

THESIS

THE EFFECT OF ENGLISH SUBTITLE IN “ZOOTOPIA” MOVIE IN SPEAKING SKILL FOR 9TH GRADE STUDENTS OF SMPN 6 SIDOARJO



By

Fhuri Megawati

148820300010

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SIDOARJO**

2018



**THE EFFECT OF ENGLISH SUBTITLE IN “ZOOTOPIA”
MOVIE IN SPEAKING SKILL FOR 9TH GRADE STUDENTS
OF SMPN 6 SIDOARJO**

THESIS



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SIDOARJO**

2018

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education Universitas Muhammadiyah Sidoarjo and accepted as the requirements to achieve Sarjana Degree in English Education on July 23th 2018

Approved by

Faculty of Teacher Training and Education

Universitas Muhammadiyah Sidoarjo

Dean,

Dr. Nur Effendi, M.Pd

Examiner

Signature

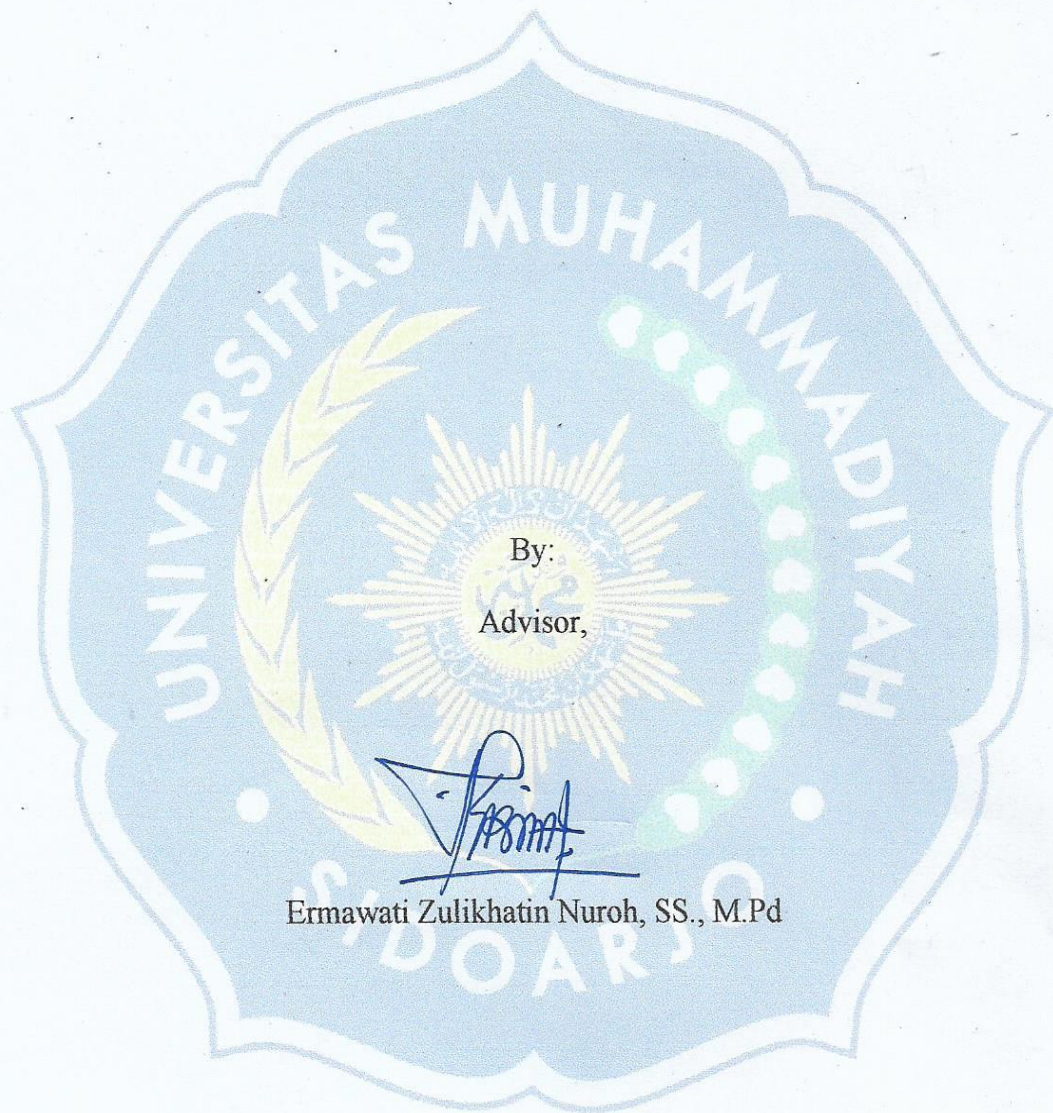
Chairman : Ermawati Zulikhatin Nuroh, SS., M.Pd

Examiners : Dian Novita, M.Pd

Wahyu Taufiq, M.Ed

This thesis written by Fhuri Megawati was approved

on July 23th 2018



PERNYATAAN KEASLIHAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Fhuri Megawati
Tempat, Tgl Lahir : Sidoarjo, 31 Desember 1994
NIM : 148820300010
Prodi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
Judul Skripsi : The Effect of English Subtitle in "Zootopia" Movie in Speaking Skill for 9th grade Students' of SMPN 6 Sidoarjo
Dosen Pembimbing : Ermawati Zulikhatin Nuroh, SS., M.Pd

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri, bukan pengambilan karya orang lain atau pikiran orang lain yang saya akui sebagai hasil tulisan atau hasil pemikiran saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis

Pernyataan ini dibuat sebagai salah satu syarat penempuh ujian skripsi

Sidoarjo, 23 Juli 2018



Fhuri Megawati

148820300010

MOTTO AND DEDICATION

Motto:

*“BUKAN SIAPA YANG HEBAT DAN BERSEMANGAT DI
AWAL, NAMUN SIAPA YANG BERTAHAN SAMPAI AKHIR”*

– Fhuri Megawati

Dedication:

*This thesis is dedicated to my beloved parents, my Allah SWT, my best
friend, and my family in the future.*

ABSTARCT

Megawati, Fhuri, 2018, The Effect of English Subtitle in “Zootopia” Movie in Speaking Skill for 9th grade Students’ of SMPN 6 Sidoarjo. Thesis. English Education Study Program. Faculty of Teacher Training and Education. Universitas Muhammadiyah Sidoarjo. Advisor: Ermawati Zulikhatin Nuroh, SS., M.Pd

The research aimed is to examine the effect of using English Subtitle in “Zootopia” Movie as media in speaking skill for 9th grader of SMPN 6 Sidoarjo. English Subtitle can describe as practice media to help the students when they understand to watch movie. English Subtitle can combine with sound, picture, song in the movie. The participant sample of this research was 36 students. It consist of two classes. There were 9F as experiment class and 9G as control class. This research used Quasi Experimental Design. The result of this study showed that the student could improve their ability in speaking skill through English subtitle. The data got from both pre-test and post-test score were analyzed using T-test formula. The result of calculation showed that in the significance degree of 5%, the value of t-test (t_o) is higher than t-table (t_t) ($19.90 > 1.99$). According to the criteria of the test, the result showed that there is an effect of student’s in speaking skill using English subtitle. It can be concluded that English Subtitle in “Zootopia” movie as media is effective and applicable approach at the ninth grade of SMPN 6 Sidoarjo to improve student in speaking skill.

Key words: English Subtitle, Movie, Speaking Skill

ABSTRAK

Megawati, Fhuri, 2018, The Effect of English Subtitle in “Zootopia” Movie in Speaking Skill for 9th grade Students’ of SMPN 6 Sidoarjo. 2018. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Sidoarjo. Pembimbing: Ermawati Zulikhatin Nuroh, SS., M.Pd

Penelitian ini bertujuan untuk menguji pengaruh penggunaan Bahasa Inggris Bersubtitle dalam Film “Zootopia” sebagai media dalam keterampilan berbicara untuk siswa kelas 9 SMPN 6 Sidoarjo. Subtitle Bahasa Inggris dapat menggambarkan sebagai media praktik untuk membantu siswa ketika mereka memahami menonton film. Subtitle Bahasa Inggris dapat digabungkan dengan suara, gambar, lagu dalam film. Sampel peserta dari penelitian ini adalah 36 siswa. Ini terdiri dari dua kelas. Ada 9F sebagai kelas eksperimen dan 9G sebagai kelas kontrol. Penelitian ini menggunakan Quasi Experimental Design. Hasil penelitian ini menunjukkan bahwa siswa dapat meningkatkan kemampuan mereka dalam keterampilan berbicara melalui subtitle bahasa Inggris. Data yang diperoleh dari nilai pre-test dan post-test dianalisis menggunakan rumus T-test. Hasil perhitungan menunjukkan bahwa pada tingkat signifikansi 5%, nilai t-test (to) lebih tinggi dari t-tabel (tt) ($19,90 > 1,99$). Berdasarkan kriteria tes, hasilnya menunjukkan bahwa ada pengaruh keterampilan berbicara siswa menggunakan subtitle bahasa Inggris. Dapat disimpulkan bahwa subtitle Bahasa Inggris dalam film “Zootopia” sebagai media adalah pendekatan yang efektif dan dapat diterapkan pada kelas sembilan SMPN 6 Sidoarjo untuk meningkatkan kemampuan berbicara siswa.

Kata Kunci : Subtitle Berbahasa Inggris, Film, Kemampuan Berbicara

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful.

All praises be to Allah SWT, the Lord of the world who has blessed upon the researcher in finishing this thesis. Peace and blessing be also upon to our prophet Muhammad SAW, his family, his companion, and his adherence.

This thesis is written as one of the graduation requirements of S.Pd, English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sidoarjo.

First of all, the writer would like convey her special gratitude for her beloved parents Mr. Radi Haryanto and Ms. Pujiati who have given love, care, motivation, sacrifice and so much opportunities for the researcher to study more. So, the researcher can finish this thesis.

Secondly, the researcher also wants to say a big thank you for Ms. Ermawati Zulikhatin Nuroh, SS., M.Pdas thesis advisor for his time, guidance, contributions, and patience in giving advice, helping, and correcting this thesis.

The researcher was conscious that she could not carry out this thesis without help from others. For that reason, the writer would like to express her gratitude's to these remarkable people:

1. All of the English education lectures who have given the researcher a lot of knowledge and experience since the researcher was in the first semester.
2. Yuli Astutik, M.Pd as the chief of English Education Department.
3. Dr. Nur effendi, M.Pd as the dean of Faculty of Teacher Training and Education.
4. Srindaningsih S.Pd. as English Teacher of SMP Negeri 6 Sidoarjo.
5. Lilik Sulistyowati, S.Pd, M.Pd as the headmaster of SMP Negeri 6 Sidoarjo.
6. Ninth students of SMP Negeri 6 Sidoarjo especially F-class and G-class.

7. All of reseracher friends in English Education Department, especially friends from Evening-B class. Thank you for the nice brotherhood and sisterhood during this four years and also knowledge they have shared.
8. The researcher best friends Heni Kristian Purnama Sari thank you for the great friendship and support during the hard times in writing this thesis.
9. The researcher squad in English Education Department (Rika Dwi Fitriani Fery Dwi S, Yulinar Ayu N, Rahdisty Diana P, Nuzulur Rizqi and Abshari Hibatul W) thank you so much for the valuable help, support and advice to the writer during her study at English Education Department.
10. The researcher best sister friendship thanks to Febby Stanzah who has help me to finding data patiently until my thesis finished.

May Allah bless them all.

The researcher realized there are still some mistakes in this thesis because the researcher still has limited knowledge and not perfect. However, the researcher really expects that this thesis paper can give advantages for the researcher and also people in general. The researcher hopes this thesis can give a contribution in education especially for teaching English.

Sidoarjo, Juli 2018

Fhuri Megawati

TABLE OF CONTENT

1.COVER	
2.LOGO	
3.COVER SHEET	
4.LEGALIZATION SHEET I	
5.LEGALIZATION SHEET II	
6.PERNYATAAN KEASLIAN TULISAN	
7.MOTTO AND DEDICATION	
8. ABSTRACT.....	viii
9.ABSTRAK.....	ix
10.ACKNOWLEDMENT.....	x
11.TABLE OF CONTENT.....	xii
12.LIST OF TABLE.....	xiv
13.LIST OF FIGURE.....	xv
14.LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Statement of Problem.....	6
1.3 Hypothesis.....	6
1.4 Purpose of Study.....	7
1.5 Significance of the Study.....	7
1.6 Scope and Limitation.....	8
1.6.1 Scope.....	8
1.6.2 Limitation.....	8
1.7 Definition of Key Term.....	9
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Historical Background.....	11
2.1.1The Nature of Speaking.....	11
2.1.2 Speaking Skills.....	12
2.1.2.1 Story Telling.....	17
2.1.2.1.1 Story Telling in Speaking Activities.....	17
2.1.2.1.2 The Benefits of Story Telling.....	18

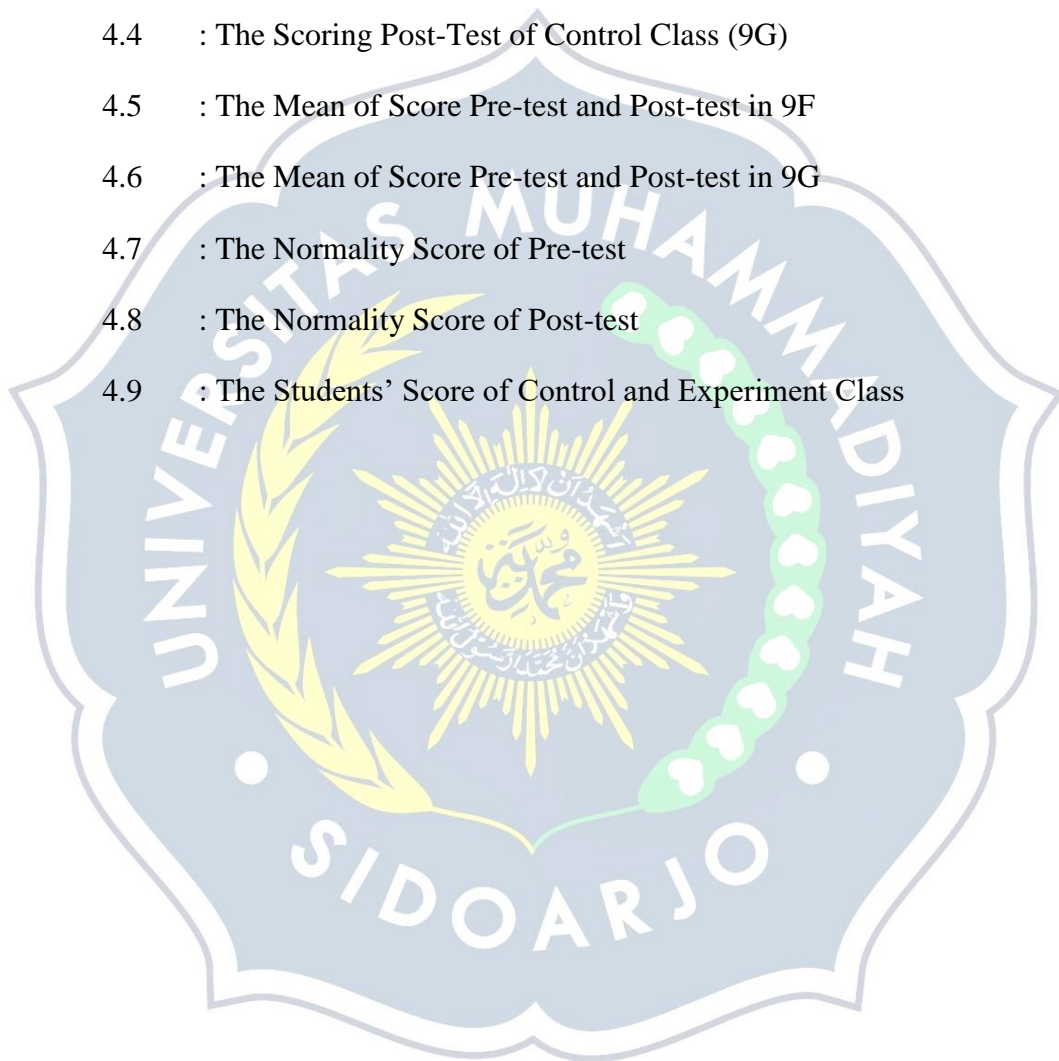
2.1.2.1.3 Ways in Building up Storytelling Ability.....	19
2.1.3 Narrative Text.....	22
2.1.4 Teaching of Speaking Skills.....	24
2.1.5 Media for Teaching of Speaking.....	28
2.1.6 English Subtitle.....	31
2.1.7 Speaking Assessment.....	37
2.1.8 Review of Previous Studies.....	42
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design.....	46
3.2 Population and Sample.....	49
3.2.1 Population.....	49
3.2.2 Sample.....	50
3.3 Research Instrument.....	50
3.4 Research Procedures.....	52
3.5 Data Collection Technique.....	55
3.6 Data Analysis.....	56
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
4.1 General Description of the Problem.....	60
4.2 The Solution of The Problem.....	64
4.2.1 Data Presentation.....	64
4.2.2 Data Analysis.....	65
4.2.2.1 Validity Test.....	66
4.2.2.2 Normality of The Test.....	66
4.2.2.3 Pre-test and Post Test.....	68
4.2.2.4 T-test.....	72
4.3 Discussion.....	77
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	79
5.2 Suggestion.....	80
REFERENCES.....	83

APPENDICES.....	84
-----------------	----



LIST OF TABLE

- 4.1 : The Scoring Pre-Test of Experiment Class (9F)
- 4.2 : The Scoring Pre-Test of Control Class (9G)
- 4.3 : The Scoring Post-Test of Experiment Class (9F)
- 4.4 : The Scoring Post-Test of Control Class (9G)
- 4.5 : The Mean of Score Pre-test and Post-test in 9F
- 4.6 : The Mean of Score Pre-test and Post-test in 9G
- 4.7 : The Normality Score of Pre-test
- 4.8 : The Normality Score of Post-test
- 4.9 : The Students' Score of Control and Experiment Class



LIST OF FIGURE

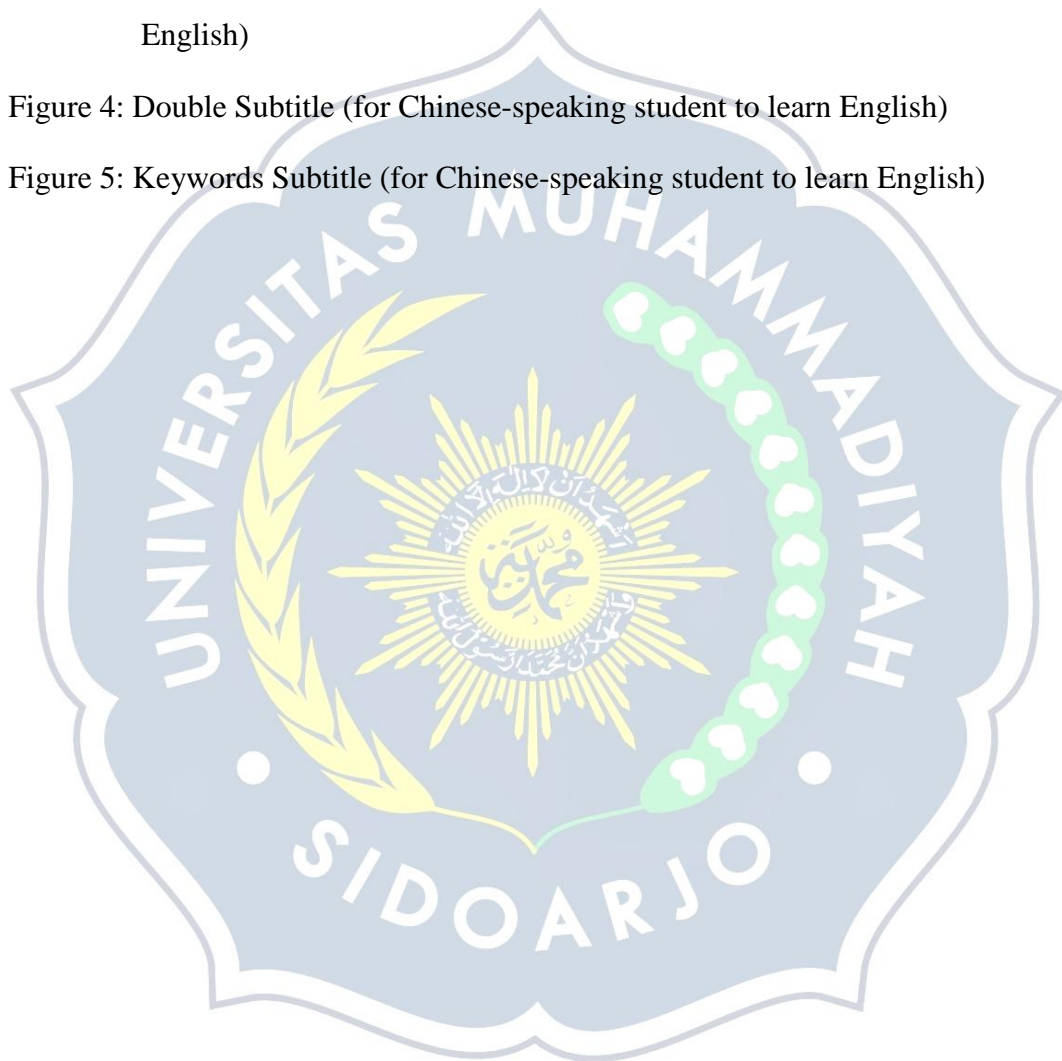
Figure 1: Caption (for Chinese-speaking student to learn English)

Figure 2: Standard Subtitle Caption (for Chinese-speaking student to learn English)

Figure 3: Reversed Subtitle Caption (for Chinese-speaking student to learn English)

Figure 4: Double Subtitle (for Chinese-speaking student to learn English)

Figure 5: Keywords Subtitle (for Chinese-speaking student to learn English)



LIST OF APPENDICES

Appendix 1	: The Pre-Test of Experimental Score.....	84
Appendix 2	: The Pre-Test of Control Score.....	85
Appendix 3	: The Good Score of Pre-Test (The Experiment Class (9F)).	86
Appendix 4	: The Good Score of Pre-Test (The Control Class (9G)).....	88
Appendix 5	: The Post-Test of Experimental Score.....	90
Appendix 6	: The Post-Test of Control Score.....	91
Appendix 7	: The Good Score of Post-Test(The Experiment Class (9F)).	92
Appendix 8	: The Good Score of Post-Test (The Control Class (9F)).....	94
Appendix 9	: Validation Sheet of Lesson Plan by Lecture.....	96
Appendix 9.1	: Validation Sheet of Student's Work Sheet by Lecture.....	99
Appendix 9.2	: Validation Sheet of Media.....	102
Appendix 9.3	: Validation Sheet of Lesson Plan by Teacher.....	105
Appendix 9.4	: Validation Sheet of Student's Work Sheet by Teacher.....	108
Appendix 9.5	: Lesson Plan is accepted by Lecture.....	111
Appendix 9.6	: Lesson Plan of Experiment Class (9F).....	128
Appendix 9.7	: Lesson Plan of Control Class (9G).....	140
Appendix 9.8	: Syllabus.....	151
Appendix 10	: Surat Izin Observasi	155
Appendix 11	: Surat Izin Observasi.....	156
Appendix 12	: Surat Izin Penelitian.....	157
Appendix 13	: Surat Keterangan Penyelesaian Penelitian Skripsi dari pihak Sekolah SMPN 6 Sidoarjo.....	158
Appendix 14	: Berita Acara Bimbingan Skripsi.....	159
Appendix 15	: Documentation.....	160
Appendix 16	: Biografi.....	161

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some problems related to the topic being studied. This chapter discusses background of study, statement of problem, objective of study, significance, scope and limitation of study and definition of key terms.

