>9</b>  |
| <b>2</b> | <b>Failed (&lt;70)</b> | <b>21</b> |
|          | <b>Total</b>           | <b>30</b> |

Based on the result of the pre-test, the data showed that there were only 9 students or 30% who passed the score above the criterion of minimum completeness (KKM). Meanwhile, the 21 others were under from the criterion. It can be said that most of students at the 1 eleventh science grade of SMA Negeri 6 Metro had difficulty in listening skill. It showed that the result of the pre-test that there were 21 students did not pass the KKM. Thus, it needed to find out the solutions to solve this problem. The Researcher used movies in teaching listening. The action was needed to improve student's listening skill. The action research was conducted in two cycles. Every cycle was followed the procedures of action research such as planning, acting, observing and reflecting.

**b. Cycle 1**

This cycle was conducted into three meetings.

**1. Planning**

Planning is the first stage in the class action research. When the Researcher and the collaborator planned the procedure in the class action research, the Researcher prepared the teaching material in the classroom, and also developed teaching procedure through the activity of students in the classroom. The Researcher prepared the instruments of the research. The Researcher also prepared learning resources such as slides and movies for the student's activity in listening.

**2. Acting**

The action of the cycle 1 was done on Tuesday, August 1<sup>st</sup>, 2023 at 07.30 am – 09.15 am, Thursday, August 03<sup>rd</sup>, 2023 at 10.15 am – 11.45 am and on Saturday, August 5<sup>th</sup>, 2023 at 10.15 am – 11.45 am. This was the first acting in the implementation of Classroom Action Research. In this cycle, there were three meetings. The Researcher implemented the teaching learning process based on the lesson plan which was made by the Researcher. The plan was Researcher continue the material, but instead of using book as the teaching media, the Researcher modified the teaching material by inserting English movies.

In the first meeting, the Researcher taught about listening skill and also explain about types of movies. The student asked to watch a

movie called “Moana” while watching they allowed to take a note about the movie. In this meeting they watch the movie using an Indonesia subtitle. After watched the movie, the students then asked to write their opinion about the movie and the researcher asked them to write the vocabularies that they hear from the movie.

In the second meeting, the Researcher reviewed the material and asked some of the students to read their opinion or to retell about the movie that they watch in the first meeting out loud while the other students had to listen to and gave some comments. Then next activity was watching full movie again, but only one time and using an English subtitle, while watching the movie they were not allowed to take note and then after watched the movie they have to answer the comprehension questions about the whole movie.

In the third meeting, there were no intermezzo, the students were really interested to resume the movie. In this third meeting, they watch the movie without any subtitle, When the whole movie was finished, the Researcher gave the students the worksheet and then the Researcher explained about how to answer the worksheet. Finally, the students had finished answering all of the question.

### 3. Observing

This is the third stage of in the classroom action research. In this stage, the Researcher observed student’s performance in the teaching and learning, especially the student’s listening performance. In this

cycle, the students often asked the Researcher about the translation from Bahasa to English, and how to write the sentences correctly.

Also, the collaborator helped the Researcher to observe the teaching and learning activity. In this cycle, the enthusiasm of students in learning process was good because the Researcher provided the good class and student's condition by using watching popular music video before the students started the material. The students were also active in the class. They gave their idea about the short film and discussed it with their friend. However, some of the students were still too shy to ask about the material or the thing that they did not know about.

In this phase, the observer also observed the teaching learning process through post-test 1. The result of post-test 1 showed that the average score of the class derived 71.80 in which there were 17 students who passed the Minimum Mastery Criterion (*KKM*) 75. The following were the detail results of test used in the first cycle.

**TABLE 4**  
**The Results of Student's Listening Post Test 1 and Post Test 2**

| No. | NAME               | Listening Score |              |
|-----|--------------------|-----------------|--------------|
|     |                    | Post Test 1     | Post Test 2  |
| 1   | AR                 | 68              | 80           |
| 2   | AMS                | 70              | 88           |
| 3   | AA                 | 68              | 88           |
| 4   | AF                 | 72              | 78           |
| 5   | AA                 | 68              | 88           |
| 6   | AAS                | 70              | 94           |
| 7   | AUF                | 72              | 82           |
| 8   | AAS                | 90              | 96           |
| 9   | DAKDS              | 68              | 78           |
| 10  | EMV                | 60              | 92           |
| 11  | GOA                | 78              | 92           |
| 12  | GN                 | 78              | 90           |
| 13  | GIR                | 72              | 88           |
| 14  | HP                 | 84              | 90           |
| 15  | LK                 | 68              | 80           |
| 16  | LA                 | 80              | 94           |
| 17  | MFT                | 68              | 78           |
| 18  | MDA                | 62              | 88           |
| 19  | MMAN               | 62              | 92           |
| 20  | RMIS               | 62              | 88           |
| 21  | T                  | 72              | 80           |
| 22  | VC                 | 78              | 84           |
| 23  | VC                 | 68              | 88           |
| 24  | VN                 | 90              | 94           |
| 25  | WI                 | 68              | 74           |
| 26  | WP                 | 70              | 88           |
| 27  | YRP                | 72              | 90           |
| 28  | ZNA                | 70              | 88           |
| 29  | Z                  | 68              | 88           |
| 30  | ZAA                | 78              | 80           |
|     | <b>Total Score</b> | <b>2154</b>     | <b>2606</b>  |
|     | <b>Average</b>     | <b>71.80</b>    | <b>86.86</b> |
|     | <b>Max Score</b>   | <b>94</b>       | <b>96</b>    |
|     | <b>Min Score</b>   | <b>62</b>       | <b>74</b>    |



TABLE 5

## The Frequency of Student's Score of Post Test 1

| No. | Criteria     | Frequency |
|-----|--------------|-----------|
| 1   | Passed (>70) | 17        |
| 2   | Failed (<70) | 13        |
|     | Total        | 30        |

After calculating the post-test 1 result, the Researcher calculated student's first post-test score. To know the result of student's listening, the Researcher needs to calculate the average first. The data by using this formula:

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

$$X = \frac{2154}{30}$$

$$X = 71.80$$

Then, in the first cycle of post-test 1, there were 17 students who passed the KKM. If it was calculated into class percentage, it was gained 56.6% through this formula:

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

$$P = \frac{17}{30} \times 100\%$$

$$P = 56.6\%$$

From the data above, it showed that there was student's improvement between pre-test and post-test 1, the improvement was low enough. There were many students who still not finished yet their test on time and there were some students who still confused and have difficulties in understanding the English movies. There were several students who did not payfull attention to the movies and as the result the score was not reach the minimum criterion. Besides that, the size of the classroom was big so the sound quality was not so good. It showed that there were some students who sit in back still asked the Researcher to max the volume of the sound system. When the students did the test, the class were also affected by the noise from outside the class. Thus, the Researcher continued the action to the next cycle.

#### 4. Reflecting

Based on the result in teaching and learning listening using movie in the cycle 1, the Researcher and the collaborator discussed the conclusion that was taken from the cycle 1. The conclusions are:

- a. There were some students who had not finished their assignment on time, it was caused the time was not enough.
- b. There were 13 students who did not pass the *KKM* and need more treatment.
- c. There were some students who still got difficulty understanding the English movie. It was caused by most of the students were not used to watch English movie without for example Bahasa subtitle and also

caused by the poor sound quality in the class.

- d. The student's score was not enough, and still needed to continue to cycle 2 to achieve the goals.

### **c. Cycle 2**

This cycle was conducted into three meetings.

#### **1. Planning**

In this phase, the Researcher made a plan for the action based on the problems faced by the students in the previous cycle. The Researcher solved the problem above by adding the time to finish the test. To solve the problem of the student's difficulty to understand the movie the Researcher developed the teaching media using more English movies and also using listening interactive games in hoping that the students became aware and get used to in English. In addition to the poor quality of the sound in the class, the Researcher arranged the student's seating position to move closer to the sound system so they could hear the sound clearly. The Researcher also prepared the instrument of research for students such as English movies. The Researcher also prepared the post-test 2 for the students, observation. Besides that, the Researcher prepared the teaching material by using movies in two meetings. The researcher and the collaborator planned this action because the result of the student's listening in the first cycle was still low. It could be seen in the result of student's listening only 15 students or 50% who passed the KKM from 30 students in the class.

## 2. Acting

The action of the cycle 2 was done on Tuesday, August 8<sup>th</sup>, 2023 at 07.15 am – 09.15 am, Thursday, August 10<sup>th</sup>, 2023 at 10.00 am – 12.00 am and on Saturday, August 12<sup>th</sup>, 2023 at 10.00 am – 12.00 am.

In the first meeting, the teaching goals was to make the students more focused and interested, so the Researcher was teaching using English movie using an Indonesia subtitle and after that they played a game, it was Whispered Challenge game. In this meeting in order to improve the sound quality, the Researcher re-arranged the student's seating position.

The second meeting as usual the Researcher rearranged the student's seating position in order to improve the sound quality. The teaching process began with explain briefly about material for that meeting. Then the students watch a movie called "Toy Story 1" and they had to identify the vocabularies they heard from the movie. After finished the movie, the researcher asked the students to rewrite the dialogue from their favorite scene of the movie and read it in front of the class.

The third meeting the researcher asked the students to watch the movie again without the subtitle and after finish the movie, the researcher gave the students the post-test 2. It was about the movie.

### 3. Observing

In this phase of the research, when the Researcher taught the lesson in the class he also observed the student's activities. In this cycle two, the only major problem was the power supply that cut out, other than that there were no major problem. Besides the power problem, the students were really enthusiast and active in study using the movies, they were followed the lesson calmly without make a lot of noise, they also did their task and test on time, they were asked fewer translation in the learning process because they brought their own dictionary, they only question that they asked the Researcher whether their sentences correct or not. In this phase, the Researcher also observed the teaching learning process through post-test 1 and post-test 2. The following were the detail results of test used in the second cycle.

