

**THE IMPLEMENTATION OF WATCHING DISNEY MOVIE CLIPS  
TO IMPROVE STUDENTS' SPEAKING SKILL  
AT MADRASAH TSANAWIYAH BAITUL ARQOM JEMBER**

**UNDERGRADUATE THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

By:

**Melvinda Nesty Fikriatuzzahro**  
**SRN. T20196117**

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2023**

**THE IMPLEMENTATION OF WATCHING DISNEY MOVIE CLIPS  
TO IMPROVE STUDENTS' SPEAKING SKILL  
AT MADRASAH TSANAWIYAH BAITUL ARQOM JEMBER**

**UNDERGRADUATE THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember to  
fulfill of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
English Education Department



UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ**

JEMBER

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

By:

**Melvinda Nesty Fikriatuzzahro**

**SRN. T20196117**

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2023**

**THE IMPLEMENTATION OF WATCHING DISNEY MOVIE CLIPS  
TO IMPROVE STUDENTS' SPEAKING SKILL  
AT MADRASAH TSANAWIYAH BAITUL ARQOM JEMBER**

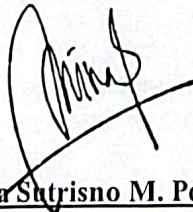
**UNDERGRADUATE THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember to  
fulfill of the requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
English Education Department

By:

**Melvinda Nesty Fikriatuzzahro**  
SRN. T20196117

Approval by Advisor



**Nina Sutrisno M. Pd.**  
NIP. 198007122015032001

**THE IMPLEMENTATION OF WATCHING DISNEY MOVIE CLIPS  
TO IMPROVE STUDENTS' SPEAKING SKILL  
AT MADRASAH TSANAWIYAH BAITUL ARQOM JEMBER**

**UNDERGRADUATE THESIS**


Has been examined and approved as the requirements to obtain a bachelor degree  
of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

Day : Friday

Date : 23<sup>th</sup> June 2023


**The Board of  
Examiners**

**Chairman**



**Dr. Indah Wahyuni, M.Pd.**  
NIP. 19800306 201101 2 009

**Secretary**



**Khusnul Khotimah, M.Pd**  
NIP. 197706042014112001

Member

Sofkhatin Humaida, M.Pd., M.Ed., Ph.D

Nina Sutrisno M.Pd.



(.....)



(.....)

Approved by  
Dean of Faculty of Tarbiyah and Teacher Training



**Prof. Dr. Ili. Mukniyah, M.Pd.IA**  
NIP. 196405111999032001

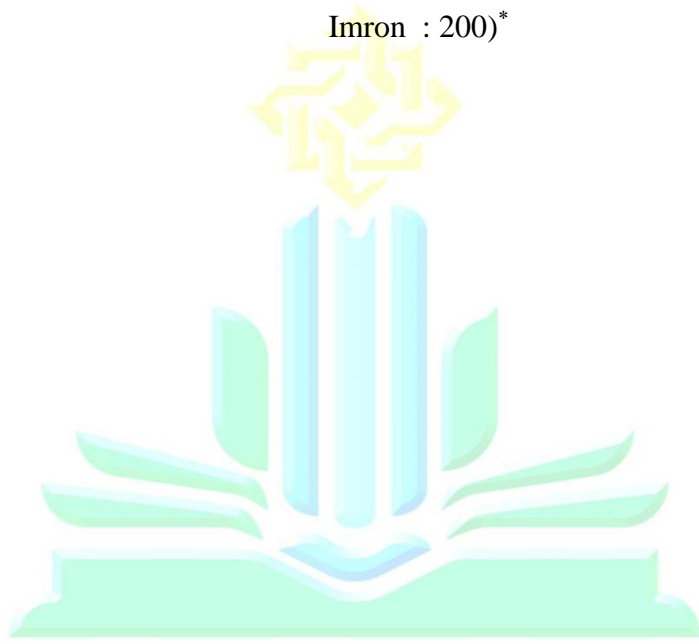


## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ

Meaning : “O ye who believe! persevere in patience and constancy: vie in such perseverance; strengthen each other; and fear God; that ye may prosper.” (QS. Al

Imron : 200)\*



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

\* Abdullah Yusuf Ali, The Holly Qur'an Arabic Text with English Translation (New Johar Office Printer: India, 2020).

## DEDICATION

I proudly dedicate this thesis to:

1. My Beloved parents, Mr. Achmad Hanes Assegaf Efendy, as my beloved father and Mrs. Erta Kurnia Sari Susanti, as my beloved mother have supported me, and prayed for me in all day. I am so glad to have you in my life.
2. The “ANABUL” Bubu, Coco, Timmy, Berry, Cherry, Milo, Messy, Ciko and Ciki, thank you for being with me and praying for me every day.
3. The “GIRLS SQUAD” Annabella Aulia Gradita, Syarifah Wulandari, Anis Mulyo, and Dita Puspitasari who have collared in my life.
4. All of my best friends "Linda Astutik, Shinta Faizzatul Munawaroh, Nurul Istiqomah, Quthrotun Nada Salsabila, and Akhmad Kholis" in the university who have supported and helped me to complete of my this thesis. Thanks friends wish you luck.
5. My beloved friends, the big family of "The Voyager Class", who have accompanied me in four years studying at this University. I am so happy to study with you. Thank you friends, good luck in your future.

UNIVERSITAS ISLAM NEGERI  
KIAL HAJI ACHMAD SIDDIQ  
J E M B E R

## ACKNOWLEDGEMENT

Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

1. Prof.Dr.H. Babun Soeharto, S.E,MM, as rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.
2. Prof.Dr. Hj. Muk'niah, M.Pd.I as the dean of the faculty of education and teacher training of Islamic State University of Kiai Haji Achmad Siddiq Jember who has facilitated me to study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program, who has supported and facilitated me in every matters.
4. As'ari M.Pd.I as the head of English Education Department.
5. Nina Sutrisno M. Pd , my beloved advisor of this Thesis who has helped, guided, motivated and supported me during writing of my thesis.
6. The head of library of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to borrow some books in the library of Islamic State University of Kiai Haji Achmad Siddiq Jember.
7. The lecturers of English Department who have given me knowledge.
8. The head master of Madrasah Tsanawiyah Baitul Arqom Jember, Abdul Hadi, S. Pd, and the staffs who have given me a permission and helped me during my research.

9. The English teacher, Abdul Karim, S.Pd as collaborator who has given me support and help in conducting my research in Madrasah Tsanawiyah Baitul Arqom Jember.
10. The students of 7<sup>th</sup>A who participated in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes that this thesis will be useful for readers and other researchers who need it.

Jember, June 13<sup>th</sup>, 2023  
Author



**MELVINDA NESTY FIKRIATUZZAHRO**  
**SRN. T20196117**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## ABSTRACT

**Melvinda Nesty Fikriatuzzahro, 2023:** *The Implementation of watching Disney movie clips to improve students' speaking skills at Madrasah Tsanawiyah Baitul Arqom Jember.*

**Keywords :** *Disney movie clips, speaking skill, classroom action research.*

English language is the international language, because it is used for communication by people all over the world. Speaking skill are communication skill that are used to express message, information, thoughts, and feelings verbally. By watching movie as a media in learning, students' are able to improve their speaking skills. In reality, many students' difficulty in speaking English. The students' who struggle with both their vocabulary and their pronunciation, which makes them uncomfortable when they have to communicate in English. There are so many strategies that can be implemented by teacher. In this research, the researcher implemented Disney movie clips to solve students' problem.

In this research, the researcher formulated the research problem as follow : "How does Disney movie clips to improve the students' speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember?" To answer the formulation of the problem, it examines formulating research objective as follow: "Disney movie clips intended to improve students' speaking skills at Madrasah Tsanawiyah Baitul Arqom Jember."

This research was conducted at 7<sup>th</sup> A Class of Madrasah Tsanawiyah Baitul Arqom Jember consisted of 23 students. It was classified as Classroom Action Research (CAR) of Kemmis and Mc Taggart which consist of four procedures, namely planning, implementing, observing, evaluating or reflecting. In this research, the researcher conducted in two cycles. To collect the data, the researcher used the students' speaking test, observation, interview and document review. The test was used to find out the improvement of students' speaking skill after implementing the action.

In addition, the result of students' speaking test score in cycle 1 showed that, the average score was 75 and for the percentage of the students' who reached above the Criteria of Success (KKM 75) was 61% or 14 students'. From the results of reflection in cycle 1 show that, the speaking skills of students' 7<sup>th</sup> A class are still low, there are still many students' who are confused to speak English. So, that way it is continue to the second cycle. It was proven by the data showed that, the result of students' speaking test score in cycle 2 showed that, the average score was 79,8 and for the percentage of the students' who reached above the Criteria of Success (KKM 75) was 83% or 19 students'. From the results of reflection in cycle 2 show that, the students' asked and answered every question from the teacher more often and began to actively speak in English. This shows that there is an improvement in students' speaking ability. It could be concluded that by using Disney movie clips as a media in teaching English in Madrasah Tsanawiyah Baitul Arqom Jember can improve the students' speaking skill and this research was successful.



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR APPROVAL SHEET .....</b>	<b>ii</b>
<b>EXAMINER APPROVAL SHEET .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLE .....</b>	<b>xi</b>
<b>LIST OF PICTURE .....</b>	<b>xii</b>
<b>LIST OF APPENDIX .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Research Background.....	1
B. Research Question.....	4
C. Research Objective.....	4
D. Significance of The Research.....	5
E. Action Hypothesis.....	5
F. Definition of Key Terms .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
A. Previous Studies .....	7
B. Theoretical Framework .....	13
1. Speaking Skills' .....	13
a. Concept of Speaking Skill.....	13
b. Types of Classroom Speaking Performance .....	14
c. Types of Speaking.....	16
d. Function of Speaking .....	17
e. Classroom Speaking Activities .....	19
f. Characteristic of a Successful Speaking Activity .....	20
2. Movies as a Learning Media .....	21
a. Media.....	21

b. Movie .....	23
c. Types of Movie .....	25
d. The Advantags of Movie.....	26
e. Teaching English through Movie.....	27
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>29</b>
A. Research Design.....	29
B. Research Settings, Time of The Research and Research Subject .....	33
C. Data Collection Technique.....	34
D. Data Analysis Technique .....	36
E. Validity of Data.....	37
F. Research Procedure.....	38
G. Criteria of Success .....	42
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>43</b>
A. Overview of Research Objects.....	43
a. History and Profile of Madrasah Tsanawiyah Baitul Arqom Jember.....	43
b. Visions and Missions of Madrasah Tsanawiyah Baitul Arqom Jember ..	44
c. Extracurricular of Madrasah Tsanawiyah Baitul Arqom Jember .....	45
B. Research Findings .....	45
a. Research Findings in the Pre- Cycle .....	46
b. Research Findings in Cycle 1.....	49
c. Research Findings in Cycle 2.....	63
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>80</b>
A. Conclusion .....	80
B. Suggestions .....	81
<b>REFERENCES.....</b>	<b>82</b>

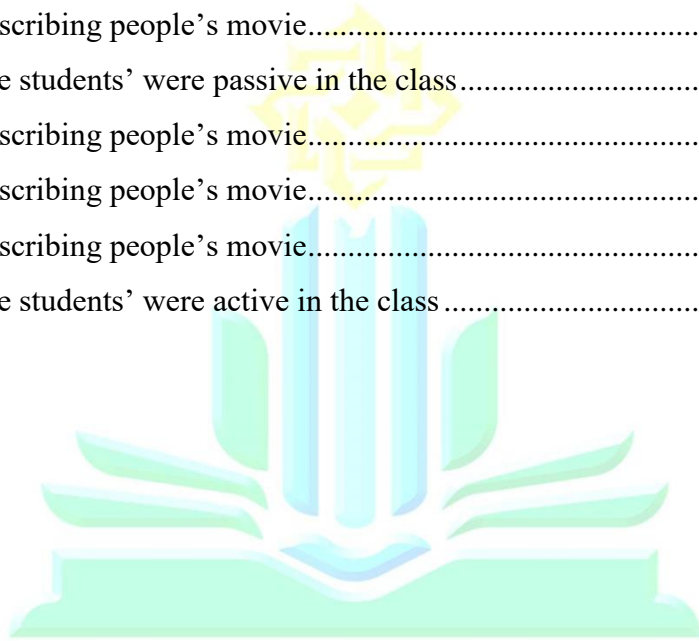
## LIST OF TABLE

2.1 The Similarities and Differences between Previous Research and This Research .....	11
3.1 Research schedule .....	39
3.2 Analytical scoring rubric.....	39
4.1 Students' Score from English Teacher in Preliminary Research (pre-cycle)..	47
4.2 The Observation Students' Participant Checklist .....	55
4.3 The Students Score cycle 1 by English Teacher .....	59
4.4 The Students Score cycle 1 by Researcher .....	60
4.5 The Students Score cycle 1 Inter Rater .....	61
4.6 The Observation Students' Participant Checklist .....	69
4.7 The Students Score cycle 2 by English Teacher .....	73
4.8 The Students Score cycle 2 by Reseacher.....	74
4.9 The Students Score cycle 2 Inter Rater .....	75

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF PICTURE

4.1	Describing people's movie.....	51
4.2	Describing people's movie.....	52
4.3	Describing people's movie.....	54
4.4	The students' were passive in the class.....	56
4.5	Describing people's movie.....	65
4.6	Describing people's movie.....	66
4.7	Describing people's movie.....	68
4.8	The students' were active in the class.....	70



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIX

1. Appendix 1 : Matrix of Research
2. Appendix 2 : Surat Permohonan Penelitian
3. Appendix 3 : Surat Telah Menyelesaikan Penelitian
4. Appendix 4 : Silabus Pembelajaran
5. Appendix 5: Lesson Plan (RPP)
6. Appendix 6 : Test Instrument
7. Appendix 7 : Students' Score from English Teacher in Preliminary Research
8. Appendix 8 : Instrument Validity
9. Appendix 9 : Field Note (in every meeting)
10. Appendix 10 : Scoring Rubric for Speaking Test
11. Appendix 11 : Research Journal's Activities
12. Appendix 12 : Researcher's Biodata



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## CHAPTER I INTRODUCTION

This chapter provided an overview of the research. This chapter includes the research background, the research problem, the research objective, the significance of the research, the action hypothesis, and the definition of key terms.

### **A. Research Background**

English language is the international language, because it is used for communication by people all over the world. “English language is spoken language by many people in the world, English as the second language or as foreign language”.<sup>1</sup> On February 25, 1993, the Minister of Education and Culture issued Decree (SK) No. 060/U/1993 on the possibility of teaching English as a community subject from primary school grade 4 along. By the issuance of a decree from the minister of education in 1993, now English is one of the subjects used from primary school to college level.<sup>2</sup>

According to experts Brown and Yule in a journal written by RAO (2019, p.8), speaking is the skill most assessed by students in real life situations. Speaking is one of the language skills that emphasize verbal interaction. There is interaction and transmission of messages from one person to another. Oral communication will not go well without speaking, because speaking is an important way to express yourself through language.<sup>3</sup>

---

<sup>1</sup>Jeremy harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 13.

<sup>2</sup> The Minister of Education and Culture. (SK) No.060/U/1993 tentang Mata Pelajaran Bahasa Inggris Menjadi Muatan Lokal Sejak SD.

<sup>3</sup> David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 14.

Speaking is also explained in Q.S. Al-Qasas verse 34, which read;

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْتُهُ مَعِيَ رِدْءًا يُصَدِّقُنِي إِنِّي أَخَافُ أَنْ يُكَذِّبُون

Meaning: “And my brother Haron is more fluent than me in tongue, so send him with me as support verifying me. Indeed, I fear that they will deny me”.

Q.S. Al- Qasas verse 34.”<sup>4</sup>

In the verse that was just read to us, Allah teaches us that in order to have effective communication, we need to be able to talk in a way that is both clear and fluent. Therefore, having strong communication skills will make it easier to communicate with other people, discuss thoughts, share ideas, and offer some suggestions.

Learning media is one way to convey material in a lesson. Media is used as a tool in the learning process that is expected to provide many significant benefits for students, as well as have a positive impact on them.<sup>5</sup> Students who want to improve their speaking skills can use movies as media in learning. By watching movies, it can certainly train students to see, hear, learn new vocabulary, improve English pronunciation, and can learn intonation in every sentence spoken.

Movie is a visual art form that uses recorded or programmed moving images, as well as other sensory stimulations, to simulate experiences that

<sup>4</sup> Departemen Agama Republik Indonesia, Alquran dan Terjemahan. (Semarang: Toha Putra, 1989), 389.

<sup>5</sup> Diharjo, Mulyah, F. M. Sari, n.d. “The Use Of Youtube Video In Encouraging Speaking Skill” Vol 1 No 3 (2021) : Jurnal Pustaka Ilmu, 2.

communicate ideas, stories, perceptions, feelings, beauty, or atmosphere.<sup>6</sup> Many academics have revealed that movies are preferred in teaching and learning and should be included in the curriculum due to their contributions to language development.<sup>7</sup> The application of this learning model through watching movie can increase student involvement in teaching and learning activities in order to achieve optimal learning objectives, increase student interest and learning outcomes, and can help students improve speaking skills.

Disney movies are a good intermediary audio visual media since it has been widely used for entertainment purposes and also in the field of education and learning.<sup>8</sup> The type of media that is interesting and easy for students to accept, as well as media that can be changed to fit the needs of the learning process, is a Disney movie. So, this means that Disney movies have good messages that can help young people learn how to get along with others and make friends.

Based on the results of a preliminary study through observation at Madrasah Tsanawiyah Baitul Arqom Jember, the researcher found students' problems in speaking. The main reason for students' difficulty in speaking English is there are some students who struggle with both their vocabulary and their

---

<sup>6</sup> Ratih Saltri Yudar, Dionisius Tito Aditomo, Novia Sariahta Silalahi "The Movie as a Helper for Students' Pronunciation in Speaking Skill Class" *ELSYA: Journal of English Language Studies* Vol. 2, No. 1, February 2020, 16.

<sup>7</sup> Roslim, Norwati and Azizul, Aini Faridah and Nimehchisalem, Vahid and Abdullah, Muhammad Hakimi Tew (2021) Exploring movies for language teaching and learning at the tertiary level / Norwati Roslim ...[et al.]. *Asian Journal of University Education (AJUE)*, 17 (3): 10. pp. 271-280. ISSN 2600-9749, 272.