1.1 Background of The Study

Language is a communication system used by people to communicate each other which must be consistent and contain structure of words.

In the daily life, language is very useful for interacting with people from different regions. Especially, in Indonesia, the native language is Javanese and Indonesian language. Through language, people learn to understand the procedures of talk, style, dialect in languages. According to Keraf Smarapradhipa (2005:1), there are providing two ideas about language. The first notion of languages as stated means that communication between members of the public in the form of a symbol of the sound produced by means of what humans said. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. In linguistic, arbitrary is the absence of any natural or necessary connection between a words meaning and its sound or form. For example, sounds made with the lips. This is both lips (bilabial) that pronounce the words 'pat', 'bat', 'mat',

paying attention to the way the first consonant of each word is made. The first sound in each of these words is made with the two lips coming together and touching momentarily. In Indonesia, people often study two languages or more. The first one is Indonesian language and second is English.

For the most part, English proficiency has four skills. There are listening, speaking, reading, and writing. Among the four skills, speaking is said to be effective communicate with people. According to Yunzhong (1985, cited in Hughes, 2002, 133) states, many educators consider speaking as the best method for picking up a rapidly learning and properly of speech as the establishment for good written work. The educators contended that amid all one's life one will be most likely talk more than one speaker. Consequently, to a language instructor, great educating of speaking is regularly an esteemed issue in the division of ESL/EFL. As Renandya, (1999:230) said speaking is one of the central components of convey with people. In EFL educating, it is a viewpoint that necessities extraordinary consideration and guideline. Keeping in mind the end goal to give consideration, it is vital for an instructor of EFL to deliberately look at the factor, condition, and parts that underlie speaking purposes. The effectual direction got from the watchful examination of this range, together with adequate speaking info and speech advancement exercises will continuously enable students to enhance their English speaking capacity. In era globalization 2017, English speaking ability is very important because by spoken English, people can communicate understand what

foreigners are talking about. For students, speak with English also important to improve speaking skills and develop vocabulary learning.

Speaking learning will be very interesting if teaches give it appropriately through media. Media is all forms and channels used to convey information or messages. Many kinds of media can be used to reduce student boredom. These media are divided into visual, audio and textual media. Every media has several special advantages. There are a lot of foreign movies, tv shows, tv series that are broadcasted throughout the world. The popularity of social media and the other platforms also allow us to watch subtitled videos in different languages. This phenomenon made the language experts and educators utilize these audio-visual products as one of their teaching media in their classes. Researches show that these kinds of audio-visual media has been claimed as one of effective tools in foreign language classes. The media is movie. Why does the researcher use movie? Because movie can learning tool and entertain facilities to improve the speaking skill of children more effective. According the theory of Borrás, (1994:61) said something else "Adversary of the utilization of subtitled video in foreign/second language instructing content that nearness of subtitles is diverting and they slower to create of understudies listening capacities. Defenders of subtitles, on the other way, that subtitles can help create speaking capability by empowering students to be aware of speaking that they do not generally get it". Since this theory proposes did not simply focus on the subtitle. Similarly, one will be feel that subtitle from foreign language and other language can make

distinctive dissonance, so the viewer or film users did not get the hang of anything or even meddle with language learning. In any case, numerous beneficial outcomes of utilizing subtitled in EFL are one of them can enhance speaking aptitudes and understanding the substance of the subtitle. Teaching learning procedure of speaking is the route communicates by two individuals. There are educators to student and student to educator. From the learning got three points of interest, there are understudies can be dynamic in learning procedure of speaking, make another action where the understudy can deliver of target language, and educator offer input to the understudies.

But the important thing to use media is to know the way to use it because it is used in the classroom to avoid student boredom. One way is changing the learning method by using Projected Motion Media. The project motion media is teaching learning from show image, by movie in the laptop or computer for example, television, video (VCD, DVD, VTR), and computer. Using movie media in education and teaching in the classroom is very useful mainly to develop thoughts and opinions the students, including memory to the lesson, developing the power of fantasy the students, growing to be interest and motivation to learn. For example, Zootopia, Stand and Deliver, Forrest Gump, Dangerous Minds, and Lean on Me. In this case, there are movie cannot be separated from the subtitle, especially western movie. The using of English subtitles as a medium of language learning has been much in the research. Students can get many new vocabulary and improve speaking skills from English subtitle because it subtitle in the western movie indicates which words

is being spoken by the actors. But there are some students can who find difficulties in understanding English subtitle. Therefore adding English subtitle is a good way.

English subtitle movie is one medium that is widely used by the students at the present time. The students can improve many new words and phrases, especially idioms and colloquial expressions. The earlier the students get many vocabularies, new accents and the better they will achieve successful in learning English especially, speaking skills in the future. That is why? English subtitle should be used in the students early age, for example since they sit in Junior High School.

SMPN 6 Sidoarjo is one of Junior High School in Sidoarjo which uses this method for their students. This school has implemented the 2013 curriculum in learning and teaching process. This school has qualified teaching staff to teach students order to master their English which can be developed in a variety of talents. Thus the development teaching method is learning by using English subtitle movie. Based on those reasons, the researcher want to do their research in this school because it can show discusses the effectiveness by using English subtitle in the western movies. The researcher chooses Junior High School because the students of increasing speaking skills. Based on the descriptive on above, the researcher observes the effect of English subtitle in the western movie to improve speaking skills.

1.2 Statement of The Problem

Referring to the background of study, the research question is:

1. Is there any effect of using English subtitle “Zootopia” movie in speaking skills” of 9th grade of SMPN 6 Sidoarjo?

1.3 Hypothesis

The research diversity use experimental research. Experimental research is examine where the members are take randomly into at least two gatherings which is offered treatment to get the information, at that point saw by utilizing test to gauge the impact of the treatment. As indicated by Eric Rogers, 1966 “Hypotheses are single conditional guesstimate, great hunches – contended for use in figuring hypothesis or arranging tests proposed to be given a direct trial test when conceivable”. It implies hypotheses have forecast at least two variables. The hypothesis is a reasonable articulation of what is opposing to be examined. This must be resolved before look into go ahead and transparently open in announcing the result. This permits to:

1. Distinguishing of the research objectives.
2. Distinguishing of the key brief thought engaged with the research.
3. Distinguishing about association between the literature review and issue proclamation.

There are two kind of hypothesis. There are Null Hypothesis and Alternative Hypothesis. Null Hypothesis demonstrated the hypothesis offered trust to researcher that one substance as base of argumentation. Alternative

Hypothesis demonstrated the hypothesis which is establishes likewise over and over to clarify implication of the researcher.

In view of the statement over, the researcher utilized formula hypothesis as follows:

1. Ha: There is an effect of English subtitle “Zootopia” movie in speaking skills.
2. Ho: There is not an effect of English subtitle “Zootopia” movie in speaking skills.

1.4 Purpose of Study

The purpose of this study is:

1. To identify the effect of English subtitle in the Zootopia movie in “speaking skills” for 9th grade students of SMPN 6 Sidoarjo.

1.5 Significance of The Study

The researcher gives significant contribution to the next teacher who wants to use media in teaching and learning activity. This study also uses for teacher as a way for teaching to improve speaking skills. The result of this research makes the see movie education for teaching and learning

process. The teaching media is implemented using LCD projector or laptop. The teacher had choosen the western movie in order the student can study to find new words, phrases, and idiom sentences. By it also improve speaking skills for student in Junior High School. Hopefully, it

makes students enjoy the learning process and decreases student boredom in teaching and learning process.

1.6 Scope and Limitation

1.6.1 Scope

There are many strategies used by researcher to get the goal. This study focuses on the effect of English subtitle in the western movie to improve speaking skills in Junior High School and only discussed the differences between class that improves English through subtitle in western movie and the another class which does not uses it in teaching and learning process. This study explains the value before and after students use this media. The researcher limits the study on the 9th grade of SMPN 6 SIDOARJO.

1.6.2 Limitation

The researcher limites the study on the 9th grade of SMPN 6 SIDOARJO.

1.7 Definition of Key Terms

Avoiding misunderstanding and misinterpretation of the meaning of terms in the study, the researcher defines the key term used in this research. It is expected to give the same understanding and interpretation between the researcher and the reader. Those are:

1. Subtitle

Subtitle is word little imprinted on screen film to demonstrating the conversation to the viewers. We called as subtitles, which is interpreted from sources into the target text from that conversation. As (Collin CoBuild Dictionary, 2006) “subtitles are a printed translation of the words of a foreign film that are shown at the bottom of the picture”.

2. Media

Media are all tools or objects used for teaching and learning activities, with the intention of conveying the message (information) from a source of learning (teacher or other source) to the receiver (in this case students or residents study). The media used is western movie subtitle. This movie entitled “Zootopia”.

3. Speaking Skills

Speaking skill is capability learners to communicate in English as verbal which is pick up vocabulary, pronounce, and accent. According to Nunan, (2003:40) “Speaking skills is the ability to

reveal judgment, ideas, or thought verbally; it is make out legitimate verbal expression to convey meaning in order to be mastered by the people we are talking with”. Speaking skills likewise examined about grammar, fluency, vocabulary and self-belief of learners to speak in English.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher explains about the theories related to the study that has strong relation with the topic. This chapter includes the review of related literature about definition of the nature of speaking, speaking skills, the teaching of speaking skills, narrative text, using of media for teaching speaking, the English subtitle, speaking assessment, and previous studies.

2.1. Historical Background

2.1.1 The Nature of Speaking

Speaking ability is imperative in language learning since we will be imparted through our oral articulation to increase substantially more information. Individual can speak with each other utilized a language verbally despite the fact that their insight extremely limited. But an essential convey from language verbal or oral. Individuals can express their idea or thoughts through speak with the others. It is aim of speaks, to welcome individuals with a specific end goal to express their thoughts or information for say anything to speakers. From this stated, we are as a speaker could be reaction this inquiring. According to (Richards and Roger 1986, 87) "Grown-up ought to summarize the procedures by children which is gain their first language". It implies children taught the principal language from speech in type of overwhelming fill activity then grown-up will examine better in winning as well. Speaking is critical unit in language teaching causes essential of goal to

teaching English to the understudies is to utilize them have speaking capability. English teacher will not just offer chances to the understudies to utilize the language, yet they likewise need to respect the idea of the privileges of others to talk. Wilga, (1970:35) said “students of new language will not learn to speak fluently by hearing speech in class. Since speaking skill involve active participant on the part of the students”. So the English educator ought to be dynamic the understudies speaking ability by giving open communicate exercises in the classroom and afterward giving them the chances to try their speaking skill however much as could be expected.

2.1.2 Speaking Skills

Speaking is the activity to talk with people. According to Nunan, (2003:40) “Speaking skills is the ability to reveal judgment, ideas, or thought verbally; it is make out legitimate verbal expression to convey meaning in order to be mastered by the people we are talking with”. This investigated is by five inward step of reported speech in human being. Firstly, individuals can be competent of their sense, wish, and want. Secondly, detailed of reported speech brought the discussing thought language. Thirdly, the voices, exclamation, and clear used are spared in inward subjective framework. Fourthly, the speaker's expertise carried into using as they begin conversation in their mind will be speech. The last, the hearer listen the outcome and institution skill in real life. That is

clearly, the significant competence has been owned by students is verbal fluency and capability to comprehend it when talked by native speakers.

They study to communicate with people. A few people take idea from words when they talk about concept, sense, and meaning what they want to do. Speaking agree with communication because it purpose to connect all information. Therefore, learner must be practice to speak formal and informal in all area as classroom or environment and it must be do all day.

This is in accordance with Graham (2007) who clarifies that most students trust that the critical objective in learning English is the means by which to have the capacity to manage the stream of discussion orally. By aing this ability, students can effectively get engaged with the keep running of discussion and in addition responding the data with others (Rohmah, 2012). The need of creating capability in speaking as proposed by Richard and Renandya (2002) and Graham (2007) above must convey many focal points to the English learning process, particularly in speaking skill. Be that as it may, some classroom guidelines experience the ill effects of restriction of the students' open collaboration. Some exploration extended in Indonesian EFL students, for example, that of led by Efrizal (2012) and Akhyak and Indramawan (2013) discovered diverse conditions. Those exploration ventures show a few conditions that the EFL students' speaking ability was as yet unacceptable. Numerous students, in learning process, were unmotivated in bearing their speaking

in classroom exercises. The students appeared to be hesitant to uncover their idea when they had a comment (Faulin and Soefendi, 2013). Another issue that make them hard to pass on their thoughts was that they did not feel certain. Some of them may try to talk yet at that point stalled out when they found that it was hard to continue passing on their thoughts in English (Juhana, 2012), they at that point changed to their local language to keep communicating their thoughts.

Taking at the challenges above, a suitable methodology should be connected to include the students in the talking action, and additionally having them develop discussion in view of the point given to them. Additionally, it appears to be important to give an intriguing material, which is outstanding by the students so they can without much of a stretch connect with that material (Katsara, 2015). The conspicuous condition with respect to the EFL students in the schools, a remote region school in SMPN 6 Sidoarjo ninth grade is that the students had low speaking ability. They scarcely proposed their thoughts or reasons in their speaking exercises. Consequently, it is profitable to apply an interactive speaking methodology to enhance their speaking.

The students in that school, luckily, keep on tuning in to their educator recounting stories, particularly stories that are begin from Zootopia movie. Moreover, the students likewise jumped at the chance to disclose to Zootopia movie to their companions. They, in many turns, inadvertently framed a gathering to disclose to Zootopia movie to each

other. Thusly, it is trust that the utilization of Zootopia movie in the Interactive Storytelling Strategy for talking action would be gainful to enhance the students' speaking capacity and of their classroom exercises. As the material, the instructor picks a story to be proposed in the educating and learning process by some thought that story ought to be appropriate in educating, the story makes imperative commitment to the lesson, and story ought to be understand and interesting.

Hypothetically, telling story ends up noticeably one of the courses in classroom to take in another language. It is a critical action to set up the students include in speaking exercises (Somdee and Suppasetseree, 2012). It is a brilliant verbal action to enable students to envision and makes plots and also enhancing their speaking performance (Reinders, 2011). Akhyak and Indramawan (2013) likewise bolster this point by clarifying that telling story has huge effect on enhancing the students' inspiration to speak.

Moreover, the utilization of telling story startegy is coordinate some dialect abilities (Kartiah, Rahman, and Jabu, 2014). For storytellers, it trains them to be innovatively utilizing their vocabularies to include the audience members' creative energy, in the interim for audience members', they will inventively interface the story with their encounters. Shopping center Amiri and Ghanbari (2014) say that understudies in the school age enamored with tuning in and appreciate a story.

Besides, the utilization of storytelling technique can incorporated some language abilities (Kartiah, Rahman, and Jabu, 2014). For storytellers, it trains them to be inventively utilizing their vocabularies to include the audience members' creative ability, in the interim for audience members', they will innovatively interface the story with their encounters. Mall-Amiri & Ghanbari (2014) say that understudies in the school age enamored with tuning in and appreciate a story. This implies both of tuning in and retelling story are two intriguing exercises for EFL students. Luckily, the exercises in tuning in and perusing stories can be caught up with speaking exercises by retelling the story with the students' own words. Consequently, through story telling, the EFL students can exhibit their capacity to recount the story and also they can specifically utilizing bright vocabularies to include the audience members' creative ability. In a similar vein to Mall-Amiri and Ghanbari (2014) and Nia, Ghaemi, and Afraz (2013) include that story telling is a non- threatening approach to actuate the EFL students with different language skill.

The storytelling methodology, without a doubt, has been connected by a few scientists, for example, that of Atta-Alla (2012), Agustina (2015), and Ono (2014). Those exploration ventures attempted to incorporate the storytelling as the technique to enhance the EFL students' language abilities. Some examination ventures, be that as it may, think about the capacity in retelling story as the primary reason. This present Interactive Storytelling Strategy, luckily, utilized the storytelling as the

best approach to enhance the EFL students' speaking skill. The students would be intelligently develop correspondence with instructors and companions, asking and giving help, making question, and answering questions. This implies the students will develop correspondence discussing their thoughts, feeling, and encounters identify with the story. This methodology will likewise trigger the students' inspiration to speak since it anticipates that the students will investigate their creative energy identified with the story at that point propose it in their speaking. In this manner, this examination turns out to be progressively vital to be connected among the Indonesian EFL students to enhance their speaking ability and that of their classroom activities.

2.1.2.1 Story Telling

2.1.2.1.1 Story Telling in Speaking Activities

Story Telling winds up noticeably one of the courses in classroom to take in another language. This action alludes to the presenting vocabularies of the new language through building them to frame story. In line to this point, Dujmovic (2006) clarifies that story telling considered as an imperative movement that shows the energy of words. Here, words are utilized to influence audience to envision what is being told. Additionally, it utilized words to improved verbal articulation, builds perception, and makes mental picture. The movement is concerning story telling, luckily, trains the students to interface their creative ability about the occasions in the story and attempt to develop relations with their accurate surroundings. In this manner, it is a

value approach to include the students in the action of recounting stories. Wang and Lee (2007) affirm that telling story was a phenomenal verbal action to enabled students to envision and make plots. It additionally supports them in working up points of interest, plot expectation, and making determination. Al-Mansour and Al-Shorman (2011) additionally bolster this point by clarifying that story has huge effect on enhancing the students' inspiration to talk. Through story, the students comprehend their genuine circumstance and also ready to associate their genuine condition with the comprehensible occasions in the story. Luckily, the students have sufficient ability to join the genuine circumstance with their creative energy to frame new stories. Besides, the students likewise effortlessly share the story to individuals around them.

2.1.2.1.2 The Benefits of Story Telling

The demonstration of story telling by and large conveys focal points to the students. The educator may utilize telling story to make comfortable condition when he/she realizes that the students are ill humored to consider. The educator can likewise utilize telling story to pick up the students' consideration when their concentration spread out. To put it plainly, the telling story technique is useful for students in their learning exercises. Instructively, story telling procedure brings favorable outcome to enhance the student speaking ability. Mixon and Temu (2006) express that story telling is an essential way that can be connected to incite the aftereffect of students' learning. From the two perspectives above, it is comprehend that through

story telling, both of educator and students get advantage (Miller and Pennycuff, 2008).

The educator has several advantages of attempting to sort out their way in articulating sentences legitimately. This implies the educator effortfully to consecutively recount the story to be comprehended by students. Similarly, the students likewise get many advantages of retell stories. Jalongo (1992) clarifies that the educator exertion in sharing stories to the student is basic piece of their development in proficiency since stories (1) to increase students information and comprehension of others races and convictions, (2) to introduce students with more extensive scope of story sharing encounte, (3) to stimulate students imagination, (4) to expand vocabularies and provide students with good models of usage, enunciation, and pronunciation, (5) to encourage students to listen, concentrate, and follow event-structured material, (6) to challenge presumption and present new thoughts in a nonthreatening way, (7) to create students thinking skill, (9) to increase the children appropriation of writing and reinforce social esteem.

2.1.2.1.3 Ways in Building up Storytelling Ability

There has been effort to help the students' ability in building stories, particularly through school-based process. These efforts are required to tie the students' encounters with the story that they will tell. Rohmah (2012) gives useful answer for enhance the students' ability in storytelling that is request that students read the stories and make brief notes for the critical occasions in the story. This progression drives the students to recount the stories utilizing

their own particular words. Moreover, she additionally proposes 3 primary exercises that can prepared students to be imaginatively developing their stories, they are single-word story, sentence-story, and writing story in big circle.

a. Single-word Story

The single-word story is connect by requesting that students contribute word by word to develop the story. This implies a student is required to state a single word that were suitable to keep the story proceeds. Actually, this action should effectively be possible by requesting that students remain in line and consecutively every student says a word to proceed with the story. On the off chance that each student has contributed a word in the story while the story still in advance, the action will in any case proceed by turning to the first student to proceed with the story at that point took after by the following student until the point that the story finish.

b. Sentence Story

This types of activity proposes students to contribute their thoughts as sentences. In this way, a student will state a sentence to proceed with the story until the point when the story finish. In fact, the procedure is as same as in the single-word story, the main primary diverse are that activity requires each student to contribute a sentence to enhance the stream of the story. In the event that the story has not finished yet, the turn proceeds to the first student at that point took after by the following student until the point that the story finish.

c. Writing Story in Big Circle

The way toward writing story in this activity is done around. Thusly, the main action is that expecting students to shape circles. During the time spent building story, the students will contribute their thought as sentences. The procedure is as same as in the sentence story, the main distinctived is that the procedure finished by composing their sentences to proceed with the story. Actually, a student will compose his/her sentence in the paper at that point give that paper to the following student to contribute their sentences. On the off chance that the story has not finished yet, the turn can proceed to the principal student at that point took after to the following students until the point when the story finish. From the 3 routes above, we can presume that the storytelling procedure expects students to be currently contributing their thoughts for the change of story.

