THE USE OF MOVIES TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADE OF MTS NURUL KHAIRAAT SURUMANA

A THESIS

Submitted as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching Training State Islamic University Datokarama Palu.

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2024

STATEMENTS OF SKRIPSI AUTHENTICITY

I hereby declare that this skripsi entitled " **THE USE OF MOVIES TO IMPROVE STUDENTS' SPEAKING SKILL AT THE EIGHT GRADE OF MTS NURUL KHAIRAAT SURUMANA**" has been officially approved as my work and it has not been and will not be submitted in the whole or part to another State Islamic University Datokarama Palu for the award of any other degree. If later, this skripsi found to be fabricated either in whole or in part, I declare that I must comply with the rule and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

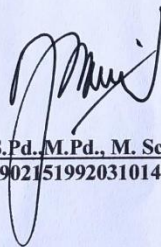Palu , 20 Februari 2024 M
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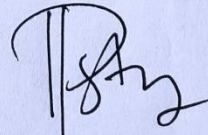
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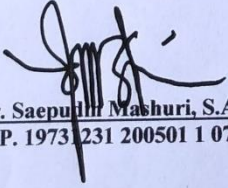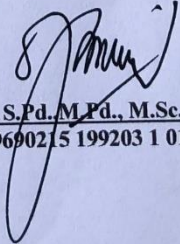
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ABSTRACT

Nama   : DEBI
NIM   : 19. 1.16.0028

Entitled   : "THE USE OF MOVIES TO IMPROVE STUDENTS' SPEAKING
              SKILL AT THE EIGHT GRADE OF MTS NURUL KHAIRAAT
              SURUMANA" DONGGALA.

The research aims to develop students' speaking skills through Movies. The researcher used a quasi experimental design. The research sample was the VIII A Group as the experimental class and the VIII B Group as the control class, totaling 35 students. namely 20 students in the VIII A group and 15 students in the VIII B group using the Movies technique where there were students in the VIII A group who was gave treatment while students in the VIII B group in class Eight Mts Nurul Khairaat Surumana were not given any treatment. Samples were selected using Purposive Sampling techniques.

The results of the study showed that the use of Movies improve the students' speaking skill. The students showed good improvement in same aspects such as pronuncition. Vocabulary mastery and also confidence. The using of Movies contributed to promote students' partipation in the clssroom.

In this research, the researcher used tests to measure student achievement. The results showed that the calculated t value was 0.005 while the t table value was 2.733 where the degree of freedom (df) 35 (N-1*)* and the significance level was 0.003. Based on the analysis results show that the hypothesis is rejected . This means that the use of Movies dont effectively develop the speaking skills of class Eight Mts Nurul Khairaat Surumana students.

Keywords: Speaking skill, Movies Method , English learning

CHAPTER I
INTRODUCTION

A. Background

English is a system of arbitrator voice symbols used by members of social groups to cooperate, communicate, and identify themselves. It serves as the main medium for intercultural and international communication. English is used as a communication medium for one-on-one and group interactions between community members. This method of communication enables people to interact both individually and in groups. In school the use of English is a aimed at helping students to learn the languange for communication.[1]

Speaking is productive skill in the oral mode. like the other skills, it more complicated than it seems at first and involves more than just pronouncing words[2].Based on Law no. 20 of 2003 article 1, the national education system explains the meaning of education as follows: "National education functions to develop capabilities, shape dignified national character and civilization in the context of educating the life of the nation, aims to develop the potential of students to become.

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[1] Ramadani Azzahra. "HE EFFECTIVENESS OF HIDDEN OBJECT GAME TO IMPROVE VOCABULARY MASTERY OF STUDENTS AT THE EIGHT YEAR OF SMPN 1 TOLITOLI"

[2] Bashir, Marriam, Muhammad Azeem, and Ashiq Hussain Dogar. "Factor effecting students' English speaking skills." *British journal of arts and social sciences* 2.1 (2011): 34-50.

beings who believe, fear to God Almighty, has noble character, and is knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen".[3]

The ability to speak is an important skill that must be mastered by students. By being able to speak well, students will be able to convey their ideas and opinions. The expected end result in learning is the ability to speak in English. One method used is Speaking skill will be able to bring forward future generations that are critical because they have the ability to express ideas, thoughts or feelings to people others in a coherent and systematic manner in English. Here, Movies is also a form of literature taught at MTs Nurul Khairaat Surumana. The implementation of movies learning is generally at all level of education or still schools become part of the English subject. Movie is a story, recorder as a set of moving picture to be shown on a television or at the cinema. It means that to see the moving picture is very fun and the students will not feel bored when studying. Movies and television shows can be an effective tool for teaching and learning English (or, for that matter, any academic subject) if used strategically. The students will get easier to understand, because besides it is fun and entertaining by watching English movies the students can increase their speaking skill.[4]

Based on the observation conducted on at MTs Nurul Khairaat Surumana, that students were found to have lacked in English because they were still not interested in learning English. According to the class VIII students, they were bored or less interested in learning English because the teacher only gave them assignment which made them relevant to speak English.

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[3] 2003. Undang-Undang No. 20 tahun 2003 Tentang Sistem Pendidikan Nasional. Jakarta

[4] Anugrah, Febi Tri. THE CORRELATION BETWEEN STUDENTS'HABIT IN WATCHING ENGLISH MOVIE WITH ENGLISH SUBTITLE AND THEIR SPEAKING SKILL AT STATE SENIOR HIGH SCHOOL 5 PEKANBARU. Diss. Universitas Islam Negeri Sultan Syarif Kasim Riau, 2021.

To overcome the problems, the teacher is needed to make variations in learning. The learning model is the whole series of presentation of teaching materials which cover all aspects before, during and after learning by the teacher and all the facilities used directly or indirectly in the learning process. One of them is the use the movies. The important roles of a teacher in educating and guiding students in learning at school is to improve students' speaking skill in English. In this case, the researcher conducted research, by teaching the topic of research entitled

" THE USE OF MOVIES TO IMPROVE STUDENT'S SPEAKING SKILL AT THE EIGHT GRADE OF MTS NURUL KHAIRAAT SURUMANA"

B. Problem of Statement

Based on the problem, question is formulated The research question is formulated as follows:

Is the use of movies effective to improve speaking skill of the eight grade students at MTs Nurul Khairaat Surumana?

C. Objective of Research

To find out whether the use of movies is effective to improve speaking skill of the eight grade students at MTs Nurul Khairaat Surumana or not.

D. Significance of Research

The significance of this research is expected to improve the students speaking skill through the use of movies teacher students researchers.

E. Scope of Resarch

This research focuses on students' speaking pronunciation, grammar, fluency and vocabulary. through watching movies, for class eight students at Mts Nurul Khairat Surumana.

F. Outlines of The Research

Chapter I contains an introduction that suggests several things subject matter which consists of several sub-chapters: background, problem formulation, purpose and use of research, Outline of Content

Chapter II contains a literature review which consists of several sub-chapters, namely: previous research, theoretical studies, Thinking Framework, and Hypotheses

Chapter III contains research methods that describe the systematic research to be carried out, which consists of several sub-chapters which include descriptions of several things: type of research, population and research sample, research variabels, operational definitions, research instrument, data collection techniques, analysis technique data.

Chapter IV this consists of the results of the research and discussion of the research.

Chapter V this consists of the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Previous research is the results of research that has been done previous researchers done. Several studies are almost similar, in Improving Speaking Skills by Using Movies eigth graders MTs Nurul Khairaat Surumana. Researchers that used by researcher as a reference which has been summarized as follows:

Table 2 .1

Previous Research

NO	Previous Research	Difference	Similantions
1.	**Wardah Hanafiah** Title "Improving English speaking skills through movies media."	The research difference lies in the focus of the problem in is the role of movies in improving students' speaking skill	The similarity between this research and previous research is that they both use movie media.[5]
2.	**Marce Andriani** Title "The Effectiveness Of Using Movie To Improve The Students' Speaking Ability At Eleventh Grade Students Of SMAK Tunas Kasih Tarakan In Academic Year 2014/2015."	The difference lies in the SMK schools and what I studied, namely MTs which will affect the results and ability	The similarity between this research and previous research is that they both use the same quasi-

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[5] Hanafiah, Wardah. "Peningkatan keterampilan berbicara bahasa Inggris melalui media film." *EPIGRAM (e-journal)* 16.2 (2019): 149-158.

		levels of the students studied.	experimental method to improve students' speaking.[6]
3.	**Sanusi Rukan** Title "The Correlation between Students' Interest in Watching English Movies and Student Learning Achievement in Speaking Class 2 of SMPN 1 Gandusari Trenggalek."	The difference lies in the interest in watching English language films in improving the English speaking achievement of Class 2 students at SMPN 1 Gandusari Trenggalek.	The similarity between this research and previous research is that they both improve students' speaking achievements through watching movies.[7]

B. Theorithical Review

1. Definiton

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[6] Andriani, Marce. "The Effectiveness Of Using Movie To Improve The Students' Speaking Ability At Eleventh Grade Students Of SMAK Tunas Kasih Tarakan In Academic Year 2014/2015." (2015).

[7] Rukan, Sanusy. "Hubungan antara Minat Siswa dalam Menonton Film Berbahasa Inggris dan Prestasi Belajar Siswa dalam Speaking Kelas 2 SMPN 1 Gandusari Trenggalek." (2014).

