

**IMPROVING SPEAKING ABILITY BY USING SHORT
MOVIES AT ELEVENTH GRADE STUDENTS OF SMA
NEGERI 5 PALU**



A SKRIPSI

*Presented as a Partial Fulfillment of the Requirements for Bachelor Degree at the
English Tadris Department Teacher Training and Tarbiyah Faculty
State Institute for Islamic Studies Palu*

By
AGUS LAIYA
NIM: 15.1.16.0040

**ENGLISH TADRIS DEPARTMENT
TEACHER TRAINING AND TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
2019**

PERNYATAAN KEASLIAN SKRIPSI

Dengan penuh kesadaran, penyusun yang bertanda tangan di bawah ini, menyatakan bahwa skripsi dengan judul “Improving Speaking Ability By Using Short Movies at Eleventh Grade Students of SMA Negeri 5 Palu” benar adalah hasil karya penyusun sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain secara keseluruhan, maka skripsi dan gelar yang diperoleh karenanya, batal demi hukum.

Palu, 23 Desember 2019 M
26 Rabiul Akhir 1441 H

Penulis



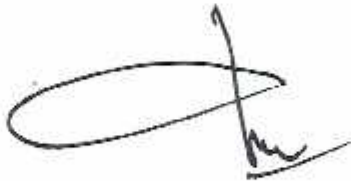
AGUS LAIYA
NIM: 15.1.16.0040

APPROVAL PAGE

A skripsi entitled **"IMPROVING SPEAKING ABILITY BY USING SHORT MOVIES AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 5 PALU"** by **AGUS LAIYA** NIM. 15.1.16.0040, the students of English Department of Teacher Training and Tarbiyah Faculty IAIN Palu. After carefully researching and correcting the skripsi, each advisors view that the skripsi meets scientific requirements and can be submitted for the skripsi seminar.

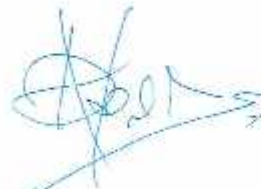
Palu, 23 Desember 2019 M
26 Rabiul Akhir 1441 H

Advisor I



Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
Nip. 19740726 200003 2 002

Advisor II



Ana Kuliáhana, S.Pd., M.Pd.
Nip. 19820214 200501 2 004

HALAMAN PENGESAHAN SKRIPSI

Skripsi Saudara Agus Laiya NIM: 15.1.16.0040 dengan judul **Improving Speaking Ability By Using Short Movies at Eleventh Grade Students of SMA Negeri 5 Palu**, yang telah dimunqasyahkan oleh Dewan Penguji Institut Agama Islam Negeri (IAIN) Palu pada hari Kamis, tanggal 10 Oktober 2019 M. yang bertepatan dengan tanggal 11 Safar 1441 H, dipandang bahwa skripsi tersebut telah memenuhi kriteria penulisan karya ilmiah, dan dapat diterima sebagai persyaratan guna memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) dengan beberapa perbaikan.

Palu, 23 Desember 2019 M

26 Rabiul Akhir 1441 H

DEWAN PENGUJI

Jabatan	Nama	Tanda Tangan
Ketua Tim Penguji	Sjakir Lobud, S.Ag., M.Pd	
Penguji Utama I	H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D	
Penguji Utama II	Fitriningsih, S.S., S.Pd., M.Hum	
Pembimbing I	Dr. Hj. Nur Asmawati, S.Ag., M.Hum	
Pembimbing II	Ana Kuliahana, S.Pd., M.Pd	

Mengetahui :

Dekan
Fakultas Tarbiyah dan Ilmu Keguruan


Dr. Mohamad Idhan, S.Ag., M.Ag
NIP.19720126 200003 1 001

Ketua
Prodi Tadris Bahasa Inggris


Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

ACKNOWLEDGEMENT



Assalamualaikum Wr. Wb...

Alhamdulillah Robbil'alamin, The greatest praise to Allah SWT for everything and everlasting grace that is given to the researcher during the preparation of proposal, conducting research until writing this skripsi. The invocation is always sent to the prophet Muhammad SAW and all his family and his friends.

The completion of this skripsi is a partial fulfillment for a bachelor degree of Sarjana Pendidikan at FTIK IAIN Palu. In the process of completing the skripsi, the researcher would like to express great thanks to the people who have given their endless support.

1. The researcher would like to say special words of appreciation and sincere gratitude to his beloved parents; Nasir Laiya (alm) and Ira Ismail (almh) who always been praying for their children. Thanks to their love, care, help, supports and spirit during his life. Deepest thanks go to his family especially for his aunty Farida Ismail, and his uncle Yunus Thalib who have the same rule as a parent for his life. His sincere thanks go to his siblings, Salmi Laiya S.Pd., Sharil Laiya, and Musakkir A.Md, Kep., for their advice, kindness, support, love and even critique to encourage Him to be better person,

2. The researcher would like to thank and to give appreciation to Rector of IAIN Palu, Prof. Dr. H. Sagaf S. Pettalongi, M.Pd, the Dean of Teacher Training and Tarbiyah Faculty, Dr. Mohamad Idhan, M.Ag, the head of English Department, Dr. Hj. Nur Asmawati, S.Ag., M.Hum, and the Secretary of English Department Rasmi, S.Pd., M.Pd, Moreover, the researcher would thank to all the lecturers of English Department who have taught and guided his study. Also thank to all the administrative assistance of Students Academic of FTIK for their kindness and help to finish all of his administration.
3. The researcher would like to express his great thanks to his beloved supervisors, Dr. Hj. Nur Asmawati, S.Ag., M.Hum, and Ana Kuliahana S.Pd., M.Pd, who have given their guidance, comments, suggestion and support during the process of writing this skripsi. Sincerely thanks also go to the reviewer, Yuni Amelia S.Pd., M.Pd, for her correction and suggestion for the improvement of this skripsi.
4. The researcher would like to thank to the Headmaster of SMA Negeri 5 Palu, H. Idris Ade, S.Pd., M.Si, who had given his permission for the researcher to conduct the research. Then, the researcher would like to thank to all the teachers there who gave their support and help during the research. Especially the researcher thank to all of the students of SMA Negeri 5 Palu for their kindness to participate actively as the sample of the research.

5. The researcher would like to thank to the new family of KKN Posko Desa Petapa, Putri Andini, S.Pd, Annisa, S.Pd, Amran Aprilio Noor, S.Pd, Sabrina Melinda, S.E, Musyahidah, S.Pd, and Fajar, S.E, thanks for the supports. The researcher also thanks to the new family of PPL SMA Negeri 5 Palu for their supports also.
6. The researcher would like to thank to Azizah H. Abd. Kadir for helping me in counted the statistic data. Also the researcher would like to thank to Moh. Ayied, S.Pd, and Agus Kurniawan, S.H, who always helping me in doing the research until finishing this skripsi.
7. The researcher gives his regard to his beloved friends in TBI class 1st batch, who cannot be mentioned here one by one, we always together to face those problems from the first semester until finishing the study, also they always giving support advice and also help to finish this skripsi. The researcher also would give his regards to TBI Junior class, Perbankan Syariah Class, Hukum Ekonomi Syariah Class, MPI-3 Class. MPI-4 Class, Tadris IPS class. Senat Mahasiswa Institution, Sahabat Pulau Organization, and Duta Pemuda Indonesia 2018, thank for their kindness, help and support.

To all of them, the researcher would like to say “Thank you very much” and may ALLAH bless them all.

The final word the researcher realized that in the writing of this thesis is still far from perfection. Therefore, the researcher invokes suggestions and criticisms which is build for the sake of perfection and may be useful for all of us. Ameen

Wassalamualaikum Wr. Wb.

Palu, October 2nd, 2019

AGUS LAIYA
15.1.16.0040

TABLE OF CONTENT

COVER	i
HALAMAN PERNYATAAN KEASLIAN SKRIPSI.....	ii
SUPERVISOR APPROVAL PAGE.....	iii
HALAMAN PENGESAHAN SKRIPSI.....	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
MOTTO	xii
ABSTRACT	xiii

CHAPTER I: INTRODUCTION

A. Background.....	1
B. Problem Statement	5
C. Objective of the Research.....	6
D. Significance of the Research	6
E. Scope of the Research.....	6
F. Operational Definitions of Key Terms	7

CHAPTER II: LITERATURE REVIEW

A. Related Studies	8
B. Review of the Related Literature.....	10
C. Research Hypothesis.....	23

CHAPTER III: RESEARCH METHOD

A. Research Design	24
B. Population and Sample	25
C. Research Variable.....	26
D. Research Instrument	26
E. Technique of Data Collection.....	27
F. Technique of Data Analysis	35
G. Testing Hypothesis	37

CHAPTER IV: RESULT FINDING AND DISCUSSION

A. The History of SMA Negeri 5 Palu	38
B. Result of the Test.....	41
C. Discussion.....	57

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	62
B. Suggestion	62

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

3.1. Distribution of Population.....	25
3.2. The Scoring Rubric	28
3.3. The Scoring System of the Test	30
3.4. Teaching Outline	32
4.1. Kepala Sekolah SMA Negeri 5 Palu	40
4.2. Result of the Pretest for the Experimental Class.....	42
4.3. Result of the Pretest for the Control Class	44
4.4. Result of the Posttest for the Experimental Class	46
4.5. Result of the Posttest for the Control Class	48
4.6. Deviation of the Pretest and Posttest for the Experimental Class.....	50
4.7. Deviation of the Pretest and Posttest for the Control Class	52

LIST OF APPENDICES

- Appendices 1 Pretest and Posttest Question
- Appendices 2 Critical Values of Students' Distribution (t)
- Appendices 3 Attendance List of Experimental Class
- Appendices 4 Attendance List of Control Class
- Appendices 5 Lesson Plan I
- Appendices 6 Lesson Plan II
- Appendices 7 Lesson Plan III
- Appendices 8 Lesson Plan IV
- Appendices 9 Lesson Plan V
- Appendices 10 Lesson Plan VI
- Appendices 11 Documentations
- Appendices 12 Surat Izin Penelitian
- Appendices 13 Surat Keterangan Selesai Meneliti
- Appendices 14 Surat Pengajuan Judul Skripsi
- Appendices 15 Penunjukan Pembimbing Skripsi
- Appendices 16 Undangan Seminar Proposal
- Appendices 17 Kartu Seminar Proposal
- Appendices 18 Curriculum Vitae

MOTTO

**IF YOU WANT TO HAVE
SOMETHING,
YOU SHOULD BE DOING
SOMETHING!**

This skripsi is dedicated to my beloved parents, Nasir Laiya
(alm) and Ira Ismail (almh)

ABSTRACT

AgusLaiya (15.1.16.0040). Improving Speaking Ability by Using Short Movies at Eleventh Grade Students of SMA Negeri 5 Palu. Skripsi. English Tadris Department, Tarbiyah and Training Faculty, State Institute for Islamic Studies Palu, Under the Supervisor of Dr. Hj. Nur Asmawati, S.Ag., M.Hum, and Ana Kuliahana, S.Pd., M.Pd.

This research focused on the application of short movies as a media in improving speaking ability at eleventh grade students of SMA Negeri 5 Palu. The researcher applied quasi experimental research design which involved two classes of students, they were experimental class and control class. The instruments of data collection were pretest and posttest. The pretest was used to measure prior knowledge of the students and the posttest was used to measure the development of the students' knowledge after the treatment. The t-test was analyzed to compare the mean scores of both classes. There is a significant difference score of the experimental class (1940) and the control class (1490). The level of significance was set up at 0.05 with 58 degree of freedom ($df=29+31-2=58$). The result of data analysis indicates that t_{counted} (6.84) is higher than t_{table} (2.002). It means that the hypothesis is accepted. Thus, the use of short movies can improve students' speaking ability at eleventh grade students of SMA Negeri 5 Palu.

Keywords: Improving; Speaking; Short Movies.

ABSTRAK

AgusLaiya (15.1.16.0040). MeningkatkanKemampuanBerbicaraSiswaMelalui Film Pendek di KelasSebelas SMA Negeri 5 Palu. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri 5 Palu, di bawah bimbingan Dr. Hj. Nur Asmawati, S.Ag., M.Hum, dan Ana Kuliahana, S.Pd.,M.Pd.

Penelitian ini berfokus pada mengaplikasikan film pendek sebagai media dalam meningkatkan kemampuan berbicara siswa di kelas sebelas SMA Negeri 5 Palu. Peneliti menerapkan desain eksperimen semu yang melibatkan dua kelas siswa sebagai kelas eksperimen dan kelas kontrol. Alat yang digunakan untuk mengumpulkan data adalah tes awal dan tes akhir. Tes awal digunakan untuk mengukur pengetahuan siswa sementara tes akhir digunakan untuk mengukur perkembangan kemampuan yang dimiliki siswa setelah menerima perlakuan. Tes-t dianalisa untuk membandingkan nilai rata-rata antara kedua kelas. Ada perbedaan skor yang signifikan antara kelas eksperimen (1940) dan kelas control (1490). Tingkat signifikan 0.05 dengan derajat kebebasan 58 ($df=29+31-2=58$). Hasil analisa data menunjukkan bahwa t_{hitung} (6.84) lebih tinggi dari t_{tabel} (2.002). Hal itu berarti bahwa hipotesa diterima. Dengan demikian, penggunaan film pendek dapat meningkatkan kemampuan berbicara siswa di kelas sebelas SMA Negeri 5 Palu.

Kata Kunci: Meningkatkan; Berbicara; Film Pendek.

CHAPTER I

INTRODUCTION

A. Background

English is an international language and has become the most important language to people in many parts of the world. It is most widely used in communicating around the world, Also it is spoken as the first language in many countries and most countries use English as their Foreign Language especially in Indonesia. English is increasingly being used as a tool for interaction among non-native speakers Millions of people around the world use English as their second (foreign) language.¹

In Indonesia, English has become one of few foreign languages (Germany, France, Japan, Arabic and Mandarin) which is studied at school. It is indicated by the phenomenon that English in Indonesia is studied in formal setting. English is taught as a compulsory subject in junior high school, senior high school, even in university levels to acquire certain four language skills, there are Speaking, Writing, Listening, and Reading. Taking a deep concern on global competition where English competence is necessarily needed. Government which takes responsibility for education field has included English as one of subjects tested on the National Exam.

