ENHANCING THE STUDENTS' SPEAKING ABILITY BY USING A SHORT ISLAMIC MOVIE AT THE THIRD GRADE OF MTS AL BADRIYAH SUNDAK RARANG IN ACADEMIC YEAR 2021/2022

by

Ananda Maulida
180107135

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2022

ENHANCING THE STUDENTS' SPEAKING ABILITY BY USING A SHORT ISLAMIC MOVIE AT THE THIRD GRADE OF MTS AL BADRIYAH SUNDAK RARANG IN ACADEMIC YEAR 2021/2022

A Thesis

**Presented to State Islamic University of Mataram
To fulfill of the requirement for the attainment the degree of
Sarjana in English Language Education**

by

Ananda Maulida
180107135

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2022**

ADVISOR' APPROVAL

Thesis by: Ananda Maulida, NIM: 180107135 entitled "Enhancing The Students' Speaking Ability By Using a Short Islamic Movie at The Third Grade of MTS Al Badriyah Sundak Rarang in Academic Year 2021/2022" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

Approval on: 26 - 5 - 2022

Advisor 1

Dr. Syarifudin, S.S., M.Pd.
NIP. 199311272019032022

Advisor II

Soni Ariawan, S.Pd, M.Ed
NIP. 199001012019031011

iii

ADVISORS' OFFICIAL NOTE

Mataram, 26 – 5 – 2022

Subject: Thesis Examination
The honorable
The Dean of Faculty of Education and Teacher
Training
in Mataram

Assalamualaikum, Wr. Wb,

Respecfully, after doing guidance, direction, and correction, we are of the opinion that a thesis of

Name	: Ananda Maulida
Nim	: 180107135
Study Program	: English Language Education
Title	: Enhancing The Students' Speaking Ability by Using A Short Islamic Movie at The Third Grade of Mts Al Badriyah Sundak Rarang In Academic Year 2021/2022

Of

English Language Education Program of UIN Mataram in Academic Year 2021/2022

Has fullfilled the requirement to be submitted in the thesis examination session of the Faculty of Education and Teacher Training, State Islamic University of Mataram. Therefore, I hope that this thesis can be examined immediately.

Wassalamualaikum, Wr. Wb.

Advisor I

Dr. Syarifudin, S.S., M.Pd.
NIP. 199311272019032022

Advisor II

Soni Ariswan, S.Pd, M.Ed
NIP. 199001012019031011

STATEMENT OF THE THESIS AUTHENTYCITY

The undersigned below:

Name   : Ananda Maulida

NIM   : 180107135

Study Program   : English Language Education

Faculty   : Education and Teacher Training

States that a thesis entitled "Enhancing The Students' Speaking Ability by Using A Short Islamic Movie at The Third Grade of Mts Al Badriyah Sundak Rarang In Academic Year 2021/2022" these are the result of my own research, except for the parts where the sources are cited. If I am proven to have plagiarized of someone's writing, I am ready to accept the sanctions set by the institution.
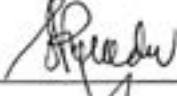
Mataram, 10 Mei 2022
I Stated,

Ananda Maulida

THESIS RATIFICATION

Thesis by: Ananda Maulida, Nim: 180107135 entitled "Enhancing The Students' Speaking Ability by Using A Short Islamic Movie at The Third Grade of MTs Al Badriyah Sundak Rarang In Academic Year 2021/2022" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 15 June 2022

The Board of Examiners

Dr. Syarifudin, S.S., M. Pd
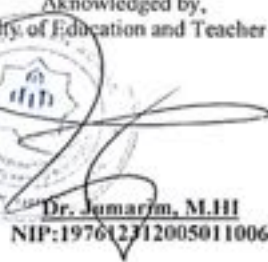Advisor I

Soni Ariawan, S.Pd, M.Ed
Advisor II

Dr. Ribahan, M. Pd
(Examiner I)

Hery Rahmat M. Hum
(Examiner II)

Aknowledged by,
Dean Faculty of Education and Teacher Training

Dr. Jumarim, M.HI
NIP:197612312005011006

vi

MOTTO

Keep trying and never give up

Raise your prayer again

Extend your patience

Increase your efforts and patience

Because

"For verily after hardship, there is ease"

(Q.S Al-Insyirah:5)

DEDICATION

I dedicate this thesis to my father Muhadi and my mother Subaedah, as well as to my beloved family who always prays for me, guide, love, and support, me and become a big reason for me to stay strong and even for my success. For all my friends who always support me, advise, guide and always beside me to help solve my problems and for myself as a gift at the age of 22 years who are always strong and willing to keep trying.

ACKNOWLEDGEMENTS

12. For me, I want to thank myself. Thank you for being a strong person, patient in facing every problem, and always willing to try to achieve your dreams.
13. Last but not least, those who cannot be mentioned one by one who always support, helped, gave high motivation, and prayed for this research. Thank you so much and love you all.

Finally, it has to be admitted that nobody is perfect and the writer knows that there is still a lot of weakness. Therefore, the writer sincerely welcomes criticism and suggestion from the readers to improve the quality of this thesis. Furthermore, the writer hopes that the good deeds of these various parties will receive multiple rewards from Allah SWT and the writer hope this scientific work will benefit everyone. Aamiin.

Mataram, Senin, 50 Mei ,2022
Researcher,

Ananda Maulida

x

TABLE OF CONTENS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

ENHANCING THE STUDENTS' SPEAKING ABILITY BY USING A SHORT ISLAMIC MOVIE AT THE THIRD GRADE OF MTS AL BADRIYAH SUNDAK RARANG IN ACADEMIC YEAR 2021/2022

by

Ananda Maulida
180107135

ABSTRACT

This study aims to find out how can the use of a short Islamic movie enhance students' speaking ability. In this study, the researcher used classroom action research as a research design with observation checklists and tests as data collection. The subjects of this study were the third-grade students of MTs Al Badriyah Sundak Rarang with a total of 31 female students. The results showed that the use of a short Islamic movie can improve students' speaking ability. This can be seen from the significant increase in yield in each cycle. In this study, there were two cycles, namely, cycle 1 and cycle II. The results of students' scores before implementing a short Islamic movie (pre-test) was 50, and after implementation, the student's score (post-test 1) was 73, and at (post-test II) 83. From the observations checklist the use of a short Islamic movie also could improved students participation and more active during the teaching and learning process in the classroom. This means that students' speaking ability increases by using a short Islamic movie in the teaching and learning process in the third-grade junior high school.

Key : Speaking ability, short Islamic movie

MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN MENGGUNAKAN FILM PENDEK ISLAM DI KELAS III MTS AL BADRIYAH SUNDAK RARANG TAHUN PELAJARAN 2021/2022

by

Ananda Maulida
180107135

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan film pendek islami dapat meningkatkan kemampuan berbicara siswa. Dalam penelitian ini, peneliti menggunakan penelitian tindakan kelas sebagai desain penelitian dengan daftar periksa observasi dan tes sebagai pengumpulan data. Subyek penelitian ini adalah siswa kelas III MTs Al Badriyah Sundak Rarang yang berjumlah 31 siswa perempuan. Hasil penelitian menunjukkan bahwa penggunaan film pendek islami dapat meningkatkan kemampuan berbicara siswa. Hal ini terlihat dari peningkatan rendemen yang signifikan pada setiap siklusnya. Dalam penelitian ini terdapat dua siklus yaitu siklus 1 dan siklus II. Hasil nilai siswa sebelum penerapan film pendek islami (pre-test) adalah 50, dan setelah implementasi, nilai siswa (post-test 1) adalah 73, dan pada (post-test II) 83. Dari observasi checklist, penggunaan film pendek islami juga dapat meningkatkan partisipasi siswa dan lebih aktif selama proses belajar mengajar di kelas. Ini berarti bahwa kemampuan berbicara siswa meningkat dengan menggunakan film pendek islami dalam proses belajar mengajar di kelas tiga sekolah menengah pertama.

Key : Kemampuan berbicara, film pendek islami

CHAPTER 1

INTRODUCTION

A. Background of Research

Language is one of the tools used in communication, and one of the languages used is English language. English is an international language which has been used to communicate in the world. In Indonesia English is a foreign language (EFL) that is used to a limited extent that is at certain times such as to communicate with foreigners. Although English is a foreign language whose use is limited and that it is only used for a certain time, it still makes English important to be mastered by everyone, including students.

The government is also very aware of the importance of mastering English for students because mastering English will improve their quality in competing in this era of globalization. With this awareness, the government has made English as compulsory subject in schools. This is a form of government effort in advancing education in Indonesia, especially to prepare students to be able to master a foreign language, namely English so that they are ready to compete in the international arena in the future.[1]

As an English learner, the skills that must be mastered are speaking, listening, reading and writing. However the most important skill among other skills is speaking skill because according to Nunan in Lai-Mei Leong it

---

[1] Fildzah Giardis, "The Effect of Using Short Islamic Video Towards Students Speaking Skills" (*Skripsi*, Jakarta, UIN Jakarta, 2020), P.14

will show individual success as a language learner.[2] This proves that using a language is far more important than knowing the language itself. Students must apply the language itself to get achievement in speaking activities.

Speaking is one of the most important aspects of communicating with other people. According to Chastain in Adillatunnisa, speaking is a skill that must be practiced as often as possible because by speaking, ideas, messages, and suggestions will emerge.[3] By speaking, students can provide information or convey an idea to someone. With the ability to generate and convey messages or ideas, it will show that students have good communication skills. However, to improve speaking skills students must often practice either individually or in groups.

To learn to speak, someone has been trained since their a child with the language according to where their lives, which is called their mother tongue. However, in Indonesia, English is not a mother tongue but a foreign language that is used only at certain times which makes are difficult for someone to speak English, especially students. When speaking English, someone must have the vocabulary and be good at structuring words correctly, so that the listener can understand the meaning of words uttered. The English teacher at MTS Al Badriyah Sundak Rarang said "the habit of students using their mother tongue is the main internal factor that causes them to have difficulties in speaking English. Then, another factor is the lack

---

[2]Lai-Mei Leong, "An Analysis of Factors Influencing Learners of English Speaking Skills", *International journal of research in english education*, March 2017. p.34
[3]Adillatunnisa', "The Effect of Short Movie Toward Students Speaking Skill"*, journal of english language and education*, Vol. 6, Number 2, September 2021. p.40

of confidence in students to speak because of the lack of vocabulary and knowledge related to linguistic structures they have".

Student's enthusiasm in studying English in the classroom during English classes decreases. Students find it difficult to understand what the teacher is saying in the classroom because the teacher often only follows the procedures contained in the guidebook, namely delivering material and giving written exercises. To make students have an understanding and increase their interest in learning English, of course, teachers must use good approaches, methods and strategies. Because it will greatly affect the improvement of students development in the learning process and learning methods must be able to provide something to meet student needs so that students can innovate.[4]

In this case the researcher uses short Islamic movie as a media of teaching and learning process. This media is useful for teaching English. Movie that can provide new knowledge for students. By using a short Islamic movie students are expected to gain knowledge in the form of how to pronounce a word or sentence in English directly. Besides that students can increase their vocabulary with the conversations contained in the movie. In addition, a short Islamic movie have their own advantages that students can get, namely they can increase their spiritual knowledge such as the story of the prophet and other Islamic stories.

---

[4] Sukma Septian Nasution, "Model united nations: Improving the students speaking skills", *Journal of English Education Society*, Volume 4, Number 2, October 2019, p.47

From the above, the author is interested in conducting research and chose the title "Enhancing The Students' Speaking Ability by Using a Short Islamic Movie at The Third Grade of MTs Al Badriyah Sundak Rarang in Academic Year 2021/2022".

B. Subject of Action

The subject of this research are students of MTs Al Badriyah Sundak Rarang and the researcher choose the third grade. Consists of 31 female students, which they different varied characters and have many difficulties in studying English especially in speaking. Some of the students have good English speaking ability because they have taken extracurricular learning English at their school. Some of them also have low English language ability because they still lack vocabulary and have difficulty in pronunciation.

C. The Statement of Problem

Based on the above background, the problem that can be formulated is how can the use of a short Islamic movie enhance students' speaking ability at the third grade of MTs Al Badriyah Sundak Rarang in Academic Year 2021/2022 ?

D. Objective of Research

Based on the formulation of the problem above, the purpose of this research is to find out how can the use of a short Islamic movie enhance students' speaking ability at the third grade at MTs Al Badriyah Sundak Rarang in academic year 2021/2022.

E. Significance of Research

There are several significance of this research for academic and practical fields such as for researchers, teachers, students, schools and further researchers as follows :

a. Theoretical Significance

The researcher expects the result of this study can give the information about how can the use of a short Islamic movie enhance students' speaking ability.

b. Practical Significance

1) For Teacher

This research can be used by teachers to provide better techniques to enhance students' speaking skills.

2) For Students

The results of the study can enhance students speaking skills more and also with this method they can gain more knowledge not only about knowledge of English but also about knowledge of religion and how to communicate with their friends in conveying their ideas or opinions.

3) For school

Contributing to MTs Al - Badriyah Sundak Rarang with new innovation in the teaching and learning process, namely use a short Islamic movie.

4) For Further Research

The results of this study can be used as a reference in contributing to research on teaching English, especially to enhance English speaking skills.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Review of Literature

1. Review of Previous Research

The researcher takes three of previous research to suport the research. All the research will be describe as follows :

The first research is by Erwin Saftiarini, about "Improving students' ability by using short movie at second grade of MTs Al Huda Bandung".[5] The purpose of the study is to know how the students' speaking ability can be improved by using short movie at second grade of MTs Al Huda Bandung. The subject of the study was the VIII-F students of MTs Al Huda Bandung which consisted of twenty five students.