Speaking is the ability to produce words in language practice. Talking is important skills that students must master. That's because in speaking we can determine the ability of students to produce the target language or English. Talking is express thoughts aloud using voice or speaking. It means when someone interact with other people by using language as a means, of course what they want to convey something important. For example, they want to express their feelings and thoughts. He it is definitely impossible for a person to communicate with another person without have any purpose. As people communicate, there must be a speaker and interlocutor. Therefore, communication involves at least two people; sender and recipient. They need communication to exchange information, ideas, opinions, views or feelings.

According to Setyawan et al.,, students' difficulties in applying Oral English communication is part of the problem worrying, especially in speaking. Speaking skill is skills that are most difficult for language learners to achieve. Talking is the most visible thing in learning a language compared to skills such as writing, listening and reading. [8] Talking is a process improvement of communicative language Rane,. A few things to specify speaking ability is to improve good language skills, increase vocabulary by reading and writing a lot, as well practice listening skills.[9]

2. Students Problems in Speaking

1) Language English Learning Problems

All students have various opinions about the most problem skills to master no one skill is skipped. But when compared with one language skills with other language skills, the results show that speaking is on highest level.

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[8] Poedjiastutie, D., Amrin, Z. A., & Setiawan, Y. (2018). English communication competence: Expectations and challenges (a case in Indonesia). International Journal of Applied Linguistics & English Literature, 7(6), 184-191.

[9] Rane, D. B. (2011). Good listening skills make efficient business sense. The IUP Journal of Soft Skills, 5(4), 43–51.

Irham and Wiyani state that difficulty in learning is a situation when students experience obstacles in participating in the teaching and learning process so as to achieve learning outcomes that are not optimal.[10]

According to Blassic & Jones (in Irham & Wiyani), the difficulties experienced by students in learning indicate a gap between the expected academic achievement and what students actually achieve.[11]

2) Speech Problems

From the preliminary research, the researcher found several problems faced by students in learning to speak. First, most students do not have the courage to speak. In addition, the problems that are of experienced by students are students who feel inferior in speaking in class if they do not know the topic being studied. In addition, students feel anxious when they face the speaking test, they are afraid to speak English directly. second, seconde they are afraid to speak up in class because they think people will judge them negatively when they speak English in class. Third, they are still less enthusiastic and less active in speaking activities, they also revealed that they rarely practice using English class and in everyday conversations because English is not their mother tongue. in the in addition, students' willingness to learn and use English is still low because they are still dependent on their inner mood and feelings towards the subject itself.

So it also affects their learning achievements that cannot be improved, especially in speaking skills. Most of them learn and use English because they have to, not because they want to. Riadi stated language problems can affect the poor academic performance of the students. Students who are poor in speaking abilities tend to lack of vocabularies,

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[10] Irham, M. dan Wiyani, N.A. 2013. Psikologi Pendidikan Teori dan Aplikasi dalam Proses Pembelajaran. Jogjakarta: Ar-Ruzz Media.

[11] Sari, Eka Purnama. Pengaruh Pemberian Layanan Penguasaan Konten Berbasis Masalah Terhadap Kesulitan Belajar Siswa Kelas Xi Sma Negeri 10 Medan Tahun Pembelajaran 2018/2019. Diss. 2019.

grammar, and pronunciation in which belongs to linguistics problems. Those problems disturb students in improving their speaking abilities. Another problem which influences the students' speaking ability is a psychological problem is psychological problems which the problems that related to the emotional and physical conditions and self-productivity such as lack of self-confident, nervous, feeling shy when speaking English.[12]

a) Aspect of Speaking

A speaker must determine several aspects of speaking when they speak want to talk. Syakur in Mora says there are at least four components of speaking skills, namely pronunciation, grammar, fluency,vocabulary.[13]

1. Pronunciation

Pronunciation is a way for people to produce more clearly language when they speak. It deals with phonological proceses which refers to the grammatical components that are composed of elements and the principles determining how sounds vary and pattern within a language. Pronunciation includes the segmental features of the vowels, consonants, stress and intonation patterns. The speaker is necessary to pronounce English words correctly.

2. Grammar

Grammar and speaking have a close relationship. Besides that for the sound system students must be taught by using the structure language system. Learners must be given insight about words order. Infection and derivation to other meaningful features of English it will help students to speak fluently.

3. Fluency

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[12] Riadil, Ikrar Genidal. "A Study of students' perception: identifying EFL learners' problems in speaking skill." International Journal of Education, Language, and Religion 2.1 (2020): 31-3.

[13] MH, Laras Apryla, Mahyuzar Rahman, and Faiqah Mahmudah. STUDENTS'PROBLEMS IN SPEAKING ENGLISH AT SENIOR HIGH SCHOOL 6 SAROLANGUN. Diss. UIN Sulthan Thaha Saifuddin Jambi, 2021.

Fluency in speaking skills is seen as an important factor in the language learning development because it indicates the ability of the speaker's communication.

4. Vocabulary

Vocabulary is the basis of language. It appears in every language skill. This is very important because we can't say anything without deep vocabulary or thoughts. Vocabulary is about word choice which is used appropriately based on the context of speaking.

b) **Teaching speaking**

Teaching speaking in the target language should be possible students to use language orally for various purposes. success of teaching and learning process can be achieved if the teacher can present it material in a good way so as to increase student interest. That teachers must be creative in presenting English to students. They should also practice a variety of teaching technique, choose carefully needs of students students to help them speak the language.

This is appropriate with what was stated by Siregar, et al., that the purpose of learning speaking skills is to train participant students to be brave in conveying their ideas with speech good and right. In addition to training students' courage to speaking, this learning also trains the ability to speak even better.[14]

Productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate. Asiah, Ardian, and Amri argue that improving writing skills is crucially needed because the students can express their feeling, knowledge, and ideas in a piece of writing[15].

1. **Definitios of Movies**

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[14] Siregar, R., dkk. 2020. Meningkatkan Keterampilan Berbicara Siswa Menggunakan Model Time Token Pembelajaran IPA Kelas V Sekolah Dasar .Jurnal Gentala Pendidikan Dasar, Vol. 5, No. 1, Hlm. 28-41 . Diakses Pada 10 Juni 2020

[15] Asiah, N., Ardian, E., & Amri, S. (2020). *A study on the student's factor difficulty in writing narrative text ar VII grade of MTS Sabilal Muthadin Tembilahan. J-Shelves of Indragiri (JSI), 1(2), 84–97.*

a) **Movies**

First of all, many researchers currently view film as suitable and adequate content for learning. because film is an extremely interesting and motivating source for students to be more enthusiastic about participating in learning english. Because, in actual existence the are shown english in everyday languange, not in an antithetical, so they are likely to exprience various tones, stresses,tones of speakers of the mother tongue. and besides they are a source of information.

This means that movies are extremely efficient in ESL classrooms since they can motivate both the instructor and the students in the process of teaching and learning. One way of enabling learners to interact and share their emotions with each other is introducing film throughout the whole learning cycle. Films "are a fun entertainment sources and an acquisition of English".[16]From another perspective, movie is a sort of visual images that visualize expressions and show an influence of reality.[17] In other terms, movies are series based pictures capable of producing sounds and moving pictures, like an actual interventions. They are charming tools of amusement and language improvement.[18]

b) **Purpose and Benefits of the Movies**

Chan & Herrero , stated that, the use of films for English classes for second speakers or for activities outside of school can encourage student motivation, because the components are cheerful, and films that are carried out according to situations can help students to use the surrounding environment as learning activities. , along with increasing participation and interaction among students. Many researchers have revealed that the use of films in English classes as a second speaker can be very important in the

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[16] Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South EastEuropean University. Academic Journal of Interdisciplinary Studies, 2(4), 121-132.http://dx.doi.org/10.5901/ajis.2012.v2n4p121

[17] Dadabhoy, M.Y. (2012). Use of Films for Teaching Social Values in English Classes at Elementary Level. Journal of Elementary Education,41-52.

[18] Phd. Xhemaili, M. (2013). The Advantages of Using Films to Enhance Student's Reading skills in the EFL classroom. Journal of Education and Practice 4(13), 62-66

learning section. In fact, films can describe the "real language" used in authentic settings and cultural contexts that can attract students to learn.[19]

The benefit of using movies in the teaching and learning class is undeniable. For example, they:

1. Create more student-teacher and student-student discussions.

2. Draw the attention and concern of learners

3. Enrich the students' vocabulary and improve their pronunciation and grammatical skills as well.

c) Types of Movies

Drama comprises all types of storytellers and also sections which can

standalone, i.e. brief sequences that may be used without looking at the entire movie. The content of plays can be a certain type of behavior or merely a fun, excellent tale. In particular, however, the short clips don't always work because a certain amount of needed data has often been previously indicated on the movie or on the plot.

For one thing, documentary and popular documentary and popular films are therefore one of the appropriate kinds that allow individuals to experience and learn something distinct in an exciting manner. However, the documentaries contain comments, place inserts and talkers. It is essential to remember if the subject is of concern to learners when selecting a documentary movies. The visual assistance also has to be taken into account as sometimes learners can focus too much on oral data. In contrast, for certain learners, humor can be an incentive variable.

d) Characteristics of Movies

Teaching When using movies in EFL classes, a number of factors must be regarded. These include, For example, the choice of film, is the first

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[19] Chun, T. H. (2006). Four Skills of Language Learning: Listening, Speaking, Reading and
Writing. Retrieved from http://www.studymode.com/essays/Four-Skills-Language-Learning-Listening-Speaking-Reading-65164618.html

key factor, the student's age, level, and needs, the educational setting where movies are used and copyright.Furthermore, the amount of competence of the learners should be considered in the selection of suitable movie. That is to say, whenever the movie is understandable enough, students can fulfill the activities associated with the language easily, thus the LC in the classroom is increased (learner-centered).