¹H Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edition. (White Plains; NY: Pearson Education, 2000), 118.

In SMA Negeri 5 Palu English skill of students are considered, one of which is the speaking skill of students. They are required to practice speak English during teaching and learning English. In speaking learning in the class, teachers ask the students to make dialogue and practice in front of the class. But, in fact still many students that not well to speak English. Because, many students do not enthusiastic during the teaching and learning process.

The result of English teaching especially speaking skill in Indonesia is still far from the expectation. In fact based on my experience, the researcher saw many undergraduate and even graduate English students who are still cannot to communicate and use their language well.

Speaking is part of the language skills which is important for language learners to be develop, it is also regarded as essential skill for undergraduate students since it will show that the students are mastering English. Furthermore, as foreign language learners, we should master speaking skill in English as our priority.² Because, when someone speaks, they are performing their other skills such as their listening skill, vocabulary, understanding of English sentences, pronunciation, articulation and so forth.

The students need to be able to show that they were able to use the language to communicate with other, especially native speakers. Moreover the students were not only focus on particular skill, but they must integrate in other

²J.C.Richard, *Teaching Listening and Speaking: From Theory to Practice*. (New York: Cambridge University Press, 2008).

skills. The ability to speak must be supported by the ability to listen the information or structural competence. Therefore, they were required to be able to speak and to construct good structure so that there will be no misunderstanding in the communication.

Thornbury stated that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently.³ Means that it can build speaker's or learner's desires and expressed how his/her feeling and acting out his/her attitudes.

In the other cases, people conducted speaking to express what is on their mind and what they want their listener do for them. It can be stated that through speaking, speaker expressed their thought and what they felt, argued an issue in which the speakers tried to affect their listener. So that's speaking is the part of communication that really important to be used to communicate with other people to make them understand what we talk.

Based on the interview with English teacher and some students of the eleventh grade studentsof SMA Negeri 5 Palu, teaching learning process did not run well because of some problems. The problem is the students shy to spoke English because their pronunciation was bad and worried if they were making mistaken. Other Problems, the students feel bored if situation in the class is monotonous because there is no new situation and students feel difficult to

³S Thornbury. *How to Teach Speaking*. (England: Longman, 2001), 5.

improve their speaking when the strategy just like conversation or dialogue, the teacher often instructs the students to memorize the words without looking at the context and also the teacher gave the formula of grammar and the students memorized it. It made the students got difficult to remember all of those and the students got some problems to use those as speaking target. It was caused by the method applied by English teacher still seems traditional. It was known that there was no best way to learn and there was no best strategy to solve the students' problems. However the teachers can apply one of some relevant approaches by considering the students' condition.

The teacher should create a good learning situation in making the students fun, interested, and motivated in learning English. The motivation of learning the language can be enhanced by creating good media, conducive situations, creative activities, in which the students will be actively engaged in the learning process. There are several media that can be applied in teaching speaking, such as discussion, role plays, drama, simulation, speech, debate, information gaps, storytelling, narrating, describing pictures, and also watching short movies. With those media, students will have numerous exposures in the speaking ability.

Based on the phenomenon, the researcher was interested in applying short movies as the alternative medium to solve the problem. Movies can take their attention by the audio and visual from the movies, and they learned about the culture, knowledge, and knew how native speakers pronounce the words and also they got the new vocabularies that unusual in Indonesia. As Lynch stated that, There are five reasons why movie is used as teaching media, they are varieties of

accent can be demonstrated, slices of culture can be demonstrated, historical change can be easily demonstrated, using audiovisual elements aids learning, and movies are great to watch.⁴

The use of short movie gave chance to the students to express their opinions or ideas. Here they gave their explanation or opinion about the story, characters, and moral values of the movie. It can be easy to teach the students to speak if the movies have many new vocabularies and have the good stories that easy to understand.

For the reason above, the researcher wants to prove how short movies as the medium can enhance students' speaking ability, and it can encourage students to be more active in speaking. So, the researcher interested in conducting a research entitled: *"Improving Speaking Ability by Using Short Movies at Eleventh Grade Students of SMA Negeri 5 Palu"*.

B. Problem Statement

Based on the Background above, the researcher formulated the research question as follows: *Can the use of Short Movies Improve the Speaking Ability at Eleventh Grade Students of SMA Negeri 5 Palu?*

⁴M. L. Lynch, *5 Ways to Use Popular Movies for English Language Teaching* (Ezine Articles: diakses dari http://EzineArticles.com/?expert=Larry_M._Lynch, 2006)

C. Objective of the Research

The objective of this research is to find out whether the use of short movies can improve the eleventh grade students' speaking ability of SMA Negeri 5 Palu.

D. Significance of the Research.

The result of this research would be useful:

1. For the student, this research will help the students to develop their speaking skill.
2. For English teacher, this research will help the teacher in order to provide the meaningful input for the development of the teaching English.
3. For the researcher, this research will develop the knowledge in teaching, particularly in speaking skill.
4. For other researchers, the research will help to give some important contribution for them in speaking research.

E. Scope of the Research

This research focused on the accuracy and fluency in improving the speaking ability at eleventh grade students of SMA Negeri5 Palu.

F. Operational Definitions of Key Terms

It is important to have an obvious perspective towards the terms that was using in the title of the research before starting the research. Hence, the main terms that are highly to the study would be purified in this part. The terms are:

1. Improving : Refers to increase the value or raising up to a better quality or condition to make it better than before.
2. Speaking : Speaking is how the speaker puts or gives the ideas or expression into words that have meaning and produce it by the speech that have sounds in order to affect the listener for understand each other.
3. Ability : is the skill that have by someone to do something.
4. Short movies : is any motion of pictures not long enough to be considered feature film. In this research, Short movie is a media used to solve students' problem in speaking ability. It has a running time of <10 minutes.

CHAPTER II

LITERATURE REVIEW

A. *Related Studies*

Here the researcher would like to show some relevant studies that have been done by other researchers, as follow:

The first, the research that has been done by Durotul Yatimah entitled *The Effectiveness of Using Animation Film as The Medium in Writing Narrative Text*. The researcher used experimental method. The research was conducted at SMA Negeri 3 Salatiga in the academic year 2013/2014. She used t-test in order to check whether the use of animation film in writing narrative text is effective. The result of her research showed that using animation film medium is effective to improve students' writing skill. It can be proved by the pre-test to post-test mean of the students' writing skill of the class which is not taught with animation film.¹

The second, the research has been done by Norma Prayogi entitled *Improving Students' Speaking Ability By Using Cartoon Film (An Action Research in the eleventh Grade of SMA N 2 Taman in Academic Year 2012/2013)*. This is an action research. The objects of this research are the students in XI-E class of SMAN 2 Taman in the academic year of 2012/2013. The instruments of collecting data are speaking test in the form of retelling story, observation checklist and field

¹Durotul Yatimah, *The effectiveness of using animation film as the medium in writing narrative text*. (Salatiga: STAIN Salatiga, 2014)

notes. The presence of cartoon films as media to improve students' narrative speaking had given a significant progress toward their speaking ability.²

The third, previous study has been done by Imayati Klean under the title Speaking Skill Improvement By Using Movie as Media at first grade of SMP Negeri 13 Malang. This research focused on improving students' speaking achievement by using short movie as media. This study used Classroom Action Research as the research method. Based on the research findings, the researcher concluded that there was improvement in students' speaking achievement after they taught speaking skill by using short movie as teaching media.³

The previous researchers above related to research that the researcher was conducted by using short movies. The differences of this research from the research above are the subject, research design and the research method. In the first previous study the subject of the research was at SMA Negeri 3 Salatiga in the academic year 2013/2014. In the procedure of teaching in this previous study, the students watched the animation film after that they wrote the film into narrative text. Researcher used experimental method.

In the second previous study the subject of the research was at the eleventh Grade of SMA N 2 Taman in Academic Year 2012/2013. The subject of this previous study is similar with this research. But, the procedures of the research

²Norma Prayogi, *Improving Students' Speaking Ability by Using Cartoon Film*. (Surabaya : State University of Surabaya, 2013)

³Imayati Klean, *Speaking Skill Improvement by Using Movie As Media*. (Malang : Unisma, 2013)

were different. In this previous study the researcher asked the students to write important points related to the movie that will be presented to their performance, she used an action research.

The third previous study the subject of the research was at first grade of SMP Negeri 13 Malang. In the procedure of teaching in this previous study, the students practice dialogue as like the actor did in the movie and the researcher used 2 cycles and every cycle was 4 meetings. This study used Classroom Action Research as the research method

In conclusion, there were differences between this research with 3 previous study. In this research, the researcher used individual taught speaking using short movie, and before analyze the movie the researcher asked the students to tell the meaning of the movie, aimed to know if the students understand about the movie. The researcher used quasi experimental method in eight meeting.

B. Review of the Related Literature

1. Speaking

a. Definition of Speaking

These are the explanation about speaking according to the experts, Brown defines speaking as oral interaction where the participants need to negotiate meaning contained in ideas, feeling and information, and manage in terms of who

is to what, to whom and about what.⁴ While, Harmer states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”⁵. Nunan defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Therefore, the researcher concluded that speaking is the ability to produce the language and share their ideas, information, suggestion and feeling to the others in oral form by considering culture and social context occurred.⁶

b. Types of Speaking

Nunan writes that generally there are two types of spoken language, as follow:⁷

1) Monologue

According to Brown, monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

⁴H. D. Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc. Javanovich, 2003), 140.

⁵J. Harmer, *How to Teach English*. (China: Pearson Education, 2007), 284.

⁶Kayi L, *The nature of language in use*. (Bandung: Tritustra, 2006), 1.

⁷Nunan, D., & Carter, R. (Eds.), *The Cambridge guide to teaching English to speakers of other languages*, (Cambridge: Cambridge University Press, 2001), 250.

2) Dialogue

It is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say. Like Nunan, according to Harmer finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.⁸

c. *Teaching Speaking*

The goal of teaching speaking should improved students' communicative skills. It means that students can express themselves and learn how to follow social and culture rules appropriate in each communicative circumstances. Students were expected to be able to produce the language they learn. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. "The ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation.⁹

⁸Harmer, *How to Teach English*, 343.

⁹Brown, *Language Assessment*, 140.

1) The Roles of Teacher

These are the following roles of teacher as stated by Harmer:

a) Prompter

As a prompter, teacher should help the students who have no ideas or getting stuck in the middle of sentences or on the other hand they lose the fluency that we expect of them to have. It can be solved by offering discrete suggestions without troubling the discussion or making students out of role.

b) Participant

As a participant, teacher may participate in discussion or role-plays themselves. However, in such positions the teacher has to be careful that he does not participate too much

c) Feedback Provider

As a feedback provider, a teacher has the ability to consider the effect of possible different approaches carefully. Giving over-correction to students' mistake may inhibit them to speak because when they try to express what in their mind they will get difficult worried to do the mistaken. Everything depends on teachers' policy and the appropriateness of teachers' feedback in particular situations. However, giving feedback in the end of the activity is vital. So the

teacher should be carefully in each situation when the teacher being a feedback provider.¹⁰

d. Crucial Factors in Teaching Speaking

1) The students

The students are the crucial factors in this skill, which is Students' prior knowledge is one of factors that give big impact in teaching learning process especially when the teacher presents the material.

2) The school and community

More practice is better than only learn from theory. By often practicing, the students are expected to be able to speak English fluently. Too practice English the students need a school and the community to interact or communicate each other and they need English environment. . Related with community, the concerns are about the large number of community, the existence of facilities, kinds of community whether it is rural or urban community, and people who are able to be requested to speak English.

3) The teacher

Teacher is the role models of the students, teacher should be able to make students active. The most important thing from teacher is his or her role in process of teaching and learning. The best role is called as facilitator. The teacher only

¹⁰Harmer, *How to Teach English*, 347-348.

needs to present the theory well then asks them to practice more. Make various methods or patterns in teaching learning process to make it interested.

e. The Purpose of Encouraging Students To Do Speaking Task

There are three basic reasons why giving speaking task is a good idea. Since it provoke them to use all and any language at their understanding.

1) Rehearsal

Rehearsal is a way for students to “get the feel” of communicating in the foreign language like as real. It can be done by getting students to have a free discussion in the outside classroom, such as let them to take part in a role-play of movie that they watch, and make it as a real condition that they are in that situation. So that can make them get the feel of movie that they watch.

2) Feedback

Teachers can see how well their class is doing and what language problems they are having, that is a good reason for giving feedback. By giving feedback the students can also see how easy they find a particular kind of speaking and what they need in improving speaking skill.(that is a good reason for “boomerang” lessons) by giving feedback. Students can also see how easy they find a particular kind of speaking and what they need to do improve.

3) Engagement

Good speaking activities can and should be highly motivating. It can be done if the students are participating fully and if the teacher has set up the activity properly. Then, it can give understanding and useful feedback; they will get great satisfaction from it. Many speaking tasks (role-playing, discussion, explaining something, problem-solving etc) are intrinsically enjoyable in themselves.¹¹

2. Short Movie

a. *The meaning of short movies*

A short movie is any movie not long enough. It has running time of 30 minutes or less. The story of the short movie only has one plot. Although the duration is no longer than 30 minutes does not mean that the content of the movie will be meaningless. The short time that has had by short movie, make the researcher wants to use it as a learning media for teaching speaking. Short movie can be used to teach speaking ability. Students ask to do retelling based on the movie that they already watched. That activity will be done in experimental class. This media is expected able to make students easier to understand the story rather than reading text only. Since the learning type of each students is different so the researcher wants to make all of the learners are able to follow the lessons by using this media.

¹¹J. Harmer, *English language teaching*, (Pearson Education Limited: Harlow, 2001), 87.

b. The Advantages of Short Movie

In the technology era, the students always keep in touch with the technology. The small example, some of the students are addicted with the smartphone. Smartphone is the part of technology, since nowadays students are faced with the development of technology information. So, bringing a movie to support teaching learning process in a classroom is not a novelty for the students. Some students are too lazy to read, the teachers should find more motivating resources. There are many advantages that can be taken from using short movie as a media in teaching learning process, as Gebhardt states that movies will bring many advantages. These are as follows:

- 1) Movies are popular and have universal appeal across cultures, providing current language usage.
- 2) They present visual context in which the dialogue take place, action accompanying speech.
- 3) They show gestures, facial expression, and other body language appropriate to the dialogue.¹²

From the description above, the researcher can find out that the use of short movie as media in teaching learning process is appropriate to help students in getting and organizing idea and their feeling into speaking. Therefore, short movie is a valuable thing in education not only used as entertainment tool, but also used as media in learning language.