**TABLE 6**  
**The Results of Student's Listening Post Test 1 and Post Test 2**

| No. | NAME  | Listening Score |             |
|-----|-------|-----------------|-------------|
|     |       | Post Test 1     | Post Test 2 |
| 1   | AR    | 68              | 72          |
| 2   | AMS   | 70              | 88          |
| 3   | AA    | 68              | 70          |
| 4   | AF    | 72              | 78          |
| 5   | AA    | 68              | 88          |
| 6   | AAS   | 70              | 94          |
| 7   | AUF   | 72              | 82          |
| 8   | AAS   | 90              | 96          |
| 9   | DAKDS | 68              | 68          |
| 10  | EMV   | 60              | 92          |
| 11  | GOA   | 78              | 92          |
| 12  | GN    | 78              | 90          |
| 13  | GIR   | 72              | 88          |
| 14  | HP    | 84              | 90          |
| 15  | LK    | 68              | 80          |
| 16  | LA    | 80              | 94          |

|    |                    |              |              |
|----|--------------------|--------------|--------------|
| 17 | MFT                | 68           | 78           |
| 18 | MDA                | 62           | 68           |
| 19 | MMAN               | 62           | 68           |
| 20 | RMIS               | 62           | 88           |
| 21 | T                  | 72           | 80           |
| 22 | VC                 | 78           | 84           |
| 23 | VC                 | 68           | 88           |
| 24 | VN                 | 90           | 94           |
| 25 | WI                 | 68           | 74           |
| 26 | WP                 | 70           | 88           |
| 27 | YRP                | 72           | 90           |
| 28 | ZNA                | 70           | 88           |
| 29 | Z                  | 68           | 88           |
| 30 | ZAA                | 78           | 80           |
|    | <b>Total Score</b> | <b>2154</b>  | <b>2518</b>  |
|    | <b>Average</b>     | <b>71.80</b> | <b>83.93</b> |
|    | <b>Max Score</b>   | <b>94</b>    | <b>96</b>    |
|    | <b>Min Score</b>   | <b>62</b>    | <b>68</b>    |

TABLE 7

## The Frequency of Student's Score of Post Test 2

| No. | Criteria     | Frequency |
|-----|--------------|-----------|
| 1   | Passed (>70) | 27        |
| 2   | Failed (<70) | 3         |
|     | <b>Total</b> | <b>30</b> |

To know the result of student's listening, the Researcher needs to calculate the average first. The data by using this formula:

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

$$X = \frac{2606}{30}$$

$$X = 86.86$$

Then, in the second cycle of post-test 2, there were 29 students who passed the KKM. If it was calculated into class percentage, it was gained 97% through this formula:

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

$$P = \frac{29}{30} \times 100\%$$

$$P = 97\%$$

**TABLE 8**

**The Results of Student's Listening Tests (Pre-Test, Post-Test 1, Post-Test 2)**

| No | Name  | Score    |           |            |
|----|-------|----------|-----------|------------|
|    |       | Pre-Test | PostTest1 | PostTest 2 |
| 1  | AR    | 60       | 68        | 72         |
| 2  | AMS   | 68       | 70        | 88         |
| 3  | AA    | 64       | 68        | 70         |
| 4  | AF    | 70       | 72        | 78         |
| 5  | AA    | 64       | 68        | 88         |
| 6  | AAS   | 64       | 70        | 94         |
| 7  | AUF   | 64       | 72        | 82         |
| 8  | AAS   | 88       | 90        | 96         |
| 9  | DAKDS | 60       | 68        | 68         |
| 10 | EMV   | 52       | 60        | 92         |
| 11 | GOA   | 72       | 78        | 92         |
| 12 | GN    | 72       | 78        | 90         |
| 13 | GIR   | 70       | 72        | 88         |
| 14 | HP    | 82       | 84        | 90         |
| 15 | LK    | 64       | 68        | 80         |
| 16 | LA    | 78       | 80        | 94         |
| 17 | MFT   | 62       | 68        | 78         |
| 18 | MDA   | 60       | 62        | 68         |
| 19 | MMAN  | 52       | 62        | 68         |

|                    |      |              |              |              |
|--------------------|------|--------------|--------------|--------------|
| 20                 | RMIS | 60           | 62           | 88           |
| 21                 | T    | 64           | 72           | 80           |
| 22                 | VC   | 68           | 78           | 84           |
| 23                 | VC   | 62           | 68           | 88           |
| 24                 | VN   | 88           | 90           | 94           |
| 25                 | WI   | 64           | 68           | 74           |
| 26                 | WP   | 64           | 70           | 88           |
| 27                 | YRP  | 62           | 72           | 90           |
| 28                 | ZNA  | 64           | 70           | 88           |
| 29                 | Z    | 62           | 68           | 88           |
| 30                 | ZAA  | 70           | 78           | 80           |
| <b>Total Score</b> |      | <b>1994</b>  | <b>2154</b>  | <b>2518</b>  |
| <b>Average</b>     |      | <b>66.46</b> | <b>71.80</b> | <b>83.93</b> |
| <b>Max Score</b>   |      | <b>94</b>    | <b>94</b>    | <b>96</b>    |
| <b>Min Score</b>   |      | <b>52</b>    | <b>62</b>    | <b>68</b>    |

Based on the data test above, the average students' listening achievement on this cycle is 83,93 and there were 27 students passed the KKM or 90% students. On the other hand, there were 10% students who did not pass the KKM or 3 student. The improvement in this cycle was high and met the criteria of the action research of CAR in which minimum 75% students passed the KKM could be achieved. From the result of this cycle, the Researcher stopped this research and would not continue to the next cycle.

#### 4. Reflecting

The reflection was carried out after gaining the score result of listening test. The researcher and the English teacher felt satisfied in as much their made efforts to improve the student's listening skill had been realized. The students could enjoy and followed the English lesson with ease the help of



English movies as the teaching media. It was proven by their improving scores from the pre-test to post-test<sup>2</sup>. After achieving the target research that minimal 75% who passed the *KKM*, the Researcher decided to stop the CAR because it had already succeed. Therefore, the Researcher and the real teacher did not have to revise the plan.

### C. Discussion

Based on the process of conducting the research and the calculation of the data, there are some information is explained as follows. In the pre-test, there were 30 students which Table showed there are only 9 students who passed the minimum criterion and also the student's mean score of pre-test was 66.46 before implementing the action research. The class percentage that passed the minimum criterion was 30%. In doing the pre-test the students were asked to watch a movie called "Moana" and after that the students were asked to answer questions based on the movie. They were given 30 minutes to answer the pre-test. The movies give the students exposure to the target language which is English and also give the students benefits such as their understanding in spoken languages is increased, their pronunciation increased, and also they adapt to the languages grammatical forms and sentence patterns in context unconsciously.

In the first cycle, the Researcher planned the lesson plan based on the problems in the score of pre-test. The next step was implementing the lesson plan, the lesson plan was divided into two meeting. In the first meeting the

students were given a movie 'Moana' with Indonesia Subtitle, and asked the students to make an opinion based on the movie. The second meeting the Researcher reviewed the previous material and read their written opinion in the previous meeting out loud while the other students had to listen to and gave some comments later.

The next activity was watching movie called "Moana" but with English subtitle, and after watching the movie the post-test 1 were conducted. From the pre-test 1, the Researcher found the mean score is 71.80 it means that the student's achievement in listening still reach the minimum criterion yet which 75.00. In the first cycle the class percentage that passed the minimum criterion were 56.8%, it means that the improvement was still low enough. In addition, there were some other factors that affect the student's post-test 1 score, such as the limited time, the condition of the classroom that noisy, and also the sound system quality is low.

So, considering the score improvement from the pre-test through post-test 1 was still low the Researcher conclude that the student's listening skill need to be improve by watching English movie. Hence, the Researcher continued the action research to the next cycle.

In the second cycle, the Researcher planned the lesson plan that would covered the problem in the first cycle. The next step was implementing the lesson plan. Before the lesson started the Researcher used listening interactive games in hoping the students became aware and get used to in English. The teaching goals was to make the students more focused and interested, so the

Researcher was teaching using English movie using an Indonesia subtitle and after that they played a game, it was Whispered Challenge game.

In this meeting in order to improve the sound quality, the Researcher rearranged the student's seating position. The second meeting as usual the Researcher rearranged the student's seating position in order to improve the sound quality. The teaching process began with explain briefly about material for that meeting. Then the students watch a movie called "Toy Story 1" and they had to identify the vocabularies they heard from the movie. After finished the movie, the researcher asked the students to rewrite the dialogue from their favorite scene of the movie and read it in front of the class.

The third meeting the researcher asked the students to watch the movie again without the subtitle and after finish the movie, the researcher gave the students the post-test 2. It was about the movie. From the post-test 2 the mean of the students score was 83,93. There were 27 students who passed the test, it means 90% of the total students were passed the test.

From the results of the cycle 2, the Researcher stopped the research and would not continue to the next cycle. In addition, even though in the cycle 2 the Researcher faced technical problem which was power cut off, the other problems that found in the first cycle did not emerge in the second cycle. Based on the findings of the cycle 2, the student's listening were improved significantly, it showed by the student's score of post-test 2 was higher than pre-test and post-test 1 also it supported by the evidence that there was no other factor that affect the process of the cycle 2.

In conclusion, by watching English movie gave major improvement to student's listening skill. According to Harmer watching movie activity is categorized as extensive listening which is a listening activity that can be done not only in classroom but also outside classroom and the students can choose their material freely according to their interest<sup>1</sup>.

Furthermore, the movie watching in English activity is an effective way to improve student's language skill especially their listening skill<sup>2</sup>. The students are get used to and understand English spoken language, they can answer the listening question easily and they get much exposure to the target language which is English. Besides, the students also felt that there are some improvement in their speaking skill it showed by the post-interview result.

As a result, watching English movie facilitated them for having opportunities to practice and to encourage their motivation in learning English listening. Also, for the students watching English movie were considered as fun, enjoyable, and yet helpful especially for the students of eleventh grade of SMA Negeri 6 Metro.