The study used class action research method as the research design. The techniques of data collecting are observation checklist and test to find out the improvement of students' speaking ability by using short movie. To analyses the data the study attempted to match the student's score with the criteria of success. The result of the study are the use of short movie in teaching speaking ability was successful it can be seen by the result in cycle I and Cycle II, the test result in cycle I was

---

[5] Erwin Seftiarini, "Improving students' ability by using short movie at second grade of MTS Al Huda Bandung", (*Thesis*, IAIN Tulungagung, 2016).

65.44 and cycle II was 78.48. In addition, the result of test in the cycle II is higher than the result of test in the cycle I.

There are similarities and differences between previous research and present research, namely some similarities such as the method used class action research and using short movie technique. The differences are in the type of short movie, the number of students, the subject of research and the research location. The previous research using general of short movie and the present research using short Islamic movie. The previous research took place at MTs Al Huda Bandung at second grade with a total of student's twenty five students, while the present research examines MTs Al Badriyah Sundak Rarang at third grade with thirty one students.

The second research is by Neni Noviani about "Improving Students' Speaking Ability Through Movie".[6] The purpose of this study is to know the effectiveness of movie in improving students' ability. The subject of the study was the second year student of SMP Sebelas Maret Bandung that consists of thirty students.

The study used a classroom action research (CAR) as the research Method. The techniques of data collecting are observation, interview and test. The data analyses in the study used qualitative. The results showed that movie were effective in improving students' speaking ability. This can be seen from the results of the research, the

---

[6]Neni Noviani "Improving Students' Speaking Ability Through Movie", (*Thesis*, STKIP Siliwangi, Bandung 2017).

researcher found some effective ways to improve the speaking skill of by using movie media. First, the action using movie could attract students' attention and motivation in the teaching and learning process. Second, the combination of the use of movie and the classroom English activities were able to make the students speak English.

The present research and previous research have similarities and differences. The similarities are using classroom action research and the differences are the previous research use movie media and the present research use short Islamic movie media in teaching English. The subject and location of this research also different namely the previous research was carried out at SMA Sebelas Maret Bandung consists with thirty students while the present research was performed at MTs Al Badriyah Sundak Rarang consists with thirty one students.

The third research conducted by Riska Aulia Sartika about "Using short animated film to improve speaking ability (a classroom action research at the tenth grade students of SMAN 15 Luwu)".[7] The purpose of the study was to find out the improvement of the student's speaking ability through the use of short animated film at the tenth grade students of SMAN 15 Luwu. The subject of the study was X MIA I of SMAN 15 Luwu which consisted thirty two students.

The study used classroom action research as the research design. The data collecting of the study are quantitative and qualitative data.

[7] Riska Aulia Sartika *"Using short animated film to improve speaking ability (a classroom action research at the tenth grade students of SMAN 15 Luwu)"*, (*Thesis*, University of Muhammadiyah ,Makassar., 2018).

Formative test to collecting quantitative data and observation guidance to collecting qualitative data. To analysis the data the study was used descriptive quantitative techniques using percentage. And the results of the study indicate that the improvement of the students speaking ability through the use of short animated film was improved significant. It can be seen in pre-cycle test with an average value 41,87, cycle I the value obtain 55,93 and in cycle II test the value acquire 80,46, its shown a good category.

Present research and previous research have similarities, namely the previous study and the present study used classroom action research as method design and the use of short movie or film media in teaching speaking skill. There are several differences between the previous study and present research such as the category of short movie, the subject of the study and the location of the study. The previous study used short animated film and the present study use short Islamic movie. The subject of previous research was tenth grade students of SMAN 15 Luwu which consist thirty two students, while the present study is the third grade of MTs Al Badriyah Sundak Rarang which consist thirty one students. The location also have different, the previous study took the location at SMAN 15 Luwu, while the present research examines MTs Al Badriyah Sundak Rarang.

B. Theoretical Framework

a. Speaking

1) Definition of Speaking

The skill of speaking has been as the focus of this research. Speaking is oral communication in which more than one person participates in the transmission of ideas or messages and the acquisition of information. According to Derakhasan, Khaili, and Beheshti in Aseptiana Parwati Speaking is a production skill which consists of two main categories, namely accuracy and fluency where the use of vocabulary, grammar, and pronunciation is accuracy and the ability to convey spontaneous speech is fluency.[8] According to Kosar and Bedir in Aseptiana Parwati speaking is a process that is interconnected so that it can build meaning from producing and receiving information.[9]

Therefore, the researcher concludes that speaking is a language skill that focuses on verbal interactions that can produce and receive information carefully and fluently as well as abilities that require speakers to pay attention to vocabulary, grammar and pronunciation.

2) The Purpose of Speaking

It's very important to know what the real purpose of speaking is because every activity someone does must have a

---

[8] Aseptiana Parwati, "Improving students speaking skills throught english movie in scope of speaking for general communication", *ELTIN Journal*, Vol 7/II, October 2019, p. 44.

[9] Ibid, p. 44.

purpose so that they can achieve an achievement. There are four purposes of speaking, namely:[10]

a) To inform the audience

Informative speech conveys something which is about what the audience needs whose purpose is to concentrate only on the substance that will help the audience overcome confusion, clarify misunderstandings, or learn new information. And consider how the audience will be able to interact with the new information.

b) Persuade the audience

The purpose of persuasive speech is trying to change attitudes, beliefs, behavior, or policies. A speaker must try to build emotional appeal to the audience logically to prove the point and be able to influence the audience.

c) Entertain the audience

Entertain the audience is where the speaker forms an emotional connection with the audience that can bring out the emotional from the audience itself in the form of admiration or gladness.

d) Commemorating a person

Speeches are meant to commemorate bringing the audience together with attention. Speaker help the audience

---

[10] Anne Fleishcher, "The goals of a speech", In Lumen Learning https://courses.lumenlearning.com/wm-publicspeaking/chapter/the-goals-of-a-speech/ , Accessed on Monday 31 January 2022 07: 16 WITA

remember someone or something. A memorial speech can be a speech for someone who recently died or a speech commemorating a historic or honorary event and celebration such as a wedding or award presentation. Although a memorial speech can be entertaining and speech to entertain centers on the emotional connection between the speaker and the audience while a memorial speech centers on a third priority beyond the speaker and audience such as someone who is honored or remembered or an event being celebrated or remembered.

3) Components of Speaking

Speaking is a complex skill that consists of several components. There are several components of speaking skill according to Harris in Azlina Kurniati such as pronunciation, grammar, vocabulary, fluency and comprehension.[11]

a) Pronunciation

Pronunciation is the procedure by which someone generates clearer language when speaking. It is involved with the phonological process, which is a component of grammar composed of the element and principles that determine how sound vary and pattern in a language. Pronunciation has two components: phonemes and features.

---

[11]Azlina Kurniati, "A study on the speaking ability of the second year students of SMK Telkom Pekanbaru", (*Thesis*, University of Riau, 2015), p.5-6.

30

b) Grammar

Grammar is a way of manipulating and discriminating appropriate grammatical forms in conformity. The use of grammar is to learn the correct way to acquire language skills in spoken or written form.

c) Vocabulary

Vocabulary is the appropriate diction used to communicate. Without sufficient mastery of vocabulary, English learners will not be able to apply English effectively.

d) Fluency

Fluency can be defined as the ability to speak fluently and accurately who can understand and respond in language clearly and concisely. Fluency in speaking is the goal of many language learners. Signs of fluency include a fairly rapid rate of speech and only a few pauses and indicate that the speaker is not spending a lot of time searching for the language items needed to convey the message.

e) Comprehension

Comprehension is the ability to understand language including the grammatical structure and vocabulary of a language to convey messages so that others can understand what is being conveyed.

4) The Activities of Speaking

Speaking activities focus on getting students to produce sound, words, or grammatical structure through teacher-controlled exercises. This activity should be repeated until the learners have more freedom in selecting the language they will use. During control activities, the teacher normally delivers guided instructions to the students. The teacher manages their class effectively while having a good time. Teachers and students can engage in a variety of speaking activities, such as:[12]

a) Storytelling

Storytelling is a global characteristic of language and a key component of small talk. Storytelling can be used to summarize a tale or story that students have heard from someone else, or it can be used to create stories that students have to tell their classmates. Story telling allows students to express their ideas in the beginning, development, and conclusion of a story, as well as the character that the story must have.

b) Discussion

Talking or writing about something is what is meant by discussion. Debates are an example of discussion. During the debates, students can make a controversial statement and

---

[12] Erwin Septiarini, "Improving …, p. 16

then decide whether or not they agree with it and why. Students work in groups to ensure the success of the debates.

5) Teaching Speaking Skill

Teaching speaking is important skill that needs to be taught it language learning. According to Brown in Neni Niviani being able to speak a language means being able to hold a conversation. [13] . Moreover, Nunan in Syarifudin state that mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry on a conversation in the language.[14] However as English foreign language learners it's very difficult for students to achieve success in speaking English because of several problems such as students motivation, environmental factors and less effective teaching and learning strategies.

There are seven principles for teaching speaking skills, namely:[15]

a) Focus on accuracy and fluency, or use techniques that suit the learners needs.

b) Provide techniques that are intrinsically motivating.

c) Encouraging the use of authentic language in meaningful contexts.

---

[13]Neni Noviani, "Improving …, p.12.
[14] Syarifudin, "An instructional model for enhancing EFL learners speaking proficiency", *Journal of English Language Education*, Vol 2 (1) 2019, p 87
[15] H. Douglas Brown, *"Teaching by Principles an Interactive Approach to Language Pedagogy"*, Second Edition, (San Francisco, California, 2000), p. 275-276.

d) Provide appropriate feedback and corrections.

e) Take advantage of the natural connection between speaking and listening.

f) Provide opportunities for students to initiate oral communication.

g) Encourage the development of speaking strategies.

From the explanation above, the researcher conclude how the principles in teaching speaking skills that can be applied to students according to their needs. Because students will more easily understand in learning if the teacher uses the right technique in conveying a material. Speaking skill is a material that is classified as difficult for students because there habit of always using mother tongue in their daily activities. They really need the right technique so that students can be confident in practicing their speaking skills.

6) Speaking Assessment

Speaking is a difficult ability that necessitates a reaction to the usage of a variety of abilities that typically improve as a person progresses through different positions. The assessment of the speaking process includes pronunciation, grammar, vocabulary, fluency and comprehension. The researcher utilized the rubric

instrument by Harris in Arini Isnaen Meylianingsih. It's shown in

the table below.[16]

Table 2.1

Assessment Speaking Rubric

No	Criteria	Score	Description
1	Pronunciation	5	Speak fluently as native speaker
		4	Speak fluently, but there is a distance accent, it's always understandable.
		3	The pronunciation issues need careful attention and can result in misunderstanding.
		2	The pronunciation is hard to understand.
		1	Speak is virtually unintelligible due to a pronunciation difficulty.
2	Grammar	5	Make few noticeable grammatical errors word-order problems.
		4	Makes occasional grammatical or word-order errors that do not impede message
		3	Make frequent grammatical and word-order errors, which can sometimes confuse meaning.
		2	Grammar and word order mistakes make comprehension, requiring the reader to frequently reread the statement.
		1	Severe grammatical and word order problems that render speaking virtually

[16]Arini Isnaen Meylianingsih, "Improving The Students Speaking Ability Through The Use of Role Playing Technique for Grade VIII Students of SMP 1 Banguntapan in The Academic Year of 2013/2014", (*Thesis*, University of Yogyakarta 2015), p.25-27.

			incoherent.
3	Vocabulary	5	The vocabulary and idioms are almost identical to those of a native speaker.
		4	Because of vocabulary and equities troubles, it is sometimes necessary to rephrases ideas.
		3	Often uses the wrong words, Because of a low vocabulary.
		2	Very limited vocabulary and grammatical errors makes it harder to understand.
		1	The lack of vocabulary is so severe that conversing is nearly impossible.
4	Fluency	5	As fluent with less efforts as a native speaker.
		4	The speech difficulty appears to have a minor impact on speech peed.
		3	Speed and fluency are rather significant impact by language problems.
		2	Normally apprehensive and frequently compelled to speak in silence due to language barriers.
		1	Conversation is nearly impossible because speech is so slow and broken.
5	Comprehension	5	Appears to comprehend everything without ease.
		4	Understand nearly everything at normal speed, though repetition may be required on occasion.
		3	Understand a lot of what is said at a slower than normal rate without repetition.
		2	Have difficulties to understand what is being said. Can only understand the social conversation that is

			uttered slowly and frequently.
		1	Cannot be said to comprehend even simple dialog

b. Short Islamic Movie

1) Definition of Movie

A movie is among the multimedia elements that could be used in teaching speaking ability. As good teachers, they need to apply learning techniques and media that can attract student's attention and interest in the learning process. According to Harmer, Movies can be used as a visual reference in the teaching and learning process.[17] Another definition from Hornby, state that a movie is collecting of moving pictures with sound that conveys a story and is displayed in a cinema.[18] And a movie, according to Merriam-Webster in Siti Fatimah, is a tale or event captured by a camera as a series of visual pictures and broadcast in a theater or on television.[19]

From the statement above the researcher conclude a movie can use in teaching and learning process and movie is moving pictures can teach people about science, history, and human behavior by the story. Some movie combines entertainment with

---

[17] Febrianty Adma Gloria BR Ginting "Dubbing Movie to Increase Speaking Skill of Tenth Grade Students of SMA Negeri 15 Medan", *(Thesis, State University of Medan 2020),* p.11
[18] Erwin Septiarini, "Improving …, p.19
[19] Siti Fatimah, "The Effectiveness of Using Movie "UP" as The Teaching Media to Improve Students' Vocabulary", (*Thesis,* University of Semarang 2019). p.8.

teaching that can make the learning process more enjoyable. The movie will be very successful if used and prepared creativity by the teacher to support the presentation of the teacher's explanation in the classroom.