¹²Gebhardt J, *Using Movie Trailers in a ESL Call Class*. (Japan: Ritsumeikan University, 2004), 2.

c. Element of Movie

To analyze the film in teaching learning process, the first one that we have to know is the element of movie, to make us easy to choose the kind of movie that we use in teaching learning process.

There are five elements of story, they are:

1) Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

2) Character

A character is a person or sometimes events an animal, who takes part in action of a story or other literary work. There are two characters of story:

a) Protagonist: The protagonist character is the central character or the hero, also called as good guy.

b) Antagonist: The antagonist character is the enemy of the protagonist, also called as bad guy.

3) Plot

A plot is series of events and character actions that relate of the central conflict, it is the sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end.

4) Conflict

The conflict is a struggle between two people or things in a story. There are two types of conflict:

a) External, a struggle with a force outside one's self.

b) Internal, a struggle within one's self: a person must make some decisions, overcome, control their temper, resist an urge, etc.

5) Theme

The theme is the central idea or belief in a story. Through recognizing the important elements of a film, students are expected to be able to master the material related to narrative effectively. Besides that, by recognizing the elements of film, students will be able to arrange their idea in retelling the movie to others.

3. Teaching Media

a. Definition of Teaching.

Media means as a thing for connecting teacher and students to get the material. Through media, teachers can easily deliver the material that is also easy to understand to the students. Sometimes communication between teacher and

student are less, the teacher should work hard to make the communication well like choosing the appropriate media.¹³

There are four advantages of teaching media in learning process. They are:

- 1) Learning process will be more attractive to students and motivate them to study.
- 2) Learning material will be more obvious so that students can comprehend it and make them possible to master, moreover, to get the learning goal.
- 3) Teaching method will be more various, there will not be just the teacher's verbal communication. Hence, the students will not fall into bore and the teacher will not be worn out.
- 4) The students will get more activities since they not only listen to teacher's explanation but also do observation, action, demonstration, and so on.¹⁴

b. *Kinds of Teaching Media*

There are so many instructional media are used in teaching that starting from the simple stones to the most complex ones, without the need of the electricity, up to the most expensive ones which needed the electricity. There are six kinds of teaching media, they are:

¹³Y. Munadi, *Media Pembelajaran*. (Yogyakarta: Gaung Persada, 2008), 6.

¹⁴N. Sudjana and A. Rivai, *Media Pembelajaran*. (Bandung: SinarBaru Bandung, 1992), 2.

1) Drawing or Teacher Mode Drawing

This media can be constructed and supported the topic, which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2) Still Picture

This media can be shown into the real objects or events of outside the class. A still picture is a record or a copy of a real object or event which may be longer or smaller than the real object or event, for example: photograph, bulletin board material, brochure, etc.

3) Audio Recording

Recording is a mode of magnetic, on disc or on motion picture sound track. This is reproduction of actual event of sound effects. Sound is presented in sequence in which the actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

4) Motion Picture

A motion picture or video tape recording is a moving image on color or black and white produced from live action or from graphic presentation. Object or event may be in normal motion and edited from abbreviating or high lighting. It

can be silent or having sound. All types of audio video electronic system can be appeared on a cathode ray tub or TV monitor.¹⁵

4. Teaching Speaking Using Short Movie

Teacher needs some preparations to bring short movie as media, such as the movie that will be played, power point, laptop, speaker, and projector. As short movie will not take long times, therefore it is considered will be effective to be used. There are three steps of using short movie in teaching learning process in treatment class:

- a. Previewing Activities. In this step, the teacher prepares the film and gives the students brainstorming about film.
- b. Viewing Activities. This is the main step. The students watch the film and find the new vocabularies, the teacher asks some question related to the film.
- c. Post viewing activities. The students are given time for speaking activity.

There are some activities that can be done by the students in teaching learning process by using short movie as media:

- 1) Find the new vocabularies. It means that they should pay attention to the movie and find the new vocabularies that they don't understand the meaning. After the teacher play the movie, we will discuss about the vocabularies that they got to make the same perception about that movie.
- 2) Playing and pausing. The teacher plays the movie and turns it off in the middle. It is aimed at making the students want to know the end of the

¹⁵Ruis. N, *Instructional Media*. (Jakarta: Bermutu, 2009)

film. The teacher asks the students to continue the story with their own interpretation.

- 3) Synopsis making. The teacher plays the movie from the beginning until the end, while the movie is playing, the students take the synopsis of the movie. In this case, the researcher will choose the third point that is, the researcher will play the movie from the beginning until the end.

although, there are some problems that will appear in using short movie as a media for example student may find difficulty to listen to the pronunciation, catch the meaning of vocabulary, and nervous to produce their idea orally. To solve those problems, the teacher can play the movie with pausing in each part that is needed to be paused and not too fast, show some possible vocabulary that will be met, and give high motivation to the students to be brave to try.

C. Research Hypothesis

Researcher formulates the hypothesis of research as follows: The short movies can improve speaking ability of eleventh grade students of SMA Negeri 5 Palu.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used experimental research. Specifically, used quasi experimental design. There were two classes in this design. They were experimental class and control class. Both of the classes had pretest and posttest, but in experimental class there was a treatment that was given after the pretest, while control class there was no treatment. The design of this research is proposed by Arikunto as follows:

<i>Experimental class</i>	O1	X	O2
<i>Control class</i>	O1		O2

Where:

- O1 : Pretest
- X : Treatment
- O2 : Posttest ¹

¹Arikunto S, *Prosedur penelitian suatu pendekatan praktek (Edisi Revisi VI)*. (Jakarta: PT Rineke Cipta, 2006), 85.

B. Population and Sample

1. Population

Population is needed by every researcher when conducting a research. Population refers to the whole subject of the research. The defined population has at least one characteristic that differentiate it from other groups. As Best and Kahn stated that “A population is any group of individuals that has one or more characteristics in common and that are of interest to the researcher”.²

Based on the statement above, the population of this research was the eleventh grade students of SMA Negeri 5 Palu which contained of 260 students. It consisted of nine classes. The whole number of the population can be seen in the following table 3.1.

Table. 3.1.

Distribution of Population

No	Class	Students
1	XI MIPA I	31
2	XI MIPA II	27
3	XI MIPA III	29
4	XI MIPA IV	32
5	XI MIPA V	29
6	XI MIPA VI	31
7	XI IPS I	26

²W.J. Best, V.J. Kahn, *Research In Education (Tenth Edition)* (United States of America: Pearson Education Inc, 2006), 13.

8	XI IPS II	24
9	XI IPS III	31
TOTAL		260

2. Samples

Based on the researcher's observation, there were nine classes for eleventh grade students, but class XI MIPA V and XI MIPA VI had similar problems which were lack of speaking ability. Moreover, the researcher chose these classes based on the teacher's recommendation.

C. Research Variable

Related to the title "Improving Speaking Ability by Using Short Movies at Eleventh Grade Students of SMA Negeri 5 Palu", the variable of this research consisted of two variables. They were dependent and independent variable. The dependent variable was speaking and the independent variable was the short movies.

D. Research Instrument

In collecting the data, the researcher used test items as the instrument of the research. The test divided into two: pre-test and post-test. Pre-test was given to the students to measure the students' pre-ability in English language. It was conducted before the researcher did the treatment while post-test was given to the students to measure the students' ability after getting the treatment. It was given to

two classes of these research, they were Control class and Treatment Class. In this case the control class did not get the treatment as like the Treatment class.

1. Pre-test

Pre-test was given at the first meeting to the eleventh grade students of SMA Negeri 5 Palu in order to know the basic knowledge of the students' speaking ability especially in discussing the short movies.

2. Post-test

After giving the treatment, the researcher administrated post-test which consisted of the same item as the pre-test. This is intended to measure the students' achievement after getting treatment.

E. Technique of Data Collection

To obtain the data needed, the researcher administered test. The researcher chose this technique to collect the data because this technique is easy to apply to the students. The test involved pre-test and post-test. This study was taken 8 meetings, each meeting took 2 lesson hours and it need 1 hour 30 minutes each meeting. Besides, there is 45 minutes each lesson hour.

The result of the test was analyzed by using scale of scoring which consists of speaking aspects such as fluency, accuracy, and comprehensibility, but in this research the researcher was taken 2 aspects of speaking proposed by Heaton as follows:

Table. 3.2.**The Scoring Rubric of Speaking**

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a break down in communication. Many basic grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

Source: Adapted from Heaton 1998:11³

In this research, the researcher excluded rating 6 and the researcher also excluded comprehensibility in speaking aspects, because it was not suitable for eleventh grade students of SMA Negeri 5 Palu. It was appropriate for the native speaker. Because of that scoring system started from rating 1 to 5 and the

³J.B. Heaton, *Writing English Language Test* (Hongkong: Longman Group, 1998), 11.

speaking aspects were taken both of them from 3 aspects. They were accuracy and fluency.

1. Pre-test

The researcher administered pretest to both classes, whether experimental class and control class. The type of this test is oral test. In pretest, the researcher asked the students to describe about the movie the title is “Tea Time”. This test was given at the first meeting to the eleventh grade students of SMA Negeri5 Palu, in order to know the basic knowledge of the students speaking skill. The result of this test was compare to the result of posttest.

2. Post-test

After giving the treatment, the students were given the post test to measure the students’ achievement after the treatment. The test is similar to the test used in pretest. The type of this test is oral test. In pretest the researcher asked the students to describe the “Tea Time” movie. It used to measure how far the students’ progress after doing the treatment by using short movies as media in teaching speaking skill.

The researcher used same type of oral test because it was easy to found the students’ progress before treatment and after treatment in experimental class, while in the control class the researcher used both test to compare the result of the experimental class.

In testing their speaking ability in both classes, the researcher considered their accuracy and fluency in speaking. To classify the students' score the researcher employed the score category to categorize students' scores which is produced in the form of tens as recommended by Depdikbud as follows:

Table. 3.3.

The Scoring System of the Test

No	Score	Category
1	86-100	Excellent
2	76-85	Very Good
3	66-75	Good
4	56-65	Fair
5	36-55	Poor
6	00-35	Very Poor

(Depdikbud, 1999)⁴

In this research the researcher gives the students' Minimal Completeness Criteria (Kriteria Ketuntasan Minimal) based on the English teacher of SMA Negeri 5 Palu, the minimal completeness criteria in that school is 70 as the English teacher use right now.

The researcher excluded comprehensibility as the speaking aspect because it was not suitable for eleventh grade students of SMA Negeri 5 Palu. It was appropriate for the students in collage. Because of that the researcher just taken two aspects of speaking, they are fluency and accuracy.

⁴Depdikbud, *Scores Category* (Jakarta: Dikti, 1999)

3. *Treatment*

Treatment is something that the researcher gives or implements to teach the experimental class. It was given after giving the pretest to the students. The treatment was applied 6 times in 6 meetings in experimental class. Each meeting will take about 1 x 40 minutes. While the treatment was being applied in experimental class, the English teacher from this school was applied conventional method in teaching vocabulary in the control class.

In this research, the researcher was used short movies in order to improve the students' speaking ability. In every meeting, the students in experimental class were given treatment which is watching short movies.

the researcher will apply a treatment as like, the researcher play a short movie without translation, when the short movie is playing the students should watch it and find the new vocabularies that they don't understand and also they should take the conclusion of that movie while the movie was playing. Then they write the point down. After that if when movie was finished, the researcher and the students discussed about the movie that had been play. After we discussed the movie's meaning. The researcher ask the students to telling the story of the film, described the characters of the personages and what they got in that film. So, that was the Research design that the researcher used at the eleventh grade students of SMA Negeri 5 Palu. In order to make the treatment more effective, the researcher designed teaching outline of the research as follows:

Table. 3.4.**Teaching Outline**

Meeting	Topic	Activities	
		Teacher	Students
1 st	Pre-Test “Tea Time” Movie (Descriptive) <i>With no subtitles</i>	➤ Introduce their name (as the part of pre-test). ➤ plays movie and asks students to observe it. ➤ Gives the pre-test to the students.	➤ Introducing. ➤ observe the movie. ➤ do the pre-test from the teacher.
2 nd	Giving Opinion and Thought about “Tea Time” Movie. <i>With no subtitles</i>	➤ asks students about previous material. ➤ gives some questions related to the topic. ➤ explains the material from English book. ➤ plays film and asks students to observe it. ➤ Discuss the movie’s meaning with the students. ➤ asks students to do exercises and guide them. ➤ asks students to perform and practice in front of the class to tell about the material for English book that related to the movie.	➤ Pay attention to the teacher. ➤ Answer the teacher questions. ➤ Listen to the teacher. ➤ Observe the film ➤ Discuss the movie ➤ Answers the exercises. ➤ Practice the material from English book that related to the movie in front of the class.
3 rd	Giving Opinion and Thought about “Frozen” Movie. <i>With no subtitles</i>	➤ asks students about previous material. ➤ gives some questions related to the topic. ➤ explains the material from English book. ➤ plays film and asks students to observe it. ➤ Discuss the movie’s meaning with the students. ➤ asks students to do	➤ Pay attention to the teacher. ➤ Answer the teacher questions. ➤ Listen to the teacher. ➤ Observe the film ➤ Discuss the movie ➤ Answers the

		exercises and guide them. ➤ asks students to perform and practice in front of the class to tell about the material for English book that related to the movie.	exercises. ➤ Practice the material from English book that related to the movie in front of the class.
4 th	Giving Opinion and Thought about “Fantastic Beasts” Movie. <i>With no subtitles</i>	➤ asks students about previous material. ➤ gives some questions related to the topic. ➤ explains the material from English book. ➤ plays film and asks students to observe it. ➤ Discuss the movie’s meaning with the students. ➤ asks students to do exercises and guide them. ➤ asks students to perform and practice in front of the class to tell about the material for English book that related to the movie.	➤ Pay attention to the teacher. ➤ Answer the teacher questions. ➤ Listen to the teacher. ➤ Observe the film ➤ Discuss the movie ➤ Answers the exercises. ➤ Practice the material from English book that related to the movie in front of the class.
5 th	Giving Opinion and Thought about “Beauty and The Beast” Movie. <i>With no subtitles</i>	➤ asks students about previous material. ➤ gives some questions related to the topic. ➤ explains the material from English book. ➤ plays film and asks students to observe it. ➤ Discuss the movie’s meaning with the students. ➤ asks students to do exercises and guide them. ➤ asks students to perform and practice in front of the class to tell about the material for English	➤ Pay attention to the teacher. ➤ Answer the teacher questions. ➤ Listen to the teacher. ➤ Observe the film ➤ Discuss the movie ➤ Answers the exercises. ➤ Practice the material from English book that related to the movie in front of the