<sup>8</sup> Gratia Israel, "THE USE OF DISNEY MOVIES AS A MEDIUM FOR YOUNG LEARNERSTO LEARN ENGLISH" (Thesis, UNIVERSITAS KRISTEN SATYA WACANA SALATIGA,2022),4.

pronunciation, which makes them uncomfortable when they have to communicate in English.<sup>9</sup>

The researcher used a Disney movie clips to help students at Madrasah Tsanawiyah Baitul Arqom Jember improve their speaking skills. Based on the researchers have explained in this chapter, Disney movies are a good example of an audiovisual media that can be used for both entertainment and education and learning. This is why the researchers want to help teachers increase their students' desire to learn and get them to think critically.

Based on the previous research, many research have been conducted that watching movie can improve students speaking skill. With this in mind, the researcher saw that they had the same problems that happen in the Madrasah Tsanawiyah Baitul Arqom Jember. So that the researcher interested in conducting the research entitled “*The Implementation of Watching Disney Movie Clips to Improve Students’ Speaking Skill at Madrasah Tsanawiyah Baitul Arqom Jember.*”

### **B. Research Question**

Based on the background above, the reseacher purposed research question is “How does Disney Movie Clips to improve the students’ speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember?”

### **C. Research Objective**

Based on the research questions above, the research objective of this research is “Disney movie clips intended to improve students’ speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember.”

---

<sup>9</sup> Observation in MTs Baitul Arqom Jember, 08<sup>th</sup> March 2023.

#### **D. Significance of The Research**

The researchers hopes that, could give significance and kinds in this research. Theoretical Significance and Practical Significance.

##### **1. Theoretical Significance**

The result of this research is to support theory of watching movie in improving speaking skill.

##### **2. Practical Significance**

- a. This study should increase students' speaking skills and give them a new way to learn English through watching movies.
- b. For the teacher, it is anticipated that this research will result in a new innovation in the process of learning English, specifically with regard to the teaching of speaking English through the watching movies.
- c. For the other researcher, in this study might be used as a model for other studies with a similar topic, such as viewing movies and speaking in different ways, in different media, or using different research designs. This model could be used by the other researcher.

#### **E. Action Hypothesis**

The action hypothesis of this Classroom Action Research is The Implementation of watching Disney Movie Clips to Improve Students' Speaking Skill at Madrasah Tsanawiyah Baitul Arqom Jember.



## **F. Definition of Key Terms**

### **1. Disney Movie Clips**

Disney movies are one example of films that can be used effectively as educational tools. Disney movies are animated films on the big screen, such as those created with clay, puppets, and 3D models. Disney films are great for families because they teach lessons while entertaining kids. Disney movies clips can be ascertained as an effective approach to increase class motivation and create a fun teaching and learning process because basically children like pictures, especially in audio-visual form.<sup>10</sup> In this research, the researcher used the material about describing people. So, the Disney movie clips is about describing people.

### **2. Students' Speaking Skill**

Speaking skills are communication skills that are used to express messages, information, thoughts, and feelings verbally. It is shown by the students' score, after the researchers implement using Disney movie clips. The researchers used describing people as a material. The researcher uses an oral test on speaking. The researcher asks the student to describing people in front of the class. The indicators of speaking ability here were pronunciation, grammar, vocabulary, fluency, and comprehension.

---

<sup>10</sup> Zulfatul Mubarakah, "TEACHERS' PERCEPTION ON THE USE OF DISNEY MOVIES AS ENGLISH LANGUAGE TEACHING MEDIA FOR YOUNG LEARNERS" LUNAR(Language and Art) ISSN: 2541-6804 Vol 6 No 1 May 2022),359.

## CHAPTER II

### LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

#### A. Previous Studies

The first previous research was from Yun Pratiwi from State Institute For Islamic Studies Palu, with the title *“Improving The Speaking Skill through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A’yun Palu”*. This research used Classroom Action Research (CAR). The research conducted in two cycles and Each cycle consisted of two meetings. The subjects of this research were 30 students of VIII D class.

The results of this research showed that the implementation of animation movie in the speaking learning process was effective to make the students become enthusiastic in the English speaking activities. Referring to the test results that, have been carried out in this study it states that, the students who was completely the score of speaking skill was improved from 70% to 80% and the number of the students who has a high confidence in speaking was improved from 78% to 82,66%.<sup>11</sup>

The second previous research was from Nuranalisa from the Universitas Muhammadiyah Makassar with the title *“Improving Students*

---

<sup>11</sup> Yun Pratiwi, “Improving The Speaking Skill Through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A’yun Palu” (Thesis, State Institute For Islamic Studies Palu,2021),57.

*Speaking Skill through Animation Movie at Second Grade of SMPN 5 Mandai (A Pre-Experimental Research)*". This research used a pre-experimental design (one group pretest-posttest) and used pretest and posttest instrument. The population in this research was the second grade of SMPN 5 Mandai that consisted of 150 students. The number of samples was 32 students. In this research, the data collection consisted of pre-test by 1 meeting, treatment for 6 meetings and posttest by 1 meeting.

The results of this research showed that, the students' speaking score improve in all aspects. Referring to the test results that have been carried out in this study it states that, in accuracy of speaking, the mean score pre test of vocabulary was 55.72 and the post test 76.31. The mean score of pronunciation was 54.44 and the post test 74.63. In fluency of speaking, the mean score of pre test was 53.72 and mean score of post test was 69.97. It can be concluded that, which the students' t-test and t-table show the value of t-test greater than t-table ( $22.207 > 2.039$ ).<sup>12</sup> So, the researcher assumed that using animation movie could improve students' speaking skill especially in accuracy and fluency.

The third previous research was from Irene Apriliana Setyo from State Institute of Islamic Studies of Jember, with the title "Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020".

This research used Classroom Action Research (CAR). This research was

---

<sup>12</sup> Nuranalisa, "Improving Students Speaking Skill through Animation Movie at Second Grade of SMPN 5 Mandai (A Pre-Experimental Research)" (Thesis, Universitas Muhammadiyah Makassar, 2019), 67.

conducted at class VII A of MTs Annuriyyah Jember consisted of 26 students. In this research, the researcher conducted in two cycle which consisted of three meetings, two meetings to implement the action and one meeting to students' speaking test or post-test.

The result of this research showed that, the implementation of the English video indicated that there were improvements in students' speaking skill. Referring to the test results that have been carried out in this study it states that, the mean score of the posttest 1 was 67.5; the mean score of the post-test 2 was 74.61 and the percentage of the students' who passed the test in the first cycle was 42.30%, then in the second cycle got improvement that was 80.76%.<sup>13</sup> In this research, the research would succeed if there was 75% of students could pass the test score that was 75 based on the agreement of the researcher and the collaborator teacher. So, it proven by the data showed that 80.76% of students had passed the criteria of success.

The fourth previous research was from Alda Indah Permana and Fika Megawati from the Muhammadiyah University of Muhammadiyah Sidoarjo with the title "*Disney Movie Soundtrack : Does It Give Effect to Students' Speaking Skill?*". The research applied Quasi-Experimental with non-equivalent control group design. The object of this study was two classes which divided as experimental group and control group on the eleventh grade at Islamic boarding school.

<sup>13</sup> Irene Apriliana Setyo, "Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020." (Thesis, State Institute of Islamic Studies of Jember, 2020), 87-88.

The results score of pre-test and post-test in control group and experimental group showed that the score of pre-test and post-test in control class have an average value of 57.91 for the pre-test and 67.77 in the post-test. Meanwhile, the average score of pre-test in experimental group was 59.62 and 79.71 in the post-test. The gained score of pre-test and post-test in control group was 9.85 and 20.08 in the experimental group.<sup>14</sup> It can be concluded that there is a difference in results between control class and experimental class. The results showed that in the experimental group, the effect of the implementation treatment using Disney movies soundtrack is useful for the learners in honing their speaking skill.

The last previous research was from Nur Hikmah from Muhammadiyah University of Makassar, entitled “*The Relationship between Watching English Movie and Students’ Speaking Ability in 2nd Grade of SMA Negeri 13 Gowa*”. The researcher methodology of this research was descriptive correlation in quantitative which consisted of two instruments in collecting the data. The instruments were questionnaire and test. This research was done at class XI IPS SMA Negeri 13 Gowa with the total of sample is 26 students.

The result of this research showed that, The researcher found  $r_o = 0,049$  and  $r\text{-table} = 0,388$  with a standard of significant 95%. The value of

---

<sup>14</sup> Alda Indah Permana and Fika Megawati, “Disney Movie Soundtrack : Does It Give Effect to Students’ Speaking Skill?”. (Journal of Linguistic and English Teaching, University of Muhammadiyah Sidoarjo, 2021), 148.



correlation product moment is lower than r table ( $0,049 < 0,388$ ).<sup>15</sup> So, the alternative hypothesis (H0) of the research is accepted, but H1 is rejected. It means that there was correlation but the correlation of both variables are very low. So there was a relationship between students in watching English movie and students' speaking ability.

**Table 2.1**  
**The Similarities and Differences between Previous Research and This Research**

No.	Author and Title	Similarities	Differences
1	2	3	4
1.	Yun Pratiwi " <i>Improving The Speaking Skill Through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A'yun Palu</i> "	a. Both research use Classroom Action Research (CAR). b. Both of the research focused on students speaking skills.	a. The previous research conducted at <i>SMP Islam Terpadu (IT) Qurrota A'yun Palu</i> , but this research conducted at Madrasah Tsanawiyah Baitul Arqom Jember.
2.	Nuranalisa " <i>Improving Students Speaking Skill through Animation Movie at Second Grade of SMPN 5 Mandai (A Pre-Experimental Research)</i> "	a. Both of the researchs focused on students speaking skills.	a. The previous research used quantitative research by using experimental design, while in my research used classroom action research. b. The previous research conducted at <i>SMPN 5 Mandai</i> , but this research conducted at Madrasah Tsanawiyah Baitul Arqom Jember.
3.	Irene Apriliana Setyo, " <i>Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in</i>	a. Both research use Classroom Action Research (CAR). b. Both of the research focused on students speaking skills.	a. This study through English Video, while in my research used Disney Movie.

<sup>15</sup>Nur Hikmah, "*The Relationship between Watching English Movie and Students' Speaking Ability in 2nd Grade of SMA Negeri 13 Gowa*". (Thesis, of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar) ,69.

	<i>Academic Year 2019/2020</i>		
4.	Alda Indah Permana and Fika Megawati “ <i>Disney Movie Soundtrack: Does It Give Effect to Students’ Speaking Skill ?</i> ”	a. Both of the research focused on students speaking skills.	a. The previous research used quasi-experimental with non-equivalent control group design, while in my research used classroom action research.
5.	Nur Hikmah “ <i>The Relationship between Watching English Movie and Students’ Speaking Ability in 2nd Grade of SMA Negeri 13 Gowa</i> ”	a. Both of the research focused on students speaking skills.	a. The previous research used quantitative research by using descriptive correlation, while in my research used classroom action research. b. The subject of the research was the students of Senior High School, while in this research was the students of Junior High School. c. The previous research conducted at <i>SMA Negeri 13 Gowa</i> , but this research conducted at Madrasah Tsanawiyah Baitul Arqom Jember.

The Researcher employed classroom action research (CAR) to distinguish between the current study and the one that came before it by focusing on the students’ speaking skill. Some previous researches used movie as a media and used 4 aspect of speaking from David P. Harris, while the current research used movie as a media and used 5 aspect of speaking from H. Douglas Brown.

## B. Theoretical Framework

### 1. Speaking Skills

#### a) Concept of Speaking Skill

According to Brown, speaking is a productive skill that can be directly and empirically observed. However, those observations are invariably colored by the accuracy and effectiveness of a test-listening taker's skill, which necessarily undermines the reliability and validity of an oral production test.<sup>16</sup>

Speaking is the process of sending words through the mouth. Students must learn how to speak English as part of their English studies. "Speaking" is the act of using the mouth to communicate. Some of the parts that make sound are the lungs, the vocal tract, the vocal cords, the tongue, the teeth, and the lips.<sup>17</sup>

Speaking English well is important to many people who are learning English as a second or foreign language. So, when people are learning a language, they often judge how well they are doing and how good their English training is by how much they think they have improved their spoken language skills.<sup>18</sup>

<sup>16</sup> H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork:Longman, 2004), 140.

<sup>17</sup>Sholihatul Hamidah Daulay, Ernita Daulay, Maisyaroh Tanjung, "STUDENT DIFFICULTIES IN LEARNING SPEAKING" LPP Balai Insan Cendekia September 2022, 1.

<sup>18</sup> Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), 19

So, speaking skill is a productive skill or spoken language that happens when two people talk to each other to say and give messages and information.

## **b) Types of Classroom Speaking Performance**

According to Brown, the following are types of classroom speaking performance:<sup>19</sup>

### **a. Grammar**

Heaton suggested that grammar is needed for students to arrange a correct sentence in conversation.<sup>20</sup>

This means that you need to learn grammar if you want to learn how to speak English. Grammar helps people avoid misunderstandings and speak properly. Students need to be

able to talk in a way that makes sense. To speak English properly, students must be able to change structures and tell the difference between different forms of grammar.

### **b. Vocabulary**

Bogaards and Dvorkin stated that vocabulary is one of important elements in teaching and learning speaking.<sup>21</sup>

If someone doesn't have enough words in their language, they won't be able to talk or write about what they want to

<sup>19</sup> H Douglas Brown, *Teaching by Principle*, (California: Longman, 2000), 268.

<sup>20</sup> Heaton, *Teaching Speaking and Component of Speaking* (New York: Cambridge University Press, 1990), 32.

<sup>21</sup> Bogaards, Paul and Bata Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004), 40.

say. So, language is the right way to talk when you're talking to someone.

#### c. Comprehension

It shows how far students' have come in their ability to respond to oral communication. All of what the speaker says should be clear to the students.

#### d. Pronunciation

Pronunciation means how to say the words.<sup>22</sup> Students' have trouble pronouncing words because they don't know how to spell them correctly. Because of this problem, the students' can't say the words right, so the meaning is off.

#### e. Fluency

Brown stated that fluency is the ability to speak spontaneously, flow well, without having stop and pause a lot.<sup>23</sup> Fluency is characterized by a relatively fast rate of speech and a low number of pauses. These signs show that the speaker doesn't spend much time looking for the right words to say what they want to say.

<sup>22</sup>Kurnia Panjaitan , Enita Sihombing , Clawdya Clinton Pasaribu , Christina Anita Elizabeth Siregar "STUDENTS' DIFFICULTIES IN SPEAKING COMPREHENSION OF VOCATIONAL HIGH SCHOOL STUDENTS" University of HKBP Nommensen Pematangsiantar : REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE AND PEDAGOGY (ROMEO) Volume 1 ISSUE 2 (2022) ,71.

<sup>23</sup> H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, (New York: Pearson Education, 2001), 268.

From the explanation above about the aspect of speaking, this study refers to Brown's opinion in assessing students' speaking ability, because his point of view is relevant to this study. We can conclude that all of the aspect is important and complementary components in learning speaking. These aspects support each other to gain the goal of speaking, and this research used all the aspect of speaking to be assessed.

### c) **Types of Speaking**

According to Brown, there are six types of speaking, including:<sup>24</sup>

#### 1) **Imitative**

In this activity, students are asked to say what has been said in their own words. There's no doubt that they can understand and follow the teacher's directions with this method. This is done to find out how well they understand what has been said.

#### 2) **Intensive**

The emphasis of this intensive is on grammatical and lexical mastery. Students are asked to engage in a limited number of languages while remaining in a controlled environment. For example, students may be asked to respond directly to a simple statement.

---

<sup>24</sup> H. Douglas Brown, Principle of Language, 271-274.

### 3) Responsive

This answer is more complicated than in-depth. So, in this kind of conversation, a simple question is answered with one or two more questions. So, there's a talk going on, but it's not hard to understand what's being said.

### 4) Transactional (dialogue)

It's the next step in being responsive in this deal. Because of this, the talk gets more specific.

### 5) Interpersonal (dialogue)

When people are in this position, they are more likely to talk to each other. The goal is to stay friendly while sharing a fact or piece of information.

### 6) Extensive (monologue)

Students are asked to write a long monologue in the form of a summary, report, or short speech in this extensive.

Based on the explanation above, this research is focused on extensive (monologue). The students have to create a short text that will be presented orally about describing people.

### d) Function of Speaking

Brown and Yule made a useful distinction between the interactional functions of speaking, which it serves to establish and maintain social relations and the transactional functions, which



focus on the exchange of information. These are the function of speaking:<sup>25</sup>

### 1) **Talk as interaction**

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. People want to be nice and develop a comfortable zone of interaction with others, so when they meet, they say hello, make small chat, talk about what they've been up to, and so on.

### 2) **Talk as transaction**

Talk as transaction refers to situations where the focus is on what is said or done. More important than the people involved or their social interactions is the message and the ability to get it out clearly and properly.

### 3) **Talk as performance**

This means a talk given in front of an audience, such as a classroom show, a public announcement, a speech, or a meeting. Talk as performance is usually a monologue instead of a chat. It often has a clear structure, like a speech of welcome, and is more like written language than spoken language.

<sup>25</sup> Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*,(Cambridge:Cambridge University Press, 2008), 21.

### e) **Classroom Speaking Activities**

According to Harmer, there were 5 classroom speaking activities, these are kind of classroom speaking activities:<sup>26</sup>

#### 1) **Acting from a script**

We can have our students act out scenes from plays or their textbooks, and sometimes we'll film them. Students often act out conversations they have written themselves. Often, this means they have to go to the front of the class.

#### 2) **Communication games**

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

#### 3) **Discussion**

When discussions don't go well, it's sometimes because students are afraid to speak up in front of the whole class, especially if they can't think of anything to say or aren't sure of the words they might use. During discussions, many students feel very vulnerable.

---

<sup>26</sup>Irene Apriliana Setyo, *"Improving Students' Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020"*.Thesis, State Institute of Islamic Studies of Jember, 2020), 26.

#### 4) Prepared talks

Prepared talks are a popular type of activity in which a student give a show on a topic of their choice. Because these talks are planned, they are not meant for casual, unplanned chat. Instead, they are more like writing. But if they can, students should try to speak from notes instead of a script.

#### 5) Simulation and role-play

Many students learn a lot from simulations and acting out roles. Students act out a real-life situation as if it were happening in the real world. Simulations and role-playing can be used to help people talk more fluently in general.

