THE USE OF IMITATING ACTORS' ENGLISH PRONUNCIATION IN THE MOVIE OF INSIDE OUT TO IMPROVE STUDENTS’ SPEAKING SKILL
(Classroom Action Research for The Second Year Students Of Mtsn 1 Boyolali In The Academic Year Of 2018/2019)

A GRADUATING PAPER
Submit to the Board of Examiners as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) English Education Department of Teacher Training and Education Faculty State Institute For Islamic Studies (IAIN) Salatiga

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113-14-090

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2019
Salatiga, September 24th 2018

Sari Famularsih, M. A.
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ATTENTIVE COUNSELOR’S NOTE
Case: Ahmad Fauzi’s Graduating Paper
Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.
After reading and correcting Ahmad Fauzi’s graduating paper entitled
THE USE OF IMITATING ACTORS’ ENGLISH PRONUNCIATION IN THE MOVIE OF INSIDE OUT TO IMPROVE STUDENTS’ SPEAKING SKILL (CLASSROOM ACTION RESEARCH FOR THE SECOND YEAR STUDENTS OF MTSN 1 BOYOLALI IN THE ACADEMIC YEAR OF 2018/2019), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor
Sari Famularsih M. A.
NIP. 19810911 201101 204
A GRADUATING PAPER
THE USE OF IMITATING ACTORS' ENGLISH PRONUNCIATION IN THE MOVIE OF INSIDE OUT TO IMPROVE STUDENTS’ SPEAKING SKILL (CLASSROOM ACTION RESEARCH FOR THE SECOND YEAR STUDENTS OF MTSN 1 BOYOLALI IN THE ACADEMIC YEAR OF 2018/2019)

Written by:
AHMAD FAUZI
NIM. 113 14 090

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Friday, March 8th 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.pd).
STATEMENT OF ORIGINALITY AND PUBLICATION’S WILLINGNESS

For myself who got a signature below:

Nama : Ahmad Fauzi
Student Number : 113-14-090
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer himself, and it is not contained the material written or has been published by other people and other’s people ideas. The material and ideas from the other people in this graduating paper were cited scientifically. The writer be pleased if this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, February 16th 2019
The researcher

Ahmad Fauzi
114-14-090
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. There is not any materials that have been published by other writers and it does not cite any ideas from other writers except the information from the reference.

The declaration is written by the writer to be understood.
MOTTO

“You try you fail, you try you fail. But the only real failure is when you stop trying.”

-Leota from the Haunted Mansion-
DEDICATION

This graduating paper is dedicated to my beloved parents (Suparjo and Nurnaningsih)
ACKNOWLEDGEMENT

Assalamu’alaikum. Wr. Wb.

Alhamdu lillahi robb al-‘a’lamin, thanks to Allah SWT, the Most Gracious and The Most Merciful, who bless the writer to finish this graduating paper as one of the requirements to get the degree of Sarjana Pendidikan (S.Pd) in IAIN Salatiga in the year 2018.

Allahumma sholli ala muhammad, peace and salutation are given to Prophet Muhammad SAW who guided human from the darkness to the lightness. However, this paper will not be finished without support, advise, guidience and assistance from many people. Hence, the writer would like to give the deepest gratitude to:

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2. Suwardi, M.Pd., Dean of Teacher Training and Education Faculty (FTIK) of State Institute for Islamic Studies (IAIN) Salatiga.
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9. My friends all members of TBI 2014 students, especially from my friends who have helped me in finishing this research.

10. All students of MTsN 1 Boyolali who were being my respondent.

11. All my friends, brothers, sisters who influence in the process of finishing this graduating paper who cannot be mentioned one by one.

May Allah bless you and reward your kindness.

Wassalamu’alaikum. Wr. Wb.

Salatiga, September 24th 2018

The writer

Ahmad Fauzi

NIM. 113 14 090
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ABSTRACT

FAUZI, AHMAD. 2018. “THE USE OF IMITATING ACTORS’ ENGLISH PRONUNCIATION IN THE MOVIE OF INSIDE OUT TO IMPROVE STUDENTS’ SPEAKING SKILL (Classroom Action Research for the Second Year students of MTsN 1 Boyolali in the Academic Year of 2018/2019)”. Graduating Paper. English Education Department, Faculty of Teacher Training and Education, State Institute for Islamic Studies of Salatiga. Counselor: Sari Famularsih, M.A.

Keywords: Speaking, Pronunciation, Audio Visual.

The objectives of this research were to find out the use and the result of imitating actors’ English pronunciation in the movie to improve students’ speaking skill. This research conducted Classroom Action Research (CAR) which consisted of two cycles. Each cycle consisted of four steps. They are planning, acting, observing, and reflecting. The subject of this research is the eighth class of MTsN 1 Boyolali. The technique of collecting data used the observation, test, and documentation. The result of this research showed that this implementation of imitating actors’ English pronunciation in the movie of Inside Out is effective to give more talk time for the students becoming more confident. It showed the result of the cycle I that mean post-test is higher than mean pre-test. The mean of pre-test is 53.38, and post-test is 75.15. Mean has shown the improvement 16.77. In the cycle II, both of the test have the improvement. The mean of pre-test showed 62.69 and the mean of post test showed 75.38. It is indicated there was a significant influence of using audio visual in improving the students’ speaking skill in the cycle I to the cycle II. It pointed out that the percentage of cycle II reached 88.5%. Furthermore, the researcher can conclude the result based on the findings that the students had been clear to obtain the expected target.
CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important thing of communication in all over the world. Language is used by the people to make a communication. Without a language the people cannot communicate with other because language is an asset to communicate cannot be separate in our live. According to Harmer (2007: 59) the meaning of language depends on where it occur within a larger stretch of discourse. English are very important to learn because it’s connect people all over the world. There are many languages used as means of a communication by people all over the world. One of them is English. In modern Era as right now, students are expected to be able to communicate in English.

In learning English, there are four language skills that should be learned by the students, they are: listening, speaking, reading and writing. All skills in English are essential because all these skills relate to each other. This research will not focus on the four skills, since it consumes a lot of times and needs continuous efforts. But this study only focus on one skill that is speaking and more precisely in speaking there is one piece of "Pronunciation". Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. Pronunciation contents phoneme that
known as a smallest kind of word, so it should be known to make the communication to be clear. As stated by Harmer (2000: 183) "being aware of pronunciation issues will be very beneficial not only for their own production but also for their own understanding of spoken English". That means that the better the pronunciation and the better we understand the meaning.

As foreign language learners, Indonesian students often find problems with pronunciation when they speak, read, or listen to English words. Probably caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, talent, and intelligence, while external factors come from outside the students, such as environmental situation and conditions, learning materials, and the ability of teachers in handling English teaching and learning process. As Kenworthy (1987: 4) observes that "there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers".

Most students have difficulties to speak English because they have a lot of vocabularies and but they do not know how to pronounce it. Therefore, in the learning process most students want to speak English in good pronunciation and right, in this case they need media to practice their English pronunciation not only from the book or dictionary but also from other media such as watching movies from television. The students usually watch the movie just for fun, without caring about the content, like what the singers sing, what reporters report, etc. The problems are how to make the activity becomes useful, not only for fun but also for getting information and knowledge on it.
Therefore, teachers should know how to make students enjoy to learn and to understand what they learn, precisely in mastering pronunciation. As a teacher, it is important to create interesting technique, materials and media in teaching learning until process the students understand how to pronounce the word and express them. The best in the learning process is active learning. In active learning students are actively involved. Klippel (1984: 5) claims that "learning is more effective if the learner is actively involved in the process". And then researchers think to solve that problem, Strategies to speak english by imitating.

Imitating in the context of learning English means imitating pronunciation, intonation and the use of a vocabulary in English. This can be done by watching movies from the actors you like. It is usually easier for people to imitate a loved one than an unwelcome person. Watching movies and imitating English speaking speakers will add new vocabulary. Based on Robinson (2007: 2) defines that "the power of seeing an actor speak, hear their pronunciation, and relate it to learning, challenge and make you think". And the author has experience, most of my friends can speak English well and remember new vocabulary and say it without learning English. They just watch the movie and they say a word better than the writer does.

Therefore, the teacher must have various learning media to solve the problems faced by the students. Based on those arguments, the writer inspired to observe The Use of Imitating Actors' English Pronunciation In The Movie Of inside out To Improve Students’ Speaking Skill For The...
Second Year Students Of MTsN 1 Boyolali In The Academic Year Of 2018/2019

B. Problem of the Study

Based on the backgrond of the study above, the problems of the study are follows:

1. How is the use of imitating actors' English pronunciation in the movie *inside out* to be implemented to improve students’ speaking skill for the second year students of MTsN 1 boyolali in the academic year of 2018/2019?

2. How is the result of imitating actors' English pronunciation in the movie *inside out* to be implemented to improve students’ speaking skill for the second year students of MTsN 1 boyolali in the academic year of 2018/2019?

C. Objective of the Study

Based on the problem of the study, this particular study aim to find:

1. To apply an imitating actors' English pronunciation in the movie *inside out* to be implemented to improve students’ speaking skill for the second year students of MTsN 1 Boyolali in the academic year of 2018/2019
2. To find out the result of the students' speaking skill when imitating actors' English pronunciation in the movie *inside out* is implemented for the second year students of MTsN 1 Boyolali in the academic year of 2018/2019

D. Benefit of the Study

The researcher expects that this graduating paper would give some benefits, both theoretically and practically.

1. Theoretical Benefits

   a. To give a new knowledge in education of teaching and learning process of foreign language, especially in English learning of using the movie

   b. Become a reference or contribution for next researcher with similar or different approach to improve students’ motivation.

2. Practical benefits

   a. For the second year students of MTsN 1 Boyolali, it will be an effort to improve their motivation in learning English.

   b. For the English teachers of MTsN 1 Boyolali, it will be an example to improve the quality of teaching and learning process in the classrooms, especially using fun learning through movie.

E. Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:
1. Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them.

According to Harmer (2001: 46), speaking happens when two people are communicating to each other. It is fairly clear that they are doing so for saying something or delivering message and information. They have some communication purposes and they select from their language store.

Bailey and Savage take in Celce-Murcia (2001: 163) state that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. They add that speaking in the second or foreign language has often been viewed as the most demanding of the four skills.

2. Movie

Movie is also called a film, is a series of still images which, when shown on a screen, creates the illusion of moving images. Hornby (1995:434) defines film as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Then, according to Kalean (2013:2) stated that “Movie is a kind of media that the researcher
3. Pronunciation

Pronunciation comes from word “pronounce”. Hornby (1995: 928) says that “Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language”. From the definitions above, we may conclude that pronunciation is the way a person utters a word or a language. Here, the researcher uses movie as media to learn pronunciation of English words. The standard pronunciation used in this study is the standard pronunciation of Oxford Learner’s Dictionary.