		book that related to the movie.	class.
6 th	Giving Opinion and Thought about “The Present” Movie. <i>With no subtitles</i>	➤ asks students about previous material. ➤ gives some questions related to the topic. ➤ explains the material from English book. ➤ plays film and asks students to observe it. ➤ Discuss the movie’s meaning with the students. ➤ asks students to do exercises and guide them. ➤ asks students to perform and practice in front of the class to tell about the material for English book that related to the movie.	➤ Pay attention to the teacher. ➤ Answer the teacher questions. ➤ Listen to the teacher. ➤ Observe the film ➤ Discuss the movie ➤ Answers the exercises. ➤ Practice the material from English book that related to the movie in front of the class.
7 th	Giving Opinion and Thought about “Changing Batteries” Movie. <i>With no subtitles</i>	➤ asks students about previous material. ➤ gives some questions related to the topic. ➤ Explains the material from English book. ➤ plays film and asks students to observe it. ➤ Discuss the movie’s meaning with the students. ➤ asks students to do exercises and guide them. ➤ asks students to perform and practice in front of the class to tell about the material for English book that related to the movie.	➤ Pay attention to the teacher. ➤ Answer the teacher questions. ➤ Listen to the teacher. ➤ Observe the film ➤ Discuss the movie ➤ Answers the exercises. ➤ Practice the material from English book that related to the movie in front of the class.
8 th	Post-Test “Changing Batteries” Movie <i>With no</i>	➤ Introduce their name (as the part of post-test). ➤ plays movie and asks students to observe it.	➤ Introducing. ➤ observe the movie.

	<i>subtitles</i> (Descriptive)	➤ Gives the post-test to the students.	➤ do the post-test from the teacher.
--	-----------------------------------	--	--------------------------------------

F. Technique of Data Analysis

The researcher analyzed the data by using statistical analysis. It used to analyze the test instrument result (pre-test and post-test) of two classes. The researcher computed the individual score both in pretest and posttest by using formula propose by Arikunto:

$$\sum = \frac{X}{N} \times 100\%$$

Where : $\sum$ = Standard Score
 X = Achieve score
 N = Maximum score
 100 = Constant number⁵

After having the mean scores of experimental and control class, The researcher computed the standard of deviation of both classes by using formula as proposed by Arikunto (2006:306) :

1. The formula for experimental class

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

2. The formula for control class

$$My = \frac{\sum y}{N}$$

where:

Mx: Mean score of deviation of experimental class

My: Mean score of deviation of control class

⁵Arikunto, *Prosedur penelitan*, 308.

Σx : Sum scores of experimental class
 Σy : Sum scores of control class
 N : Number of students in each class⁶

Afterwards, the researcher computed the sum squared deviation by employing formula proposed by Arikunto (2006:312) as follows:

1. The formula for experimental class

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{n}$$

2. The formula for control class

$$\Sigma y^2 = \Sigma y^2 - \frac{(\Sigma y)^2}{n}$$

Where:

Σx^2 : The square of deviation sum of experimental class
 Σy^2 : The square of deviation sum of control class
 Σx : The score sum of experimental class
 Σy : The score sum of control class
 N : The total number of students

After calculating all the formula above, the researcher computed the result of the mean score and square deviation in order to know the significant difference in both two classes by using t-count formula as suggested by Arikunto (2006:311) as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

t : t-test formula
 Mx : Mean of experimental class

⁶Ibid.,306.

M_y : Mean of control class
 Σx^2 : The total square of experimental class
 Σy^2 : The total square of control class
 N_x : Total number of experimental class
 N_y : Total number of control class.⁷

G. Testing Hypothesis

In order to know whether the use of short movies can improve students' speaking ability or not, the researcher tested the hypothesis. The criteria of testing hypothesis are if the t-counted is higher than or the same as t-table, the hypothesis is accepted. It means that short movies can improve the students' speaking ability. While if the t-counted is lower than t-table, it means that the hypothesis of the research will be rejected. It shows that there is no significant difference between the two classes.

⁷Ibid., 311.

CHAPTER IV

RESULT FINDING AND DISCUSSION

A. The History of SMA Negeri 5 Palu

Education is a basic right of every human being to gain full knowledge and technology, religion, and character. On the basis of these needs, community leaders in power in their government, wards who fight for the central government were able to build high schools (SMA) in the region. These initiatives and struggles succeeded on Friday 19 October 1990 with a letter / deed of Grant with deed Number: 594: 4/945 / X / T- / 1990 signed by:

1. Lahasan Yaliwa (Tondo Headman)
2. Drs. Amiruddin Maula (Kakanwil Depdikbud Sulawesi Tengah)
3. Drs. Rais Laisa (Witness)
4. Bahusen Muhammad (Witness)
5. Saman Lasiki (Witness)
6. Drs. Ali Hanafi Ponulele (Land Titles Registrar)

The central government in this case the Ministry of Education and Culture finally responded positively to the efforts and initial steps that have been taken by issuing a decree of the minister of education and culture of the Republic of Indonesia Number: 0363 / O / 1991 established in Jakarta. Through the decree, a school which was needed by the Tondo community was finally realized. The school was inaugurated and named the SMA Negeri 5 Palu. Admission of new students began in the 1991/1992 school year and thanks to the persistent efforts of the teachers, parents and students, the school successfully completed its first batch in 1993/1994 with 64 students.

As time goes by, the school has been established for 25 years and has changed its leadership several times (the Principal). This school was first led by Drs. Abdul Malik Dg. Marisi, then replaced by Drs. Nadjaruddin Lamasitudju term of office 1993-1996. In 1996 Drs. Nadjaruddin Lamasitudju was transferred to another school. Finally Dra. Felma Lamatige led in the 1996-2000 term. The baton of leadership continued, SMAN 5 Palu was re-led by a woman named Dra.

Masita Y. Ahmad. She led the SMAN 5 Palu for 3 years (2000-2003). The time has changed and the leader has changed, Mrs. Dra. Msita Y. Ahmad was assigned to lead another school, and the leadership of this school was handed over to an energetic, potential person, Drs. Costantyn S. Anadaria, M.Sc. Under his leadership and with the good cooperation of all school residents, in the year of 2008/2009 the status of the SMAN 5 Palu changed to National Standard School (SSN).

This change in status has resulted in an increase in Block Grant funding from both the central and regional governments. The assistance is used well for the development of school infrastructure, and complementing educational facilities and infrastructure. The development of the SMAN 5 Palu was continuously monitored by the local and central government, until finally thanks to the joint efforts of all school members, the community, and thanks to the grace of Allah, in 2009 the status of the SMAN 5 Palu was raised again to become International Standard School Pilot Project (RSBI). Mr. Drs. Costantyn S. Andaria, M.Sc. served for 2 periods, and during his tenure many school achievements were achieved. In 2010 Drs. Zikran Lingu Lemba served as a leader in SMAN 5 Palu, which under his leadership also received many achievements. The Palu municipal government rotates in the ranks of regional officials and among them is the principal of the SMAN 5 Palu.

The leadership of this school has changed and is currently led by an authoritative person, Mr. H. Idris Ade, S.Pd., M.Sc. He is also an energetic person, and has a vision to show the school to be better than before and has made many changes in the scope of the SMAN 5 Palu.

Thus a brief history of the establishment of the SMAN 5 Palu, hopefully this information from history can encourage all of us, especially the teachers of the SMAN 5 Palu, to continue to strive to pay attention to educating the nation's children as holders of the baton so that it can be useful for parents, the nation and the country we love.

SMA Negeri 5 Palu's Vision and Mission

VISION

Excellent human resources in the field of science and technology, imtaq and cultured.

MISSION

1. Implement learning and guidance effectively so that each student develops optimally according to his potential.
2. Holding special guidance for low-achieving students and lack of motivation to learn
3. Increasing guidance in the religious field (imtaq).
4. Improve guidance in the field of student creativity, scientific youth, arts and culture, and sports achievement.
5. Increase discipline.

STUDENT'S PLEDGE SMA NEGERI 5 PALU

1. God-fearing almighty God, servant of the homeland and nation, and faithful to the Pancasila and Undang-Undang Dasar 1945.
2. Manners towards parents, respect for teachers, and upholding the degree and dignity of the school.
3. Study earnestly as the future of the nation.
4. Achievement in order to fill independence.
5. Be a good citizen and responsible Indonesian youth.
6. Improve character, IMTAQ, Science and Technology and are ready to receive sanctions if they violate school rules and regulations.

Table 4.1.

Kepala Sekolah SMANegeri 5 Palu

No	Nama Kepala Sekolah	Tahun
1.	Drs. Abd. Malik Dg. Marisi	1991-1992
2.	Drs. Nadjarudin Lamasitudju	1993-1996
3.	Dra. Felma Lamatige	1996-2000
4.	Dra. Masita Y. Ahmad	2000-2003
5.	Drs. Costantyn Andaria, M.Si	2003-2010
6.	Drs. Zikran Lingu Lembah	2010-2014
7.	H. Idris Ade, S.Pd. ,M.Si.	2014-Sekarang

B. Result of the Test

This chapter shows the process of how the result of the research could be taken up from pretest and posttest of the experimental class and control class. The data was collected from July, 26th 2019 until September, 6th 2019 at SMA Negeri 5 Palu. There were two kinds of test used in this research, they were pretest and posttest. The pretest was administered to both experimental and control class in order to find out the students' speaking ability. While the posttest was administered to both experimental class and control class in order to find the students' improvement after the treatment. The treatment was applied only in the experimental class. The results of each test were compared to measure whether the use of short movies can improve students' speaking ability or not. The results of the tests are presented as follows:

1. Result of Pretest

As the first procedure of collecting the data, pretest was administered before implementing the treatment to the students. In this case the researcher asked the students to describe about the movie and the personages in the movie. The test conducted the pretest on July, 26th 2019 for both experimental class (XI MIPA V) and control class (XI MIPA VI). In computing the standard score of the student, the study used the formula by dividing students' obtained score with maximum score and then multiplied by 100 as constant number. The results of pretest for experimental class is presented in table 4.1.

Table4.2.
Result of the Pretest for the Experimental Class

No	Initial	Score		O	M	S	Category	Classification
		F	A					
1	ARAD	0	2	2	10	20	Very Poor	Failed
2	ANS	0	2	2	10	20	Very Poor	Failed
3	AR	0	2	2	10	20	Very Poor	Failed
4	AO	0	1	1	10	10	Very Poor	Failed
5	AAS	3	4	7	10	70	Good	Successful
6	ASM	3	4	7	10	70	Good	Successful
7	CR	2	4	6	10	60	Fair	Failed
8	D	0	2	2	10	20	Very Poor	Failed
9	EINH	3	4	7	10	70	Good	Successful
10	FA	1	2	3	10	30	Very Poor	Failed
11	GW	2	2	4	10	40	Poor	Failed
12	HKP	0	1	1	10	10	Very Poor	Failed
13	HWL	3	4	7	10	70	Good	Successful
14	MNI	0	1	1	10	10	Very Poor	Failed
15	Mh	4	4	8	10	80	Very Good	Successful
16	MEB	1	3	4	10	40	Poor	Failed
17	Mj	1	3	4	10	40	Poor	Failed
18	MK	1	3	4	10	40	Poor	Failed
19	MAG	3	4	7	10	70	Good	Successful
20	MS	0	1	1	10	10	Very Poor	Failed
21	MRn	1	2	3	10	30	Very Poor	Failed
22	MRf	0	1	1	10	10	Very Poor	Failed
23	NA	0	1	1	10	10	Very Poor	Failed
24	R	1	3	4	10	40	Poor	Failed
25	RA	1	3	4	10	40	Poor	Failed
26	SH	1	3	4	10	40	Poor	Failed
27	WT	1	2	3	10	30	Poor	Failed
28	WR	1	2	3	10	30	Very Poor	Failed
29	YN	1	3	3	10	30	Very Poor	Failed
Total Score						1060		
Mean Score						36.55		

Remarks:

F : Fluency

A : Accuracy

O : Obtained

M: Maximum score

S : Standard

In applying the pretest the researcher administered the pretest for the students who did not attend the test that the researcher was given by giving the pretest in the first meeting of treatment. Before the researcher gave the treatment the researcher administered the pretest for three students who did not come when the pretest given in the first meeting of the research.