In addition, each film determines different types of activities. Therefore, it is essential to select and preview the movies carefully. In short and clear words, movies should be chosen for educational purposes. The topic and content should not be exclusively entertaining for the learners, but at the same time attractive and encouraging to observe .[20] A five-minute introduction to the film, and then accompanied by a roundtable discussion between the teacher and students about the topic, would be extremely efficient in understanding the film with fresh vocabulary and phrases.[21]

C. Concept of Framework

The frame of mind is the mindset of the researcher as the basics thoughts to strengthen the sub focus that is the background of this research. In qualitative research, a foundation is needed underlying research so that research is more focused. Therefore it is needed framework for developing more research contexts and concepts further so as to clarify the research context, methodology, as well use of theory in research. Compiled explanations will combine between the theory and the issues raised in this study. Framework of thinking in a study needs to be stated if the research is relevant of or relating to the focus of research.

The purpose of the frame of mind itself is to form something clear and logically acceptable research flow (Sugiyono,). A frame of mind is not just a collection of information can be from various sources, or also not just an

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[20] Stephens, C., Ascencio, R., Burgos, A., Diaz, T., Montenegro, J., & Valenzuela, C. (2012). Film circles: Scaffolding speaking for EFL students. English Teaching Forum, 2, 14-20.

[21] Li, C. (2012). Are they listening better ? Supporting EFL college students' DVD video comprehension with advance organizers in a multimedia English course. Journal of College Teaching & Learning, 9(4).

understanding. However, the framework requires more than just data or information relevant to a study, within a framework requires an understanding that the researcher gets from the results of the search for sources, and then applied in a frame of mind. Understanding in a framework of thought will underlie understandings other preconceived notions. This frame of mind eventually will become a fundamental understanding and a foundation for every other thought.[22]

Based on the explanation described above, it is illustrated Some concepts that will be used as a reference for researchers in apply this research. The theoretical framework above will applied in a conceptual framework in accordance with the research to be examined namely " THE USE OF MOVIES TO IMPROVE STUDENT'S SPEAKING SKILL AT THE EIGHT GRADE OF MTS NURUL KHAIRAAT SURUMANA. The conceptual framework of this research is described as follows:

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[22] Sugiyono, Moh. Komparasi gasoline fuel additive merek Norival dragrace pada bahan bakar RON 88, RON 90, RON 92, RON 98, untuk menekan emisi gas buang sepeda motor Vario 125 ESP. Diss. Universitas Negeri Malang, 2017.

Table 2.2

Conceptual Framework

```
                        ┌─────────────────────┐
                        │    EFL TEACHING     │
                        └─────────────────────┘
                                   │
                                   ▼
                        ┌─────────────────────┐
                        │  Purposive Sampling │
                        └─────────────────────┘
                                   │
                 ┌─────────────────┴─────────────────┐
                 ▼                                     ▼
        ┌─────────────────┐                   ┌─────────────────┐
        │ Experiment class│                   │  Control class  │
        └─────────────────┘                   └─────────────────┘
                 │                                     │
                 ▼                                     ▼
    ┌────────────────────────┐            ┌────────────────────────┐
    │Pre-test Experiment class│           │ Pre-test control class │
    └────────────────────────┘            └────────────────────────┘
                 │                                     │
                 ▼                                     ▼
    ┌────────────────────────┐            ┌────────────────────────────┐
    │  Treatment with movies │            │ Traditional way of teaching│
    └────────────────────────┘            └────────────────────────────┘
                 │                                     │
                 └─────────────────┬─────────────────┘
                                   ▼
                        ┌─────────────────────┐
                        │      Analysis       │
                        └─────────────────────┘
                                   │
                                   ▼
                        ┌─────────────────────┐
                        │       Result        │
                        └─────────────────────┘
                                   │
                                   ▼
                ┌──────────────────────────────────┐
                │ Improved students' speaking skill │
                └──────────────────────────────────┘
```
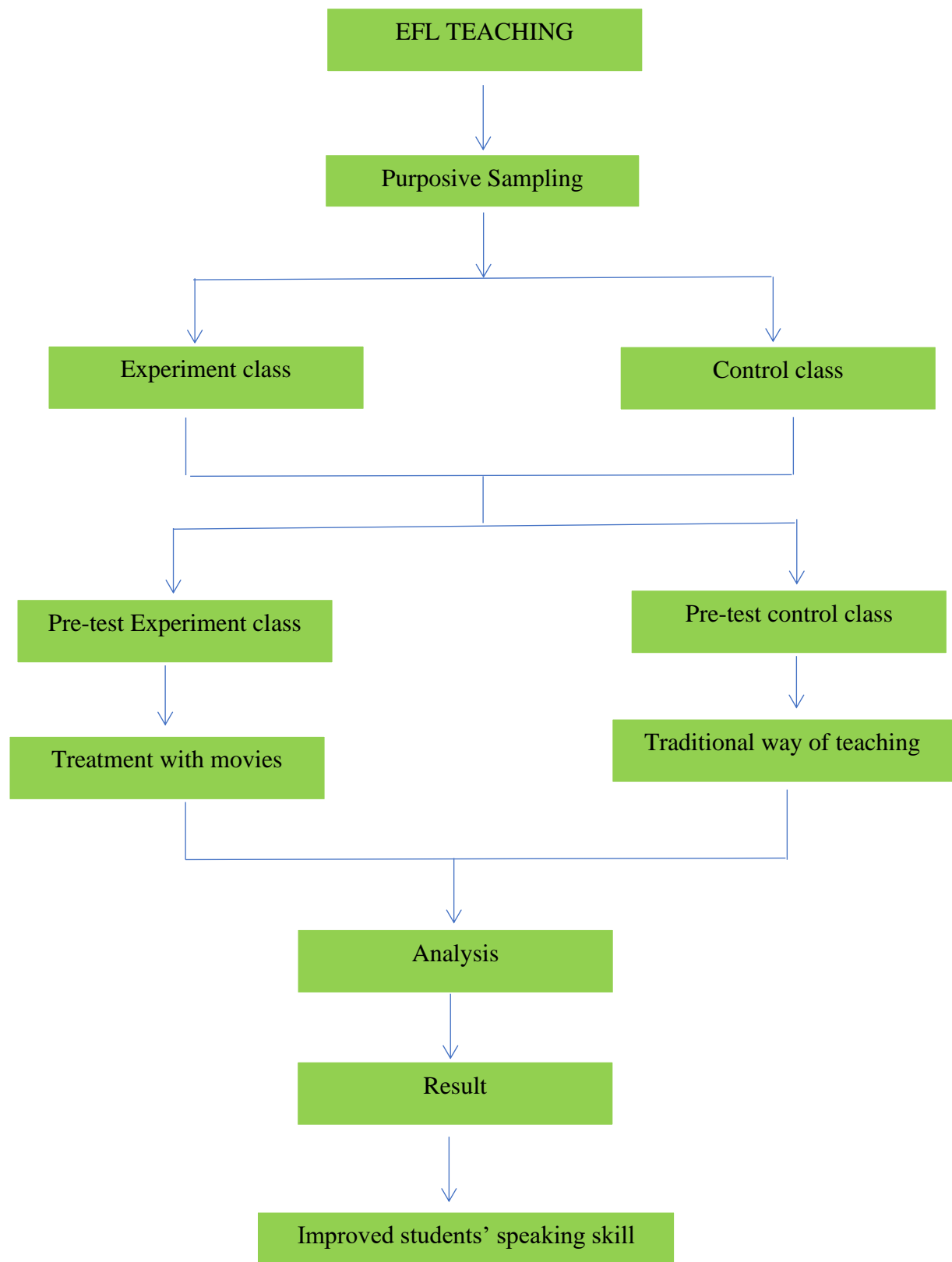
D. Hypothesis of The Research

The research hypothesis is based on various considerations regarding problems faced by teachers in learning English, is through the Use of Movies method improve speaking skill ability of eight grade students at MTs Nurul Khairaat Surumana.

Based on The all explanation above the hypotesis can be formulated as follow:
1. (Ho): The use of the Movies is not effective in improving students' speaking skill.

2. (Ha): The use of the Movies is effective in improving students' speaking skill.

CHAPTER III
RESEARCH METHOD

A. Research Design

The research method is important in a research. Each researcher chooses a method according to the objectives to be achieved. The method is a method taken to make it easier achieve a goal. The research method is solving research problems that are carried out in a planned and careful manner with the intention of obtaining easy-to-understand facts and conclusions.

Quantitative research is the type chosen by deep researcher this research. According to Sugiyono defines the quantitative method as a research method in which the research studied in including population or sample analysis, data collection, data analysis through statistics, establish hypotheses, based on the philosophy of positivism.[23]

Stouffer and Campbell set up a quasi-experiment (quasi-experiment) as an experiment that has treatment, impact measurements, experimental units, but does not use random assignment to create comparisons in order to conclude changes that cause treatment. The comparison process depends on unequal comparison groups that differ in many ways and not because of the treatment.[24] can be seenin the following table:

Table 3.1. [25]
Pre-test and post test Experimental class design

$$
\begin{array}{ccc}
O_1 & x & O_2 \\
O_1 & & O_2
\end{array}
$$

---

[23] Sugiyono (2019 : 13). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alphabet.

[24] Cook, Thomas D., Donald Thomas Campbell, and Arles Day. Quasi-experimentation: Design & analysis issues for field settings. Vol. 351. Boston: Houghton Mifflin, 1979.

[25]Effendi, M. Syahrun. "Desain eksperimental dalam penelitian pendidikan." *Jurnal Perspektif Pendidikan* 6.1 (2013): 87-102..