4. Student’s Speaking skill

Brown (2001: 267) processes that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, Pinker (2006: 55) says that to be able to speak fluently, we have to speak and think at the same time. Thus, it requires plenty and careful sources of skills. As supported by Harmer (2001: 269), elements of speaking are the ability to speak fluently on purpose and the ability to process information and “language on the spot”.

F. Research Method

1. Type of Research

In this study the researcher used Classroom Action Research (CAR). Pelton (2010:6) says, “Action is best seen as a way you
approach your work in the classroom and the school setting.” Classroom Action Research is a type of a classroom research carried out by the teacher in order to solve problems or to find answer toward context specific issues. CAR also aims to develop the new creativities and new approaches and to figure out the problem by implementing direct practice (Suryabrata, 1995: 35). It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems found in the classroom before implementing CAR.

According to Arikunto (2006:16) there are four steps to do classroom action research. They are planning, acting, observing and reflecting. The researcher chooses CAR because the researcher finds the problems in language learning; speaking output or language use in oral form. The students need more stimulation in engaging speaking opportunity so that this problem reasonably should be solved by using strategy through classroom action research. This concern refers to the characteristic of CAR which is relevant, flexible, and adaptive to the actual situation (Suryabrata, 1995:35).

2. Research Subject

The research subject in this observation is the students of the eighth students of MTsN 1 Boyolali in academic year of 2018/2019
3. Technique of collecting data

a. Observation

Kothari (2004: 96) argues that the observation method is the most commonly used method especially in studies relating to behavioral sciences. The target is focused on the process even learning action result. Observation is done at once when learning-teaching is on running. From this action, the data mean will be interpreted into the improvement planned (Basrowi & Suwandi, 2008: 137).

In this research, the researcher observes the learning process. The researcher only as an observer and the whole of the learning environment is handled by the teacher. In the process of the observation, the researcher uses the teacher's field note and students' field note to makes a note what the case during the lesson and fill the mark √ at the teacher's field note and students field note. The teacher’s field note is written bellow:

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before beginning the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the attendance of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reminding the previous material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparing and delivering the material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the students chance to ask for some questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explaining the question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guiding the students activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Motivating the students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The next is Students’ field note uses for observe the students activity in the learning process. The students’ field note is written below:

Table 1.2 Students’ Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Raising some questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Working in group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Doing instruction given by the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Giving conclusion in the end of class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Test

Before conducting the cycle 1 and cycle 2 the researcher had pre and post test for each cycle. It purposes to know the speaking ability of the students before they get treatment in each cycle. This test aims to appear the indication of data as the clue from evaluated target such capability, behavior, and skills (Basrowi & Suwandi, 2008: 160).

c. Documentation

In this study, the researcher used photos, videos and recordings as the documents of the study. It aimed to get the valid data or real appearance which is appeared by evaluated target.
G. Organization of the Graduating Paper

This final project includes five chapters. With the purpose to facilitate the readers to understand the research, this writing is organized as follows:

Chapter I, it present the introduction, the researcher explain about background of the study, problem of the study, objectives of the study, limitation of the study, benefit of the study, definition of key words and organization of graduating paper.

Chapter II describes the theoretical framework. It consists of discussion about the definitions of reading, and the theory of preview, ask question, read and summarize strategy.

Chapter III describes research methodology of this research which includes methods of research, subject of the research, method of data collection, method of data analysis.

Chapter IV are findings and discussions which contains descriptive analysis of implementation of preview, ask question, read, and summarize strategy, and data analysis of the enhancement of student improvement of reading skill.

Chapter V is the closure which contains the conclusions and the suggestions, for the attachment there are appendixes and reference.
In this chapter consist of supporting theories and the review of previous research. Supporting theories describes some information involving: speaking, pronunciation, media, and movie.

A. Speaking

1. The Definition of Speaking

Speaking is the way to communicate. For most people, the ability to speak language with knowing a language since the speech is the basic means of human communication. Without speaking, the communication can’t run well. When we speak, we don’t just need mouth but also nose, pharynx, epiglottis, trachea, lungs and more. According to Cornbleet and Carter (2001), speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.

In linguistics’ views, speaking has many different meanings. According to McDonough and Shaw (2003), speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together, then it supports speaking skill. In addition, speaking is not produced without some combination of language skill, but it must be included a number of skills.
According to C.Richard speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

From the definition of speaking above, speaking is to communicate; it generally becomes main goal of learning language. People learning the language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill they want to acquire is speaking, because it will make them able to practice it with other people. Talking about speaking is talking about communicating, express the ideas, felling, opinions and others, that will be change for one person to another.

As Brown (2004: 141) argues that there are five basic types of speaking as follows:

a) Imitative

In this stage, speaking has restricted opportunity to expand the idea. The speaking performance here shows the term ‘tape recorder’. The students only concern to the utterance stimulation sounds like. Students should pay attention to certain vowels and intonations; next they should imitate correctly (Derakhshan, Khalili, & Bahesti, 2016: 178). In this stage, the students play the role of reflecting the voice. Grammatical structures are ignored here.
For giving the reality description, the teacher commonly directs this stage to beginning students. The aim of imitating sound is to give the students distinguish gap of mother language and target language. For example, the teachers teach vocabulary and desire to give the students the way to pronounce it. The teachers say 'general activity’, and the students will pronounce after loudly.

b) Intensive

Intensive speaking is bit beyond the imitative stage. The students start involving language elements. It means the speaking performance is designed referring to phonological and grammatical aspects. The students know where they should put subject; before a verb or after it, how to put auxiliary verb, how to pronounce consonant word in English, even more. They realize the structure of language in minimum scope.

The sequence of implementing intensive speaking is commonly coming after analyzing the language features. In the same assumption, the students may get the instruction to analyze the language expression they repeat as habitual spoken language in the end. It means they work on the unconscious utterance first, then identifying the language feature.
c) Responsive

Responsive stage has the same concept from the imitative instruction. The difference is the reflection gets appeared by the students. In this stage, the students do not duplicate the sound like, but they focus on giving responds toward the received questions. The form of the question is quite narrow speaking. It is caused by the question requires the simple answer to respond. The students expand the idea in smaller area of information production.

The reality in the class, the responsive speaking exists in habitual answer. For example, the students answer the question of greeting expression, excusing expression, asking for understanding, and other habitual questions. Responsive speaking requires the stimuli. It tends to the principle of paired communication elements; question-answer and speakers-listeners.

d) Transactional (Dialogue)

This stage is used to convey the message and exchange the information. In addition, it elaborates a concept or manifests the purpose of something. It is the expansion of the responsive stage where the students not only answer with the narrow answer but also be involved in conversation. In practice, the teachers ask for the purpose of the essay, dialogue, video, picture, or any information. The students have the time to
make sure the information gotten to be delivers as the reflection.

e) Inter-personal (dialogue)

Inter-personal stage takes the higher position in speaking performance. The students get more the speaking chance and insert some kinds of expression like slang words, collocation, sarcasm, and other expression. In this case, the students are not only exchanging the information but also maintaining the social relation. It has more implicit meaning and various expression of speaking. No wonder, in case, many language practitioners do approach to improve the students’ speaking with more vary expressions.

f) Extensive

The extensive stage gives more space for students to express their knowledge of language. The students should acquire the language features to transform it into monologue such report, summary, short story. They start formulating the simple sentence into the longer sentences. The content of speaking they deliver probably depends on the storage of vocabulary they acquire, so in this section the students should add more reading and source to make the informative speaking.

The extensive speaking has been attached in the curriculum of local education. It takes the highest place of students’
activity in the class (KEMENDIKBUD: 2017). The teachers
direct the students to have more active speaking activity after
going through the third basic competency of 2013 revised
curriculum.

2. The Elements of Speaking

The elements of speaking are divided by two features. They
are language features and mental or social process. (Harmer, 2001:
269-270).

a) Language Features

Among the elements necessary for spoken production, are the
following:

1) Connected speech: connected speech is effective speakers of
English need to be able not only to produce the individual
phonemes of English but also the use of fluent connected
speech. In connected speech sounds are modified, omitted,
added or weakened.

2) Expressive device: native speaker of English change the pitch
and stress of particular part of utterance, vary volume and
speed, and show by other physical and non verbal means how
they are feeling (especially in face to face interaction).

3) Lexis and grammar: teachers should therefore supply a
variety of phrase for different function such as agreeing or
disagreeing, expressing surprise, shock or approval.
4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b) Mental/social processing

1) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3) (On the spot) information processing: quite apart from our response to others’ feeling, we also need to be able to process the information they tell us at the moment we get it.

3. Characteristics of Speaking Skill

There are eight characteristics of spoken language can make oral performance easy as well as (Brown, 2010), in some case, there are:
a) Clustering

Because of fluent speech is phrasal, not word by word, so the learners should be able to organize their output, both cognitively and physically through such clustering.

b) Redundancy

It means that the speaker has an opportunity to make meaning clearer through redundancy of language. Leaners can capitalize on this feature of spoken language.

c) Reduced

All form special problems in teaching spoken English are; contractions, elisions, reduced, vowels, etc. students who don’t learn colloquial contractions sometimes can develop a stilted, bookish quality of speaking that in turn stigmatize them.

d) Performance variable

As the process of thinking as we speak, its possible allow us to manifest a certain number of performance hesitations, pauses, back tracking and corrections. Some performance variables that can be taught to the learners are; how to pause and hesitation, for example, in English our thinking time is not silent; we insert certain fillers such us uh, um, well, you know, I mean, like, etc. one of the most silent differences between native and non native speakers of a language is their hesitation phenomena.
e) Colloquial language

To make the students able to speak well, the teachers should introduce them with the words, idioms, and phrases.

f) Rate of delivery

It is another important characteristic of fluency. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other contributes of fluency.

g) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Last character is interaction. Learning to produce waves of language in a vacuum—without interlocutors—would rob speaking skill of its richest component: the creativity of conversational negotiation (Brown, 2010).

h) Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

4. Classroom Speaking Activities

There are some activities in speaking teaching. Harmer (2001: 348-352) observes that there are six classroom speaking activities. Such as: acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.
a) Acting from a Script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. In acting the dialogue, the students will be very helped if they are given times to rehearse their dialogues before performing.

b) Communicative Games

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

c) Discussion

Discussion is probably the most commonly used activity in the oral skills class. The students are allowed to express their real opinions. According to Harmer (2001: 272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.
d) Prepared Talks

The students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f) Simulation and Role-Play

Students simulate the real life encounter and taking on the role of a character different from themselves. Students simulate a real life encounter as if they were doing so in the real world.