The pretest result of experimental class shown in table above and the result of computation showed that none of the students got maximum score. The highest score was 80 which obtained by only a student and the lowest score was 10. After computing the students' score on pretest, the researcher calculated the students' mean score on pretest in experimental class by adding the standard score and dividing with the number of the students which can be seen as follows:

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma x}{N} \\ &= \frac{1060}{29} \\ &= \mathbf{36.55} \end{aligned}$$

The mean score of the experimental class is 36.55

Moreover, the pretest was also conducted in the control class in the same time on July, 26th 2019. The researcher provided the pretest's results table of the control class as seen in Table 4.2

Table4.3.**Result of the Pretest for the Control Class**

No	Initial	Score		O	M	S	Category	Classification
		F	A					
1	AS	3	4	7	10	70	Good	Successful
2	ARh	1	2	3	10	30	Very Poor	Failed
3	AP	0	1	1	10	10	Very Poor	Failed
4	AL	0	1	1	10	10	Very Poor	Failed
5	ANI	2	3	5	10	50	Fair	Failed
6	ARz	2	2	4	10	40	Poor	Failed
7	AA	0	1	1	10	10	Very Poor	Failed
8	C	3	4	7	10	70	Good	Successful
9	ES	2	3	5	10	50	Poor	Failed
10	FA	0	1	1	10	10	Very Poor	Failed
11	GW	2	2	4	10	40	Poor	Failed
12	IH	2	3	5	10	50	Poor	Failed
13	INPS	2	3	5	10	50	Poor	Failed
14	K	2	2	4	10	40	Poor	Failed
15	MNF	0	1	1	10	10	Very Poor	Failed
16	MPD	1	1	2	10	20	Very Poor	Failed
17	MR	2	2	4	10	40	Poor	Failed
18	MWF	2	2	4	10	40	Poor	Failed
19	NDP	1	2	3	10	30	Very Poor	Failed
20	NBR	2	3	5	10	50	Poor	Failed
21	Ns	1	2	3	10	30	Very Poor	Failed
22	Nm	2	3	5	10	50	Poor	Failed
23	R	0	1	1	10	10	Very Poor	Failed
24	SAd	0	1	1	10	10	Very Poor	Failed
25	SW	1	2	3	10	30	Very Poor	Failed
26	SAg	0	2	2	10	20	Very Poor	Failed
27	SPA	4	4	8	10	80	Very Good	Successful
28	SNS	4	3	7	10	70	Good	Successful
29	TYAF	3	4	7	10	70	Good	Successful
30	WW	2	3	5	10	50	Poor	Failed
31	ZM	0	1	1	10	10	Very Poor	Failed
Total Score						1150		
Mean Score						37.09		

Remarks:

F : Fluency

A : Accuracy

O : Obtained

M: Maximum score

S :Standar

By looking at the pretest of the control class, it was obviously found that the highest score is 80 and the lowest score is 10. After calculating the pretest score in control class, the researcher computed the students' mean score. The mean computation presented as follows:

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma x}{N} \\ &= \frac{1150}{31} \\ &= \mathbf{37.09} \end{aligned}$$

The mean score of the control class is 37.09

2. Result of Posttest

The posttest was administered to both experiment and control class. It was given after the treatment to measure the improvement of the speaking ability by using short movies at the eleventh grade students of SMA Negeri 5 Palu. The posttest was conducted on Thursday, September 5th, 2019 for the experimental class and control class. This posttest used the same type of the test as in the pretest, but in the difference movie. The result of the posttest is presented in the following table.

Table 4.4.**Result of the Posttest for the Experimental Class**

No	Initial	Score		O	M	S	Category	Classification
		F	A					
1	ARAD	3	4	7	10	70	Good	Successful
2	ANS	3	4	7	10	70	Good	Successful
3	AR	3	4	7	10	70	Good	Successful
4	AO	2	4	6	10	60	Fair	Failed
5	AAS	5	5	10	10	100	Excellent	Successful
6	ASM	4	5	9	10	90	Excellent	Successful
7	CR	4	4	8	10	80	Very Good	Successful
8	D	3	3	6	10	60	Fair	Failed
9	EINH	4	4	8	10	80	Very Good	Successful
10	FA	3	3	6	10	60	Fair	Failed
11	GW	4	4	8	10	80	Very Good	Successful
12	HKP	1	1	2	10	20	Very Poor	Failed
13	HWL	4	4	8	10	80	Very Good	Successful
14	MN	1	2	3	10	30	Very Poor	Failed
15	Mh	5	5	10	10	100	Excellent	Successful
16	MEB	3	4	7	10	70	Good	Successful
17	Mj	3	4	7	10	70	Good	Successful
18	MK	3	4	7	10	70	Good	Successful
19	MAG	5	5	10	10	100	Excellent	Successful
20	MS	1	2	3	10	30	Very Poor	Failed
21	MRn	2	4	6	10	60	Fair	Failed
22	MRf	1	1	2	10	20	Very Poor	Failed
23	NA	1	1	2	10	20	Very Poor	Failed
24	R	3	4	7	10	70	Good	Successful
25	RA	4	5	9	10	90	Excellent	Successful
26	SH	3	4	7	10	70	Good	Successful
27	WT	3	4	7	10	70	Good	Successful
28	WR	3	4	7	10	70	Good	Successful
29	YN	4	4	8	10	80	Very Good	Successful
Total Score						1940		
Mean Score						66.89		

Remarks:

F : Fluency

A : Accuracy

O : Obtained

M: Maximum score

S : Standard

On seeing the table above, the result of posttest of the experimental class the highest score 100 and the lowest score is 20. The mean score of each aspect were progressed in the posttest. Afterward in getting the total score of the students, the researcher calculated the mean score of posttest by using the formula below:

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma x}{N} \\ &= \frac{1940}{29} \\ &= \mathbf{66.89} \end{aligned}$$

The mean score of posttest in experimental class is 66.89

Furthermore, in order to find out the posttest' result of the control class, the researcher provided the posttest's result table of the control class as seen in the table below:

Table 4.5.**Result of the Posttest for the Control Class**

No	Initial	Score		O	M	S	Category	Classification
		F	A					
1	AS	3	5	8	10	80	Very Good	Successful
2	ARh	2	4	6	10	60	Fair	Failed
3	AP	1	2	3	10	30	Very Poor	Failed
4	AL	1	3	4	10	40	Poor	Failed
5	ANI	3	3	6	10	60	Fair	Failed
6	ARz	3	2	5	10	50	Poor	Failed
7	AA	0	1	1	10	10	Very Poor	Failed
8	C	4	4	8	10	80	Good	Successful
9	ES	2	3	5	10	50	Poor	Failed
10	FA	1	2	3	10	30	Very Poor	Failed
11	GW	2	3	5	10	60	Poor	Failed
12	IH	3	4	7	10	70	Good	Successful
13	INPS	2	3	5	10	50	Poor	Failed
14	K	2	3	5	10	50	Poor	Failed
15	MNF	1	1	2	10	20	Very Poor	Failed
16	MPD	1	1	2	10	20	Very Poor	Failed
17	MR	2	3	5	10	50	Poor	Failed
18	MWF	2	2	4	10	40	Poor	Failed
19	NDP	1	2	3	10	30	Very Poor	Failed
20	NBR	2	3	5	10	50	Poor	Failed
21	Ns	3	3	6	10	60	Fair	Failed
22	Nm	3	4	7	10	70	Good	Successful
23	R	1	1	2	10	20	Very Poor	Failed
24	SAd	1	1	2	10	20	Very Poor	Failed
25	SW	2	2	4	10	40	Poor	Failed
26	SAg	1	2	2	10	30	Very Poor	Failed
27	SPA	4	5	9	10	90	Excellent	Successful
28	SNS	4	4	8	10	80	Very Good	Successful
29	TYAF	4	4	8	10	80	Very Good	Successful
30	WW	3	3	6	10	60	Fair	Failed
31	ZM	0	1	1	10	10	Very Poor	Failed
Total Score						1490		
Mean Score						48.06		

Remarks:

F : Fluency

A : Accuracy

O : Obtained

M: Maximum score

S : Standard

The table above shows the highest score is 90 and the lowest one is 10. To know the students' mean score in control class the researcher calculated the data as follows:

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma x}{N} \\ &= \frac{1490}{31} \\ &= \mathbf{48.06} \end{aligned}$$

The mean score of posttest in control class is 48.06

Based on the result of posttest in experimental or control class, the researcher found the difference between both classes. After got the treatment, the posttest students' mean score in experimental class is 66.89, it is meant that the students' mean score in experimental class improved from 36.55 in the pretest before.

3. Deviation and Square Deviation

After computing the mean score of both experiment and control class, the researcher found the deviation and the square deviation of both classes. The mean deviation and square deviation in the experimental class as seen in table 4.5.

Table 4.6.**Deviation of the pretest and posttest for the Experimental Class**

No	Initial	Score		Deviation (d) (y-x)	Square Deviation (d ²)
		Pre-Test (x)	Post-Test (y)		
1	ARAD	20	70	50	2.500
2	ANS	20	70	50	2.500
3	AR	20	70	50	2.500
4	AO	10	60	50	2.500
5	AAS	70	100	30	900
6	ASM	70	90	20	400
7	CR	60	80	20	400
8	D	20	60	40	1.600
9	EINH	70	80	10	100
10	FA	30	60	30	900
11	GW	40	80	40	1.600
12	HKP	10	20	10	100
13	HWL	70	80	10	100
14	MNI	10	30	20	400
15	Mh	80	100	20	400
16	MEB	40	70	30	900
17	Mj	40	70	30	900
18	MK	40	70	30	900
19	MAG	70	100	30	900
20	MS	10	30	20	400
21	MRn	30	60	30	900
22	MRf	10	20	10	100
23	NA	10	20	10	100
24	R	40	70	30	900
25	RA	40	90	50	2.500
26	SH	40	70	30	900
27	WT	30	70	40	1.600
28	WR	30	70	40	1.600
29	YN	30	80	50	2.500
Total Score		$\Sigma x = 1060$	$\Sigma y = 1940$	880	32.000

By looking at the table, the researcher found the total score of the students in the experimental class in the pretest was 1060 while the total score in the posttest was 1940. It was proven that short movies can improve students' speaking

ability because the students' score in posttest was higher than their score in pretest. Furthermore, the researcher subtracted the students' standard scores in the posttest from the students' standard score in the pretest to get the deviation scores. Based on the table, the highest deviation score was 55 and the lowest deviation score was 10.

Afterward, to get the square deviation, the researcher squared the deviation score of each student in the experimental class. By looking at the table, the highest square deviation was 2.500 and the lowest deviation score was 100. Moreover the total deviation was 880 and the square deviation was 32.000.

In addition, in order to find out the deviation and the square deviation of the control class, the researcher also provides the data of deviation and the square deviation of the control class. It can be seen in table 4.6.

Table 4.6.**Deviation of the pretest and posttest for the Control Class**

No	Initial	Score		Deviation (d) (y-x)	Square Deviation (d ²)
		Pre-Test (x)	Post-Test (y)		
1	AS	70	80	10	100
2	ARh	30	60	30	900
3	AP	10	30	20	400
4	AL	10	40	30	900
5	ANI	50	60	10	100
6	ARz	40	50	10	100
7	AA	10	10	0	0
8	C	70	80	10	100
9	ES	50	50	0	0
10	FA	10	30	20	400
11	GW	40	60	20	400
12	IH	50	70	20	400
13	INPS	50	50	0	0
14	K	40	50	10	100
15	MNF	10	20	10	100
16	MPD	20	20	0	0
17	MR	40	50	10	100
18	MWF	40	40	0	0
19	NDP	30	30	0	0
20	NBR	50	50	0	0
21	Ns	30	60	30	900
22	Nm	50	70	20	400
23	R	10	20	10	100
24	SAd	10	20	10	100
25	SW	30	40	10	100
26	SAg	20	30	10	100
27	SPA	80	90	10	100
28	SNS	70	80	10	100
29	TYAF	70	80	10	100
30	WW	50	60	10	100
31	ZM	10	10	0	0
Total Score		$\Sigma x = 1150$	$\Sigma y = 1490$	340	6.200

Based on the table above, the researcher found the total score of the students in control class in the pretest was 1150 and the posttest was 1490. The table above indicates that the posttest higher then pretest, but there was no significant improvement as in the experimental class. Furthermore, to get the deviation scores, the researcher subtracted the students' standard scores in the posttest from the students' standard scores in the pretest. The highest deviation was 30 and the lowest was 0.

Moreover, the researcher squared the deviation score of each student in experimental class to get the square deviation. Based on the data, the highest square deviation was 900 and the lowest one was 0. Moreover the total deviation was 340 and the square deviation was 6.200

After computing the deviation scores of both classes, the researcher counted the mean score deviation of experimental class and control class as shown below:

Experimental Class

$$M_x = \frac{\sum x}{N} = \frac{880}{29} = 30.34$$

Control Class

$$M_y = \frac{\sum y}{N} = \frac{340}{31} = 10.96$$

Thus, the mean deviation of the experimental class was 30.34 and the mean deviation of control class was 10.96. Furthermore, the researcher counted the sum of square deviation both of experimental and control class as shown below:

a. The sum of square deviation for experimental class

$$\begin{aligned}
 \Sigma x^2 &= \Sigma x^2 - \frac{(\Sigma x)^2}{n} \\
 &= 32000 - \frac{(880)^2}{29} \\
 &= 32000 - \frac{774400}{29} \\
 &= 32000 - 26703 \\
 \Sigma x^2 &= \mathbf{5297}
 \end{aligned}$$

b. The sum of square deviation for control class

$$\begin{aligned}
 \Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{n} \\
 &= 6200 - \frac{(340)^2}{31} \\
 &= 6200 - \frac{115600}{31} \\
 &= 6200 - 3729 \\
 \Sigma y^2 &= \mathbf{2471}
 \end{aligned}$$

To find out the significant difference in using short movies for experimental class in improving students' speaking ability, the researcher used t_{counted} formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{30.34 - 10.96}{\sqrt{\left(\frac{5297 + 2471}{29 + 31 - 2}\right) \left(\frac{1}{29} + \frac{1}{31}\right)}}$$

$$t = \frac{19.38}{\sqrt{\left(\frac{7768}{58}\right) (0.06)}}$$

$$t = \frac{19.38}{\sqrt{(133.93)(0.06)}}$$

$$t = \frac{19.38}{\sqrt{8.03}}$$

$$t = \frac{19.38}{2.83}$$

$$t = 6.84$$

4. Result of the Treatment

The researcher concluded that as long as the researcher conducted research at the school. Most of the students had good morals and social relations between students and teachers. During the researcher taught in the class, students also had an active learning in asking question do the exercises and listening to the material given. Students in the experimental class and control class have different level of ability. Where the researcher was getting the data during the researcher gave assignments or exercises to them during the learning process the values obtained from the two classes taught are different where the experimental class is superior compared to the control class.

5. Testing Hypothesis

The testing hypothesis was aimed to know whether the using of short movies that was conducted successfully or not. It also used to know whether the hypothesis is accepted or rejected. The criteria of testing hypothesis stated that if the t_{counted} is greater than t_{table} , it means that the hypothesis of this research is accepted. In other words, the students' speaking ability at eleventh grade students of SMA Negeri 5 Palu can improve by using short movies. Otherwise, the hypothesis of this research is rejected if the t_{counted} is lower than t_{table} . In other words, the speaking ability at the eleventh grade students of SMA Negeri 5 Palu cannot improve by using short movies. The researcher measures the t_{table} by applying the degree of freedom as follows:

$$\begin{aligned}\text{Degree of freedom:} \quad (df) &= N_x + N_y - 2 \\ &= 29 + 31 - 2 \\ &= 58 \text{ (between 40-60)}\end{aligned}$$

With the level of significance 0.05 for two-tailed test.