Where :

O_1 : **Pre-test to Experimental Class**

X   : **Treatment to Experimental Class**

O_2 : **Pos-test to Experimental Class**

O_1 : **Pre-test to Control Class**

O_2 : **Post-test to Control Class**

B. Population and Sample

1. Population

According to Sugiyono, defines population as territory in general which consists of objects/subjects that have quality and certain characteristics set by the researcher to be studied and then made in conclusion.[26]

Population is a group of objects that reside in a certain place. The object can be a person or an object. The population of this study are students of class VIII MTs NURUL KHAIRAAT SURUMAN which consisted of two classes, namely VIII A and VIII B, each class consisting of 20 to 15 students. The total population is 35 students which can be seen in Table 3.2

Table 3. 2

The Population of the Students

NO	Name of Class	Total Number of the Students
1.	VIII A	20
2.	VIII B	15
The Total		**35 students**

[26] Sugiyono. (2018:130). Metodologi Penelitian Kuantitatif dan R&D. Cetakan Kedua Puluh Enam, Penerbit: Alfabeta. Bandung

2. Sample

According to Sugiyono, purposive sampling is a sampling technique data sources with certain considerations[27]. the definition of saturation sampling is a sampling methodology that is carried out if all members of the population are able to be used as research samples. This mechanism is carried out if the population is small, at least less than 35. In determining the of students to be sampled, the total population is not more than 50 respondents, so that the researcher was take 35 respondents of 35 student.

C. Research Variables

1. Independent variable

Independent variables are conditions that act on the dependent variable. The independent variable is the Movies.

2. Dependent variable

The dependent variable is the condition that the researcher measures to understand the extent to which the independent variable causes influence. The dependent variable is what scientists are testing or studying because it depends on other factors.

The dependent variable of this research is speaking skills of MTs Nurul.

Follows:

Independent Variable (Movies): X

Dependent Variable (Speaking skill): Y

[27] Sugiyono. 2012. "Metodelogi Penelitian Kuantitatif dan Kualitatif". Bandung: Alfabeta.

D. Operational definition

Operational is an abstract concept for convenience measurement of a variable.

1) Speaking Skill: According to Koşar and Bedir, speaking is an interactive process of constructing meaning that consists of producing and receiving information.[28]

2) Movies: According to Arsyad, a movies is a collection of several images in in frames, where frame by frame is projected through the projector lens mechanically so that on the screen the image appears to come to life, the film moves shelves quickly and alternately, giving it its own charm.[29]

E. Instruments of Research

In this research, the researcher will use a test to collect data. The test will be an oral test consisting of pretest and posttest. In this case, the researcher certainly needs the criteria to assess the students' progress from the pretest to the posttest. Therefore, the researcher will use the scoring rubric in the Table 3.3.

Table 3.3.

Scoring Rubric

Level	Pronunciation	Grammar	Fluency	Vocabulary
5 (very good)	The pronunciation is clear and	Errors in grammar are quite rare	Although speed and fluency problems are	Almost all of the vocabulary

---

[28] Koşar, G., & Bedir, H. (2014). Strategies-based instruction: A means of improving adult
EFL learners' speaking skills. International Journal of Language Academy, 2(3), 12–
26.
[29] Arsyad. (2003). Metode Pembelajaran. Jakarta: PT. Raja Grafindo Persada. Alga Wibisono 19.

	quite understandable by students		heavily influenced by language problems, they are easy to understand.	used is in correct usage
4 (good)	Pronunciation is still moderately influenced by the mother tongue but serious phonological errors. A few grammatical and lexical errors causing confusions	Despite the few grammatical flaws, the text is still comprehensible.	introduction was delivered with confidence, nice intonation, good expression, and no flat speech.	frequently use offensive language or have to substitute concepts while maintaining clarity
3 (Fair)	Only a few major phonological mistakes, some of which lead to confusion, are caused by phonological influences on pronunciation.	frequently makes grammatical and spelling mistakessporadic unclear meaning	Some Expressions in speech though mechanical in places; a few pauses but they did not detract from comprehensibility.	Often uses the wrong word in a sentence.

2 (Poor)	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication many "basic" grammatically and lexical errors.	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	It was challenging to follow due to the monotone presentation, intonation, numerous pauses, delay, and restart.	conversation somewhat limited because ofinadequate vocabulary
1 (Fair poor)	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of language skill and areas practice in the course.	Errors in grammar and word order so severe as to make speech virtually unintelligible	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression	Misuse up words and very limited vocabulary make comprehension quite difficult[30]

[30] Ibid 76

F. Technique of Data Collection

In this research, the researcher will collect the data by applying oral test which consists of pretest and posttest. Both pre test and post test use to know the students achievement before and after conducting Movies. Besides, the researcher also use a tape recorder to assesss the students speaking skill. It would make the researcher assess the students' voice objectively.

1. **Test**

    The test is the important tool for knowing the achievement of the students speaking skill in fluency. The test is oral test. The researcher applies the oral test in the pre test and the post test. Pre test applies before treatment while posttest applies after conducting a treatment. Both pretest and posttest use to measure or assess the students' progress after doing the treatment whether the treatment have an influence or not by applying Movies.

2. **Treatment**

    The researcher was conduct treatment in six meetings twice a week. The researcher applied movies as a treatment. Before conducting the treatment, the researcher prepared lesson plan based on the topic in English curriculum for SMP/ MTS. The topic is the expressions of asking for and giving opinion, agreement, and disagreement. The topics are discussed with English teacher of Mts Nurul Khairaat Surumana who handled the sample group. A brief description of the topics and activities of the teacher and students can be seen in the Table 3.4

Table 3.4

Draft of Treatment

Metting	Topic	Attitudes	
		Teacher	**Students**
1st metting	Harry Potter	a. The teacher will provide material and explain to students. b. The teacher will give assignments from the material that has been explained. c. The teacher gives evaluations or quizzes, either personal tests every week or two weeks to find out student progress. d. The teacher gives appreciation to groups that have high scores.	a. Students are in individual classes b. Students do assignments or to get grades. c. Students carry out individual evaluations. d. Students who participate more in class receive prizes from the teacher.
2nd metting	Toy Story	a. The teacher will provide material and explain to students. b. The teacher will give assignments from the material that has been explained. c. The teacher gives evaluations or quizzes,	a. Students are in individual classes b. Students do assignments or to get grades. c. Students carry out individual evaluations.

		either personal tests every week or two weeks to find out student progress. d. The teacher gives appreciation to groups that have high scores.	d. Students who participate more in class receive prizes from the teacher.
3rd metting	**Home Alone**	a. The teacher will provide material and explain to students. b. The teacher will give assignments from the material that has been explained. c. The teacher gives evaluations or quizzes, either personal tests every week or two weeks to find out student progress. d. The teacher gives appreciation to groups that have high scores.	a. Students are in individual classes b. Students do assignments or to get grades. c. Students carry out individual evaluations. d. Students who participate more in class receive prizes from the teacher.
4th meeting	**Harry potter**	a. The teacher will provide material and explain to students. b. The teacher will give assignments from the material that has been explained.	a. Students are in individual classes b. Students do assignments or to get grades.

		c. The teacher gives evaluations or quizzes, either personal tests every week or two weeks to find out student progress. d. The teacher gives appreciation to groups that have high scores.	c. Students carry out individual evaluations. d. Students who participate more in class receive prizes from the teacher.
5th meeting	**Toy story**	a. The teacher will provide material and explain to students. b. The teacher will give assignments from the material that has been explained. c. The teacher gives evaluations or quizzes, either personal tests every week or two weeks to find out student progress. d. The teacher gives appreciation to groups that have high scores.	a. Students are in individual classes b. Students do assignments or to get grades. c. Students carry out individual evaluations. d. Students who participate more in class receive prizes from the teacher.
6th meeting	**Home alone**	a. The teacher will provide material and explain to students. b. The teacher will give assignments from the	a. Students are in individual classes b. Students do assignments or to get grades.

		material that has been explained. c. The teacher gives evaluations or quizzes, either personal tests every week or two weeks to find out student progress. d. The teacher gives appreciation to groups that have high scores.	c. Students carry out individual evaluations. d. Students who participate more in class receive prizes from the teacher.

3. **Posttest**

The researcher will conduct a posttest after doing the treatment. The purpose of conducting students' posttest was to know the students' achievement after the treatment. The contents of the posttest are the student's answers about some questions orally. The questions are parts of the material which they have learned. The number of the test items is also three. The test questions are the same as the pretest, but the level of difficulty is the same.

4. **Documentation**

During the pre-test and post-test, of course, a tool is needed to record students' speaking ability to assess student achievement before and after treatment. The tool is a photo, recorder and video. It can help the researcher listen repeatedly to the students' speaking. Besides that, it can also make it easier for researchers to give a score.

G. Technique of Data Analysis

Statistical testing of individual students score data by using the following formula:

$$\sum = \frac{X}{N} \text{ x } 100$$

Where :

$\sum$ = Standard score

X   = Students score

N   = Maximum score

100   = Constant number[31]

Table 3.5

Classification Score of Students [32]

Range of Score	Classification
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

On the basic of the standard score calculating , the mean scores of the pre test and post test bot the experimental and control classes were calculated by applying the following formula :

$$\bar{x} \ \frac{\Sigma \ X^1}{n_1}$$

$$\bar{x} \ \frac{\Sigma \ X_2}{n_2}$$

Where :

---

[31] Amu, Vidya Arista. "Developing Speaking Skill Of Grade Viii Students Through Short Dialogue." E-Journal of Elts (English Language Teaching Society) 7.3..