In this present research, the researcher connected anoter storytelling procedure in particular Interactive Storytelling Strategy. The fact of the matter was that the EFL students were given a story to peruse. In their exercises, the students were required to make show questions and referential question concerning the story to ask their friends. The students at that point share their question to their friends to reply. They could likewise request help to their friends when they discovered troubles during the time spent retelling the story, making question, and answering question to make the stream learning exercises runs interactively. In the last, the instructor gives them arrangement how they can unravel their Improving the EFL Learners'

Speaking issues. These procedures are relied upon to enhance the students' speaking ability and their classroom activities.

2.1.3 Narrative Text

Narrative is one of the class instructed in junior high school. This kind is exhibited to build up the four skill of language, listening, speaking, reading and writing. In this examination, the content is utilize to create students speaking skill. The reason for the text is to amused people. To encouraged students to increase spoken narrative text competence, an educator needs to present the structure of a narrative text first before requesting that they express their thoughts, creative ability and innovativeness. The structure of narrative text comprises of a beginning (orientation), middle (complication and series of events), ending (resolution) and a reorientation (optional).

A narrative text is built by following a specific structure as well as language features. Derewianka (1995) states the language features of the content as takes after: (1) Specific, frequently individual members with characterized personalities. Real members are human, or at times animals with human characteristic. (2) Mainly activity verbs [material processes], yet in addition numerous verbs which refer to what the human members stated, or believed, or thought [verbal and mental processes]. (3) Normally past tense. (4) Many connecting words to do with time. (5) Dialog regularly included, amid which the tense may changed to the present or future. (6) Descriptive language improved and build up the story by making pictures in

the readers mind. (7) Can be write in the main person (I,we) or third person (he,she,they).

Different media like story books, tape, films, the Internets and others can be utilized for showing account writings to create students language abilities. In this investigation, the media met the reasons for existing are animated films. Harmer (2002) states the benefits of movies/video as showing media as takes after: (1) Seeing language– being used: one of the main benefit points of video is that students do not simply hear language, they see it as well. This significantly aids comprehension, since for instance, general importance and states of mind are regularly passed on through expression, gesture and other visual clues. In this way, we watch how intonation can coordinate outward appearance. All such paralinguistic features give profitable significance pieces of information and helpt viewers to see past what they are listening to, and in this way translate the content all the more profoundly, (2) Cross-social mindfulness: video remarkably permits students a gander at circumstances along ways past their classrooms. This is particularly valuable in the event that they need to see, for instance, typical British, body language “when inviting someone out”, or how Americans speak to waiters. Video is additionally of awesome value in allowing students see such things as what kinds of food people eat in different nations, and what they wear.

2.1.4 Teaching Speaking Skills

In Indonesia, many people imagine that teaching of speaking skill is exceptionally troublesome. According to Nunan (1989:48), it is two of caused “the first, people are slow to think for say anything caused they are not confident with their sentence as the grammatical incorrect. Second, when people say they cannot repair and edit conversation as people do writing.” So that, the educator must be have innovative techniques to confront this issue. According to Hughes (2002:6) said "Speech is fundamental of language works that factor. A further confounding that is the point which is they talk language is must be center in classroom movement, there are frequently other reason which is educator may have. For instance, making understudies to get mindfulness it or explaining a few parts of linguistic knowledge (grammatical rule, application phonemic regularity) or developing production skills (rhythm, intonations, etc)". That we knew the most important from teaching language is capability to speak. Language teaching start with speak of language and speech was basic from reading and writing as we say to ourselves before we read or write the words, phrases, and sentences.

In the school, many students more than like listen what the teacher said. Why is that? Because they are have not passion to speak English in the classroom. They think that learn to spoke English is very difficult. They also never practice in the real condition. Thus, the teacher must be find success strategies to teach the students. Furthermore, the teacher

must be applied in real condition to create speaking class toward students. It is the best choice caused students can be excited to upgrade their skill. For example, they study basic to speak English with see dictionary for check pronunciation what pronounce is good or not. So that, the teaching of speaking is very enjoy to builds student more confidence to speak English. According to Nunan, (2003:54) said “The Teaching of Speaking had five principles as:

1. The target language of second language context is the language of communication in society. In everyday target language is used by them. While, foreign language context of the target language is not the language of communication in around society. So, the learning of speaking skills for this context is challenging.
2. Giving the chance for student to expand fluency and accuracy. Fluency is escalated, which the students use language must be quickly and self assured. While accuracy expand, which the student speech compatible what people say and using the target language.
3. Giving the chance for students to conversation with group or pairs. These activities will be added self-confident students to conversation with their teacher.
4. The judgment about negotiating for meaning. It is mean to clarify and confirm whether the students have understood or not with the

teacher asking for repetition, explaining, meaning during conversation to giving understanding.

5. Designing for the classroom activities involve guidance and practice in relation of speaking.

The resercher use Story Text in teaching speaking. According to Alan Mathews (1971), there are some general procedure in teaching speaking.

1. Language input

This will often mean the presentation and practice stage in the teaching of a language item, which is now to be practiced within a freer framework. It may also mean the pre-teaching of the vocabulary and/or other language considered useful for the context has been set.

2. Setting of context

This should be done to help the students to appreciate fully the situation, in which they will retell the text.

3. Allocation of Performance

The teacher should decide this, otherwise, if the vice is thrown open to volunteers, the extrovert students will always get best chance.

4. Statement of Aim(s)

This is vital because it gives students a concrete result to aim for, in retelling the story and those provides motivation and presents

the activity fizzing cut. It was also provides a clean-cut result to discuss in the report phases.

5. Familiarization with the characters

This can take form of reading the text or students' discussion.

6. Demonstration

It is advisable to choose the best students to do this, as they can provide a good model.

7. Report work

This will concern how the different groups reach their aim(s). Example, what decision each group made, ect. This is an important phase because the students are usually interested in comparing the decision with this of other groups. It is also gives the students opportunity to talk about the problem they had and it round of the activity beware however of making the stage unduly long to fifteen pairs of students reporting back in turn would clearly be tedious.

8. Follow up

This take two form, firstly, written work based on the question of the text, perhaps set for homework, and secondly, remedial work based on mistaken noted by the teacher while monitoring the students' performance.

So that, teaching of speaking skill should be applied in school. With use one of them principle from Nunan. Because will be increase effective

learn to students and students also must be use steps by steps to retell story in teaching speaking.

2.1.5 Media for Teaching of Speaking

Generally, the all activities that give some information through process to teacher and students it called teaching and learning process. The purpose in the learning process is how the information will be conveyed with talk and students will comprehend the learning result. Sometimes, the difficult learning is not sophisticated technology. As a become teacher, we must be find appropriate technology. For examples, fun media to teach student. It helps student understand learning of teaching speaking. Many kinds of media that have several benefits, there are visual and audio visual. The media is more effective for using learning in the classroom. Especially, visual and audiovisual media have constructive feedback for students. In language learning and teaching process, student use their eyes better than their ears. But their eyes are basic in learning process. The effective used basic eyes in using media visual or audio-visual is movie. Azhar (2011:49) said “movie as picture in a frame by frame is projected through the projector lens mechanically which the pictures in the screen looks alive”.

Movie is one of effective media in teaching of speaking. That is why? Because movie is one of the visual media can be easily to using it in the classroom. It makes lessons more fun and not bored. Some movie collective exhibition with command makes the learning process more

enjoyable. As Mark, (2011:232-249), said “film can be "utilized to challenge students' creative impulses and to help them think about elective methods for seeing, feeling, and understanding things" definitely on the grounds that motion picture is worried about and depicts the consuming social, monetary, and political issue of the day, and additionally people groups' responses to these issue”. Although many potential advantages to the use of movie, movie can difficult for students to understand, and difficult for language teachers to teach. Not at all like printed which is deliver teacher and students time to live on the language of an entry or comfort the language of two unique entries, with motion picture the flood of data over the screen is quick and almost immediately gone. With a composed, student may not comprehend a linguistic structure or know the significance of a specific word, however with film they frequently can't perceive words they do know in the fast stream of discourse. Besides, the filmic has various semiotic frameworks working all the while, which make it a test to process the sound and video data. The sound channel incorporates the talked expressions of the on-screen characters and maybe the voice-over of a storyteller not withstanding stable impacts and music. The video channel transmits the motions of the performers, their position in respect to each other, the position, edge, central length, and scope of the camera (a visual perspective), the length of the shot, and the setting, including lighting, shading palette, and so

forth. Similar to the case with abstract writings, student must take in the vocabulary to have the capacity to speak and expound on the scene.

Moreover, outside language educators themselves are not generally knowledgeable in true to life gadgets and require some preparation. While there are examples when seeing a whole film is best (all things considered, there are courses and reading material based on a film educational modules of six to fifteen movies), the troubles of doing as such help the utilization of shorter clips from movies, advertisements, and TV creations. All the more particularly, the utilization of clips offers educators an unmistakable favorable position in that student can center around one scene inside and out and investigate the language of the clips and the different segments of visual semiotics (dress, setting, motion, outward appearances, shading palette, and so forth).

The researcher chose the western movie entitled is “Zootopia”. This movie types is animation movie. The movie tells the journey of a fox living in a town called “Zootopia”. A modern city is lived by animals. Fox tries to be famous animal in town. But consequently the conspiracy made him become a fugitive for a crime he never committed. On the way he also met a rabbit who was also the victim of a conspiracy, and eventually they worked together to solve problems and find the truth. The main purpose of teaching media is to help students understand about what the teacher is explaining. It minimizes the students’ boredom wherever the teacher leads the teaching and learning process by doing a

classic ways. In this case the important is the teacher can show and realize how useful and effective the teaching media there.

It is important to create a good and fun situation that the students can easily get the points of what the teacher is explaining. It is supported by A Wright, (1983:15) who stated that using visual media or something that helps them to make the students understand and it makes the teaching and learning process more effective, communicative and interesting.

In this case, if movie does not clear for showing, it can be given a helpful media like subtitle as media to share the idea. Subtitle is a part of visual media and it may become one of the suitable visual and audio-visual media for teaching media used as learning media.

2.1.6 English Subtitle

Up to now, there are types of two primary methodologies for standard viewers when they are watching a foreigner language movie. One method is dubbing. At the primary, dubbing can likewise be recognized as vocal recording, which mean as long as the way toward watching a dubbed movie. There is a vocal recording change the past recording stage. Other said that listening to movie in the first language with subtitles helped them to learn English, particularly with the pronunciation.

Thus, with the necessities of dubbing, the first text in movie will be balanced in a specific degree. Such as issue could be averted in another approach and no more of times, subtitle. “As a few researcher raised

before that accomplished subtitles are able for creating translation that have the same score to the original data and condensation will not attendant disappearance of data” (al. 2002:325)

Subtitle movie give the translation of printed design in native language that are generally shown at the base of the video recorder. At the point when the viewers are valuing the substance of the movie, they additionally need to track the text at the base. Subsequently there is an argumentation the utilization of subtitles, which is the presumption that subtitles will influence the viewer to focus on the screen and focus any more (Wissmath, Weibel, and Groner, 2009). At the point, Gielen (1988) surveyed the eye developments of the condition when audience members are watching subtitled TV programs.

Accordingly also Gielen (1988) find that the audience simply concentrate somewhat over the subtitles, this methodology enables one at the same time catch a photo and subtitles. It is same as the consequence of the finding of D’Ydewalle, Van Rensbergen, and Pollet (1987), they had discovered that we move our consideration consequently form a photo to the subtitles.

Using watch a movie as a method to learning foreign language started form 1980s, in this form, many several types of subtitled which have been for the learning purpose. There are;

1. Caption

Captioned is normally known as transcript (find in figure 1). Most likely same as transcript in the TV programs, it records the words which talked by the distinctive figures inside the movie as indicated by the request. The caption movies for the most part help hard of hearing and nearly deaf of viewers (Zerei, 2009) and possible them to watch of the TV programs and with an indistinguishable comprehension from the all inclusive community (Carney and Verlinde, 1987). On the fundamental, it can be arranged into open caption and close captions as indicated by whether it can be enacted by the user (Hong, 2010)



English Audio

Figure 1 Caption (for Chinese-speaking student to learn English)

2. Subtitle

Standard Subtitle and Reversed Subtitle are characterized as the perpetual affixed on screen that speaks to the portrayal, conversation, music or sound impacts in the program. Subtitles are commonly set at the base focus of the TV screen. There is an essential characterization as indicated by the distinctive language of the voice and subtitle: standard subtitled movie is a sort of movie with foreign language in sound track and local language in subtitles and as to reversed subtitling movie, it is with foreign language in subtitles and local language in sound track (Fazilatfar, Ghorbani, and Samavarchi, 2002)



Figure 2 Standard Subtitle (for Chinese-speaking student to learn English)



Figure 3 Reversed Subtitle (for Chinese-speaking student to learn English)

3. Double Subtitle

Double subtitles (find in Figure 4) contain two kinds of subtitled, one is the translation about the overseas; the other is about the overseas language itself (Kovacs, & Miller, 2014). In another words, when viewing a movie with double subtitle, the viewers read both local and foreign language in the meantime. In this way, appeal with the past subtitles note below, double subtitle has an effect for the vocabulary acquisition as either caption or standard subtitle alone (Raine, 2002). That we know vocabulary acquisition is exist in English skill, there are speaking, listening, reading, and writing.



Figure 4 Double Subtitle (for Chinese-speaking students to learn English)

4. Key Words Subtitle

Key words subtitle just contains of the key words which are imagine to the crucial for the understanding for the whole conversation (find in Figure 5).



Figure 5 Keywords Subtitle (for Chinese-speaking student to learn English)

The utilization of English movie subtitled in speaking exercises give inspirations and fun circumstance. Subtitle is utility and help student

to give such a conceptualizing and comprehension. English movie subtitled likewise enable the student to imagine the expression of subtitle when it lost and recollect items of speaking in the movie before student begin to write.

2.1.7 Speaking Assessment

Assessment is the scientific procedure incorporates gathering data (number, verbal portrayal), examination, translating the data to settle on choice by PPL workshop, Syaifuddin, 2008. The strategy utilized for assessing speaking or oral communication abilities is rely upon the motivation behind the appraisal, it should hold fast to the estimation standards of reliability, validity, and reasonableness. To know the understudies' accomplishment after they are dealt with by Brown, (2004:140-150), their speaking ability measured by utilizing imitative, intensive, responsive, interactive, and extensive (monologue).

Imitative is one of sorts of speaking enactment, it is the capacity to just parrot back (copy) a word or state or conceivably a sentence. While this is a simply phonetic level of oral construction, various prosodic, lexical, and grammatical properties of language might be incorporated into the criterion enactment. We are enthusiasm just in what is conventionally marked "pronunciation"; no implication made about the test-takers capacity to comprehend or impart on significance or to partake in an interactive discussion.

Intensive a second sort of speaking as often as possible utilized in assessment settings is the construction of short extends of oral language intended to show ability in a limited band of grammatical, phrasal, lexical, or phonological connections, (for example, prosodic components intonation, stretch, rhythm, juncture). The speaker knew about semantic properties keeping in mind the end goal to have the capacity to react, however cooperation with a conversationalist or test executive is insignificant, best case scenario. Cases of intensive assessment task incorporate coordinated reaction assignments, reading very loud, sentence and conversation fulfillment; restricted picture-cued task including straightforward successions; and interpretation up to the basic sentence level.

Responsive assessment task incorporated collaboration and test cognizance however at some degree constrained level of short discussions, standard greeting and casual conversation, straightforward demands and remarks, and so forth. The boost is quite often a talk provoke (to protect genuineness), with maybe just a single or two follow-up inquiries or counters:

A. Mary: Excuse me, do you have many time?

Doug: Yeah. Ten minutes.

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Stef, how is it going?

Stef: Not bad. You?

Jeff: I'm good.

Stef: Nice. Okay, gotta go.

Interactive has distinction from responsive. The distinction amongst responsive and interactive speaking is in the length and multifaceted nature of the collaboration, which at times incorporates various trades as well as numerous members. Association took the two types of transactional language, which has the reason for trading particular data, or interpersonal interchange, which had the motivation behind keeping up social connections. (In three dialogue refers to over, A and B were transactional, and C was interpersonal). In interpersonal interchange, oral construction could turn out to be logically unpredictable with the needed to talk in an easygoing register and utilized casual language, ellipsis, slang, humor, and other sociolinguistic traditions.

Extensive (monolog) are creation assignments incorporate speeches, oral introductions, and telling-story, amid which the chance for oral communication from audience members was either exceptionally restricted (maybe to nonverbal reactions) or discounted out and out. Language style is every now and again more deliberative (arranging is included) and "formal for extensive task, yet we are not regulation out certain informal monologs, for example, casually conveyed speech (for

instance, my holiday in the mountains, a formula for remarkable pasta primavera, describing the plot of a novel or film).

In the speaking assessment, the researcher used *oral proficiency scoring categories* **Scoring Rubric of Speaking (Brown: 2010)**

No	Aspect	5	4	3	2	1
		Excellent	Good	Fair	Poor	Very Poor
1.	Fluency	Very smooth with no pauses	Smooth enough with very few pauses	Normal speed with few pauses	Slow pace with frequent pauses	The pace is very slow with too many pauses
2.	Accuracy	Excellent grammar with various words used (Correctness 80%-100%)	Very few mistakes of grammar with enough variety of vocabulary (Correctness 61%-80%)	Few mistakes of grammar with very sufficient vocabulary but still understandable (Correctness 41%-60%)	Several mistakes of grammar with very limited vocabulary but still understandable (Correctness 41% 60%)	Very poor diction and grammar which lead to misunderstanding (correctness 0%-39%)
3.	Clarity	Very clear articulation	Good pronunciation	Few mistakes of	Several mistakes of	Many mistakes of

		with good pronunciation	with very few mistakes and clear articulation	pronunciation with inconsistent articulation but still understandable	pronunciation with inconsistent articulation which lead to difficult understanding	pronunciation with unclear articulation and difficult to understand.
4.	Intonation	Correct intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning	Very few mistakes of intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning	Few mistakes of intonation/tone which interfere the intended meaning	Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	No difference of intonation/tone for the words/phrases/sentences which lead to misunderstanding of the intended meaning
5.	Volume	Speak very loudly that the audience in the class can hear	Speak loudly that most of the audience in the class can	Only audience from the middle to the front row can	Speak softly that only very few the audience can	Speak very softly that the audience cannot hear

			hear	hear the voice	hear clearly	
6.	Content	The content of the presentation contains very complete information	The content of the presentation contains complete information	The content of the presentation contains sufficient information	The content of the presentation contains little information	The content of the presentation contains very little information

2.1.8 Review of Previous Studies

In this research, the researcher uses three previous studies as her references. In previous studies, several similar studies found about media and movies as English learning. Some research to determine the impact of subtitled English as a medium to enhance the student's ability to learn English, especially the development of skills. The first previous study was from Yasser Ebrahimi and Parissa Bazaee. They were students in Islamic Azad University, Kish International Branch, Iran. The titled of their journal are "The Effect of Watching English Movies with Standard Subtitles on EFL Learners' Content and Vocabulary Comprehension". The purpose of study to know there was impact of English movies with subtitled on content comprehension of English movies and vocabulary comprehension. The research take forty-four students in Arman Garayan Language Institute were selected from two intact classes of audiovisual and Films Translation course. The entitled movie was "*Dangerous knowledge*" was selected based on the

content and level of difficulty of the language. The differences of result subtitled had a positive impact on content comprehension of English movies. It can be concluded that the participants comprehend the subtitled movie better than the one without subtitled. So that, subtitle helped students in comprehend the text effectively.

The second previous 'study was from Wutong Lin. She was student in School of Computer Science University of Birmingham, the United Kingdom. The title of her journal was “How to enhance interactive movie subtitles for second language learner?” The purpose of study was the effects of subtitled on foreign language learners' comprehension of video contents and language learning skills from different perspectives since 1980s. The result of this research was relevant used subtitle movie for language learning.

The third previous study was from Seyed Jalal Abdolmanafi Rokni & Azam Jannati Ataee Syafri K. They were student in Golestan University, Iran. The titled of his thesis was “The Effect of Movie Subtitles on EFL Learners' Oral Performance”. The participants were 38 intermediate Iranian learners of English randomly selected from Novin institute in Gorgan, Iran. The participants in the experimental group enjoyed the treatment in which they watched an English movie with subtitles while the control group watched the same movie without subtitles. The purpose of study was to found out the effects of watching English movies with and without subtitles on EFL student's speaking ability. The research finding by using independent t-test, the finding indicated that the experimental group who watched the movie

with subtitles showed a considerable improvement in their speaking ability in comparison with the control group who watched the movie without subtitles. The results of this research can be used by those involved in the field of language teaching.

In addition, the next previous study was from Akiyo Hirai and Rie Koizumi. They were from different university. Akiyo was from University of Tsukuba. And Rie Koizumi was from Tokiwa University. They made a paper about “Development of a Practical Speaking Test with a Positive Impact on Learning Using a Story Retelling Technique”. That paper present test development project for classroom speaking assessment. With the aim of enhancing and specifically easy the process of test preparation and administration and generating positive wash-back effects on learning, we developed a semi-direct speaking test called the Story Retelling Speaking Test (SRST). Although a story retelling technique had already been widely recognized as a teaching activity, it used for speaking assessment had not been fully studied. Thus, the paper discusses the potentiality of using this technique for the SRST and reports its pilot administration to 43 examinees. As a result, the high practicality of the test was confirmed at the test construction and implementation stages. In addition, the questionnaire distributed to the examinees yielded generally positive results regarding their perception toward the test usefulness and the appropriateness of the test procedures and task difficulty. With regard to the appropriateness of the texts, the examinees perceived that the retelling of stories was influenced most by

text content and then by text length; however, these two factors appear to be interrelated. On the basis of these responses, we had suggested some revisions of the SRST and future validation and reliability studied.



CHAPTER III

RESEARCH METHODOLOGY

This research was aim to investigated the effect of English subtitled in western movie to improve speaking skills. This chapter will be explained the research design, population and sample, research instrument, data collection technique, and data analysis.

3.1 Research Design

The research was all of seeking, observing and experimental activity normally in the present direct object, to get the actualities. This examination was characterized into experimental research. According to Arikunto (1998:03), “It was interpreted as the best approach to discover relative of cause-impact (causal relative) between two factors or to discover the impact of a treatment”. The purpose was to research causality (relationship impact and cause). According to Freeman and Michael, (2004:20-21) “Experiment had two characterizes: first, there were no less than two groups incorporate in the study, a control and experiment group, and second, the subjects were randomly appoint to one of those groups”. “Here, the researcher utilized quantitative or statistic value to handling all of the information incorporates; collecting the information, recognizing the information until analyzing the information. That implied, in the handling the information, the researcher utilized numbers, tables, and so on, Arikunto. (1998:11)”.