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow, United Kingdom: Pearson Education Limited, 2007), Fourth Edition, pp. 303-308

<sup>2</sup>Merita Ismaili, *The Effectiveness of Using Movies in EFL Classroom*, *Academic Journal of Interdisciplinary Studies*, Vol.2, No. 4, 2013, pp. 121-129

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter shows the conclusions of the research and offers some suggestions. The conclusions and suggestions are drawn based on the research findings and discussions in the previous chapter.

#### **A. CONCLUSION**

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the listening skill could be improved through watching English movie Technique at the 1<sup>st</sup> grade of SMAN 6 Metro.

It was in concluded that watching English movie technique could improve the student's in listening skill. There is progress of student's grade that achieves the Minimum Mastery Criteria (MMC) Based on the explanation of cycle I and cycle II, it was in explained that by watching English movie technique could improve the student's in listening skill. There is progress from the students get grade >70 from pre-test 30% or 9 students, post-test I 56,6% or 17 students and post-test II become 90% or 27 students. It is inferred that there is improvement on the student's complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade >70 are reached.

So, in conclusion teaching students through watching English movie could increasing the students' listening skill.

## **B. Suggestion**

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

### **1. To English Teacher**

- a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. Role the teacher how to made student create to achieve material and made English Language interest in their learning process.
- b. It is better for the teacher to use watching English Movie in English learning especially in speaking because it can improve student's speaking skill

### **2. To the Students**

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also watching English Movie technique introduce for student about how to speak English happily.

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# APPENDICES

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE 1

**Satuan pendidikan** : SMAN 6 METRO  
**Kelas / Program / Semester** : X  
**Mata pelajaran** : Bahasa Inggris  
**Topik** : Expressing and Responding Opinion  
**Alokasi Waktu** : 4 x 45 menit (2 kali pertemuan)

### A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya  
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## **B. Kompetensi Dasar**

- 1.1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

## **C. Indikator Pencapaian Kompetensi**

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 1.1.2. Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1 Peserta didik dapat menunjukan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.1. Peserta didik dapat menunjukan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.2. Peserta didik dapat menunjukan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.3. Peserta didik dapat menunjukan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.2.1 Peserta didik dapat mengidentifikasi makna tindak tutur menyampaikan dan meminta pendapat. Peserta didik dapat menjelaskan

### *Appendix 1*

cara untuk mengungkapkan harapan dan doa serta ucapan selamat dengan benar.

- 3.2.2 Peserta didik dapat merespon tindak tutur menyampaikan dan meminta pendapat.
- 4.2.1 Peserta didik Siswa dapat memahami cara menyampaikan pendapat yang benar.
- 4.2.2 Peserta didik dapat memahami dan mengucapkan pendapat dan responnya secara tepat.
- 4.2.3 Peserta didik dapat menanyakan pendapat orang lain secara tepat.
- 4.2.4 Peserta didik dapat memberikan pendapat secara tepat.

#### **D. Materi Pembelajaran**

##### 1. Fungsi Sosial

Bertanya, memberikan ide dan pendapat, berkomunikasi dengan cara yang baik.

##### 2. Unsur Kebahasaan

##### **Asking for Opinion**

- ❖ What do you think of ...? •
- ❖ What are your views? •
- ❖ What is your opinion? •
- ❖ Is it right what I've done? •
- ❖ What about ...? •
- ❖ How about ...? •

##### **Giving Opinion**

- ❖ I'm convinced that .... •
- ❖ I reckon .... •
- ❖ I consider that .....•
- ❖ According to the expert, I .... •
- ❖ In my opinion, .... •
- ❖ I think .... •

*Appendix 1*

**E. Metode**

Pendekatan Saintifik

Strategi : Observing, Monitoring, Think Pair-Share, Watching English

Movies

**F. Media/Alat/Sumber Pembelajaran**

1. Media

- Power point presentation
- Potongan Film berbahasa Inggris
- Film berbahasa Inggris

2. Alat/Bahan

- Laptop
- LCD
- Pengeras

3. Sumber Belajar

- Buku Siswa kelas XI semester 1 Kemendikbud
- Suara guru
- Potongan film berbahasa Inggris
- Film berbahasa Inggris

**G. Langkah-langkah Kegiatan Pembelajaran**

| <b>Kegiatan</b>    | <b>Deskripsi</b>  | <b>Alokasi Waktu</b> |
|--------------------|---|----------------------|
| <b>Pendahuluan</b> | <ul style="list-style-type: none"> <li>• Guru masuk ke kelas, menyapa dan menanyakan kabar peserta didik</li> <li>• Guru menayangkan music video berhubungan dengan materi pembelajaran yaitu “bullying”.</li> <li>• Guru mulai menyinggung contoh-contoh menyatakan dan meinta pendapat para sisw</li> </ul> | <b>25’</b>           |

## Appendix 1

|                 | berdasarkan music video yang ditayangkan.  |                      |
|-----------------|--|----------------------|
| <b>Kegiatan</b> | <b>Deskripsi</b>   | <b>Alokasi Waktu</b> |
| <b>Inti</b>     | <ul style="list-style-type: none"> <li>• Guru menerangkan pada siswa tentang menyatakan dan meminta pendapat.</li> <li>• Guru menerangkan unsur kebahasaan yang terdapat dalam tentang menyatakan dan meminta pendapat.</li> <li>• Guru memberikan video yang bertema “bullying” dan meminta siswa untuk menganalisa isi dari video tersebut bersama teman sebangkunya</li> <li>• Guru meminta siswa untuk memaparkan opininya mengenai video yang diberikan di depan kelas</li> </ul> | <b>50’</b>           |
| <b>Penutup</b>  | <ul style="list-style-type: none"> <li>• Guru memberi panduan menyimpulkan hasil pembelajaran</li> <li>• Guru memberikan pertanyaan-pertanyaan kepada siswa yang akan memancing mereka untuk mengingat kembali pelajaran hari ini</li> <li>• Guru mengucapkan salam.</li> </ul>  | <b>15’</b>           |

**2. Pertemuan 2**

| <b>Kegiatan</b>    | <b>Deskripsi</b>   | <b>Alokasi Waktu</b> |
|--------------------|--|----------------------|
| <b>Pendahuluan</b> | <ul style="list-style-type: none"> <li>• Guru memberi salam;</li> <li>• Guru memeriksa kehadiran siswa;</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</li> <li>• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang</li> </ul> | <b>5’</b>            |

## Appendix 1

|                 |  |                      |
|-----------------|--|----------------------|
|                 | telah dipelajari di pertemuan sebelumnya   |                      |
| <b>Kegiatan</b> | <b>Deskripsi</b>   | <b>Alokasi Waktu</b> |
| <b>Inti</b>     | <ul style="list-style-type: none"> <li>• Menonton film berbahasa Inggris berjudul “Zootopia”</li> <li>• Membuat teks opini berdasarkan film yang ditonton</li> <li>• Menjawab pertanyaan komprehensif mengenai keseluruhan film</li> </ul> | 80’                  |
| <b>Penutup</b>  | <ul style="list-style-type: none"> <li>• Guru memberi panduan menyimpulkan hasil pembelajaran.</li> <li>• Siswa di beri Guru memberikan salam penutup.</li> </ul>  | 5’                   |

## H. Penilaian Proses dan Hasil Belajar

## 1. Penilaian Sikap

Lembar Pengamatan Sikap pada Kegiatan Kerja Kelompok

| No | Nama Siswa | Sikap yang diamati Terlihat (√) dan Tidak Terlihat (X) |          |           |       |              | Nilai Akhir |
|----|------------|--|----------|-----------|-------|--------------|-------------|
|    |            | Tanggung jawab   | Disiplin | Kerjasama | Jujur | Percaya Diri |             |
| 1  |            |  |          |           |       | √            |             |
| 2  |            |  |          |           |       |              |             |
| 3  |            |  |          |           |       |              |             |
| 4  |            |  |          |           |       |              |             |
| 5  |            |  |          |           |       |              |             |
| 6  |            |  |          |           |       |              |             |

*Appendix 1*

|    |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|
| 7  |  |  |  |  |  |  |  |
| 8  |  |  |  |  |  |  |  |
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| 30 |  |  |  |  |  |  |  |



*Appendix 1*

|    |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|
| 31 |  |  |  |  |  |  |  |
| 32 |  |  |  |  |  |  |  |

**Tehnik penilaian :**

Tanggung jawab : ditunjukkan dengan sikap melaksanakan tugas dengan baik

Disiplin : ditunjukkan dengan sikap dapat melaksanakan tugas sesuai waktu yang ditentukan

Kerja sama : ditunjukkan dengan sikap mampu bekerjasama dengan teman kelompok dan tidak mendominasi

Jujur : ditunjukkan dengan sikap mampu menyelesaikan dengan kemampuan sendiri.

Percaya diri : ditunjukkan dengan sikap mampu mengungkapkan pendapat, jawaban tanpa rasa ragu.

Untuk tiap sikap yang ditunjukkan peserta didik diberi tanda cek list (√) dan diberi nilai 1

$$\text{Skor total} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100\%$$

Skor maksimal.

**2. Penilaian Pemahaman**

1. Teknik Penilaian : Unjuk kerja (pemahaman)
2. Bentuk : Menulis teks opini dan menjawab soal komprehensif.
3. Instrumen : Menjawab soal

Rubrik Penilaian Pemahaman

| No | Aspek yang dinilai        | Score |
|----|---------------------------|-------|
| 1  | Jumlah Jawaban benar x 10 | 0-100 |

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE****2**

**Satuan pendidikan** : SMAN 6 METRO

**Kelas / Program / Semester** : X

**Mata pelajaran** : Bahasa Inggris

**Topik** : Expressing Hope and Wish

**Alokasi Waktu** : 4 x 45 menit (2 kali pertemuan)

**A. Kompetensi Inti**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## *Appendix 2*

### **B. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya
- 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan harapan dan doa, bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks

### **C. Indikator Pencapaian Kompetensi**

- 2.2.1 Peserta didik dapat menunjukkan semangat mengikuti pembelajaran Bahasa Inggris.
- 2.2.2 Peserta didik dapat menunjukkan keseriusan mengikuti pembelajaran bahasa Inggris.
- 2.3.1. Peserta didik dapat menunjukan perilaku jujur dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.2. Peserta didik dapat menunjukan perilaku disiplin dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.3. Peserta didik dapat menunjukan perilaku percaya diri dalam berkomunikasi transaksional dengan guru dan teman.
- 2.3.4. Peserta didik dapat menunjukan perilaku bertanggung jawab dalam berkomunikasi transaksional dengan guru dan teman
- 3.3.1. Peserta didik dapat mengidentifikasi ungkapan untuk menyatakan harapan dan doa serta ucapan selamat dengan tepat.