[32] Arikunto, S. (2012). *Prosedur Penelitian: Suatu Pendekatan Praktik*.Jakarta: Rineka Cipta

x_1 = Mean score in experimental class

x_2 = Mean score in control class

ΣX^1 = Sum of score In Experimental

ΣX^2 = Sum of score control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class[33]

The sum squared scores deviation using the equation was prested as follows :

$$ss_1 = \Sigma x_1^2 = \frac{(\Sigma x_1)}{n_1}$$
$$ss_2 = \Sigma x_2^2 = \frac{(\Sigma x_2)}{n_2}$$

Where :

ss_1 = Sum square in experimental class

ss_2 = Sum square in control class

Σx_1^2 = Sum square scores in experimental class

Σx_2^2 = Sum square scores in control class[34]

To calculate the score for experimental and control classes, test was to find t = count which would be compared t = table later. The comparison between the t = count and t = table informed   whether the alternative hypothesis accepted or rejecter. The equation was presented as follows :

$$t = \frac{\overline{x}_1 - \overline{X}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n^1 + n^2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

$\overline{x}_1$ = Mean score experimental class

$\overline{X}_2$ = Mean Score in control class

ss_1 = Sum of squares in experimental class

ss_2 = Sum of squares in control class

---

[33] Arikunto, *Analisis Data Penelitian dengan statistik*, (Jakarta ; Bumi Aksara, 2006) 240

[34] Sugiyono, *Metode penilitian pendidikan pendekatan Kualitatif* , kuantitatif.(Bandung Alfabeta, 2013), 130

n_1 = Number of students in experimental class

n_2 = Number of students in control class[35]

1. Validity test

    Validity test is a test that shows the extent of a tool the meter measures what it measures. As long as researchers use questionnaire in collecting research data, then the questionnaire is It is designed to measure what it wants to measure. This test is carried out by comparing R count and R table using spss method 23.

2. Reliability Test

    Reliability is an instrument to measure accuracy, reliability, consistency, stability, or dependability of the measuring instrument used. measuring instrument is said to be reliable if the measuring instrument is used is stable, reliable, and can be used for forecasting.

3. Normality test

    The normality test aims to determine the distribution of internal data variables that will be used in research and vice versa carried out before the data is processed based on research models.

4. t test (partial test)

    The t test is used to test the influence of independent variables partial to the dependent variable, namely the influence of the variable independent which consists of the quality of service to student learning which is the dependent variable. The t test was carried out to determine the effect significantly between the independent variable and the dependent variable.[36]

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[35] Ibid,191

[36] Marlena, Eka. *Pengaruh Kualitas Pelayanan Terhadap Minat Beli Konsumen Menggunakan Jasa Transportasi Kereta Api dalam Perspektif Ekonomi Islam (Studi Pada*

H. Testing Hypothesis

Hypothesis is criteria in measuring the data whether it accepted or rejected. Below were the criteria:

If the t-counted is equal to or higher than t-table, the hypothesis of this research is accepted or the technique can develop the students' speaking skill, while if t-counted is lower than t-table, it means that the hypothesis is rejected or the treatment done by the researcher cannot develop the students' speaking skill and it does not give any contribution to the student

Konsumen PT KAI (Persero) Stasiun Tanjung Karang Bandar Lampung) SKRIPSI. Diss. UIN Raden Intan Lampung, 2019.

CHAPTER IV
RESULTS OF THE RESEARCH

C. Result of the Research

In this section, the researcher wants to present the results of the research. the researcher gave text to students consisting of pre-test and post-test. giving the pre-test at the beginning of the meeting while the post-test is given at the end of the meeting.

1) Scoring classification Pre-test and Post-test in Experimental Class

In this research, the experimental class was class eight A with 20 students. Where this class is given material that can improve students' speaking skills as a treatment. After giving the pre-test at the first meeting, the researcher gave treatment in 6 meetings using the M method which can improve students' speaking skills and giving the post-test at the end of the meeting.

The Researcher calculate the students' result of the test by using the following formula:

$$\sum = \frac{X}{N} \text{ x } 100$$

Where:

$\sum$ = Standard score

X   = Students Speaking score

N   = Maximum score

100   = Constant number

If students speak well in these four aspects, as follows: Pronunciation, Grammar, Fluency, Vocabulary and will get the highest score of 5 for each aspect in each speaking. So that the student's assessment score for the highest score is 20 multiplied by100 then divided by the maximum

value of 20 and the result is that the student gets the highest score of 100.

The results of pre-test and post-test for experimental are presented on the following table:

Table 4.1 The Results of Pre – Test for Experimental Class A

No	Name	Criteria of speaking				Total score	Pre -test	Classification
		P	G	F	V			
1	DA	2	1	1	1	5	25	Poor
2	FN	1	1	1	1	4	20	Poor
3	AJ	1	1	1	1	4	20	Very Poor
4	AS	1	1	1	2	5	25	Poor
5	ID	1	1	1	1	4	20	Very Poor
6	AD	2	1	1	1	5	25	Poor
7	MK	2	1	1	1	5	25	Poor
8	DS	1	1	2	1	6	30	Very Poor
9	WS	2	1	1	1	5	25	Very Poor
10	FA	2	1	1	1	5	25	Poor
11	OK	2	1	1	1	5	25	Poor
12	NY	2	1	1	1	5	25	Poor
13	NA	1	1	1	1	4	20	Very Poor

14	**WD**	2	1	2	1	6	30	Fair
15	**JU**	2	1	1	1	5	25	Poor
16	**SR**	2	2	2	2	8	40	Fair
17	**PS**	1	1	1	1	4	20	Very poor
18	**ER**	2	1	1	1	5	25	Poor
19	**FB**	1	1	2	2	6	30	Very Poor
20	**FT**	1	2	2	1	6	30	Very Poor
	Total					102	510	

Where:

P: Pronunciation

G: Grammar

F: Fluency

V: Vocabulary

Based on the results of the experimental class pre-test presented in table 4.1, the authors found the highest score was 40 and the lowest score was 20. This shows that the students' speaking in the experimental class pre-test was low.

Next, to find out the average value of the pre-test in experimental class using the following formula:

$$\bar{\Sigma} = \frac{\Sigma\, X^1}{n_1}$$

$$= \frac{510}{20}$$

$$= 25{,}5 \text{ Low}$$

Where:

x_1 : Mean score of experimental class

Σx_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on the calculation results above, it shows that the average pretest score in the experimental class is 25,5. This shows that the average pretest score in the experimental class was not significant.

Table 4.2 The Results of Post – Test for Experimental Class A

No	Name	Criteria of speaking				Total score	Post - test	Classification
		P	G	F	V			
1	DA	2	2	2	1	7	35	Poor
2	FN	4	2	4	2	12	60	Fair
3	AJ	3	4	3	2	12	60	Fair
4	AS	5	2	4	3	14	70	Good
5	ID	3	1	3	3	10	50	Poor
6	AD	5	2	4	2	13	65	Good
7	MK	3	4	3	2	12	60	Fair
8	DS	4	2	4	3	13	65	Fair
9	WS	4	2	4	2	12	60	Fair
10	FA	5	4	4	2	15	75	Good
11	OK	5	3	5	3	16	80	Good

4

		P	G	F	V			
12	**NY**	4	2	4	2	12	60	Fair
13	**NA**	4	1	3	2	10	50	Fair
14	**WD**	5	3	5	4	17	85	Very Good
15	**JU**	4	2	4	4	14	70	Good
16	**SR**	5	3	5	5	18	90	Very Good
17	**PS**	3	1	3	3	10	50	Fair
18	**ER**	3	3	2	2	10	50	Fair
19	**FB**	2	2	4	3	11	50	Fair
20	**FT**	2	4	4	2	12	60	Fair
	Total					245	1220	

Where:

P: Pronunciation

G: Grammar

F: Fluency

V: Vocabulary

Based on the post-test results of the experimental class presented in table 4.2, the authors found that the highest score was 90 and the lowest score was 30. This shows that the students' speaking in the experimental class post-test was good.

Next, to find out the average value of the post-test in experimental class using the following formula:

$$\bar{\Sigma} = \frac{\Sigma\ X^1}{n_1}$$

$$= \frac{1220}{20}$$

$$= 61 \text{ (Increase)}$$

Where:

x_1 : Mean score of experimental class

Σx_1 : Sum score of experimental class

n_1 : Number of students of experimental class

     Based on the above calculations, it was found that the average post-test score in the experimental class was 61. This shows that the average post-test score in the experimental class has increased effectively from 26 (Pre-test) to 61 (Post-Test).

     The mean score of the experimental class had been found, then continued to calculate the standard deviation of pre – test and post – test for two classes which presented in the following table:

Table 4.3 Deviation and Square Deviation for Experimental Class A

No	Name	Test Score		X	X2
		Pre – Test	Post – Test		
1	DA	25	35	10	100
2	FN	20	60	40	1600
3	AJ	20	60	40	1600
4	AS	25	70	45	2025
5	ID	20	50	30	900
6	AD	25	65	40	1600

7	MK	25	60	35	1225
8	DS	30	65	35	1225
9	WS	25	60	35	1225
10	FA	25	75	50	2500
11	OK	25	80	55	3250
12	NY	25	60	35	1225
13	NA	20	50	30	900
14	WD	30	85	55	3250
15	JU	25	70	45	2025
16	SR	40	90	50	2500
17	PS	20	50	30	900
18	ER	25	50	25	625
19	FB	30	50	20	400
20	FT	30	60	30	900
	Total	510	1220	735	30005

The number of deviations was 735 and the number of square deviations was 30.005.