In this research, the researcher used prepared talks in classroom speaking activities where a student or students makes a presentation on a topic of their own choice.

#### f) Characteristic of a Successful Speaking Activity

Penny Ur says that speaking seems to be the most important thing. People who know a language are called "speakers" of that language, as if speaking included all other kinds of knowing, and most people who want to learn a foreign language are mostly interested in learning how to speak that language. These are four characteristic of a successful speaking activity :<sup>27</sup>

<sup>27</sup> Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 1996),120.

### 1) Learners talk a lot

Learners should talk as much as possible during the time allotted for the task. This may seem clear, but teachers often spend most of the time talking or pausing.

### 2) Participation is even

The topic in a classroom isn't dominated by a few people who talk a lot. Everyone gets a chance to speak, and everyone's contributions are pretty equal.

### 3) Motivation is high

Learners are eager to talk because they are interested in the topic and have something new to say about it, or because they want to help reach a task goal.

### 4) Language is of an acceptable level

Learners say things that are important, easy to understand, and at a good enough level of language accuracy to teach others.

The students who had four characteristic that were: learners talk a lot, participation is even, motivation is high and language is of an acceptable level, they were succesful in speaking activities. They automaticaly had a good a score in each element of speaking.

## 2. Movie as a Learning Media

### a) Media

The word "media" refers to any way that knowledge or information can be shared with the people. The media send words

that are meant to teach. For the learners, the media will spread facts, skills, attitudes, knowledge, or other things that will help them learn. The goal is to help both the teacher and the learner understand the lesson well. People use a lot of different kinds of media every day, like TV, radio, books, records, computers, and laptops. The media can help with teaching and learning by giving clear context, meaning, and direction, which can inspire students to learn English.

Mahajan (2012:6-7) mentions that there are seven types of media. Those types can be seen below:<sup>28</sup>

- 1) Graphic Media : Books, images, photographs, maps, charts, posters, graphs, and diagrams.
- 2) Display Media : A board, such as a chalkboard, bulletin board, flannel board, or peg board, that is used to display information in a small group.
- 3) Three-Dimensional Media : Models, items, specimens, and puppets.
- 4) Projected Media: Slides, filmstrips, transparencies, films, video cassettes, gramophones, and records.
- 5) Audio Media : Radio, audio cassettes, gramophones, and records.
- 6) Video Media : Television, video cassettes, CD, and computers.

<sup>28</sup> Kiki Andriani, Ardiana, Firman “TEACHING MEDIA IN EFL CLASSROOMS: WHAT ARE THEY AND WHY SELECT THEM?” Journal of Language Testing and Assessment Vol. 2. No. 1, June 2022, pp. 87-97 ISSN: 2828-1586 E-ISSN: 2810-0352, 90.

- 7) Activity Media : Field trips, dramatization, presentation, and role-playing, for example.

But the expert decides that movies are the best way to teach and learn. Using a movie to teach and learn can be more effective than having a teacher explain things for a long time. In other words, movies can help teachers show students what they need to know.

**b) Movie**

Movie is a form of art that uses a person's life story, fiction, and history to entertain people. This can be shown by being happy, sad, angry, or in other ways. One of the visual tools that come in the form of pictures and words is the movie. Movies

can be used as a way to help people learn. This kind of media can also be used to make the classroom a fun place to teach and learn.

A movie is an audio-visual tool that can be used to teach, counsel, and give knowledge. Many things can be conveyed from a movie, such as the way of life of other people or foreign countries, natural events, the history of life through famous or well-known people, and society, the process of it all. In the

processes that occur in or in the body, many teach skills, lifestyle, and others.<sup>29</sup>

Movie can help students improve their communication skills. A side from being a media, movie can also be used to teach for example, role playing, summarizing a film, holding discussions, and so on.

According to Armasita (2017), there are three important criteria of movies for the learning process such as:<sup>30</sup>

**a. Educational**

Students should watch movies that teach them something and have something to do with what they are learning in English.

**b. Informative**

After the students watch movies, they should learn something new about something that has to do with English.

**c. Entertaining**

To get the students' attention, the movie needs to be interesting so that they don't get bored with being in the classroom.

<sup>29</sup> Robeta Risna Dewi Rasati, (2020) “TEACHING PRONUNCIATION THROUGH MOVIE: CASE STUDY OF ENGLISH CLASS AT MAHAD AL JAMIAH IAIN JEMBER”,35.

<sup>30</sup> Hayati, Widhyana Ika Nurani Nur (2020) THE USE OF MOVIE AS MEDIA FOR TEACHING SPEAKING SKILL IN ENGLISH FOR YOUNG LEARNERS AT THE UNIVERSITY OF MUHAMMADIYAH MALANG. Undergraduate (S1) thesis, Universitas Muhammadiyah Malang.



### c) Types of Movie

Bordwell and Thompson (in Nuranalisa, 2020) defined the types of movie/film as follow ;

#### a. Documentary Film

A documentary film tries to show facts about the world outside the movie. Documentaries are a type of film that try to look like they are telling the truth. According to Bardwell and Thompson there are two types of documentary films, they are:

1) Compilation films; produced by assembling images from archival sources.

2) Direct cinema; recording an on going event, as it happens with minimal interference by the filmmaker.

#### b. Fictional Film

A fictional picture shows people, places, or things that don't exist. But just because a movie is made up doesn't mean it has nothing to do with real life. For one thing, not everything shown or implied in fiction films has to be made up. The events in a standard fiction film are designed, planned, practiced, filmed, and re-filmed. In a fictional picture, the agents are acted out or shown by someone else. In a documentary, the agents are photographed directly.

### c. **Animated Film**

Animated movies are different from live-action movies because they are made with different kinds of work. Animation movies don't film outdoor action in real time. Instead, they shoot one frame at a time to make a number of pictures.

Based on some explanations above, the researcher chose animated movie for analyzing.

### d) **The Advantages of Movie**

The advantages of using movie will be explained as follows:<sup>31</sup>

#### a) **Seeing language-in-use**

When students watch movies, they don't just hear the language, they also see it. This makes it much easier to understand, for example, because expressions, gestures, and other visual hints often give away the general meaning and mood. Students can act out some spoken language phrases or gestures.

#### b) **Cross cultural awariness**

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting

<sup>31</sup>Nuranalisa. “Improving Students Speaking Skill through Animation Movie at Second Grade of SMPN 5 Mandai (A Pre-Experimental Research).” (Thesis, English Education Department, Faculty of Teachers Training and Education, Universitas Muhammadiyah Makassar, 2019), 41-42.

someone out, or how American speaks to waiters. Movies are also very helpful because they let students see what people in other countries eat and what they wear. In addition to learning a language, they can also learn about the society of another country.

**c) The power of creation**

When students make their own movies as a way to teach and learn, they have the chance to make something remembered and fun. This makes learning activities fun for students.

**d) Motivation**

For all the reasons we've talked about so far, most students are more interested in language when they can see it being used as well as hear it. It can get the students' excited about learning and teaching.

**e) Teaching English through Movie**

Movies were a great way to teach and learn a language because they gave students a wide range of real-life language situations that made their learning environment richer and more relevant.<sup>32</sup>

According to Klean 2013 (in Nuranalisa, 2019), In the EFL classroom, showing English movies as media is a good

---

<sup>32</sup>Dion Tira Erlangga,2022. "EXPLORING SECONDARY STUDENTS' PERCEPTIONS TOWARDS LEARNING ENGLISH THROUGH MOVIES" (The Journal of English Literacy Education, Vol. 9, No. 2, Nov. 2022, pp. 216-228 P-ISSN 2355-7486, E-ISSN 2621-4512),217.

way to teach students how to speak well by having them imitate the stars and actresses in the movies. The students can watch an English movie and then talk in English. They can also look for movie scripts online and control what the players say. Then they can watch the movie again to see if they said the words correctly. After seeing English movies, they are so good at how to stress words in English. After watching English movies, they also understand how to make strange sounds better.

When students use movies to learn English, they are helped not only by what they see or hear, but also by what they see and hear at the same time. Students didn't just

watch and listen to the audiovisual material while watching subtitled movies; they also interacted with it by turning the source text into the target language.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher focuses on the research methodology. It consists of research design and procedures, research settings, data collection techniques, data analysis techniques, and achievement indicators (criteria of succes).

#### A. Research Design

The method used in this study was Classroom Action Research (CAR). According to Kemmis and Mc Taggart (1998, p.15) states that "action research is an action taken to prompt self-reflection and improve one's teaching by evaluating one's own practice". This technique can be used when the teacher encounters difficulties in the learning process that will be addressed later in class. Using Classroom Action Research (CAR), the researchers hope to investigate, analyze, and explain the implementation of learning by watching Disney movie clips.

Kemmis and Mc Taggart say that, Classroom Action Research (CAR) is a growth of the basic ideas in different types of action research, especially classroom actions. Researcher uses the Classroom Action Research (CAR) method with a spiral model according to Kemmis and Taggart, namely: "The cycle model is carried out repeatedly and continuously (spiral cycle), the longer it is expected that the achievement of the process and the results of the research will be increased". In this research, the researcher adopted The Classroom Action Research procedure by Kemmis and Taggart model, 2006. The figure is below:<sup>33</sup>

---

<sup>33</sup> Kemmis and Mc Taggart, R, *The Action Research Planner*. (Deakin University Press, Victoria, 1988), 154

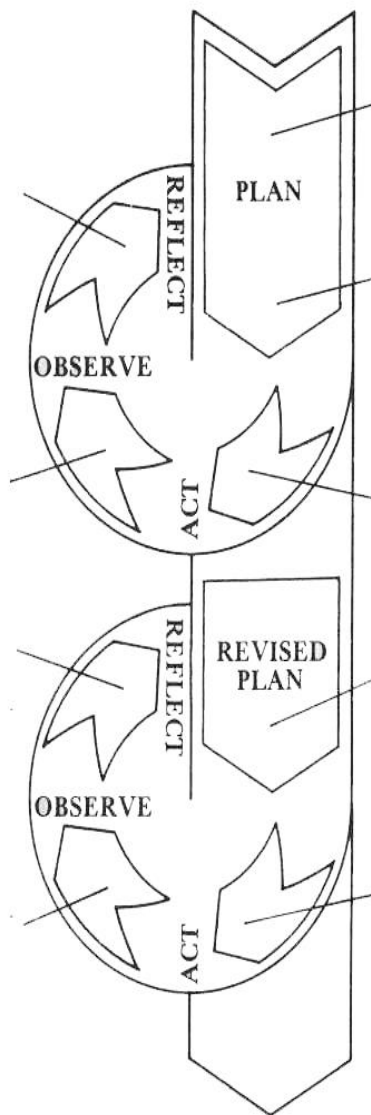
**Preliminary Study**  
 Observing the class, interviewing the students and teachers. Finding the students difficulties in speaking, showed the mean score of students is 69 and the percentage of students who reach the Criteria of Success (KKM 75) is 39% or 9 students.

Analyzing the students' performance in speaking and determining whether or not the action is success.

Observing the action of teaching and learning process in speaking by watching Disney movie clips.

Analyzing the students' performance in speaking based on the revised action plan.

Observing the revised action plan.



Determining the teaching method used watching Disney movie clips.

Preparing : establishing research schedule, lesson plan, strategy, materials, establishing a criteria of success.

Carrying out teaching learning process based on the lesson plan of describing people. The result in cycle 1 showed that, the mean score was 75 for the percentage of the students who reached above the Criteria of Success (KKM) was 61% or 14 students.

Revising the plan and continuing to the next cycle

Carrying out the revised plan . The result in cycle 2 showed that, the mean score was 79,8 for the percentage of the students who reached above the Criteria of Success (KKM) was 83% or 19 students.

The researcher carries out an action research with the following steps:

**a) Planning**

In this step, the researcher came up with action research after a basic study showed that there were problems. Planning included making a lesson plan about describing people, preparing the materials that would be taught in class based on the syllabus, and preparing Disney movie clips that fit with the topic to use as learning media.

**b) Action**

Action is the realization of planning that was planned before. This step is the actual use of Disney movie clips as a way to teach and learn. The researcher and the teacher talked about the topic and set up the laptop and LCD to show clips from Disney movies. Students were asked to mimic the dialogue in the video, and then they had to come up with their own way of describing people. Students were also asked to explain what the video was about, and they could do this in a group, with a partner, or on their own. The researcher did the lesson plan step by step in the classroom.

**c) Observation**

In this step, the researcher collaborate with the teacher as the collaborator to observed the classroom while implementing the action in each cycle (it will be done 4 times in each cycle) and they



observed the class situation, the students' speaking activities, the students' pay attention to the researcher as a teacher, the students' find the difficulties word from the movie, the students' answer the teacher question, the students can repeat the word correctly, the student enthusiasm in doing the task. The researcher made some notes during observation by using checklist given.

**d) Reflection**

After the teaching and learning tasks were done, the researcher and collaborator notes were gathered and thought about. As a result of action, the researcher thought about what goes on in the classroom. Then, they looked at how and what happened when Disney movie clips were used in the classroom. The English lesson at Madrasah Tsanawiyah Baitul Arqom Jember had a KKM (Criteria of Success) of 75. The researcher tried to find out what percentage of the class passed the goal score. Students who got a score of 75 or higher on their speaking performance test had passed the test. If the percentage of the class hit 75%, the cycle must end. If the percentage of the class did not reach 75%, the next cycle will continue.

Evaluation helps researcher figure out what they should do in the next stage and gives them a better idea of how they can improve their next plans or actions. In this step, we looked at everything that had been done. Based on the data that has been

collected, the teacher and the researcher talked about it and made a review. They did this by looking at the students' speaking scores with the help of Disney movie clips. The researcher can then decide what to do next to keep improving.

## **B. Research Setting, Time of The Research, and Research Subject**

### **a) Research Setting**

The research setting of this research was conducted at Madrasah Tsanawiyah Baitul Arqom Jember. The reason the researchers chose this school was because watching movies had never been held by English teachers at Madrasah Tsanawiyah Baitul Arqom Jember.<sup>34</sup> Principal from Madrasah Tsanawiyah Baitul Arqom Jember has given permission to conduct this research. Then the researcher decided to take research at Madrasah Tsanawiyah Baitul Arqom Jember.

### **b) Time of The Research**

This research was implemented to improve students' speaking skill using Disney movie clips. The researcher implement the teaching and learning activity using Disney Movie Clips in 4 meetings in 2 cycle. The research was started from March 2023.

### **c) Research Subject**

The subject of this research was the students of the 7th grade of Madrasah Tsanawiyah Baitul Arqom Jember, especially 7thA class. It was consisted of 23 students. The researcher chose 7th graders because

---

<sup>34</sup>Observation in MTs Baitul Arqom Jember, 8<sup>th</sup> March 2023

the students in this class had problem learning English, especially when it came to speaking. The students had problem who lack in vocabulary and pronunciation, making them hesitant to speak English. To help them overcome these problems, the researcher used Disney movie clips to improve their speaking skills.

### **C. Data Collection Technique**

Classroom Action Research (CAR) requires data to support investigations. There are several ways to collect data such as observation, interviews and tests. In this study, the data collection techniques used by researchers to obtain data were used:

#### **1. Observation**

In this case, the researcher did observation to find the problems and to get the information about the real condition in teaching learning process. The goal of this study is to find out what problems students have and how well they understand what has been taught. This is clear from how students feel, what they say, and how they act. The researcher used an observation checklist to keep track of what was going on in the classroom during the teaching and learning process, The researcher observed the class situation, the students' speaking activities, the students' pay attention to the researcher as a teacher, the students' find the difficulties word from the movie, the students' answer the teacher question, the students can repeat the word correctly, the student enthusiasm in doing the task.

## 2. Interview

Students' problems at Madrasah Tsanawiyah Baitul Arqom Jember were used as a way to collect data or information through interviews. The researchers talk to English teachers to find out about things like how students react and what happens in the classroom when Disney movie clips are used to teach, what learning activities will happen, and whether or not using Disney movie clips is a good way to teach speaking. The researcher then talked to students about what they liked about the process of teaching and learning to speak using Disney movie clips. So, from the talk with the researcher, find out more about how Disney movie clips can be used to help students improve their speaking skills.

## 3. Speaking Test

The researcher used the oral test for the students to collect the data. It would be taken after applying Disney Movie Clips in learning process. The researcher gave the test to the students at the end of cycle. The researcher uses an oral test based on speaking in the describing people. The researcher asks the students to describing people based on the title of given. The researcher asks the students to describe people in front of the class.

From this task, the researcher and his or her partner will take a score to see how much the students' speaking skills have improved. In this test, a score rubric was used by the researcher to judge how well

the students spoke. The things that would be looked at are words, pronunciation, grammar, fluency, and comprehension.

#### 4. Document Review

This technique used to provide information related with the problem. The document review that would be used were lesson plan, English video, Student's speaking score, school profiles and other school devices. The document review would be done before test and after test done. The document review used for making the research process and the teaching learning process run well.

#### D. Data Analysis Technique

During the process of studying the data, the researcher put it into two groups: qualitative data and quantitative data. It means that all the data gathered from the observations during teaching learning process from planing, acting, observing and reflecting were analyzed qualitatively. While the data obtained from speaking test was analyzed quantitatively.

In completing the numerical data, the researcher tried to get the average of students' speaking score within before the implementation and every cycle in order to know how well Disney Movie Clips implemented in the classroom.

It used the formula:<sup>35</sup>

$$X = \frac{\sum xn}{n}$$

X: Mean

<sup>35</sup> Subana, Moersetyo Rahadi, Sudrajat. Statistika Pendidikan, (Bandung: PT. Pustaka Setia, 2015), 63.

$\Sigma$  : Individual score

N : Number of students

The researcher tried to get the class percentages which pass the target score. The score that must be attained considering speaking subject is 75 (seventy-five) which was adapted from the agreement of collaborator teacher and the researcher.

It used the formula:<sup>36</sup>

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

P = The class percentage

F = Total percentage score (the students who pass the test)

N = Number of students

#### E. Validity of Data

Validity is by far the most complicated part of a good test, and it may also be the most important principle. This is the degree to which conclusions drawn from test results are correct, meaningful, and useful for the goal of the test.<sup>37</sup> Brown says that, a test or sample of a subject from which conclusions are to be drawn could claim content-related proof of validity, also called "content validity," if it pushes the person taking the test to act in the way that is being measured.<sup>38</sup>

The validity of the research would be examined before the test was run on this study. The researcher examined the subject instruments'

<sup>36</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

<sup>37</sup> H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 22.