2) Islamic Movie

Islamic movie is a movie that shows or plays Islamic da'wah or satire against the guidance of religious law that depicts religion which usually raises true stories. The quality of Islamic movies has broad dimensions. It is not only one side that is touched, such as the quality of the pictures, the acting of the actors or the musical accompaniment, but the idea of the story, the way of speaking, the scenes between the actors, and the extent to which the movie shows its identity as an Islamic movie.[20] In another definition Islamic movie is Live pictures in which tell about human life based on the Al-Quran and Al-Hadith.[21]

Based on the above understanding, according to the researcher, what is meant by Islamic movie are stories or pictures of life that contain stories about human life as religious people, how to speak words, behave well towards their relationship with God, fellow humans or relationships with the surrounding environment.

---

[20] Septiyana, "Islamic youth perception of religious films", (*Thesis,* State Islamic University of Lampung 2017), p.33

[21] Ibid, p.33

3) The Types of Movie

Movies have several types according to their duration. According to Javandalasta in Vebri Stevani, the movie is divided into two halves based on its length these are a short movie and a movie with a long story. Short movie are often under 60 minutes in length. while a movie with a long story are typically 90-100 minutes in length.[22]

The researcher chooses a movie in the form of a short movie, namely a short Islamic movie. Short Islamic movie is a movie that contains Islamic stories such as the story of the Prophet, the Prophet Companions, Islamic heroes and also the founder of Islam.[23] Currently, many students idolize the story of western heroes and forget the stories of Islamic heroes who should be used as examples to become better Muslims. Therefore, with the short Islamic movie in learning English, students are not only able to master English learning but also have lessons from the stories of Islamic story.

4) Advantages of Movie

The movie is one of the media that can be applied in schools for teaching and learning activities that have several

---

[22] Vebri Stevani,"The effectiveness of using short animation subtitle movie toward students speaking skill of the elevent grade at senior high school 8 in serang city" *PROCEEDING AISELT(Annual International Seminar on English Language Teaching)*, 2021. p. 290.
[23] Ibid

advantages. According to Harmer in Erwin Seftiarini a movie have advantages in language learning, as follows:[24]

a) Seeing language in use

Students don't just hear language when they watch a movie, they also see it. For example, overall meaning and moods are frequently convoluted by expression, gestures, and other visual signals, this considerably assists comprehension. In spoken language, students can copy specific expressions or gestures.

b) Cross cultural awareness

A movie helps students to go beyond the classroom in a unique way. Movies are beneficial in allowing students to see what kinds of meals individuals in other nations eat and how they dress. They can learn not only about language but also about another country's culture.

c) The power of creation

When students construct their own movie as a teaching and learning tool, they have the opportunity to create something memorable and engaging, which makes learning more fun for them.

---

[24] Erwin Septiarini, "Improving …, p. 22-24

d) Motivation

　　For many of the reasons stated thus far, most students' enthusiasm grows when they get the opportunity to see and hear language in action. It has the ability to motivate students during the teaching and learning process.

5) Disadvantages of Movie

　　Movie is a type of multimedia learning that may incorporate multiple elements such as images, audio and video at the same time. However, there are disadvantages to adopting movie as a learning medium in addition its advantages. According to Arsyad in Syaiful Imran, there are various disadvantages learning media using movie, including the following:[25]

a) Movie procurement usually entails high expenses and a significant length of time. To anticipate the procurement of films, teachers need to coordinate with the principal to prepare the tools needed to procure movie as learning media such as LCD, laptop, etc. so as not to incur too many costs and to anticipate the time so that it is not too long the teacher can use short movie or movie with a duration of less than 60 minutes prevent students from feeling bored in the teaching and learning process.

---

[25]Syaiful Imran, "Disadvantages of movie and video learning media", in https://science-education.net/learning/media-learning/disadvatages-media-learning-movie-and-video accessed Tuesday 8 February 18.03 WITA.

b) When the movie is shown, the images shift continuously, making is difficult for all students to follow the information being conveyed. To be able to make students understand the information conveyed in a movie, the teacher must show the movie more than once and provide an overview of the movie that will be shown before asking students to watch the movie.

c) The accessible movies do not always match the needs and desired learning objective. In this case, before making the movie as a learning media, the teacher must first know what students need and then determine the media to be used in the teaching and learning process such as the use of movie, the teacher must access the movie according to the needs and objectives of the learning process in the classroom so that the teaching and learning process is achieved.

6) Technique of Using Movie

To achieve success in the learning process, the researcher used three steps in learning English using the technique of watching movies in class. The steps according to Richard & Renandya in Vebri Stevani, these are previewing activities, viewing activities, and post watching activities.[26] The design of this action study can be seen as follows:

---

[26] Vebri Stevani, " The Effectiveness …, p. 291

a) Action previewing

In this activity the researcher prepares students to watch movie scenes by utilizing the student's previous knowledge, increasing enthusiasm in problems and reduce student's fear of speaking. One way is to explain the screenplay of the movie and how students expect the material.

b) Watch action

In this activity, the researcher facilitates students to watch the actual movie. Then students watching the full sequence or related passage in the movie focus on important components such as factual information, and the language used in the movie.

c) Action post view

In this activity, the researcher can give students opportunity to recall what was told in the movie they had watched in front of the class or the researcher interviewing students about what is told in the movie.

In conclusion, to achieve more success in overcoming students' speaking problems, the researcher will ask students to do several activities such as discussion and storytelling using the following steps:[27]

---

[27] Erwin Septiarini, "Improving …, p. 27-28

a) The researcher will divide the students into several groups before watching the movie.

b) The researcher will instruct students to carefully watch the movie.

c) The researcher will ask each group of students to find 10 words or vocabulary in the movie.

d) Next, the researcher will ask students to analyze the movie such as setting, character, plot, conflict, and the theme of the movie being shown.

e) After that, the researcher will ask students to form a new group without joining the previous group and ask students to practice retelling the movie that has been shown.

f) To find out the extent of students' abilities, the researcher will give students a retelling test in front of the class.

c. Hypothesis

Hypothesis alternative (Ha): There is a significant effect of Using a Short Islamic Movie to Enhance Students' Speaking Ability At MTS Al Badriyah Sundak Rarang in Academic Year 2021/2022.

Null Hypothesis (Ho): There is no significant effect of Using a Short Islamic Movie to Enhance Students' Speaking Ability At MTS Al Badriyah Sundak Rarang in Academic Year 2021/2022.

CHAPTER III

RESEARCH METHOD

A. Setting of Research

This research will be conducted at MTs Al Badriyah Sundak Rarang. The school is located in Rarang, Terara sub-district, East Lombok Regency. English is a compulsory subject in this school but is not a priority and is not practiced effectively. So students are less enthusiastic and have many shortcomings in learning English, especially in speaking because they only have a little basic in learning English. For this reason, the researcher chose this school as a research setting to enhance students' speaking ability by using short Islamic movie.

B. Object of Research

The object of this research is to find out the improvement of students' speaking ability through the implementation of a short Islamic movie and students' activities using a short Islamic movie at the third grade of MTs Al Badriyah Sundak Rarang in academic year 2021/2022.

C. Design of Research

Classroom Action Research (CAR) is the research design used in this research. CAR is a type of research conducted in the classroom to determine the level of students competence. According to Kasihani in Purnama Syae Purrohman, class action research aimed at correcting

deficiencies in learning techniques in the classroom.[28] Whereas, according to Cameron Jones in Siti Khasinah, action research is a study undertaken by practitioners for enhancing their professional practices.[29] According to the definition above, Allwright and Bailey also say it is central to research in the classroom to try to find out what happens in the classroom, such an approach treats class interaction as the only thing worthy of research.[30] From the statement above, the researcher can conclude that class action research an effort to determine the level of students' abilities and enhance learning techniques and answered concerns about the challenges experienced by teachers in the classroom.

In a research process, according to Kemmis & MCTaggart in M. Noor Sulaiman Syah classroom action research often incorporates four main phases that constitute a continuous cycle or spiral of inquiry and activity. Namely, planning, action, observation, and reflection.[31]

---

[28]Purnama Syae Purrohman, "Classroom action research alternative research activity for teachers", *Research Gate*, 30 june 2018, p.2.

[29] Siti Khasinah, "Classroom Action Research", *Journal Pionir*, Volume. 1, Number 1, December 2013, p.108

[30]Ibid, p.108.

[31] M. Noor Sulaiman Syah, "Classroom Action Research as Professional Development of Teachers in Indonesia", *Journal Tarbawi,* Volume. 13, Number. 1, Juni 2016, p.5.
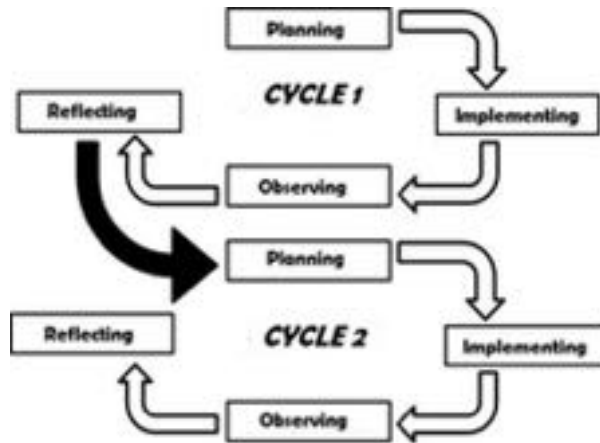
Figure 3.1

Classroom Action Research Model

Term explanation:

a. Planning

The first phase in the cycle of teaching preparation designed by the researcher is planning. It featured the lesson plan, which included the instructional objectives to be met, the subject to be taught, the teaching media used, and the assignment that will assigned to the students as an assessment of the technique used.

b. Action

Action will take during teaching and learning process based on the developed lesson plan to solve students' problems. Improvements in practice, knowledge individually and

cooperatively, and the situation in which the action takes place were all part of the activity.

c. Observation

The purpose of the observation was to gather information on the impact of the implemented approach in teaching and learning process.

d. Reflection

Reflecting is an action that involves analyzing the acquired data from each cycle to evaluate whether or not the next cycle is required.

D. Planning

Before action, the first step is to plan it out. Planning is done based on the problem analysis discovered during the initial observations to improve students' speaking skills. The planning will be implemented during the teaching and learning process to build and improve the classroom learning system as a solution.

At the planning stage, the activities carried out by researcher are as follows:

a. Prepare students attendance list

b. Prepare Lesson plan

c. Preparing the research instrument (pre-test, post-test and Observation checklist)

d. Preparing the criteria of success

E. Taking Action

At this point, the plans that have been made are implemented. Short Islamic movie are used by researcher to solve students' speaking problems using various strategies. Lesson plans are used by researcher for teaching and learning. In practice, this research will be carried out in two cycles, namely, cycle 1 and cycle 2. The following are some of the action that researcher will undertake.

a. Initial Activity

2) The teacher greets students

3) The teacher check students attendance

4) The teacher reviews previous material

5) The teacher delivers topic and instructional goals

6) The teacher explains the instructional step using a short Islamic movie media.

b. Core Activity

1) The teacher divide the students into several groups

2) Students watch the movie carefully

3) The teacher ask each group of students to find ten words or vocabulary in the movie

4) Students analyze the movie such as setting, character, plot, conflict, and the theme of the movie

5) The teacher ask students to form a new group without joining the previous group

6) Students doing practice to retelling the movie

7) The teacher and students make summary together.

c. Closing

1) The teacher reflect on learning process

2) Students to draw conclusions from the material that has been covered

3) The teacher delivering material that will be covered at the next meeting.

F. Observing

Observation is the stage is to monitor the students' activities during the teaching and learning process carefully by using a short Islamic movie and collecting data in the form of action results. Observation also to know if there are weaknesses in every cycle. In this research the researcher as a teacher and the English teacher of the third class MTs Al Badriyah Sundak Rarang as observer to observe the teaching and learning process. Observation will be used in every cycle to conclude the teaching and learning process.

G. Reflecting

After observing, there must be reflection. In this section, the researcher reflects on the application of using a short Islamic movie as a medium in the teaching and learning process. Through reflection, the researcher will analyze the data collected, namely observation and test. By reflecting, the researcher will be able to find out whether the research

problem has been resolved or not, and also the researcher will be able to find weaknesses or strengths in the learning process. And in this case, the researcher can make a decision whether the research will continue to the next cycle or stop it. Therefore, the results of the reflection will be an idea for further improvement of the RPP.