B. Pronunciation

1. The Definition of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of
English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts: According to Lado (1964: 70), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn’t mention how the sounds are produced.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Diah, et al.2006: 1). This second definition gives a briefer pronunciation’s definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

According to Oxford Advanced Learner’s English Dictionary, Pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

a) Pronunciation is a way of producing something.

b) The product of this act is language or word or sound.
But it does not have any important information about how a language oral particular word or a sound should be spoken. From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible).

2. Component of Pronunciation

In pronunciation we have to paying attention to the component of pronunciation. According to Djiwandono (2008:124) there are four components of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

1) Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.

2) Fluency is as a whole of text can be pronounced fluently.

3) Accuracy is words and parts of text are pronounced accurately.

4) Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronounced the words, phrase and sentences we have to paying attention to the indicators above.

An audiovisual aid is one of the media of teaching pronunciation. The most important reason for utilizing audiovisual materials in junior high school instruct Freudenstein in Alatis
(1981: 275) says that there are three media in order to run the teaching and learning process effectively and efficiently. They are defined as follows.

1) 1). Visual: boards (blackboard, magnetic board, slot board), chart (wall chart, flow chart), and pictures.

2) Audio: radios and tape recorder.

3) Audio visual: film, TV, and video.

C. Media

1. Definition of Media

Media are any devices that can be used to transmit any knowledge or information to the people. Smaldino, et al. (2007) defines media as a mean of communication and sources of information. Media provide message with an instructional purpose. For the learners, media will send out facts, skills, attitudes, knowledge or additional materials to make learning easier, as it intends to help both the teacher to teach reflectively and the learner to grasp the lesson effectively. In daily life, there are many media that are often seen such as television, radio, book, record, and computer/laptop.

Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching (Brinton:2001). The use of
media is needed to ensure an effective communication in order to improve the quality of instruction.

Another definition of media is proposed by Heinich in Arsyad (2002: 4). He cites that media act as mediator that transmits information from resource to receiver.

From the explanation above, media can be identified as any forms of communication whether printed or audio visual, as well as their instrumentation around the students that can convey messages that motivated the students to learn. It can help the teacher to communicate and transmit the knowledge or material to the students.

2. Functions of Media in Teaching and Learning Process

Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching (Brinton: 2001). The use of media is needed to ensure an effective communication in order to improve the quality of teaching learning process. Media offer some positive contributions toward the teaching and learning process, for instance, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. In line with this, Roblyer et al. (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did. Smaldino et al. (2007: 12) explains five roles of media in learning as follows:
1) Thematic Instruction

Thematic instruction is known as the teachers’ ways on organizing their instructions around topics. A good theme must capture and hold students’ attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

2) Portfolios

A portfolio is a collection of students’ work that illustrates growth over a period of time. Portfolios include such artefacts as students-produced illustrated books, videos and computer multimedia projects.

3) Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the ‘live’ instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction.

5) Learner-directed learning
Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are able to be elements of reality and motivate the students to learn by carrying the part of real life into the classroom. It has been clearly stated that media are very useful and needed for the teaching and learning process.

3. Types of Media

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which is appropriate to the students in the teaching and learning process. According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. Furthermore, Alessi (2001) mentions that there are five types of media. Those types can be seen below.

1) Human-based media: teachers, instructors, and tutors

2) Print-based media: books, guidelines, workbooks, and handouts
3) Visual-based media: books, charts, graphics, maps, transparencies, and slide

4) Audiovisual-based media: videos, films, slide-tape programs, and television


However, the researcher chooses videos as the main media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation by the teacher. In other words, videos can help the teacher in giving materials to the students. Besides, videos seem interested and can motivate students to focus on the teaching and learning process. Videos will be discussed in details in the following section.

D. Movie

1. Definition of Movie

Movie is a motion picture or film produced for entertainment that tells a story. Hornby (1995:434) defines movie as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Here, Hornby gives a clear definition about movie. There are three important keys about movie based on his statement:

a) Movies are story.
b) Movies are recorded as moving pictures.

c) Movies are shown on TV or cinema.

Movies are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement. Here, movie is treated as a form of entertainment. Meanwhile, Allen and Geometry (1985:136) state that movie is an art which portrays man’s interpretation of life.

Movie as an art and movie as a form of entertainment are both right. The main difference between them is the goal. The goal of movie as entertainment media is to entertain the viewers. Meanwhile, the goal of movie as an art is to give particular messages to the viewers. Since movie gives particular messages to the viewers, the writer have a tendency to appreciate movie as an art. From the definitions above, it can be stated that movie are story which portrays man’s interpretation of life recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

Movie is the media of teaching which has benefit for lecturer and students. As the lecturer analyzes students’ responses to the questions and situations which are projected, both lecturer and learner benefit from evaluative strength of audiovisual aids. One of the best uses of movie is to bring to the students experiments and demonstration which are ordinarily impractical in the classroom.
Goldwyn (1993:46) states that English teachers seem to have liked movie because of its artistic seriousness which in turn meant that it is worth studying, pupils also liked this rather out of the ordinary treat so different from most of their lessons in school.

Forney take in Smith (2009: 126) suggests that movie is a great tool for students because it allows them to learn outside of the average college parameters such as books, lectures, papers, and the like. She sees the value in these methods of learning, but she also states that a student can get a real active picture of material from a film, such as watching a counselling subject’s progress over time in a film like Hunting (1997: 147). She also explains how there are different student learning styles that different types of media can encourage, film being part of the „concrete experience” group. Overall, Forney (2004: 143) finds entertainment media to be invaluable for the student learning experience based on its easy accessibility and the students” built in knowledge of it. Watching movie was the favourite activity that students like. It was fun for watching movie in the class, so the classroom atmosphere was enjoyable and made them more ready to learn.

According to Brown (1983: 233), “movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform”. While students were watching the movie, directly they got some experiences from the movie and it
influenced their understanding and thinking. English movie had big contribution for the students in learning English, as like how the native speaker pronounce the words, how they mimic their face, and also they will see how the native speaker use body language when they are speaking.

2. Criteria of Movie

According to Wikipedia the criteria of movie as follows:

1) Factual movie present ideas and information precisely, using pictures and sounds to clarify meaning in ways which are superior to and different from the usual illustrated lecture.

2) Pictorial reports are comprised of movie footage which records events such as track meets or time and motion studies much as they occurred with little or no editing.

3) Fictional drama movie often present stirring, believable versions of literacy classics. They are useful in developing attitudes, building appreciation, and presenting information.

4) True drama films portray events in the lives of actual people.

5) Travelogues give geographic information.

6) Training movie stress religious history and dramatize situation.

7) Involving moral and spiritual values.

8) Documentary movie are a major special type with important educational opportunities.

9) Cartoon movie is a movie made by animating a series of drawings.
E. Review of Previous Research

Pratiwi (2010) in her has discussed how to improve pronunciation by using cartoon films. In her research, final result prove that cartoon films could improve the students’ pronunciation ability. Then, Kalean (2015) in her research showed that movie is media to improve an effective students’ speaking skill. Then I also found in Uin Ar-Raniry thesis specially at English Department, a researcher named Farisati Izza (2013). The thesis discussed how to improve vocabulary by using barbie movie. Her research showed that teaching vocabulary using movie as media can improve students’ vocabulary skill. Based on the result, the researcher concluded that movie is considered as an effective media in improving the students’ ability in mastering pronunciation.

In conducting this research, the researcher was inspired from their previous research above, but in different way, the researcher measure students’ pronunciation ability, not vocabulary or others. The researcher wants to know whether movie is an effective media too in teaching speaking, also what is students perception toward using this media in teaching learning process.
CHAPTER III

RESEARCH METODOLOGY

A. Location of the Study

The researchers conducted classroom action research in MTsN 1 Boyolali. It is located at St. Raya Gemolong-Karanggede. Andong sub district. MTsN 1 Boyolali has been accredited A. At present, H. Sammuji, S.Pd. M. Pd is taking a part as headmaster. From the description of infrastructure, MTsN 1 Boyolali has 53 rooms, including the principal's office, science laboratory, teacher's office, toilet, library, committee office, language laboratory, computer laboratory, canteen, mosque, student council office, scout office, gym and class. This year, Boyolali MTsN 1 handles 1068 students from all levels. Starting from the additional curriculum, he organized scout programs, music, Islam, tambourine, qiro'ah, art, tahfidz, PMR, drum band, and pers program.

B. Research Design

This research was carried out in the CAR (Classroom Action Research Method). It is very important to identify the term CAR. In this study, researchers chose the term Pelton (2010: 6). He stated, "The best course of action is seen as the way you approach your work in the classroom and school"
environment." The action research he focuses on aims to create a learning environment, interact with students, improve lesson plans, give homework, and almost do it all. You do it in your daily teaching routine. It is clear that action research is related to systematic activities in a class among class elements. In addition, make a simpler identification of action research by separating the noun phrase 'action research' into an independent noun. This means that 'action' relates to what you do as a professional teaching in class.

Because all language teachers know that the principle of teaching and learning is communicating information, significant problems now begin with how students actually enable them to motivate themselves to acquire language skills. This is very unstable and complicated. Therefore, researchers implemented a flexible CAR, Relevant, and adaptive to the actual situation (Suryabrata, 1995: 35). In this case, it could be a further description as Elliot (1991) in Young, Rapp, & Murphy (2) defines CAR as:

“Action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent which educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice.”

Not only to the students, CAR is used to evaluate the teaching professional record to achieve the good performance and language teaching. However, the purpose of study in the class is getting the
students learn consciously. Therefore, Mettetal (2001) ever described CAR as a method of finding out what works best in your own classroom so that you can improve student learning.

CAR requires four steps to do in standard. They are planning, acting, observing, and reflecting (Arikunto, 2006: 16). It has gone on the good track with the researcher consideration. The use of imitating actors’ English pronunciation in the movie of inside out to improve students’ speaking class is one of many ways in evaluating the teachers’ media. Therefore, to make this research relevant, the researcher or teachers should identify what is actually needed in the classroom of speaking so that it gets better progress.

In this study, the researcher uses movie in the speaking class of MTsN 1 Boyolali in the eighth grade in academic year 2018/2019. Based on the previous observation, there is some significance which causing the researcher use media of movie. The researcher, in this case, will take a part as the observer and the practitioner is the teacher from eight grade of Bahasa class.