The mean score deviation of experimental class was calculated by the following formulas:

$$\bar{\Sigma} = \frac{\Sigma\ X^1}{n_1}$$

$$= \frac{735}{20}$$

$$= 36{,}75$$

The mean deviation of experimental class was 36,75 it is on the basis of the mean score deviation. The sum square deviation of experimental class was calculated by the following formulas:

$$SS_1 = \Sigma x_1^2 - \frac{(\Sigma x_1)2}{n_1}$$

$$= 30.005 - \frac{(735)2}{20}$$

$$= 30.005 - \frac{540.225}{20}$$

$$= 30.005 - 27.011$$

$$= 2.994$$

Where :

S_1 : Sum squares in experimental class

$\Sigma x2_1$: Sum squared scores in experimental class

$n1$: Number of students in experimental class

Based on the calculation above, the sum of the squared deviations in the experimental class was 2.994.

2. Scoring Classification Pre – test and Post – test Score in Control Class

In this research, the control class was eight B consisting of 15 students. This class is given conventional methods as treatment. After giving pre-test at the first meeting, the researcher gave treatment at six meetings using conventional method and giving a post-test at the last meeting.

The Researcher calculate the students' result of the test by using the following formula:

$$\Sigma = \frac{X}{N} \text{ X } 100$$

Where :

$\sum$ = Standard score

X = Students Speaking score

N = Maximum score

100 = Constant number

If students speak well in these four aspects, as follows: Pronunciation, Grammar, Fluency, Vocabulary and will get the highest score of 5 for each aspect in each speaking. So that the student's assessment score for the highest score is 20 multiplied by 100 then divided by the maximum value of 20 and the result is that the student gets the highest score of 100. The results of pretest and posttest for control class are presented on the following table:

Table 4.4 The Results of Pre – test for Control Class B

No	Name	Criteria of speaking				Total score	Pre - test	Classification
		P	G	F	V			
1	AR	1	1	1	1	4	20	Very Poor
2	AM	1	1	1	1	4	20	Very Poor
3	AT	1	1	2	1	5	25	Poor
4	ABR	1	1	1	1	4	20	Very Poor
5	AJ	1	1	1	1	4	20	Very Poor
6	FT	1	1	1	2	5	25	Poor
7	FH	1	1	1	1	4	20	Very Poor
8	DA	1	1	1	1	4	20	Very Poor

9	**FPP**	1	1	1	1	4	20	Very Poor
10	**HW**	1	1	1	1	4	20	Very Poor
11	**ER**	1	1	1	1	5	25	Poor
12	**AN**	1	1	1	1	4	20	Very Poor
13	**FAS**	1	1	1	1	4	20	Very Poor
14	**AK**	1	1	1	1	4	20	Very Poor
15	**FB**	2	1	1	1	5	25	Poor
	Total					64	320	

Where :

P : Pronunciation

G : Grammar

F : Fluency

V : Vocabulary

Based on the results of the pretest of the control class which is presented on the table 4.4, the writer found the highest score was 35 and the lowest score was 20. It showed the students' speaking in the pretest of the control class was low.

Next, to find out the average value of the post-test in Control class using the following formula :

$$\bar{\Sigma} = \frac{\Sigma\ X^1}{n_1}$$
$$= \frac{320}{15}$$
$$= 21,3\ \text{Low}$$

Where :

x_1 : Mean score of experimental class

Σx_1 : Sum score of experimental class

n_1 : Number of students of experimental class

Based on calculating above, the results indicate that the mean score of the pretest in control class was 22. It showed that the mean score of pretests in experimental class was not significant.

Table 4.5 The Results of Post – test for Control Class B

No	Name	Criteria of speaking				Total score	Post - test	Classification
		P	G	F	V			
1	AR	2	2	3	1	8	40	Poor
2	AM	2	1	3	2	8	40	Poor
3	AT	3	2	3	2	10	50	Poor
4	ABR	2	1	2	3	8	40	Poor
5	AJ	2	2	3	2	9	45	Poor
6	FT	4	1	3	1	9	45	Fair
7	FH	3	1	3	2	9	45	Fair
8	DA	2	3	3	2	10	50	Poor
9	FPP	2	1	3	2	8	40	Poor
10	HW	2	3	2	1	8	40	Poor
11	ER	4	2	4	2	12	60	Good

12	**AN**	2	2	2	3	9	45	Poor
13	**FAS**	2	1	2	3	8	40	Poor
14	**AK**	3	1	3	2	9	45	Fair
15	**FB**	4	3	4	2	13	65	Fair
	Total					138	690	

Where :

P   : Pronunciation

G   : Grammar

F   : Fluency

V   : Vocabulary

   The control class in this research the writer posttest findings on the table 4.5 the highest score was 75 and the lowest score was 20. It showed the students' speaking in the pre – test of the control class was good.

$$\overline{\Sigma} = \frac{\Sigma\ X^2}{n_1}$$

$$= \frac{690}{15}$$

$$= 46$$

   Based on calculating above the results indicate that the mean score of posttests in control class was 22. It showed that the mean score of posttests in experimental class not effectively progress from 21,3 (Pretest) to 46 (Posttest).

Table 4.6 Deviation and Square Deviation for Control Class B

No	Name	Test Score		X	X2
		Pre – Test	Post - Test		
1	AR	20	40	20	400
2	AM	20	40	20	400
3	AT	25	50	25	625
4	ABR	20	40	20	400
5	AJ	20	45	25	625
6	FT	25	45	20	400
7	FH	20	45	25	625
8	DA	20	50	30	900
9	FPP	20	40	20	400
10	HW	20	40	20	400
11	ER	20	60	40	1600
12	AN	20	45	25	625
13	FAS	20	40	20	400
14	AK	20	45	25	625
15	FB	25	65	40	1600

	Total	320	690	375	10.025

Based on the table above, the number of deviations is 375 and the sum the squared deviation is 10.025. Deviation of mean score for pre-test and post-test from the control class is calculated in the following formula:

$$\bar{\Sigma} = \frac{\Sigma\ X^2}{n_1}$$

$$= \frac{375}{15}$$

$$= 25$$

The mean deviation of Control class was 15 it is on the basis of the mean score deviation. The sum square deviation of Control class was calculated by the following formulas:

$$ss_2 = \Sigma\ x_1^2 - \frac{(\Sigma\ x_1)2}{n_1}$$

$$= 10.025 - \frac{(375)2}{15}$$

$$= 10.025 - \frac{140.625}{15}$$

$$= 10.025 - 9.375$$

$$= 650$$

Where :

S2   : Sum squares in experimental class

$\Sigma x2_1$: Sum squared scores in experimental class

$n1$: Number of students in experimental class

Based on the calculation above, the sum of the squared deviations in the control class is 650.

Table 4.7 The Mean Score and Deviation of Experimental Class

14

The Test of experimental class	Mean score	Mean Deviations	Sum Squared Deviation
Pre – Test	25,5	36,75	2.994
Post - Test	61		

This table shows that students' Speaking improved where the average score on the pre-test was 25,5 (low). In the post-test, the students' average score increased to 61 (improved) and the mean deviation was 36,75 which is the sum of the squared deviations is 2.994.

Table 4.8 The Mean Score and Deviation of control Class

The Test of Control class	Mean score	Mean Deviations	Sum Squared Deviation
Pre – Test	21,3	25	650
Post - Test	46		

This table shows that students' Speaking improved where the average score on the pre-test was 21,3 (low). In the post-test, the students' average score increased to 46 (improved) and the mean deviation was 25 which is the sum of the squared deviations is 650.

After calculating the mean scores and deviation scores of the experimental and control classes, the authors calculated the t-test scores to see whether there was a comparison

between the experimental and control classes in using Movies to improve students' speaking skills.

To calculate the scores of the experimental class and the control class, a t-test was carried out to determine whether the t-table informs whether the alternative hypothesis is accepted or rejected. The equation is presented as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n1 + n2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{36,75 - 25}{\sqrt{\left(\frac{2.994 + 650}{20 + 15 - 2}\right)\left(\frac{1}{20} + \frac{1}{15}\right)}}$$

$$= \frac{11,75}{\left(\frac{3.644}{33}\right)\ (35)}$$

$$= \frac{11,75}{(110,42)(35)}$$

$$= \frac{11,75}{3.864}$$

$$= 0.30$$

Where :

x_1 = Mean score experimental class

X_2 = Mean Score in control class

ss_1 = Sum of squares in experimental class

ss_2 = Sum of squares control class

n_1 = Number of students in experimental class

n_2 = Number of students in control class

The calculation above shows that the score of the experimental class and control class using the t-test is (0.30). Then based on the significant differences between the experimental and control classes above, the researcher used a significance level of 0.025 (4-tail) test. The t-table obtained in the following:

Experimental class n_1 : 20

Control class n_2 : 15

Degree of freedom (df) : $n_1 + n_2 - 2$

                        : 20 + 15-2

                        : 33

Level of significant   : 0.25

            33   : 0.682

Degrees of freedom (33) can be seen in the following t-table list of values with a significant level of 0.25 or 5% 0.682. The results show that the t-test value (0,30) is greater than the t-table value (0.682). This means that the alternative hypothesis (H_a) is accepted, in the sense that using Movies is effective in improving students' speaking.

B. Discussion of the Research

The teaching and learning process is a process in which teachers and students interact directly with each other to educate in order to achieve certain goals, in this case the teacher conveys material, guides, encourages and provides student learning facilities, and uses appropriate methods to improve student learning properly.

With the support of learning facilities, it is hoped that students will be motivated in learning, students are more enthusiastic about carrying out activities in learning so that they can improve learning and good results. In this research the writer used the Quasi experiment. the population of this study, was a students of clas eight MTs nurul khairaat surumana.