H. The Instrument of Research

The instruments used in this research are observation checklist, and test which are described as follows:

a. Observation Checklist

A checklist of observations is a collection of items pertaining to the students' involvement in the teaching and learning process. It will use to determine the students involvement and enthusiasm during the teaching and learning process in the classroom. The teacher will use this observation checklist to identify the students' participation in studying speaking by using a short Islamic movie. The observation checklist can be seen in the table below:

Table 3.1

Teacher's observation checklist

No.	Activities	Score			
		1	2	3	4
1	The teacher divided the students into several groups.				
2	The teacher instructed students to enjoy watch the movie				
3	The teacher asked each group of students to find 10 words or vocabulary in the movie.				
4	The teacher asked students to analyze the movie. Such as setting, character, plot, conflict and the theme of the movie being shown.				
5	The teacher asked students to form a new group without joining the previous group and ask students to practice retelling the movie that has been shown.				
6	The teacher gave students retelling test in front of the class.				
Total score					
Maximum score					
Activity percentage					
Category					

Note:

1: Very less

2: Less

3: Good

4: Very good

To determine the scores and categories of teacher activities, the researchers used the following formula:

$$Activity\ percentage = \frac{Total\ Score}{maximum\ score}\ x\ 100$$

The category of teacher activity aspect scores is assessed based on the following criteria:

Table 3.3

Category of Score

Score	Category
88-100	Very good
75 -87	Good
62-74	Fair
49-61	Low
0-48	Very low

Table 3.4

Students Observation Checklist

No.	Activities	Score			
		1	2	3	4
1	Students were enthusiastic to participate in the teaching and learning process.				
2	Students were active and paid attention of teacher explain in teaching and learning process.				
3	Students watched the movie enjoy.				
4	Students were more interested and enjoy to follow the teaching and learning process using a short Islamic movie.				
5	Students were able to find the word from the movie and pronounce it.				
6	Students could act out the dialogue well.				
7	Students were able to analyze the movie.				
8	Students able to practice retelling the movie				
9.	Students did storytelling in front of the class				
Total score					
Maximum score					
Activity percentage					
Category					

Note:

1: Very less

2: Less

3: Good

4: Very good

To determine the score of students activities, the researcher used the following formula:

$$activity\ percentage = \frac{Total\ Score}{Maximum\ score}\ x\ 100$$

The category of students activity aspect scores is assessed based on the following criteria:

Table 3.5

Category of Students Score

Score	Category
88-100	Very good
75 -87	Good
62-74	Fair
49-61	Low
0-48	Very low

b. Test

The test is a set of questions used to measure students' speaking ability. The test will be used by researcher to determine progress in learning to speak English using a short Islamic movie. In this research there are two kinds of tests used in this study, namely pre-test and posttest. The pre-test is given at the beginning to find out the students failure to speak and the post-test is given at the end of each cycle to determine the improvement of students' speaking ability after the

implementation of using a short Islamic movie in the teaching and learning process.

1) Pre-test

The pretest is conducted to determine or measure students' speaking ability before applying the technique used by the researcher. In this case, the researcher will give a speaking test to the student's form of storytelling. The researcher will give students text short Islamic story and will ask students to read the text. Next, the researcher will ask students to retell the story in the text that has been shared in front of the class individual. The pre-test can be seen as in the table below:

Table 3.6

Pre test
The Story of Prophet Ibrahim
Prophet Ibrahim was born in the midst of an ignorant society that is polytheistic, Prophet Ibrahim experienced exile to the forest by his parents. This is because at that time, King Namrud (the country where Ibrahim lived) issued a law to kill every newborn baby boy. As time went on and grew up, the intelligent Prophet Ibrahim then understood that the idol worshiped by the local people was not a God that should be worshiped.
Long story short, Prophet Ibrahim decided to destroy all the idols in the Namrud region. Knowing the idols in his

> country were destroyed, King Namrud was furious and ordered his soldiers to punish Prophet Ibrahim by being burned alive. When Prophet Ibrahim was thrown into the fire, he said, "Allah is sufficient for us, and, He is the best in all matters". After his words, the blazing fire was extinguished and Prophet Ibrahim walked out of the burning rubble without the slightest injury.

2) Post Test

The post test is conducted to determine or measure students speaking ability after implementation and determine the extent to which students speaking ability improved after implementation. The post test is in the form of retelling a story about a movie that has been screened. Students take individual test in front of the class.

To assessment the students speaking ability the researcher an assessment based on the aspect of speaking assessment as proposed by Harris liked by Meylianingsih in page 17 follows:[32]

---

[32] Arini Isnaen Meylianingsih, "Improving …, p25-27

Table 3.7

Students Rubric Score in Test

No.	Students	Aspect					Sume	Score
		P	G	V	F	C		
1	S1							
2	S2							
3	S3							
4	S4							
5	S5							
6	etc.							
7								
8								
9								
10								
Total Score								
Average								
Category								
Succes Rate								

Note:

P: Pronunciation
G: Grammar
V: Vocabulary
F: Fluency
C: Comprehension

Table 3.8

The Category of Students Score

Score	Category
88-100	Very good
75 -87	Good
62-74	Fair
49-61	Low
0-48	Very low

To determine the students percentage. The researcher will use the following formula :

1) The formula to determine the average students score

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

Explanation :

X = The mean of the students score

Σx = The total score

N = The number of the students

I. Data Analysis and Reflection

To analyze the data, the researcher used qualitative and quantitative data. Qualitative data will be obtained through observation, then quantitative data will be obtained through tests. In processing the data, the researcher used descriptive analysis. This is to explain the conditions in improving the achievement of indicators for each cycle, and to describe the success of the teaching and learning process by using a short Islamic movie in improving students' speaking ability. The form of observation data is based on the behavior and responses of students during teaching and learning activities in the classroom. The results of the observations are analyzed as below:

$$ctivity\ percentage = \frac{\text{Total Score}}{\text{Maximum score}}\ x\ 100$$

Then the quantitative data will be analyzed using the average that will be obtained from the results of the retelling test by using a short Islamic

movie in cycle I and cycle II using speaking assessment. The result value of each test will then be analyzed using the following formula:

The formula to get the average score of students

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

Explanation:

X = The mean of the students score

Σx = The total score

N = The number of the students

Furthermore, to know students percentage students who pass the English KKM with a minimum score and the KKM is 75. The researcher uses the following formula:

$$P = \frac{R}{T} \; x \; 100\%$$

Explanation:

P = the percentage of students

R = the students who pass the English KKM

T = the total of students

The results of these calculations are then collected and compared between cycle I and cycle II. The results of the comparison then provide an overview and decide how many the students speaking ability increases by using a short Islamic movie.

J. Indicator of Success

The standardized score is 75. If students have low mark from the standardized, they assumed that they have not passed. While students who pass the standardized are students who have equal mark or good mark. The criterion of success is set up in order to judge whether the media is effective or not. The students failure and success in doing the activities planned above are assessed by referring to the criteria of passing grade at MTs Al-Badriyah Sundak Rarang is 75. The criteria of success in this research are expected that were at least 85% students who passed the grade of KKM. It means this research already successful to promote Students' speaking ability.

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Research Findings**

In this chapter, the researcher presented the research findings and discussion. This research consisted of two-cycle namely cycle I and cycle II. Every cycle had the same stages planning, action, observation, and reflection. This research also includes the results of the pre-test, post-test, and observation. The pre-test aims to determine the students' speaking ability before each cycle is carried out. Then, the Post-test is carried out at the end of each cycle to determine students' speaking ability using a short Islamic movie in the learning process and the observation was collected of items about the students' involvement in the teaching and learning process using a short Islamic movie.

1. Pre-Test

The researcher began the pre-test on Monday 11 April 2022. The test to know the students speaking ability before the implementation of a short Islamic movie. The test was telling story and, the researcher gave students text about a short story and asked students to read the text and did the storytelling in front of the class individually. There were 31 students followed the test. The result of pre-test are sown in table 4.1

Table 4.1

The Student's Score of pre-test

No	Name of students	Student's Score Pre-test	Pass	Fail
1	BAH	44		Fail
2	BAZ	44		Fail
3	BNSU	48		Fail
4	BN	52		Fail
5	BNCP	48		Fail
6	BRA	44		Fail
7	BTW	44		Fail
8	BUF	44		Fail
9	BUA	52		Fail
10	BWA	56		Fail
11	DL	48		Fail
12	FA	44		Fail
13	FY	44		Fail
14	HA	44		Fail
15	HO	64		Fail
16	ISP	56		Fail
17	IW	52		Fail
18	IW	48		Fail
19	KH	48		Fail
20	LUN	44		Fail
21	LDC	72		Fail
22	MA	40		Fail
23	MW	64		Fail
24	MA	52		Fail
25	NA	40		Fail
26	RO	64		Fail
27	SA	44		Fail
28	SM	48		Fail
29	WA	72		Fail
30	YU	44		Fail
31	IF	48		Fail
	Total Score	**1.548**	**0**	**31**
	Average	**50**		
	Category	**Low**		
	Success Rate		**0%**	**100%**

The average of the score was calculated below:

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

$$Average = \frac{1.548}{31}$$

$$= 50$$

The process of getting each students score was calculated below:

$$X = \frac{Total\ of\ Score}{Maximal\ Score\ of\ five\ Components} \times 100$$

$$X = \frac{11}{25} \times 100$$

$$= 44$$

The process of obtaining grades was taken from the value of each student in each aspect of the speaking assessment. For example, BAH got 2 on the aspect of pronunciation, got 2 on the aspect of grammar, got 3 on the aspect of vocabulary, got 2 on the aspect of fluency, and got 2 on the aspect of comprehension, all scores are $2 + 2 + 3 + 2 + 2 = 11$. So if the total student score was divided by the maximum score of the five components, which is 25 times 100, it produces a score of 44.

From the table above the researcher found the result of students speaking ability. Based on the result of pre-test, the average of students speaking ability score was 50. Then the average score was got by the total score divided by the number of students, which is 1.548 divided by 31 so as to produce the average score of 50 in the low category. The KKM in the

MTs Al Badriyah Sundak Rarang was 75 and the percentage result showed that no students reach the KKM. Then to get the students percentage score was the total of students who pass the KKM divided by the total of students and times 100.

Based on the finding in the pre-test the experienced by the students at MTs Al Badriyah Sundak Rarang the researcher found the indicator related why students have low category in speaking ability. The students were not enthusiastic in learn English because they still lack of vocabulary. When students did telling story in front of the class, they were often keep silent for a long time thinking about vocabulary that they would convey. The other indicator was the students also still lack of pronunciation as they were unable to spell the word correctly like "Left" "Let" they pronounced the word with same spell "Left" became "let".

2. Cycle 1

    a. Planning

        In this part the researcher made planning base on the problem of the third grade students in MTs Al Badriyah Sundak Rarang. The researcher prepare the students attendance list, prepare lesson plan, the criteria of success, and prepare research instrument such as observation checklist for teacher and for students to knew the students participation in the class during the teaching and learning process using a short Islamic movie. The researchers also prepare the test for

the cycle 1 to know the students' progress before and after using a short Islamic movie.

b. Action

In this part, the planning has made were implemented in cycle 1. The lesson plan was used by the researcher for the teaching and learning process. Cycle 1 was done in three meetings the first meeting was done on Wednesday 13 April 2022, the second meeting on Monday 18 April 2022 and the last meeting was done on Wednesday 20 April 2022.

1) First Meeting

The first meeting was carried out on Wednesday 13 April 2022. The researcher entered the class and greetings the students. The students looked enthusiastic to study. After that the researchers check the student's attendance and all students were presented. At the first meeting the class was very quiet although there were some noisy students. However, these conditions could benefit the researcher because it would be easier to explain the material to be delivered. Before going to the main activity the researcher explains to students about the topic and media that would be used in the teaching and learning process namely using a short Islamic movie and they would watch the movie. The researcher did not forget to warm up the students to build their

enthusiasm for learning and give them the motivation to learn English better.

The researcher then gave students several questions related to the material to be delivered, namely what students knew about narrative texts and movie. The researcher asked students to answer the questions they answered average what the movie was and said that they did not know about narrative text. This was challenge for researcher how to make students understand about narrative text. After the researcher asked students questions, the researcher turn on the LCD and asked students to watch a short Islamic movie enjoy and asked students to find 10 vocabularies on the movie. The students looked curious and enjoy the movie carefully. The title of the movie was "The Lie" with duration of 6 minutes.

After watching a short Islamic movie the researcher asked the students about how they felt after watching the short movie and they answered that they were very happy and enjoyed the short movie. After that, the researcher gave the students 5 minutes to write 10 vocabulary words that they found in the short Islamic movie.

Before the researcher asked students to analyze the short Islamic movie, the researcher first explained how to analyze the short movie and the researcher also gave examples of how to analyze the short movie such as setting, character, plot, conflict,

and theme of the short movie. After that, the researcher asked the students to analyze a short Islamic movie that they had watched and they tried to telling story about the story in a short Islamic movie by analyzing it with their respective sitting friends.

In the end of the first meeting, the researcher and students reflect on the teaching and learning process. The researcher asked the difficulties that students experienced during the teaching and learning process and gave feedback so that students remain motivated to learn English. After that, the researcher delivered the material to be delivered at the next meeting.

2) Second Meeting

The second meeting was carried out on Monday 18 April 2022 as the first meeting the researcher entered the class and greetings the students. Before start the classes the researchers check the student's attendance and all students were presented. The researcher gave students motivation to be more enthusiastic in the teaching and learning process. Before explain the material the researcher asked students about previous material such as "what did they analyze from the short movie? And etc.

In the second meeting the researcher used the same strategy to teach students using a short Islamic movie as the first meeting. The researcher asked students to watch the short Islamic movie and asked students to find 10 vocabularies on the short Islamic

movie. A short Islamic movie in this meeting was the same as in the first meeting. After watch the short Islamic movie the researcher asked students to read the vocabulary that they had found by sharing with friends sitting.