## Appendix 2

- 3.3.2. Peserta didik dapat menjelaskan cara untuk mengungkapkan harapan dan doa serta ucapan selamat dengan benar.
- 4.3.1. Peserta didik dapat menyusun teks lisan tentang harapan dan doa mereka pada masa depan, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.
- 4.3.2. Peserta didik dapat menyusun teks tulis tentang tentang harapan dan doa mereka pada masa depan, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

### D. Materi Pembelajaran

Definition and examples how to express hope and wish.

#### 1. Hope

Hope is something that we want to happen and we work very hard for it to happen. But we are not sure whether it will happen or not and sometimes we can't do anything about it. Hopes and dreams signal future intentions (Ben, 2012).

**How to express our hopes:**

**Sentence structure to express hope using “ing verbs”.**

| Subject | -ing verb | Complement                      |
|---------|-----------|---------------------------------|
| I       | am hoping | for some good weather tomorrow. |
| I       | am hoping | for a good grade in English.    |

**Sentence structure to express hope using “to” and “that”.**

| Subject | Verb | Complement   |
|---------|------|--|
| I       | hope | to study in America next year.                       |
| I       | hope | to do something beneficial for my country.           |
| I       | hope | that there is enough food for everyone in the party. |

## Appendix 2

### Sentence structure to express hope using verb tenses.

| Subject | Verb | Complement/Object                            |
|---------|------|--|
| I       | hope | Dessy finds my wallet.                       |
| I       | hope | Iwan is having a good time in Bali.          |
| I       | hope | my brother will have a good time in Jakarta. |
| I       | hope | Yanti will not see us when she passes by.    |

#### Examples to express hope:

- I want to become a doctor.
- I am hoping to finish all my work on time.
- I hope I will realize all my dreams.
- I hope that I will always be honest.
- I hope that I will never lie.
- I hope that I will never smoke.
- I want to get my homework done.

Responses:

- Thanks/ Thank you very much.

## 2. Wish

Expressions:

- I wish you a happy life.
- I wish you a safe trip.
- I wish you luck.
- Good fortune be with you.

## *Appendix 2*

Response:

- Thank you very much.
- Thank you.
- Many thanks.
- Thanks. You too.
- Thank you and the same to you.

### **E. Metode**

Pendekatan Saintifik

Strategi : Menyimak, diskusi kelompok, studi pustaka, penugasan individu

### **F. Media/Alat/Sumber Pembelajaran**

#### 1. Media

- Power point presentation
- Potongan Film berbahasa Inggris
- Film berbahasa Inggris

#### 2. Alat/Bahan

- Laptop
- LCD
- Pengeras Suara

#### 3. Sumber Belajar

- Buku Siswa kelas XI semester 1 Kemendikbud
- Suara guru
  
- Film berbahasa Inggris

## Appendix 2

**G. Langkah-langkah Kegiatan Pembelajaran***1. Pertemuan 1*

| <b>Kegiatan</b>    | <b>Deskripsi</b>   | <b>Alokasi Waktu</b> |
|--------------------|--|----------------------|
| <b>Pendahuluan</b> | <ul style="list-style-type: none"> <li>• Guru memberi salam;</li> <li>• Guru memeriksa kehadiran siswa;</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</li> <li>• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>• Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>• Guru menyampaikan cakupan materi dan uraian kegiatan.</li> <li>• Guru memberikan permainan kelompok berupa “KomuniKata” dalam berbahasa Inggris.</li> </ul> | <b>10</b><br>➤       |
| <b>Inti</b>        | <p style="text-align: center;"><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mengamati dan melihat beberapa cuplikan film berbahasa Inggris yang berkaitan dengan harapan dan doa.</li> <li>• Siswa menjawab pertanyaan tentang</li> </ul>   | <b>15</b><br>➤       |

## Appendix 2

|  |  |  |
|--|--|--|
|  | <p>cuplikan yang diberikan berdasarkan pengalamannya.</p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh kalimat untuk mengungkapkan harapan dan doa.</li> <li>• Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat untuk mengungkapkan harapan dan doa dalam sebuah dialog yang terdapat dalam cuplikan film berbahasa Inggris.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menjawab beberapa pertanyaan terkait dengan dialog yang diberikan.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara berkelompok berdiskusi mengenai beberapa situasi yang diberikan oleh guru.</li> <li>• Siswa secara berkelompok membuat dialog tentang harapan dan doa berdasarkan situasi yang diberikan.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara berkelompok mengidentifikasi ungkapan tentang harapan dan doa dalam dialog yang mereka buat.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan hasil diskusi mereka di depan kelas.</li> </ul> | <p>5 ➤</p> <p>20 ➤</p> <p>10 ➤</p> <p>25 ➤</p> |
|--|--|--|



## Appendix 2

|                |  |            |
|----------------|--|------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Guru memberi panduan menyimpulkan hasil pembelajaran</li> <li>• Guru memberi tugas kelompok yang meminta siswa untuk mengidentifikasi kalimat-kalimat doa dan harapan di dalam sebuah film berbahasa Inggris berjudul “Trolls” yang nantinya akan di bahas dipertemuan selanjutnya.</li> <li>• Guru mengucapkan salam.</li> </ul> | <b>5</b> ➤ |
|----------------|--|------------|

**2. Pertemuan 2**

| <b>Kegiatan</b>    | <b>Deskripsi</b>  | <b>Alokasi Waktu</b> |
|--------------------|---|----------------------|
| <b>Pendahuluan</b> | <ul style="list-style-type: none"> <li>• Guru memberi salam;</li> <li>• Guru memeriksa kehadiran siswa;</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</li> <li>• Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> </ul> | <b>5</b> ➤           |
| <b>Inti</b>        | <p style="text-align: center;"><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa bersama-sama dengan guru meriview materi ajar tentang harapan dan doa.</li> </ul>  | <b>5</b> ➤           |

## Appendix 2

|  |  |                                    |
|--|--|------------------------------------|
|  | <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Siswa mengidentifikasi ungkapan tentang harapan dan doa berdasarkan pertanyaan dari guru.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa bersama dengan guru mengidentifikasi perbedaan penggunaan hope dan wish dalam kalimat-kalimat yang mereka dapatkan dari tugas kelompok menonton film berbahasa Inggris berjudul “Trolls”.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menonton sebuah film berbahasa Inggris yang memiliki tema doa dan harapan berjudul “SING” dan menjawab pertanyaan komprehensif tentang film yang telah mereka tonton.</li> </ul> | <p>5 ➤</p> <p>10 ➤</p> <p>60 ➤</p> |
|--|--|------------------------------------|

## Appendix 2

|                |   |            |
|----------------|---|------------|
| <b>Penutup</b> | <ul style="list-style-type: none"> <li>• Guru memberi panduan menyimpulkan hasil pembelajaran.</li> <li>• Siswa di beri tugas secara individu membuat poster yang berisi ungkapan harapan yang mereka temukan selama menonton film “SING” dalam bentuk poster menggunakan gambar dari film tersebut.</li> <li>• Guru meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan.</li> <li>• Guru memberikan salam penutup.</li> </ul> | <b>5</b> ➤ |
|----------------|---|------------|

**H. Penilaian Proses dan Hasil Belajar****1. Sikap spiritual**

- a. Teknik Penilaian : Tertulis
- b. Bentuk Instrumen : Learning Journal
- c. Kisi-kisi :

| No | Sikap/nilai  | Butir Instrumen |
|----|--|-----------------|
| 1. | Menulis learning log tentang kesyukuran berkesempatan belajar Bahasa Inggris | Lampiran 1      |

- d. Instrumen: lihat Lampiran 1
- e. Rubrik Penilaian Sikap Spiritual

| No. | Indikator  | Skor |
|-----|--|------|
| 1.  | Menggunakan 8 kata positif dan dua diantaranya adalah kata “God” dan “Thank” | 5    |

## Appendix 2

| No. | Indikator  | Skor |
|-----|--|------|
| 2.  | Menggunakan 6 kata positif dan dua diantaranya adalah kata “God” dan “Thank” | 4    |
| 3.  | Menggunakan 4 kata positif dan dua diantaranya adalah kata “God” dan “Thank” | 3    |
| 4.  | Menggunakan 4 kata positif tanpa kata “God” dan “Thank”                      | 2    |
| 5.  | Menggunakan kurang dari 4 kata positif tanpa kata “God” dan “Thank”          | 1    |

f. Pedoman Penskoran:

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 4$$

## Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

| Predikat | Nilai Kompetensi |              |       |
|----------|------------------|--------------|-------|
|          | Pengetahuan      | Keterampilan | Sikap |
| A        | 4                | 4            | SB    |
| A-       | 3.66             | 3.66         |       |
| B+       | 3.66             | 3.66         | B     |
| B        | 3                | 3            |       |
| B-       | 2.66             | 2.66         |       |
| C+       | 2.33             | 2.33         | C     |
| C        | 2                | 2            |       |
| C-       | 1.66             | 1.66         |       |
| D+       | 1.33             | 1.33         | K     |
| D-       | 1                | 1            |       |

## 2. Sikap sosial

a. Teknik Penilaian : Penilaian melalui observasi

b. Bentuk Instrumen : Check list

c. Indikator:

1) Indikator Sikap Sosial JUJUR :