<sup>38</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York : Prentice Hall.2001), 22-23.

contents to the English curriculum and syllabus in order to test the subject instruments' content validity. The researcher could then do treatment after comparing all the elements.

The expert opinion used by researchers to determine the validity of the test was Mr. Abdul Karim, S.Pd as an English teacher at Madrasah Tsanawiyah Baitul Arqom Jember and Mrs. Nina Hayuningtyas, M.Pd., as an English lecturer at Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember.

## **F. Research Procedure**

The procedures of action research are as follow:

### **1. Pre – Cycle**

The researcher talked to the English teacher and watched what the students did in class. Based on the results of these observations and the scores given by English teachers, researchers can learn about problems and difficulties students have with their speaking skills.

### **2. Cycle 1**

#### **a) Planning**

The researcher prepared everything that related with the research as follow:



## a. Establishing research schedule

**Table 3.1**  
**Research Schedule**

No	Activities	February				March				April					May			
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4
1.	Pre Research				■													
2.	Treatment 1 (Cycle 1)					■												
3.	Treatment 2 (Cycle 1)						■											
4.	Treatment 3 (Cycle 1)							■										
5.	Post Test (Cycle 1)								■									
6.	Treatment 1 (Cycle 2)									■								
7.	Treatment 2 (Cycle 2)										■							
8.	Treatment 3 (Cycle 2)															■		
9.	Post Test (Cycle 2)																■	
10.	Report																	■

## b. Preparing lesson plan

## c. Preparing media and material

## d. Preparing the guidance of observation

## e. Establishing criteria of success

## f. Establishing analytical scoring rubrics

The criteria of speaking assessment were adapted from brown's speaking rubric :<sup>39</sup>

**Table 3.2**  
**Analytical Scoring Rubrics**

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 – 17	Easy to understand with certain accent
	9 – 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 – 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 – 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the

<sup>39</sup> H. Douglas Brown, *Language Assesment Principle and Classroom Practices* (United States of America: San Francisco State University, 2003), 172- 173.

		meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 – 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehension	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

g. Establishing research instruments

## **b) Implementation**

First step, the researcher prepared the material and media included LCD, laptop, and speaker. Second, the researcher gave Disney Movie Clips to the students that related to the material, the students had to pay attention of it. Third, the researcher gave opportunity to the students to ask question based on the movie. Fourth, the researcher asked students to imitate the dialog or describing people based on the Disney Movie clips. Fifth, the researcher explained materials and gave assignment to the students.

Sixth, the researcher asked the students to describing people and presented in front of the class to know how far they could improve their speaking skill from the implemented media.

**c) Observation**

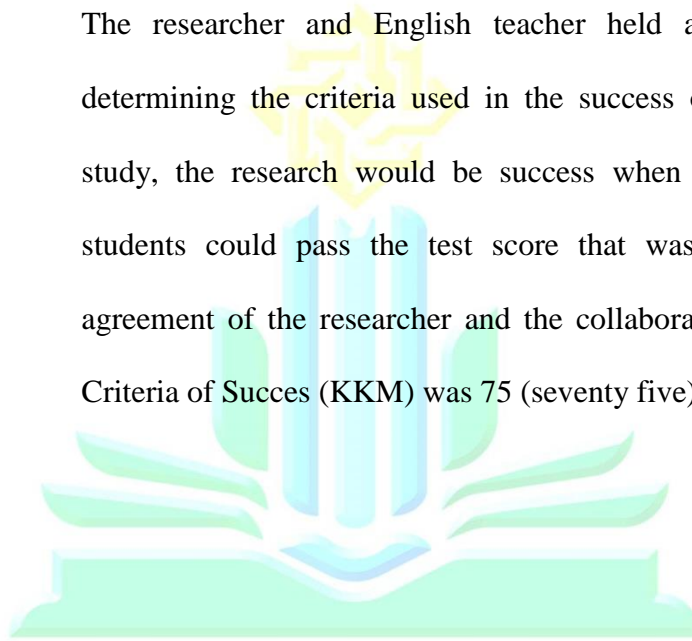
Observation is a way to keep track of and collect information about any part or event of the teaching and learning activities. In this step, the researcher watched everything that was going on while Disney movie clips were being used in the teaching and learning process. The researcher took some notes with the help of a checklist that was given during the treatment or execution. So, for this observation, the researcher observed the class situation, the students' speaking activities, the students' pay attention to the researcher as a teacher, the students' find the difficulties word from the movie, the students' answer the teacher question, the students can repeat the word correctly, the student enthusiasm in doing the task.

**d) Reflection**

In this step, the researcher analyzed what had been going in the classroom. The reflection conducted to determine the extent to which the Disney movie clips could improve the students' speaking skill. If there was no improvement in students' speaking skill, the researcher applied the next cycle.

### **G. Criteria of Success**

Classroom Action Research (CAR) is considered as successful if it can exceed the criteria which has been determined. The researcher and English teacher held a collaboration for determining the criteria used in the success of learning. In this study, the research would be success when there was 75% of students could pass the test score that was 75 based on the agreement of the researcher and the collaborator teacher and the Criteria of Success (KKM) was 75 (seventy five).



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter describes in detail some of the activities developed as part of the implementation of Disney Movie Clips to improve students' speaking skills in the Classroom Action Research (CAR). The goal is to present the research findings that provide evidence to answer the problem statement in chapter one. This description is based on students' speaking test and observation checklist.

#### **A. Overview of Research Objects**

##### **1. History and Profile of Madrasah Tsanawiyah Baitul Arqom Jember**

It started when Muslims were worried that there were not enough good Islamic schools in the area. Even though most of the people in the area are Muslims, the lack of Islamic services led parents to send their kids to schools that were not Muslim. This condition pushed three graduates of Pondok Modern Darussalam Gontor, Ponorogo, East Java, KH Abdul Mu'id Sulaiman, KH Jawahir Abdul Mu'in, and KH Mahin Ilyas Hamim, to start a good Islamic education school. The goal is to save the religion of Muslim children and turn the school into an Islamic school that all parts of Muslim society can use. The Madrasah Tsanawiyah Baitul Arqom Institute was set up in 1975 by the PP Baitul Arqom Foundation with Notary Deed number 10 and registered with the Jember District Court on Friday, August 15, 1975.

Madrasah Tsanawiyah Baitul Arqom Jember is one of the junior high school choices in Jember. Mdrasah Tsanawiyah Baitul Arqom

Jemberwas located in Karangduren Street, No. 32, Balung. Madrasah Tsanawiyah Baitul Arqom Jember is under the auspices of the Ministry of Religious Affairs. Madrasah Tsanawiyah Baitul Arqom Jember has B accreditation.

## **2. Visions and Missions of Madrasah Tsanawiyah Baitul Arqom Jember**

### **a) The visions of Madrasah Tsanawiyah Baitul Arqom Jember**

"The realization of devoted and accomplished graduates"!

### **b) The missions of Madrasah Tsanawiyah Baitul Arqom Jember**

- Performing Dhuha Prayers in Congregation
- Performing Dhuhur Prayers in Congregation
- Getting used to tawadhu' to parents
- Getting used to tawadhu' to the teacher
- Getting used to respecting friends
- Getting used to respecting friends
- Getting used to good behavior in the community
- Obeying the rules
- Provide academic guidance
- Provide academic assistance
- Providing non-academic guidance
- Provide non-academic mentoring

### 3. Extracurricular of Madrasah Tsanawiyah Baitul Arqom Jember

- Tahfidz
- Scout
- Muhadloroh
- Pansus
- Volly Ball (optional)
- Futsal
- Karate
- Hadrah
- Pentaque
- Paskibra
- TSM

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

#### B. Research Findings

Research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at Madrasah Tsanawiyah Baitul Arqom Jember. This research was implemented in 2 cycle, the cycle consisted of 4 meetings, 3 meetings for treatment and 1 meeting for post-test. This was conducted to determine the improvement of students' speaking skills. For a more detailed explanation can be seen below:



**a) Pre Cycle.**

The researcher conducted a pre-cycle before implementation of the action. First, the researcher conducted interviews with English teacher and some of the students of class 7<sup>th</sup> A Madrasah Tsanawiyah Baitul Arqom Jember. This interview activity aims to identify the students' problem during teaching and learning process. Observation activities were also carried out after the interview to observe the students' learning process and students' conditions during the teaching and learning process.

The results of the interview with the English teacher showed that students' speaking ability was still low. The English teacher also explained the problems that students have in the classroom during teaching and learning process. The students can't pronounce words correctly and fluently, the students can't speaking because of the students' low vocabulary and also some students are scared of making mistakes, they are scared of being laughed at by their friends and feel scared when they are wrong in using grammar.

The researcher prepared teaching materials based on the topics included in the curriculum. The material was about describing people. The researcher made one lesson plan for each meeting. In this research, the researcher obtained students' speaking scores from the English teacher of class 7<sup>th</sup> A Madrasah Tsanawiyah Baitul Arqom Jember. The assessment of students' speaking in the pre-cycle was the same as

the researcher aspect assessment of students' scores. The results in the pre-cycle showed that there were still many students who had the lowest score below the minimum completeness criteria (KKM) of 75.

The following are the students' scores in the pre-cycle:

**Table 4.1**  
**Students' Score from English Teacher in Preliminary Research (pre-cycle)**

No.	Name of Students'	Students' Score
1.	AADTNH	77
2.	AAP	65
3.	ANL	80
4.	ATZP	80
5.	AKA	68
6.	DKG	65
7.	DIZ	63
8.	DUN	78
9.	KA	67
10.	MAA	63
11.	NRJ	77
12.	NAF	80
13.	NRM	63
14.	NK	78
15.	NAF	62
16.	NS	60
17.	NLS	77
18.	SDC	72
19.	SIA	80
20.	SA	60
21.	SSS	68
22.	ZAA	65
23.	SZ	61
<b>Total</b>		<b>1.591</b>

The researcher calculated the data by using with the formula below :<sup>40</sup>

$$1) \text{ Mean of the students' 7}^{\text{th}} \text{ A class score : } X = \frac{\sum xn}{n}$$

$$X = \frac{1.591}{23}$$

$$X = 69$$

The description of the formula:

X : Mean

$\sum x n$  : Individual score

N : Number of students

$$2) \text{ Percentages of completeness of speaking skill : } P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{23} \times 100\%$$

$$P = 39\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

From the pre-cycle results above, it can be concluded that the data in the preliminary research (pre-cycle), the mean score of students is 69 and the percentage of students who reach the Minimum Completion Criteria (KKM 75) is 39% or 9 students. It can be said that students' speaking ability is still low compared to other abilities. For this reason, further action in better learning to improve students' speaking skills. So the researcher expected that by using Disney movie clip media can be a solution and improve the students speaking skills of 7<sup>th</sup> A class.

<sup>40</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

**b) Research Finding in Cycle 1****a) Planning**

In this phase, researcher conducted pre-observation at Madrasah Tsanawiyah Baitul Arqom Jember. After knowing the condition of students based on the results of discussions with Mr. Abdul Karim S.Pd, as a collaborator. The researcher prepared lesson plans, media, observation sheets, and materials in this cycle. The researcher prepared a lesson plan that covered the relevant materials. The lesson plan focused on oral presentation using Disney movie clips as learning media, and the material used was describing people. The researcher and teacher planned 3 meetings to teach describing people using Disney movie clips and 1 meeting for post test. The researcher and teacher prepared the media including LCD, speaker, laptop and other devices to show the movie as the learning media and also prepared the materials.

**b) Acting in Cycle 1**

The researcher did the teaching and learning process using Disney movie clips as a learning media. Here, the researcher acted as the teacher who did the action by teaching students at first grade of Madrasah Tsanawiyah Baitul Arqom Jember used Disney movie clips as learning media. The activities in class consisted of 3 activities. They were pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning

process, such as greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity the researcher gave the Disney movie clips related to the material, then the students perform with oral presentation based on the movie. The post-activity was reviewing the lesson. Here, the description of the action that was implemented.

### **1. First Meeting**

It was held Friday, 17<sup>th</sup> March 2023 at 09:00 a.m - 10:20 a.m in the 7<sup>th</sup>A class of Madrasah Tsanawiyah Baitul Arqom Jember. The lesson started at 09:00 a.m, the researcher and Mr. Abdul Karim S. Pd came into the 7<sup>th</sup>A class, Mr. Abdul Karim S. Pd was an observer. He was sitting at the backside of the class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing last material that is related with the next material.

In the main activity, the researcher displayed an Disney movie clips that was about describing people, it was more details. The movie was about personality or character. The researcher asked students to prepare a notebook to write words that they did not know the meaning of the video being shown. In the video there were 2 sections : audio + subtitle and audio + nonsubtitle.

**Picture 4.1**  
**Describing People**



The movie clips were played twice, then the researcher asked the students what was discussed in the movie. All students answered using Indonesian "Mendeskripsikan seseorang miss". Then, the researcher asked other things related to movie. The researcher asked using English "Tell me what are the characters in the film?" the students fell silent, then the researcher asked in Indonesian, then all the students answered "Ada Maurice ayahnya Belle, lalu Belle, dan Gaston yang suka sama Belle miss". Then the researcher asked again "Coba sebutkan sifat dari tokoh Belle menggunakan bahasa inggris!" The students answered "Belle is beautiful, tall, brown hair, and friendly. Researchers tell students that today they will learn about describing people. Researchers explain the material about describing people consisting of Appearance (Complexion, Hair, Eyes, Build, Height, Age, Look, Other) and Personality or Character. After students know about describing people, the researcher asked the students to do a role play one by one in front of the class. Researchers ask students to become Belle, Maurice, and Gaston. In the movie there are

subtitles, but there is no sound, so the sound advanced students. The students must imitating what is in the movie. Before the researcher closed the meeting, the researcher and students conclude and review the material on that day. The bell rings at 10:20 and the researcher ask the students to try at home about describing people who are in their house. The researcher closed the meeting by saying hamdalah together and salam.

## 2. Second Meeting

It was held Saturday, 18<sup>th</sup> March 2023 at 10:20 a.m - 11:40 a.m in the 7<sup>th</sup>A class of Madrasah Tsanawiyah Baitul Arqom Jember. The lesson started at 10:20 a.m, the researcher and the collaborator came into the 7<sup>th</sup>A class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

**Picture 4.2**  
**Describing People**



In the main activity, the movie clips was played twice. After the movie had finished playing, the researcher asked



students what the movie clips was talking about. The students answered, that was about describing people. The researcher asked using English "Tell me what are the characters in the film?" The students answered "Snow white and the Seven Dwarfs miss". Then the researcher asked again "Can you describe about Snow White?" The students answered "She is beautiful and smart." there was another student who mix with English "She is imut - imut miss." The researcher guided the students to interpret what is "imut" in English and guided them to make it into a sentence with correct pattern. After the students knew about describing people, the researcher asked students to describe their deskmate and present it one by one in front of the class. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 11:40 a.m and the researcher asked the students to try at home about describing their friend. The researcher closed the meeting by saying hamdalah together and salam.

### **3. Thirth Meeting**

It was held 31<sup>th</sup> March 2023 at 09:00 a.m - 10:20 a.m in the 7<sup>th</sup>A class of Madrasah Tsanawiyah Baitul Arqom Jember. The lesson started at 09:00 a.m, the researcher and the collaborator came into the 7<sup>th</sup>A class. The researcher prepared the LCD,

laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

**Picture 4.3**  
**Describing People**



In this meeting focus on vocabulary and pronunciation, the students were asked to repeat what researcher had talked about the part of appearance. After all parts of appearance were explained,

many students found vocabularies they had known and they could repeat what the researcher had talked about. Then, the researcher ask to the students' to describe their favourite idol one by one in front of the class. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. Then the researcher informed them that in next meeting they would get speaking test. After the researcher informed that, the student was shocked and complained to the researcher. They asked to the researcher not to give them a test because they still was afraid and feeling nervous if they should improve their speaking in front of the class. The bell rang at 10:20

a.m. The researcher closed the meeting by saying hamdalah together and salam.

**c) Observing**

In this observing, the researcher and the teacher observed the situation in the class while teaching learning process, students' participation, student's enthusiastic during the learning process and The students' confident in delivering question and answer. The data were described as follows:

**Table 4.2**  
**The Observation Students' Partisipant Checklist**

No.	Indicators	Criteria					Score
		1	2	3	4	5	
1.	Students pay attention to the Researcher as a teacher.			V			3
2.	Students can find the difficulties word from the movie clips given.			V			3
3.	Students answer teacher's question.			V			3
4.	Students can repeat the word correctly base on the movie clips.			V			3
5.	Students enthusiasm in doing the task			V			3
<b>Total :</b>							<b>15</b>

**Note :**

No.	Criteria	Precentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The score of the observation as follows :

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

$$P = \frac{15}{25} \times 100\%$$

$P = 60\%$

Based on the observation checklist above, it can be concluded that student activities in class are still passive, there are some students who do not pay attention to researchers during learning.

**Picture 4.4**  
**The students' were passive in the class**



The class conditions are still uncontrollable. Some students are too lazy to pay attention and fall asleep in class. Students still find it difficult to understand every question from the teacher, so most of them just say nothing. Students were also not enthusiastic about doing assignments, they always said "don't know" and "I can't" when researchers asked them to appear in front of the class. Collaborator suggests to researchers to provide more interesting examples for students.

#### **d) Evaluating or Reflecting**

In this reflection, the researcher evaluates students' speaking skills during the teaching and learning process using Disney movie clips. The researcher evaluated by looking at the data that had been collected. The researcher used the student observation checklist from the first meeting to the speaking test

written by the English teacher and the results of the students' speaking test scores in the speaking test.

Based on the field notes in the first meeting, the class condition was uncontrollable.<sup>41</sup> Some students did not pay attention to the researcher's explanation. Some students were not focused when the researcher showed Disney movie clips. There were still some students who were busy in class. When the researcher showed Disney movie clips, sometimes the researcher stopped the movie and asked them to repeat the sentences in the movie. The students looked confused when the researcher asked them to repeat the sentences in the movie. The students looked difficult to find new words and passively asked the researcher.

Furthermore, based on the field notes of the second meeting, the condition of the class is now slightly improved from the first meeting.<sup>42</sup> Some students have started to calm down, but there are still some students who are busy. In this second meeting, the students began to pay attention to the researcher. The students also began to follow the researcher's instructions. The researcher asked students to describe their benchmates. However, some students were still shy and confused when asked to come forward in front of the class.