In this research, the use of the Movies method improve students' pronunciation in speaking English in tenth grade at Mts Nurul Khairaat Surumana. So the researcher thinks the Movies method is not aviet in improving students' in speaking English and is able to make it easier for students to carry out effective learning when in the classroom.

The researcher took two classes as samples, one as an experimental class and one as an experimental class is the control class. The total number of students from the two classes is 35 students. The experimental class consisted of 20 students and the control class consists

of 15 students. Based on the results of researcher on the pre-test on the experiment and control class showed that the students' lack of speaking was caused by that learning method is boring and no enthusiasm to learn English. Hence the result the pre-test in the two classes is very weak, in the experimental class the score was 25 and control class their score was 22.

Furthermore, then the researcher gave a posttest whose results showed that there was a significant difference in the scores of the students in the experimental class and the control class. The post-test results in the experiment after using the Movies method obtained a score of 61 and the post-test results in the control class which was treated with conventional methods with a score of 46.

Based on statistical data analysis, the average score in the pre-test experimental class was 25,5 and the post-test average score increased to 61, the average deviation was 36,75 where the number of squared deviations was 2.994. Therefore, the average score in the control class is 21,3 in the post test the average student score is 46 not really increasing and the mean deviation is 25, which is the deviation of the sum of the squares is 650.

The researcher calculates the t-test value to see if there is a comparison between the experimental class and the control class using Movies. Based on the calculation of the score of the experimental class and the control class using the t-test is (0.682). The researcher used a significance level of 0.25 0f (7-tailed) test, along with a list of t-table values with a significant level of 0.25 or 5% 0,30. The results show that the t-test value (0,30) is lower than the t-table value (0.682) means that the alternative hypothesis (Ho) is accepted.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the results and discussion in the previous chapter, the researcher concluded that using The Use of Movies method can effectively improve the speaking skills of class eight Mts Nurul Khairaat Surumana, which means curing the pre-test to the post-test. where when the experimental A group was given a pre-test the score was 25,5 low, after being given treatment and given a post-test the score was 61 meaning there was an increase. Mean while, the B Group control group was given a pre-test with a low score of 21.3, without any treatment and given a post-test with a score of 46 meaning that there was a slight increase, but not higher in the score than the Natural A group. the accepted hypothesis is the alternative hypothesis of degrees of freedom (33) which can be seen in the following list in the t-table value with a significant level of 0.25 or 5% 0.682. The results showed that the t-test value (0,30) was higher than the t-table value (0,682).

B. Implication

Base on this research, the researcher got implication that MOVIES can improve students' speaking skill which has procedure on how to apply that it can be applied as follow :

1) students formed two groups to watch movies because the facilities or media used were very minimal, only using two laptops.
2) The teacher presents the lesson plan.
3) The teacher opens the laptop and selects the movies that have been prepared for students to watch. Students will pay attention to speaking skills in movies.
4) The teacher gives questions about movies that students have watched.
5) Give evaluation
6) Conclusion.

The steps above encourage students to improve their speaking skills by filling in the questions prepared by the researcher, the titles of the movies they watch about Harry Potter, Home Alone and the toy story movies are interesting, so that students feel happy.

C. Suggestion

Based on the conclusions above, the authors propose several suggestions such as:

1. For teacher

   The Use of Movies method can significantly improve students' speaking in the eight grade of Mts Nurul Khairaat Surumana. So, it is highly recommended for English teachers to apply it in teaching speaking skills in class.

2. For student

   Students must play an active role in the learning process, not be afraid to speak English.

3. For further research

   This can be a guide for conducting similar research in the future.

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APPENDICESS

Pre-test

1. Tell me your opinion, does a movies that the audience is interested in depend on the director or the actors?
2. Mention how many genres are there in the movies that you know?
3. What is meant by production in movies making?

The Students' Answer of the Pre-Test

Rio Ferdinand

1. Jeki ca chank :
Aktor yg baik, berani, dan Hebat, Ples ples Jeki chiank Juga
Pemain nya Sebagai Pahlawan.

2. Action, berkelahi, dan Lucu

3. dari Hongkong yg di Tayang kan di TV Atau bioskop indonesia

4. Film nya panjang, Alur yg bagus dan Langsung Tamat
   akan tetapi Aktor, Artis dan Lain. nama nya di tayang kan
   kembali

5. Karna Film Film tanpa naska Akan skali di tayang kan
   di bioskop atau TV.

Class VIII B (Control class)

The Students' Answer of the Pre-Test

Isa

Date :

1. FILM Maling kundang sangatlah Bagus dan banyat Sekali manfaat Jang kita dapatkan dari FILM Maling kundang Contohnya: tidak boleh durhaka kepada orang tua ~~karena the~~

2. Maling kundang adalah anak Jang Sangat durhaka kepada ibunya

3. dari MnctV

4. * FILM ini tidak mempunyai Sambungan atau Part Sedangkan FILM-FILM lain di Sambungkan

5. agar filmnya ~~terah~~ terarah dan terlihat nyambung

Nama : Rahmat Hidayat.

1. holo kis this you ded bapa mu
Sedang menonton kartun ~~boboboi~~
boboboiyi

2. Alur Ceritanya adalah misi menyelamat
kan pates merah dari Penjamat.

3. film boboboiyi di Produksi dari malesyal

4. epesode boboboiyi epeso denya adalah
Panjang dan menunggu beberapa bulan
baru tayang Lagi

5. karna Supaya Pemeran boboboiyi berjalan
dengan baik.

Post-test

1. Mention the speaking found in the movies you have watched harry potter?
2. Mention the speaking found in the movies you have watched home alone?
3. Mention the speaking found in the movies you have watched toy story?

Class VIII A (Experimental)

The Students' Answer of the Post-Test

Manda

Date : _____

a. Good + boy, Uncle, Coffee, Aunt, boring,
Sleep, Mummy, dad, Snake, thanks,
Anitime.

fadli

1. Move, sorry, floor, Attentions, Cousin, Kitchen, good, boy, ready, door, bedroom

Class VIII B (Control class)

The Students' Answer of the Post-Test

IRFAN

A. Sky,

1. Birthday, friends, time, leave, latter, banging, pans and getting.

Dinda

1. wrangle, downstairs, ground, limp, cool, whadda, great, and bhoous.

Class VIII A

(Pre-test)

Class VIII A

(Post-test)

Introduction Picture

Class VIII A

Meeting I

Treatment

(Harry Potter)

Meeting II

(Toy Story)

Meeting III

(Home Alone)

Meeting IV

(Harry Potter)

Meeting V

(Toy Story)

Meeting VI

(Home Alone)

Class VIII B

(Pre-test)

Class VIII B

(Post-test)

Photo with the headmaster of Mts Nurul Alkhairaat Surumana

Introduction Picture

Class IX B

LESSON PLAN

School : MTs Nurul Khairaat Surumana

Subject : Bahasa Inggris

Class/Semester : VIII A

Subject Matter : Harry Potter

Time Allocation : 2 x 45 menit

A. Core Competencies

KI 1: Appreciate and live up to the teachings of the religion he adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the reach of association and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

B. Learning Objectives

After following the learning process, students are expected to be able to:
- Through watching movies students can understand how to speaking skill English with the correct pronunciation.
- through watching movies, students can understand expressions, pronunciations and questions in English speaking practice.

C. Learning Media, Tools/Materials and Learning Resources

- **Media :** Movies And assessment sheets.
- **Tools/Materials :** Laptop, Infocus, and speaker
- **Learning Resources :** 2013 Curriculum Support Book for English Subjects When English Rings The Bell, Grade VIII, Ministry of Education and Culture, 2016

D. Learning Steps

Introduction Activity (15 minute)
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude.
The teacher checks student attendance and the teacher gives motivation about what can be obtained (goals & benefits) by studying the material: "Herry Potter"
The teacher asks students about their readiness to take part in the lesson.
The teacher explains the learning objectives or basic competencies that will be achieved

Core Activity (60 minute)	
Literacy Activities	Students are given motivation and guidance to watch films, observe films, and recite them.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not yet understood, ranging from factual questions to hypothetical questions. This question is definitely still related to the material " Harry Potter "

Collaboration	The teacher will ask questions about the film they have watched together and students will answer the questions according to the film they have watched. presenting, and exchanging information about the film "Herry Potter".
Communication	Students present individual results in a classical manner, express opinions on the presentations made and then respond back to the individual presentations.
Creativity	Teachers and students make conclusions about things they have learned related to "Herry Potter". Students are then given the opportunity to ask again about things that have not been understood.
Closing Activity (15 minutes)	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher provides follow-up information from the learning that has just been carried out.	
Students and teachers say goodbye.	

E. **Assessment of Learning Outcomes**

- The results of the learning assessment are taken from the tests given to students, in the form of pre-tests and post-tests.

Surumana,…….2023
Guru Mata Pelajaran

Debi
NIM   191160028

LESSON PLAN

School : MTs Nurul Khairaat Surumana

Subject : Bahasa Inggris

Class/Semester : VIII A

Subject Matter : Toy Story

Time Allocation : 2 x 45 menit

A. Core Competencies

KI 1: Appreciate and live up to the teachings of the religion he adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the reach of association and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

B. Learning Objectives

After following the learning process, students are expected to be able to:
- Through watching movies students can understand how to speaking skill English with the correct pronunciation.
- through watching movies, students can understand expressions, pronunciations and questions in English speaking practice.