*Appendix 2*

- a) Tidak menyontek dalam mengerjakan ujian/ulangan
  - b) Tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber)
  - c) Mengungkapkan perasaan apa adanya
- 2) Indikator Sikap Sosial PERCAYA DIRI:
- a) Berpendapat atau melakukan kegiatan tanpa ragu-ragu.
  - b) Berani presentasi di depan kelas
  - c) Berani berpendapat, bertanya, atau menjawab pertanyaan
- 3) Indikator Sikap Sosial TANGGUNG JAWAB:
- a) Melaksanakan tugas individu dengan baik
  - b) Menerima resiko dari tindakan yang dilakukan
- 4) Indikator Sikap Sosial DISIPLIN:
- a) Datang tepat waktu
  - b) Patuh pada tata tertib atau aturan bersama/ sekolah
  - c) Mengerjakan/mengumpulkan tugas sesuai dengan waktu yang ditentukan
  - d) Instrumen: lihat Lampiran 2

f. Pedoman Penskoran

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

| Predikat | Nilai Kompetensi |              |       |
|----------|------------------|--------------|-------|
|          | Pengetahuan      | Keterampilan | Sikap |
| A        | 4                | 4            | SB    |
| A-       | 3.66             | 3.66         |       |
| B+       | 3.66             | 3.66         | B     |
| B        | 3                | 3            |       |
| B-       | 2.66             | 2.66         |       |
| C+       | 2.33             | 2.33         | C     |
| C        | 2                | 2            |       |
| C-       | 1.66             | 1.66         |       |
| D+       | 1.33             | 1.33         | K     |
| D-       | 1                | 1            |       |

*Appendix 2*

### 3. Pengetahuan

- a. Teknik Penilaian : Tes Tertulis
- b. Bentuk Instrumen : Melengkapi kalimat
- c. Kisi-kisi :

| No. | Indikator   | Butir Instrumen |
|-----|---|-----------------|
| 1.  | Disajikan kalimat rumpang, siswa dapat membedakan penggunaan hope dan wish. | Soal 1-20       |

d. Instrumen: lihat Lampiran 3

e. Pedoman penskoran: Setiap jawaban benar diberi skor 1

$$NA = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

| Predikat | Nilai Kompetensi |              |       |
|----------|------------------|--------------|-------|
|          | Pengetahuan      | Keterampilan | Sikap |
| A        | 4                | 4            | SB    |
| A-       | 3.66             | 3.66         |       |
| B+       | 3.66             | 3.66         | B     |
| B        | 3                | 3            |       |
| B-       | 2.66             | 2.66         |       |
| C+       | 2.33             | 2.33         | C     |
| C        | 2                | 2            |       |
| C-       | 1.66             | 1.66         |       |
| D+       | 1.33             | 1.33         | K     |
| D-       | 1                | 1            |       |

## Appendix 2

## 4. Keterampilan

- a. Teknik Penilaian : Unjuk Kerja
- b. Bentuk Instrumen : Tes Keterampilan Berbicara dan Pembuatan Poster
- d. Instrumen: lihat Lampiran 4
- e. Rubrik Tes Keterampilan Berbicara

| Kriteria                | Skor  |   |   |  |
|-------------------------|---|---|---|--|
|                         |   |   |   |  |
| Pelafalan (Pronouncing) | Lafal dapat difahami meskipun dengan aksen tertentu   | Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahfahaman | Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering.  | Hampir selalukelur dalam pelafalan sehingga tidak dapat dimengerti     |
| Tata Bahasa (Grammar)   | Hampir tidak ada kekeliruan tata bahasa   | Terjadi beberapa kekeliruan tata bahasa namun tidak berpengaruh terhadap arti   | Banyak terjadi kekeliruan tatabahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan | Tata bahasa sangat buruk sehingga percakapan sangat sulit difahami     |
| Kosakata (Vocabulary)   | Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak | Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena                                 | Menggunakan kosakata yang salah sehingga tidak dapat difahami.  | Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog |

|                      |   |  |   |   |
|----------------------|---|--|---|---|
|                      | sesuai  | kosakata yang terbatas.                              |   |   |
| Kelancaran (Fluency) | Dialog lancar, sangat sedikit menemui kesulitan | Tidak terlalu lancar karena menemui kesulitan bahasa | Sering ragu dan berhenti karena keterbatasan bahasa | Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta |



## Appendix 2

|               |  |  |   |   |
|---------------|--|--|---|---|
| Comprehension | Seluruh isi percakapan dapat difahami meskipun sesekali ada pengulangan pada bagianbagian tertentu | Sebagian besar Isi percakapan dapat dimengerti meskipun ada beberapa pengulangan | Sulit untuk mengikuti dialog yang dilakukan kecuali pada bagian dialog umum dengan percakapan yang perlahan-lahan dan banyak pengulangan. | Tidak dapat difahami bahkan dalam bentuk dialogyang singkat sekalipun |
|---------------|--|--|---|---|

## f. Cara

| No. | Nama Siswa      | Perolehan Skor |            |            |            |            | Jumlah skor perolehan |
|-----|-----------------|----------------|------------|------------|------------|------------|-----------------------|
|     |                 | Kriteria-1     | Kriteria-2 | Kriteria-3 | Kriteria-4 | Kriteria-5 |                       |
| 1.  | Annisa Larasati | 4              | 3          | 3          | 2          | 4          | 16                    |
| 2.  | Asep Sudrajat   | 3              | 3          | 3          | 3          | 3          | 15                    |
| 3.  | Beni Hermawan   | 3              | 4          | 4          | 3          | 3          | 17                    |
| 4.  |                 |                |            |            |            |            |                       |
| 5.  |                 |                |            |            |            |            |                       |
| 6.  |                 |                |            |            |            |            |                       |
| 7.  |                 |                |            |            |            |            |                       |
| 8.  |                 |                |            |            |            |            |                       |
| 9.  |                 |                |            |            |            |            |                       |
| 10. |                 |                |            |            |            |            |                       |
| 11. |                 |                |            |            |            |            |                       |
| 12. |                 |                |            |            |            |            |                       |
| 13. |                 |                |            |            |            |            |                       |
| 14. |                 |                |            |            |            |            |                       |

## Appendix 2

|     |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|
| 15. |  |  |  |  |  |  |  |
| 16. |  |  |  |  |  |  |  |
| 17. |  |  |  |  |  |  |  |
| 18. |  |  |  |  |  |  |  |
| 19. |  |  |  |  |  |  |  |
| 20. |  |  |  |  |  |  |  |
| 21. |  |  |  |  |  |  |  |
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| 23. |  |  |  |  |  |  |  |
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| 25. |  |  |  |  |  |  |  |
| 26. |  |  |  |  |  |  |  |
| 27. |  |  |  |  |  |  |  |
| 28. |  |  |  |  |  |  |  |

## g. Pedoman Penskoran

Rumus perhitungan nilai siswa, sebagai berikut :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Skor maksimal/ideal

## h. Rubrik Penilaian Proyek

| Kriteria         | Skor 4   | Skor 3   | Skor 2  | Skor 1                                   |
|------------------|--|--|---|--|
| Orisinalitas ide | Ide ditentukan sendiri dengan mandiri.                         | Ide dirumuskan dengan adanya masukan dari guru atau pihaklain. | Ide dirumuskan dengan bantuan guru atau pihaklain                   | Ide diberikan oleh guru atau pihak lain. |
| Kreatifitas      | Kreatifitas dalam membuat proyek sangat menonjol dengan adanya | Kreatifitas cukup dengan adanya variasi warna, garis,          | Kreatifitas kurang sehingga tampilan kurang menarik, isi dan tujuan | Baik kreatifitas maupun isi dan tujuan   |

## Appendix 2

|   |   |  |   |  |
|---|---|--|---|--|
|   | komposisi warna, garis, bentuk, dan ornamen-ornamen yang menarik dan variatif, tanpa mengganggu isi dan tujuan pembuat proyek | dan bentuk, namun tampilan kurang menarik, sedangkan isi dan tujuan proyek sudah sesuai dengan ketentuan yang ditetapkan | proyek masih sesuai dengan ketentuan yang ditetapkan      | proyek tidak sesuai dengan yang telah ditetapkan                     |
| Waktu penyelesaian proyek                 | Proyek diselesaikan sesuai dengan target waktu yang diberikan   | Proyek diselesaikan dengan sedikit tambahan waktu, namun tidak melebihi hari yang ditetapkan                             | Proyek diselesaikan dengan tambahan waktu maksimum 1 hari | Proyek tidak selesai meskipun sudah diberikan tambahan waktu 1 hari. |
| Kesesuaian proyek dengan permintaan tugas | Proyek memenuhi semua ketentuan yang ditetapkan   | Ada sebagian kecil ketentuan tidak terpenuhi   | Sebagian besar ketentuan tidak terpenuhi                  | Proyek tidak sesuai dengan ketentuan sama sekali.                    |

## Konversi Kompetensi

| Predikat | Nilai Kompetensi |              |       |
|----------|------------------|--------------|-------|
|          | Pengetahuan      | Keterampilan | Sikap |
| A        | 4                | 4            | SB    |
| A-       | 3.66             | 3.66         |       |
| B+       | 3.66             | 3.66         | B     |
| B        | 3                | 3            |       |
| B-       | 2.66             | 2.66         |       |
| C+       | 2.33             | 2.33         | C     |
| C        | 2                | 2            |       |
| C-       | 1.66             | 1.66         |       |
| D+       | 1.33             | 1.33         | K     |
| D-       | 1                | 1            |       |

**POST TEST 1**

Name :.....

Class :.....

Day and Time :.....

**Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!**

1. What is the name of the island that Moana calls home?
  - a. Maui
  - b. Lolatai
  - c. Tavenui
  - d. Motunui
2. What is the name of the Moana's pet pig?
  - a. Heihei
  - b. Maui
  - c. Pua
  - d. Mao
3. How did Maui start the spread of the darkness that slowly consuming the world?
  - a. By stealing the sun
  - b. By stealing magical fish hook from the Gods
  - c. By accidentally opening a doorway to the underworld
  - d. By stealing Te Fiti's heart
4. Why is Moana's father so against travelling beyond the reef that surround their island?
  - a. Because he does not want his people to become separated exploring the sea
  - b. Because he tried when he was younger and his best friend died because of it
  - c. Because he's seen the monsters of the underworld
  - d. Because his mother warned him of the dangers beyond the reef.
5. What did Moana find in the ocean at the beginning?
  - a. A crab
  - b. An iPhone
  - c. A shell
  - d. Her mother
6. When Moana visited an ancient cave, what did she discover about her ancestors?
  - a. They were farmers
  - b. They were voyagers
  - c. They were cannibals
  - d. They were hunters

7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
  - a. Whale
  - b. Dugong
  - c. Crab
  - d. Manta Ray
8. What was the name of the pirate group that first attack Moana and Maui?
  - a. Kanaloa
  - b. Kakamora
  - c. Kagahua
  - d. Heihei
9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
  - a. TeKa
  - b. Kakamora
  - c. Tamatoa
  - d. Lolatai
10. When Moana's grandmother died, what did she want to come back as?
  - a. Koala
  - b. Chicken
  - c. Manta Ray
  - d. Whale
11. Where did Tamatoa live?
  - a. Realm of Dead
  - b. The Deepest ocean
  - c. Realm of Monsters
  - d. The Underworld
12. How did a Kakamora poison dart affect Maui when it's stuck in his cheek?
  - a. It leaves him unable to talk
  - b. It makes him sleep for awhole day
  - c. It make him see ghosts
  - d. It leaves him unable to move, but still be able to talk
13. What was the name of the lava monster that Maui and Moanafight with?
  - a. Te Fiti
  - b. Te Ka
  - c. Pua
  - d. Heihei

14. What happen to the Maui's fish hook when the first time fightthe lava monster?
  - a. It was thrown so far and lost
  - b. It was taken by the lavamonster
  - c. It was cut in half
  - d. It severely damage the fishhook
15. What convinces Moana to go on with her mission when she is ready to turn back home?
  - a. The spirit of hergrandmother visits her
  - b. The spirit of Te Fiti visitsher and asks for her help
  - c. Maui inspires her to keepfighting
  - d. he ocean shows her a vision of the world cast into darkness
16. What did Maui's sign when the first time he meet Moana?
  - a. Moana's Oar
  - b. Moana's boat
  - c. Moana's blouse
  - d. Moana's Hand
17. How did Moana get past the Lava monster when the second time she fight it?
  - a. The heart of Te Fiti protectsher
  - b. By using Maui's fish hook
  - c. Fancy sailing skills
  - d. Heihei the chicken distractsTe Ka
18. What was the name of theMoana chicken?
  - a. Heihei
  - b. Pua
  - c. Tamatoa
  - d. Lolatai
19. What is the secret of the Te Ka?
  - a. Te Ka is actually the TeFiti's husband
  - b. Te Ka lava is running out
  - c. Te Ka is actually TheGoddess Te Fiti
  - d. Te Ka is the God of the sun
20. What is one of the Maui's fishhook power?
  - a. It can makes him changeshape
  - b. It can makes him handsome
  - c. It can makes him rich
  - d. It tells him the future
21. What was the purpose of Maui when he stole the heart of TeFiti?
  - a. To give him a great power
  - b. It was a gift for human
  - c. To give him the power ofthe God
  - d. To give him the power torule human

- 22. Who did give Maui his magical fish hook back?
  - a. Te Ka
  - b. Moana
  - c. Pua
  - d. Te Fiti
- 23. Why did Moana go to the beyond the reef at the beginning?
  - a. Because she was a fool
  - b. Because she was curious
  - c. Because her grandmother told her to do so
  - d. Because she was bored
- 24. What happen to Moana's feet when the first time she go to the beyond the reef?
  - a. It was broken
  - b. It was bruised
  - c. It was cut off by the sharp coral
  - d. It was fractured.

**Write your answer on the blanksection below the question!**

25. What is the moral value ofthe movie?

.....  
.....  
.....  
.....  
.....  
.....  
.....

**GOOD LUCK!**

**POST-TEST 2****Name** :.....**Class** :.....**Day and Time** :.....

1.



Which of the following toys has always been Andy's favorite?

- a. Hamm
- b. Bo Peep
- c. Woody
- d. Jessie

2.



During the movie's opening scene, Andy leaves the room. What do the toys do shortly after this happens?

- a. They Have A Battle Royale
- b. They Work On The Toy They're Building For Andy
- c. They Have A Meeting
- d. They Try To Run Away

3.



During every holiday or special occasion, what do the toys do when it is present time?

- a. They Sneak Into The Kitchen To Eat Cake
- b. They All Have A Meeting
- c. They Chase The New Toys Away
- d. They Listen For Information On New Toy Arrivals



4.



The movie begins during a period of transition for Andy and his toys. Why is that?

- a. Andy's Birthday, He's Moving Soon
- b. Andy's Baby Sister Was Born
- c. Andy Is Selling His Toys
- d. Andy's Grandparents Are Moving In

5.



Shortly after Woody stops talking, Buzz Lightyear makes this face because he finds something fishy with what Woody said. A few seconds later, Buzz asks Woody something. What does he ask Woody?


- a. "You're Mocking Me, Aren't You?"
- b. "Don't You Have Somewhere Else To Be?"
- c. "What Is With You, Woody?"
- d. "Can You Stop Laughing? Andy Might Hear You!"

6.



Why is Woody laughing at Buzz in this scene?


- a. Woody Just Beat Buzz In A Card Game
- b. Woody Asked Buzz To Prove That He Could Take The Job Of Being Sheriff, But Failed
- c. Buzz Just Told Him A Really Funny Joke
- d. He Tricked Buzz Into Thinking That There Was An Actual Alien

7.  What does Mr. Potato Head wish for as one of Andy's new toys?


- a. Zurg
- b. Potato Head Jr.
- c. Mrs. Potato Head
- d. Hamlet

8.  Why are the toys scared of Sid?

- a. He Tortures Them
- b. He Takes Them Out Of The House
- c. He Locks Them In His Room Cabinets
- d. He Sells Them

9.  Buzz did not believe that he's a toy. What does he believe to be instead?

- a. Astronaut
- b. Space Ranger
- c. Pig
- d. Cowboy

10.  What prize does Sid win when he plays the crane machine?

- a. Little Green Men
- b. All Of The Above
- c. Woody

d. Buzz

1.



What is the name of Sid's dog?

- a. Scope
- b. Scout
- c. Stunt
- d. Scud

2.



Which of the following phrases does Woody NOT say when his string gets pulled?

- a. The Best Cowboy In The House!
- b. Somebody's Poisoned The Water Hole!
- c. Reach For The Sky!
- d. There's A Snake In My Boot!

3.



13. Which of the following choices below is Buzz Lightyear's villain?

- a. Zephyr
- b. Zap
- c. Zilch
- d. Zurg



4.



14. While fleeing Sid's dog, Buzz sees a toy commercial. What does he learn from the commercial?

- a. That He Is A Toy After All
- b. How To Defeat Zurg
- c. That Andy Ordered Another Version For Him To Play With
- d. There Is A New Buzz Lightyear Model Coming Out

5.



15. Which of the following is the cause of Buzz losing his arm?

- a. Sid Threw Him On The Ground From The Second Floor
- b. He Fights With The Other Toys
- c. He Tries To Fly But Falls
- d. He Doesn't Lose His Arm

$$B = 21 \times 4$$

$$= 84$$

## POST-TEST 1

Name : Haris Pratama  
 Class : X  
 Day and Time : Sabtu 5 Agustus

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of the island that Moana calls home?
  - a. Maui
  - b. Lolotai
  - c. Tavenui
  - d. Motunui
2. What is the name of the Moana's pet pig?
  - a. Heihei
  - b. Maui
  - c. Pua
  - d. Mao
3. How did Maui start the spread of the darkness that slowly consuming the world?
  - a. By stealing the sun
  - b. By stealing magical fish hook from the Gods
  - c. By accidentally opening a doorway to the underworld
  - d. By stealing Te Fiti's heart
4. Why is Moana's father so against travelling beyond the reef that surround their island?
  - a. Because he does not want his people to become separated exploring the sea
  - b. Because he tried when he was younger and his best friend died because of it
  - c. Because he's seen the monsters of the underworld
  - d. Because his mother warned him of the dangers beyond the reef.
5. What did Moana find in the ocean at the beginning?
  - a. A crab
  - b. An iPhone
  - c. A shell
  - d. Her mother
6. When Moana visited an ancient cave, what did she discover about her ancestors?
  - a. They were farmers
  - b. They were voyagers
  - c. They were cannibals
  - d. They were hunters
7. What kind of aquatic animal did Moana's grandmother have tattooed on her back?
  - a. Whale
  - b. Dugong
  - c. Crab
  - d. Manta Ray
8. What was the name of the pirate group that first attack Moana and Maui?
  - a. Kanaloa
  - b. Kakamora
  - c. Kagahua
  - d. Heihei
9. What was the name of the glowing and glittering crab that have Maui's Fish Hook?
  - a. TeKa
  - b. Kakamora
  - c. Tamatoa
  - d. Lolotai
10. When Moana's grandmother died, what did she want to come back as?
  - a. Koala

- b. Chicken  
 Manta Ray  
 d. Whale
11. Where did Tamatoa live?  
 a. Realm of Dead  
 b. The Deepest ocean  
 Realm of Monsters  
 d. The Underworld
12. How did a Kakamora poison dart affect Maui when it's stuck in his cheek?  
 a. It leaves him unable to talk  
 b. It makes him sleep for a whole day  
 c. It make him see ghosts  
 It leaves him unable to move, but still be able to talk
13. What was the name of the lava monster that Maui and Moana fight with?  
 a. Te Fiti  
 b. Te Ka  
 c. Pua  
 Heihei
14. What happen to the Maui's fish hook when the first time fight the lava monster?  
 a. It was thrown so far and lost  
 b. It was taken by the lava monster  
 c. It was cut in half  
 It severely damage the fish hook
15. What convinces Moana to go on with her mission when she is ready to turn back home?  
 The spirit of her grandmother visits her  
 b. The spirit of Te Fiti visits her and asks for her help  
 c. Maui inspires her to keep fighting
- d. The ocean shows her a vision of the world cast into darkness
16. What did Maui's sign when the first time he meet Moana?  
 Moana's Oar  
 b. Moana's boat  
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 b. By using Maui's fish hook  
 Fancy sailing skills  
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18. What was the name of the Moana chicken?  
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19. What is the secret of the Te Ka?  
 a. Te Ka is actually the Te Fiti's husband  
 b. Te Ka lava is running out  
 Te Ka is actually The Goddess Te Fiti  
 d. Te Ka is the God of the sun
20. What is one of the Maui's fish hook power?  
 It can makes him change shape  
 b. It can makes him handsome  
 c. It can makes him rich  
 d. It tells him the future
21. What was the purpose of Maui when he stole the heart of Te Fiti?  
 a. To give him a great power  
 It was a gift for human



$$B = 15 \times A$$

$$= 60$$

### POST-TEST 1

Name : Dika Akbar Kurniawan  
 Class : IX  
 Day and Time : Sabtu 5 Agustus 2023

Choose the correct option for each question given below and mark the letter of the correct answer on these sheet!