---

<sup>41</sup> Appendix 9

<sup>42</sup> Appendix 9

Furthermore, based on field notes on the third meeting. In the third meeting, conditions began to improve compared to the last 2 meetings.<sup>43</sup> The students were calm. The students paid attention to the researcher. The students have also started to be active in class. When the researcher asked students to describe their favorite idols, the students began to get excited and there were some students who were still nervous and afraid.

After the researcher checked the field notes that had been obtained, the researcher analyzed the results of the students' speaking test scores. To find out the results of students' speaking test scores, the researcher checked the scores from the English teacher and the researcher. After obtaining data on students' speaking test scores from English teachers and researchers, the final speaking score of students was obtained from the division between the scores of English teachers and researchers because it used inter-rater. Then the researcher calculates the percentage of students' final score and relates it to the success criteria of this research.

The researcher calculated the data by using the theory from Anas Sudjono in his book, the formula that used to get the class

---

<sup>43</sup> Appendix 9

percentage which passed the Criteria of Success (KKM 75) was below:<sup>44</sup>

**Table 4.3**  
**The Students Score by English Teacher**

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	AADTNH	15	14	16	16	16	77
2.	AAP	14	13	15	14	14	70
3.	ANL	16	16	15	17	17	81
4.	ATZP	15	16	17	17	16	81
5.	AKA	13	14	14	15	14	78
6.	DKG	14	14	14	14	14	70
7.	DIZ	15	15	16	15	16	77
8.	DUN	15	16	16	16	16	79
9.	KA	13	13	15	14	15	70
10.	MAA	13	13	15	14	15	70
11.	NRJ	16	16	16	16	16	80
12.	NAF	16	16	16	16	17	81
13.	NRM	13	14	14	14	15	70
14.	NK	16	15	16	16	17	80
15.	NAF	15	15	15	16	16	77
16.	NS	13	13	14	14	14	68
17.	NLS	15	16	16	16	16	79
18.	SDC	15	15	16	15	16	77
19.	SIA	16	16	16	16	17	81
20.	SA	14	14	14	14	14	70
21.	SSS	15	13	13	14	15	70
22.	ZAA	16	16	15	15	15	77
23.	SZ	13	15	13	13	13	65
<b>Total</b>							<b>1.728</b>

<sup>44</sup>Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), 43



**Table 4.4**  
**The Students Score by Reseacher**

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	AADTNH	15	14	15	17	17	78
2.	AAP	14	14	14	14	14	71
3.	ANL	18	16	15	16	15	80
4.	ATZP	16	17	17	16	15	81
5.	AKA	14	15	16	16	16	77
6.	DKG	14	15	14	14	14	80
7.	DIZ	16	15	15	16	14	76
8.	DUN	15	15	16	16	16	78
9.	KA	13	13	15	15	15	71
10.	MAA	14	14	14	14	15	71
11.	NRJ	17	16	17	16	15	81
12.	NAF	17	16	16	16	17	82
13.	NRM	14	14	14	14	15	71
14.	NK	15	15	16	17	17	80
15.	NAF	15	15	16	16	16	78
16.	NS	14	13	14	15	14	70
17.	NLS	15	15	16	15	16	80
18.	SDC	16	16	15	15	16	78
19.	SIA	17	15	15	17	16	80
20.	SA	15	14	13	13	15	70
21.	SSS	15	14	14	14	14	71
22.	ZAA	16	14	16	15	14	77
23.	SZ	14	14	13	13	14	68
<b>Total</b>							<b>1.749</b>

**Table 4.5**  
**The Students Score Inter Rater**

No.	Name	Students' Score		Final Score
		English Teacher	Researcher	
1.	AADTNH	77	78	77
2.	AAP	70	71	70
3.	ANL	81	80	80
4.	ATZP	81	81	81
5.	AKA	78	77	77
6.	DKG	70	80	70
7.	DIZ	77	76	76
8.	DUN	79	78	78
9.	KA	70	71	70
10.	MAA	70	71	70
11.	NRJ	80	81	80
12.	NAF	81	82	81
13.	NRM	70	71	70
14.	NK	80	80	80
15.	NAF	77	78	77
16.	NS	68	70	69
17.	NLS	79	80	79
18.	SDC	77	78	77
19.	SIA	81	80	80
20.	SA	70	70	70
21.	SSS	70	71	70
22.	ZAA	77	77	77
23.	SZ	65	68	66
<b>Total</b>		<b>1.728</b>	<b>1.749</b>	<b>1.725</b>

✓ Mean of the students' 7th A Class score after treatment :

$$X = \frac{\sum xn}{n}$$

$$X = \frac{1.725}{23}$$

$$X = 75$$

**The description of the formula:**

X : Mean

$\sum x n$  : Individual score

N : Number of students

✓ **Percentage of completeness of speaking skill after treatment :**

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

$$P = \frac{14}{23} \times 100\%$$

$$P = 61\%$$

**The description of the formula:**

P : The class percentage

F : Total percentage score

N : Number of students

The result of the first post test shown, the mean score were 75, it was mean that the students still had low score in speaking.

Only 14 students (61%) who passed the target score that was 75%.

It means that it took five students more to reach criteria of success that was 75%. From the results of these observations and post tests, it shows that the speaking skills of class 7<sup>th</sup> A students are still low, there are still many students who are confused to speak English.

So the researcher must give more attention and practice to students such as giving examples of pronouncing words correctly, some new vocabulary based on Disney movie clips to be pronounced and understood by students. In addition, when the researcher asked questions to students, there were some students who were just silent. In conclusion, the researcher hopes that after the students watch the Disney movie clip they can be more

confident to speak English and make them understand more and be able to answer the questions asked by the researcher.

Because the results of the observation and post-test showed that actions in the first cycle had not reached the success criteria, then the observer and researcher had to continue to the next cycle.

## **b) Research Finding in Cycle 2**

### **a) Planning**

The result of reflection demanded the researcher to do better treatment in improving students' speaking skill. In this cycle the researcher tried to do more action in order to overcome the problems that had been found in cycle 1, which were students still low in speaking skill. In this phase, the collaborate and the researcher arranged the new lesson plan that appropriate with the students' condition and chose the appropriate Disney movie clips to make the students understand well about the material. The material was still about describing people. The reseracher would gave more vocabularies , practice the pronunciation together with the students and also explained about grammar deeply. The reseracher and collaborator designed 3 meetings for teaching describing people using Disney movie clips and 1 meeting for post test. The researcher and teacher prepared the media including LCD, speaker, laptop and other devices to show the movie as the learning media.

## **b) Acting in Cycle 2**

In cycle two, the researcher would teach students by using the same media that was Disney movie clips. The activities in class consisted of 3 activities. They were pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning process, such as greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity the researcher gave the Disney movie clips related to the material, then the students perform with oral presentation based on the movie. The post-activity was reviewing the lesson. Here, the description of the action that was implemented.

### **1. First Meeting**

It was held Friday, 14<sup>th</sup> April 2023 at 09:00 a.m - 10:20 a.m in the 7<sup>th</sup>A class of Madrasah Tsanawiyah Baitul Arqom Jember. The lesson started at 09:00 a.m, the researcher and Mr. Abdul Karim S. Pd came into the 7<sup>th</sup>A class, Mr. Abdul Karim S. Pd was an observer. He was sitting at the backside of the class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing last material that is related with the next material.

In this meeting focus on vocabulary. The main activity uses the same method as in cycle 1, which is to display the continued

Disney movie clips. In this meeting, the researcher displayed an Disney movie clips that was about describing people. The movie was about personality or character.

**Picture 4.5**  
**Describing People**



The researcher started asks to the student to repeat what the researcher had talked about the sentence in this movie clips. The researcher started with the sentence “He’s very handsome”. And the students repeat what the researcher said. The researcher asked to the students "Tell me the name of the antagonist character in the Little Mermaid movie clips?" Students answered "her name is Ursula miss" The researcher asked "Can you mention her character?" Students answered using a combination of Indonesian and English "She is smart and licik miss" The researcher asked again "Licik? Does anyone know the English word for licik?" All students were silent. Then, the researcher translated some words that the students did not know. After the students got a lot of new vocabulary, the researcher asked the students to describe the main character of the Little Mermaid movie, it is Ariel and presented one by one in front of the class. Before the researcher closed the meeting, the researcher and students conclude and review the

material on that day. The bell rings at 10:20, the researcher closed the meeting by saying hamdalah together and salam.

## 2. Second Meeting

It was held Saturday, 15<sup>th</sup> April 2023 at 10:20 a.m - 11:40 a.m in the 7<sup>th</sup>A class of Madrasah Tsanawiyah Baitul Arqom Jember. The lesson started at 10:20 a.m, the researcher and the collaborator came into the 7<sup>th</sup>A class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

**Picture 4.6**  
**Describing People**



The researcher asked to the students "Who is the main character in the Sleeping Beauty movie clip?" Students answered "Princess Aurora miss" The researcher asked "What is the name of the prince in the Sleeping Beauty movie clip?" The students answered "Prince Phillip miss" Can anyone retell what happened to Princess Aurora? Student A answered "I can miss, tapi menggunakan bahasa Inggris dan Indonesia ya miss. Princess Aurora was dikutuk to die by Maleficent. Then student B



continued "but because Princess Aurora had a good fairy, so the fairy mengurangi kutukan Princess Aurora by making her a sleeping princess" Then student C added "I want to menambahkan a little miss, so Princess Aurora will become a sleeping princess when her hand is tertusuk by a needle". The researcher replied "Good answer, any others?" The students answered "Nothing miss". The researcher explained a few vocabulary words that they did not know. The researcher asked the students to describe the character of Prince Phillip in the Sleeping Beauty movie clip. Then present one by one in front of the class. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 11:40 a.m and the researcher the researcher closed the meeting by saying hamdalah together and salam.

### **3. Third Meeting**

It was held Friday, 05<sup>th</sup> May 2023 at 09:00 a.m - 10:20 a.m in the 7<sup>th</sup>A class of Madrasah Tsanawiyah Baitul Arqom Jember. The lesson started at 09:00 a.m, the researcher and the collaborator came into the 7<sup>th</sup>A class. The researcher prepared the LCD, laptop and speaker for the teaching and learning process. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing the last material that was related to the next material.

**Picture 4.7**  
**Describing People**



In this meeting, the researcher show the movie clips the title is “Cinderella”. In this last meeting, the researcher focus on pronunciation. The researcher played and stopped each clip and asked the students to read the sentence in each Cinderella movie clip correctly. The researcher asked all students "Try to read this sentence." Student A answered "She is nice" The researcher replied "Good answer" Next, the researcher showed another movie clip for them to read until the pronunciation was correct. The researcher asked the students "After you watched the Cinderella movie clip, what lessons can you learn?" Student A answered "to be a patient person" Student B answered "to be a kind person" The researcher said "Any other answers?" Student C answered "to be a strong person" The researcher answered "Good answer". The researcher asked the students to describe Cinderella's stepmother and present one by one in front of the class. Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The researcher informed them that, in next meeting they would get speaking test. The bell rang at 10:20

a.m. The researcher closed the meeting by saying hamdalah together and salam.

**c) Observing**

In this observing, the researcher and the teacher observed the situation in the class while teaching learning process, students' participation, student's enthusiastic during the learning process and The students' confident in delivering question and answer. The data were described as follows:

**Table 4.6**  
**The Observation Students' Partisipant Checklist**

No.	Indicators	Criteria					Score
		1	2	3	4	5	
1.	Students pay attention to the Researcher as a teacher.				V		4
2.	Students can find the difficulties word from the movie clips given.					V	5
3.	Students answer teacher's question.					V	5
4.	Students can repeat the word correctly base on the movie clips.				V		4
5.	Students enthusiasm in doing the task				V		4
<b>Total :</b>							<b>22</b>

**Note :**

No.	Criteria	Precentage
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The score of the observation as follows :

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

$$P = \frac{22}{25} \times 100\%$$

$$P = 88\%$$

Based on the observation notes made by the observer, the researcher has applied the Disney movie clip method as media in a good way. Many changes experienced by students from cycle 1, including, the condition of the class that has begun to calm down.

**Picture 4.8**  
**The students' were active in the class**



Students began to pay attention to the teacher. Students began to actively look for a difficult word in the movie. Students are very responsive to answer any questions given by the teacher. Students have also been easier to repeat a word given by the teacher. And students do not complain anymore if given a task by the teacher, they are very enthusiastic about doing the task from the teacher.

#### **d) Evaluating or Reflecting**

In this reflection, the researcher evaluates students' speaking skills during the teaching and learning process using

Disney movie clips. The researcher evaluated by looking at the data that had been collected. The researcher used the student observation checklist from the first meeting to the speaking test written by the English teacher and the results of the students' speaking test scores in the speaking test.

Based on the field notes in the first meeting, the class condition had started to improve from the previous meeting.<sup>45</sup> The students were interested and enjoyed the learning process by using Disney movie clips. The students started to pay attention to the researcher. The students felt happy and focused when the researcher showed the Disney movie clip. When the researcher showed the Disney movie clip, sometimes the researcher stopped the movie and asked them to repeat the sentences in the movie. The students seemed to find new words more easily and actively asked the researcher.

Furthermore, based on the field notes on the second meeting, the class condition was now more responsive and students' enthusiasm to start learning immediately was better than the first meeting.<sup>46</sup> In this second meeting, the students asked and answered every question from the teacher more often. The students also followed the researcher's instructions. The researcher asked the students to tell briefly about the Sleeping Beauty movie clip

---

<sup>45</sup> Appendix 9

<sup>46</sup> Appendix 9

that they had seen. Some students were no longer shy when answering questions given by the researcher.

Furthermore, based on field notes on the third meeting. In the third meeting, the condition of the class was very good.<sup>47</sup> The students were very calm and eager to start learning. The students also already knew about the correct pronunciation of English words. The researcher saw that the students began to actively speak in English. This shows that there is an improvement in students' speaking ability. When the researcher asked the students to describe the main character in the Cinderella movie clip, the students spontaneously answered without nervousness and fear because they enjoyed the lesson. In addition, overall the students could explain and answer the speaking test well.

After the researcher checked the field notes that had been obtained, the researcher analyzed the results of the students' speaking test scores. To find out the results of students' speaking test scores, the researcher checked the scores from the English teacher and the researcher. After obtaining data on students' speaking test scores from English teachers and researchers, the final speaking score of students was obtained from the division between the scores of English teachers and researchers because it used inter-rater. Then the researcher calculates the percentage of

---

<sup>47</sup> Appendix 9

students' final score and relates it to the success criteria of this research.

The researcher calculated the data by using the theory from Anas Sudjono in his book, the formula that used to get the class percentage which passed the Criteria of Success (KKM 75) was below:<sup>48</sup>

**Table 4.7**  
**The Students Score by English Teacher**

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	AADTNH	16	16	16	16	16	80
2.	AAP	17	15	15	17	15	79
3.	ANL	18	17	17	18	18	88
4.	ATZP	17	17	17	18	17	86
5.	AKA	15	14	14	15	14	80
6.	DKG	15	14	16	14	15	74
7.	DIZ	16	15	16	16	16	79
8.	DUN	16	16	16	17	16	81
9.	KA	16	15	15	17	16	79
10.	MAA	14	14	15	14	16	73
11.	NRJ	18	16	17	18	16	85
12.	NAF	18	16	16	17	17	84
13.	NRM	17	15	15	16	15	78
14.	NK	17	15	16	18	17	83
15.	NAF	17	15	15	17	16	80
16.	NS	14	14	15	14	15	72
17.	NLS	18	16	16	16	16	82
18.	SDC	17	15	16	17	16	81
19.	SIA	17	16	17	18	17	85
20.	SA	17	14	14	17	16	78
21.	SSS	17	14	14	18	15	78
22.	ZAA	17	16	15	16	15	79
23.	SZ	15	15	16	15	14	73
<b>Total</b>							<b>1.837</b>

<sup>48</sup> Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), 43



**Table 4.8**  
**The Students Score by Reseacher**

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	AADTNH	18	15	15	17	17	82
2.	AAP	16	14	16	17	15	79
3.	ANL	19	18	17	19	16	89
4.	ATZP	19	17	17	18	16	87
5.	AKA	16	15	16	17	16	80
6.	DKG	15	14	15	15	15	74
7.	DIZ	17	16	15	17	15	80
8.	DUN	17	15	16	18	16	82
9.	KA	17	15	16	17	15	80
10.	MAA	14	14	14	14	15	71
11.	NRJ	19	16	18	18	15	86
12.	NAF	18	16	17	17	17	85
13.	NRM	16	15	15	17	15	78
14.	NK	18	16	16	18	17	85
15.	NAF	16	15	16	16	16	79
16.	NS	14	15	15	15	15	74
17.	NLS	16	15	16	16	16	82
18.	SDC	17	16	15	17	16	81
19.	SIA	18	16	16	17	16	83
20.	SA	18	15	14	16	15	78
21.	SSS	16	14	15	17	16	78
22.	ZAA	16	15	16	17	14	80
23.	SZ	15	15	14	14	15	73
<b>Total</b>							<b>1.846</b>

**Table 4.9**  
**The Students Score Inter Rater**

No.	Name	Students' Score		Final Score
		English Teacher	Researcher	
1.	AADTNH	80	82	81
2.	AAP	79	79	79
3.	ANL	88	89	88
4.	ATZP	86	87	86
5.	AKA	80	80	80
6.	DKG	74	74	74
7.	DIZ	79	80	79
8.	DUN	81	82	81
9.	KA	79	80	79
10.	MAA	73	71	72
11.	NRJ	85	86	85
12.	NAF	84	85	84
13.	NRM	78	78	78
14.	NK	83	85	84
15.	NAF	80	79	79
16.	NS	72	74	73
17.	NLS	82	82	82
18.	SDC	81	81	81
19.	SIA	85	83	84
20.	SA	78	78	78
21.	SSS	78	78	78
22.	ZAA	79	80	79
23.	SZ	73	73	73
<b>Total</b>		<b>1.837</b>	<b>1.846</b>	<b>1.837</b>

✓ Mean of the students' 7th A Class score after treatment :

$$X = \frac{\sum xn}{n}$$

$$X = \frac{1.837}{23}$$

$$X = 79,8$$

**The description of the formula:**

X : Mean

$\sum x n$  : Individual score

N : Number of students

✓ **Percentage of completeness of speaking skill after treatment :**

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

$$P = \frac{19}{23} \times 100\%$$

$$P = 83\%$$

**The description of the formula:**

P : The class percentage

F : Total percentage score

N : Number of students

The result of the post test 2 shown, the mean score were 79,8 it was mean that the students score in speaking has passed the criteria of success (KKM) 75. There are 19 students (83%) who passed the target score that was 75. It means that it took 4 students more to reach criteria of success that was 75%.