In this research, the researcher used quasi experimental. According to *Campbell & Stanley (1963:40)* the quasi-experimental study was the utilization of pretesting or investigation earlier of accomplishment to find group similarity. While in the true experiment, randomization makes it unlikely that one group will be considerable supremacy in proficiency than another, in the quasi experiment, systematic can simple much of stretch (but regularly unnoticeably) be presented. For instance, despite the fact that the first- and third-period algebra classes had a similar instructor and identical lessons, and identical lessons, the reality of the situation may proved that distinctions English was offered third period just, consequently limit those distinctions students to taking first-period algebra. The quasi experiment was spoken to diagrammatically as takes after. Note its comparability to the true experimental, with the exclusion of the randomization element. That is, the Xs and Os demonstrate treatment and results, separately, yet there were no Rs to explain random assignment.

According to Sugiyono (2016: 114), quasi experimental design was the development of true experimental design was difficult to implement. This design had a control group, but it was not full function to control the outside variables that affect the implementation of the experiment. Quasi experimental design is used because in reality it was difficult to get the control group used for research.

This research was experimental research design, to know the causal connection between two variables. In this research the students were

separated into two groups to determine initial distinguish between both of group. There were experimental and control group. Pretest additionally was likewise conducted before offering treatment to experimental group. The experimental group got extraordinary treatment while control group did not. After the treatment, both of groups do a post-test in order to discover the impact of the treatments. Next, both the outcomes were contrasted to discover the causes and the impact of the treatment.

The process of Experimental Research

Group	Pre-Test	Treatment	Pos-Test
A (9F Class)	O ₁	X	P ₁
B (9G Class)	O ₂	-	P ₂

Explanation:

A : Experimental group (the researcher choose 9F class as Experimental group)

B : Control group (The researcher choose 9G class as control group)

O₁ : The pre-test given before treatment in experimental group

O₂ : The pre-test given before treatment in control group

X : The treatments

P₁ : The post-test given after treatment in Experimental group

P₂ : The post-test given after treatment in Control group

The experimental group was coded with A while Control gather was coded with B. The two classes did pre-test (O1 and O2). It managed so as to know

students speaking ability before the treatment. From that point onward, the treatment (X) was connected to the experimental group. Toward the finish of the treatment, post-test (P1 and P2) was controlled to both experimental group and control group to know the students speaking ability. Thus, the aim of this examination was to answer the exploration question as written in the main chapter, precisely to discover the change in utilizing English subtitled in Zootopia movie in speaking ability for ninth grade of SMP NEGERI 6 SIDOARJO.

The researcher used two classrooms to be well-tried. 9F class was become experimental group and 9G was become control group. Before giving treatment to the experimental group, the researcher gave pretest for both groups to find out how was students' ability in speaking ability.

3.2 Population and Sample

3.2.1 Population

According to Sugiyono (2016:117) said "that population was the object or subject had particular quality and characteristic that was already chosen by the researcher to observed and drawn conclusion. The population of the study was the second semester students in ninth grade. There were 288 students in nine grader students of SMP NEGERI 6 SIDOARJO. They are 9A until 9H.

3.2.2 Sample

According to Sugiyono (2016:119-122), sampling technique was divided into 2 are Probability sampling and Non probability sampling. In this case the study took probability sampling. Probability sampling was a sampling technique that provides equal opportunities for each element (member) of the population to be elected as a sample member. This technique was included simple random sampling, proportionate stratified random sampling, disproportionate of stratified random and sampling area (cluster) sampling.

The researcher used the sample of cluster sampling. In this research took two classes which have 36 students in 9F class and 36 in 9G class. The reasons that make researcher choose 9F class as an object of the research because, this classroom is not good speak English. Other reason, some of the student need new way in learning English and the teacher need innovation of English teaching material. In addition, the researcher chose 9F because of students speaking ability is equal with 9G class.

3.3 Research Instrument

Instrument was one of the most important parts of the research. Instrument of this research was test its aim is to measure the student speaking skill. According to (Hansman, 2000) “an instrument was a device which changed a physical variable of measurement to a type of recording which is appropriate. The end goal to measure, to had reliable significance, it was

general to utilized a standard arrangement of units by which measurement to be matched”.

1. Test

Before coming to experimental stage, the researcher held the pre-experimental stage by using test, pre-test and post-test. Pre-test was given to measure students understanding in speaking skills through the students retelling story about “Legend” before treatment. While, post-test was given to measure students understanding in speaking skills through English subtitle movie after treatment. According to Brown (2003:3), “test was a tool or method used in measuring person’s knowledge, performance, or someone’s ability in specific domain”. In this case, the researcher held the pre-test and post-test to find out the validity discussed below:

a. The validity of the test

Validity test used to measure the instrument such as how valid and accurate the instrument. In this research validity test that will use is construct validity.

According to Sugiyono (2017: 177) that construct validity is the test that will be tested by the expert (judgement expert). In this case, after the researcher make and construct the test instrument, then the test will judged by the expert. The expert was lecturer and English Teacher.

3.4 Research procedure

The procedure of this study was secured by the accompanying steps, named: pre-test, treatment, and post-test. To answer the research question of this study, the data from pre-test and post-test are collected. Pre-test was directed before the researcher giving the treatment and post-test was directed after the researcher giving treatment. The researcher had been instructed the students in the experimental by English subtitle in “Zootopia” movie and also teaches the control group by utilizing random without English subtitle in “Zootopia” movie which identified to the subject of the lesson. Such exercises with the similar topic are directed to both groups to see the distinctions achievement both of group.

The researcher prepares the teaching process first, before administering the activities above. It was undertaken two ways: First, prepares a suitable material for teaching of speaking in English subtitle movie. Second, the researcher managed teaching procedure in the experimental group and control group.

In this section, the researcher clarifies the procedures of teaching experiment. First, the researcher met the English teacher to get some information about the students and consult about the class that is picked as experimental group and control group. At the point, the researcher gave pre-test to two groups; experimental group and control group. The researcher asks to the students in experimental group, to retelling story about “Legend” in the classroom (without giving treatment before) and in control group retelling

story about “Legend” in the pre-test. After that, the researcher gives treatment to the experimental group and control group. The treatment was given in experimental watched Zootopia movie with English Subtitle. The treatment to the control group was given watched Zootopia movie without English Subtitle. Then the post test was given of both group retelling story about “Legend”.

1. The experimental group

Pre-test was given to the experimental and control group on the primary meeting. The treatments for the experimental group were led on the second meeting and post-test was given on the last meeting of the examination. The treatment of this investigation is the utilization retell story the movie with system SRST (Story Retelling Speaking Test) for the experimental group. It would be an-assistance for student in researching the inquiry and it would guide students so as to pick, found and made the thoughts of writing, creating thoughts to comprehend and be overcome to communicate in English fluently.

a. Pretest

As the test has been given, pretest was regulated to the class 9F at SMP NEGERI 6 SIDOARJO as experimental group in this research. There were 36 understudies in class 9F had been following the pretest. The students did retelling story about “Legend”. The score of experimental group which is

appeared in six elements: Fluency, Accuracy, Clarity, Intonation, Volume and Content. Then, the score was a pretest.

b. First treatment

The first treatment of experimental group was done in order to apply retell story of English Subtitle in “Zootopia” movie. The entitled was Zootopia. The treatment use technique SRST (Story Retelling Speaking Test). On that meeting, the researcher asked the student to listen and watching to the movie which is related on the topic. Then, the researcher explained what the story was about. It should be helped the students to understand this movie. After that student retell the story of movie in the classroom. Then, the researcher gave score to each student based on Brown table. In the end of the class, the researcher said thank you to the student.

2. The control group

The control group was taught by using movie without English subtitle in treatment. The pretest did students retelling story about “Legend”. In the first meeting treatment, the students watched movie “Zootopia” without English Subtitle. The second meeting, students was retelling story about this movie. The last meeting, the students were given post-test. The control group had been monitored by resercher.

a. Pretest

The pretest was administered for class 9G of SMP NEGERI 6 SIDOARJO as a control group. Where, the control group retelling story about “Legend”. It had been attended by 36 students. The score of control group

which showed in six element; Fluency, Accuracy, Clarity, Intonation, Volume and Content. The score of pretest was used by the researcher. Then the activities will be done by their teacher. Then in the control group cannot give treatment.

3.5 Data Collection Technique

In this study, the researcher used two techniques to collect the data. The two techniques were library research and field research.

1. Library Research

Library research was one of strategy to collect the information that used a few speculations from scientist. These hypotheses were gotten from a few books. It was important to utilized library research because fact that the scientist needs a few hypotheses to help the researcher to collect the information.

2. Field Research

Field research was additionally called as direct survey. In this research, the researcher contacts the respondent directly. In this study, the researcher likewise utilized three method of this technique. They were:

1) Test

To found out whether improving students' speaking skills through the used English Subtitle in Zootopia movie, the researcher was used test to collect the data. The test had been done twice; pretest and posttest.

a) Pre-test

The pretest was given to the students both experimental and control group before getting the treatment. The researcher did not give test specifically. Then, the test was done about 120 minutes. The test purposed to know the students' ability in speaking skills before the treatment was given.

b) Post-test

The post-test was given to experimental group and control group after getting a treatment. The researcher did not give test specifically. Then, the test was done about 120 minutes. The test purposed to know the students' ability in speaking skills after the treatment was given.

3.6 Data Analysis

In this study, the data was from quantitative data named test score. This analysis used some statistic tests such as; *the normality test, and t-test*. The explanation as follows:

1. The Normality Test

Normality test was done to find out whether the data of both groups of samples normally distributed or not. If the sample was normally distributed then the population also distributes normally, the conclusions based on computerize apply by SPSS version of 16. Where the data showed more than 0.05 was normal.

2. T-Test

T-test was also called as partial test. It was used to know whether there were any differences before and after treatment. According Sugiyono (2010):

$$t_0 = \frac{M_1 - M_2}{\frac{SEM_1 - SEM_2}{\sqrt{2}}}$$

M_1 : Mean of the Difference of Experiment Class

M_2 : Mean of the Difference of Control Class

SEM : Standard Error of Experiment Class

SEM_2 : Standard Error of Control Class

The Procedure of calculation was as follows:

1. Determining Mean of variable X, the formula was:

$$M_1 = \frac{\sum x}{N_1}$$

2. Determining Mean of variable Y, the formula was:

$$M_2 = \frac{\sum y}{N_2}$$

3. Determining standard of deviation score of variable X, the formula was:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1} - M_1^2}$$

4. Determining standard of deviation score of variable Y, the formula was:

$$SD_2 = \sqrt{\frac{\sum X^2}{N_2}}$$

5. Determining standard error of mean of variable X, the formula was:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

6. Determining standard error or mean of variable Y, the formula was:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

7. Determining standard error of difference of mean of variable X and variable Y, with formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

8. Determining t_0 with formula:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

9. Determining t-table in significance level 5% with degree of Freedom (df):

$$df = (N_1 + N_2) - 2$$

Variable X : Teaching watching Zootopia Movie with English
Subtitle

Variable Y : Teaching watching Zootopia Movie without
English Subtitle



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter contained analysis of research finding and discussion in the field research based on the collective data through achievement test from the SMPN 6 SIDOARJO research as result of the research was researched. To measure the information, t-test formula was applied to calculate the result of pre-test and post-test from experimental and control group.

4.1 General Description of The Problem

This research design was quasi experimental that conducted in SMPN 6 Sidoarjo in academic year 2018 semester 2. The researcher obtained the data started from 10th February until 6th March 2018. It was held in 5 meetings.

The sample of this research is 9-F and 9-G grader which consists of 36 students. The researcher chose 9-F as experiment group because based on the teacher this class in speaking skill was weak than 9-G. It was agreed by the teacher guide – Mrs.Srindaningsih, S. Pd. In additional, their speaking skill for both was low. The researcher thinks they must be new learning study to increase speaking skill. The researcher used retelling story through watched movie Zootopia with English subtitle.

This observation proposed to know the effect of using English Subtitle through Zootopia movie in speaking skill. There were five main activities on this observation; pre-test that was taken on 10th February 2018, treatment on 12th February, 19th February, 24th February, 26th February, 1st March 2018 and the final activities (post-test) on 3th March 2018 for experiment class. In control class, pre-test that was taken on 10th February 2018, treatment on 13th February, 24th February, 27th February, 1st March, 3th March, and the final activities (post-test) on 6th March 2018

The first activity was pre-test. The researcher did the pre-test on 10th February 2018 in 9F and 9G. Pre-test was given to know their basic skill especially in speaking skill. In this section, the researcher gave them instruction about their test. The pre-test was offers to student retelling story about “Legend”. The time was done about 120 minute. The researcher took a score based on rubric speaking with six aspects. The average score was surprisingly good for 9-F as experiment class than 9-G as control class see on appendix 1 and 2. Then the researcher took a sample good score of pre-test from one of the students in 9F and 9G. See on appendix 3 and 4.

Table.4.1 The Scoring Pre-Test of Experiment Class (9F)

Name	Score
The Experiment Class	75.86

Table.4.2 The Scoring Pre-Test of Control Class (9G)

Name	Score
The Control Class	65.28

Most of them the score of 9F is good than 9G. Although the teacher said 9G had good potential students in speaking skill. But the fact on the score of pre-test is 9F more than 9G. The researcher thinks the scoring of both still relatively low in speaking skill. After finishing the pre-test, the researcher gave treatment about the next activities. It was watched Zootopia movie with English subtitle.

The treatment activity was held on 12th February, 19th February, 24th February, 26th February, 1st March 2018 in 9F. First meeting, the researcher showed them piece of Zootopia movie with English subtitle and watched together on duration about 40 minutes. The second meeting, the researcher showed again the next piece of Zootopia movie and the students must be did to repeat words from this movie that the researcher said. Then a few student stand up in the class and they was said many words from this movie. The third meeting, the researcher explained about the characters of this movie. The researcher told about main character from piece of Zootopia movie and the other characters. Then the researcher also explained the social function of structure text and language unsure from the piece of Zootopia movie. The purpose of this to students understood contents from this movie. Then the

students must be retelling story about this piece of movie with a good intonation in front of class. After that the students also retelling story about structure text from a piece that movie. The forth meeting, the student made a one paragraph from the piece of movie. Then students retold story again with certain and good intonation in front of class. The fifth meeting, the student still retold story again from a piece of movie. In this activity was same do in control class but in control class the treatment did not English subtitle.

The researcher found that problem in 9F when I teach this treatment. The student was less brave to retelling story in front of class. The contact eyes still look up when they told story. The student also was not confidence when they retold story. Then the students did not fluent when they spoke. The difference with 9G, many students did not know about this movie. Because this movie did not use English subtitle. The students felt difficult to understand about this movie. When the students retold story in front of class did not certain movie content. That happened in a few students. But both of class was enthusiasm when the student retell story in front of class. The researcher thought that will be different result from of both classes on process learning.

The final activity was post-test. This activity meant to know ability after got the treatment. Hopefully it would get effect improvement. Post-test was conducted on 3th March 2018 in 9F as experiment class. The student was retelling story about "Legend". The researcher took a score with rubric speaking. In 9G as control class, post-test was conducted on 6th March 2018. The activities were same with experiment class. It was differences the post-

test achievement score in 9F and 9G see on appendix 5 and 6. Then the researcher showed the good score of post-test from one of the student in 9F and 9G see on appendix 7 and 8.

Table.4.3 The Scoring Post-test of Experiment Class (9F)

Name	Score
The Experiment Class	86.97

Table.4.4 The Scoring Post-test of Control Class (9G)

Name	Score
The Control Class	69.77

4.2 The Solution of The Problem

4.2.1 Data Presentation

The researcher got the result of this research if from the percentage of students' achievement in pre-test and post-test that had been held in the 9F and 9G grader using English Subtitle. Based on the research problem that had been already explained by the researcher, the research problem:

1. Is there any effect of using English subtitle "Zootopia" movie in speaking skills" of 9th grade of SMPN 6 Sidoarjo? Based on that research problem above, the researcher used hypothesis analysis to know the effect of using English subtitle "Zootopia" movie as media in students' speaking skill.

The result of pre-test in 9F and 9G which had given before doing the treatment by using English subtitle is 75.86 for 9F and 65.28 for 9G. The students did treatment from researcher for both of class. In the other hand, the result of the post-test which is test that required them to get a treatment first got a higher data. The mean of post-test was 86.97 for 9F and 69.77 for 9G. It can be concluded that post-test is higher ($>$) than the pre-test is. So that the score 9F was higher than 9G. The table of data was in the table below:

Table.4.5 The mean of score pre-test and post-test in 9F

Name	Score	
	Pre-test	Post-Test
The Experiment Class	75.86	86.97

Table.4.6 The mean of score pre-test and pos-test in 9G

Name	Score	
	Pre-test	Post-Test
The Control Class	65.28	69.77

4.2.2 Data Analysis

This research has some steps on analyzing the data such as; validity test, normality test, and T-test. The steps of data analysis can be seen as follows:

4.2.2.1 Validity test

Before the researcher collected the data using research instrument, the instrument needed to be valid for making an accurate and valid data. In this case, the researcher used construct validity. According to Sugiono (2009), construct validity is the test that will be tested by the expert (judgement experts). In this research the researcher had done a pre-test and post-test to the experimental and control group of students. There were 36 student participated on pre-test and post-test. The researcher was calculated the data to know the result.

The validity in this research was calculated by Lecture and Teacher with validation sheet. The validation sheets were Lesson Plan, Student's Work Sheet and Validation Sheet of Media. For the score validation sheet of Lesson Plan by Lecture, the researcher made lesson plan before. The researcher also made lesson plan based on syllabus. The result of the validity data can be seen on appendix 9.

4.2.2.2 Normality of the test

This research aimed to found the effect of watched Zootopia Movie with English Subtitle to ninth grade students' in speaking skill. However, before going to the hypothesis test the researcher calculated the normality test in purpose to knew whether the test had normal distribution or not. In normality test, the researcher had to calculate both pre-test and post-test in experiment and control group used SPSS. The calculation of normality test was described bellow;

Table.4.7 The normality score of pre-test

One-Sample Kolmogorov-Smirnov Test

		PreTest_exp	PreTest_con
N		36	36
Normal Parameters ^a	Mean	65.28	75.86
	Std. Deviation	10.347	7.794
Most Extreme Differences	Absolute	.120	.164
	Positive	.084	.164
	Negative	-.120	-.115
Kolmogorov-Smirnov Z		.722	.985
Asymp. Sig. (2-tailed)		.674	.287
a. Test distribution is Normal.			

--	--

Table.4.8 The normality score of post-test

One-Sample Kolmogorov-Smirnov Test

		PostTest_exp	PostTest_con
N		36	36
Normal Parameters ^a	Mean	69.78	86.97
	Std. Deviation	12.944	8.413
Most Extreme Differences	Absolute	.168	.166
	Positive	.168	.166
	Negative	-.078	-.140
Kolmogorov-Smirnov Z		1.010	.995
Asymp. Sig. (2-tailed)		.260	.275
a. Test distribution is Normal.			
r			

From the table one-sample kolomogoraf – smirnov test about pre-test and post-test both class found that the significance score in Asymp. Sig. (2-tailed) is higher than 0.05 with $\alpha = 5\%$. According to Santoso (2006:) “*jika nilai sig. atau signifikansi atau nilai probabilitas >0.05 maka distribusi adalah normal*”. So it means the distribution of the data is normal. The complete calculation can be seen at appendix 10.

4.2.2.3 Pre-test and Post-test

After the researcher conducted pre-test and post-test for 9F as experiment class and 9G as control class, then the researcher analyzed rubric speaking score of students' from two classes. After that the

researcher compare the result of the students' pre-test and post-test score, then the researcher made a table of students' score from both experiment and control class. The table shows the students' score of both experiment and control class which are consist of students' number, pre-test score, post-test score and gained score of both classes.

Table.4.9 The Gained Student's Score of Control Class and Experiment Class

Experiment Class (9F)				Control Class (9G)			
Student	Pre-test	Post-test	Gain Score	Student	Pre-test	Post-test	Gain Score
1	87	90	3	1	87	100	13
2	77	70	-7	2	74	67	-7
3	74	80	6	3	70	77	7
4	87	90	3	4	70	64	-6
5	70	90	20	5	67	67	0
6	74	80	6	6	67	74	7
7	73	90	17	7	64	67	3
8	77	80	3	8	60	64	4
9	60	64	4	9	74	97	23
10	73	94	21	10	57	64	7
11	73	84	11	11	77	80	3
12	73	100	27	12	57	67	10

13	57	74	17	13	77	84	7
14	70	84	14	14	77	87	10
15	87	90	3	15	60	74	14
16	77	84	7	16	74	84	10
17	84	97	13	17	70	70	0
18	80	97	17	18	60	64	4
19	67	80	13	19	64	57	-7
20	93	100	7	20	57	60	3
21	80	90	10	21	80	97	17
22	70	84	14	22	60	57	-3
23	70	80	10	23	77	67	-10
24	74	84	10	24	50	57	7
25	70	84	14	25	64	50	-14
26	74	84	10	26	70	77	7
27	77	100	23	27	74	80	6
28	77	84	7	28	70	60	-10
29	77	97	20	29	70	67	-3
30	84	90	6	30	60	67	7
31	84	94	10	31	44	47	3
32	77	84	7	32	60	74	14
33	67	84	17	33	54	70	16
34	77	84	7	34	64	60	-4
35	90	100	10	35	50	47	-3

36	70	90	20	36	40	67	27
Σ	2,731	3,131	400	Σ	2,350	2512	162
\bar{X}	$\frac{2731}{36}$ 75.86	$\frac{3131}{36}$ 86.97	$\frac{400}{36}$ 11.11	\bar{X}	$\frac{2350}{36}$ 65.27	$\frac{2512}{36}$ 69.77	$\frac{162}{36}$ 4.5

Based on the table above, the data of both experiment and control class can be conclude that the result of pre-test in experiment class the lowest score was 57 and the highest score was 90. Meanwhile, the result of post-test in experiment class the lowest score was 70 and the highest score was 100. On the other hand the result of pre-test in control class the lowest score was 44 and the highest score was 87. Meanwhile, the result of post-test in control class the lowest score was 47 and the highest score is 100. Therefore it can be summarized that the lowest score and the highest score in the post-test is higher than in the pre-test of both experiment and control class.