C. Subject of Study

The research subjects were the eighth year students of MTsN 1 Boyolali. The reason why researchers choose this class is due to the focus of the class leading to linguistic scope. Then, the material related to the media watching movies; we can do it, and we will do it. The appropriate time between the study and curriculum schedule is suitable for eighth year.
VIII-P.Tahfitdz includes in the big class consisting of 9 male students and 17 female students. Total students reach 26 students

D. Time Allocation

The researcher divides the time allocation as follows:

Table 3.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proposing the research proposal</td>
<td>August 2018</td>
</tr>
<tr>
<td>2</td>
<td>Preparing cycle 1 and 2</td>
<td>August 2018</td>
</tr>
<tr>
<td>3</td>
<td>Conducting pre-test cycle 1</td>
<td>August 2018</td>
</tr>
<tr>
<td>4</td>
<td>Treatment cycle 1</td>
<td>August 2018</td>
</tr>
<tr>
<td>5</td>
<td>Post-test cycle 1</td>
<td>August 2018</td>
</tr>
<tr>
<td>6</td>
<td>Pre-test cycle 2</td>
<td>September 2018</td>
</tr>
<tr>
<td>7</td>
<td>Treatment cycle 2</td>
<td>September 2018</td>
</tr>
<tr>
<td>8</td>
<td>Post-test cycle 2</td>
<td>September 2018</td>
</tr>
<tr>
<td>9</td>
<td>Reporting graduation research</td>
<td>July-September 2018</td>
</tr>
</tbody>
</table>

E. Data Collection Technique

To support in data collection, it will be great for the researcher to do some data collection techniques. It could be a test, observation, documents, and interview. In this case, the researcher will focus on the test as the main method to collect data in CAR.

1. Test

The test used by researchers is to assess students' speaking skills. Researchers show several objectives for testing such as what Louma (2004) said. The purpose of this test is to build related information that must be given by the score. Researchers need several student activities to manage into several scores.
a) Pre-test

Pre-test is used to check the current condition of students. Implementation is carried out before students get care in each cycle. Researchers will get some values to guide the development of students in speaking skills before watching or imitating actors in the film and afterwards. The researcher will make several conversations about several problems and ask students to answer. When the conversation persists, the researcher will take notes.

b) Post-test

Unlike the pre-test, the post-test is used after students get some care in each cycle using the media. In the post-test, students will have several activities to carry out oral production when imitating the actors’ pronunciation in the film proposed in this study. From here, researchers will take students’ speaking performance into data.

2. Observation

Observation is literally a method of data collection that employs the sense of vision as its main source (Snape & Topping, 2010: 19). In collecting data, the researcher will do observation because of some reasons. It aims reminding that observation can be a tool to collect data based on the reality around. It is based on the categorization of observation cited by Sarantakos take in Rodrigues
The observation has been categorized as naïve (e.g. in everyday life) or scientific (planned), participant or non-participant, structured or unstructured, natural or laboratory, open or hidden, active or passive, and direct or indirect observation.

In this study, the researcher says that the position is to be the observer non-participant in scientific behavior appeared by the students. What it looks for is the scientific phenomenon in the class during the research. It concludes the behavior of students’ and teachers. In this case, the researcher will not interrupt any progress in the class to step on the principle of non-participant. It means that the position of the researcher sets on the observatory. Therefore, it is necessary to make some field notes between them both to support the observation. The field notes are broken down into some units linking to the lesson plan and conventional curriculum of the eleventh grade. (KEMENDIKBUD, 2017)

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
</tr>
<tr>
<td>2</td>
<td>Praying before beginning the lesson.</td>
</tr>
<tr>
<td>3</td>
<td>Checking the attendance of students.</td>
</tr>
<tr>
<td>4</td>
<td>Reminding the previous material.</td>
</tr>
<tr>
<td>5</td>
<td>Preparing and delivering the material.</td>
</tr>
<tr>
<td>6</td>
<td>Giving the students chance to ask for some questions.</td>
</tr>
<tr>
<td>7</td>
<td>Explaining the question.</td>
</tr>
<tr>
<td>8</td>
<td>Guiding the students activity</td>
</tr>
</tbody>
</table>

Table 3.2 Teacher’s Field Note Checklist
Table 3.3 Students’ Field Note Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins.</td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
</tr>
<tr>
<td>4</td>
<td>Raising some questions</td>
</tr>
<tr>
<td>5</td>
<td>Working in group</td>
</tr>
<tr>
<td>6</td>
<td>Doing instruction given by the teacher.</td>
</tr>
<tr>
<td>7</td>
<td>Giving conclusion in the end of class.</td>
</tr>
</tbody>
</table>

3. Documentation

In this study, the documentations used by the researcher are photo, recordings, and video. It aims to make the authentic evidence of the progress running during the research.

F. Cycle of CAR

Carr & Kemmis (2004:186) state that action research, in earlier edition of the planner, we called “a spiral of cycles of self-reflection” or “the self-reflective spiral” over-simplified the process, and, we now think, gave too much significance to the individual steps of planning, acting, observing, reflecting, and re-planning on their reiteration.
RECONSTRUCTIVE

CONSTRUCTIVE

DISCOURSE

Among participants

PRACTICE

1. Plan

2. Act

3. Observe

4. Reflect

In the social context

What the researcher will do is relating to the number of cycle, it will be dealt between the researcher and the teachers. The compromising lesson plan fits between what the teacher should do and objective of the research. The relevance between them is the useful way to obtain the objective advantage of real classroom research (Nunan, 1989 in Brumfit and Mitchell, 1989: 17). Having dealt, the researcher will break the cycle down into some steps.

1. **Cycle 1**

   a. **planning**

   To plan, the researcher plans some actions to be done. The activities are described as follows:
1) Preparing syllabus material of we can do it and we will do it, lesson plan, rubric, material, and media.

2) Preparing the students attendance list, and the students scoring list.

3) Preparing the teacher’s and the students’ field note checklist.

4) Preparing media of learning in the class.

5) Preparing pre-test and post-test.

6) Preparing the mobile phone to record the speaking.

7) Preparing the camera to take the pictures and videos.

The state of the classroom can be described as a medium of watching movies, power points, and blackboards as educational tools. The topic gives an opinion. Therefore, this study provides all supporting tools to achieve the expected results.

b. acting

In acting stage, the teacher does the planning which is presented as follows:

1) Presenting a presentation about we can do it and we can do it by Power Point.

2) Display material with media movies

3) Provide opportunities for students to provide questions related to the material presented.

4) Provide opportunities for students to work in pairs.
5) Explain ways to make some oral practices about we can do it and we will do it with teacher instructions.

6) Providing guidance when students do recorded oral practices.

7) Give feedback, reinforcement, and motivation for students.

c. observing

The observer would like to see how the teacher teaches the students. It becomes the duty for researcher to observe the students’ progress, starting from pre-test till post-test. During progress, the researcher will score the students’ activity. To make this balance, the researcher will observe the teacher and the students by field note checklist. It is organized as follows:

The teachers’ field note checklists are structured as follows:

1) Welcoming students before the lesson begins.
2) Pray before starting the lesson.
3) Check student attendance.
4) Remind previous material.
5) Preparing and delivering material.
6) Give students the opportunity to ask a few questions.
7) Explain the question.
8) Guiding student activities and relating them to the use of media movies
9) Give feedback after the lesson
10) Motivate students
The field note checklists of the students’ are listed below:

1)  Students’ activity
2)  Replying the greeting before the lesson begins.
3)  Praying before the lesson begins
4)  Paying attention to delivered material
5)  Raising some questions
6)  Working in group
7)  Conduct instructions given by the teacher to make some oral exercises by imitating the actors in the movie.
8)  Giving conclusion in the end of class.

d. Reflecting

Having done the cycle, the researcher will calculate and valuate the score of students. The standard score will be referred to passing grade (KKM). If the students get passed the passing grade, the researcher will step on the following cycle. In other hands, the students get under the passing grade, the researcher will revise the lesson plan to make the progress run well.

2. Cycle 2

In cycle 2 the sequence of research steps is similar to cycle 1. The difference leads to the given topic. The teacher adds activities we can do it and we will do it.
a. Planning

In the planning of cycle 2, the researcher plans some activities such below:

1) Prepare syllabus material of we can do it and will do it, lesson plans, rubrics, material, and media.
2) Preparing the students attendance list, and the students scoring list.
3) Preparing the teacher’s and the students’ field note checklist.
4) Preparing tools of learning in the class.
5) Preparing pre-test and post-test.
6) Preparing the mobile phone to record the speaking.
7) Preparing the camera to take the pictures and videos.

b. Acting

In acting stage, there are activities purposed being organized such follows:

1) Presenting presentation of we can do it and we will do it by Power Point.
2) Giving opportunities for students to provide questions related to the material presented that asks about we can do it and we will do it.
3) Giving opportunity for the students to work in pairs.
4) Explaining the way to make some oral practice of we can do it and will do it by the teachers’ instruction.

5) Providing guidance when students practice oral practice to find actors in a movie to take action.

6) Giving feedback, reinforcement, and motivation for the students.

c. Observing

In cycle 2, the researcher will observe the activities of the teacher and students. It is purposed to get some authentic data as the guideline of classroom progress. This activity will be assisted by field note of either the teacher or the students.

The teacher’s field note is organized as follows:

1) Greeting the students before the lesson is started.
2) Praying before beginning the lesson.
3) Checking the attendance of students.
4) Reminding the previous material.
5) Preparing and delivering the material.
6) Giving the students chance to ask for some questions.
7) Explaining the question.
8) Guiding the students activity to imitating actors’ in the video
9) Giving feedback after the lesson
10) Motivating the students.
The students’ field notes are organized as below:

1) Replying the greeting before the lesson begins.
2) Praying before the lesson begins
3) Paying attention to delivered material
4) Raising some questions
5) Working in group
6) Doing instruction given by the teacher to make some oral practice with imitating actors’ in the video.
7) Giving conclusion in the end of class.

d. Reflecting
   
   After three previous steps, the researcher will get data and make the reflection. The researcher will evaluate how the teacher teaches students by using imitating actors’ in the video as media. From the data, it is expected to get result where 80% students get passed. If the students’ result does not reach 80%, the researcher will do the following cycle.