From the explanation above, the researcher concluded that the result after implementing Disney movie clips as a media could improve students speaking skill, because it could achieve the criteria of success (KKM) of the research. So, it could be said that this research was success. Therefore, the cycle might finish and did not continue to the next cycle.

**e) Discussion**

This section presented the discussion of the research finding of teaching speaking by using Disney movie clips which related to the theories. After implementing the Disney movie clips as a media in teaching and learning process of this research, the

result showed that the students' speaking score was gradually improved. It mean that there was an improvement of students' speaking achievement. From the data in the preliminary study, the students mean score was 69 and the percentage of the students who reached the Criteria of Success (KKM 75) was 39% or 9 students. It could be said that the students' speaking skill was still low.

Based on the result of students' speaking test score in cycle 1, the result showed that the mean score was 75 and for the percentage of the students who reached above the Criteria of Success (KKM 75) was 61% or 14 students. Meanwhile, the 39% or 9 students who did not pass the KKM score (75). The improvement that had been achieved by the students from the first data up to the result of speaking test score was 22%.

From the results of these observations and post test in cycle 1, it shows that the speaking skills of class 7<sup>th</sup> A students are still low, there are still many students who are confused to speak English. So the researcher must give more attention and practice to students such as giving examples of pronouncing words correctly, some new vocabulary based on Disney movie clips to be pronounced and understood by students. In addition, when the researcher asked questions to students, there were some students who were just silent. In conclusion, the researcher hopes that after the students watch the Disney movie clip they can be more

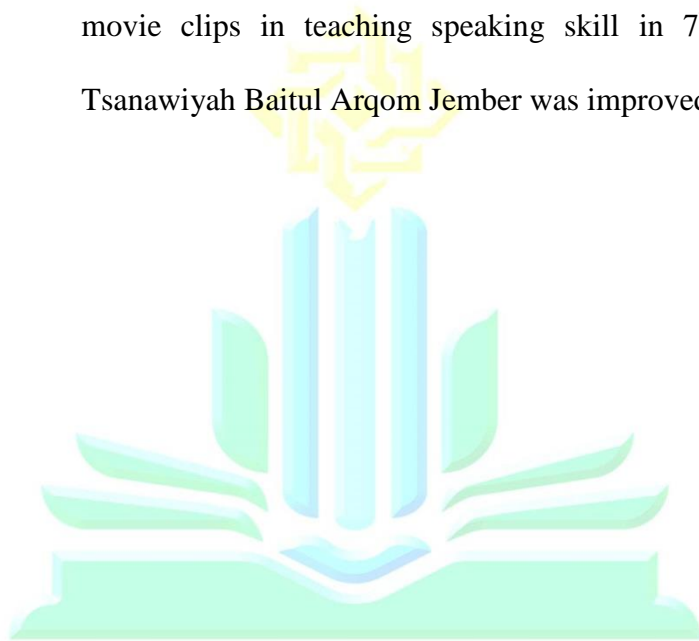
confident to speak English and make them understand more and be able to answer the questions asked by the researcher. Because the results of the observation and post-test showed that actions in the first cycle had not reached the success criteria, then the observer and researcher had to continue to the next cycle.

Based on the result of students' speaking test score in cycle 2, the result showed that the mean score was 79,8 and for the percentage of the students who reached above the Criteria of Success (KKM 75) was 83% or 19 students. Meanwhile, the 17% or 4 students who did not pass the KKM score (75). The improvement that had been achieved by the students from the first data up to the result of speaking test score was 22%.

From the results in cycle 2, this research was success, because the result of the students' speaking test score could increase and the criteria of success could be achieved. The implementation of watching Disney movie clips in teaching speaking English got a good response from the student. The students were interested and enjoyed the learning process by using Disney movie clips. The students started to pay attention to the researcher. The students felt happy and focused when the researcher showed the Disney movie clip. the students asked and answered every question from the teacher more often. The students also followed the researcher's instructions. The researcher saw that

the students began to actively speak in English. This shows that there is an improvement in students' speaking ability.

From thus, it could be concluded that by using Disney movie clips in teaching speaking skill in 7<sup>th</sup> A of Madrasah Tsanawiyah Baitul Arqom Jember was improved.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the result of the findings and discussion, the researcher concluded that the implementation of watching Disney movie clips in teaching speaking in 2 cycle improved the students' speaking skill. The aspect of speaking which got improvement after implementing watching Disney movie clips were pronunciation, vocabulary, grammar, fluency and comprehension.

From the data in the preliminary study, the students average score was 69 and the percentage of the students who reached the Criteria of Success (KKM 75) was 39% or 9 students. Based on the result of students' speaking test score in cycle 1, the result showed that the average score was 75 and for the percentage of the students who reached above the Criteria of Success (KKM 75) was 61% or 14 students. Meanwhile, the 39% or 9 students who did not pass the percentage score 75%. The improvement that had been achieved by the students from the first data up to the result of speaking test score was 22%. Based on the result of students' speaking test score in cycle 2, the result showed that the average score was 79,8 and for the percentage of the students who reached above the Criteria of Success (KKM 75) was 83% or 19 students. Meanwhile, the 17% or 4 students who did not pass the KKM score (75). The improvement that had



been achieved by the students from the first data up to the result of speaking test score was 22%.

Therefore the result above, it could be concluded that by using Disney movie clips as a media in teaching English in Madrasah Tsanawiyah Baitul Arqom Jember can improve the students' speaking skill and this research was successful.

## **B. Suggestions**

After conducting this research, some suggestions for English teacher, students, and the next researcher as explained as follows:

### **1) For English Teacher**

The researcher hope that the teacher will give students a variety of ways to learn English that will keep their attention. Because media really helps students understand and communicate their ideas better.

The English teacher could use clips from Disney movies to get the kids up and moving. In addition, Disney movie clips helped students learn new words, improve their speech, and learn how to say words correctly.

### **2) For the next researcher**

The researcher hopes this research can be useful and be a reference for the next researcher in order to have better teaching learning process, especially in teaching speaking skill.

## REFERENCES

- Abdullah Yusuf Ali, *The Holly Qur'an Arabic Text with English Translation* (New Johar Office Printer: India, 2020).
- Bogaards, Paul and Bata Laufer-Dvorkin. *Vocabulary in a Second Language: Selection, Acquisition, and Testing*. Amsterdam: John Benjamins Publishing, 2004.
- David P. Harris. *Testing English as a Second Language*. Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977.
- Departemen Agama Republik Indonesia. *Alquran dan Terjemahan*. Semarang: Toha Putra, 1989.
- Diharjo, Mulyah, F. M. Sari, n.d. *"The Use Of Youtube Video In Encouraging Speaking Skill"* Jurnal Pustaka Ilmu : Vol 1 No 3, 2021.
- H Douglas Brown. *Teaching by Principle*. California: Longman, 2000.
- H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. New York : Prentice Hall, 2001.
- H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. Newyork: Longman, 2004.
- H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Pearson Education, 2001.
- Hayati, Widhyana Ika Nurani Nur. *"THE USE OF MOVIE AS MEDIA FOR TEACHING SPEAKING SKILL IN ENGLISH FOR YOUNG LEARNERS AT THE UNIVERSITY OF MUHAMMADIYAH MALANG"*. Undergraduate (S1) thesis, Universitas Muhammadiyah Malang, 2020.
- Heaton. *Teaching Speaking and Component of Speaking*. New York: Cambridge University Press, 1990.
- Israel, Gratia. *"THE USE OF DISNEY MOVIES AS A MEDIUM FOR YOUNG LEARNERS TO LEARN ENGLISH"*. Thesis, UNIVERSITAS KRISTEN SATYA WACANA SALATIGA, 2022.
- Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press, 2008.
- Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 2001), 13.

- Kemmis and Mc Taggart, R. *The Action Research Planner*. Deakin University Press, Victoria, 1988.
- Kiki Andriani, Ardiana, Firman. “*TEACHING MEDIA IN EFL CLASSROOMS: WHAT ARE THEY AND WHY SELECT THEM?*”. *Journal of Language Testing and Assessment*. Vol. 2. No. 1, June 2022, pp. 87-97 ISSN: 2828-1586 E-ISSN: 2810-0352, 2022.
- Kurnia Panjaitan , Enita Sihombing , Clawdya Clinton Pasaribu , Christina Anita Elizabeth Siregar “*STUDENTS’ DIFFICULTIES IN SPEAKING COMPREHENSION OF VOCATIONAL HIGH SCHOOL STUDENTS*” University of HKBP Nommensen Pematangsiantar. *REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE AND PEDAGOGY (ROMEO)* Volume 1 ISSUE 2, 2022.
- Mubarokah , Zulfatul. “*TEACHERS’ PERCEPTION ON THE USE OF DISNEY MOVIES AS ENGLISH LANGUAGE TEACHING MEDIA FOR YOUNG LEARNERS*”. *LUNAR (Language and Art)*. ISSN: 2541-6804 Vol 6 No 1 May 2022.
- Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill, 2003.
- Nur Hikmah, “*The Relationship between Watching English Movie and Students’ Speaking Ability in 2nd Grade of SMA Negeri 13 Gowa*”. (Thesis, of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar) ,2020
- Nur Analisa. “*Improving Students Speaking Skill through Animation Movie at Second Grade of SMPN 5 Mandai (A Pre-Experimental Research)*”. Thesis, English Education Department, Faculty of Teachers Training and Education, Universitas Muhammadiyah Makassar, 2019.
- Pamula, Rachmania Nisa Andinni. “*The Influence of Movie to Improve Speaking Ability at the 11<sup>th</sup> Grade of SMA N 1 Purwokerto*” Thesis, State Institute of Islamic Studies Purwokerto, 2020.
- Penny Ur, *A Course in Language Teaching*. Cambridge University Press, 1996.
- Pratiwi, Yun. “*Improving The Speaking Skill Through Watching Animation Movie to The Eight Grade Students at SMP Islam Terpadu (IT) Qurrota A’yun Palu*”. Thesis, State Institute For Islamic Studies Palu, 2021.
- Rasati, Robeta Risna Dewi. “*TEACHING PRONUNCIATION THROUGH MOVIE: CASE STUDY OF ENGLISH CLASS AT MAHAD AL JAMIAH IAIN JEMBER*”, 2020.

- Ratih Saltri Yudar, Dionisius Tito Aditomo, Novia Sariahta Silalahi. *“The Movie as a Helper for Students' Pronunciation in Speaking Skill Class”*. ELSYA: Journal of English Language Studies Vol. 2, No. 1, February 2020.
- Rizka, Cut. *“The Implementation of Animation Movie “Baby Boss” to Motivate Students in Teaching Speaking at SMAN 1 Indrapuri”*. Thesis, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2019.
- Roslim, Norwati and Azizul, Aini Faridah and Nimehchisalem, Wahid and Abdullah, Muhammad Hakimi Tew. Exploring movies for language teaching and learning at the tertiary level / Norwati Roslim ...[et al.]. Asian Journal of University Education (AJUE), 17 (3): 10. pp. 271-280. ISSN 2600-9749, 2021.
- Setyo, Irene Apriliana. *“Improving Students’ Speaking Skill by Using English Video At Class VII A of Madrasah Tsanawiyah Annuriyyah Jember in Academic Year 2019/2020”*. Thesis, State Institute of Islamic Studies of Jember, 2020.
- Sholihatul Hamidah Daulay, Ernita Daulay, Maisyaroh Tanjung, *“STUDENT DIFFICULTIES IN LEARNING SPEAKING”*. LPP Balai Insan Cendekia September 2022.
- Siti Nurnadia Ismail, *“The Use of Movie Trailer to Increase Students’ Speaking Skill (A Pre Experimental Research at the Second Grade of SMP 1 TURATEA)”*. (Thesis, of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar), 2020.
- Subana, Moersetyo Rahadi, Sudrajat. Statistika Pendidikan. Bandung: PT. Pustaka Setia, 2015.
- Sudjono, Anas. Pengantar Statistik Pendidikan, Jakarta: PT. Raja Grafindo Persada, 2008.
- The Minister of Education and Culture. (SK) No.060/U/1993 tentang Mata Pelajaran Bahasa Inggris Menjadi Muatan Lokal Sejak SD.
- Tira, Dion. *“EXPLORING SECONDARY STUDENTS’ PERCEPTIONS TOWARDS LEARNING ENGLISH THROUGH MOVIES”*. The Journal of English Literacy Education. Vol.9, No. 2, Nov. 2022, pp. 216-228 P-ISSN 2355-7486, E-ISSN 2621-4512, 2022.
- Wahyuni, Indah *“Identification Of Learning Styles Of Santri And Non-Santri Students Of Sma Plus Darul Hikmah”*. Journal of Classroom Experiences. Vol.1 Issue 1 2023.

Appendix 1

MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE DATA	RESEARCH METHOD	GENERAL QUESTION
<p>The Implementation of Watching Disney Movie Clips to Improve Students' Speaking Skill at Madrasah Tsanawiyah Baitul Arqom Jember</p>	<p>1. Disney movie clips  2. Students' speaking skill</p>	<p>1. The procedure of Disney movie clips as a Media. 2. The advantages of Disney movie clips.  1. Vocabulary 2. Pronunciation 3. Fluency 4. Grammar 5. Comprehension (content)</p>	<p>1. Students' Speaking Test 2. Observation 3. Interview Data 4. Document Review</p>	<p>1. Research Design : Classroom Action Research (CAR). The Stages of CAR: a. Planning b. Implementing c. Observing d. Reflecting  2. Data Collection Method : a. Speaking Test b. Observation c. Interview  3. Data Analysis : a. Average Score : <math display="block">X = \frac{\sum xn}{n}</math> Notes : X: Mean</p>	<p>“How does Disney Movie Clips to improve the students' speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember?”</p>





## DECLARATION OF AUTHENTICITY

The undersigned below

Name : Melvinda Nesty Fikriatuzzahro

Plate, date of birth : Jember, 15 March 2001

Address : Perum Pondok Bedadung Indah V-29

Faculty : Education and Teacher Training

Program : English Education

Declare that undergraduate thesis entitled **"The Implementation of Watching Disney Movie Clips to Improve Students' Speaking Skill at Madrasah Tsanawiyah Baitul Arqom Jember"** is truly my original work from the result of conducting research at MTs Baitul Arqom Jember, except some resources which are accepted from references mentioned.

Jember, 01 June 2023



**Melvinda Nesty Fikriatuzzahro**  
NIM. T20190117





## Appendix 3



BALAI PENDIDIKAN PONDOK PESANTREN BAITUL ARQOM  
"MTs. BAITUL ARQOM"  
STATUS : TERAKREDITASI  
NSM :121235090024 NPSN : 20581453  
BALUNG - JEMBER

Alamat : Jl. Karangduren No. 32 Telp. (0331) 3091340 KodePos 68161 Balung-Jember

### SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 087/MtsS.13.32.0558/C.5/5/2023

Yang bertanda tangan dibawah ini :

Nama : Abdul Hadi, S.Pd  
Jabatan : Kepala Madrasah  
Alamat Madrasah : Jl. Karang Duren No. 32 Balunglor-Balung-Jember Kode Pos 68161

Dengan ini menenrangkan bahwa :

Nama : Melvinda Nesty Fikriatuzzahro  
NIM : T20196117  
Jurusan : Tarbiyah dan Ilmu Keguruan(FTIK)  
Progra Studi : Tadris Bahasa Inggris  
Semester : VIII  
Tanggal : 8 Maret sampai 8 Mei 2023

Yang bersangkutan telah melakukan penelitian (research) di Madrasah Tsanawiyah Baitul Arqom, guna penulisan skripsi.

Demikian surat keterangan telah melaksanakan penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.





Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present tense</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi,</li> </ul> </li> </ul>	<p>benda sangat pendek dan sederhana</p> <p>3.7.3 Membedakan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan materi pembelajaran</p> <p>memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda</p> <p>4.7.1 Teks deskriptif membandingkan konteks penggunaan dengan lisan dan tulis</p> <p>4.7.1.1 Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsional deskriptif</p>	<ul style="list-style-type: none"> <li>• Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</li> <li>• Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/mempromosikan</li> <li>• Dalam</li> </ul>		<p>2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<p>lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.3 Memahami unsur kebahasaan makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.2.1 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang,</p>	<p>kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikannya</p> <ul style="list-style-type: none"> <li>• Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
		<p>dan benda</p> <p>4.7.2.2 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda</p> <p>4.7.2.3 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaan terkait orang, binatang, dan benda</p>				



## Appendix 5

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (CYCLE 1)

Sekolah	: Madrasah Tsanawiyah Baitul Arqom Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII A/Genap
Materi Pokok	: Describing People
Alokasi Waktu	: 6x40 Menit (3 pertemuan)

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.7 Teks Deskriptif. 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	3.7.1 Membedakan fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda 3.7.2 Membedakan struktur teks dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana 3.7.3 Membedakan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda 4.7.1 Teks deskriptif membandingkan konteks penggunaan dengan lisan dan tulis 4.7.1.1 Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsideskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.1.3 Memahami unsur kebahasaan makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.2.1 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda 4.7.2.2 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan



	benda 4.7.2.3 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaanterkait orang, binatang, dan benda
--	---

## A. Tujuan Pembelajaran

### Pertemuan Pertama

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa dapat memahami materi Describing People tentang Appearance (Complexion, Hair, Eyes, Build, Height, Age, Look, Other) and Personality or Character.
2. Siswa mampu mengetahui arti dari word/ sentence yang di ucapkan didalam media watching Disney movie clips.
3. Siswa diharapkan mampu mengulang kata dengan benar dan menjelaskan gambar/video yang ada didalam media watching Disney movie clips tentang describing people.

### Pertemuan Kedua

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa dapat mendeskripsikan teman sebangku mereka (describing their deskmate) dengan benar.
2. Siswa mampu mempraktekkan mengucapkan describing people yang telah mereka buat.

### Pertemuan Ketiga

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa diharapkan dapat memahami materi Describing People tentang Appearance (Complexion, Hair, Eyes, Build, Height, Age, Look, Other) and Personality or Character.
2. Siswa diharapkan mampu mempelajari beberapa kosa kata baru dan mampu mengucapkan word/sentecnce dengan benar.
3. Siswa dapat mendeskripsikan seseorang dengan benar.