1. What is the name of the island that Moana calls home?
  - a. Maui
  - b. Lolotai
  - c. Tavenui
  - d. Motunui
2. What is the name of the Moana's pet pig?
  - a. Heihei
  - b. Maui
  - c. Pua
  - d. Mao
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  - d. Because his mother warned him of the dangers beyond the reef.
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  - d. Manta Ray
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  - c. Kagahua
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  - a. TeKa
  - b. Kakamora
  - c. Tamatoa
  - d. Lolotai
10. When Moana's grandmother died, what did she want to come back as?
  - a. Koala



- b. Chicken  
~~c.~~ Manta Ray  
 d. Whale
11. Where did Tamatoa live?  
 a. Realm of Dead  
 b. The Deepest ocean  
~~c.~~ Realm of Monsters  
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~~d.~~ It leaves him unable to move, but still be able to talk
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 a. Te Fiti  
 b. Te Ka  
 c. Pua  
~~d.~~ Heihei
14. What happen to the Maui's fish hook when the first time fight the lava monster?  
 a. It was thrown so far and lost  
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~~c.~~ It was cut in half  
~~d.~~ It severely damage the fish hook
15. What convinces Moana to go on with her mission when she is ready to turn back home?  
~~a.~~ The spirit of her grandmother visits her  
~~b.~~ The spirit of Te Fiti visits her and asks for her help  
 c. Maui inspires her to keep fighting  
 d. The ocean shows her a vision of the world cast into darkness
16. What did Maui's sign when the first time he meet Moana?  
~~a.~~ Moana's Oar  
 b. Moana's boat  
 c. Moana's blouse  
 d. Moana's Hand
17. How did Moana get past the Lava monster when the second time she fight it?  
~~a.~~ The heart of Te Fiti protects her  
 b. By using Maui's fish hook  
~~c.~~ Fancy sailing skills  
 d. Heihei the chicken distracts Te Ka
18. What was the name of the Moana chicken?  
~~a.~~ Heihei  
~~b.~~ Pua  
 c. Tamatoa  
 d. Lolatai
19. What is the secret of the Te Ka?  
 a. Te Ka is actually the Te Fiti's husband  
 b. Te Ka lava is running out  
~~c.~~ Te Ka is actually The Goddess Te Fiti  
~~d.~~ Te Ka is the God of the sun
20. What is one of the Maui's fish hook power?  
~~a.~~ It can makes him change shape  
 b. It can makes him handsome  
 c. It can makes him rich  
 d. It tells him the future
21. What was the purpose of Maui when he stole the heart of Te Fiti?  
 a. To give him a great power  
~~b.~~ It was a gift for human










**POST-TEST 2**

Name : Elvira Martha V.  
 Class : X  
 Day and Time : Sabtu, 12 Agustus 2023

$$B = 23 \times 4$$

$$= 92$$

1.  Which of the following toys has always been Andy's favorite?
- Hamm
  - Bo Peep
  - Woody
  - Jessie
2.  During the movie's opening scene, Andy leaves the room. What do the toys do shortly after this happens?
- They Have A Battle Royale
  - They Work On The Toy They're Building For Andy
  - They Have A Meeting
  - They Try To Run Away
3.  During every holiday or special occasion, what do the toys do when it is present time?
- They Sneak Into The Kitchen To Eat Cake
  - They All Have A Meeting
  - They Chase The New Toys Away
  - They Listen For Information On New Toy Arrivals

4.  The movie begins during a period of transition for Andy and his toys. Why is that?
- a. Moving Soon
- b. Andy's Baby Sister Was Born
- c. Andy Is Selling His Toys
- d. Andy's Grandparents Are Moving In
5.  Shortly after Woody stops talking, Buzz Lightyear makes this face because he finds something fishy with what Woody said. A few seconds later, Buzz asks Woody something. What does he ask Woody?
- a. "You're Mocking Me, Aren't You?"
- b. "Don't You Have Somewhere Else To Be?"
- c. "What Is With You, Woody?"
- d. "Can You Stop Laughing? Andy Might Hear You!"
6.  Why is Woody laughing at Buzz in this scene?
- a. Woody Just Beat Buzz In A Card Game
- b. Woody Asked Buzz To Prove That He Could Take The Job Of Being Sheriff, But Failed
- c. Buzz Just Told Him A Really Funny Joke
- d. He Tricked Buzz Into Thinking That There Was An Actual Alien
7.  What does Mr. Potato Head wish for as one of Andy's new toys?
- a. Zurg
- b. Potato Head Jr.
- c. Mrs. Potato Head
- d. Hamlet

8.



Why are the toys scared of Sid?

- a. He Tortures Them
- b. He Takes Them Out Of The House
- c. He Locks Them In His Room Cabinets
- d. He Sells Them

9.



Buzz did not believe that he's a toy. What does he believe to be instead?

- a. Astronaut
- b. Space Ranger
- c. Pig
- d. Cowboy

10.




What prize does Sid win when he plays the crane machine?


- a. Little Green Men
- b. All Of The Above
- c. Woody
- d. Buzz

1.  What is the name of Sid's dog?

- a. Scope
- b. Scout
- c. Stunt
- d. Scud

2.  Which of the following phrases does Woody NOT say when his string gets pulled?

- a. The Best Cowboy In The House!
- b. Somebody's Poisoned The WaterHole!
- c. Reach For The Sky!
- d. There's A Snake In My Boot!

3.  13. Which of the following choices below is Buzz Lightyear's villain?

- a. Zephyr
- b. Zap
- c. Zilch
- d. Zurg

D

4.



14. While fleeing Sid's dog, Buzz sees a toy commercial. What does he learn from the commercial?

- a. That He Is A Toy After All
- b. How To Defeat Zurg
- c. That Andy Ordered Another Version For Him To Play With
- d. There Is A New Buzz Lightyear Model Coming Out

5.



15. Which of the following is the cause of Buzz losing his arm?

- a. Sid Threw Him On The Ground From The Second Floor
- b. He Fights With The Other Toys
- c. He Tries To Fly But Falls
- d. He Doesn't Lose His Arm

16.



During Buzz Lightyear's tea party, Sid's sister gave him an alias. What name was that?

- a. Mrs. Polanka
- b. Mrs. Tina
- c. Mrs. Holgenson
- d. Mrs. Nesbitt

17.



During Buzz Lightyear's tea party, Sid's sister gave him an alias. What name was that?

- a. Mrs. Polanka
- b. Mrs. Tina



- c. Mrs. Holgenson
- d. Mrs. Nesbitt

18.



During Buzz Lightyear's tea party, Sid's sister gave him an alias. What name was that?

- a. Mrs. Polanka
- b. Mrs. Tina
- c. Mrs. Holgenson
- d. Mrs. Nesbitt



19.

After losing his arm, how does Buzz's arm get repaired?

- a. It Reattaches Itself
- b. Andy Helps Him

- c. Sid's Toys Help Him
- d. Woody Reattaches It For Him

20.



How does Woody try getting from Sid's room back to Andy's?

- a. He Uses Christmas Lights As A Rope
- b. He Uses Slinky Dog
- c. He Uses Buzz's Wings To Fly There
- d. He Makes A Leap Of Faith



21.

Which of the following Christmas presents does Andy receive at the end of the movie?

- a. A Toy Ornament
- b. More Toys
- c. A Cat

d. A Dog



22.

Which of the following is the MAIN theme song of the movie?

- a. I Will Go Sailing No More
- b. You've Got A Friend In Me
- c. Hang Together
- d. Woody and Buzz

**23. In the beginning of the movie, Andy uses his toys to act out a bank robbery. Which toy is the robber?**

- a. Slinky
- b. Mr. Potato Head
- c. Rex
- d. Bo Peep

**24. Which of these does Woody NOT say when his string is pulled?**

- a. "There's a snake in my boot"
- b. "The stars are unusually bright tonight"
- c. "Somebody poisoned the water hole"

d. "Reach for the sky"