C. Learning Media, Tools/Materials and Learning Resources

- **Media :** Movies And assessment sheets.
- **Tools/Materials :** Laptop, Infocus, and speaker
- **Learning Resources :** 2013 Curriculum Support Book for English Subjects When English Rings The Bell, Grade VIII, Ministry of Education and Culture, 2016

D. Learning Steps

Introduction Activity (15 minute)
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude.
The teacher checks student attendance and the teacher gives motivation about what can be obtained (goals & benefits) by studying the material: "Toy Story"
The teacher asks students about their readiness to take part in the lesson.
The teacher explains the learning objectives or basic competencies that will be achieved

Core Activity (60 minute)	
Literacy Activities	Students are given motivation and guidance to watch films, observe films, and recite them.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not yet understood, ranging from factual questions to hypothetical questions. This question is definitely still related to the material " Toy Story "

Collaboration	The teacher will ask questions about the film they have watched together and students will answer the questions according to the film they have watched. presenting, and exchanging information about the film "Toy Story".
Communication	Students present individual results in a classical manner, express opinions on the presentations made and then respond back to the individual presentations.
Creativity	Teachers and students make conclusions about things they have learned related to "Toy Story". Students are then given the opportunity to ask again about things that have not been understood.
Closing Activity (15 minutes)	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher provides follow-up information from the learning that has just been carried out.	
Students and teachers say goodbye.	

E. **Assessment of Learning Outcomes**

- The results of the learning assessment are taken from the tests given to students, in the form of pre-tests and post-tests.

Surumana,…….2023
Guru Mata Pelajaran

_____Debi_____
NIM   191160028

LESSON PLAN

School   : MTs Nurul Khairaat Surumana

Subject   : Bahasa Inggris

Class/Semester   : VIII A

Subject Matter   : Home Alone

Time Allocation   : 2 x 45 menit

A. Core Competencies

KI 1: Appreciate and live up to the teachings of the religion he adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the reach of association and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

B. Learning Objectives

After following the learning process, students are expected to be able to:
- Through watching movies students can understand how to speaking skill English with the correct pronunciation.
- through watching movies, students can understand expressions, pronunciations and questions in English speaking practice.

C. Learning Media, Tools/Materials and Learning Resources

- **Media :** Movies And assessment sheets.
- **Tools/Materials :** Laptop, Infocus, and speaker
- **Learning Resources :** 2013 Curriculum Support Book for English Subjects
  When English Rings The Bell, Grade VIII, Ministry of Education and Culture,
  2016

D. Learning Steps

Introduction Activity (15 minute)
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude.
The teacher checks student attendance and the teacher gives motivation about what can be obtained (goals & benefits) by studying the material: "Home Alone"
The teacher asks students about their readiness to take part in the lesson.
The teacher explains the learning objectives or basic competencies that will be achieved

Core Activity (60 minute)	
Literacy Activities	Students are given motivation and guidance to watch films, observe films, and recite them.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not yet understood, ranging from factual questions to hypothetical questions. This question is definitely still related to the material " Home Alone "

Collaboration	The teacher will ask questions about the film they have watched together and students will answer the questions according to the film they have watched. presenting, and exchanging information about the film "Home Alone".
Communication	Students present individual results in a classical manner, express opinions on the presentations made and then respond back to the individual presentations.
Creativity	Teachers and students make conclusions about things they have learned related to "Home Alone". Students are then given the opportunity to ask again about things that have not been understood.
Closing Activity (15 minutes)	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher provides follow-up information from the learning that has just been carried out.	
Students and teachers say goodbye.	

E. **Assessment of Learning Outcomes**

- The results of the learning assessment are taken from the tests given to students, in the form of pre-tests and post-tests.

Surumana,…….2023
Guru Mata Pelajaran

Debi
NIM   191160028

LESSON PLAN

School   : MTs Nurul Khairaat Surumana

Subject   : Bahasa Inggris

Class/Semester   : VIII B

Subject Matter   : Harry Potter

Time Allocation   : 2 x 45 menit

A. Core Competencies

KI 1: Appreciate and live up to the teachings of the religion he adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the reach of association and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

B. Learning Objectives

After following the learning process, students are expected to be able to:
- Through watching movies students can understand how to speaking skill English with the correct pronunciation.
- through watching movies, students can understand expressions, pronunciations and questions in English speaking practice.

C. Learning Media, Tools/Materials and Learning Resources

- **Media :** Movies And assessment sheets.
- **Tools/Materials :** Laptop, Infocus, and speaker
- **Learning Resources :** 2013 Curriculum Support Book for English Subjects When English Rings The Bell, Grade VIII, Ministry of Education and Culture, 2016

D. Learning Steps

Introduction Activity (15 minute)
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude.
The teacher checks student attendance and the teacher gives motivation about what can be obtained (goals & benefits) by studying the material: "Herry Potter"
The teacher asks students about their readiness to take part in the lesson.
The teacher explains the learning objectives or basic competencies that will be achieved

Core Activity (60 minute)	
Literacy Activities	Students are given motivation and guidance to watch films, observe films, and recite them.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not yet understood, ranging from factual questions to hypothetical questions. This question is definitely still related to the material " Harry Potter "

Collaboration	The teacher will ask questions about the film they have watched together and students will answer the questions according to the film they have watched. presenting, and exchanging information about the film "Herry Potter".
Communication	Students present individual results in a classical manner, express opinions on the presentations made and then respond back to the individual presentations.
Creativity	Teachers and students make conclusions about things they have learned related to "Herry Potter". Students are then given the opportunity to ask again about things that have not been understood.

Closing Activity (15 minutes)
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.
The teacher provides follow-up information from the learning that has just been carried out.
Students and teachers say goodbye.

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form of pre-tests and post-tests.

Surumana,…….2023
Guru Mata Pelajaran

Debi

NIM   191160028

LESSON PLAN

School : MTs Nurul Khairaat Surumana

Subject : Bahasa Inggris

Class/Semester : VIII B

Subject Matter : Toy Story

Time Allocation : 2 x 45 menit

A. Core Competencies

KI 1: Appreciate and live up to the teachings of the religion he adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the reach of association and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

B. Learning Objectives

After following the learning process, students are expected to be able to:
- Through watching movies students can understand how to speaking skill English with the correct pronunciation.
- through watching movies, students can understand expressions, pronunciations and questions in English speaking practice.

C. Learning Media, Tools/Materials and Learning Resources

- **Media :** Movies And assessment sheets.
- **Tools/Materials :** Laptop, Infocus, and speaker
- **Learning Resources :** 2013 Curriculum Support Book for English Subjects When English Rings The Bell, Grade VIII, Ministry of Education and Culture, 2016

D. Learning Steps

Introduction Activity (15 minute)
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude.
The teacher checks student attendance and the teacher gives motivation about what can be obtained (goals & benefits) by studying the material: "Toy Story"
The teacher asks students about their readiness to take part in the lesson.
The teacher explains the learning objectives or basic competencies that will be achieved

Core Activity (60 minute)	
Literacy Activities	Students are given motivation and guidance to watch films, observe films, and recite them.
Critical Thinking	The teacher provides the opportunity to identify as many things as possible that are not yet understood, ranging from factual questions to hypothetical questions. This question is definitely still related to the material " Toy Story "

Collaboration	The teacher will ask questions about the film they have watched together and students will answer the questions according to the film they have watched. presenting, and exchanging information about the film "Toy Story".
Communication	Students present individual results in a classical manner, express opinions on the presentations made and then respond back to the individual presentations.
Creativity	Teachers and students make conclusions about things they have learned related to "Toy Story". Students are then given the opportunity to ask again about things that have not been understood.
Closing Activity (15 minutes)	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher provides follow-up information from the learning that has just been carried out.	
Students and teachers say goodbye.	

E. **Assessment of Learning Outcomes**

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Surumana,…….2023

Guru Mata Pelajaran

Debi

NIM   19116002

LESSON PLAN

School   : MTs Nurul Khairaat Surumana

Subject   : Bahasa Inggris

Class/Semester : VIII B

Subject Matter : Home Alone

Time Allocation : 2 x 45 menit

A. Core Competencies

KI 1: Appreciate and live up to the teachings of the religion he adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the reach of association and existence.

KI 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing, and presenting in the concrete domain (using, parsing, assembling, modifying, and creating) and the abstract domain (writing, reading, calculating, drawing, and composing) according to what is learned at school and other sources from the same point of view /theory.

B. Learning Objectives

After following the learning process, students are expected to be able to:

- Through watching movies students can understand how to speaking skill English with the correct pronunciation.
- through watching movies, students can understand expressions, pronunciations and questions in English speaking practice.

C. Learning Media, Tools/Materials and Learning Resources

- **Media :** Movies And assessment sheets.
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- **Learning Resources :** 2013 Curriculum Support Book for English Subjects When English Rings The Bell, Grade VIII, Ministry of Education and Culture, 2016

D. Learning Steps

Introduction Activity (15 minute)
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Core Activity (60 minute)	
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Surumana,…….2023

Guru Mata Pelajaran

Debi

NIM   191160028

Table-t
Titik presentase Distribusi t (df = 1-40)

df \ Pr	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

CURRICULUM VITAE

I. GENERAL

1. Name : DEBI
2. Place and Date of Birth : Surumana, 27th Juli 2000
3. Gender : Female
4. Parents Name :
   a. Father : Abd. Haris
   b. Mother : Masriani
5. Religion : Muslim
6. Address : Roviga Street, Palu,
   Central Sulawesi, Indonesia

II. EDUCATION

1. SD : SDN 3 Banawa Selatan
2. SMP : MTS Nurul Khairaat Surumana
3. SMA : MAN Donggala
4. PT : Datokarama Islamic University,
   Palu.