G. Evaluation Criteria

   The way the researcher does to get data is using speaking rubric to turn the students’ activity into data number.
### Table 3.4 Speaking Rubric

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Scores</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5</td>
<td>Has few traces of foreign language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Always intelligible, thought one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Pronunciation problem necessities concentrated listening and occasionally</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lead to misunderstanding.</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5</td>
<td>Make few (if any) noticeable errors of grammar and word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical and or word orders errors that do not, how</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ever obscure meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Make frequent errors of grammar and word order, which occasionally obscure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Grammar and word order errors make comprehension difficult, must often rephrases sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Errors in grammar and word order, so, severe as to make speech virtually unintelligible.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>5</td>
<td>Use of vocabulary and idioms is virtually that of native speaker.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>4</td>
<td>Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>5</td>
<td>Speech as fluent and efforts less as that of native speaker</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speed of speech seems to be slightly affected by language problem</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Speed and fluency are rather strongly affected by language problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Usually hesitant, often forced into silence by language limitation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Appears to understand everything without difficulty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Understand nearly everything at normal speed although occasionally repetition may be necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Understand most of what is said at slower than normal speed without repetition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cannot be said to understand even simple conversation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H. Techniques of Analyzing Data

This study uses mixed methods which are divided into:

1. Qualitative method

   Kothari (2004:30) points out that Qualitative Research is especially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior. Through such research we can analyze the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing. It may be stated, however, that to apply qualitative research in practice is relatively a difficult job and therefore, while doing such research, one should seek guidance from experimental psychologists. It will aim at providing as accurate an account as possible of what current practice it: how learners do learn, how teachers do teach, what classrooms do look like, at a particular moment in a particular place (Brumfit&Mitchell 1990:11).

2. Quantitative method

   According to Kothari (2004: 3), quantitative research is based on the measurement of quantity or amount. According to Sudijono (2010: 86), to calculate the mean of pre-test and post-test, the researcher will use the following formula:

   a. Mean of Pre-test and Post-test

   \[ M = \frac{\Sigma X}{N} \]
Explanation:

\[ M = \text{Mean of the students’ score} \]

\[ \sum X = \text{Sum of the students’ score} \]

\[ N = \text{Total number of the students} \]

According to Sudijono (2010: 305-307), to calculate t-test, the researcher will use the following formula:

b. Calculated Mean of Difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

\[ MD = \text{Mean of difference} \]

\[ \sum D = \text{Total of difference between pre- and post-test} \]

c. Standard Deviation Calculation

\[ \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

\[ SD_D = \text{Standard deviation} \]

\[ D = \text{Difference between pre- and post-test} \]

\[ N = \text{Number of the students} \]

d. Wilcoxon Test
The basic consideration to make decision in Wilcoxon Test

1) If the value of Asymp.Sig.(2-tailed) < 0.05 so $H_0$ is acceptable.

2) If the value of Asymp.Sig.(2-tailed) > 0.05 so $H_0$ is rejected.
CHAPTER IV

FINDINGS AND DISCUSSIONS

A. The use of imitating actors’ English pronunciation in the movie of inside out to improve students’ speaking skill for the second year students of MTsN 1 Boyolali

The finding result of this research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below:

1. Cycle 1

   a. Planning

   In the planning stage of cycle 1, the activities the researcher did were to prepare syllabus of, lesson plan, speaking rubric, and media. Then, the teacher’s and the students’ field note is settled up. Then, the researcher planned to make the pre-test and the post-test. For making some recordings, the researcher used mobile phone.

   To achieve the purpose of the research, the researcher settled up the preparation as fit as the syllabus through lesson plan. The material discussed ‘we can do it’ in the first meeting. Media formed in Power Point to give simple guideline for the teacher in pulling the students’ attention. In this case, the additional media such white board and movie was essential. The priority of this research was to implement media in language learning. Therefore,
movie here was related to the material. The cycle 1 exposed the expressions of we can do it.

b. Implementation of Action

Based on the truth happening in the classroom, the teacher had done some actions as follows:

8) Presenting presentation of we can do it by Power Point.

9) Showing material by watching movies

10) Giving opportunity for the students to give question dealing with the delivered materials we can do it.

11) Giving opportunity for the students to work in pairs.

12) Explaining the way to make some oral practice of we can do it by the teachers’ instruction.

13) Giving the guidance as the students do some oral practice which is recorded.

14) Giving feedback, reinforcement, and motivation for the students

Cycle 1 starts on the twenty-seventh of August 2018. It is divided into three parts. The first part is the pre-test. It was conducted on the twenty-seventh of August 2018. In the first cycle pre-test, students were faced with several questions. They must give answers. Each student gets one single edition three. The questions include "what can you do at school?", "What do you do with home activities?", and "what is on your mind when you are with your friends?."
The students showed vary reaction in speaking performance of pre-test. There were some facts which could be mentioned and expanded. Firstly, from 26 students, all of them can receive questions well. They understand the purpose of the question. They pay attention to the conversation. That is a good fact. Second, some students find it difficult to say a word in English. They are embarrassed to say it directly. That can be seen from their eye contact. Of the 26 students, 7 students answered by repeating questions. They do the language of imitation (Brown, 2000). When the question is formed ‘what can you do in school?’, So they usually answer, dapat I can ...’. They paused then were empty. Another expression appeared, "What did you do with home activities?" They can only make one sentence. ‘Hmm ... at home ...’. They tried to ask some friends to ask for words in English. ‘Nganu ..., cooking what does that mean? (Ngg ... how to say the word ‘delicious’). When their friends did not answer, they stopped and said enough.

Then, only 3 students could answer the questions well. In this case, they can pronounce the word correctly, use the right words, and enter some expressions of language features. They do ellipsis and idiomatic expressions in speech production (Bygate: 1987). Researchers will take the example of the question ‘Sometime what do you do with home activities?’. She quickly responded, ‘at home ... I can help my mother at home, because there is so much to
do at home, I can clean the yard, wash dishes and can help my mother cook. I happen to like cooking (laughing). Based on these facts, researchers observed that they were able to do transactional speaking (Brown: 2000). The bottom line is that they organize ideas based on the main vocabulary they remember most. In the example mentioned, students use more 'home'.

The following explanation, the remained students showed the same speaking performances. They spoke slowly and took the long pause to look for the proper diction. As the researcher’s identification, they potentially performed the good speaking if they drive away the shyness.

Thirdly, most of students got mispronounced particular words. The way they spoke seemed like speaking in the mother language. The common word they mispronounced was ‘think, because, and make’. They pronounced /tiŋ/ from the correct /θŋk/, /bikɔz/ from /bI’kɔz/, and /mɛk/ from /meik/ (Bull: 2008).

Fourthly, almost all students make long breaks and fill when they try to speak. The most frequently visited fillers are 'aaaa ...', 'mmm „„'. In addition, they also feel frustrated to find a word that is supported by stating u Nganu ... ‘. Finally, some of them seem afraid to make mistakes in arranging the correct grammar. They use assistive capital in their conversation followed by infinitive. For example, 'We have to clean up'. In addition, most of them do not pay attention to grammar. They focus on their words
to represent ideas. For example, “we can at home ... clean up ... cook.”

The second part, the action is placed on the teacher's activities in delivering the material and activities of students in the classroom. The treatment of this action was held on the twenty-ninth of August 2018. The teacher came to class at half past one in the afternoon. At that time, the subject of English was scheduled as the last lesson of the day. When the teacher enters, the teacher prepares a laptop, audio, and screen. After being prepared, the teacher greets students by saying, "Good afternoon, class". All students sit in their chairs, and then answer 'good afternoon'. For starters, the teacher asks about the condition of students, and they answer by saying, "I'm fine." Then, the teacher asks the class leader to lead the prayer. This is followed by checking student attendance.

Then, the teacher plays the video to stimulate students' reactions. This is the trailer for 'Inside Out' with duration of three minutes and twelve seconds. The students became crowded when the video was played. When finished, the teacher asks the student's comments about the snippet, 'what is your thing about this film?' The class kept quiet for about five seconds. No one answered. They look embarrassed. Then the teacher repeats the question. A student in the left middle seat raised his hand and replied, 'The film is
good.' Then, another student on the second line from the left class side followed, 'I see that movie. It is so good.'

The teacher then gives apperception of the material after two answers. The teacher explained that what they just said was the type we could do. At that time, the teacher changed the look of the movie into material written 'we can do it'. The teacher then asks students what we can do, and the student says 'move and sleep'. The class laughed at the answer. The teacher then provides feedback by explaining pronunciation terms, expressions, general structures, and responses.

The teacher then gives another example about we can do it. Students write expressions in their books. The teachers ask students to read expressions aloud, then move the expressions in the movie to mimic the way they talk. Students become crowded after seeing actors' speech in the movie. Movies have different expressions. It seems like almost all students pay attention to the movie.

The teacher gives students the opportunity to ask a few questions. A student in the third position behind the chair on the right side of the class asks what is the difference between the words 'dapat' and 'bisa'. The teacher then tries to give other students to answer. In fact, no one gave feedback. Then, the teacher explains that it can and can be done in the function. that the 'can' and 'can' both function to show the ability to do something.
In collecting data, the teacher instructs students to make examples based on the problems given by 'school activities'. The students are directed to make a simple dialogue consisting of can and will. They have seven minutes to make it. Seven minutes of running, the students are directed to practice their statements in groups by imitating the actor's talking characters in the videos that have been watched, the teacher goes around checking everything.

In the last part of the class, the teacher gives feedback on their practice and asks students whether they have understood the lesson or not. All students bend their heads signifying understanding. Then, the teacher appoints a student to remember what they have just learned. He said, explaining briefly, 'can is to show the ability to do something. This can be an action or notification. Finally, the teacher concludes the lesson, motivates that watching videos can help them speak confidently, even instructing leaders to pray for closure, followed by the reason of the teacher.

In the third part, the action was held on the twenty-ninth of August 2018. That was the post-test. The teacher has the task for students to ask questions with the questions that have been provided while recording their conversations with cellular phones. In the post-test, students seemed ready. They arrange sentences with correct grammar and proper division. Based on the recording,
they showed different speaking performance. They reduce fillers.

And a significant appearance, they are more confident in speaking.

Researchers write examples of their practices:

A: ‘Mrs. Aaron.’ I'm very proud of Siti. Now she can help me with the housework before she goes to school, she can get up herself.’

B: According to Mts. Harum: Siti can help me with the housework before she goes to school and she can get up herself.’

c. Observing

The researcher observed the behavioral actions during the class was running. As the teaching-learning occurred, the researcher identified the condition by giving checklist of the teacher’ and the students’ field note. These are the field note checklists result in cycle 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before beginning the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the attendance of students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reminding the previous material.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Preparing and delivering the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the students chance to ask for some questions.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explaining the question.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guiding the students activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Motivating the students</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
In the cycle 1, the teacher forgot reminding the students relating to the previous material. The teacher directly splayed the video after the pray.