The researcher gave pre-test to the students before doing treatment for both experiment and control class. After that the researcher got the result of the average core of pre-test in experiment and control class was 75.86 and 65.27. After that, the researcher gave treatment with English subtitle in “Zootopia” movie in

experiment class and without English subtitle in control class. And then the researcher got the result of the average of post-test in both experiment and control class was 86.97 and 69.77. It was mean that there was an effect difference of students' achievement in pre-test and post-test after the researcher conducted the treatment with and without using English subtitle in "Zootopia" movie in speaking skill of both in experiment and control class.

4.2.2.4 T-test

T-test formula is used to prove the hypothesis of the research, whether there was an effect of using English subtitle in "Zootopia" movie as media in speaking skill for 9th grader of SMPN 6 Sidoarjo.

Alternative Hypothesis (Ha): "There is an effect of using English subtitle in "Zootopia" movie as media in speaking skill for 9th grader of SMPN 6 Sidoarjo.

Null Hypothesis (Ho): "There is not an effect of using English subtitle in "Zootopia" movie in speaking skill for 9th grader of SMPN 6 Sidoarjo.

Based on the obtained data, the researcher used T-test According Sugiyono (2010) formula to analyze the hypothesis as follows:

1. Determining Mean of variable X, the formula is:

$$M_1 = \frac{\sum x}{N_1}$$

$$M_1 = \frac{400}{36}$$

$$M_1 = 11.11$$

2. Determining Mean of variable Y, the formula is:

$$M_2 = \frac{\sum Y}{N_2}$$

$$M_2 = \frac{162}{36}$$

$$M_2 = 4.5$$

3. Determining standard of deviation score of variable X, the formula is:

$$SD_1 = \sqrt{\frac{\sum X^2}{N_1}}$$

$$SD_1 = \frac{\sqrt{11.11^2}}{36}$$

$$SD_1 = \frac{\sqrt{123.43}}{36}$$

$$SD_1 = \sqrt{3.42}$$

$$SD_1 = 1.84$$

4. Determining standard of deviation score of variable Y, the formula is:

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}}$$

$$SD_2 = \sqrt{\frac{4.5^2}{36}}$$

$$SD_2 = \sqrt{\frac{20.25}{36}}$$

$$SD_2 = \sqrt{0.56}$$

$$SD_2 = 0.74$$

5. Determining standard error of mean of variable X, the formula is:

$$SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE_{M_1} = \frac{1.84}{\sqrt{36 - 1}}$$

$$SE_{M_1} = \frac{1.84}{\sqrt{35}}$$

$$SE_{M_1} = \frac{1.84}{5.91}$$

$$SE_{M_1} = 0.31$$

6. Determining standard error or mean of variable Y, the formula is:

$$SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SE_{M_2} = \frac{0.74}{\sqrt{36 - 1}}$$

$$SE_{M_2} = \frac{0.74}{\sqrt{35}}$$

$$SE_{M_2} = \frac{0.74}{5.91}$$

$$SE_{M_2} = 0.12$$

7. Determining standard error of difference of mean of variable X and variable Y, with formula:

$$SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

$$SE_{M_1-M_2} = \sqrt{0.31^2 + 0.12^2}$$

$$SE_{M_1-M_2} = \sqrt{0.0961 + 0.0144}$$

$$SE_{M_1-M_2} = \sqrt{0.1105}$$

$$SE_{M_1-M_2} = 0.332$$

8. Determining t_0 with formula:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

$$t_0 = \frac{11.11 - 4.5}{0.332}$$

$$t_0 = \frac{6.61}{0.332}$$

$$t_0 = 19.90$$

9. Determining t-table in significance level 5% with degree of

Freedom (df):

$$df = (N_1 + N_2) - 2$$

$$df = (36 + 36) - 2$$

$$df = 72 - 2$$

$$df = 70$$

So that, 70 on t_{table} was 1.99

The last step was comparing the result of t_0 and t_{table} with the significance level is 5% and degree of freedom is 1.99. In this research t_0 was 19.90 and t_{table} is 1.99. It was mean the $t_0 = 19.90 > t_{table} = 1.99$

According to the hypothesis calculation, it can be concluded that:

If $t_0 \geq t_{table}$ means there is an effect of using English subtitle in “Zootopia” movie to improve students in speaking skill. Thus, H_a is accepted, H_o is rejected.

If $t_0 \leq t_{table}$ means there is not an effect of using English subtitle in “Zootopia” movie to improve students in speaking skill. Thus, H_a is rejected, H_o is accepted.

Based on the computed data, the result of t_0 is 19.90 and t_{table} is 1.99. It can be concluded that there is an effect of using English subtitle in “Zootopia” movie to improve students in speaking skill for 9th grader of SMPN 6 Sidoarjo.

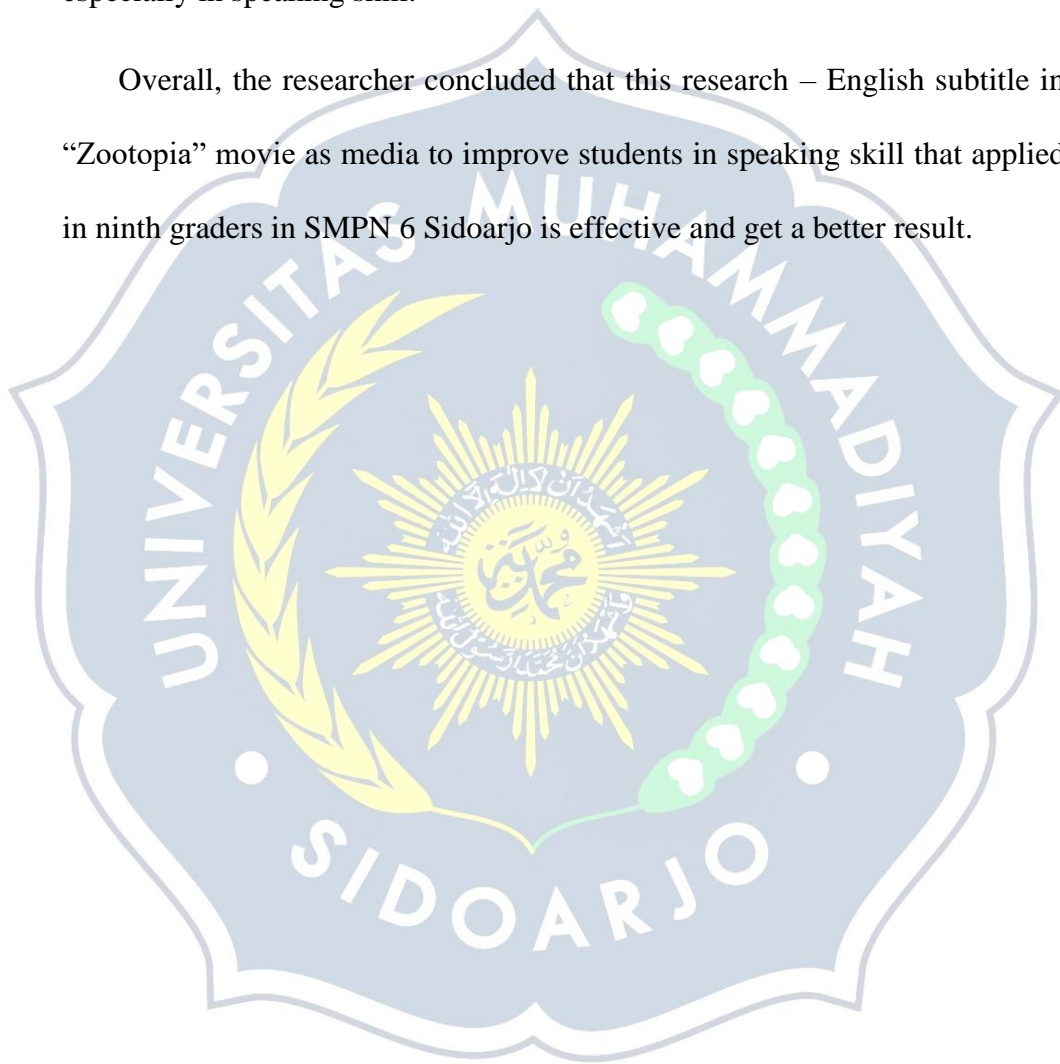
4.3 Discussion

The researcher conducted this research on SMPN 6 Sidoarjo in. It needed three activities which were pre-test, treatment and post-test. Then, after got the data, it was computed by the formula above. Based on the data analysis and hypothesis analysis, it can be concluded that there is an effect of using English subtitle in “Zootopia” movie to improve students in speaking skill. It was discovered from the result of the data showed that the mean of the students’ score in post-test (86.97) was higher than the mean of pre-test (75.86) in 9F as experiment class . If the result of the data in 9G as control class showed that the mean of the students’ score in post-test (69.77) was higher than the mean of pre-test (65.27). Thus, there is an effect before and after given treatment between 9F and 9G. In this case, the score of 9F was higher than 9G.

Furthermore, the researcher discovered the result from T-test which is used to analyze the hypothesis. The obtained data t_0 and t_{table} with the significance level is 5% and degree of freedom is 1.99, t_0 is 19.90 and t_{table} is

1.99. It proved that the $t_0 = 19.90 > t_{table} = 1.99$. It can be concluded that there is an effect of using English subtitle in “Zootopia” movie in speaking skill for 9th grader of SMPN 6 Sidoarjo. Thus, H_a is accepted, H_o is rejected. There is no doubt that English subtitle is very to help students for teaching English, especially in speaking skill.

Overall, the researcher concluded that this research – English subtitle in “Zootopia” movie as media to improve students in speaking skill that applied in ninth graders in SMPN 6 Sidoarjo is effective and get a better result.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related the result within the study. This chapter contained conclusion and suggestion that will be expected to give contribution for the improvement of students' in speaking skill. It will be divided into two subheadings dealing with the effect of English subtitle in "Zootopia" movie as media to teach in speaking skill for ninth graders.

5.1 Conclusion

The conclusion was taken from the result of data and discussion in the previous chapter. It was literally seen from the computation of pre-test and post-test score; the pre-test score was 75.86 compared to 86.97. It was also computed by the T-test formula, the t_0 is 19.90 with the degree of freedom 70 while t_{table} on the level of significance of 0.05 or 5% with the degree of 70 was 1.99. From the result, the researcher found that t_0 was higher than t_{table} . It can be concluded that there is an effect difference of using English subtitle in "Zootopia" movie as media to improve students in speaking skill for 9th of SMPN 6 Sidoarjo.

Based on findings above, the researcher found that the null hypothesis which said there is not an effect of using English subtitle in "Zootopia" movie to improve students in speaking skill for 9th grader of SMPN 6 Sidoarjo was rejected. Meanwhile, the alternative hypothesis which said there

is an effect of using English subtitle in “ Zootopia” movie to improve students in speaking skill for 9th grader of SMPN 6 Sidoarjo was accepted. Since it was truly proved that English subtitle as media could improve students’ in speaking skill, it can be concluded that using English subtitle could be applied as a media in teaching of speaking skill.

5.2. Suggestion

In the teaching learning activity, the appropriate media is expected to encourage the students and improve their ability. On the other words, teacher needs to be more creative to find non-mainstream media in teaching English to encourage students’ motivation. There are lot of media that can be used in teaching process, one of them is English subtitle; it is an effective media that had been proven to improve students’ in speaking skill for 9th grader. English subtitle makes students to confidence said anything when they try to speak English, it would build the students motivation and make them to be a brave and carefully to speak English well.

Based on the previous statement (the students; performance in speaking skill showed improvement after the treatment using English subtitle in “ Zootopia” movie as media was conducted), the researcher would like to present the following suggestion for the teachers, students and the future researcher:

- 1) For the teachers: As a teacher, it is essential that they ought to be more imaginative in utilizing energized media and make the encouraging that makes learning process more agreeable and

adequately. The utilization of media is extremely critical to help both of students and teacher in learning activity. One of media that can be utilized as a part of the class is English subtitle in "Zootopia" movie, since it would assemble their inspiration and enthusiasm for the learning English, particularly in speaking skill. Try to give the comment or feedback in the classroom.

2) For the students: English in a worldwide language which is imperative for each student in the whole world. It is actually essential to master the English language in this globalization period. Learning English is not simple, since this language is not our local language (native language). However, there are tone of media that help students to learn English, it is English subtitle. Through this media, students can empty their thoughts into another way. Therefore, they would be more inspired and could not be exhausted to learn English.

3) The future researchers: There are such a large number of media that would make the training learning process turn out to be more pleasant. English subtitle is one of elective media that can be utilized for the future researcher to lead the examination on what is to come. They could utilize a similar approach utilizing English subtitle yet it ought to be contrast in the term of the subject and material that had been utilized. The researcher has realized that this exploration is exceptionally a long way from

perfect, it was absence of a few exercises that was important for enhancing students' English skill. Hopefully, the future researcher could fix this research's error and improve a one, particularly in the term of overseeing time.



REFERENCES

- Arikunto, Suharsimi. 1998. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.
- A Wright. 1983. *Visual Material for the Language Teacher*, Hongkong : Wilture Enterprise Ltd.
- Campbell T, Donald & Stanley C, Julian.1963. Quasi experimental designs for research.
- Douglas H, Brown. 2003. "*Language assessment: principles and classroom practices*". San Francisco, California.
- Farida, Diana. 2011. *Language Journal of Language and Literature*. Volume V/2.15-16
- Hughes, Rebecca. 2002. *Teaching and Researching Speaking*. London: Pearson Education.
- Irwan D, Darwisyah . 2016. *English Education: Jurnal Tadris Bahasa Inggris* p-ISSN 2086-6003. Vol 9 (1). 13-28
- John Hansman, R. 2000. "*Characteristic of Instrumentation*" .Massachusetts Institute of technology: CRC Press.
- Mark, Kaiser. 2001. *UC Berkeley* .Volume 3. 232-249.
- Marzuki. 2016. *Dinamika Ilmu*. Volume 16.16-20
- M Wilga, River. 1970. *Teaching Foreign Language Skill*. Chicago: University of Chicago Press.
- Nunan, David.1989. *Language Teaching Methodology: A Text Book for Teacher*. Sydney: Prentice Hall.
- Nunan, David. 2003. *Practical English Language Teaching*. New York: McGraw Hill.
- Smarapradhip, Keraf. 2005. *Kadhipta*. Jakarta: Balai Pustaka.
- Sugiyono. 2016. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*.

Appendix 1

The Pre-Test of Experimental Score

No	Name	Pre-test
1	AAB	87
2	ABC	77
3	ACC	74
4	BBK	87
5	BBC	70
6	BBL	74
7	CCK	73
8	CCD	77
9	DDL	60
10	DDK	73
11	DDB	73
12	EEC	73
13	ELC	57
14	ETB	70
15	FFG	87
16	FFF	77
17	FFC	84
18	GGH	80
19	GGS	67
20	GKL	93
21	HLT	80
22	HBD	70
23	HCV	70
24	ILK	74
25	IDK	70
26	INT	74
27	JJL	77
28	JJS	77
29	JKT	77
30	KKC	84
31	KLM	84
32	KDC	77
33	LMN	67
34	LTO	77
35	LDR	90
36	LSC	70
Total Score		2.731
Average Score		75.86

Appendix 2

The Pre-Test of Control Score

Name	Pre-test
BBC	87
BBK	74
BNC	70
CAA	70
CAB	67
CBL	67
ALK	64
AVK	60
ANT	74
DKL	57
DDD	77
DCB	57
ESL	77
EXV	77
ETF	60
FGH	74
FIL	70
FCB	60
GHI	64
GKB	57
GLB	80
HSX	60
HRM	77
HTD	50
ILK	64
ICK	70
ISL	74
JKM	70
JJF	70
JVB	60
KLL	44
KNB	60
KDX	54
LBD	64
LIS	50
LTG	40
Total Score	2,350
Average Score	65.28

Appendix 3

Name: XXX

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4
		Few mistakes of intonation/tone which interfere	3

		intended meaning	
		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2
		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear Clearly	2
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1

Total Score : $28 : 3 \times 10 = 93$

Appendix 4

Name: AKL

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4

		Few mistakes of intonation/tone which interfere intended meaning	3
		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2
		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear Clearly	2
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1

Total Score : $26:3 \times 10 = 87$

Appendix 5

The Post-Test of Experimental Score

Name	Post-test
AAB	90
ABC	70
ACC	80
BBK	90
BBC	90
BBL	80
CCK	90
CCD	80
DDL	64
DDK	94
DDB	84
EEC	100
ELC	74
ETB	84
FFG	90
FFF	84
FFC	97
GGH	97
GGS	80
GKL	100
HLT	90
HBD	84
HCV	80
ILK	84
IDK	84
INT	84
JJL	100
JJS	84
JKT	97
KKC	90
KLM	94
KDC	84
LMN	84
LTO	84
LDR	100
LSC	90
Total Score	3,131
Average Score	86.97

Appendix 6

The Post-Test of Control Score

Name	Post-test
BBC	100
BBK	67
BNC	77
CAA	64
CAB	67
CBL	74
ALK	67
AVK	64
ANT	97
DKL	64
DDD	80
DCB	67
ESL	84
EXV	87
ETF	74
FGH	84
FIL	70
FCB	64
GHI	57
GKB	60
GLB	97
HSX	57
HRM	67
HTD	57
ILK	50
ICK	77
ISL	80
JKM	60
JJF	67
JVB	67
KLL	47
KNB	74
KDX	70
LBD	60
LIS	47
LTG	67
Total Score	2,512
Average Score	69.77

Appendix 7

Name : LKZ

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4
		Few mistakes of intonation/tone which interfere intended meaning	3

		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2
		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear Clearly	2
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1

Total Score : $30:3 \times 10 = 100$

Appendix 8

Name : RZS

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4
		Few mistakes of intonation/tone which interfere intended meaning	3
		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2

		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear Clearly	2
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1

Total Score : $30:3 \times 10 = 100$

Appendix 9

VALIDATION SHEET

LESSON PLAN

Name of School : SMPN 6 Sidoarjo

Class/Semesters : IX/02

Subject : English

Topic : Narrative Text

A. The Objective of Validity

The objective of this instrument is to measure lesson plan validity by using English Subtitle Zootopia Movie as media in learning Narrative text.

B. Instruction

1. Give checklist (✓) in the scoring coloumn.
2. The criterions are:
 - 1 = Bad
 - 2 = Less
 - 3 = Enough
 - 4 = Good
 - 5 = Excellent
3. Give comment in available space if there are some mistakes that need to be improved.

C. Assesment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of Standard Competence and Basic					V

	Competence					
	2. The appropriate of learning objective between Standard Competence and Basic Competence					V
	3. The appropriateness of explanation of basic competence into indicator					V
	4. The appropriateness of indicator with learning objective					V
	5. The appropriateness of indicator with students' progress.					V
II.	CONTENT					
	1. Arrange lesson plan sistematically					V
	2. Identify and choose subject which can reach Basic Competence					V
	3. The appropriateness of sequence activity of learning					V
	4. The appropriateness of learning scenario (stages of learning)					V
	5. Making and developing learning activities based on basic competence, standard competence and students' potential					V
	6. The appropriateness of learning sources and media which connected with standard competence, basic competence, main subject, learning activity and indicator					V
	7. The competence of evaluation of instrument (question, key answer, scoring rubric)				V	
III.	LANGUAGE					
	1. The use of language based on English structure					V

	2. Using simple and clear sentences					V
IV.	TIME					
	1. The appropriateness of time that is used				V	
	2. Detail of time allocation for each learning activity				V	

D. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>a. This lesson plan</p> <ol style="list-style-type: none"> 1. Bad 2. Less 3. Enough 4. Good 5. Excellent 	<p>b. This lesson plan</p> <ol style="list-style-type: none"> 1. It cannot be used 2. It can be used, but need many revisions 3. It can be used, but need revision 4. It can be used without any revision
--	---

E. Comments/Suggestions

.....

Sidoarjo, 27 Feb 2018

Validator



Wahyu Taufiq, M.Ed

NIK.215516

Appendix 9.1

VALIDATION SHEET STUDENTS' WORKSHEET

Name of School : SMPN 6 Sidoarjo
Class/Semesters : IX/02
Subject : English
Topic : Narrative Text

A. The Objective of Validity

The objective of this instrument is to measure students' worksheet validity by using Fairytale and short story in learning Narrative text.

B. Instruction

1. Give checklist (✓) in the scoring coloumn.
2. The criterions are:
 - 1 = Bad
 - 2 = Less
 - 3 = Enough
 - 4 = Good
 - 5 = Excellent
3. Give comment in avalaible space if there are some mistakes that need to be improved.

C. Assesment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1.The clarity of subject				V	

	2.The appropriate of layout				V	
	3.The appropriateness of type and font size					V
II.	LANGUAGE					
	1.The use of language based on English structure correctly				V	
	2.Using simple and clear sentences				V	
	3.The sentences are not ambiguous				V	
	4.The clarity of instruction and direction				V	
	5.The use of communicative language that makes student more understand easily				V	
III.	CONTENT					
	1.The appropriateness between the instrument and indicators					V
	2.The clarity of materials					V
	3. The appropriateness of instrument as a learning process					V
	4. The possibility of test is done correctly				V	
	5. The test based on Taonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)					V
IV.	SCORING					
	1.The scoring rubric based on curriculum 13 (K13)					V

D. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>c. This students' worksheet</p> <ol style="list-style-type: none"> 1.Bad 2.Less 3.Enough 4.Good 5.Excellent 	<p>d. This students' worksheet</p> <ol style="list-style-type: none"> 1.It cannot be used 2.It can be used, but need many revisions 3.It can be used, but need revision 4 It can be used without any revision
---	---

E. Comments/Suggestions

.....

.....

.....

.....