## B. Materi Pembelajaran

### a. Fungsi sosial

- Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

### b. Struktur teks

Dapat mencakup:

- Identifikasi (nama keseluruhan dan bagian).
- Sifat yang menjadi pencirinya.

- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

**c. Unsur kebahasaan**

- Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question; Wh-question*), dalam simple present tense.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

**d. Topik**

- Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI.

**e. Materi**

**Describing People**

There are 2 things we need to know to describe people :

1. Appearance (Penampilan fisik)
2. Personality/Character (Sifat/Karakter)

**a) Appearance (Penampilan fisik)**

In appearance there are : Complexion, Hair, Eyes, Build, Height, Age, Look, Other.

- **Complexion (warna kulit)**

Fair (Lebih Terang)

Dark (Lebih Gelap)

Ex : Snow White has fair complexion.

Moana has dark complexion.

- **Hair (Rambut)**

Colour (warna) = Black, Brown, Red, Grey, Blue, ect

Lenghth = Long (Panjang), Medium Lenghth (Sedang), Short (Pendek)

Style (gaya) = Straight (Lurus), Wavy (berombak), Curly (Keriting)

Ex : Rapunzel has long straight hair.

- **Eyes (Mata)**

Colour (warna) = Black, Brown, Red, Grey, Blue, ect

- **Build (Bentuk Tubuh)**

Small = Thin, Slim, Skinny

Big = Fat, Obese, Overweight

Ex : Hiro Hamada is thin.

Baymax is fat.

- **Height**

Tall (Tinggi)

Short (Pendek)

Average ( Rata – Rata Tinggi Setempat)

Ex : Girrafe is tall.

Cat is short.

- **Age (Umur)**

Young (Muda)

Old (Tua)

Younger/Older – than - ( Lebih muda/Lebih tua – dari -)

Ex : Jack is young.

Mr. James is old.

- **Looks (Rupa)**

Beautiful (Cantik)

Hansome (Tampan)

Cute (Lucu)

Good Looking (Rupawan)

Ex : Prince is handsome.

Cinderella is beautiful.

**b) Personality/Character (Sifat/Karakter)**

There are positive adjectives in describing a person :

- Nice/kind (baik)
- Easy going (mudah bergaul)
- Friendly (bersahabat)
- Funny (lucu)
- Brave (pemberani)

If you don't like someone personality, you can say :

- Mean (jahat)
- Rude (kasar)
- Annoying (menjengkelkan)

Ex : Her name is Aurora. She is still young. She is beautiful. She is slim and tall. She has long straight hair. She has fair skin. She has golden hair color.

**C. Metode Pembelajaran**

Lecturing, Drill Method

**D. Media dan Sumber Belajar**

1. Media Pembelajaran : Laptop, LCD, Speaker, Papan Tulis, Spidol, LKS
2. Sumber Belajar :
  - a) Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
  - b) Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan
  - c) Disney movie clips entitle : Beauty and The Beast, Snow White, [www.youtube.com](http://www.youtube.com).

**E. Langkah-Langkah Pembelajaran**

**1. Pertemuan Pertama (2 jam pelajaran)**

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>ALOKASI WAKTU</b>
<b>A. Kegiatan Awal</b>	<p><b>Pembukaan</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan mengucapkan salam.</li> <li>2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.</li> <li>3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.</li> <li>4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi</li> </ol>	<b>10 Menit</b>
<b>B. Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menampilkan klip film (Beauty and The Beast)</li> </ol>	<b>65 Menit</b>

	<p>tentang mendeskripsikan seseorang mencakup subtitle dan suara.</p> <ol style="list-style-type: none"> <li>2. Peserta didik mengamati film yang telah ditampilkan.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam film yang ditampilkan.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam film yang ditampilkan.</li> <li>2. Guru menjelaskan materi tentang describing people.</li> </ol> <p><b>Menalar/Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menirukan percakapan yang ada di klip film mencakup subtitle saja.</li> <li>2. Peserta didik diminta untuk mengulang apa yang telah diucapkan oleh guru.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diminta untuk melakukan role play karakter yang ada di dalam klip film (Belle, Maurice, dan Gaston).</li> </ol> <p><b>Generalisasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil role play tersebut.</li> </ol>	
<p><b>C. Kegiatan Akhir</b></p>	<ol style="list-style-type: none"> <li>1. Guru merangkul kembali materi tentang describing people untuk menentukan tingkat pemahaman peserta didik.</li> <li>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</li> <li>3. Peserta didik menyampaikan perasaan, dan usulan untuk</li> </ol>	<p><b>5 Menit</b></p>

	<p>perbaikan pembelajaran.</p> <p>4. Guru menutup pembelajaran dengan berdoa bersama dan salam</p>	
--	--	--

## 2. Pertemuan Kedua (2 jam pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>A. Kegiatan Awal</b>	<p><b>Pembukaan</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan mengucapkan salam.</li> <li>2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.</li> <li>3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.</li> <li>4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya.</li> </ol>	<b>10 Menit</b>
<b>B. Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menampilkan klip film (Snow white and the Seven Dwarf) tentang mendeskripsikan seseorang mencakup subtitle dan suara.</li> <li>2. Peserta didik mengamati film yang telah ditampilkan.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam film yang ditampilkan.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik mengidentifikasi kosakata</li> </ol>	<b>65 Menit</b>

	<p>yang belum diketahui sebelumnya oleh peserta didik dalam film yang ditampilkan.</p> <p><b>Menalar/Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menirukan percakapan yang ada di klip film mencakup subtitle saja.</li> <li>2. Peserta didik diminta untuk mengulang apa yang telah diucapkan oleh guru</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diminta untuk mendeskripsikan teman sebangkunya dan mempresentasikannya satu per satu di depan kelas.</li> </ol> <p><b>Generalisasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil presentasi yang telah dilakukan.</li> </ol>	
<b>C. Kegiatan Akhir</b>	<ol style="list-style-type: none"> <li>2. Guru merangkul kembali materi tentang describing people untuk menentukan tingkat pemahaman peserta didik.</li> <li>3. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</li> <li>4. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</li> <li>5. Guru menutup pembelajaran dengan berdoa bersama dan salam</li> </ol>	<b>5 Menit</b>

### 3. Pertemuan Ketiga (2 jam pelajaran)

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>ALOKASI WAKTU</b>
<b>A. Kegiatan Awal</b>	<p><b>Pembukaan</b></p> <ol style="list-style-type: none"> <li>1. Guru membuka pelajaran dengan mengucapkan salam.</li> <li>2. Guru menyampaikan indikator pembelajaran</li> </ol>	<b>10 Menit</b>



	<p>berdasarkan kompetensi dasar.</p> <ol style="list-style-type: none"> <li>Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.</li> <li>Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya.</li> </ol>	
<p><b>B. Kegiatan Inti</b></p>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>Guru menampilkan kelanjutan dari klip film (Snow white and the Seven Dwarf) tentang mendeskripsikan seseorang mencakup subtitle dan suara.</li> <li>Peserta didik mengamati film yang telah ditampilkan.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam film yang ditampilkan.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam film yang ditampilkan.</li> </ol> <p><b>Menalar/Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>Peserta didik menirukan percakapan yang ada di klip film mencakup subtitle saja</li> <li>Peserta didik diminta untuk mengulang apa yang telah diucapkan oleh guru.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>Peserta didik diminta untuk mendeskripsikan idola</li> </ol>	<p><b>65 Menit</b></p>

	<p>favorite mereka dan mempresentasikannya satu per satu di depan kelas.</p> <p><b>Generalisasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil role play tersebut.</li> </ol>	
<b>C. Kegiatan Akhir</b>	<ol style="list-style-type: none"> <li>1. Guru merangkul kembali materi tentang describing people untuk menentukan tingkat pemahaman peserta didik.</li> <li>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</li> <li>3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</li> <li>4. Guru menutup pembelajaran dengan berdoa bersama dan salam</li> </ol>	<b>5 Menit</b>

## F. Penilaian

### 1. Teknik Penilaian

1. Sikap : Observasi
2. Pengetahuan : Tes lisan
3. Keterampilan : Unjuk Kerja (berbicara)

### 2. Instrumen Penilaian

#### Scoring Rubric of Speaking

No.	Aspects	Score				
		1-5	5-9	9-13	13-17	17-20
1.	Grammar					
2.	Vocabulary					
3.	Comprehension					
4.	Pronunciation					
5.	Fluency					

#### Analytical Scoring Rubrics

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding

	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehension	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 - 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

Mengetahui

Guru Bahasa Inggris



**Abdul Karim S.Pd**

Peneliti



**Melvinda Nesty Fikriatuzzahro**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (CYCLE 2)

Sekolah	: Madrasah Tsanawiyah Baitul Arqom Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII A/Genap
Materi Pokok	: Describing People
Alokasi Waktu	: 6x40 Menit (3 pertemuan)

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.7 Teks Deskriptif. 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	3.7.1 Membedakan fungsi sosial dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda 3.7.2 Membedakan struktur teks dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana 3.7.3 Membedakan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda 4.7.1 Teks deskriptif membandingkan konteks penggunaan dengan lisan dan tulis 4.7.1.1 Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsideskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.1.3 Memahami unsur kebahasaan makna secara kontekstual terkait materi perbedaan deskriptif lisan dan tulis terkait orang, binatang, dan benda 4.7.2.1 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran fungsi social terkait orang, binatang, dan benda 4.7.2.2 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan

	benda 4.7.2.3 Mempelajari teks deskriptif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaanterkait orang, binatang, dan benda
--	---

## A. Tujuan Pembelajaran

### Pertemuan Pertama

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa dapat memahami materi Describing People tentang Personality or Character.
2. Siswa diharapkan mampu mengulang kata dengan benar dan mendeskripsikan karakter yang ada pada gambar/video yang ada didalam media watching Disney movie clips tentang describing people.

### Pertemuan Kedua

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa dapat menjawab pertanyaan yang diberikan oleh guru
2. Siswa mampumendeskripsikan teman movie yang telah mereka lihat dengan benar.
3. Siswa mampu mempraktekkan mengucapkan describing people yang telah mereka buat.

### Pertemuan Ketiga

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa diharapkan mampu mengucapkan beberapa kata dengan pengucapan kata yang benar.
2. Siswa di harapkan mampu merespon pertanyaan dari guru.
3. Siswa dapat mendeskripsikan seseorang dengan benar.

## B. Materi Pembelajaran

### 1. Fungsi sosial

- Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik

### 2. Struktur teks

Dapat mencakup:

- Identifikasi (nama keseluruhan dan bagian).
- Sifat yang menjadi pencirinya.
- Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.

**a. Unsur kebahasaan**

- Kalimat deklaratif (positif dan negatif), dan interrogative (*Yes/No question; Wh-question*), dalam simple present tense.
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

**b. Topik**

- Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI.

**c. Materi**

**Describing People**

There are 2 things we need to know to describe people :

1. Appearance (Penampilan fisik)
2. Personality/Character (Sifat/Karakter)

**a) Appearance (Penampilan fisik)**

In appearance there are : Complexion, Hair, Eyes, Build, Height, Age, Look, Other.

- **Complexion (warna kulit)**

Fair (Lebih Terang)

Dark (Lebih Gelap)

Ex : Snow White has fair complexion.

Moana has dark complexion.

- **Hair (Rambut)**

Colour (warna) = Black, Brown, Red, Grey, Blue, ect

Lenghth = Long (Panjang), Medium Lenghth (Sedang), Short (Pendek)

Style (gaya) = Straight (Lurus), Wavy (berombak), Curly (Keriting)

Ex : Rapunzel has long straight hair.

- **Eyes (Mata)**

Colour (warna) = Black, Brown, Red, Grey, Blue, ect

- **Build (Bentuk Tubuh)**

Small = Thin, Slim, Skinny

Big = Fat, Obese, Overweight



Ex : Hiro Hamada is thin.

Baymax is fat.

- **Height**

Tall (Tinggi)

Short (Pendek)

Average ( Rata – Rata Tinggi Setempat)

Ex : Girrafe is tall.

Cat is short.

- **Age (Umur)**

Young (Muda)

Old (Tua)

Younger/Older – than - ( Lebih muda/Lebih tua – dari -)

Ex : Jack is young.

Mr. James is old.

- **Looks (Rupa)**

Beautiful (Cantik)

Hansome (Tampan)

Cute (Lucu)

Good Looking (Rupawan)

Ex : Prince is handsome.

Cinderella is beautiful.

c) **Personality/Character (Sifat/Karakter)**

There are positive adjectives in describing a person :

- Nice/kind (baik)
- Easy going (mudah bergaul)
- Friendly (bersahabat)
- Funny (lucu)
- Brave (pemberani)

If you don't like someone personality, you can say :

- Mean (jahat)
- Rude (kasar)
- Annoying (menjengkelkan)

Ex : Her name is Aurora. She is still young. She is beautiful. She is slim and tall. She has long straight hair. She has fair skin. She has golden hair color.

## C. Metode Pembelajaran

Lecturing, Drill Method



#### D. Media dan Sumber Belajar

1. Media Pembelajaran : Laptop, LCD, Speaker, Papan Tulis, Spidol, LKS
2. Sumber Belajar :
  - a. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
  - b. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan
  - c. Disney movie clips entitle :Little Mermaid, Sleeping Beauty, Cinderella,[www.youtube.com](http://www.youtube.com).

#### E. Langkah-Langkah Pembelajaran

##### 1. Pertemuan Pertama (2 jam pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>A. Kegiatan Awal</b>	<b>Pembukaan</b> <ol style="list-style-type: none"><li>6. Guru membuka pelajaran dengan mengucapkan salam.</li><li>7. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.</li><li>8. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.</li><li>9. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li><li>10. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</li></ol> <b>Apersepsi</b> <ol style="list-style-type: none"><li>2. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi</li></ol>	<b>10 Menit</b>
<b>B. Kegiatan Inti</b>	<b>Mengamati</b> <ol style="list-style-type: none"><li>3. Guru menampilkan klip film (Little Mermaid) tentang mendeskripsikan seseorang mencakup subtitle dan suara.</li><li>4. Peserta didik mengamati klip film yang telah ditampilkan.</li></ol>	<b>65 Menit</b>

	<p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>2. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam klip film yang ditampilkan.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>3. Guru bersama peserta didik mengidentifikasi dan menemukan kosakata baru yang belum diketahui sebelumnya oleh peserta didik dalam klip film yang ditampilkan.</li> </ol> <p><b>Menalar/Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>3. Peserta didik menirukan percakapan yang ada di klip film mencakup subtitle saja.</li> <li>4. Peserta didik diminta untuk mengulang apa yang telah diucapkan oleh guru.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>2. Peserta didik diminta untuk mendeskripsikan karakter yang ada di dalam klip film (Ariel).</li> </ol> <p><b>Generalisasi</b></p> <ol style="list-style-type: none"> <li>2. Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil deskripsi tersebut.</li> </ol>	
<p><b>C. Kegiatan Akhir</b></p>	<ol style="list-style-type: none"> <li>6. Guru merangkum kembali materi tentang describing people untuk menentukan tingkat pemahaman peserta didik.</li> <li>7. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</li> <li>8. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</li> <li>9. Guru menutup pembelajaran dengan berdoa bersama dan salam</li> </ol>	<p><b>5 Menit</b></p>

## 2. Pertemuan Kedua (2 jam pelajaran)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
<b>A. Kegiatan Awal</b>	<p><b>Pembukaan</b></p> <ol style="list-style-type: none"> <li>6. Guru membuka pelajaran dengan mengucapkan salam.</li> <li>7. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.</li> <li>8. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.</li> <li>9. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>10. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>2. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya.</li> </ol>	<b>10 Menit</b>
<b>B. Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>3. Guru menampilkan klip film (Sleeping Beauty) tentang mendeskripsikan seseorang mencakup subtitle dan suara.</li> <li>4. Peserta didik mengamati film yang telah ditampilkan.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>2. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam film yang ditampilkan.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>2. Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam film yang ditampilkan.</li> </ol> <p><b>Menalar/Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>3. Peserta didik menirukan percakapan yang ada di klip</li> </ol>	<b>65 Menit</b>

	<p>film mencakup subtitle saja.</p> <p>4. Peserta didik diminta untuk mengulang apa yang telah diucapkan oleh guru</p> <p><b>Mengkomunikasikan</b></p> <p>2. Peserta didik diminta untuk mengulang secara singkat apa yang telah mereka lihat pada klip film tersebut.</p> <p>3. Peserta didik yang telah mendeskripsikan teman sebangkunya dan mempresentasikannya satu per satu di depan kelas.</p> <p><b>Generalisasi</b></p> <p>5. Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil presentasi yang telah dilakukan.</p>	
<b>C. Kegiatan Akhir</b>	<p>1. Guru merangkul kembali materi tentang describing people untuk menentukan tingkat pemahaman peserta didik.</p> <p>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</p> <p>3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</p> <p>4. Guru menutup pembelajaran dengan berdoa bersama dan salam</p>	<b>5 Menit</b>

### 3. Pertemuan Ketiga (2 jam pelajaran)

<b>KEGIATAN</b>	<b>DESKRIPSI KEGIATAN</b>	<b>ALOKASI WAKTU</b>
<b>A. Kegiatan Awal</b>	<p><b>Pembukaan</b></p> <p>1. Guru membuka pelajaran dengan mengucapkan salam.</p> <p>2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.</p> <p>3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.</p>	<b>10 Menit</b>

	<ol style="list-style-type: none"> <li>4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> <li>5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan.</li> </ol> <p><b>Apersepsi</b></p> <ol style="list-style-type: none"> <li>1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya.</li> </ol>	
<p><b>B. Kegiatan Inti</b></p>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>1. Guru menampilkan kelanjutan dari klip film (Cinderella) tentang mendeskripsikan seseorang mencakup subtitle dan suara.</li> <li>2. Peserta didik mengamati film yang telah ditampilkan.</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menanyakan kosakata yang belum diketahui sebelumnya dalam film yang ditampilkan.</li> </ol> <p><b>Mengumpulkan Informasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik mengidentifikasi kosakata yang belum diketahui sebelumnya oleh peserta didik dalam film yang ditampilkan.</li> </ol> <p><b>Menalar/Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik menirukan percakapan yang ada di klip film mencakup subtitle saja</li> <li>2. Peserta didik diminta untuk mengulang apa yang telah diucapkan oleh guru.</li> </ol> <p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diminta untuk mendeskripsikan karakter yang ada di dalam klip film dan mempresentasikannya satu per satu di depan kelas.</li> </ol> <p><b>Generalisasi</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik membuat kesimpulan generalisasi dari presentasi</li> </ol>	<p><b>65 Menit</b></p>

	tersebut.	
<b>C. Kegiatan Akhir</b>	<ol style="list-style-type: none"> <li>1. Guru merangkum kembali materi tentang describing people untuk menentukan tingkat pemahaman peserta didik.</li> <li>2. Peserta didik mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung.</li> <li>3. Peserta didik menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran.</li> <li>4. Guru menutup pembelajaran dengan berdoa bersama dan salam</li> </ol>	<b>5 Menit</b>

## G. Penilaian

### 1. Teknik Penilaian

- a. Sikap : Observasi
- b. Pengetahuan : Tes lisan
- c. Keterampilan : Unjuk Kerja (berbicara)

### 2. Instrumen Penilaian

#### Scoring Rubric of Speaking

No.	Aspects	Score				
		1-5	5-9	9-13	13-17	17-20
1.	Grammar					
2.	Vocabulary					
3.	Comprehension					
4.	Pronunciation					
5.	Fluency					

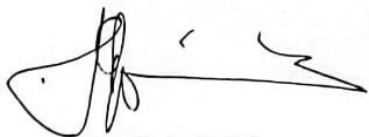
#### Analytical Scoring Rubrics

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and

		should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehension	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

Mengetahui  
Guru Bahasa Inggris

Peneliti



**Abdul Karim S.Pd**

UNIVERSITAS ISLAM  
Jember  
JI ACHMAI  
J E M B E



**Melvinda Nesty Fikriatuzzahro**



## Appendix 6

### TEST INSTRUMENT

The researcher uses an oral test based on speaking in the describing people. The researcher asks the students to describing people based on the title of given. The researcher asks the students to describe people in front of the class.