The result of data analysis showed that the value of t_{counted} was 6.84 and the value of t_{table} is 2.002. It shown that the t_{counted} was higher than t_{table} ($6.84 > 2.002$). It means that the hypothesis of the research was accepted. In other words, the using of short movies can effectively improved the speaking ability at the eleventh grade students of SMA Negeri 5 Palu.

C. Discussion

In this research, the researcher used short movies to improve students' speaking ability because it is the interesting way to learn speaking by audio-visual. Short movie is appropriate to use for lower – intermediate level students and above. It is interesting and effective to apply in teaching learning process.

The researcher chose short movies as a medium to improve students' speaking ability because the students will feel relax and enjoy because the movie is more interesting in learning English, and they can solve their problem in learning speaking because the teacher can use the suitable movies in teaching. Short movie is a medium to motivate the students to avoid the boring time into high motivation or interesting time, short movies usually work in all ages, especially for senior high school, so that in this term the researcher applied short movies as a medium to improve students' speaking ability.

The researcher found the real situation in the classroom after the researcher doing his preliminary observation. The classroom situation was boring because the students did not pay attention with the material that the teacher gave because of the method that the teacher gave seemed old. The students also hard to catch the material, it's because the teacher just asked them to do the task in handbook by no explaining but just reading and translation. Therefore, the situation made the students sleepy and bored, the result of the method that the teacher did was not effective for the students to learn this kind of foreign language.

By doing preliminary research, the researcher saw that some of the students seemed bored and did not pay attention to their teacher. This situation indicated

the students had problem in learning English, this research was a quasi-experimental research. The researcher gave the students a pretest to both experimental and control class before the treatment applied, the result of the pretest to both classes showed that the students' speaking ability was low.

The process of instructional treatment was open by asking the previous materials. After knowing the materials which had been taught by their teacher, the researcher gave some questions related to the topics to get their attentions and also told them about the instructional objectives. To get their interest in learning speaking the researcher told them that the researcher use movie as media in teaching during the treatment. Before watching short movie the researcher explained the material about "Giving Opinion and Thought". After giving clearly explanation to them, the researcher played the movie and asked the students to observe it. It was play for about 7 minutes. In order to have better understanding about the materials that related with the short movies that the students have been watched, the researcher asked them to discuss the movie that related to their materials in English handbook. After the students discussed the movie with their friend or together with the teacher, the students should present it in front of class one by one. The researcher gave 5 minutes each student to present it.

At the first meeting in giving treatment, most of the students gave wrong explanation about the movie and some of them could not present their result of discussion because most of them in experimental class were passive students in Every meeting during the treatment, most of the students were more active than first meeting because the researcher did his role in friendly situation. In the second

meeting in treatment the students still shy to speak in front of class because they were not confidence yet to show the capability in class. In the third until fifth meetings they could made theirselves more active and confidence and they can speak slowly. At sixth meeting in the treatment, all of the students more active and could present their result of the discussion it means that the students could beat their unconfident situation.

Based on the result of posttest, after administering the treatments in the experimental class, the researcher concluded that it was easy for students to speak English including describing about the movie and the personages. They felt confidence while describing movie in front of the class without afraid to making mistakes. It was caused by interesting media which were amusing students who watch it. In addition, students acquired some new vocabularies, pronounced the word as well, understanding in grammar, and got motivation after watching movies.

It was happened because in the first time after the movies played, the researcher gave students chance to ask some short conversation or movement from the movies that they did not understand. Then, they asked to the researcher to repeat the conversation. After the researcher pronounced the sentences of the conversation from the movies, then the researcher asked the students to pronounce that sentences again. In the second time when the researcher played the movie, the students had a chance to write down the words that they got after watching the movie and they asked to the researcher how to pronounce the words that they did not know how to pronounce it better. At the third time the researcher played the

movie, after that the researcher asked the students to make the conclusion about the movie that related to the material that researcher has been explain at the beginning before playing the film and present it orally in front of the class. After all of the students presented their result of the discussion about the movie the researcher fixed some discussion or sentences that were missing.

Posttest was given to the students to both experimental and control class in the sixth meeting The aimed of posttest as the researcher has explained in Chapter III that it was to measure the students' speaking ability especially in fluency and accuracy after given the treatment. The result of the posttest showed that both experimental class and control class had improvement but the progress was different. The score of experimental class in posttest was higher than the control class.

The researcher computed the mean score of students' pretest and posttest by applying the formula design in Chapter III. In the posttest the students' individual score is better than pretest in both experimental and control class. From the calculation, the researcher can interpret that the result of posttest in experimental class is higher than pretest, and it is widely that the students' speaking ability improved after giving the treatments by using short movies as a media in teaching leaning process. After that, the researcher computed the deviation score to compare the students' scores in pretest and posttest to both experimental and control class, by computing the students' individual scores in the posttest minus the students' individual scores in the pretest to both experimental and control class. After obtaining the deviation score to both classes, the researcher counted

the mean deviation of the score. Having counted the mean deviation, then the researcher computed the square deviation by computing the score deviation (d^2) minus by the result of the deviation to both experimental and control class. Furthermore, the researcher computed and analyzed the data in order to know the significant difference between pretest and posttest to both experimental and control class.

Based on the data, the highest score of posttest in the experimental class is 100 and the lowest score was 20. The mean score of posttest in experimental class is effectively improved from 1060 to 1940. Finally, the result shows that the using short movies as a media in teaching learning process can improve speaking ability at the eleventh grade students of SMA Negeri 5 Palu.

The successfulness of this media was because the students and the teacher interacted each other. The students lost their nervous of speaking. It means that the discussion of the material after watching short movies that related to the material can minimize the students' ashamed in active of speaking. Many practice than exercises improved students' fluency and accuracy in speaking.

The researcher has proven that using short movies as a media in teaching is effective in improving speaking ability at the eleventh grade students of SMA Negeri 5 Palu, the result of his research t_{counted} (6.48) is higher than t_{table} (2.002), it means that the researcher hypothesis is accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concludes that using short movies as a media in teaching improves speaking ability at the eleventh grade students of SMA Negeri 5 Palu. Based on the result of data analysis shows by comparing t_{counted} and t_{table} , where the researcher found that t_{counted} (6.48) is higher than t_{table} (2.002). it can be proved by the result of the students' pretest and posttest of the experimental class. Before the treatment, the mean of the pretest of the experimental class is 1060, while the mean of the posttest of the control class is 1150. After giving the treatment, the mean of the posttest of the experimental class 1940 while the mean of the posttest of the control class just 1490. There is a significant difference of the mean between the pretest and posttest of the experimental class. The result indicates that the mean of the posttest and after the treatment using short movies as a media is better than the mean of the pretest. So, short movies can improve speaking ability at the eleventh grade students of SMA Negeri 5 Palu.

B. Suggestion

After getting the result of this research and concerning to the conclusion above, the researcher would like to provide some suggestions that might be important for the improvement in the teaching learning process. Short movies can be used as a media in teaching speaking in senior high school. First, for the students is the opportunity for them to come and stand in front of the class and

learn with their friends. When the students learn together with their friends, it encouraged the students to learn from each other. Second, the teacher suggested try teaching English by using various media not only focus on method or technique, or they can try to use media in applying their technique to the students. Third, for the researcher, it may better to find another effective ways to use short movies as a media in teaching. And the last for the school, the school should complete the facilities to learn English such as kind of games and equipment for teaching ad learning English, especially in learning speaking skill such as LCD, speaker, electricity distribution, etc.

REFERENCES

- Arikunto, S. *Prosedur penelitian suatu pendekatan praktek (Edisi RevisiVI)*. Jakarta: PT Rineke Cipta, 2006.
- Best, W.J., and Kahn, V.J. *Research in Education (Tenth Edition)*. United States of America: Pearson Education Inc, 2006.
- Brown, H Douglas. *Principles of Language Learning and Teaching, Fourth Edition*. White Plains. NY : Pearson Education, 2000.
- _____. *Language Assessment: Principles and Classroom Practices*. NewYork : Pearson Education Inc. Javanovich, 2003.
- Chaney. *Heinemann English Language Teaching*. New York : Cambridge University press, 1998
- Depdikbud. *Scores Category*. Jakarta: Dikti, 1996
- Hadi, S. *Metodologi Research*. Yogyakarta: Yayasan Penerbitan Fakultas Psikologi Univesrtitas Gajah Mada, 1995.
- Harmer, J. *English language teaching*. Pearson Education Limited : Harlow, 2001.
- _____. *How to Teach English*. China: Pearson Education, 2007.
- Heaton, J.B. *Writing English Language Test*. Hongkong: Longman Group, 1998.
- John, Gebahrtdt. *Using Movie Trailers in a ESL Call Class*. Japan: Ritsumeikan University, 2004
- Kalaen, Imayati. *Speaking Skill Improvement By Using Movie As Media*. Malang: Unisma, 2013.
- Kayi, L. *The nature of language in use*. Bandung. Tritustra, 2006.
- Lynch, M. L. *5 Ways to Use Popular Movies for English Language Teaching*. *Ezine Articles*, ([http://EzineArticles.com/?expert=Larry M. Lynch](http://EzineArticles.com/?expert=Larry_M._Lynch)), 2006.
- Munadi, Y. *Media Pembelajaran: Sebuah Pendekatan Baru*. Jakarta: Gaung Persada Press, 2012
- _____. *Media Pembelajaran*. (Yogyakarta: Gaung Persada, 2008),
- Norma, prayogi. *Improving Students' Speaking Ability By Using Cartoon Film*. Surabaya : State University of Surabaya, 2013.

Nunan, D., & Carter, R. (Eds.). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press, 2001.

Richard, J.C. *Teaching Listening and Speaking : From Theory to Practice*. New York: Cambridge University Press, 2008.

Sudjana, N., & Rivai, A. *Media Pembelajaran*. Bandung: Sinar Baru Bandung, 1992.

Thornbury, S. *How to Teach Speaking*. Harlow, England: Longman, 2005.

Yatimah, Durotul. *The effectiveness of using animation film as the medium in writing narrative text*. Salatiga : STAIN Salatiga, 2014.

**A
P
P
E
N
D
I
C
E
S**

PRETEST AND POSTTEST QUESTION

Response this question orally:

A. Pretest Question:

1. Please describe the “Tea Time” movie that you have been watched!
2. Please describe the personages in that movie!

B. Posttest Question:

1. Please describe the “Changing Batteries” movie that you have been watched!
2. Please describe the personages in that movie!

CRITICAL VALUES OF STUDENTS' DISTRIBUTION (T-table)

Degree of Freedom (df)	Two-Tailed Test		One-Tailed Test	
	Level of Significance		Level of Significance	
	0.05	0.01	0.05	0.01
40	2.021	2.704	1.684	2.423
41	2.020	2.071	1.683	2.421
42	2.018	2.698	1.682	2.418
43	2.017	2.695	1.681	2.416
44	2.015	2.692	1.680	2.414
45	2.014	2.690	1.679	2.412
46	2.013	2.687	1.679	2.410
47	2.012	2.685	1.678	2.408
48	2.011	2.682	1.677	2.407
49	2.010	2.680	1.677	2.405
50	2.009	2.678	1.676	2.403
51	2.008	2.676	1.675	2.402
52	2.007	2.674	1.675	2.400
53	2.006	2.672	1.674	2.399
54	2.005	2.670	1.674	2.397
55	2.004	2.668	1.673	2.396
56	2.003	2.667	1.673	2.395
57	2.002	2.665	1.672	2.394
58	2.002	2.663	1.672	2.392
59	2.001	2.662	1.671	2.391
60	2.000	2.660	1.671	2.390
61	2.000	2.659	1.670	2.389
62	1.999	2.657	1.670	2.388
63	1.998	2.656	1.669	2.387
64	1.998	2.655	1.669	2.386
65	1.997	2.654	1.669	2.385
66	1.997	2.652	1.668	2.384
67	1.996	2.651	1.668	2.383
68	1.995	2.650	1.668	2.382
69	1.995	2.649	1.667	2.382
70	1.994	2.648	1.667	2.381

Adopted from: Setiawan (2017)

Alamat : Jl. R.E MartadinataKel. TondoPaluTimur (0451)-481076 Palu

CLASS : XI MIPA V (*Experimental Class*) **SEMESTER : I**

SUBJECT : ENGLISH **ACADEMIC YEAR : 2019/2020**

[illegible]



PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN MENENGAH WILAYAH I KOTA PALU
SMA NEGERI 5 MODEL PALU

Alamat : Jl. R.E MartadinataKel. TondoPaluTimur (0451)-481076 Palu

ATTENDANCE LIST

CLASS : XI MIPA VI (*Control Class*)

SEMESTER : I

SUBJECT : ENGLISH

ACADEMIC YEAR : 2019/2020

NO	NAMA SISWA	JAM DAN TATAP MUKA								KET
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	
1	Abbil Setiawan	.							.	
2	Aulia Rahmatika	.							.	
3	Aulia Putra	.							.	
4	Adinda Larasati	.							.	
5	Annis Nue Isnanei	.							.	
6	Ahmad Rezaldi	.							.	
7	Andi Andre S	.							.	
8	Cahyati	.							.	
9	Egha Salvira	.							.	
10	Fahrul Afrizal	.							.	
11	Gita Wulandari	.							.	
12	Irman Hidayat	.							.	
13	Ikke Novita Puspita S	.							.	
14	Kartini	.							.	
15	Maulin Nur Fatimah	.							.	
16	Melani Prastika D	.							.	
17	Moh Rismawan	.							.	
18	Moh Wahyu Fadil	.							.	
19	Nandu Deska P	.							.	
20	Natanael Brayen R	.							.	
21	Natasya	.							.	
22	Nirma	.							.	
23	Rifka	.							.	
24	Siti Adira	.							.	
25	Sri Wening	.							.	
26	Sri Agustin	.							.	
27	Syarifah Putri A	.							.	
28	Syafira Nurul S	.							.	
29	Tri Yudha Anugrah F	.							.	
30	Wanda Wanasita	.							.	
31	Zulfikar Mahmud	.							.	