Then, the researcher asked students did the storytelling in front of the class and gave the students 5 minutes to prepare themselves to retelling story a short Islamic movie. The researcher asked students to retelling story a short Islamic movie but by volunteered in the sense of who was ready and willing to come to front of the class to retelling story. Some students were very enthusiastic to come to the front of the class to retelling story although there were also those who were silent and embarrassed to speak up.

In the second meeting students were more enthusiastic to speaking English and dare to show them to come forward to telling story. However, when telling story some students got out of the topic of the actual story, and when every time there was a mistake such as mispronouncing a word or vocabulary the researcher tried to correct it and in this part the students. For the class, the atmosphere is not conducive because other students are still talking behind the back and not listening to the stories conveyed by their friends in front of the class.

In the end of the second meeting as usually the researcher and students did reflection and the researcher delivered about the material in next meeting.

3) Third Meeting

The third meeting was carried out on Wednesday 20 April 2022 As usual; the researcher greeted the students and gave them motivation. After that, the researcher asked about previous learning activities and ensured students' understanding. The researcher explained to the students regarding the post-test to be conducted and the form of the test was the same as the previous meeting, namely telling story.

The researcher asked the students to retelling story about the short Islamic movie that they had watched in the previous meeting. At this meeting, the researcher did not give students to watch the movie. Before doing the test the researcher asked the students the opportunity to prepare themselves for 10 minutes to retell. After that, the researcher asked the students to retelling story in front of the class for duration of 3 minutes individually according to the order of absence.

In the third meeting, some students were very enthusiastic about taking the test because they were able to develop their analysis of the short Islamic movie although it was not yet perfect. However, there were still many students who speak haltingly

because they did not understand and could not analyze the stories in the short Islamic movies so they feel confused about what they are going to tell when they in front of the class.

At the end of the third meeting and after all, students did the post-test the researcher asked what difficulties they got in doing the test. After that, the researcher also delivered several assessments related to the student's speaking ability in retelling story and gave some input on how to better understand the story in the short Islamic movie they had watched.

c. Observation

In this part, the teacher of MTs Al Badriyah sundak rarang is an observer who observes activities in the classroom during the teaching and learning process. Observers used the observation checklists that have been prepared by the researcher for observing the activities of researchers and students. Observers only need to provide value (√) based on actual conditions in class. Results of The observation checklist in cycle I could be explained in below:

1) Observation Checklist

   a) Teacher Observation Checklist

Table 4.2

Teacher Observation Checklist Cycle 1

No.	Activities	Score			
		1	2	3	4
1	The teacher divided the students into several groups.			√	
2	The teacher instructed students to enjoy watch the movie		√		
3	The teacher asked each group of students to find 10 words or vocabulary in the movie.		√		
4	The teacher asked students to analyze the movie. Such as setting, character, plot, conflict and the theme of the movie being shown.			√	
5	The teacher asked students to form a new group without joining the previous group and ask students to practice retelling the movie that has been shown.		√		
6	The teacher gave students retelling test in front of the class.			√	
	Total score	**15**			
	Maximum score	**24**			
	Average	**62**			
	Category	**Fair**			

 Note:

1: Very less

2: Less

3: Good

4: Very good

To determine the Average score of teacher activities, the researcher used the following formula:

$$Average = \frac{\text{Total Score}}{\text{Maximum score}} \; x \; 100$$

$$= \frac{15}{24} \; x \; 100$$

$$= 62$$

From the observation of teacher activities above, the results show that the average of teacher scores was 62, which means the teacher teaches quite well. However, several aspects need to be improved, such as the teacher explaining the procedures and steps for watching a short Islamic movie and how to analyze the movie. The teacher instructions to find some vocabulary in a short Islamic movie and the teacher helps students find the vocabulary and the setting, character, plot, conflict and theme of a short Islamic movie.

b) Students Observation Checklist

Table 4.3

Students Observation Checklist Cycle 1

No.	Activities	Score			
		1	2	3	4
1	Students were enthusiastic to participate in the teaching and learning process.				√
2	Students were active and paid attention of teacher explains in teaching and learning process.		√		
3	Students watched the movie enjoy.			√	
4	Students were more interested and enjoy following the teaching and learning process using a short Islamic movie.			√	
5	Students were able to find the word from the movie and pronounce it.		√		
6	Students could act out the dialogue well.		√		
7	Students were able to analyze the movie.	√			
8	Students able to practice retelling the movie		√		
9.	Students did storytelling in front of the class			√	
Total score			**22**		
Maximum score			**36**		

Average	61
Category	Low

Note:

1: Very less

2: Less

3: Good

4: Very good

To determine the average score of student's activities, the researcher used the following formula:

$$Average = \frac{\text{Total Score}}{\text{Maximum score}} \: x \: 100$$

$$= \frac{22}{36} \: x \: 100$$

$$= 61$$

From the observation of student activities above, the results show that the average of student's scores was 61 in the low category. Which means less students participation. In this observation, students seem to like learning English using short Islamic movies, but several aspects need to be improved, especially students attention to teacher explanations and student activity in the learning process. Students still have difficulty understanding the story in the movie so they still confused and embarrassed to speak. In this case, the researcher needs to provide a clearer explanation so that students could understand how to

understand the story described in the short Islamic movie and they could developed their analysis and could speak English better.

c) Post-Test cycle 1

The post-test was carried out at the third meeting in the form of a speaking test, the namely retelling story of a short Islamic movie. 31 students took the test and the test results will be described in the table below.

Table 4.4

The Student's Score of Post Test Cycle 1

No	Name of students	Student's Score Post-test	Pass	Fail
1	BAH	60		Fail
2	BAZ	68		Fail
3	BNSU	68		Fail
4	BN	72		Fail
5	BNCP	68		Fail
6	BRA	68		Fail
7	BTW	76	Pass	
8	BUF	60		Fail
9	BUA	64		Fail
10	BWA	76	Pass	
11	DL	68		Fail
12	FA	76	Pass	
13	FY	56		Fail
14	HA	56		Fail
15	HO	72		Fail
16	ISP	76	Pass	
17	IW	76	Pass	
18	IW	84	Pass	
19	KH	80	Pass	
20	LUN	72		Fail
21	LDC	92	Pass	
22	MA	76	Pass	

23	MW	88	Pass	
24	MA	76	Pass	
25	NA	80	Pass	
26	RO	76	Pass	
27	SA	76	Pass	
28	SM	72		Fail
29	WA	92	Pass	
30	YU	72		Fail
31	IF	76	Pass	
Total Score		**2.272**	**16**	**15**
Average		**73**		
Category		**Fair**		
Success Rate			**51%**	**49%**

The average of the score was calculated below:

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

$$\text{Average} = \frac{2.272}{31}$$

$$= 73$$

The process of obtaining grades was taken from the value of each student in each aspect of the speaking assessment. For example, BAH got 3 on the aspect of pronunciation, got 4 on the aspect of grammar, got 3 on the aspect of vocabulary, got 3 on the aspect of fluency, and got 2 on the aspect of comprehension, all scores are 3 + 4 + 3 + 3 + 2 = 15. So if the total student score was divided by the maximum score of the five components, which is 25 times 100, it produces a score of 60.

Base on the result of post-test in cycle 1 showed there most improvement score of students. The total score of students was 2.272 and reached the average score 73. There was 51% or 16 students passed the English grade or KKM and there was 49% or 15 students failed to reach the English grade or KKM. The average score was calculated from the total score divided by the number of students and to get the students percentage score was the total of students who pass the KKM divided by the total of students and times 100.

However, it has not given good results in improving students' abilities. The criteria for success was so that students could achieved a minimum success standard of 75 and achieve success indicators, namely a minimum of 85% of students could pass the KKM. So that the lesson plan in cycle 1 needs to be revised again and continue the implementation to cycle II

d. Reflecting

At this stage, researcher and observer evaluated the results of the application of the used of a short Islamic movie in the teaching and learning process. There was still many weaknesses found based on the teacher and students observation checklist. Students did not pay attention to the teacher's explanation and were embarrassed to asked questions, express opinions about their understanding of the material. The researcher also often forget some procedures in teaching using a short Islamic movie. Therefore, from the reflection above, there needs

to be more efforts to improved students' speaking ability using a short Islamic movie in cycle II such as providing interesting teaching strategies and providing more motivation.

3. Cycle II

In this cycle, the researcher did the same thing as cycle I but with different steps and strategies, such as the researcher dividing students into several groups, and making students more active in class. To be able to improve students' speaking ability using a short Islamic movie, the researcher need the next cycle to ensure that speaking ability improved. There were four steps in this cycle, namely planning, action, observation, and reflection. The implementation of cycle II would be described in below.

a. Planning

Planning in cycle II was made based on revisions and problems in cycle 1. Researchers prepared lesson plans, prepared observation checklists for teacher activities, student activities, and posttest in cycle II.

b. Action

1) First Meeting

First meeting in cycle II was carried out on Friday 22 April 2022. The researcher greeted and checked the students' attendance. Before starting the core activities of the learning process, the researcher explained the results of the first cycle to

the students that there were still many students who had not met the indicators of success. At this meeting, the researcher also gave directions to continue the implementation to the next stage and motivated students to be able to improved their speaking ability and be able to meet the indicators of success.

Before starting learning and watching a short Islamic movie, the researcher divided the students into 6 groups and asked the students to sit with their respective groups. After that, the researcher explained the procedures or steps that students had to do the same as in cycle 1, but the difference was in cycle 1 students did it individually while in cycle II students did it in groups.

The researcher asked each groups to find 10 different vocabularies from the vocabulary they found at the meeting in cycle 1 and read them after watching a short Islamic movie. Furthermore, the researcher also asked students to develop their analysis related to setting, character, plot, conflict, and the theme of a short Islamic movie in groups. The short Islamic movie used was the same as the short Islamic movie in cycle 1.

Then the researcher asked the students to watch a short Islamic movie enjoy. After watching a short Islamic movie, students read the vocabulary they found to another group, then the other group listened, and if there was an error in the pronunciation

of the words, the other group friends would try to correct it. The researcher gave 5 minutes to each group to read their vocabulary findings. After that, the researcher asked the students to discussed and analyze a Short Islamic movie and retelling story it with their groups individually.

Like the previous meeting, at the end of the meeting the researcher reflected on the learning activities and gave feedback to the students, and conveyed the material at the next meeting.

2) Second Meeting

The second meeting was carried out on Monday 25 April 2022. As usually the researcher greetings the students and checked students attendance. The researcher gave students motivation and asked students about the previous material. Next, the researcher asked the students to sit back with the same group at the previous meeting.

At this meeting the researcher asked students to watch a short Islamic movie again and developed their analysis at the previous meeting with their group mates. After watching a short Islamic movie, the researcher asked the students to make a new group without joining the previous groups. Then the students sat down with their new groups and started sharing their analysis by retelling story a short Islamic movie individually. The groups were distributed by the researcher. Students was very enthusiastic in the

learning process because they already understand enough about the steps they have to take and they was able to increase their vocabulary, so they was brave enough to talked and share stories with their fellow group mates.

At the end of the meeting, as usual, the researcher reflected then gave feedback to the students and conveyed the activities or materials at the next meeting.

3) Third Meeting

The third meeting was carried out on Wednesday 27 April 2022. As usual, the researcher entered the class to greet the students and checked their attendance. At the third meeting the researcher gave the second post-test to the students. In this case, students were still in a condition with their group friends. The researcher asked them to sit quietly and watch a short Islamic movie. Students analyze a short Islamic movie with their group. After the students watched and analyzed a short Islamic movie, the researcher asked the students to retelling story in front of the class individually with duration of five minutes for each student. The researcher called the names of the students in the future according to the serial number of their absences.