Sidoarjo, 19 April 2018

Validator



Wahyu Taufik, M.Ed

NIK. 215516

Appendix 9.2

VALIDATION SHEET

MEDIA

Name of School : SMPN 6 Sidoarjo

Class/Semesters : IX/02

Subject : Zootopia Movie

Topic : Education Movie

A. Instruction

4. Put a check mark (√) on the appropriate column to assess the suitability of the quality of the learning media.
5. Use the assessment indicators in the appendix as a scoring guide.
A = Very Good, B = Good, C = Less, D = Very Less
6. Advise on things that are lacking Learning Media of Movie And Interest Learning towards Achievements Learning English Subject

B. Assesment for some aspects

No.	Criterion	Scoring				Suggestion
		A	B	C	D	
I.	Coloring					
	1.The combination of colour is interesting	V				
	2.The suitability from presentation of images and material discussed	V				
II.	Using of words and languages					
	3.Using English subtitle with good spelling		V			
	4.The compatibility of language with students' thinking level		V			
	5. Modesty of Language use		V			
	6. Accuracy of dialogue / text with story / material		V			

III.	Display on screen					
	7. Image design gives a positive impression so that the students to attract interest in English learning	V				
	8. The typeface used is clear and legible	V				
	9. The conformity of color display and background	V				
IV.	Presentation					
	10. The presentation of movie to supports students to engage in English learning	V				
	11. Presentation of movie is done coherently	V				
	12.The presentation of picture is interesting	V				
V.	The animation and sound					
	13. Animation / movie is associated with material.	V				
	14. The sound of movie is clearly	V				
	15.Between animation / movie sound is appropriate	V				

C.Conclusion

a) It can be used in Junior High School without revision	V
b.It can be used in Junior High School lessons but need revision	
c.It cannot be used in Junior High School	

D. Comments/Suggestions

You can use it the media

.....

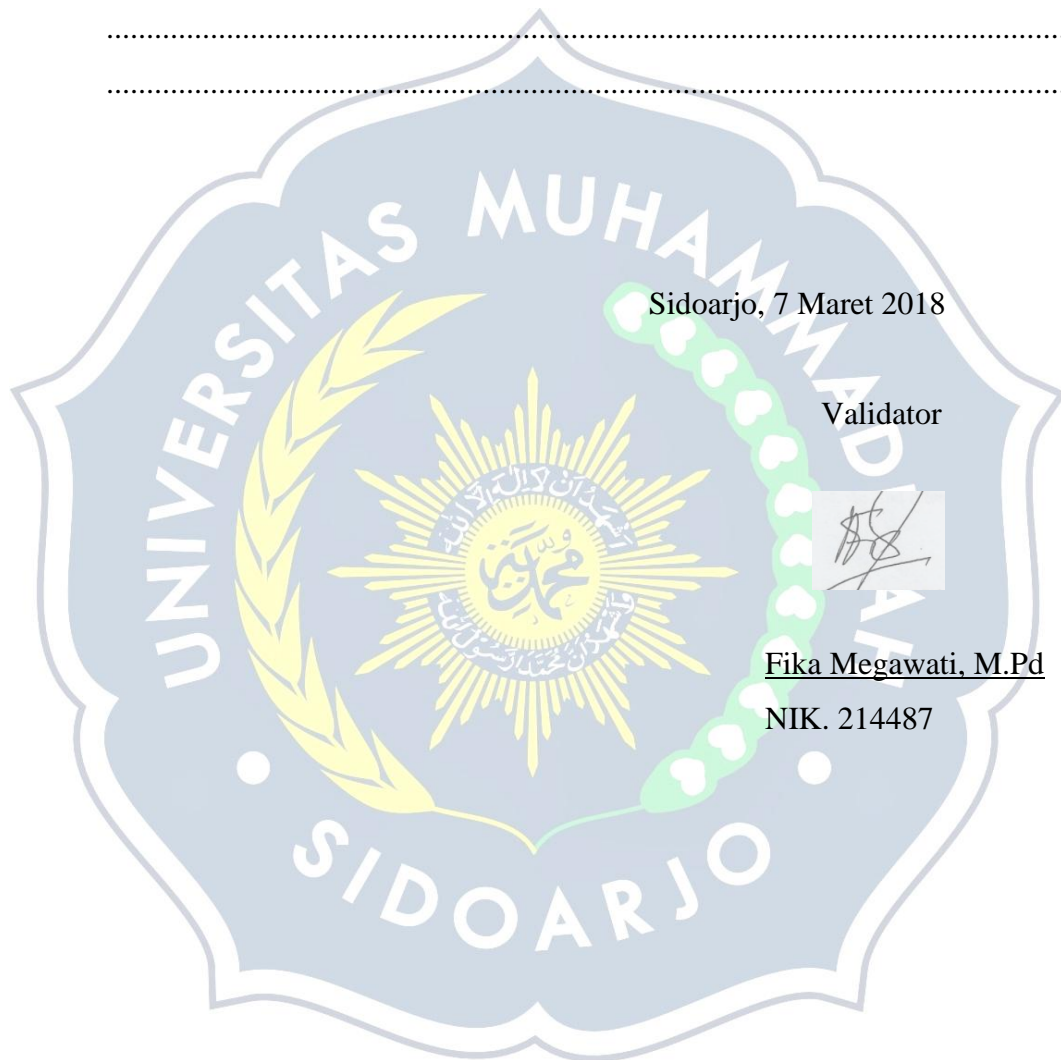
.....

.....

.....

.....

.....



Appendix 9.3

VALIDATION SHEET

LESSON PLAN

Name of School : SMPN 6 Sidoarjo

Class/Semesters : IX/02

Subject : English

Topic : Narrative Text

A.The Objective of Validity

The objective of this instrument is to measure lesson plan validity by using English Subtitle Zootopia Movie as media in learning Narrative text.

B.Instruction

1.Give checklist (✓) in the scoring coloumn.

2.The criterions are:

1 = Bad

2 = Less

3 = Enough

4 = Good

5 =Excellent

3.Give comment in available space if there are some mistakes that need to be improved.

C.Assesment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1.The clarity of Standard Competence and Basic				V	

	Competence					
	2.The appropriate of learning objective between Standard Competence and Basic Competence				V	
	3.The appropriateness of explanation of basic competence into indicator				V	
	4.The appropriatness of indicator with learning objective			V		
	5.The appropriatness of indicator with students' progress.			V		
II.	CONTENT					
	1.Arrange lesson plan sistematically				V	
	2.Identify and choose subject which can reach Basic Competence			V		
	3.The appropriateness of sequence activity of learning			V		
	4.The appropriatness of learning scenario (stages of learning)			V		
	5.Making and developing learning activities based on basic competence, standard competence and students' potential				V	
	6.The appropriateness of learning sources and media which connected with standard competence, basic competence, main subject, learning activity and indicator				V	
	7.The competence of evaluation of instrument (question, key answer, scoring rubric)			V		
III.	LANGUAGE					
	1.The use of language based on English structure			V		

	2.Using simple and clear sentences			V		
IV.	TIME					
	1.The appropriateness of time that is used			V		
	2.Detail of time allocation for each learning activity			V		

D.General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>a.This lesson plan</p> <ol style="list-style-type: none"> 1.Bad 2.Less <input checked="" type="radio"/> 3 Enough 4.Good 5.Excellent 	<p>b.This lesson plan</p> <ol style="list-style-type: none"> 1.It cannot be used <input checked="" type="radio"/> 2 It can be used, but need many revisions 3.It can be used, but need revision 4.It can be used without any revision
---	---

E.Comments/Suggestions

Complete your lesson plan with attitude value and literation

Sidoarjo, 7 Juni 2018

Validator



Srindaningsih, S.Pd

NIP.196402211985122001

Appendix 9.4

VALIDATION SHEET STUDENTS' WORKSHEET

Name of School : SMPN 6 Sidoarjo

Class/Semesters : IX/02

Subject : English

Topic : Narrative Text

A. The Objective of Validity

The objective of this instrument is to measure students' worksheet validity by using Tourism Place Video as media in learning descriptive text.

B. Instruction

1. Give checklist (✓) in the scoring column.

2. The criteria are:

1 = Bad

2 = Less

4 = Enough

4 = Good

5 = Excellent

3. Give comment in available space if there are some mistakes that need to be improved.

C. Assessment for some aspects

No.	Criterion	Scoring				
		1	2	3	4	5
I.	FORMAT					
	1. The clarity of subject			V		
	2. The appropriate of layout				V	
	3. The appropriateness of type and font size			V		

II.	LANGUAGE					
	1.The use of language based on English structure correctly				V	
	2.Using simple and clear sentences				V	
	3.The sentences are not ambiguous				V	
	4.The clarity of instruction and direction			V		
	5.The use of communicative language that makes student more understand easily			V		
III.	CONTENT					
	1.The appropriateness between the instrument and indicators			V		
	2.The clarity of materials			V		
	3.The appropriateness of instrument as a learning process			V		
	4.The possibility of test is done correctly			V		
	5.The test based on Taonomy Bloom (C1= Knowing, C2 = Understanding, C3 = Applying)			V		
IV.	SCORING					
	1.The scoring rubric based on curriculum 13 (K13)			V		

D. General Assesment

The conclusion of the general assesment. (Please circle a number below)

<p>a.This students' worksheet</p> <ol style="list-style-type: none"> 1.Bad 2.Less 3.Enough 4.Good 5.Excellent 	<p>b.This students' worksheet</p> <ol style="list-style-type: none"> 1.It cannot be used 2.It can be used, but need many revisions 3.It can be used, but need revision 4.It can be used without any revision
--	--

E. Comments/Suggestions

Complete your performance as a teacher with good body language because body language is effective for under student who students have difficulty in English

Sidoarjo, 7 Juni 2018

Validator

Srindaningsih, S.Pd

NIP.196402211985122001

Appendix 9.5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CHAPTER IX

Sekolah : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX / Genap
Skill : Speaking
Materi : Narrative Text (Zootopia Movie)
Alokasi Waktu : 5 JP x 40 menit

Tujuan Pembelajaran

1. Siswa dapat menemukan informasi tersurat dalam film Zootopia
2. Siswa dapat mengidentifikasi fungsi teks tentang film Zootopia
3. Siswa dapat memahami fungsi sosial tentang film Zootopia

A. KOMPETENSI INTI

1. KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata
4. KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.11	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita rakyat, fairytales,	3.11.1	Mengidentifikasi struktur teks untuk melaksanakan fungsi sosial dari teks naratif lisan yang berbentuk cerita rakyat, fairytales, cerita pendek sesuai

	cerita pendek sesuai dengan konteks penggunaannya		dengan konteks penggunaannya
4.12	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita rakyat, fairytales, cerita pendek sesuai dengan konteks penggunaannya	4.12.1	Menyatakan isi dari teks naratif lisan yang berbentuk cerita rakyat, fairytales, dan cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar

C. MATERI PEMBELAJARAN

1. **Materi Pokok** : Teks Naratif yang berbentuk film animasi yaitu Zootopia
2. **Fungsi sosial** :Memberikan hiburan dan mengjarkan nilai-nilai luhur melalui film Zootopia
3. **Struktur teks** :a) Memkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi)
b) Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
c) Memaparkan krisis yang terjadi terhadap tokoh utana (komplikasi)
d) Memaparkan akhir cerita dimana krisis berakhir (resolusi) dengan bahagia atau sedih
e) Memberikan alasan atau komentar umum (reorientasi),opsional
4. **Unsur kebahasaan** : a) Kalimat deklaratif dan interogatif dalam simple past tense
b) Frasa adverb: a long time ago, once upon a time, in the end, happily ever after
c) Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb
d) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

5. **Topik** : Cerita yang memberikan moral value terhadap sekitarnya seperti perilaku jujur, disiplin, percaya diri, kerja sama dan tanggung jawab.

D. Metode Pembelajaran

1. Metode : Ceramah
2. Teknik : Retelling Story

E. Media, Alat, dan Sumber Pembelajaran

1. Media
Animation Movie Titled “ Zootopia”
2. Alat
 - Laptop, LCD Proyektor, Speaker
3. Sumber Belajar
 - Zootopia Movie
 - Guru-guru dan siswa-siswa di sekolah

F. KEGIATAN PEMBELAJARAN

Pertemuan I

1. **Kegiatan Awal (5 menit)**
 - a. Guru memberi salam (greeting)
 - b. Guru memeriksa kehadiran siswa
 - c. Guru memberi motivasi
 - d. Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
 - e. Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
 - f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
 - g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus
2. **Kegiatan Inti {(35 menit) Experiment Class}}**

SISWA		GURU	WAKTU
	Mengamati (Observing)		35 menit
1.	Melihat tayangan potongan film Zootopia dengan subtitle Bahasa Inggris	Guru menayangkan potongan film Zootopia dengan subtitle bahasa Inggris	

--	--	--	--

3. Kegiatan Inti {(35 menit) Control Class}}

SISWA		GURU	WAKTU
	Mengamati (Observing)		35 menit
1.	Melihat tayangan potongan film Zootopia dengan tidak bersubtitle bahasa Inggris	Guru menayangkan potongan film Zootopia dengan tidak bersubtitle bahasa Inggris	

4. Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

Pertemuan II

1. Kegiatan Awal (5 menit)

- Guru memberi salam (greeting)
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti {{(30 menit) Experiment Class}}

SISWA		GURU	WAKTU
	Mengamati (Observing)		20 menit
1.	Melanjutkan potongan tayangan film Zootopia dengan subtitle bahasa Inggris	Guru meneruskan potongan tayangan film Zootopia dengan subtitle bahasa Inggris	
2.	Peserta didik menirukan ucapan guru mengenai salah satu dialog tokoh hewan dari potongan film Zootopia bersubtitle bahasa Inggris tersebut dengan ucapan dan tekanan intonasi berbicara yang tepat dan benar	Guru menyuruh siswa untuk mendengarkan dan menirukan dialog salah satu tokoh hewan di potongan film Zootopia bersubtitle Bahasa Inggris	
	Mengkomunikasikan (Networking)		10 menit
1.	Beberapa peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Inti {(30 menit) Control Class}}

SISWA		GURU	WAKTU
	Mengamati (Observing)		20 menit
1.	Melanjutkan potongan tayangan film Zootopia yang tidak bersubtitle bahasa Inggris	Guru meneruskan potongan tayangan film Zootopia yang tidak bersubtitle bahasa Inggris	
2.	Peserta didik menirukan ucapan guru mengenai salah satu dialog tokoh hewan dari potongan film Zootopia tidak bersubtitle bahasa Inggris tersebut dengan ucapan dan tekanan intonasi berbicara yang tepat dan benar	Guru menyuruh siswa untuk mendengarkan dan menirukan dialog salah satu tokoh hewan di potongan film Zootopia tidak bersubtitle bahasa Inggris	
	Mengkomunikasikan (Networking)		10 menit
1.	Beberapa peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

4.Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

Pertemuan III

1. Kegiatan Awal (5 menit)

- Guru memberi salam (greeting)
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2. Kegiatan Inti {(30 menit) Experiment Class}}

	SISWA	GURU	WAKTU
	Menanyakan (Questioning)		10 menit
1.	Mengajukan pertanyaan tentang pemeran atau tokoh dari potongan film Zootopia bersubtitle bahasa Inggris	Menjelaskan tentang pemeran atau tokoh dari potongan film Zootopia bersubtitle bahasa Inggris	
2.	Melakukan tanya jawab atau interaksi dengan guru untuk menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari potongan film Zootopia bersubtitle bahasa Inggris	Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari potongan film Zootopia bersubtitle bahasa Inggris	
	Mengkomunikasikan (Networking)		20 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	
2.	Setiap peserta didik juga harus menceritakan kembali bagian struktur teks dari potongan film Zootopia bersubtitle bahasa Inggris dengan runtut dan jelas	Meminta siswa untuk menceritakan kembali bagian struktur teks dari potongan film Zootopia bersubtitle Bahasa Inggris dengan runtut dan jelas	

--	--	--	--

3.Kegiatan Inti {(30 menit) Control Class}}

	SISWA	GURU	WAKTU
	Menanyakan (Questioning)		10 menit
1.	Mengajukan pertanyaan tentang pemeran atau tokoh dari potongan film Zootopia tidak bersubtitle bahasa Inggris	Menjelaskan tentang pemeran atau tokoh dari potongan film Zootopia tidak bersubtitle bahasa Inggris	
2.	Melakukan tanya jawab atau interaksi dengan guru untuk menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari potongan film Zootopia tidak bersubtile bahasa Inggris	Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari potongan film Zootopia tidak bersubtitle bahasa Inggris	
	Mengkomunikasikan (Networking)		20 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	
2.	Setiap peserta didik juga harus menceritakan kembali bagian struktur teks dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan runtut dan jelas	Meminta siswa untuk menceritakan kembali bagian struktur teks dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan runtut dan jelas	

4. Kegiatan Penutup (5 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d. Siswa dan guru mengucapkan salam perpisahan.

Pertemuan IV

1. Kegiatan Awal (5 menit)

- a. Guru memberi salam (greeting)
- b. Guru memeriksa kehadiran siswa
- c. Guru memberi motivasi
- d. Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e. Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

2. Kegiatan Inti {(30 menit) Experiment Class}

	SISWA	GURU	WAKTU
	Menalar (Associating)		15 menit
1.	Setiap peserta didik membuat 1 paragraph ringkasan dari potongan film Zootopia bersubtile bahasa Inggris	Meminta siswa membuat ringkasan dari potongan film Zootopia bersubtitle bahasa Inggris dalam 1 paragraph	
	Mengkomunikasikan (Networking)		15 menit

1.	Setiap peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	
----	--	---	--

3.Kegiatan Inti {(30 menit) Control Class}}

SISWA		GURU	WAKTU
	Menalar (Associating)		15 menit
1.	Setiap peserta didik membuat 1 paragraph ringkasan dari potongan film Zootopia tidak bersubtitle bahasa Inggris	Meminta siswa membuat ringkasan dari potongan film Zootopia tidak bersubtitle bahasa Inggris dalam 1 paragraph	
	Mengkomunikasikan (Networking)		15 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan

Pertemuan V

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2. Kegiatan Inti {(30 menit) Experiment Class}}

SISWA		GURU	WAKTU
	Mengkomunikasikan (Networking)		30 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Inti {(30 menit) Control Class}}

SISWA		GURU	WAKTU
	Mengkomunikasikan (Networking)		30 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) film Zootopia tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

4.Kegiatan Penutup (5 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.

- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d. Siswa dan guru mengucapkan salam perpisahan

G. Penilaian Hasil Pembelajaran

1. Sikap:

Rubrik observasi penilaian sikap sosial dan spritual

No.	Nama Siswa	Skor					
		Santun	Peduli	Bertanggung jawab	Kerjasama	Jmlh Skor	Nilai
1	Hari						
2	Ani						
3	Doni						
4	Brian						
5	Risa						

Keterangan:

Nilai tiap aspek diisi dengan rentangan nilai dari 1 s/d 5

- a) Sangat kurang : 1
- b) Kurang : 2
- c) Cukup : 3
- d) Baik : 4
- e) Amat baik : 5

2. Pengetahuan:

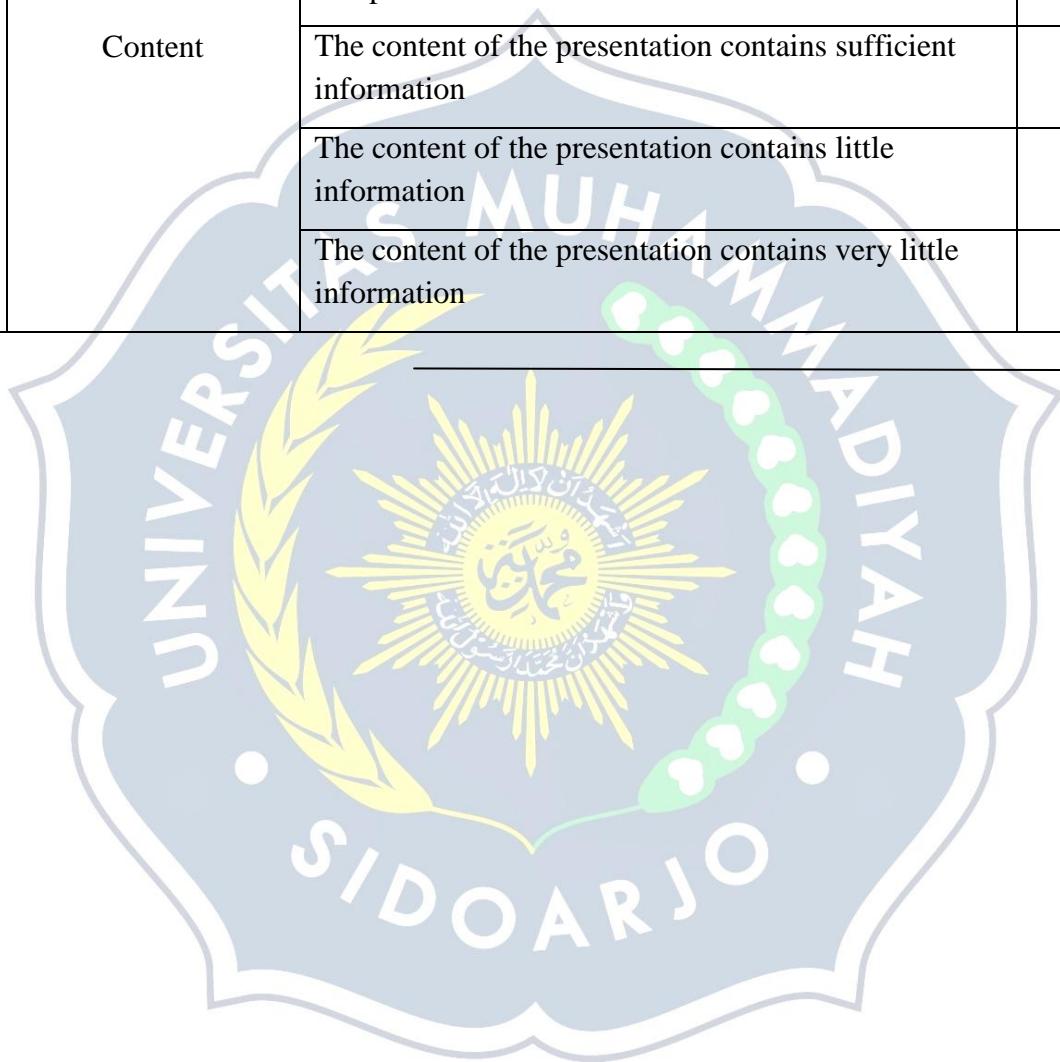
Lisan (Retelling Story) & Penugasan Tugas

3. Keterampilan:

Penilaian proses dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasikan yang cara penilaiannya dapat dilihat di rubrik penilaian:

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4
		Few mistakes of intonation/tone which interfere intended meaning	3
		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2
		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear	2

		clearly	
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1



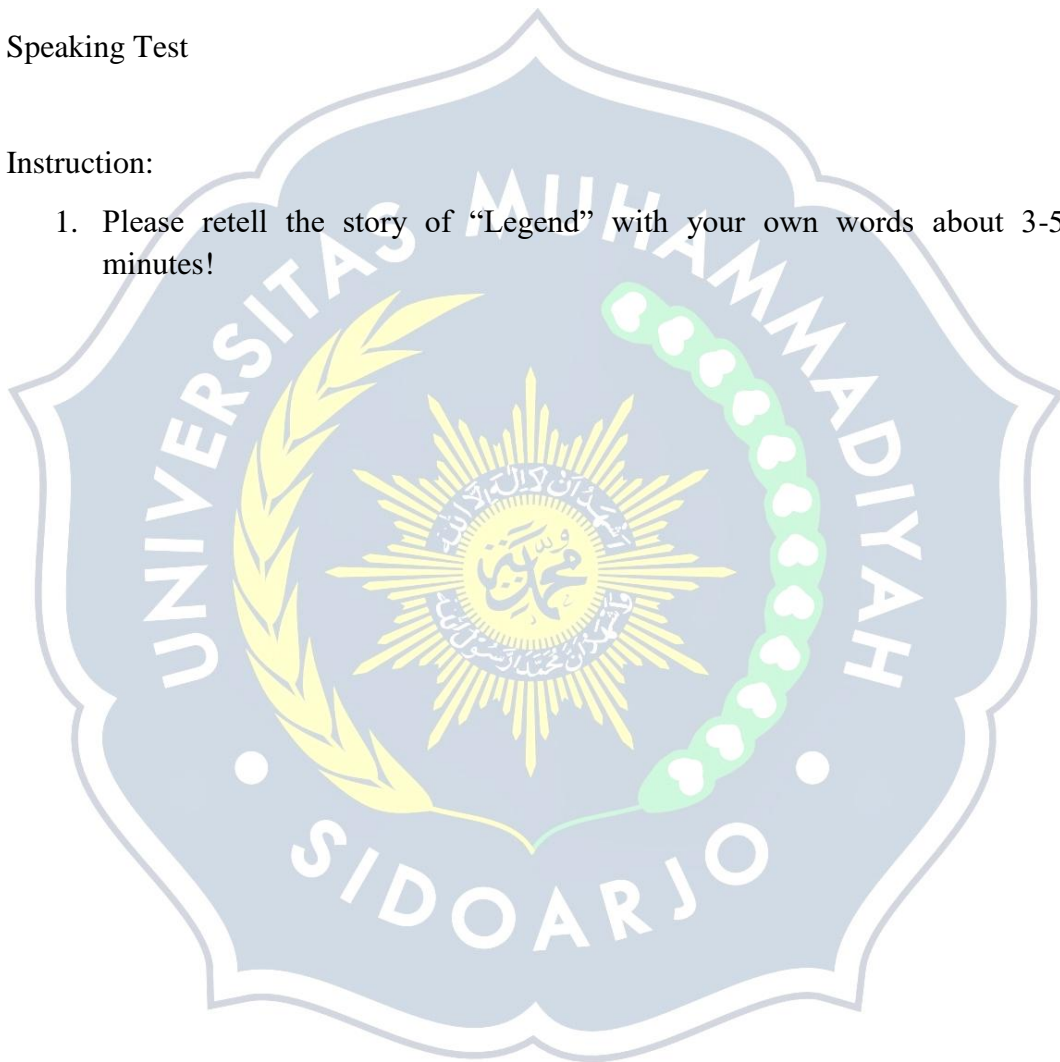
PRE-TEST

Subject : Bahasa Inggris
Grade/Semester : IX/2
Test : Retelling Story
Time : 120 minutes

Speaking Test

Instruction:

1. Please retell the story of “Legend” with your own words about 3-5 minutes!



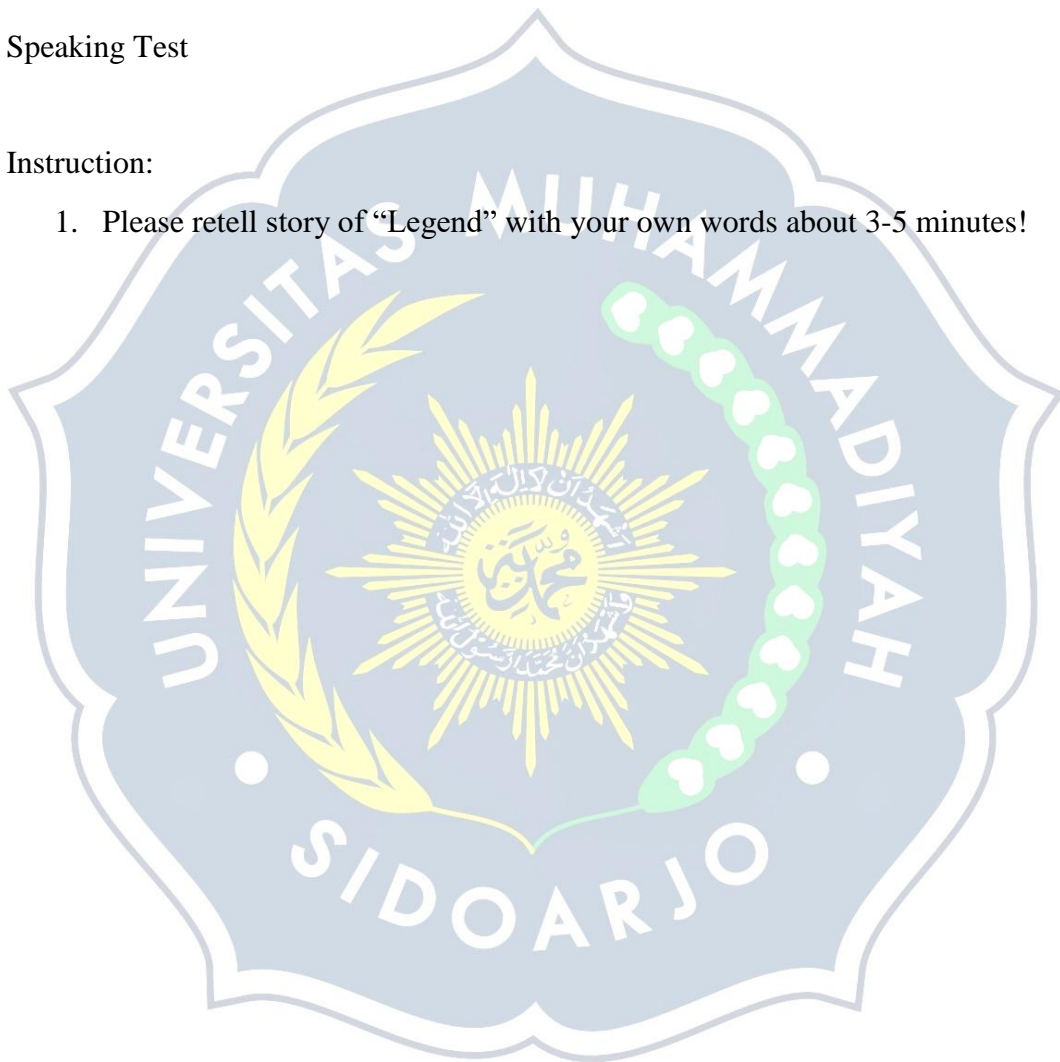
POST-TEST

Subject : Bahasa Inggris
Grade/Semester : IX/2
Test : Retelling Story
Time : 120 minutes

Speaking Test

Instruction:

1. Please retell story of “Legend” with your own words about 3-5 minutes!



Worksheet Siswa

1. Retelling Story Zootopia Movie yang bersubtitle Bahasa Inggris berdasarkan rubric speaking skill

Penskoran Nilai Siswa

Kriteria	Score
Very Good	85-100
Good	70-84
Okay	55-69
Poor	25-54

Nilai Akhir = $\frac{\text{Nilai Perolehan}}{\text{Skor Maksimal}} \times 100$

Remidi

1. Siswa menceritakan kembali (retelling story) Zootopia movie dengan kalimat sederhana

Pengayaan

1. Siswa ditayangkan film Zootopia kembali dengan waktu 5 menit, kemudian siswa dapat menceritakan kembali (retelling story) cerita dari film tersebut.

Sidoarjo, 20 April 2018

Guru Mata Pelajaran

Dosen Validator

Srindaningsih, S.Pd.
NIP. 197302091997022002

Wahyu Taufiq, M.Ed
NIK.215516

Appendix 9.6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CHAPTER IX

Sekolah : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX / Genap
Skill : Speaking
Materi : Narrative Text (Zootopia Movie using English Subtitle)
Alokasi Waktu : 5 JP x 40 menit

Tujuan Pembelajaran

1. Siswa dapat menemukan informasi tersurat dalam film Zootopia
2. Siswa dapat mengidentifikasi fungsi teks tentang film Zootopia
3. Siswa dapat memahami fungsi sosial tentang film Zootopia

A. KOMPETENSI INTI

1. KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata
4. KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.11	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita rakyat,	3.11.1	Mengidentifikasi struktur teks untuk melaksanakan fungsi sosial dari teks naratif lisan yang berbentuk cerita rakyat, fairytales, cerita pendek

	fairytale, cerita pendek sesuai dengan konteks penggunaannya		sesuai dengan konteks penggunaannya
4.12	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita rakyat, fairytale, cerita pendek sesuai dengan konteks penggunaannya	4.12.1	Menyatakan isi dari teks naratif lisan yang berbentuk cerita rakyat, fairytale, dan cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar

C. MATERI PEMBELAJARAN

1.Materi Pokok : Teks Naratif yang berbentuk film animasi yaitu Zootopia

2.Fungsi sosial :Memberikan hiburan dan mengajarkan nilai-nilai luhur melalui film Zootopia

3.Struktur teks :

- a) Memkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi)
- b)Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
- c)Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- d)Memaparkan akhir cerita dimana krisis berakhir (resolusi) dengan bahagia atau sedih
- e)Memberikan alasan atau komentar umum (reorientasi),opsional

4.Unsur kebahasaan :

- a) Kalimat deklaratif dan interogatif dalam simple past tense
- b) Frasa adverb: a long time ago, once upon a time, in the end, happily ever after
- c) Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb
- d) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

5.Topik : Cerita yang memberikan moral value terhadap sekitarnya seperti perilaku jujur, disiplin, percaya diri, kerja sama dan tanggung jawab.

D. Metode Pembelajaran

- | | |
|----------|-------------------|
| 1.Metode | : Ceramah |
| 2.Teknik | : Retelling Story |

E. Media, Alat, dan Sumber Pembelajaran

- 1.Media
Zootopia Movie Animation
- 2.Alat
 - Laptop, LCD Proyektor, Speaker
- 3.Sumber Belajar
 - Internet
 - Guru-guru dan siswa-siswa di sekolah

F. KEGIATAN PEMBELAJARAN

Pertemuan I

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (35 menit)

SISWA		GURU	WAKTU
	Mengamati (Observing)		35 menit
1.	Melihat tayangan potongan film Zootopia dengan subtitle Bahasa Inggris	Guru menayangkan potongan film Zootopia dengan subtitle bahasa Inggris	

--	--	--	--

3.Kegiatan Penutup (5 menit)

- e. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- f. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- g. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- h. Siswa dan guru mengucapkan salam perpisahan.

Pertemuan II

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

	SISWA	GURU	WAKTU
	Mengamati (Observing)		20 menit
1.	Melanjutkan tayangan potongan film Zootopia dengan subtitle Bahasa Inggris	Guru meneruskan tayangan potongan film Zootopia dengan subtitle bahasa Inggris	
2.	Peserta didik menirukan ucapan guru mengenai salah satu dialog tokoh hewan dari potongan Film Zootopia bersubtitle bahasa Inggris tersebut dengan ucapan dan tekanan intonasi berbicara yang tepat dan benar	Guru menyuruh siswa untuk mendengarkan dan menirukan dialog salah satu tokoh hewan di potongan film Zootopia yang berubtitle Bahasa Inggris	

	Mengkomunikasikan (Networking)		10 menit
1.	Beberapa peserta didik menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) dari potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Penutup (5 menit)

- e. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- f. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- g. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- h. Siswa dan guru mengucapkan salam perpisahan.

Pertemuan III

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

SISWA		GURU	WAKTU
Menanyakan (Questioning)			10 menit
1.	Mengajukan pertanyaan tentang pemeran atau tokoh dari potongan film Zootopia bersubtitle bahasa Inggris	Menjelaskan tentang pemeran atau tokoh dari film Zootopia bersubtitle bahasa Inggris	
2.	Melakukan tanya jawab atau interaksi dengan guru untuk menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari film Zootopia yang bersubtitle bahasa Inggris	Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari film Zootopia yang bersubtitle bahasa Inggris	
Mengkomunikasikan (Networking)			20 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) potongan film Zootopia bersubtitle Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	
2.	Setiap peserta didik juga harus menceritakan kembali bagian struktur teks dari potongan film Zootopia bersubtitle bahasa Inggris dengan runtut dan jelas	Meminta siswa untuk menceritakan kembali bagian struktur teks dari potongan film Zootopia bersubtitle bahasa Inggris dengan runtut dan jelas	

3.Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

Pertemuan IV

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

SISWA		GURU	WAKTU
	Menalar (Associating)		15 menit
1.	Setiap peserta didik membuat 1 paragraph ringkasan dari potongan film Zootopia bersubtitle Inggris	Meminta siswa membuat ringkasan potongan film Zootopia bersubtitle Inggris dalam 1 paragraph	
	Mengkomunikasikan (Networking)		15 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Penutup (5 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.

- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d. Siswa dan guru mengucapkan salam perpisahan.

Pertemuan V

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

SISWA		GURU	WAKTU
		Mengkomunikasikan (Networking)	30 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) potongan film Zootopia bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Penutup (5 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d. Siswa dan guru mengucapkan salam perpisahan.

G. Penilaian Hasil Pembelajaran

4. Sikap:

Rubrik observasi penilaian sikap sosial dan spritual

No.	Nama Siswa	Skor					
		Santun	Peduli	Bertanggung jawab	Kerjasama	Jmlh Skor	Nilai
1	Hari						
2	Ani						
3	Doni						
4	Brian						
5	Risa						

Keterangan:

Nilai tiap aspek diisi dengan rentangan nilai dari 1 s/d 5

- f) Sangat kurang : 1
- g) Kurang : 2
- h) Cukup : 3
- i) Baik : 4
- j) Amat baik : 5

5. Pengetahuan:

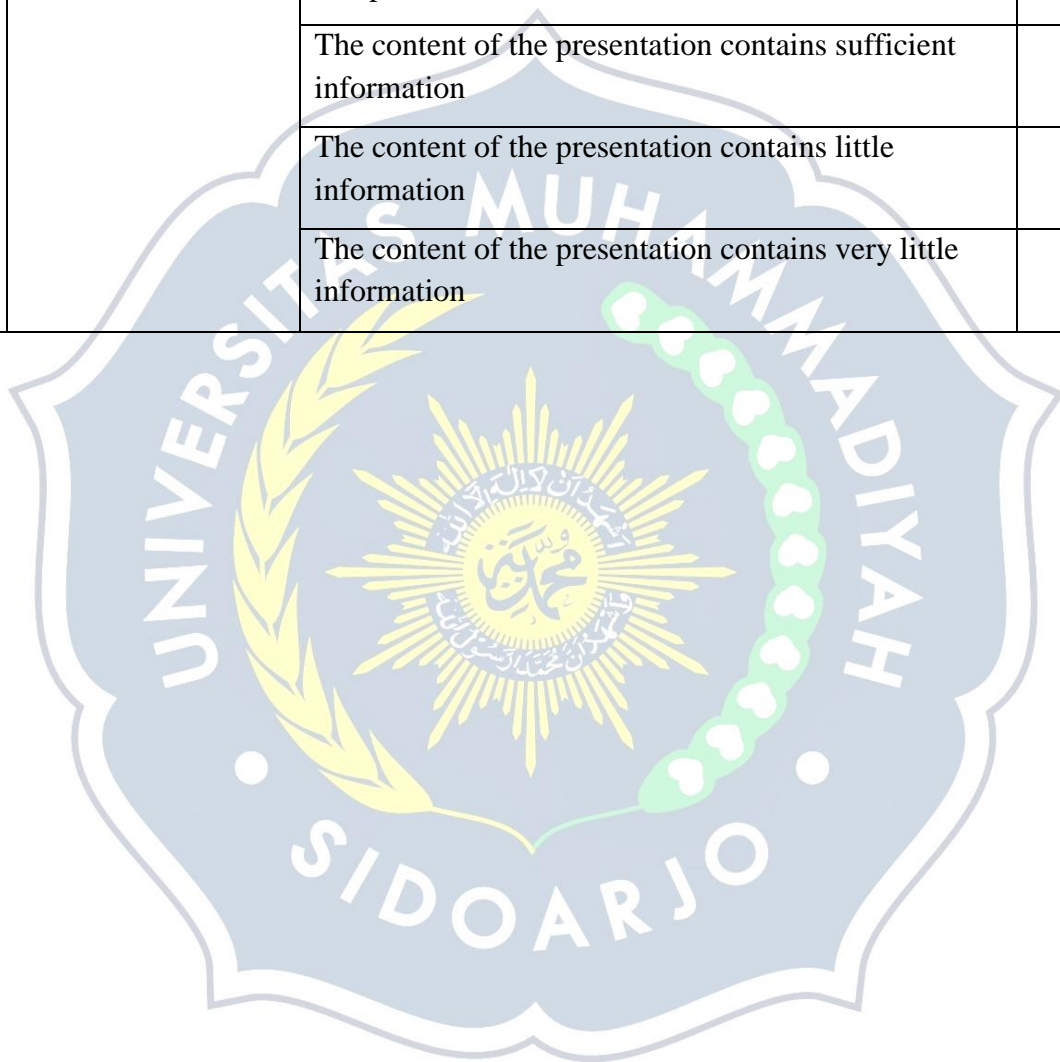
Lisan (Retelling Story) & Penugasan Tugas

6. Keterampilan:

Penilaian proses dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasikan yang cara penilaiannya dapat dilihat di rubrik penilaian:

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4
		Few mistakes of intonation/tone which interfere intended meaning	3
		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2
		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear	2

		Clearly	
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1



Worksheet Siswa

1. Retelling Story Zootopia Movie yang bersubtitle Bahasa Inggris berdasarkan rubric speaking skill

Penskoran Nilai Siswa

Kriteria	Score
Very Good	85-100
Good	70-84
Okay	55-69
Poor	25-54

Nilai Akhir = $\frac{\text{Nilai Perolehan}}{\text{Skor Maksimal}} \times 100$

Remidi

1. Siswa menceritakan kembali (retelling story) dengan membawa teks ke depan kelas

Pengayaan

1. Siswa ditayangkan film Zootopia kembali dengan durasi 3-5 menit, kemudian siswa dapat menceritakan kembali (retelling story) cerita dari film tersebut.

Mengetahui,

Kepala Sekolah
SMP Negeri 6 Sidoarjo



Lilik Sulistyowati, S.Pd, M.Pd.
NIP. 197302091997022002

Sidoarjo, 17 Februari 2018

Guru Bahasa Inggris

Fhuri Megawati
148820300010

Guru Pemandu (Observer)
SMP Negeri 6 Sidoarjo

Srindaningsih, S.Pd.
NIP. 196402211985122001

Appendix 9.7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CHAPTER IX

Sekolah : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX / Genap
Skill : Speaking
Materi : Narrative Text
Alokasi Waktu : 5JPx40menit

Tujuan Pembelajaran

1. Siswa dapat menemukan informasi tersurat dalam film Zootopia
2. Siswa dapat mengidentifikasi fungsi teks tentang film Zootopia
3. Siswa dapat memahami fungsi sosial tentang film Zootopia

A. KOMPETENSI INTI

1. KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
2. KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata
4. KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
4.12	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita rakyat, fairytales, cerita pendek	4.12.1	Menyatakan isi dari teks naratif lisan yang berbentuk cerita rakyat, fairytales, dan cerita pendek dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar

--	--	--	--

C.MATERI PEMBELAJARAN

1.Materi Pokok : Teks Naratif yang berbentuk film animasi yaitu Zootopia

2.Fungsi sosial :Memberikan hiburan dan mengjarkan nilai-nilai luhur melalui film Zootopia

3.Struktur teks :

- a) Memkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi)
- b) Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
- c) Memaparkan krisis yang terjadi terhadap tokoh utana (komplikasi)
- d)Memaparkan akhir cerita dimana krisis berakhir (resolusi) dengan bahagia atau sedih
- e)Memberikan alasan atau komentar umum (reorientasi),opsional

4.Unsur kebahasaan :

- a) Kalimat deklaratif dan interogatif dalam simple past tense
- b) Frasa adverb: a long time ago, once upon a time, in the end, happily ever after
- c) Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb
- d) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

5.Topik : Cerita yang memberikan moral value terhadap sekitarnya seperti perilaku jujur, disiplin, percaya diri, kerja sama dan tanggung jawab.

D.Metode Pembelajaran

1Metode : Ceramah

E.Media, Alat, dan Sumber Pembelajaran

1.Media

Animation Movie Title “Zootopia”

2. Alat

- Laptop, LCD Proyektor, Speaker

3. Sumber Belajar

- Zootopia Movie

- Guru-guru dan siswa-siswa di sekolah

F.KEGIATAN PEMBELAJARAN

Pertemuan I

1.Kegiatan Awal (5 menit)

- Guru memberi salam (greeting)
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi
- Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

SISWA		GURU	WAKTU
	Mengamati (Observing)		30 menit
1.	Melihat tayangan potongan film Zootopia yang tidak bersubtitle bahasa inggris	Guru menayangkan potongan film Zootopia yang tidak bersubtitle bahasa inggris	

3.Kegiatan Penutup (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberi tugas (PR) untuk membuat teks narrative tentang cerita rakyat atau film yang mempunyai pesan moral
- Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- Siswa dan guru mengucapkan salam perpisahan.