LESSON PLAN I

School	: SMAN 5 Model Palu
Subject	: English
Class/Semester	: XI/ I
Materi pokok	: Asking and Giving Opinion and Thoughts “Tea Time”
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual ▪ Dengan sukarela tampil di depan kelas

	untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Tea Time” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Tea Time ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks. ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Tea Time” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Tea Time”,serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran

- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.
- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION (Meminta dan Memberikan Pendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they be have like that?

- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?
- How do you feel about this dicition?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel

- Absolutely

c. Generally:

- Some people believe that.....

-Some people say that.....

-It is considered.....

-Almost everyone.....

-Most people agree with.....

Topik

Giving Opinion and Thought about “Tea Time” Movie

E. Metode Pembelajaran

1. Teknik : Short Movies
2. Metode : Tanya jawab, diskusi dan games.

F. Media Pembelajaran

1. Media
 - ❖ Movie
 - ❖ Lembar penilaian
2. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop, speaker dan infocus

G. Sumber Belajar

- ❖ Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan (10 menit)
Guru Orientasi • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)
<u>Observing:</u> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulanginya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 4 atau 5 siswa, tergantung dari kemampuan atau pencapaian siswa, dan jenis kelamin. <u>Experimenting:</u> • Guru menayangkan film “Tea Time” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Tea Time” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipelajari tentang film “Tea Time”. ▪ Memainkan permainan yang berkaitan dengan materi yang telah diajarkan untuk merefeksi kembali materi yang telah diajarkan ▪ Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan ▪ Guru memberikan motivasi kepada siswa agar semangat belajar. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Tes lisan / presentasi

Penilaian Speaking

- a. Fluency = 1-5
- b. Accuracy = 1-5

RubrikPenilaian

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. several grammatical and lexical errors, some of which cause confusion.	Has to make and effort for much of the time. Often has to search for the desired meaning .Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic‘ grammaticall and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many ”basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort.Very limited range of expression.

Palu, 29 Juli 2019

Mengetahui,
Kepala SMAN 5 Model Palu

Researcher

H. Idris Ade, S.Pd.,M.Si
Pembina Tkt.I/ IVb
NIP. 19705261995121003

AgusLaiya
NIM.15.1.16.0040

LESSON PLAN II

School	: SMAN 5 Model Palu
Subject	: English
Class/Semester	: XI / I
Materi pokok	: Asking and Giving Opinion and Thoughts “Frozen”
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.	▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual ▪ Dengan sukarela tampil di depan kelas

	untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Frozen” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Frozen” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Frozen” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Frozen”, serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggungjawab.

- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa dapat membuat ungkapan memberi pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION

(Meminta dan Memberikan Pendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?

- How do you think of Rina's idea?
- How do you feel about this dicition?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it is good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel
- Absolutely

c. Generally:

- Some people believe that.....
- Some people say that.....
- It is considered.....
- Almost everyone.....
- Most people agree with.....

Topik

Giving opinion and thought about “Frozen” Movie

E. Metode Pembelajaran

1. Teknik : Short Movies
2. Metode : Tanya jawab, diskusidan games.

F. Media Pembelajaran

1. Media
 - ❖ Movie
 - ❖ Lembar penilaian
2. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop dan infocus

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-2 (2 x 45 menit)
Kegiatan Pendahuluan (10 menit)
Guru Orientasi • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)
<u>Observing:</u> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulanginya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa group. Setiap grup terdiri dari 4 atau 5 siswa, tergantung dari kemampuan atau pencapaian siswa dan jenis kelamin. <u>Experimenting:</u> • Guru menayangkan film “Frozen” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Frozen” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipelajari tentang film “Frozen”. ▪ Memainkan permainan yang berkaitan dengan materi yang telah diajarkan untuk merefeksi kembali materi yang telah diajarkan. ▪ Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan. ▪ Guru memberikan motivasi kepada siswa agar semangat belajar. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Tes lisan / presentasi

Penilaian Speaking

- Fluency = 1-5
- Accuracy = 1-5

Rubrik Penilaian

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. several grammatical and lexical errors, some of which cause confusion.	Has to make and effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic‘ grammaticall and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many ”basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

Palu, 5 Agustus 2019

Mengetahui,
Kepala SMAN 5 Model Palu

Researcher

H. Idris Ade, S.Pd.,M.Si
Pembina Tkt.I/ IVb
NIP. 19705261995121003

AgusLaiya
NIM.15.1.16.0040

LESSON PLAN III

School	: SMAN 5 Model Palu
Subject	: English
Class/Semester	: XI / I
Materi pokok	: Asking and Giving Opinion and Thoughts “Fantastic Beasts”
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan	▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual

komunikasi fungsional.	▪ Dengan sukarela tampil didepan kelas untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Fantastic Beasts” Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Fantastic Beasts” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Fantastic Beasts” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Fantastic Beasts”, serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.

- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION

(MemintadanMemberikanPendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?

- How do you think of Rina's idea ?
- How do you feel about this dicition?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel
- Absolutely

c. Generally:

- Some people believe that.....

- Some people say that.....
- It is considered.....
- Almost everyone.....
- Most people agree with.....

Topik

Giving Opinion and Thought about “Fantastic Beasts” Movie

E. Metode Pembelajaran

1. Teknik : Short Movies
2. Metode : Tanya jawab, diskusi dan games.

F. Media Pembelajaran

1. Media
 - ❖ Movie
 - ❖ Lembar penilaian
2. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop, speaker dan infocus

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan (10 menit)
Guru Orientasi • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)
<u>Observing:</u> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulanginya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 4 atau 5 siswa, tergantung dari kemampuan atau pencapaian siswa dan jenis kelamin. <u>Experimenting:</u> • Guru menayangkan film “Fantastic Beasts” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Fantastic Beasts” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipelajari tentang film “Fantastic Beasts”. ▪ Memainkan permainan yang berkaitan dengan materi yang telah diajarkan untuk merefeksi kembali materi yang telah diajarkan ▪ Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan ▪ Guru memberikan motivasi kepada siswa agar semangat belajar. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Tes lisan / presentasi

Penilaian Speaking

- a. Fluency = 1-5
- b. Accuracy = 1-5

Rubrik Penilaian

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. several grammatical and lexical errors, some of which cause confusion.	Has to make and effort for much of the time. Often has to search for the desired meaning .Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic‘ grammaticall and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many ”basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

Palu, 12 Agustus 2019

Mengetahui,
Kepala SMAN 5 Model Palu

Researcher

H. Idris Ade, S.Pd.,M.Si
Pembina Tkt.I/ IVb
NIP. 19705261995121003

AgusLaiya
NIM.15.1.16.0040

LESSON PLAN IV

School	: SMAN 5 Model Palu
Subject	: English
Class/Semester	: XI / I
Materi pokok	: Asking and Giving Opinion and Thoughts “Beauty and The Beast”
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan	▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual

komunikasi fungsional.	▪ Dengan sukarela tampil didepan kelas untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Beauty and The Beast” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Beauty and The Beast” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Beauty and The Beast” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Beauty and The Beast”, serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran.

- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.
- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION (Meminta dan Memberikan Pendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?

- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea?
- How do you feel about this decision?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see it is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel

- Absolutely

c. Generally:

- Some people believe that.....

-Some people say that.....

-It is considered.....

-Almost everyone.....

-Most people agree with.....

Topik

Giving Opinion and Thought about “Beauty and The Beast” Movie

E. Metode Pembelajaran

1. Teknik : Short Movies
2. Metode : Tanya jawab, diskusi dan games.

F. Media Pembelajaran

1. Media
 - ❖ Movie
 - ❖ Lembar penilaian
2. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop, speaker dan infocus

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan (10 menit)
Guru Orientasi • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapian kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)
<u>Observing:</u> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulanginya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 4 atau 5 siswa, tergantung dari kemampuan atau pencapaian siswa dan jenis kelamin. <u>Experimenting:</u> • Guru menayangkan film “Beauty and The Beast” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Beauty and The Beast” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipelajari tentang film “Beauty and The Beast”. ▪ Memainkan permainan yang berkaitan dengan materi yang telah diajarkan untuk merefeksi kembali materi yang telah diajarkan. ▪ Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan. ▪ Guru memberikan motivasi kepada siswa agar semangat belajar. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Tes lisan / presentasi

Penilaian Speaking

- Fluency = 1-5
- Accuracy = 1-5

Rubrik Penilaian

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. several grammatical and lexical errors, some of which cause confusion.	Has to make and effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic grammaticall and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort.Very limited range of expression.

Palu, 19 Agustus 2019

Mengetahui,
Kepala SMAN 5 Model Palu

Researcher

H. Idris Ade, S.Pd.,M.Si
Pembina Tkt.I/ IVb
NIP. 19705261995121003

AgusLaiya
NIM.15.1.16.0040

LESSON PLAN V

School	: SMAN 5 Model Palu
Subject	: English
Class/Semester	: XI / I
Materi pokok	: Asking and Giving Opinion and Thoughts “The Present” Movie
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan	▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun individual

komunikasi fungsional.	▪ Dengan sukarela tampil didepan kelas untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “The Present” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “The Present” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “The Present” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “The Present”, serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran

- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.
- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing dengan menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION (Meminta dan Memberikan Pendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?
- Why do they behave like that?

- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?
- How do you feel about this diction?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view
- If you ask me, I feel
- Absolutely

c. Generally:

- Some people believe that.....
- Some people say that.....
- It is considered.....
- Almost everyone.....
- Most people agree with.....

Topik

Giving Opinion and Thought about “The Present” Movie

E. Metode Pembelajaran

1. Teknik : Short Movies
2. Metode : Tanya jawab, diskusi dan games.

F. Media Pembelajaran

1. Media
 - ❖ Movie
 - ❖ Lembar penilaian
2. Alat/bahan
 - ❖ Spidol dan papan tulis
 - ❖ Laptop, speaker dan infocus

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan (10 menit)
Guru Orientasi • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingatn kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)
<u>Observing:</u> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulanginya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 4 atau 5 siswa, tergantung dari kemampuan atau pencapaian siswa dan jeniskelamin. <u>Experimenting:</u> • Guru menayangkan film “The Present” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “The Present” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selalu berpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipelajari tentang film “The Present”. ▪ Memainkan permainan yang berkaitan dengan materi yang telah diajarkan untuk merefeksi kembali materi yang telah diajarkan ▪ Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan ▪ Guru memberikan motivasi kepada siswa agar semangat belajar. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Tes lisan / presentasi

Penilaian Speaking

- a. Fluency = 1-5
- b. Accuracy = 1-5

RubrikPenilaian

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. several grammatical and lexical errors, some of which cause confusion.	Has to make and effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic‘ grammaticall and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many ”basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

Palu, 26 Agustus 2019

Mengetahui,
Kepala SMAN 5 Model Palu

Researcher

H. Idris Ade, S.Pd.,M.Si
Pembina Tkt.I/ IVb
NIP. 19705261995121003

AgusLaiya
NIM.15.1.16.0040

LESSON PLAN VI

School	: SMAN 5 Model Palu
Subject	: English
Class/Semester	: XI / I
Materi pokok	: Asking and Giving Opinion and Thoughts “Changing Batteries” Movie
Alokasi Waktu	: 2 jam x 45 Menit

A. Core Comopetence

- K1-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K1-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- K1-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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.
- K1-4 : Mengelolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
1.1 meyakini dan mengamalkan nilai-nilai keagamaan	▪ Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	▪ Menyelesaikan tugas yang menjadi bagian dalam kerja kelompok maupun

damai dalam melaksanakan komunikasi fungsional.	individual ▪ Dengan sukarela tampil didepan kelas untuk mempresentasikan hasil diskusi kelompok maupun individu film berjudul “Changing Batteries” ▪ Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan pada interaksi interpersonal lisan yang melibatkan ungkapan menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya.	▪ Memahami menyatakan pendapat dan pemikiran, sesuai dengan konteks penggunaannya yang berkaitan dengan film “Changing Batteries” ▪ Mengidentifikasi ungkapan-ungkapan menyatakan pendapat dan pemikiran, melalui beberapa contoh yang diberikan. ▪ Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks ▪ Memahami struktur teks ungkapan menyatakan pendapat dan pemikiran. ▪ Memahami unsur kebahasaan dari ungkapan menyatakan pendapat dan pemikiran.
4.2 Menyusun teks interaksi interpersonal lisan dan tulisan sederhana yang melibatkan ungkapan menyatakan pendapat dan pemikiran dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	▪ Menyusun kalimat ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Changing Batteries” ▪ Mempresentasikan hasil pemikiran dengan teman di depan kelas yang terkait dengan ungkapan menyatakan pendapat dan pemikiran yang terdapat dalam film “Changing Batteries”, serta cara menanggapi.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Siswa dapat menggunakan serta membedakan ungkapan menyatakan pendapat dan pemikiran

- Siswa dapat mengeskpresikan ungkapan menyatakan pendapat dan pemikiran
- Siswa dapat mempraktikan atau mempresentasikan hasil pendapat dan pemikirannya didepan kelas dengan percaya diri dan bertanggung jawab.
- Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.
- Siswa dapat membuat ungkapan menyatakan pendapat dan pemikirannya masing-masing denga menggunakan kata-kata sendiri.

D. Materi Pembelajaran

EXPRESSIONS OF ASKING AND GIVING OPINION (MemintadanMemberikanPendapat)

1. Asking opinion :

a. Formal:

- Have you got any comments on?
- Do you have any idea?
- Do you have any opinion on?
- Would you give me your opinion on.....?
- What is your reaction to?
- What is your opinion about.....?
- What are you feeling about.....?
- What are your views on.....?
- Please give me your frank opinion?

b. Informal

- What do you think of.....?
- What do you think about.....?
- What is your opinion?

- Why do they behave like that?
- Do you think it's going?
- How do you like?
- How was the trip?
- How do you think of Rina's idea ?
- How do you feel about this diction?

2. Giving opinion

a. Formal :

- I personally believe
- I personally consider
- I personally think /feel
- I hold the opinion
- My own view of the matter is
- Well, personally
- If I had my view, I would

b. Informal:

- I think I like it.
- I don't think I care for it.
- I think it's good/nice/terrific.....
- I think that awful/not nice/terrible.....
- I don't think much of it.
- I think that.....
- In my opinion, I would rather.....
- In my case
- What I'm more concerned with
- What I have in my mind is.....
- The way I see is that.....
- No everyone will agree with me, but
- To my mind
- From my point of view

- If you ask me, I feel

- Absolutely

c. Generally:

- Some people believe that.....