#### A. Students' Directions

1. Asks the student to pray
2. Asks the student to prepare paper and a pen
3. Asks the student to choose the title of describing people below:
  - My Favourite Teacher.
  - My Family (Father, Mother, Brother, Sister, Grandfather, Grandmother, Uncle, and Aunt).
  - My Classmate.
  - My Best Friend
4. Asks the student to prepare the descriptive text on a piece of paper and memorize it in 30 minutes.
5. Asks the student to speak up in front of the class to describe the topic they choose.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 7

**Students' Score from English Teacher in Preliminary Reseach (pre-cycle)**

No.	Name of Students'	Students' Score
1.	AADTNH	77
2.	AAP	65
3.	ANL	80
4.	ATZP	80
5.	AKA	68
6.	DKG	65
7.	DIZ	63
8.	DUN	78
9.	KA	67
10.	MAA	63
11.	NRJ	77
12.	NAF	80
13.	NRM	63
14.	NK	78
15.	NAF	62
16.	NS	60
17.	NLS	77
18.	SDC	72
19.	SIA	80
20.	SA	60
21.	SSS	68
22.	ZAA	65
23.	SZ	61
<b>Total</b>		<b>1.591</b>

The reseacher calculated the data by using with the formula below :

1) Mean of the students' 7<sup>th</sup> A class score :  $X = \frac{\sum xn}{n}$   
 $X = \frac{1.591}{23}$   
 $X = 69$

The description of the formula:

X : Mean

$\sum x n$  : Individual score

N : Number of students

2) Percentages of completeness of speaking skill :  $P = \frac{F}{N} \times 100\%$   
 $P = \frac{9}{23} \times 100\%$   
 $P = 39\%$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of student

## Appendix 8

### INSTRUMENT VALIDITY

#### LEMBAR VALIDASI INSTRUMENT PENELITIAN

#### “THE IMPLEMENTATION OF WATCHING DISNEY MOVIE CLIPS TO IMPROVE STUDENTS SPEAKING SKILL AT MTs BAITUL ARQOM BALUNG JEMBER”

Nama Validator : Nina Hayuningtyas M. Pd  
Ahli Bidang : Dosen Tadris Bahasa Inggris  
Unit Kerja : UIN Kiai Haji Ahmad Shiddiq Jember

#### Petunjuk Pengisian

1. Penilaian instrument penelitian ini dilakukan berdasarkan aspek dan indikator penilaian yang telah di tetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut.  
4 = Sangat Baik  
3 = Baik  
2 = Cukup  
1 = Sangat Cukup
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik dan saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

### LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standart Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator.			✓	
2.	Soal sesuai dengan indikator.			✓	
3.	Petunjuk cara pengerjaan soal sesuai dengan soal yang telah disediakan.		✓		
4.	Pedoman penskoran sesuai dengan bobot criteria soal secara logis.			✓	
5.	Instruksi soal mudah dipahami.		✓		
6.	Instruksi soal menggunakan bahasa Inggris sesuai dengan gramatikal.			✓	
7.	Instruksi soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian.		✓		

**Komentar dan Saran Perbaikan**

Perbaiki/ sesuai saran dan akan  
/revisi

**Secara umum tes ini :**

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 11-03-2023

Validator,



**NINA HAYUNINGTYAS M. Pd**

**LEMBAR VALIDASI  
INSTRUMEN OBSERVASI**

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan gramatikal bahasa Inggris.		✓		
2.	Petunjuk penggunaan instrument lembar observasi dapat dipahami dengan jelas.		✓		
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.			✓	
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep.			✓	
5.	Pedoman/criteria penskoran dapat digunakan dengan baik.			✓	

**Komentar dan Saran Perbaikan**

.....  
 Tambahkan Petunjuk penggunaan  
 instrumen lembar observasi .  
 .....

Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi
- ② Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 11. - 03. - 2023

Validator,

NINA HAYUNINGTYAS M. Pd



## Appendix 9

	No.
	Date . . .
Field Note	
Meeting 1 Cycle 1	
Day / Date	: Friday, 17 <sup>th</sup> March 2023
Time	: 09:00 – 10:20
Place	: VII A Class
<p>Pada hari jum'at, 17 Maret 2023 pukul 09:00, Peneliti, Collaborator, dan siswa masuk kedalam kelas karena bel telah berbunyi. Sebelum memulai pelajaran, peneliti menyiapkan LCD, laptop, dan speaker untuk kegiatan belajar mengajar di kelas. Lalu <del>guru</del> <sup>peneliti</sup> memulai kelas dengan greeting, praying, checking attendances, giving motivation and reviewing last material.</p>	
<p>Pada meeting 1 ini, peneliti memulai dengan menayangkan klip film Disney tentang Describing People. Peneliti meminta siswa untuk menyiapkan notebook untuk mencatat kata yang siswa tidak tahu.</p>	
<p>Setelah klip film Disney sudah ditayangkan, lalu peneliti bertanya kepada siswa tentang apa yang ada didalam klip film Disney tersebut. Kemudian, peneliti meminta siswa untuk role play one by one in front of class. Setelah itu, peneliti meminta siswa untuk berlatih di rumah dengan cara mendeskripsikan orang yang ada di rumah mereka.</p>	
<p>Pada meeting 1 ini, siswa tampak cenderung pasif dan kondisi kelas masih tidak bisa dikendalikan. Masih terdapat beberapa siswa yang</p>	

No. \_\_\_\_\_

Date . . .

suka ramai dikelas, mengganggu temannya, dan tidak memperhatikan saat peneliti menjelaskan materi.

Bel berdering pada pukul 10:20, peneliti menutup meeting ini by saying hamdalah and salam.



No. \_\_\_\_\_

Date . . .

## Field Note Meeting 2 Cycle 1

Day / Date : Saturday, 18<sup>th</sup> March 2023

Time : 10:20 - 11:40

Place : VII A Class

Pada hari Sabtu, 18 Maret 2023 pukul 10:20 bel telah berbunyi. Sebelum memulai pembelajaran, peneliti menyiapkan LCD, laptop, dan speaker, lalu peneliti memulai dengan greeting, praying, checking attendances, giving motivation, and reviewing the last material.

Pada meeting 2 ini peneliti menampilkan klip film Disney yang berjudul "Snow White". Klip film ditayangkan sebanyak 2x. Setelah peneliti menayangkan klip film tersebut, peneliti bertanya kepada siswa tentang karakter yang ada didalam klip film tersebut. Beberapa siswa menjawab dengan bahasa campuran (Indonesia dan Inggris). Setelah peneliti melakukan tanya jawab dengan siswa, lalu peneliti meminta siswa untuk mendeskripsikan teman sebangkunya dan mempresentasikannya satu per satu di depan kelas.

Pada meeting 2 ini, kondisi kelas sudah bisa dikontrol. Beberapa siswa sudah mulai tenang dan enjoy dalam meeting kali ini. Beberapa siswa juga sudah mulai memperhatikan peneliti dan mengikuti instruksi peneliti. Namun pada meeting 2

No. \_\_\_\_\_

Date . . . \_\_\_\_\_

ini siswa masih tampak malu dan takut untuk presentasi di depan kelas.

Bel berdering pada 11:40, peneliti menutup pertemuan hari ini dengan bacaan Hamdalah dan salam.



No. \_\_\_\_\_

Date . . .

## Field Note

### Meeting 3, cycle 1

~~Day / Date~~ Time: 09:00 - 10:20

~~Time~~ Day/Date : Friday, 31<sup>th</sup> March 2023

Place : Uii A Class

Pada hari jumat, 31 Maret 2023 pukul 09:00, peneliti, Collaborator, dan siswa masuk ke dalam kelas. Sebelum memulai pembelajaran, Peneliti mempersiapkan LCD, laptop, dan speaker untuk kegiatan belajar mengajar. Lalu peneliti memulai kelas dengan greeting, praying, checking attendances, giving motivations, and reviewing last material.

Pada meeting 3 ini, peneliti fokus pada vocabulary and pronunciation. Peneliti meminta siswa untuk menemukan kata baru dalam klip film Disney tersebut dan mengucapkannya sesuai dengan instruksi peneliti. Kemudian peneliti meminta siswa untuk mendeskripsikan favourite idol dan mempresentasikan one by one in front of class.

Pada meeting 3 ini, kondisi kelas jauh lebih baik daripada pertemuan pertama dan kedua. Siswa tampak tenang dan tidak ramai lagi. Siswa mulai memperhatikan peneliti dan siswa sudah mulai aktif di kelas. Dan mereka sudah mulai berani tampil di depan kelas meskipun terdapat beberapa siswa yang masih malu.

No. \_\_\_\_\_

Date . . .

Bel berdering pukul 10:20, peneliti menutup kelas dengan bacaan hamdalah dan salam.



No. \_\_\_\_\_

Date . . .

Field Note  
Meeting 1 Cycle 2

Day / Date = Friday, 14<sup>th</sup> April 2023

Time = 09:00 - 10:20

Place = U<sub>1</sub>A Class

Pada hari Jumat, 14 April 2023 pukul 09:00 siswa, peneliti, dan collaborator masuk ke dalam kelas karena bel telah berbunyi. Peneliti menyiapkan LCD, laptop, dan speaker sebelum memulai kegiatan belajar mengajar. Kemudian peneliti membuka kelas dengan greeting, praying, check attendance, giving material, and reviewing the last material.

Peneliti menampilkan klip film Disney yang berjudul "Little Mermaid". Peneliti meminta siswa untuk menjawab beberapa pertanyaan yg ditanyakan oleh peneliti. Kemudian siswa mencatat kosakata baru yang belum mereka pahami. Lalu, peneliti meminta siswa untuk mendeskripsikan main character of the Little Mermaid, it is Ariel dan mempresentasikan satu persatu di depan kelas.

Pada meeting 1 cycle 2 ini, siswa lebih tertarik dan enjoy di dalam kelas. Siswa mulai senang dan fokus saat peneliti menayangkan film. Terkadang juga peneliti memberhentikan film dan meminta siswa mengulangi kalimat dalam film tersebut.

Bel berbunyi pada pukul 10:20, Peneliti menutup

No. \_\_\_\_\_

Date . . .

kelas dengan mengucapkan Hamdalah dan Salam.



No. \_\_\_\_\_

Date . . .

## Field Note

### Meeting 2 Cycle 2

Day / Date = Saturday 15<sup>th</sup> April 2023

Time = 10:20 - 11:40

Place = VII A Class

Pada hari Sabtu, 15 April 2023 pukul 10:20 bel berbunyi. Siswa, Collaborator, and Researcher masuk ke dalam kelas untuk memulai pembelajaran. Sebelum pembelajaran dimulai, ~~siswa~~ peneliti menyiapkan LCD, proyektor, dan speaker untuk proses belajar mengajar. Peneliti membuka kelas dengan greeting, praying, check attendance, giving motivation, and reviewing last material.

Peneliti memulai pembelajaran dengan menayangkan klip Disney yang berjudul "Sleeping Beauty". Setelah peneliti menayangkan klip film Disney, peneliti meminta siswa untuk retell what happened to Princess Aurora. Setelah beberapa siswa diminta untuk retell, kemudian peneliti meminta siswa untuk describe the character of Prince Philip in the Sleeping Beauty movie clip.

Pada meeting kedua ini, kondisi kelas sangat responsive dan siswa sangat antusias untuk segera memulai pembelajaran. Bahkan siswa sudah mulai aktif bertanya dan menjawab pertanyaan dari peneliti. Siswa mengikuti instruksi ~~guru~~ peneliti. Beberapa siswa sudah mulai berani menjawab pertanyaan dari peneliti.



No. \_\_\_\_\_

Date . . .

Bell berbunyi pada pukul 11:40, ~~guru~~<sup>Reszaker</sup> menutup kelas dengan bacaan Hamdalah dan Salam.

No. \_\_\_\_\_

Date . . .

## Field Note

### Meeting 3 Cycle 2

Day / Date = Friday 05<sup>th</sup> May 2023

Time = 09:00 - 10:20

Place = VII A Class

Pada hari Jum'at, 05 Mei 2023 pukul 09:00, bel masuk <sup>terjad</sup> berpunyi. Peneliti, Guru, dan Siswa masuk kedalam kelas. Sebelum pembelajaran dimulai, peneliti menyiapkan LCD, proyektor, dan speaker untuk kegiatan belajar mengajar. Peneliti membuka pembelajaran dengan greeting, praying, check attendance, giving motivation, and reviewing the last material.

Peneliti memulai pembelajaran dengan menayangkan klip film "Cinderella". Pada meeting terakhir ini peneliti fokus pada pronunciation. Peneliti memberhentikan disetiap klip film dan meminta siswa untuk membaca kalimat yang terdapat didalam film. Kemudian peneliti meminta siswa untuk mendestripsikan Cinderella stepmother dan mendestripsikan one by one didepan kelas.

Pada meeting terakhir ini, kondisi kelas sangat baik. Siswa sudah mulai tenang didalam kelas. Siswa mulai antusias untuk segera memulai pembelajaran. Siswa sudah mulai benar dalam pengucapan / pronunciation of english words. Peneliti melihat kemajuan siswa selama dikelas, yakni siswa sudah mulai berbicara



No. \_\_\_\_\_

Date . . .

bahasa Inggris dengan teman sebangkunya mereka. It's mean that there is an improvement in students' speaking ability. Dan siswa sudah tidak nervous lagi dan enjoy dalam pembelajaran.

Bell berbunyi pukul 10:20, peneliti menutup kelas dengan bacaan Hamdalah dan Salam.

## Appendix 10

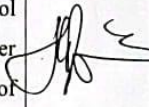
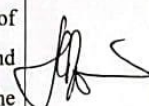
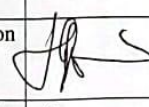

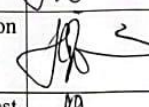
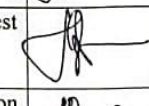
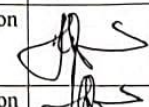

### Scoring Rubric for Speaking Test




Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehension	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

## Appendix 11

### RESEARCH JOURNAL'S ACTIVITIES

**Name** : Melvinda Nesty Fikriatuzzahro  
**NIM** : T20196117  
**Title** : The Implementation of Watching Disney Movie Clips to Improve Student's Speaking Skill at MTs Baitul Arqom Jember  
**Location** : MTs Baitul Arqom Jember

No.	Day/Date	Activity	Initials
1.	Monday, 6 <sup>th</sup> March 2023	The researcher gives a "Surat permohonan penelitian" to the school and interview the English teacher and a few students' at 7 <sup>th</sup> grade of MTs Baitul Arqom Jember	
2.	Wednesday, 08 <sup>th</sup> March 2023	The researcher Observes the classroom activity at 7 <sup>th</sup> grade of MTs Baitul Arqom Jember and consult about lesson plan with the English teacher.	
3.	Friday, 17 <sup>th</sup> March 2023	The researcher implements the action (first meeting) in cycle one.	
4.	Saturday, 18 <sup>th</sup> March 2023	The researcher implements the action (second meeting) in cycle one.	
5.	Friday, 31 <sup>th</sup> March 2023	The researcher implements the action (thirth meeting) in cycle one.	
6.	Saturday, 1 <sup>th</sup> April 2023	The researcher gives a speaking test to the students in cycle one.	
7.	Friday, 14 <sup>th</sup> April 2023	The researcher implements the action (first meeting) in cycle two.	
8.	Saturday, 15 <sup>th</sup> April	The researcher implements the action	

	2023	(second meeting) in cycle two.	
9.	Friday, 05 <sup>th</sup> May 2023	The researcher implements the action (third meeting) in cycle two.	
10.	Saturday, 06 <sup>th</sup> May 2023	The researcher gives a speaking test to the students.	
11.	Monday, 08 <sup>th</sup> May 2023	The researcher asks for a letter of research finishing	

Jember, 08<sup>th</sup> May 2023

The Headmaster of School



Abdul Hadi, S.Pd



## Appendix 12

### RESEACHER'S BIODATA



#### 1. Personal Information

Name : Melvinda Nesty Fikriatuzzahro  
NIM : T20196117  
Place, Date of Birth : Jember, March 15<sup>th</sup> 2001  
Gender : Female  
Address : Perum Pondok Bedadung Indah V-29 Jember  
Email Address : [mlvndnsty@gmail.com](mailto:mlvndnsty@gmail.com)

#### 2. Educational Background

2007 – 2008 : TK Siwi Bakti  
2008 – 2013 : SDN Kapatihan 01  
2013 – 2016 : MTsN Jember 1  
2016 – 2019 : MAN 1 Jember