**Table 4.2 the Students’ Field Note Checklist**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Raising some questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Working in group</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Doing instruction given by the teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Giving conclusion in the end of class.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

It was the good result where the students did all field note checklists during the class.

d. Reflecting

In the cycle 1, the researcher described the research progress during in the classroom. There were some significant overviews toward students’ speaking skill. They were speaking performances during pre-test to post-test, the students’ perception toward teaching media, and the classroom circumstance.

In the pre-test, students get several questions suddenly to express their opinions about this problem. In this case, it is clear that students are not used to talking spontaneously. That is evidenced by the fill, pause, frustration of getting the right diction, eye contact, and the difficulty of conceptualizing ideas on a particular problem. Of the total students, students who passed 72
graduation scores only reached 7.7%. But, in the post-test students get a percentage of 19.2%. Significant differences arise from the motivation of students to talk with their close friends. When they are directed to exercise with a partner, they feel comfortable. Also, they can practice naturally as they speak outside class.

Students' perceptions of the media can be seen from their responses when the teacher plays the Inside Out trailer. Then, they mimicked the pronunciation of actors in the movie exposed by the teacher. And in imitating the pronunciation of actors in a movie, they can learn to speak naturally. That is evidenced by some of the intonations, articulations, and language features they use when they practice conversation.

Finally, students really need space to practice in the non-formal zone. When the teacher asks students to answer the teacher, they are afraid to speak. That's because their friends will listen. Conversely, when the teacher directs them to have conversations at partners. They began to make a scene to discuss. It is proven that to stimulate them to talk more, students need to provide smaller groups. This also shows the expansion of learning intended by the teacher in which students get some practice outside the classroom.

In short, cycle 1 only reached 52% from an estimated 80% percentage. Therefore, the researchers carried out the cycle 2.

2. Cycle 2
a. Planning

In the planning stage, the researcher prepared some activities like the syllabus of we can do it and we will do it, lesson plan, speaking rubric, and media. Then, the teacher’s and the students’ field note was designed. As mentioned above, the researcher planned making the pre-test and post-test. For making some recordings, the researcher used mobile phone and camera.

The design of lesson plan was fairly similar to the cycle 1. The difference, the cycle two added the expression of we will do it and the instruction to produce a speaking activity; through watching videos.

b. Implementation of the Action

In the acting stage, the teacher had done the activities as broken down:

1) Presenting presentation of we can do it and we will do it by Power Point.

2) Giving opportunity for the students to give question dealing with the delivered materials.

3) Giving opportunity for the students to work in pairs.

4) Explaining the way to make some oral practice of we can do it and we will do it by the teachers’ instruction.

5) Giving the guidance as the students do some oral practice which is recorded.
6) Giving feedback, reinforcement, and motivation for the students.

The cycle 2 was conducted on the three of September 2018. It was also divided into three parts; pre-test, treatment, and post-test. Pre-test was conducted on the three of August 2018. In the pre-test, the students must express their opinions with the text provided by the teacher.

The pre-test method is similar to cycle 1 where students must speak spontaneously. This mechanism aims to ensure the prediction of the fact that there is a different speaking performance between sudden questions and ready questions. Factually, students behave with the same performance all of a sudden. They become empty when they choose diction. They get some errors in pronunciation.

Another mistake of students in cycle 2 is the grammar of unfamiliar pronunciation and often the wrong pronunciation (Azar 1989). Then, wrong speech also cuts their speaking performance. They mispronounce the students' words. They declare /stʌdәn/ of /'stjuːd(ə)nt/ (Bull 2008). Then, students enter the filler mm mmm ... 'or' eee ... 'and a long pause while looking at the ceiling. They also do a lot of compensation for the talk show by repeating the last word to proceed to the following sentence.

The second part in acting stage was conducted on the fourth of August 2018. The teacher came into the class and greeted the
students. The students replied the greeting in slow voice. It was caused by they had just done sport subject. The teacher repeated the greeting, and the students slightly answered in the louder voice. The teacher asked for the leader to lead the pray.

The second part of the acting round is held on the fourth September 2018. The teacher comes to class and greets the students. The students answered greetings in a slow voice. That's because they just did sports. The teacher repeated the greeting, and the students answered slightly with a louder voice. The teacher asks the leader to lead the prayer.

The teacher starts the lesson by giving material about 'willingness to take action'. When the teacher asks students to state the expression of the action to be taken, they respond in a compact manner. "I will ... I do ... I will soon ..." After that, the teacher began to deliver the material we can do. In delivering the material, the teacher explained the term willingness to do an action, expression, and language features. Teacher then watch video inside out and students to pay attention to the pronunciation or character of the actor's talk.

The teacher then asks students to mimic the expression of the actor's pronunciation. At that time, students speak simultaneously. Then, the teacher directs students in the front seat to the right of the class. He must speak, 'I will imitate 'Anger'.'
Other students laugh because they are still unfamiliar with the pengucapat or not familiar.

Then the teacher instructs students to speak with text that the teacher has provided and then recorded in pairs. Instructions are students must speak with a minimum duration of one minute. After all is finished, the students say it's very fun. Then, the teacher asks students to remember the latest material. A student reviews material. The teacher asks the chairman to lead a prayer together, and closes the class with greetings.

The third part is the post test. It was conducted on the fourth of September 2018. In cycle 2, the post-test was for students to be told to talk to the questions that had been provided earlier by imitating the actors' speech accents that had been studied. Students really prepare what they will say to record their voice. Apparently, based on appearance, they get their world to express their speech in English.

c. Observing

The researcher observed the circumstance occurring during the class. The way to analyze it was to use field not of both teacher and students. The researcher had provided some unit indicator and gave the checklist on it as the teacher or students did the units.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
2 Praying before beginning the lesson. ✓
3 Checking the attendance of students. ✓
4 Reminding the previous material. ✓
5 Preparing and delivering the material. ✓
6 Giving the students chance to ask for some questions ✓
7 Explaining the question. ✓
8 Guiding the students activity ✓
9 Giving feedback after the lesson ✓
10 Motivating the students ✓

The teacher in the cycle two of the student is shown a video inside out on the projector but suddenly dies. Then, the teacher changes the way for students to come forward to make a conversation. The teacher also gets a deadline before giving feedback and asking students to draw conclusions.

**Table 4.4 The students’ Field Note Checklists**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Raising some questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Working in group</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Doing instruction given by the teacher.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Giving conclusion in the end of class.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

The students were not commanded to make any conclusion after the class before the time was up. The students spent the remained time to making conversation, and they returned the class fairly five minutes before rung bell.

d. Reflecting
That cycle has been carried out. The teacher changes the lesson plan. The teacher tends to give students maximum practice of speaking by imitating the characters in the movie. The problem has also changed. The difference between student responses in cycle 1 and cycle 2 is that students are more involved in practicing it. That can be seen from their preparation. Starting from making facial expressions, and making actions, they do with high motivation and careful preparation. Because of this fact, the teacher gets time. Their students are excited and hope to imitate the pronunciation of a good actor. This was extended for three minutes from an estimated ten minutes. From here, a clear appearance comes from student trust. Therefore, it is only natural that they get the development of speaking. In cycle 2, students who passed graduated reached 88.5%. With these results, the researchers did not proceed to the third cycle.

B. The Use of Imitating Actors' English Pronunciation In The Movie Of Inside Out To Improve Students’ Speaking Skill (Classroom Action Research For The Second Year Students Of MTsN 1 Boyolali).

The researcher collected data from the cycle 1 up to cycle 2 from the students. They consisted of 26 students. In this case, the researcher would like to point out the analysis of data.

1. Cycle 1
In cycle 1, the researcher calculated the pre-test, post-test, mean, standard deviation, and hypothesis Wilcoxon test.

a. Pre-test

The score was taken from the rubric which consisted on pronunciation (P), Grammar (G), Vocabulary (V), Fluency (F), and Comprehension (C). It had been attached in the table score. The researcher calculated the total and average score.

**Table 4.5 Pre-test Score in Cycle 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>P</th>
<th>G</th>
<th>V</th>
<th>F</th>
<th>C</th>
<th>Total</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
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<td>2</td>
<td>3</td>
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<td>3</td>
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<td>AK</td>
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<td>40</td>
</tr>
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<td>5</td>
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<td>3</td>
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<td>72</td>
</tr>
<tr>
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<td>52</td>
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<tr>
<td>12</td>
<td>IMA</td>
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<td>4</td>
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<tr>
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<td>40</td>
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<tr>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
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<td>MYM</td>
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<td>14</td>
<td>56</td>
</tr>
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<td>21</td>
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<td>3</td>
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<td>2</td>
<td>12</td>
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<td>22</td>
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<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>23</td>
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<td>4</td>
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<td>2</td>
<td>15</td>
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</tr>
<tr>
<td>26</td>
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<td>3</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>56</td>
</tr>
</tbody>
</table>
From the table above, the researcher got the data of each student’s total and average score in pre-test cycle 1. Here, the researcher calculated the percentage of students who passed the passing grade.

Table 4.6 Grade of Pre-test Passing Grade in Cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>2</td>
<td>7.7 %</td>
</tr>
<tr>
<td>72</td>
<td>1</td>
<td>3.8 %</td>
</tr>
<tr>
<td>&lt;72</td>
<td>23</td>
<td>88.5 %</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The table pointed out that the students who passed the passing grade were 12%, from the target percentage (80%). The description 2 students got more than the passing grade (72), and a student got 72. In the other words, percentage had not reached the target.

b. Post-Test

The post-test score was taken from the rubrics; pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher calculated each student’s total and average score like below.

Table 4.7 Post test in cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>P</th>
<th>G</th>
<th>V</th>
<th>F</th>
<th>C</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
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<td>3</td>
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<td>3</td>
<td>3</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>AAS</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>AAA</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>AK</td>
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<td>4</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>60</td>
</tr>
</tbody>
</table>
From the data above, the researcher could calculate the percentage of students who passed and missed the passing grade.