-Some people say that.....

-It is considered.....

-Almost everyone.....

-Most people agree with.....

Topik

Giving Opinion and Thought about “Changing Batteries” Movie

E. Metode Pembelajaran

D. Teknik : Short Movies

E. Metode : Tanya jawab, diskusi dan games.

F. Media Pembelajaran

1. Media

❖ Movie

❖ Lembar penilaian

2. Alat/bahan

❖ Spidol dan papan tulis

❖ Laptop, speaker dan infocus

G. Sumber Belajar

1. Buku penunjang kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016

2. Kamus Bahasa Inggris

3. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 45 menit)
Kegiatan Pendahuluan (10 menit)
Guru Orientasi • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Menyadarkan akan jiwa peduli lingkungan dengan cara menjaga kebersihan dan kerapihan kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Apersepsi • mengaitkan materi/tema/kegiatan pembelajaran yang akan dilaksanakan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi • memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Ungkapan menyatakan pendapat dan pemikiran</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung. • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 menit)
<u>Observing:</u> • Memperkenalkan dan menjelaskan materi menyatakan pendapat dan pemikiran kepada siswa. • Memberikan contoh kalimat menyatakan pendapat dan pemikiran. • Meminta siswa untuk menyebutkan kalimat contoh dan mengulanginya sesuai dengan penyebutan yang benar. • Guru membagi siswa kedalam beberapa kelompok. Setiap kelompok terdiri dari 4 atau 5 siswa, tergantung dari kemampuan atau pencapaian siswa dan jenis kelamin. <u>Experimenting:</u> • Guru menayangkan film “Changing Batteries” untuk di diskusikan dalam kelompok (berkaitan dengan topic ungkapan menyatakan pendapat dan pemikiran). Guru hanya memfasilitasi dan membimbing. • Guru meminta semua siswa dalam kelompok untuk mempresentasikan hasil diskusi tentang film “Changing Batteries” yang telah ditayangkan (berkaitan dengan menyatakan pendapat dan pemikiran) di depan kelas. • Guru memberikan evaluasi materi kepada siswa di setiap pertemuan untuk mengetahui perkembangan siswa dalam belajar. • Guru mengapresiasi siswa atau kelompok yang mendapat nilai tertinggi atau yang selaluberpartisipasi dalam kegiatan belajar.
Kegiatan penutup (10 menit)
▪ Meminta siswa untuk membuat kesimpulan dari materi yang telah dipelajari tentang film “Changing Batteries” ▪ Memainkan permainan yang berkaitan dengan materi yang telah diajarkan untuk merefeksi kembali materi yang telah diajarkan ▪ Siswa diberikan pekerjaan rumah yang berkaitan dengan materi yang telah diajarkan ▪ Guru memberikan motivasi kepada siswa agar semangat belajar. ▪ Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya untuk dipelajari di rumah.

I. Penilaian

• Tes lisan / presentasi

Penilaian Speaking

- Fluency = 1-5
- Accuracy = 1-5

RubrikPenilaian

Score	Accuracy	Fluency
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatically and lexical causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. fair range of expression.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. several grammatical and lexical errors, some of which cause confusion.	Has to make and effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary Range of expression often limited.
2	Pronunciations seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many basic‘ grammaticall and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. almost give up making the effort at times limited range expression.
1	Serious pronunciations errors as well as many ”basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practice in the course.	Full of long unnatural pauses. Very halting and fragmentary delivery. At time gives up making the effort. Very limited range of expression.

Palu, 2 September 2019

Mengetahui,
Kepala SMAN 5 Model Palu

Researcher

H. Idris Ade, S.Pd.,M.Si
Pembina Tkt.I/ IVb
NIP. 19705261995121003

AgusLaiya
NIM.15.1.16.0040

DOCUMENTATION

A. Experimental Class

1. Pretest



Watching Short Movies on Pretest



Doing Exercises on Pretest

2. *Treatment*



The Researcher Explain the Material



Conclude the Short Movies Based on the Material after Researcher Explain the Material and Play the Short Movies

3. *Posttest*



Doing Exercises after Watching Short Movies

B. **Control Class**

1. *Pretest*



Doing Exercises after Watching Short Movies

2. Control



The Researcher Control the Class by Teaching and Continue the Material without Treatment

3. *Posttest*



Doing Exercises after Watching Short Movies



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 2002 /In.13/F.I/PP.00.9/07/20109
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 26 Juli 2019

Yth, Kepala Sekolah SMA Negeri 5 Palu
di

Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka menyusun Skripsi Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Agus Laiya
NIM : 15.1.16.0040
Tempat Tanggal Lahir : Doloduo, 27 Agustus 1997
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Rapolinja Tinggede
Judul Skripsi : IMPROVING STUDENT'S SPEAKING ABILITY BY USING
SHORT MOVIES AT ELEVENTH GRADE STUDENTS OF
SMA NEGERI 5 PALU
No. HP : 082349899728

Dosen Pembimbing :
1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
2. Ana Kuliahana, S.Pd, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di SMA Negeri 5 Palu.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekan
Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



**PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN MENENGAH WILAYAH I
SMA NEGERI 5 MODEL PALU**



*Jln. Trans Sulawesi Kel. Tondo Kec. Mantikulore Kota. Palu Sulawesi Tengah.
Phone (0451) 451076*

SURAT KETERANGAN

Nomor : KP/ 53 /421.4/Pend/2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 5 Model Palu, dengan ini menerangkan bahwa yang namanya tercantum di bawah ini :

N A M A	: AGUS LAIYA
NIM	: 15.1.16.0040
FAKULTAS	: Tarbiyah dan Ilmu Keguruan
JURUSAN	: Tadris Bahasa Inggris

Benar telah melaksanakan penelitian/observasi dalam rangka penulisan Tugas Akhir (Skripsi) dengan judul Penelitian :

**“ Improving Students’ Speaking Ability By Using Short Movies At Eleventh
Grade Students Of SMA Negeri 5 Palu ”**

Demikian Surat Keterangan ini dibuat untuk digunakan seperlunya.

Palu, 6 September 2019
Kepala Sekolah

H. Idris Ate, S.Pd., M.Si
Pembina Tkt. I
NIP.19700526 199512 1 002



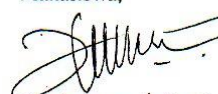
KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PALU
 الجامعة الإسلامية الحكومية فالو
 STATE INSTITUTE FOR ISLAMIC STUDIES PALU
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: AGUS LAIYA	NIM	: 15.1.16.0040
TTL	: Doloduo, 27 Agustus 1997	Jenis Kelamin	: Laki-laki
Jurusan	: Tadris Bahasa Inggris	Semester	: 7 (Genjil)
Alamat	: Jl Rapolinjo No.17 Tinggede	HP	: 0803 4903 9728
Judul			

- o Judul I : Improving students' speaking Ability By using short movies at eleventh Grade students of sma negeri s palu.
- o Judul II : The Implementation of Debate Technique To Improve The students' Speaking Skill at eleventh grade students of sma n s palu.
- o Judul III : The effectiveness of Role Play method To Improve students Speaking Skill in transactional text at eleventh grade students of sma n s palu.

Palu, 03 Desember 2018
 Mahasiswa,


 AGUS LAIYA.

Telah disetujui penyusunan skripsi dengan catatan :

Pembimbing I : Dr. Hj. Nur Asmawati, SAg, M.Hum.

Pembimbing II : Ana Kullishana, S.Pd, M.Pd.

a.n. Dekan
 Wakil Dekan Bidang Akademik
 Dan Pengembangan Kelembagaan,

Ketua Jurusan,

Dr. HAMLAN, M.Ag
 NIP. 19690606 199803 1 002


 Dr. Nur Asmawati, SAg, M.Hum.

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NOMOR : TAHUN 2018**

**TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang :**
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (SI) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
 - c. bahwa berdasarkan point a dan b perlu ditetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat :**
1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
 6. Peraturan Menteri Agama RI. Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu
 7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
 8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
 11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 73 Tahun 2014.

MEMUTUSKAN

- Menetapkan :** **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**
- Pertama :** Menunjuk Saudara (i)
1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
 2. Ana Kuliñana, S.Pd, M.Pd
- Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
- Nama : Agus Laiya
Nomor Induk : 15.1.16.0040
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : "IMPROVING STUDENTS' SPEAKING ABILITY BY USING SHORT MOVIES AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 5 PALU."
- Kedua :** Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga :** Segala biaya akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat :** Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima :** Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.



Dibuatkan di : Palu
Pada tanggal : Desember 2018

Mohamad Idhan, S.Ag., M.Ag.,
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu
2. Bendahara Pengeluaran IAIN Palu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 203 /In.13/F .I/PP.00. 9 /02/2019 Palu 13 Februari 2019
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing I)
2. Ana Kuliahana, S.Pd., M.Pd. (Pembimbing II)
3. H. Nurdin, M.Com., Ph.D. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nana : Agus Laiya
NIM : 15.1.16.0040
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : IMPROVING STUDENTS' SPEAKING ABILITY BY USING SHORT MOVIES AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 5 PALU

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 14 Februari 2019
Waktu : 10.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung F

Wassalam.

a.n. Dekan

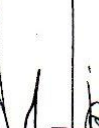
Kapda Jurusan Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.

FOTO 3 X 4	KARTU SEMINAR PROPOSAL SKRIPSI		NAMA	AGUS LAIYA
	FAKULTAS TARBIYAH DAN ILMU KEGURUAN		NIM.	15.1.16.0040
	INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU		JURUSAN	Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Friday, July 20/2018	SUKRIANTO	Nilai-nilai humanistik terhadap peningkatan motivasi belajar peserta didik (studi pada pelajaran PAI) di SMPN 3 PALU	1. Drs. Subhan, MA 2. Dr. Gurnarik, M.pd	
2	Friday/ July 20/ 2018	Bungamli baka	Upaya sinergis antara pihak sekolah dan orang tua dalam pembentukan kepribadian peserta didik (studi pada SMA Negeri 4 PALU)	1. Drs. Rusli Takmar, M.pd.1 2. Dr. Ht Mawarny, SAg, M.Ag	
3	Friday/ 20 July 2018	Muhyizat	Penerapan metode video tord watch untuk meningkatkan motivasi belajar pada mata pelajaran pendidikan Agama Islam di SMPN 5 sulawesi	1. Dr. Rustina, SAg, M.pd 2. Hanika, S Ag, M.Ag.	
4	Friday, 20 July 2018	Purni Dayana	Penerapan teknik Png Pearce (Square untuk meningkatkan hasil belajar peserta didik dalam mata pelajaran PAI di SMA N 4 PALU	1. Dr. Rustina SAg, M.pd. 2. Solahudin SAg, M.pd.	
5	Friday, 20 July 2018.	Siti Rahmawati	Study terhadap ketrampilan baca Al-quran pada peserta didik di madrasah Aligar Al-khairat Binagulu kee-kasimbar	1. Drs. H. M. Hasan, Mpt.1 2. Kasmanti SAg, Mpt.1	
6	Friday, 20 July 2018.	Muh. Rival	Pendekatan Perbandingan analis 95 kumpang berprestasi pada mata pelajaran PAI dalam keluarga didesa kalukubung ta. kec. Bumbawa cab. Lamburu kecamatan utara.	1. Drs. Bahdar M.Ki 2. Ruslan SAg, M.pd.	
7	Senin, 23 July 2018	Ramlaji	Pengelolaan Tenaga Pendidikan dalam SMPN 3 palu.	1. Dr. Jihan, S. Ag, M. pdi 2. Hanika, S. Ag, M. Ag.	
8	Wahis, 26 July 2018	Sulfi ANTI	Upaya meningkatkan Pergerakan Tumbuh kembang anak peserta didik melalui pengajaran media (cartun dalam pembelajaran Bahasa Arab di IAIN DDI Tondole.	1. Drs. H. M. Hasan, Mpt.1 2. Mubtamarul Fikr Asromah, SAg, M. pd.	
9	Rabu, 13 feb 2019	Mariam	Improving Students' speaking skill through role play (a classroom action research for nine eight grade students of SMP N 9 pangqayya)	1. Dr. H. Murnawati, sAg, M. hm 2. Dr. Abdul Exar Maruldi, Mpt	
10				1. 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

CURICULUM VITAE



Researcher Identity

Name : Agus Laiya
 NIM : 15.1.16.0040
 Place and Date of Birth :
 Doloduo, August 27th, 1997
 Gender : Male
 Religion : Islam
 Address : Jl. Rapolinja, Tinggede
 Race : Hulondalo
 Phone Number: 082349899728
 Email : agusslaiya27@gmail.com

Parent's Identity

Father : Nasir Laiya (Alm)
 Address : Desa Doloduo II, Kec.
 Dumoga-Barat (Sulawesi-Utara)
 Religion : Islam
 Occupation : -
 Race : Hulondalo

Mother : Ira Ismail (Almh)
 Address : Desa Doloduo II, Kec.
 Dumoga-Barat (Sulawesi-Utara)
 Religion : Islam
 Occupation : -
 Race : Hulondalo

Education

Formal Education

1. SD Negeri 1 Kossinggolan (2003-2009)
2. SMP Negeri 5 Dumoga (2009-2012)
3. SMK YADIKO Kopandakan II (2012-2015)
4. Institut Agama Islam Negeri Manado (2015-2016)
5. Institut Agama Islam Negeri Palu (2016-2019)

Non-Formal Education

1. Mr.Bob Kampung Inggris Pare-Kediri
2. English Language Centre Palu
3. Language Training Centre Manado

Skill

Microsoft Office (Word, Excel, Point)

Organizational Experience:

1. Himpunan Mahasiswa Jurusan Bahasa Inggris
2. Senat Mahasiswa Institut Agama Islam Negeri Palu
3. Koperasi Mahasiswa IAIN Palu
4. TVRI English Lover Community
5. Tadulako English Lovers Community
6. Anjungan English Lovers Community
7. Juanda English Conversation Club
8. Learn English Together
9. Sahabat Pulau Chapter Palu
10. Relawan Pasigala Tangguh
11. Earth Hour Palu
12. Purna Prakarya Muda Indonesia 2018