In the second post-test, the students were very enthusiastic and felt more confident to speak and retelling story than in the first post-test because they already had enough vocabulary and had

practiced several times to retelling story with their group mates. After all the students finished doing the post-test two, the researcher said thank you and gave motivation and advice to the students to keep them motivated in learning English

c. Observation

In this stage, the teacher of MTs Al Badriyah sundak rarang is an observer who observes activities in the classroom during the teaching and learning process. Observers used the observation checklists that have been prepared by the researcher for observing the activities of researchers and students in cycle II. Observers only need to provide value (√) based on actual conditions in class. Results of The observation checklist in cycle II could be explained in below:

a) Teacher Observation Checklist

Table 4.5

Teacher Observation Checklist in cycle II

No.	Activities	Score			
		1	2	3	4
1	The teacher divided the students into several groups.				√
2	The teacher instructed students to enjoy watch the movie				√
3	The teacher asked each group of students to find 10 words or vocabulary in the movie.				√
4	The teacher asked students to analyze the movie. Such as setting, character, plot, conflict and the theme of the movie being shown.			√	
5	The teacher asked students to form a new group without joining the previous group and ask students to practice			√	

	retelling the movie that has been shown.					
6	The teacher gave students retelling test in front of the class.					√
Total score			**22**			
Maximum score			**24**			
Average			**91**			
Category			**Very good**			

Note:

1: Very less

2: Less

3: Good

4: Very good

To determine the average scores of teacher activities, the researchers used the following formula:

$$Average = \frac{Total\ Score}{maximum\ score} \ x\ 100$$

$$= \frac{22}{24} \ x\ 100$$

$$= 91$$

From the observation of teacher activities above, the results show that the percentage of teacher scores was 91 with the category very good. Which means the teacher teaches very well and has substantially improved the learning process and was following the lesson plan.

b) Students Observation Checklist

Table 4.6

Students Observation Checklist in cycle II

No.	Activities	Score			
		1	2	3	4
1	Students were enthusiastic to participate in the teaching and learning process.				√
2	Students were active and paid attention of teacher explains in teaching and learning process.			√	
3	Students watched the movie enjoy.				√
4	Students were more interested and enjoy to follow the teaching and learning process using a short Islamic movie.				√
5	Students were able to find the word from the movie and pronounce it.			√	
6	Students could act out the dialogue well.			√	
7	Students were able to analyze the movie.			√	
8	Students able to practice retelling the movie				√
9.	Students did storytelling in front of the class				√
Total score		**32**			
Maximum score		**36**			
Activity percentage		**88**			
Category		**Very Good**			

Note:

1: Very less

2: Less

3: Good

4: Very good

To determine the average score of student's activities, the researchers used the following formula:

$$Average = \frac{Total\ Score}{Maximum\ score}\ x\ 100$$

$$= \frac{32}{36}\ x\ 100$$

83

= 88

From the observation of student's activities above, the results show that the average of student's scores was 88 in very good category. Which means that the participation of students most improved. Students could find vocabularies, analyze a short Islamic movie and retelling story it well in front of the class.

c) Post-test Cycle II

The post-test was carried out at the third meeting in the form of a speaking test, the namely retelling story of a short Islamic movie with different duration. In cycle 1 the students did the post-test with a duration of 3 minutes while in cycle 2 students have to developed their analysis related to a short Islamic movie and did a Post-test by retelling story with a duration of 5 minutes for each students. 31 students took the post-test and the post-test results will be described in the table below:

Table 4.7

The Student's Score of Post-test Cycle II

No	Name of students	Student's Score Post-test	Pass	Fail
1	BAH	72		Fail
2	BAZ	76	Pass	
3	BNSU	72		Fail
4	BN	80	Pass	
5	BNCP	84	Pass	
6	BRA	80	Pass	
7	BTW	88	Pass	

8	BUF	72		Fail
9	BUA	80	Pass	
10	BWA	92	Pass	
11	DL	80	Pass	
12	FA	88	Pass	
13	FY	76	Pass	
14	HA	72		Fail
15	HO	88	Pass	
16	ISP	84	Pass	
17	IW	84	Pass	
18	IW	88	Pass	
19	KH	84	Pass	
20	LUN	80	Pass	
21	LDC	96	Pass	
22	MA	88	Pass	
23	MW	92	Pass	
24	MA	88	Pass	
25	NA	84	Pass	
26	RO	88	Pass	
27	SA	88	Pass	
28	SM	92	Pass	
29	WA	92	Pass	
30	YU	80	Pass	
31	IF	88	Pass	
Total Score		**2.596**	**27**	**4**
Average		**83**		
Category		**Good**		
Success Rate			**87%**	**13%**

The average of the score was calculated below:

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

$$\text{Average} = \frac{2.596}{31}$$

$$= 83$$

The process of obtaining grades was taken from the value of each student in each aspect of the speaking assessment. For example,

BAH got 4 on the aspect of pronunciation, got 4 on the aspect of grammar, got 4 on the aspect of vocabulary, got 3 on the aspect of fluency, and got 3 on the aspect of comprehension, all scores are 4 + 4 + 4 + 3 + 3 = 18. So if the total student score was divided by the maximum score of the five components, which is 25 times 100, it produces a score of 72.

Base on the result of post-test in cycle II showed there most improvement score of students than cycle 1. The total score of students was 2.596 and reached the average score 83. There was 87% or 27 students passed the English grade or KKM and there was 13% or 4 students failed to reach the English grade or KKM. The average value was calculated from the total score divided by the number of students and to get the students percentage score was the total of students who pass the KKM divided by the total of students and times 100.

From the average score of students, there was a fairly good increase in 27 students out of 31 students could pass the KKM, although there were some students who get lower scores. This shows that the use of a short Islamic movie by using a strategy telling story in learning and teaching English could enhance students' English speaking ability. The results of the Post-test II showed that the

implementation reached the success indicator, namely more than 85% of students passed the KKM.

d. Reflecting

After conducted post-test 2 in cycle II, the researcher and observer analyzed the test results and observations In cycle 2. Students result an increase in speaking ability from cycle 1 to cycle II, in cycle 1 the average students achievement was 73 and in cycle II the average students achievement was 83 it shows a significant increase. Most of the students could speak fluently, analyze a short Islamic movie by saying the words well and with the correct wording, and could understand what they were saying. Students participation and students activity also increased because they enjoyed studying and analyzing in groups so they were also more confident in retelling story with their group friends and in front of the class.

Based on these results, the researcher concluded that using a short Islamic movie could enhance students' speaking ability. Not only that, students could also increase their vocabulary with the conversations in a short Islamic movie and students was also able to study in groups so that it could make them more confident in speaking English.

B. Discussion

This research was a classroom action research that used observation checklists and tests to collect data. This study uses a short Islamic movie to enhance the speaking ability of the third-grade students of MTs Al Badriyah Sundak Rarang which consists of 31 female students. The purpose of this study was to find out how the use of a short Islamic movie enhances students' speaking ability. The theory used about enhancing students' speaking ability using a short Islamic movie was Harmer's theory where he explains that Movies can be used as a visual reference in the teaching and learning process.[33] This research also using Harris's theory of speaking assessment.[34] In this study, there were two cycles, namely, cycle 1 and cycle II. Each cycle consists of four steps, namely planning, observation, action, and reflection.

The study found that a short Islamic movie can enhance students' speaking ability by telling story strategy. This could be proven by the average pre-test score of 50 and not students reach the KKM, then an increase in the score of 51% of students could reach the KKM resulting in an average score of 73 In post-test 1, students who achieved the average score above standard were 51%, and those who scored below the standard were 49%. However, even though the score increase is quite significant, the researcher must apply media and strategies in post-test II because the scores obtained in post-test 1 have not reached the indicator of success. After the

---

[33] Febrianty Adma Gloria BR Ginting, "Dubbing Movie …, p.11
[34] Arini Isnaen Meylianingsih, "Improving …, p.25-27

post-test II, the students got another increase, namely 87% of students passed the KKM and 13% of students got good marks, so the final average score of post-test II was 83. This means that the use of a short Islamic movie could enhance students' speaking ability.

Based on the discussion above, a short Islamic movie could be implemented effectively in the teaching and learning process of English in the classroom. This was also stated by Hu who said that movie includes provides both audio and visual materials that aid students in better understanding the language more easily when viewing a movie.[35] This proves that by watching a short Islamic movie students could understand and enhance their vocabulary through the dialogues in the movie. Students were also more enthusiastic and active in learning during the teaching and learning process by using a short Islamic movie with scenes that look real. They also often practice talking to their friends through several speaking activities such as discussing and retelling the movie.

The research findings include increasing students' speaking ability by using a short Islamic movie in the classroom to enhance students' speaking ability. From the result of observation checklist Students' speaking ability was improved through group discussion and telling story activities. Students were encouraged to be more active and speak during the teaching and learning process. In addition, students could speak some new vocabulary, better grammar, and pronounce vocabulary correctly. They

---

[35] Erwin Seftiarini, "Improving …, p.69

could also analyze a short Islamic movie through group discussion activities. Improved implementation results could also be seen from the following score comparison.

The research findings were in line with the previous research conducted by Erwin Septiarini.[36] Based on research data, the level of students' speaking ability increased and students' speaking problems could be resolved. This could be proven by the results of the students in the pre-test showing that there were 24% or 6 students who pass the success criteria and 76% or 19 students fail to achieve the success criteria with an average score of 48.08. While in the last post-test there were 88% or 22 students passed and 12% of students failed with an average score of 78.48. It means that students' scores have reached the criteria of success and researchers could solve students' problems in speaking and improve students' speaking ability using short movie.

As for other studies, the finding of the present research was also similar with the research conducted by Neni noviani.[37] Based on research data, it shows that movies are effective in improving speaking skills. This is proven by the total scores on the pre-test and post-test, namely in the pre-test the number of students' scores reached 2.328 and the average score was 75 while in the post-test the total student scores reached 2.720 and the average score was 87.74. It means that speaking skill of students increase significantly using movie.

---

[36] Erwin Seftiarini, "Improving ..,
[37] Neni Noviani, "Improving ..,

In addition, this research was also in line with research conducted by Riska Aulia Sartika.[38] Based on research data, it shows that there was a significant increase in speaking ability using short animated films. This was evidenced by the results of the students' speaking ability from the pre-cycle test, first cycle test, and second cycle test. In the pre-cycle test, the student's score reached an average of 41.87, in the first cycle test it reached an average value of 55.93, and in the second cycle test it reached an average value of 80.46 which indicates a good score category. It means that the short animated film could improve students' speaking ability.

Based on the results of the discussion above, the researcher can conclude that short Islamic movie could enhance students' speaking ability as evidenced by the results of increasing the value experienced by students and learning outcomes could reach indicator of success, namely 87% of students could pass the KKM. With varied and interesting picture footage contained in a short Islamic movie could attract student's participation to be more active in learning English. Through several dialogue texts in the movie, students also get some new vocabulary and could imitate directly how to pronounce a vocabulary well. In the application of Islamic short movie and from several speaking activities such as group discussions and telling stories in teaching and learning activities, students could speak in front of the class with confidence because they have sufficient vocabulary and could pronounce it properly and correctly without fear of being wrong.

---

[38] Riska Aulia Sartika, "Using …,

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the results of action research, it could be seen that the application of the use of a short Islamic movie in the teaching and learning process of English in the classroom could enhance students' speaking ability through several speaking activities such as group discussions and telling story. This was evidenced by the results of student test scores. The average pre-test score before implementing a short Islamic movie was 50 and after implementing a short Islamic movie the student's score increased to 83 at the end of the post-test. The use of a short Islamic movie made the students interested in learning English, especially for speaking material. In terms of students' motivation and activeness, during in teaching and learning process using a short Islamic movie the students' were actively improved and more motivated to speak and learn English lessons. They were easier to comprehend the context and have more confidence to speak because the researcher apply a short Islamic movie with several activities such as group discussion and telling story, it can be seen from the pre-assessment, two cycles, and also an observation checklist.

B. Suggestion

The researcher hopes that this suggestion will be useful for English teachers, students, researchers, and other institutions.

1. Teachers

   Through this research, it is expected that teachers use a short Islamic movie in the teaching and learning process to speak English because it is proven that teaching speaking using a short Islamic movie can enhance students' speaking ability. In speaking class, students need more practice speaking so the teacher should be able to create speaking activities that can make students get more opportunities to speak. Teachers should use group discussion strategies or activities such as telling story so that students are happy and enthusiastic about learning.

2. Student's

   Students are expected to be more active in the teaching and learning process. They should pay more attention to their teacher when explaining the material so that they can do the exercises better. Through student participation in class, the teaching and learning process will run well and students can meet the expected instructional goals at the end of the lesson and can use a short Islamic movie to study independently wherever students are.

3. Another Researchers

   This study discusses the use of a short Islamic movie in improving the speaking ability of third-grade high school students.

Researchers hope this technique can be applied by other researchers at the level of other students.

REFERENCES

Adillatunnisa, "The Effect of Short Movie Toward Students Speaking Skill". *Journal of English Langage Education,*Vol.6, No.2, 2021, p.40

Anne Fleischer, "The goals of a speech. Lumen Learning", in: https://courses.lumenlearning.com/wm-publicspeaking/chapter/the-goals-of-a-speech/ . accessed on Monday 31 january 2022, 07:16 WIB.

Arini Isnaen Meylianingsih, "Improving The Students Speaking Ability Through The Use of Role Playing Technique for Grade VIII Students of SMP 1 Banguntapan in The Academic Year of 2013/2014", (*Thesis*, University of Yogyakarta 2015), p.25-27.

Aseptiana Parwati, "Improving Students Speaking Skills Throught English Movie in Scope of Speaking For General Communication" *ELTIN Journal.* Vol.7, No.2, 2019, p.44

Azlina Kurniati, "A Study on The Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru", (*Thesis*, University of Riau, 2015), p.5-6.

Erwin Septiarini, "Improving Student's Ability By Using Short Movie at Second Grade of MTS Al Huda Bandung". (*Thesis*, IAIN Tulungagung, 2016).

Fildzah Giardis, "The Effect of Using Short Islamic Video Towards Students Speaking Skils", (*Skripsi: UIN Syarif Hidayatullah Jakarta)*, p.14

Febrianty Adma Gloria BR Ginting "Dubbing Movie to Increase Speaking Skill of Tenth Grade Students of SMA Negeri 15 Medan", *(Thesis, State University of Medan 2020),* p.11

H.Douglas Brown, *"Teaching By Principles an Interactive Approach to Language Pedagogy"*, San Francisco: California, 2000, p.275-276

Lai-Mei Leong, "An Analysis of Factors Influencing Learners of English Speaking Skills". *International Journal of Research in English Education*,Vol.2, No.1, 2017, p.34

M. Noor Sulaiman Syah, "Classroom Action Research as Professional Development of Teachers in Indonesia", *Journal Tarbawi,* Volume. 13, Number. 1, Juni 2016, p.5.

Neni Noviani, "Improving Students' Speaking Ability Through Movie", (*Thesis*, STKIP Siliwangi, Bandung 2017).

Purnama Syae Purrohman, "Classroom Action Research Alternative Research Activity for Teachers", *Research Gate,* 30 june 2018, p.2

Riska Aulia Sartika, "Using Short Animated Film to Improve Speaking Ability (a classroom action research at the tenth grade students of SMAN 15 Luwu)", (*Thesis*, University of Muhammadiyah ,Makassar., 2018).