**25. What is the name of Andy's Piggy Bank?**

a. Fred

b. Oinkers

c. Solo

~~d. Ham~~

---

**The Results of Student's Listening Tests (Pre-Test, Post-Test 1, Post-Test 2)**

| No                 | Name  | Score        |              |              |
|--------------------|-------|--------------|--------------|--------------|
|                    |       | Pre-Test     | PostTest1    | PostTest2    |
| 1                  | AR    | 60           | 68           | 72           |
| 2                  | AMS   | 68           | 70           | 88           |
| 3                  | AA    | 64           | 68           | 70           |
| 4                  | AF    | 70           | 72           | 78           |
| 5                  | AA    | 64           | 68           | 88           |
| 6                  | AAS   | 64           | 70           | 94           |
| 7                  | AUF   | 64           | 72           | 82           |
| 8                  | AAS   | 88           | 90           | 96           |
| 9                  | DAKDS | 60           | 68           | 68           |
| 10                 | EMV   | 52           | 60           | 92           |
| 11                 | GOA   | 72           | 78           | 92           |
| 12                 | GN    | 72           | 78           | 90           |
| 13                 | GIR   | 70           | 72           | 88           |
| 14                 | HP    | 82           | 84           | 90           |
| 15                 | LK    | 64           | 68           | 80           |
| 16                 | LA    | 78           | 80           | 94           |
| 17                 | MFT   | 62           | 68           | 78           |
| 18                 | MDA   | 60           | 62           | 68           |
| 19                 | MMAN  | 52           | 62           | 68           |
| 20                 | RMIS  | 60           | 62           | 88           |
| 21                 | T     | 64           | 72           | 80           |
| 22                 | VC    | 68           | 78           | 84           |
| 23                 | VC    | 62           | 68           | 88           |
| 24                 | VN    | 88           | 90           | 94           |
| 25                 | WI    | 64           | 68           | 74           |
| 26                 | WP    | 64           | 70           | 88           |
| 27                 | YRP   | 62           | 72           | 90           |
| 28                 | ZNA   | 64           | 70           | 88           |
| 29                 | Z     | 62           | 68           | 88           |
| 30                 | ZAA   | 70           | 78           | 80           |
| <b>Total Score</b> |       | <b>1994</b>  | <b>2154</b>  | <b>2518</b>  |
| <b>Average</b>     |       | <b>66.46</b> | <b>71.80</b> | <b>83.93</b> |
| <b>Max Score</b>   |       | <b>94</b>    | <b>94</b>    | <b>96</b>    |
| <b>Min Score</b>   |       | <b>52</b>    | <b>62</b>    | <b>68</b>    |

DOCUMENTATIONS











PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 6 METRO**

STATUS TERAKREDITASI : " A " NPSN : 10814991  
Jalan FKPP1 Kelurahan Rejomulyo Kecamatan Metro Selatan Kota Metro  
Telp. (0725) 7525196; E-mail : [smanegeri6metro@gmail.com](mailto:smanegeri6metro@gmail.com) | Website : [smanegeri6metro.sch.id](http://smanegeri6metro.sch.id)



SURAT KETERANGAN

Nomor: 423.4 / 573 / 06 / D.3 / 2023

Berdasarkan surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor: B-0891/In.28/J/TL.01/02/2023 tanggal 24 Februari 2023, Perihal Izin Prasurvey, Maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama : **M. RAJA TRI SATRIO**  
NPM : 1801071032  
Jurusan : Tadrís Bahasa Inggris  
Judul : IMPROVING STUDENT'S LISTENING SKILL THROUGH ENGLISH MOVIE

Yang bersangkutan di atas telah melaksanakan PRASURVEY sesuai dengan jadwal/waktu yang ditentukan di SMA Ngeri 6 Metro

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya

Dikeluarkan di: Metro

Pada Tanggal : 24 Februari 2023

A.n Kepala Sekolah

Waka Humas



**Drs. Joko Purwanto, M.Pd**  
NIP. 19641212 200501 1 001

2/23/23, 4:13 PM

IZIN PRASURVEY



**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

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Nomor : B-0891/In.28/J/TL.01/02/2023  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH SMA NEGERI 6  
METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **M. RAJA TRI SATRIO**  
NPM : 1801071032  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING STUDENT'S LISTENING SKILL THROUGH ENGLISH MOVIE

untuk melakukan prasurvey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Februari 2023

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B-5203/In.28.1/J/TL.00/11/2023  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Leny Setiyana (Pembimbing 1)  
 (Pembimbing 2)  
 di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

|          |   |
|----------|---|
| Nama     | : <b>M. RAJA TRI SATRIO</b>                                       |
| NPM      | : 1801071032  |
| Semester | : 11 (Sebelas)  |
| Fakultas | : Tarbiyah dan Ilmu Keguruan                                      |
| Jurusan  | : Tadris Bahasa Inggris   |
| Judul    | : <b>IMPROVING STUDENTS LISTENING SKILL THROUGH ENGLISH MOVIE</b> |

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, 11 November 2023  
 Ketua Jurusan,



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

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**Token = 1801071032**



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

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Nomor : B-5272/In.28/D.1/TL.00/11/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 6 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5273/In.28/D.1/TL.01/11/2023, tanggal 14 November 2023 atas nama saudara:

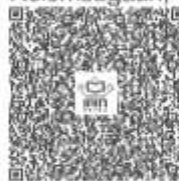
Nama : **M. RAJA TRI SATRIO**  
NPM : 1801071032  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 6 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS LISTENING SKILL THROUGH ENGLISH MOVIE".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 14 November 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



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



PEMERINTAH PROVINSI LAMPUNG  
**SMA NEGERI 6 METRO**

Jalan FKPPi Rejomulyo, Metro Selatan, Kota Metro, Lampung  
 Pos-el : [smanegeri6metro@gmail.com](mailto:smanegeri6metro@gmail.com) | Laman : [smanegeri6metro.sch.id](http://smanegeri6metro.sch.id)



**SURAT KETERANGAN**

Nomor: 423.4/1719/06/D.3/2023

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-5272/In.28/D.1/TL.00/11/2023 tanggal 14 November 2023, perihal Permohonan Izin Research, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

|          |   |   |
|----------|---|---|
| Nama     | : | M. RAJA TRI SATRIO                                      |
| NPM      | : | 1801071032  |
| Semester | : | 11 (Sebelas)  |
| Jurusan  | : | Tadris Bahasa Inggris                                   |
| Judul    | : | IMPROVING STUDENS LISTENING SKILL THROUGH ENGLISH MOVIE |

Yang bersangkutan di atas izinkan untuk melaksanakan *Research* sesuai dengan jadwal/waktu yang ditentukan di SMA Negeri 6 Metro dan setelah melaksanakan penelitian memberikan hasilnya ke sekolah.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro

Tanggal : 15 November 2023



**SUNARTI, M.Pd.**

NIP. 19700705 199702 2 003



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**SURAT TUGAS**

Nomor: B-5273/In.28/D.1/TL.01/11/2023

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

Nama : **M. RAJA TRI SATRIO**  
NPM : 1801071032  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS LISTENING SKILL THROUGH ENGLISH MOVIE".
  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 : 14 November 2023

Mengetahui,  
Pejabat Setempat

Wakil Dekan Akademik dan  
Kelembagaan,



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







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

Nama : M. Raja Tri Satrio  
 NPM : 1801071032

Jurusan : TBI  
 Semester : 8

| No | Hari/ Tanggal         | Pembimbing   | Materi yang dikonsultasikan       | Tanda Tangan Mahasiswa   |
|----|-----------------------|--|-----------------------------------|--|
| 1. | Jum'at<br>17 Mei 2021 | M.  | Revisi BAB I<br>dan check grammar |   |
| 2. | Senin 13/22<br>6      |    | Revisi BAB II                     |  |

Mengetahui  
 Ketua Jurusan TBI  
  
Andianto, M.Pd  
 NIP. 198711022015031004

Dosen Pembimbing  
  
Leny Setyana, M.Pd  
 NIP. 199009162049







**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296; Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

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

Nama : M. Raja Tri Satrio  
 NPM : 1801071032

Prodi : TBI  
 Semester :


| No | Hari/Tanggal | Dosen Pembimbing  | Materi yang dikonsultasikan             | Tanda Tangan Mahasiswa  |
|----|--------------|---|---|---|
| 1. | 27/22<br>/6  |  | Revisi BAB II<br>Dilanjutkan ke BAB III |  |
| 2. |              |   |   |   |

Mengetahui,  
 Ketua Prodi TBI



  
**Andianto, M.Pd**  
 NIP. 198711022015031004

Dosen Pembimbing,

  
**Leny Setyama, M.Pd**  
 NIP. 199009162049



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**IAIN METRO**

Nama : M. Raja Tri Satrio  
 NPM : 1801071032

Prodi : TBI  
 Semester :

| No | Hari/Tanggal   | Dosen Pembimbing | Materi yang dikonsultasikan                                   | Tanda Tangan Mahasiswa |
|----|----------------|------------------|---|------------------------|
| 1  | Rabu 7/12/22   |                  | Perbaiki footnode dan daftar pustaka<br>parafrase cek kembali |                        |
| 2  | Kamis 22/22/12 |                  | Cek ulang daftar pustaka<br>Acc seminar proposal              |                        |
| 3  | Jenin 21/23/8  |                  | Acc Apd.<br>Lanjutkan ke pengumpulan data                     |                        |



Mengetahui,  
 Ketua Prodi TBI

**Anshanto, M.Pd**  
 NIP. 19871102 201503 1 004

Dosen Pembimbing,

**Leny Setyana, M.Pd**  
 NIP. 199009162049




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

Nama : M. Raja Tri Satrio  
 NPM : 1801071032

Jurusan : TBI  
 Semester : II

| No | Hari/Tanggal        | Dosen Pembimbing   | Materi yang dikonsultasikan   | Tanda Tangan Dosen   |
|----|---------------------|--|---|--|
| 1. | Selasa<br>29/8 2023 |   | Revisi BAB 4<br>- Judul tabel<br>- Writer → researcher<br>- Penjelasan di setiap siklus |   |
| 2. | Rabu<br>30/8 2023   |  | - Revisi bab 4<br>- Pertemuan selanjutnya<br>baru bab 5 dan Abstrak                     |  |

Mengetahui,  
 Ketua Jurusan TBI



**Dr. Much Deiniatur, M.Pd, B.I**  
 NIP. 19880308 200 503 1006

Dosen Pembimbing,



**Leny Setiawan, M.Pd**  
 NIP. 199009162049









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

Nama : M. Raja Tri Satrio  
 NPM : 1801071032


Jurusan : TBI  
 Semester : 11

| No | Hari/Tanggal | Dosen Pembimbing  | Materi yang dikonsultasikan         | Tanda Tangan Dosen  |
|----|--------------|---|-------------------------------------|---|
| 3  | 12/9 2023    |  | - Revisi Abstract<br>- Cek footnote |  |
| 2  | 20/9 2023    |  | - Revisi bab 5 dan<br>Conclusion    |  |
| 5  | 21/9 2023    |  | Acc Munasqsyah                      |  |

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AN UNDERGRADUATE THESIS  
IMPROVING STUDENTS' LISTENING SKILL THROUGH ENGLISH  
MOVIE  
Study at the Tenth Grade of SMAN 6 Metro



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