Pertemuan II

1.Kegiatan Awal (5 menit)

- Guru memberi salam (greeting)
- Guru memeriksa kehadiran siswa
- Guru memberi motivasi

- d. Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e. Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2. Kegiatan Inti (30 menit)

SISWA		GURU	WAKTU
	Mengamati (Observing)		30 menit
1.	Melanjutkan tayangan potongan film Zootopia yang tidak bersubtitle bahasa Inggris	Guru meneruskan potongan film Zootopia yang tidak bersubtitle bahasa Inggris	
2.	Peserta didik menirukan ucapan guru mengenai salah satu kalimat dari tokoh potongan Film Zootopia yang tidak bersubtitle Bahasa Inggris tersebut dengan ucapan dan tekanan intonasi berbicara yang tepat dan benar	Guru menyuruh siswa untuk mendengarkan dan menirukan kalimat salah satu tokoh di potongan film Zootopia yang tidak bersubtitle bahasa Inggris	

3. Kegiatan Penutup (5 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi tugas (PR) untuk membuat teks narrative tentang film tersebut
- d. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- e. Siswa dan guru mengucapkan salam perpisahan.

Pertemuan III

1. Kegiatan Awal (5 menit)

- a. Guru memberi salam (greeting)
- b. Guru memeriksa kehadiran siswa
- c. Guru memberi motivasi
- d. Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran

- e. Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2. Kegiatan Inti (30 menit)

SISWA	GURU	WAKTU
Menanyakan (Questioning)		10 menit
1. Mengajukan pertanyaan tentang pemeran atau tokoh dari potongan film Zootopia yang tidak bersubtitle bahasa Inggris	Menjelaskan tentang pemeran atau tokoh dari potongan film Zootopia yang tidak bersubtitle bahasa Inggris	
2. Melakukan tanya jawab atau interaksi dengan guru untuk menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari potongan film Zootopia yang tidak bersubtitle bahasa Inggris	Menjelaskan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari potongan film Zootopia yang tidak bersubtitle bahasa Inggris	
Mengkomunikasikan (Networking)		20 menit
1. Beberapa peserta didik menceritakan kembali (retelling story) potongan film Zootopia yang tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) potongan film Zootopia yang tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3. Kegiatan Penutup (5 menit)

- a. Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- b. Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.

d.Siswa dan guru mengucapkan salam perpisahan.

Pertemuan IV

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

	SISWA	GURU	WAKTU
	Mengkomunikasikan (Networking)		30 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) potongan film Zootopia yang tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) potongan film Zootopia yang tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3. Kegiatan Penutup (5 menit)

- a.Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- b.Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c. Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d.Siswa dan guru mengucapkan salam perpisahan.

Pertemuan V

1.Kegiatan Awal (5 menit)

- a.Guru memberi salam (greeting)
- b.Guru memeriksa kehadiran siswa
- c.Guru memberi motivasi
- d.Guru menanyakan kesiapan siswa tentang kesiapan siswa untuk mengikuti pelajaran
- e.Guru mengajukan pertanyaan yang berkaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari
- f.Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- g.Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus

2.Kegiatan Inti (30 menit)

SISWA		GURU	WAKTU
Mengkomunikasikan (Networking)			30 menit
1.	Setiap peserta didik menceritakan kembali (retelling story) potongan film Zootopia yang tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	Meminta siswa untuk menceritakan kembali (retelling story) potongan film Zootopia yang tidak bersubtitle bahasa Inggris dengan tekanan dan intonasi yang tepat dan benar di depan kelas	

3.Kegiatan Penutup (5 menit)

- a.Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat manfaatnya.
- b.Siswa dan guru memberi umpan balik terhadap proses dan hasil pembelajaran.
- c.Guru memberi informasi tindak lanjut dari pembelajaran yang baru saja dilakukan.
- d.Siswa dan guru mengucapkan salam perpisahan.

F. Penilaian Hasil Pembelajaran

1. Sikap:

Rubrik observasi penilaian sikap sosial dan spritual

No.	Nama Siswa	Skor					
		Santun	Peduli	Bertanggung jawab	Kerjasama	Jmlh Skor	Nilai
1	Adhelia						
2	Alvi						
3	Bagus						
4	Denanda						
5	Erika						

Keterangan:

Nilai tiap aspek diisi dengan rentangan nilai dari 1 s/d 5

k) Sangat kurang : 1

l) Kurang : 2

m) Cukup : 3

n) Baik : 4

o) Amat baik : 5

2. Pengetahuan:

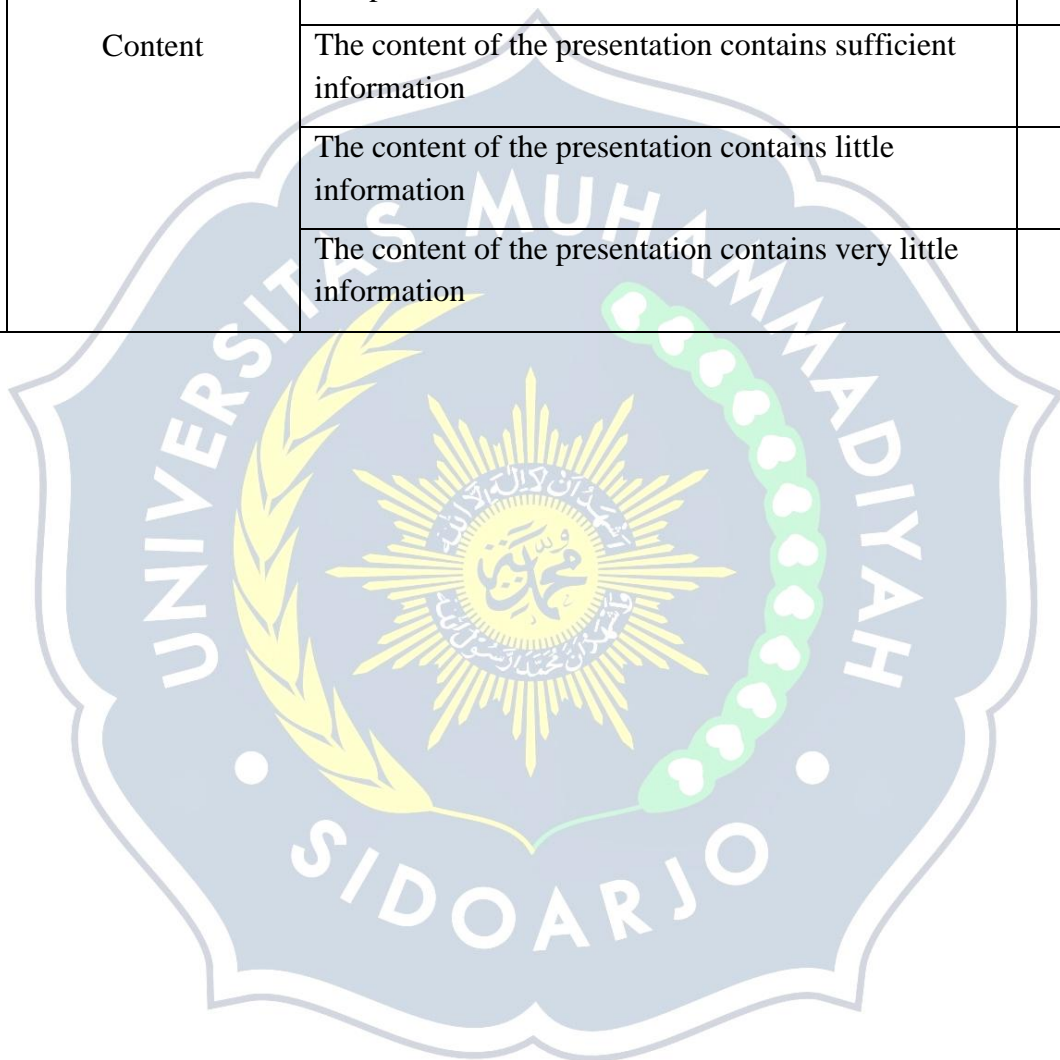
Lisan (Retelling Story) & Penugasan Tugas

3. Keterampilan:

Penilaian proses dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi, mengkomunikasikan yang cara penilaiannya dapat dilihat di rubrik penilaian:

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking)			
No	Aspek yang Dinilai	Kriteria	Score
1	Fluency	Very smooth with no pauses	5
		Smooth enough with very few pauses	4
		Normal speed with few pauses	3
		Slow speed with frequent pauses	2
		The speed is very slow with too many pauses	1
2	Accuracy	Excellent grammar with various words	5
		Very few mistakes of grammar with enough variety of vocabulary	4
		Few mistakes of grammar with very sufficient vocabulary but still understandable	3
		Several mistakes of grammar with very limited vocabulary but still understandable	2
		Very poor speaking and grammar which lead to understanding	1
3	Clarity	Very clear articulation with good pronunciation	5
		Good pronunciation with very few mistakes and clear articulation	4
		Few mistakes of pronunciation with inconsistent articulation but still understandable	3
		Several mistakes of pronunciation with inconsistent articulation which lead to difficult understanding	2
		Many mistakes of pronunciation with unclear articulation and difficult to understand	1
4	Intonation	Correct intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	5
		Very few mistakes of intonation/tone for words/phrases/sentences with lead to appropriate the intended meaning	4
		Few mistakes of intonation/tone which interfere intended meaning	3
		Several mistakes of intonation/tone which lead to misunderstanding of the intended meaning	2
		No difference of intonation/tone for words/phrases/sentences which lead to misunderstanding of the intended meaning	1
5	Volume	Speak very loudly that the audience in the class can hear	5
		Speak loudly that most of the audience in the class can hear	4
		Only audience from the middle to the front row can hear the voice	3
		Speak softly that only very few audience can hear	2

		Clearly	
		Speak very softly that the audience cannot hear	1
6	Content	The content of the presentation contains very complete information	5
		The content of the presentation contains very few complete information	4
		The content of the presentation contains sufficient information	3
		The content of the presentation contains little information	2
		The content of the presentation contains very little information	1



Worksheet Siswa

1. Retelling Story Zootopia Movie yang bersubtitle Bahasa Inggris berdasarkan rubric speaking skill

Penskoran Nilai Siswa

Kriteria	Score
Very Good	85-100
Good	70-84
Okay	55-69
Poor	25-54

Nilai Akhir = $\frac{\text{Nilai Perolehan}}{\text{Skor Maksimal}} \times 100$

Remidi

1. Siswa menceritakan kembali (retelling story) dengan membawa teks ke depan kelas

Pengayaan

1. Siswa ditayangkan film Zootopia kembali dengan durasi 3-5 menit, kemudian siswa dapat menceritakan kembali (retelling story) cerita dari film tersebut.

Mengetahui,

Kepala Sekolah
SMP Negeri 6 Sidoarjo

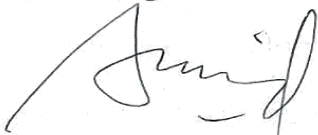

Lilik Sulistyowati, S.Pd, M.Pd.
NIP. 197302091997022002

Sidoarjo, 17 Februari 2018

Guru Bahasa Inggris


Fhuri Megawati
148820300010

Guru Pemandu (Observer)
SMP Negeri 6 Sidoarjo


Srindaningsih, S.Pd.
NIP. 196402211985122001

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p>		
3.11 Memahami fungsi sosial, struktur teks,	Teks naratif, berbentuk cerita	Mengamati	KRITERIA PENILAIAN	16 JP	• Buku Teks

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana.</p>	<p>rakyat pendek dan sederhana</p> <p>Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p>	<ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks naratif berbentuk cerita rakyat, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan cerita rakyat tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap cerita rakyat tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap cerita rakyat tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa cerita rakyat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan 	<ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks naratif berbentuk cerita rakyat, pendek dan sederhana. Tingkat kelengkapan dan keruntutan pemahaman isi pesan cerita rakyat. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan cerita rakyat. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan cerita rakyat.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa 		<p>wajib</p> <ul style="list-style-type: none"> Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Unsur kebahasaan (1) Tata bahasa: Simple Past tense, Past Continuous Tense (2) Kalimat langsung dan tidak langsung (3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh (4) Adverbial penghubung waktu: <i>first, then, after that, before, at last, finally</i> , dsb. (5) Adverbial dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i> , dsb. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda	unsur kebahasaan dari cerita rakyat. <ul style="list-style-type: none"> Siswa membaca semua cerita rakyat yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks tokoh, tempat, waktu, terjadinya cerita kejadian yang terjadi terhadap tokoh akhir cerita di mana krisis berakhir komentar atau penilaian umum tentang cerita rakyat (opsional, jika ada) kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan Mengasosiasi <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa cerita rakyat yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam cerita rakyat yang mereka baca. 	berusaha memahami dan menganalisis isi pesan cerita rakyat pendek dan sederhana. <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis cerita rakyat, termasuk kemudahan dan kesulitannya. Tes tertulis Membaca teks yang menuntut pemahaman tentang cerita rakyat. Portofolio c. Kumpulan hasil analisis tentang beberapa cerita rakyat yang telah dibuat. d. Lembar soal dan hasil tes		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa cerita rakyat pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi cerita rakyat, dsb. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami cerita rakyat dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menyampaikan tentang tindakan/kegiatan/tindakan tanpa perlu menyebutkan pelakunya	<p>Teks lisan dan tulis untuk menyatakan dan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p>Fungsi sosial</p> <p>Menyatakan secara obyektif, terfokus pada hasilnya atau bendanya, bukan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tindakan/kejadian tanpa perlu menyebutkan pelakunya. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tindakan/ 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh

Appendix 10

NORMALITY TEST

The criteria of the testing as follow:

If the value (p) > significant ($\alpha = 0.05$) it means that the sample from the population H_a was accepted and H_0 was rejected (normal distribution)

If the value (p) < significant ($\alpha = 0.05$) it means that the sample from the population H_a was rejected and H_0 was accepted (normal distribution)

The step were using SPSS 16 to measure normality test as follow:

- Open file.
- Click analyse → Nonparametric Test → 1-Sample K-S.
- Click all variable test to the Test Variable List.
- Look at option Test Distribution then click Normal.
- After that clock Ok to show the output analyse.
- Finally see Asymp. Sig (2-tailed)



UNIVERSITAS MUHAMMADIYAH SIDOARJO

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Prodi Pendidikan Guru Anak Usia Dini (PG-PAUD) Terakreditasi Nomor : 024/BAN-PT/Ak-XV/S1/VIII/2012

Prodi Pendidikan Guru Sekolah Dasar (PG-SD) Terakreditasi No. 174/SK/BAN-PT/AK-XVI-S-VIII/2013

Prodi Pendidikan Bahasa Inggris Terakreditasi No. 447/SK/BAN-PT/Akred/S/XI/2014

Prodi Pendidikan Ilmu Pengetahuan Alam (IPA) Terakreditasi No. 337/SK/BAN-PT/Akred/S/IX/2014

Prodi Pendidikan Teknik Informatika & Komputer (TIK) SK Pendirian Dirjen DIKTI Kemendikbud No. 520/E/O/2013

KAMPUS I : Jl. Mojopahit 666-B Telp. 031-8945444, 8928097, Faks. 031-8949333 Sidoarjo - 61215

website : fkip.umsida.ac.id

email : fkip@umsida.ac.id

TERAKREDITASI INSTITUSI
(UNIVERSITAS) B
(BAN-PT No. 229/SK/BAN-PT/Akred/PT/IV/2015)

SURAT IJIN OBSERVASI

E.6/033/09.00/KET/IV/2018

Kepada Yth.

Kepala SMPN 6 SIDOARJO

Di

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan adanya tugas perkuliahan Mata kuliah THESIS, maka bersama ini kami perkenan Bapak/Ibu Kepala untuk mengijinkan mahasiswa di bawah ini :

NAMA/NIM : FHURI MEGAWATI/ 148820300010

PRODI : PENDIDIKAN BAHASA INGGRIS

Untuk Melakukan observasi di SMPN 6 SIDOARJO.

Demikian atas perhatian dan bantuan Bapak/Ibu disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Sidoarjo, 25 April 2018

Dekan FKIP,


Dr. Nur Efendi, M.Pd.



UNIVERSITAS MUHAMMADIYAH SIDOARJO FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Prodi Pendidikan Guru Anak Usia Dini (PG-PAUD) Terakreditasi Nomor : 024/BAN-PT/Ak-XV/S1/VIII/2012

Prodi Pendidikan Guru Sekolah Dasar (PG-SD) SK Mendiknas RI. No. 87/D/O/2010

Prodi Pendidikan Bahasa Inggris SK Mendiknas RI. No. 237/E/O/2011

Prodi Pendidikan Ilmu Pengetahuan Alam (IPA) SK Mendikbud RI. No. 418/E/O/2012

TERAKREDITASI INSTITUSI
(UNIVERSITAS)
SK.005/BAN/PT/Ak-VIII/2012

KAMPUS I : Jl. Mojopahit 666-B Telp. 031-8945444, 8928097, Faks. 031-8949333 Sidoarjo - 61215

website : www.umsida.ac.id

email : fkp@umsida.ac.id

SURAT IJIN PENELITIAN

E.6/033/09.00/KET/IV/2018

Kepada Yth.
Kepala SMPN 6 Sidoarjo

Di-
Tempat

Assalamu'alaikum wr. wb.

Sehubungan dengan tugas akhir skripsi sebagai syarat kelulusan sarjana S1, maka bersama ini kami mohon perkenan Bapak/Ibu mengizinkan mahasiswa kami di bawah ini untuk menggali data dan mengadakan penelitian.

NAMA	: Fhuri Megawati
NIM	: 148820300010
PRODI	: Pendidikan Bahasa Inggris
JUDUL PENELITIAN/SKRIPSI	: THE EFFECT OF ENGLISH SUBTITLE IN "ZOOTOPA" MOVIE IN SPEAKING SKILL FOR 9TH GRADE STUDENTS OF SMPN 6 SIDOARJO

Demikian atas perhatian dan bantuan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

Sidoarjo, 16 April 2018

Dekan,



Dr. Nur Efendi, M.Pd



PEMERINTAH KABUPATEN SIDOARJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 6
SIDOARJO

Jalan Rangkah Lor No. 1 Bluru Kidul Kode Pos 61251 Telp. 8953888

Email: smpn6sda@gmail.com Website : www.smpn6sidoarjo.sch.id

SURAT KETERANGAN

NOMOR : 422/212/438.5.1.1.6/2018

Yang bertanda tangan di bawah ini :

Nama : LILIK SULISTYOWATI, S.Pd, M.Pd.

NIP : 19730209 199702 2 002

Pangkat/Golongan : Pembina / IV a

Jabatan : Kepala SMP Negeri 6 Sidoarjo

Dengan ini menerangkan :

Nama : FHURI MEGAWATI

NIM : 148820300010

Universitas : Universitas Muhammadiyah Sidoarjo

Program Studi : Pendidikan Bahasa Inggris

Judul Penelitian : “ The Effect Of English Subtitle In “ ZOOTOPIA ”
Movie In Speaking Skill For 9Th Grade Students
Of SMPN 6 Sidoarjo.

Mahasiswa tersebut di atas telah melaksanakan penelitian di SMP Negeri 6 Sidoarjo mulai tanggal 10 Februari 2018 s.d 6 Maret 2018.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .



Sidoarjo, 6 Juni 2018

Kepala Sekolah

LILIK SULISTYOWATI, S.Pd, M.Pd.

NIP. 197302091997022002



UNIVERSITAS MUHAMMADIYAH SIDOARJO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

Jurusan / Program Studi :

- Pendidikan Guru Anak Usia Dini (PG-PAUD) Akreditasi BAN-PT NO: 024/BAN-PT/Ak-XV/S1/VIII/2012
- Pendidikan Guru Sekolah Dasar (PGSD) SK. Mendiknas RI No : 87/D/0/2010
- Pendidikan Bahasa Inggris SK. Mendiknas RI No : 237/E/0/2011
- Pendidikan Ilmu Pengetahuan Alam (IPA), Sk. Mendikbud RI. NO: 418/E/O/2012
- Pendidikan TIK

Jl. Mojopahit 666B Sidoarjo 61215 ; Telp. 031-8945444 Ext. 135-136, Fax. 031-8949333

e-mail : fkipumsida@gmail.com http://www.umsida.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Fhuri Megawati
2. NIM : 148820300010
3. Jurusan : Pendidikan Bhs. Inggris
4. Judul Skripsi :
5. Pembimbing : Ermawati Zulikhah Nuroh S.S.M.Pd

KONSULTASI



NO	TGL.	PARAF	URAIAN BIMBINGAN
1	14/10		Bimbingan / Konsultasi judul skripsi
2	16/10		Bimbingan Bab I
3	21/10		Bimbingan Bab I — II
4	25/10		Revisi Bab I — II
5	30/10		Bimbingan Bab I — III
6	20/11		Revisi Bab I — III
7	17/11		Approved Revisi Thesis Proposal
8	27/11		Konsultasi Instrumen penelitian.
9	7/12		Bimbingan Bab I — IV
10	16/12		Bimbingan Bab IV — V
11	23/12		Revisi Bab IV — V
12	9/1		Acc u/ujian thesis Bab IV — V.
13			
14			
15			
16			
17			
18			

Keterangan :

Dekan

(Dr. Nur Elhas, M.Pd)

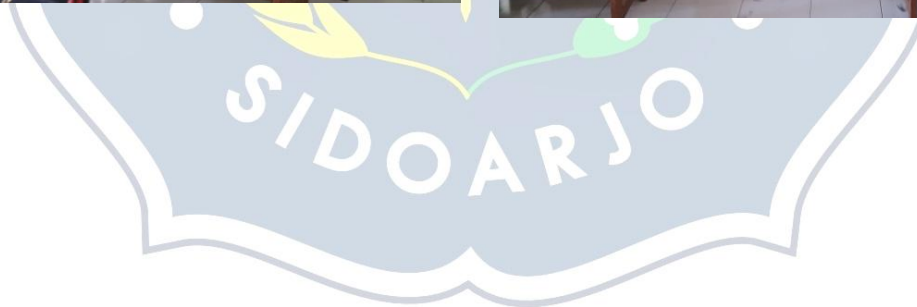
Sidoarjo,

Dosen Pembimbing

(Ermawati ZN, M.Pd)

Appendix 15

Process of Treatment Learning for Watching Movie



Biodata Diri



Nama : Fhuri Megawati
Tempat dan Tanggal Lahir : Sidoarjo, 31-12-1994
Jenis Kelamin : Perempuan
Status Perkawinan : Belum Menikah
Kewarganegaraan : Indonesia
Agama : Islam
Alamat : Jl. Kombespol M Duryat Gg III/No 6
Sidoarjo , 61218
No Telepon : 082245016293 (WA)/ 08986847115
Email : fhurimega11@gmail.com
Nama Orang Tua : Radi Haryanto dan Pujiati
Anak ke/Dari : Tiga dari Tiga Bersaudara
Pendidikan Terakhir : SMKN 2 Buduran Jurusan Akuntansi