Septiyana, "Islamic youth perception of religious films", (*Thesis,* State Islamic University of Lampung 2017), p.33

Siti Fatimah, "The Effectiveness of Using Movie "UP" as The Teaching Media to Improve Students' Vocabulary", (*Thesis,* University of Semarang 2019). p.8.

Siti Khasinah, "Classroom Action Research", *Journal Pionir*, Volume. 1, Number 1, December 2013, p.108

Sukma Septiana Nasution, "Model United Nations: Improving The Students Speaking skills" *Journal of English Education Society*, Volume 4, Number 2, October 2019, p.47

Syaiful Imran, "Disadvantages of Movie and Video Learning Media", in https://science-education.net/learning/media-learning/disadvantages-media-learning-movie-and-video . Acessed on Tuesday 8 February 18.03 WITA.

Syarifudin, "An Instructional Model For Enhancing EFL Learners Speaking Proficiency" *Journal of English Language Education,* Vol.2, No.2.2019 p.87

Vebri Stevani, "The Effectiveness of Using Short Animation Subtittle Movie Toward Students Speaking Skill of The Elevent Grade at Senior High School 8 in Serang City". *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*, 2021, p.290.

APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**: Mts Al Badriyah Sundak Rarang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: Ix**
Materi Pokok	**: Texts Narrative**
Alokasi Waktu	**: 3x60 Menit**
Tahun Pelajaran	**: 2021/2022**

A. Kompetensi Inti (KI)

KI I. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-akif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. **Kompetensi Dasar**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait Islamic short story. Sesuai dengan konteks penggunaannya	- Menganalisis dan menjelaskan informasi terkait fungsi sosial yang tekandung dalam teks narrative lisan dan tulis - Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait short Islamic story sesuai dengan konteks penggunaanya
4.2 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks naratif, lisan dan tulis terkait Islamic short story	Mengidentifikasi makna teks naratif sebagai konsep untuk menyampaikan cerita (Telling story) dan menyampaikan sebuah cerita naratif menggunakan Bahasa Inggris didepan kelas.

	• Berlatih menceritakan kembali teks narrative dengan pengucapan dan intonasi yang tepat didepan kelas

C. Tujuan

Setelah mengikuti proses pembelajaran, peserta didik diharapkan :

1. Peserta didik dapat Menganalisis dan menjelaskan informasi terkait fungsi sosial yang tekandung dalam teks narratif lisan dan tulis seperti setting, karakter, plot, konflik dan tema yang ada dalam teks narrative.

2. Peserta didik dapat Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait short Islamic story sesuai dengan konteks penggunaanya

3. Peserta didik dapat mengidentifikasi makna teks naratif sebagai konsep untuk menyampaikan cerita (Telling story) dan menyampaikan sebuah cerita naratif menggunakan Bahasa Inggris didepan kelas.

4. Peserta didik dapat berlatih menceritakan kembali teks narrative dengan pengucapan dan intonasi yang tepat didepan kelas

D. Materi Pembelajaran

1. Fungsi sosial teks Naratif

   Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya

2. Struktur teks Naratif

   ➢ Orientation (Orientasi): tokoh-tokoh dan perwatakannya (charaters and characterizations) dalam cerita, dan biasanya disebutkan juga kapan dan di mana (setting of time and setting of place)

> ➤ Complication (Konflik/ Krisis): Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.

> ➤ Resolution (Resolusi): Resolusi ini biasanya memberikan penyelesaian pada komplikasi

3. Unsur-unsur kebahasaan teks Naratif

> ➤ Past tense (killed, drunk, etc)

> ➤ Adverb of time (Once upun a time, one day, etc)

> ➤ Time conjunction (when, then, suddenly, etc)

> ➤ Direct speech. It is to make the story lively.

E. Metode Pembelajaran

1. Pendekatan   : Saintifik
2. Model Pembelajaran   : Discovery learning
3. Metode   : Diskusi, tanya jawab, presentasi

F. Media Pembelajaran

a. Media

1. Worksheet (lembar kerja) siswa
2. Lembar penilian
3. A short Islamic movie

b. Alat/bahan

1. Laptop
2. LCD / Proyektor
3. Spidol dan papan tulis

c. Sumber belajar

1. A short Islamic movie
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

G. Langkah-langkah Pembelajaran

Kegiatan	Scientific Approach	Langkah-Langkah Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		• Guru menyapa peserta didik • Meminta salah satu siswa untuk memimpin Doa • Guru mengecek kehadiran siswa • Mengkondisikan siswa untuk siap belajar • Memberikan gambaran cakupan materi yang akan dibelajarkan. • Menjelaskan manfaat dan tujuan pembelajaran • Menyampaikan kompetensi dasar dan indikator yang harus dicapai	**10 Menit**
Kegiatan inti	Mengamati	• Tanya jawab seputar kegiatan bercerita, identifikasi cerita, dan pokok-pokok cerita. • Siswa membentuk kelompok dengan teman duduk • Film cerita pendek islami diputarkan (The Lie) dan guru meminta siswa untuk menonton film • Siswa mengamati film, dan mengidentifikasi struktur teks dengan menemukan 10 kosa kata bahasa inggris yang ada	**15 Menit**

		dalam cerita pendek islami	
		• Siswa menganalisis pokok pokok cerita pendek islami yang diputarkan seperti setting, karakter, plot, konflik, dan tema.	
	Menanya	• Peserta didik diberikan kesempatan untuk bertanya tentang struktur teks naratif yang ada dalam cerita pendek islami.	**5 Menit**
	Mengump ulkan informasi	• Guru meminta siswa untuk membacakan kosa kata bahasa inggris yang siswa temukan dalam cerita pendek islami • Guru memberikan penjelasan dan contoh bercerita yang baik • Guru memotivasi keberanian siswa untuk memberi tanggapan terhadap penampilan bercerita model tersebut dengan memberi nilai plus, kemudian guru memberi penguatan dengan menjelaskan halhal yang harus dikuasai dan dicapai dalam kegiatan bercerita	**10 Menit**
	Menegosi asi	• Guru meminta siswa yang bersedia untuk berlatih menceritakan kembali didepan kelas.	**10 Menit**

	Mengkom unikasika n	• Guru memberikan timbal balik kepada siswa yang telah melakukan kegiatan menceritakan kembali. Dengan menyampaikan perbaikan perbaikan yang harus dilakukan seperti bagaimana mengucapkan kata dengan benar	**5 Menit**
Penutup		• Guru dan siswa mengambil simpulan kegiatan bercerita yang dilakukan • Guru melakukan refleksi terhadap pembelajaran yang dilakukan dengan menanyakan hasil menganalisis dan menentukan pokokpokok cerita apakah sudah sama dan paham, dan menanyakan kesulitan-kesulitan yang ditemui siswa. • Guru menyampaikan informasi terkait materi dipertemuan selanjutnya • Guru meminta salah satu peserta didik untuk memimpin doa • Guru meengakhiri proses kegiatan pembelajaran.	**5 Menit**

H. Penilaian

No	Dimensi	Teknik	Bentuk instrument
1	Sikap	Observasi	Rubrik penilaian sikap (Lampiran 1)
2	Pengetahuan	Tertulis	Tertulis
3	Keterampilan	Unjuk Kerja	Rubrik penilaian berbicara (Lampiran 2)

- **Remedial**

  Memberikan remedial bagi siswa yang belum mencapai kompetensi yang ditetapkan

- **Pengayaan**

  Memberikan kegiatan-kegiatan pengayaan bagi siswa yang melebihi target pencapaian kompetensi

Rarang 13 April 2022

Guru Mata Pelajaran   Peneliti

Chairil Amni S.Pd   **Ananda Maulida**
NIP.   **NIM. 18017135**

Appendix 2 Lesson plan Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan   : **Mts Al Badriyah Sundak Rarang**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **Ix**

Materi Pokok   : **Texts Narrative**

Alokasi Waktu   : **3x60 Menit**

Tahun Pelajaran   : **2021/2022**

A. **Kompetensi Inti (KI)**

KI I. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-akif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4. mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara

efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait Islamic short story. Sesuai dengan konteks penggunaannya	• Menganalisis dan menjelaskan informasi terkait fungsi sosial yang tekandung dalam teks narrative lisan dan tulis terkait short Islamic story • Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait short Islamic story sesuai dengan konteks penggunaanya
4.2 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsur kebahasaan teks naratif, lisan dan tulis terkait Islamic short story	• Mengidentifikasi makna teks naratif sebagai konsep untuk menyampaikan cerita (Telling story) dan menyampaikan sebuah cerita naratif menggunakan Bahasa Inggris didepan kelas. • Berlatih menceritakan kembali teks narrative

	dengan pengucapan dan intonasi yang tepat didepan kelas

C. Tujuan

Setelah mengikuti proses pembelajaran, peserta didik diharapkan :

5. Peserta didik dapat Menganalisis dan menjelaskan informasi terkait fungsi sosial yang tekandung dalam teks narratif lisan dan tulis seperti setting, karakter, plot, konflik dan tema yang ada dalam teks narrative.

6. Peserta didik dapat Membedakan fungsi Sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait short Islamic story sesuai dengan konteks penggunaanya

7. Peserta didik dapat mengidentifikasi makna teks naratif sebagai konsep untuk menyampaikan cerita (Telling story) dan menyampaikan sebuah cerita naratif menggunakan Bahasa Inggris didepan kelas.

8. Peserta didik dapat berlatih menceritakan kembali teks narrative dengan pengucapan dan intonasi yang tepat didepan kelas

D. Materi Pembelajaran

4. Fungsi sosial teks Naratif

   Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya

5. Struktur teks Naratif

   ➢ Orientation (Orientasi): tokoh-tokoh dan perwatakannya (charaters and characterizations) dalam cerita, dan biasanya disebutkan juga kapan dan di mana (setting of time and setting of place)

- ➢ Complication (Konflik/ Krisis): Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.
- ➢ Resolution (Resolusi): Resolusi ini biasanya memberikan penyelesaian pada komplikasi

6. Unsur-unsur kebahasaan teks Naratif
    - ➢ Past tense (killed, drunk, etc)
    - ➢ Adverb of time (Once upun a time, one day, etc)
    - ➢ Time conjunction (when, then, suddenly, etc)
    - ➢ Direct speech. It is to make the story lively.

E. Metode Pembelajaran

4. Pendekatan   : Saintifik
5. Model Pembelajaran   : Discovery learning
6. Metode   : Diskusi, tanya jawab, presentasi

F. Media Pembelajaran

d. Media

4. Worksheet (lembar kerja) siswa
5. Lembar penilian
6. A short Islamic movie

e. Alat/bahan

4. Laptop
5. LCD / Proyektor
6. Spidol dan papan tulis

f. Sumber belajar

4. A short Islamic movie
5. Kamus Bahasa Inggris
6. Pengalaman peserta didik dan guru

G. Langkah-langkah Pembelajaran

Kegiatan	Scientific Approach	Langkah-Langkah Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan		• Guru menyapa peserta didik • Meminta salah satu siswa untuk memimpin Doa • Guru mengecek kehadiran siswa • Mengkondisikan siswa untuk siap belajar • Memberikan gambaran cakupan materi yang akan dibelajarkan. • Menjelaskan manfaat dan tujuan pembelajaran • Menyampaikan kompetensi dasar dan indikator yang harus dicapai	**10 Menit**
Kegiatan inti	**Mengamati**	• Tanya jawab seputar kegiatan bercerita, identifikasi cerita, dan pokok-pokok cerita pada pertemuan sebelumnya • Guru meminta siswa untuk membentuk 6 kelompok dengan teman kelasnya • Film cerita pendek islami kembali diputarkan (The Lie) dan guru meminta siswa untuk menonton film dengan duduk bersama kelompok masing masing	**15 Menit**

		• Guru meminta siswa untuk mengamati film, dan mengidentifikasi struktur teks dengan menemukan 10 kosa kata bahasa inggris yang yang berbeda dari pertemuan sebelumnya yang ada dalam cerita pendek islami dengan teman kelompoknya. • Siswa menganalisis pokok pokok cerita pendek islami yang diputarkan seperti setting, karakter, plot, konflik, dan tema dengan berdiskusi bersama teman kelompok mereka masing masing.	
	Menanya	• Peserta didik diberikan kesempatan untuk bertanya tentang struktur teks naratif yang ada dalam cerita pendek islami.	**5 Menit**
	Mengump ulkan informasi	• Guru meminta siswa untuk membacakan kosa kata bahasa inggris yang siswa temukan dalam cerita pendek islami ke kelompok lain dan siswa dalam kelompok lain dapat mengoreksi jika ada kesalahan dalam pengucapan kosa kata. • Guru memberikan penjelasan	**10 Menit**

		kembali dan memberi contoh bercerita yang baik	
		• Guru memotivasi keberanian siswa untuk memberi tanggapan terhadap penampilan bercerita model tersebut dengan memberi nilai plus, kemudian guru memberi penguatan dengan menjelaskan halhal yang harus dikuasai dan dicapai dalam kegiatan bercerita	
		• Guru meminta siswa untuk membentuk kelompok baru tanpa bergabung dengan kelompok selanjutnya untuk mendiskusikan hasil analisis mereka dengan kelompok sebelumnya.	
	Menegosiasi	• Guru meminta siswa untuk membentuk kelompok baru tanpa bergabung dengan kelompok selanjutnya untuk mendiskusikan hasil analisis mereka dengan kelompok sebelumnya melalui menceritakan kembali (Telling Story).	**10 Menit**
	Mengkomunikasikan	• Guru memberikan timbal balik kepada semua siswa yang telah melakukan kegiatan	**5 Menit**

		menceritakan kembali. Dengan menyampaikan perbaikan perbaikan yang harus dilakukan seperti bagaimana mengucapkan kata dengan benar dan memberitahu peningkatan mereka selama proses belajar mengajar	
Penutup		• Guru dan siswa mengambil simpulan kegiatan bercerita yang dilakukan • Guru melakukan refleksi terhadap pembelajaran yang dilakukan dengan menanyakan hasil menganalisis dan menentukan pokokpokok cerita apakah sudah sama dan paham, dan menanyakan kesulitan-kesulitan yang ditemui siswa. • Guru menyampaikan informasi terkait materi dipertemuan selanjutnya • Guru meminta salah satu peserta didik untuk memimpin doa • Guru meengakhiri proses kegiatan pembelajaran.	**5 Menit**

H. Penilaian

No	Dimensi	Teknik	Bentuk instrument
1	Sikap	Observasi	Rubrik penilaian sikap (Lampiran 1)
2	Pengetahuan	Tertulis	Tertulis
3	Keterampilan	Unjuk Kerja	Rubrik penilaian berbicara (Lampiran 2)

- **Remedial**

  Memberikan remedial bagi siswa yang belum mencapai kompetensi yang ditetapkan

- **Pengayaan**

  Memberikan kegiatan-kegiatan pengayaan bagi siswa yang melebihi target pencapaian kompetensi

Lampiran 1

Rubrik Penilaian Sikap

Skor	Sopan/Santun	Tanggung Jawab	Percaya diri
4	- Selalu betindak santun dalam bersikap - Selalu betindak santun dalam berbicara - Sopan dan rapi dalam berpakaian - Melaksanakan budaya senyum, salam, sapa sopan, dan santun.	Selalu melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik.	Mengajukan diri dengan sukarela sebelum ditunjuk dan berbicara dengan jelas saat menggunakan Bahasa Inggris.
3	Bila muncul 3 indikator	Sering melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik.	Mengajukan diri dengan sukarela dan berbicara cukup jelas saat menggunakan Bahasa Inggris.
2	Bila muncul 2 indikator	Kadang-kadang melaksanakan tugas dengan penuh kesadaran dengan hasil yang cukup baik.	Mengajukan diri setelah ditekan dan berbicara kurang jelas saat menggunakan Bahasa Inggris.
1	Bila muncul 1 indikaror	Tidak pernah mengerjakan tugas dengan penuh kesadaran	Tidak mau tau mengajukan diri setelah ditekan dan berbicara kurang jelas saat

			dengan hasil yang kurang baik.	menggunakan Bahasa Inggris.

Lampiran 2

Rubrik Penilaian Berbicara

No	Criteria	Score	Description
1	Pronunciation	5	Speak fluently as native speaker
		4	Speak fluently, but there is a distance accent, it's always understandable.
		3	The pronunciation issues need careful attention and can result in misunderstanding.
		2	The pronunciation is hard to understand.
		1	Speak is virtually unintelligible due to a pronunciation difficulty.
2	Grammar	5	Make few noticeable grammatical errors word-order problems.
		4	Makes occasional grammatical or word-order errors that do not impede message
		3	Make frequent grammatical and word-order errors, which can sometimes confuse meaning.
		2	Grammar and word order mistakes make comprehension, requiring the reader to frequently reread the statement.
		1	Severe grammatical and word order problems that render speaking virtually incoherent.
3	Vocabulary	5	The vocabulary and idioms are almost identical to those of a native speaker.
		4	Because of vocabulary and equities troubles, it is sometimes necessary to rephrases ideas.
		3	Often uses the wrong words, Because of a low vocabulary.
		2	Very limited vocabulary and grammatical errors makes it harder to understand.
		1	The lack of vocabulary is so severe that conversing is nearly impossible.

4	Fluency	5	As fluent with less efforts as a native speaker.
		4	The speech difficulty appears to have a minor impact on speech peed.
		3	Speed and fluency are rather significant impact by language problems.
		2	Normally apprehensive and frequently compelled to speak in silence due to language barriers.
		1	Conversation is nearly impossible because speech is so slow and broken.
5	Comprehension	5	Appears to comprehend everything without ease.
		4	Understand nearly everything at normal speed, though repetition may be required on occasion.
		3	Understand a lot of what is said at a slower than normal rate without repetition.
		2	Have difficulties to understand what is being said. Can only understand the social conversation that is uttered slowly and frequently.
		1	Cannot be said to comprehend even simple dialog

Rarang 13 April 2022

Guru Mata Pelajaran   Peneliti

Chairil Amni S.Pd   **Ananda Maulida**
NIP.   **NIM. 18017135**

Appendix 3 Rubric Score

1. Rubric Score Pre-Test

No.	Students	Aspect					Sum	Score
		P	G	V	F	C		
1	BAH	2	2	3	2	2	11	44
2	BAZ	2	3	2	2	2	11	44
3	BNSU	2	3	3	2	2	12	48
4	BN	2	3	3	3	2	13	52
5	BNCP	2	3	3	2	2	12	48
6	BRA	2	2	3	2	2	11	44
7	BTW	2	2	3	2	2	11	44
8	BUF	3	2	2	2	2	11	44
9	BUA	2	2	4	3	2	13	52
10	BWA	3	3	4	2	2	14	56
11	DL	2	3	3	2	2	12	48
12	FA	2	2	3	2	2	11	44
13	FY	3	2	2	2	2	11	44
14	HA	3	2	2	2	2	11	44
15	HO	3	3	4	3	3	16	64
16	ISP	4	3	3	2	2	14	56
17	IW	3	2	4	2	2	13	52
18	IW	2	2	3	3	2	12	48
19	KH	3	3	2	2	2	12	48
20	LUN	3	2	2	2	2	11	44
21	LDC	3	4	4	3	3	18	72
22	MA	1	2	3	2	2	10	40
23	MW	3	4	3	3	3	16	64
24	MA	2	3	4	2	2	13	52
25	NA	2	2	3	1	2	10	40
26	RO	4	3	4	3	2	16	64
27	SA	2	2	3	2	2	11	44
28	SM	2	3	3	2	2	12	48
29	WA	4	3	4	3	3	18	72
30	YU	3	2	2	2	2	11	44
31	IF	2	3	3	2	2	12	48
Total Score								**1.556**
Average								**50.19**
Students Percentage								**0%**
Category								**Low**

2. Rubric Score Post-Test I

No.	Students	Aspect					Sum	Score
		P	G	V	F	C		
1	BAH	3	4	3	3	2	15	60
2	BAZ	3	4	4	3	3	17	68
3	BNSU	4	3	4	3	3	17	68
4	BN	3	4	4	4	3	18	72
5	BNCP	3	4	4	3	3	17	68
6	BRA	3	3	4	4	3	17	68
7	BTW	4	4	5	3	3	19	76
8	BUF	3	3	4	3	2	15	60
9	BUA	3	4	4	3	2	16	64
10	BWA	4	4	5	3	3	19	76
11	DL	3	4	4	3	3	17	68
12	FA	4	5	4	3	3	19	76
13	FY	3	4	3	2	2	14	56
14	HA	3	3	4	2	2	14	56
15	HO	3	4	5	3	3	18	72
16	ISP	4	4	4	4	3	19	76
17	IW	4	3	5	4	3	19	76
18	IW	4	5	5	4	3	21	84
19	KH	4	4	5	4	3	20	80
20	LUN	4	4	4	3	3	18	72
21	LDC	5	5	5	4	4	25	92
22	MA	4	4	5	3	3	19	76
23	MW	4	5	5	4	4	22	88
24	MA	4	4	5	3	3	19	76
25	NA	4	4	5	4	3	20	80
26	RO	4	3	5	4	3	21	84
27	SA	4	4	4	3	4	19	76
28	SM	4	4	4	3	3	18	72
29	WA	5	4	5	4	5	23	92
30	YU	4	4	3	4	3	19	76
31	IF	4	4	5	3	3	19	76
Total Score								2.284
Average								73.67
Students Percentage								54%
Category								Fair

3. Rubric Score Post-Test II

No.	Students	Aspect					Total score	Final Score
		P	G	V	F	C		
1	BAH	4	4	4	3	3	18	72
2	BAZ	4	4	4	3	4	19	76
3	BNSU	4	4	4	3	3	18	72
4	BN	4	4	4	4	4	20	80
5	BNCP	4	4	5	4	4	21	84
6	BRA	4	4	4	4	4	20	80
7	BTW	4	5	5	4	4	22	88
8	BUF	4	4	4	3	3	21	72
9	BUA	4	4	5	4	3	20	80
10	BWA	4	5	5	5	4	23	92
11	DL	4	5	4	4	3	20	80
12	FA	4	5	5	4	4	22	88
13	FY	4	4	4	3	4	19	76
14	HA	4	4	4	3	3	18	72
15	HO	4	5	5	4	4	22	88
16	ISP	4	4	5	4	4	21	84
17	IW	4	4	5	4	4	21	84
18	IW	4	5	5	4	4	22	88
19	KH	4	4	5	4	4	21	84
20	LUN	4	4	4	4	4	20	80
21	LDC	4	5	5	5	5	24	96
22	MA	4	5	5	4	4	22	88
23	MW	4	5	5	5	4	23	92
24	MA	4	5	5	4	4	22	88
25	NA	4	4	5	4	4	21	84
26	RO	5	4	5	4	4	22	88
27	SA	5	4	5	4	4	22	88
28	SM	5	5	5	4	4	23	92
29	WA	5	4	5	4	5	23	92
30	YU	4	4	5	4	3	20	80
31	IF	5	4	5	4	4	22	88
Total Score								2.596
Average								83.74
Students Percentage								87%
Category								Good

Appendix 4 Pre-Cycle Test

In this test, I will give you a story. Please read it carefully then retell the story orally in three minutes!

Pre test

The Story of Prophet Ibrahim
 	
  Prophet Ibrahim was born in the midst of an ignorant society that is polytheistic, Prophet Ibrahim experienced exile to the forest by his parents. This is because at that time, King Namrud (the country where Ibrahim lived) issued a law to kill every newborn baby boy. As time went on and grew up, the intelligent Prophet Ibrahim then understood that the idol worshiped by the local people was not a God that should be worshiped.
 	
  Long story short, Prophet Ibrahim decided to destroy all the idols in the Namrud region. Knowing the idols in his country were destroyed, King Namrud was furious and ordered his soldiers to punish Prophet Ibrahim by being burned alive. When Prophet Ibrahim was thrown into the fire, he said, "Allah is sufficient for us, and, He is the best in all matters". After his words, the blazing fire was extinguished and Prophet Ibrahim walked out of the burning rubble without the slightest injury.

Appendix 5 Post-Cycle Test

In this test, I will give you time to watch a short Islamic movie. Please pay attention to each scene, you will ask to retell the story orally in three minutes!

Example of post test **The lie (The title of islamic movie)**
THE LIE There was a small family gathered in the living room, they consisted of a mother, father, two sons ,and one daughter. They look busy with their respective affairs, the three children are busy enjoying the game they are playing and their parents are having fun. Then a few moments later the phone rang and Nadia (their mother) received the call and it turned out to be a call from her sister who conveyed the information that Nadia's father was sick and had to be taken to the hospital immediately. After hearing that information, Nadia immediately informed her husband and asked him to hurry to his father's house. Before they left, they entrusted Enos as the eldest son to look after his two younger brothers while they left the house, then Enos agreed. A few moments later Enos received a call from her friend and asked Enos to come out, and Enos said that she couldn't because she had to take care of her two younger brothers. However, her friend did not listen to her and still persuaded Enos to come out, then Enos followed her friend's invitation and left her two younger brothers. Seeing his older sister go one of the two younger siblings thought that he should also do the same as what his older sister did, but Summy, who is the second child, did not agree with his youngest brother thoughts. But in the end the two boys still went out because the youngest brother still wanted to go out like his sister did. They went to the park near the house and played ball, when they were playing the ball they played was thrown far into the grass in the corner of the park and Summy asked his youngest brother to take the ball and at that time he not only found a ball but also found a cat which then they brought home. Arriving at the house they intended to bathe the cat because he looked very dirty but the cat raged and messed up the living room and jumped out the window. Long story short, their sister returned home and saw the messy condition of the house, flower pot was broken and water scattered everywhere. She looked worried because moments ago she had received a call from her parents that they would be home in five minutes. Not thinking long, she invited her two brothers to find a lie so that they would not be punished by their parents. Five minutes later, their parents came home and saw the living room was still messy, and they asked what had happened. And Enos said that there was a thief who had come to their house and messed up the living room, but his father wasn't sure it happened because the environment they lived in was very safe, but his

father tried to believe and intends to report the incident to the police and ask Summy to be a witness.

Hearing this, Summy looked tensed and thought that Allah does not like lies and immediately told the truth about what happened to his parents. Hearing his younger brother tell the truth, Enos also apologized and told her parents that she had left her two younger brothers and had not fulfilled the responsibilities given to her. Then, their parents advised them not to do it again and said that the prophet Muhammad SAW taught us not to lie and to tell the truth even though it hurts. And in the end they agreed to clean up their house by working together.

Appendix 6 Documentations

Fig.2 The researcher eplained the procedure of
watching a short Islamic movie

Fig. 3 Students Watching a short Islamic movie

Fig. 4 Students Acitivities after watching

a short Islamic movie

Fig. 5 Students did telling story

Fig. 6 The English teacher and the researcher