Table 4.8 Grade of post test in cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>5</td>
<td>19.2 %</td>
</tr>
<tr>
<td>72</td>
<td>8</td>
<td>30.8 %</td>
</tr>
<tr>
<td>&lt;72</td>
<td>13</td>
<td>50 %</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The data showed the improvement from pre-test to post-test. The significance was 7.7 % (pre-test) into 19.2 % (post-test), and 3.8% (pre-test) into 30.8 % (post-test). Here, it could be considered that the students who passed the passing grade in post-
test in cycle 2 reached 52%. It had not reached the target percentage 80%.

c. Calculation of Mean

Table 4.9 Difference Square pre-test and post-test in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test 1 (X1)</th>
<th>Post Test 1 (X2)</th>
<th>Difference (D)</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
<td>40</td>
<td>64</td>
<td>-24</td>
<td>576</td>
</tr>
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<td>2</td>
<td>AAS</td>
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<td>72</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>AAA</td>
<td>56</td>
<td>72</td>
<td>-16</td>
<td>256</td>
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<td>4</td>
<td>AK</td>
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<td>ANB</td>
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<td>68</td>
<td>-24</td>
<td>576</td>
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<tr>
<td>8</td>
<td>FUJ</td>
<td>56</td>
<td>68</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>9</td>
<td>FSM</td>
<td>40</td>
<td>72</td>
<td>-32</td>
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</tr>
<tr>
<td>10</td>
<td>HR</td>
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<td>80</td>
<td>-8</td>
<td>64</td>
</tr>
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<td>11</td>
<td>IMH</td>
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<td>-20</td>
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<tr>
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<td>MAM</td>
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<td>68</td>
<td>-16</td>
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<td>-24</td>
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</tr>
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<td>19</td>
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<td>-8</td>
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<td>-12</td>
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<td>SR</td>
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<td>-24</td>
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<td>-8</td>
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<tr>
<td>25</td>
<td>UK</td>
<td>60</td>
<td>64</td>
<td>-4</td>
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</tr>
<tr>
<td>26</td>
<td>ZSD</td>
<td>56</td>
<td>68</td>
<td>-12</td>
<td>144</td>
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<tr>
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<td>ΣX₁</td>
<td>ΣX₂</td>
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<tr>
<td>N= 26</td>
<td>1388</td>
<td>1824</td>
<td>-436</td>
<td>9008</td>
<td></td>
</tr>
</tbody>
</table>

e. Mean of Pre-test

\[ M = \frac{\Sigma X_1}{26} \]

\[ M = \frac{1388}{26} \]

\[ M = 53.38 \]

f. Mean of Post-test

\[ M = \frac{\Sigma X_2}{26} \]

\[ M = \frac{1824}{26} \]

\[ M = 70.15 \]

Mean of pre-test in cycle one was 53.38, and mean of post-test was 70.15. The post-test is higher than pre-test. It could be assumed that there was an improvement toward students’ speaking skill by imitating actors' English pronunciation in the movie as media.
g. Mean of Difference

\[ MD = \frac{\sum D}{n} \]

\[ MD = \frac{-463}{26} \]

\[ MD = -16.77 \]

h. Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{n} - \left(\frac{\sum D}{n}\right)^2} \]

\[ SD_D = \sqrt{\frac{9008}{26} - \left(\frac{-436}{26}\right)^2} \]

\[ SD_D = \sqrt{346.46 - 281.23} \]

\[ SD_D = \sqrt{65.23} \]

\[ SD_D = 8.07 \]

i. Wilcoxon Test

To see the impact of this action toward a learning result, Wilcoxon was done based on the result of pre-test and post-test in the eighth grade, MTsN 1 Boyolali. Table 4.10 explained the result of Wilcoxon test.

**Tabel 4.10 Wilcoxon Test in Cycle 1**

<table>
<thead>
<tr>
<th>Test Statistics (^a)</th>
<th>X2 - X1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>-4.469(^b)</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

\(^a\) Wilcoxon Signed Ranks Test

\(^b\) Based on negative ranks.
From table 4.10, it showed that the value of Z table 4.469, with value $\alpha = 0.000$. It was tested by the trusty range 0.05, so it was got the result $\alpha$ is smaller than 0.05. It showed the learning result competency of imitating actors’ English pronunciation in the movie is higher than non-media usage. It could be concluded that $H_0$ acceptable. It meant the difference of average between pre-test and post-test was existed.

2. Cycle 2

In this cycle, the researcher would like to calculate pre-test, post-test, mean, standard deviation, and Wilcoxon Test.

a. Pre-test

In pre-test the researcher got data from rubrics; pronunciation (P), grammar (G), vocabulary (V), fluency (F), and Comprehension (C). From this pre-test, the researcher looked for total and average score.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>P</th>
<th>G</th>
<th>V</th>
<th>F</th>
<th>C</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
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<td>FUJ</td>
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<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
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<td>3</td>
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<td>80</td>
</tr>
<tr>
<td>11</td>
<td>IMH</td>
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<td>3</td>
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<td>15</td>
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<td>18</td>
<td>72</td>
</tr>
<tr>
<td>13</td>
<td>JKA</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>
Based on the data above, the researcher could take the percentage the students’ score who passed the passing grade such below:

**Table 4.12 Grade of Pretest in Cycle 2**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>4</td>
<td>15.4%</td>
</tr>
<tr>
<td>72</td>
<td>4</td>
<td>15.4%</td>
</tr>
<tr>
<td>&lt;72</td>
<td>18</td>
<td>69.2%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

It was a bit higher improvement of pre-test cycle 2 than pre-test cycle 1. Here, the percentage of students who got passed the passing grade touched 30.7%. However, it had not reached the target of 80%.

b. Post-test

In post-test, the rubrics used were the same. Here, the students were taken data such table below.
Table 4.13 Post-test Score in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>P</th>
<th>G</th>
<th>V</th>
<th>F</th>
<th>C</th>
<th>Total</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>AAS</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>AAA</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>AK</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>AZA</td>
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<td>4</td>
<td>4</td>
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<td>4</td>
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<td>80</td>
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<tr>
<td>6</td>
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<td>18</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>FUJ</td>
<td>4</td>
<td>4</td>
<td>5</td>
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<td>4</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>9</td>
<td>FSM</td>
<td>3</td>
<td>4</td>
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<td>18</td>
<td>72</td>
</tr>
<tr>
<td>10</td>
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<td>76</td>
</tr>
<tr>
<td>11</td>
<td>IMH</td>
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<td>4</td>
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<td>18</td>
<td>72</td>
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<tr>
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<td>4</td>
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<td>19</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>JKA</td>
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<td>4</td>
<td>4</td>
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<td>4</td>
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<td>4</td>
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<td>19</td>
<td>76</td>
</tr>
<tr>
<td>15</td>
<td>MIM</td>
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<td>3</td>
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<tr>
<td>16</td>
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<td>3</td>
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<td>3</td>
<td>4</td>
<td>17</td>
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</tr>
<tr>
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<td>MNH</td>
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<td>4</td>
<td>3</td>
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<td>4</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>19</td>
<td>MYM</td>
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<td>80</td>
</tr>
<tr>
<td>20</td>
<td>NK</td>
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<td>3</td>
<td>4</td>
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<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>21</td>
<td>RTH</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>22</td>
<td>SHT</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td>23</td>
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<td>4</td>
<td>4</td>
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<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>24</td>
<td>SNMS</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>25</td>
<td>UK</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>26</td>
<td>ZSD</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>18</td>
<td>72</td>
</tr>
</tbody>
</table>

The data was taken to get the percentage of students who get passed the passing grade. It would be explained below.

Table 4.14 The Grade of Post-test in Cycle 2

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;72</td>
<td>15</td>
<td>57.7 %</td>
</tr>
<tr>
<td>72</td>
<td>8</td>
<td>30.8 %</td>
</tr>
</tbody>
</table>

78
The percentage of post-test in cycle two showed the students who get passed the passing grade were 88.5%. It had been over the target. It meant that the following cycle was not necessary to be implemented.

c. Calculation of Mean

The researcher would like to calculate the individual students’ average score of pre-test and post-test in cycle 2.

Table 4.15 Difference Square of Pre-test and Post-test in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre Test 2 (Y1)</th>
<th>Post Test 2 (Y2)</th>
<th>Difference (D)</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AZ</td>
<td>48</td>
<td>72</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>2</td>
<td>AAS</td>
<td>64</td>
<td>68</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>AAA</td>
<td>68</td>
<td>72</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
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<td>52</td>
<td>80</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>5</td>
<td>AZA</td>
<td>76</td>
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<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>BA</td>
<td>52</td>
<td>72</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>ANB</td>
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<td>72</td>
<td>-24</td>
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<tr>
<td>8</td>
<td>FUJ</td>
<td>72</td>
<td>84</td>
<td>-12</td>
<td>144</td>
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<tr>
<td>9</td>
<td>FSM</td>
<td>52</td>
<td>72</td>
<td>-20</td>
<td>400</td>
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<td>10</td>
<td>HR</td>
<td>80</td>
<td>76</td>
<td>4</td>
<td>16</td>
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<tr>
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<td>60</td>
<td>72</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
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<td>IMA</td>
<td>72</td>
<td>76</td>
<td>-4</td>
<td>16</td>
</tr>
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<td></td>
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<td></td>
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<td>----</td>
<td>----</td>
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</tr>
<tr>
<td>13</td>
<td>JKA</td>
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<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>LN</td>
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</tr>
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</tr>
<tr>
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<td>-12</td>
<td>144</td>
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<td>MYM</td>
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<td>-12</td>
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</tr>
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<td>NK</td>
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<td>76</td>
<td>-4</td>
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<td>576</td>
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<tr>
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<td>-16</td>
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<tr>
<td>23</td>
<td>SR</td>
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<td>144</td>
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<tr>
<td>25</td>
<td>UK</td>
<td>50</td>
<td>76</td>
<td>-26</td>
<td>676</td>
</tr>
<tr>
<td>26</td>
<td>ZSD</td>
<td>64</td>
<td>72</td>
<td>-8</td>
<td>64</td>
</tr>
</tbody>
</table>

TOTAL  | $\sum X_1$ | $\sum X_2$ | $\sum D$ | $\sum D_2$
N= 26   | 1630        | 1960        | -330       | 6276

1) Mean of pre-test

$$M = \frac{\sum X_1}{n}$$

$$M = \frac{1630}{26}$$

M = 62.69

2) Mean of Post-test

$$M = \frac{\sum X_2}{n}$$

$$M = \frac{1960}{26}$$
M = 75.38

Mean of pre-test was 62.69, and post-test was 75.38. The mean of post-test was higher than pre-test. It could be concluded that there was the improvement on the students’ speaking skill through imitating actors’ English pronunciation in the movie as media.

3) Mean of Difference

\[
MD = \frac{\Sigma D}{n}
\]

\[
MD = \frac{-330}{26}
\]

MD = -12.69

4) Standard Deviation

\[
SD_D = \sqrt{\frac{\Sigma D^2}{n} - \left(\frac{\Sigma D}{n}\right)^2}
\]

\[
SD_D = \sqrt{\frac{6276}{26} - \left(\frac{-330}{26}\right)^2}
\]

\[
SD_D = \sqrt{241.38 - 161.03}
\]

\[
SD_D = 8.96
\]

5) Wilcoxon Test

Table 4.16 Wilcoxon Test in Cycle 2

<table>
<thead>
<tr>
<th>Test Statistics&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Y2 - Y1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>-4.277&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

<sup>a</sup> Wilcoxon Signed Ranks Test
b. Based on negative ranks.

6) From the table 4.16, it showed that the value of table is 4.277 with the value of \( \alpha \) 0.000. If it was examined by trusty grade 0.05, so the result of \( \alpha \) was smaller than 0.05 which showed the competency of learning style using movie is higher than using non-media. It could be concluded that \( H_0 \) is acceptable. It meant that the average difference between pre-test and post-test was existed.
CHAPTER V
CLOSURE

A. Conclusions

1. The Use Of Imitating Actors’ English Pronunciation In The Movie Of Inside Out To Improve Students’ Speaking Skill (Classroom Action Research For The Second Year Students Of MTsN 1 Boyolali)

The researcher got closer to the fact that the use of imitating actors' English pronunciation in the movie of inside out as media in the speaking class was successful. It could be considered from the reaction of students as they got the sudden question (pre-test cycle 1), then audio recording (post-test cycle 1), task direction (pre-test cycle 2), and imitating actors' English pronunciation in the movie of inside out in the post-test cycle 2.

The researcher mentioned the chronology of students’ response. Each student actually had the motivation in learning. Unfortunately, they had less practice in speaking English, got afraid of being laughed by friends, and less knowledge of native speakers’ way in practice. By imitating actors' English pronunciation in the movie of inside out, the significance response from the students was the fluency, comprehension, confidence, and well preparation.

In essence, the implementation of imitating actors' English pronunciation in the movie of inside out gave more talk time for
students and became the good room for students in practicing speaking with more confidence. All of this observation had been done in each cycle.

2. The result of the Students’ Speaking Skill Through Imitating actors’ English pronunciation in the movie

The researcher was brave to state the conclusion of successful of Imitating actors' English pronunciation in the movie use in the speaking class based on the gotten data. The cycle 1 and cycle 2 had provided the process of students’ speaking development. Then, the researcher got the data from the observation and students’ reaction

In the cycle 1, mean pre-test showed 53.38, and the post-test showed 75.15. Pre-test was lower than post-test. Mean of difference raise -16.77. Based on Wilcoxon test, the data got Z table 4.469 with value α 0.000. It was tested by the trusty range 0.05, so it was got the result α is smaller than 0.05. It identified that there was an improvement from pre-test to post-test. Based on the passing grade 72, 37 students got 56.75% from estimated percentage 80%. Therefore, the study did cycle 2.

In the following cycle, pre-test and post-test got the same case. There was an improvement, starting from mean of pre-test (62.69) and post-test (75.38). Then, mean of difference was -12.69. From Wilcoxon test, it showed that the value of table is 4.277 with the value of α 0.000. If it was examined by trusty grade 0.05, so the
result of $\alpha$ was smaller than 0.05. At last, the percentage of cycle 2 reached 88.5%. It meant that the students had been clear to obtain the expected target.

B. Suggestion

1. For Teacher

   The teacher should give the students more space to speak up in the class with some considerations. Firstly, identify the character of students whether they are shy or confident enough. Secondly, the teacher should give more material which deals with the students’ knowledge background. It aims to engage students’ motivation in learning. The teacher could assign the students to explore more resource of English in internet.

   Based on the observation, the teacher was good to implement extensive learning approach. It gives more space for students to express their language capability. In question-answer stream, the teacher had better give the task for students to be more active by assigning them to discuss material with their fit partner. However, the most often obstacle appeared is that students were not confident to speak up in sudden and in front of many people.

2. For Students

   The students should realize that speaking skill is not instant skill acquisition. They have to practice regularly. Therefore, they are not supposed to think that speaking English only occurs in the
class. They can start by small group to make simple conversation either inside or outside of class.

The students are supposed to maximize the technology to make all simpler. They have the Hand Phone, so they can use it to serve the material, examples of lesson. Social media is not restricted for daily life, but it also functions as the educational tool. If they are not ready to speak up in front of people, they can start it by making their own world in virtual.

3. For Researcher

For the following research, the researcher expects there will be an innovative way to make of imitating actors' English pronunciation in the movie of inside out more suitable for students. In other word, the researcher says that of imitating actors' English pronunciation in the movie of inside out could be implemented in their daily habit, like watching movie from laptops or hand phone. In other word, the researcher make a habit of imitating actors' English pronunciation in the movie of inside out that gives more engagement to the students.
REFERENCES


Khasanah, I. K. (2013). *The Use Of Picture-Guessing Game In Implementing Team-Pair-Solo Technique To Improve The Students’ Ability To Write Descriptive Text (Classroom Action Research At SMA Negeri 1 Subah For Grade X In The Academic Year Of 2012/2013)*. Semarang: Semarang State University. Taken from: http://lib.unnes.ac.id/17104/1/2201409032.pdf.


CURRICULUM VITAE

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Nick Name : Fauzi
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Address : Jatisari, RT 13/RW 003, Kedungdowo, Andong, Boyolali
Faculty : English Department

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2. MTsN Andong Boyolali Graduated in 2009
3. SMK muh 2 Andong Boyolali Graduated in 2012
DAFTAR KEHADIRAN SISWA KELAS VIII P.Tahfidz
MADRASAH TSANAWIYAH NEGERI ( MTsN ) 1 BOYOLALI
TAHUN PELAJARAN 2018/2019

Bulan : August – September

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Guru Bahasa inggris

(Naimatul Laela Q)
NIP.19811112 2007102001
Observer: Ahmad Fauzi

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Field Note Teacher Cycle 1

Observer: Ahmad Fauzi

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“The sound of the film inside out”

JOY: It was amazing. Just Riley and me. Forever.

JOY: Er, for 33 seconds?

Sad: I'm Sadness.

JOY: Oh, hello. I.. I'm Joy. So.. Can I just... If you could... I just want to fix that. Thanks.

JOY: (And that was just the beginning, Headquarters only got more crowded from there).

(LAUGHING)
FEAR: Very nice. Okay, looks like you got this. Very good.

FEAR: Whoa, sharp turn! No! Look out! No!

JOY: (That's Fear. He's really good at keeping Riley safe)

FEAR: Easy, easy. Ah! (EXCLAIMS)

Oh, we're good. We're good.

SAD: Whew! Good job.
FEAR: Thank you. Thank you very much.

JOY: And we're back! (RILEY LAUGHING) (GLASS SHATTERS)
BABY: Oh!

Daddy: Here we go. All right, open.

JOY: Hmm. This looks new.

FEAR: You think it's safe?

SAD: What is it?
Daddy: Aah.

Disgust: Okay, caution.
    There is a dangerous smell, people.
    Hold on. What is that?

JOY: (This is Disgust.
    She basically keeps Riley from being poisoned.
    Physically and socially)

Disgust: That is not brightly colored
    or shaped like a dinosaur.
    Hold on, guys.
    It's broccoli! (EXCLAIMS IN DISGUST)

BABY: Yucky!

Disgust: Well, I just saved our lives.

BOTH: Whew!

Disgust: Yeah. You're welcome.

Daddy: Riley, if you don't eat your dinner,
       you're not gonna get any dessert.

Anger: Wait. Did he just say we couldn't have dessert?

JOY: (That's Anger.
    He cares very deeply about things being fair)

Anger: So that's how you want to play it, old man?
       No dessert? Oh, sure, we will eat our dinner!
       Right after you eat this!

Daddy: Riley, Riley, here comes an airplane!

Anger: Oh, airplane.
       We got an airplane, everybody.

ALL: Oh!
Soal

1. Mrs. Harum. "I’m very proud of Siti. Now she can help me with the housework before she goes to school, she can get up herself.”

2. Rani : "Yuli and Tono can make Fried rice, and they can fry the egg nicely, they also serve Fried rice beautifully with tomatoes and celery.”

3. Mr. Adnan : "It is usually not easy to speak English loudly and clearly. But, I’m happy that many of you can do it well. Adi still makes mistakes. But he can read his story loudly.”

4. Denata : Fatima always speaks softly, but when she sings, she can sing very loudly.”

5. Mrs. Fauzia : "Birds can fly because they have wings. We don’t have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places,”

6. Mr. Rendy : "We cannot swim across the sea, but with a boat or a ship we can go to other islands.”

7. Mrs. Gracia : "The text is long and there are many new words in it, it is not easy to read. But you can work together. If you do it together, I’m sure you can understand it easily.”

8. Widi : "My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily, too.”
Nama : 
Kelas : 

Write based on the text above:

1. According to Mts. Harum :
   a. Siti can help her with the housework before she goes to school.
   b. She can get up early herself.

2. According to Rani :
   a. Yuli can …
   b. She can …
   c. She can …

3. According Mr. Adnan :
   a. Mani students can …. 

4. According to Denata :
   a. Fatimah can

5. According to Mrs. Fauzia :
   a. Birds can …
   b. We cannot …
   c. We can …
   d. We can …

6. According to Mr. Rendy :
   a. We cannot …
   b. We can …

7. According to Mts. Gracia :
   a. We can …
   b. We can …. 

8. According to Widi :
   a. Anton can …
   b. He can …
1. Adnan: "My mum is out of town today. My dad is also very busy. But he will came to my school to collect my report."

2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes a mess, but she will not do the cleaning. She will not even clean her own room."

3. Gunawan: "My uncle points his own house. When he has time he has time he will point our house too."

4. Diah: "My brother lover sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office every day."

5. Puspita: "If you need any help with your laundry, please let me know. I will come to your house to help you."

6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok."

7. Mrs. Wike: "With good examples from their parents, I’m sure the students will go to school on foot or on a bicycle."

8. Mrs. Wulandari: "The little boy is very spoilt. He will not stop crying before his mother buys him the toy he wants."
Soal

Nama : 

Kelas : 

Write based on the text above:

1. According to Adnan:
   a. His dad will go to his school to collect his report

2. According to Lathan:
   a. Lusi will not do the cleaning.
   b. …

3. According to Gunawan:
   a. …

4. According to Diah:
   a. …

5. According to Puspita:
   a. …

6. According to Dewi:
   a. …
   b. …

7. According to Mrs. Wike:
   a. …

8. According to Mts. Wulandari: