**THE EFFECT OF CONTEXTUAL TEACHING METHOD TOWARD THE
STUDENTS' SPEAKING SKILL THROUGH ENGLISH
FILM AT UNIVERSITY "45" MAKASSAR**

SKRIPSI

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2015

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Submitted in Partial Fulfillmentof the Requirements
for the Sarjana Degree (S.Pd.)

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "The Effect of Contextual Teaching Method toward the Students' Speaking Skill through English Film at University "45" Makassar"beserta seluruh isinya adalah benar–benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 13Februari 2015

Yang membuat pernyataan,

Rahmawati Fitri Nurdin

iv

ABSTRAK

Rahmawati FitriNurdin. 2015*. The effectof Contextual Teaching Method Toward the Students' Speaking Skillthrough English FilmatUniversity "45" Makassar.* Skripsi, Program Studi PendidikanBahasa Inggris.Dibimbingoleh Hj. St.HaliahBatau, S.S., M.Hum. danRampeng, S.Pd.,M.Pd.

Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan contextual teaching method melalui English film terhadap kemampuan berbicara mahasiswa semester tiga jurusan Pendidikan Bahasa Inggris Universitas 45 Makassar.

Penelitian ini menggunakan metode pre-experimental dengan memilih satu kelas untuk diberikan pre-test, treatment dan post-test. Populasi penelitian adalah mahasiswa jurusan Pendidikan Bahasa Inggris dari dua kelas yaitu kelas A dan B angkatan 2013/2014, sedangkan sampel dalam penelitian ini adalah mahasiswa kelas B yang terdiri dari 15 mahasiswa.

Hasil analisi data pada pre-test dan post-test menunjukkan bahwa nilai untuk accuracy t-testnya adalah sebesar 15,5 sedangkan untuk nilai t-table adalah 2,97 atau (15,5>2.97). nilai pada t-test fluency 5.3 sedangkan nilai t-tablenya 2.97 dan untuk nilai t-test pada comprehensibility 35.71 sedangkan nilai t-tablenya 2.97. Dengan itu nilai t-test lebih bagus dari pada t-table. Hal ini menunjukkan bahwa kemampuan berbahasa inggris mahasiswa semester tiga kelas B pendidikan bahasa inggris meningkat secara significant.Oleh karena itu, ada beberapa aspek yang sangat menonjol setelah mengaplikasikan metode tersebut didalam kelas dan terdapat pula perbedaan yang signifikan antara pre-test dan post-test. Hasil penelitian menunjukkan bahwa penerapan metode ini memberikan pengaruh yang sangat baik, sehingga perubahan-perubahan tersebut bias dilihat pada post-test yang diberikan dan tampak pada latihan post-test.

Kata Kunci:film, speaking, kemampuansiswa

ABSTRACT

Rahmawati Fitri Nurdin. 2015. *The Effect of Contextual Teaching Method Toward the Students' Speaking Skill Through English Film at University "45" Makassar*. Skripsi, English Education Department. Supervised by Hj. St. Haliah Batau, S.S., M.Hum. and Rampeng, S.Pd., M.Pd.

The aim of this research is to know the effect of contextual teaching method through English film toward the students' speaking skill at the third semester of English Education Department, University "45" Makassar.

This research used pre-experimental method with choose one class to expose pre-test, treatment, and post-test. The population of this research is the students' of English Education Department from two classes namely class A and B in 2014/2015 academic year, while the sample of this research is the students' of class B which is consist of 15 students'.

The result of data analysis in pre-test and post-test show that the score for t-test accuracy is 15.5, while for t-table value is 2.97 or (15.5>2.97). Score for t-test fluency is 5.3 while the t-table value is 2.97 and the score for t-test comprehensibility is 35.71 while the t-table value is 2.97. In this case it showed that the students' speaking ability at the third semester in class B improved significantly. Therefore, there are several aspect that improved after applied the method in class and there are significant different between the result in pre-test and post-test. The result of this research showed that this method give a great influence so the changes can be seen in post-test result.

Keywords: movie, speaking, students' skill

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The writer sure if this skripsi still far from the perfection, for this reason she really respects the reader's critics and suggests in improving this skripsi. Finally, the writer hopes this skripsi can help the readers in the future.

Makassar, 13 Februari 2015

Rahmawati Fitri Nurdin

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter covers the background, problem statement, objective of the research, significance of the research and scope of the research

A. Background

Communication is a part of human's daily activities. We can share or communicative our ideas with other people by using a language. It is not only by using our mother tongue, but also by using a foreign language, especially, English which is obviously more difficult to do since we have a limitation of knowledge about foreign language.

Speaking skill is one of the difficult activities in learning English. It is one form of information through oral communication in the word and it become more and more useful. According to Arend in Samra (2008: 1- 2)

> "Communication is essentially a process of sending or receiving message. Communication among people is complicated because it requires the sender of massage to express what he or she intends to communicative and for the receiver to interpret the message accurately. In this case, language plays an important role which must be produced to convey our idea, feeling in our live."

In most conversation, the words flow with just least of mental urge. People think about what they want to say and their tongue seems to take care of rest, automatically putting their thoughts into words. This become obvious

1

when people attempt something difficult like retelling strategy, explaining the subject after reading and discussing it.

Teaching speaking in classroom needs a method to activate and improve the students in speaking English which are most important to the English teacher find solutions by creating efficient and effective technique in teaching speaking ability. According to Moll and Greenburg in Rismayani (2006: 22), retelling is easy to implement and naturally way of learning for many children. More over when retelling familiar text, new learning builds on prior knowledge to connect with their particular life experiences, perspective and cultural background.

The introduction of retelling strategy into many books goes some ways towards helping the learner enter into English. Speaking environment at the conceptual level. The learner may find some books, watch some short story or any subject that may interest for the students to learn it. In this case, they will be used language as means of communication with speakers of yet other language.

Nowadays, Film as one entertainment and also the source of ideas in speaking where it hoped can give knowledge and experience so that trough film someone can express their feelings likes happy, sad, angry and fear. From the film, we can get inspiration, imagination because film is an art form combining visual, dramatic and aural arts.

In this research, the writer is trying to take English film can improve students speaking ability, film is one entertainment which is presented by movie and interesting topic to talked. According to D' Angelo (1977: 8) that wewill find enough knowledge about a particular subject from books that we have read or from film we have seen.

Relating to the description above the researcher intended to do research under the title "**The Effect of Contextual Teaching Method towardthe Students' Speaking Skillat University "45" Makassar through English Film.**"

B. Problem Statement

Based on the background above, the researcher formulates a research question: Is contextual teaching method through films effective towards students' speaking skill at university "45" Makassar?

C. Objective of the Research

This research is aim to find out the effectiveness of contextual teaching method through English film in improving students speaking skill at University "45" Makassar.

D. Significance of the Research

The result of this research expected to be useful information for English teachers or lecturers particularly in learning and teaching speaking. It will become one of medium to improve students' speaking skill.

E. Scope of the Research

The scope of the research restrict to the use of contextual teaching method through English films, it was "The Smurf" through LCD Projector as a medium of teaching in improving the students speaking skill of University "45" Makassar. This film is a retelling stories which are form into simple past activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some concept of speaking which is consist of the nature of speaking, the element of speaking, an overview of contextual teaching learning, some explanation of simple past form, audio visual aids, theoretical framework, resume and hypothesis.

A. The previous related findings.

Bayanuddin (2008:73) stated that the teachers can use media audiovisual to help students become the better speaker in English. Its means they can see what it look and listen the sound like. And it will motivate the students to thinks from what they can see, so they can practice in reality.

Nurjannah (2005:98) in her thesis concluded that using varieties interactive communication method is effective in students' speaking ability.

Rismayani (2006:18) in his research of the students interest in studying speaking through oral communicative activities conclude that simulation, role play, discussion and communicative games can give better contribution to be high in involvement of the students in learning, in general, and in speaking in particular which at the same time engage the students interest.

Based on the previews we ca 5 conclution that films can improve

students' speaking skill because as iteresting topic can grow manyidea.

B.   Some Partinent Ideas

1.   Speaking

a.   The nature of speaking

Speaking is required to communicate ideas, opinions, and comments to make contact with other people in conversational situation.Almost all of us learn to speak and in fact speaking is so much apart of daily life. However learning to speak involves developing a number of complex skills and different types of knowledge about how and when to communicate.

When thinking about speaking what to consider is how we develop speaking in our mother tongue. If we have had only contact with very young babies we will know that although they can not speak, the skill appears to be some kind of communication taking place.

As we know that young babies must develop a number of verbal skills as preparation for speaking they must listen to and try to invite the sounds of the language made by the people around them. This is the point when learning to pronounce the sounds of the mother tongue begins. (Halliday 1975:2)

As children begin to speak they also learn that speaking enables them to participate in social situations and interact with other people. So as

speakers they can express who they are as individuals and exchange information with other people.

Speaking can used each day and evening of our life present countless opportunities for you to converse.On the way to and from school or work and while we're there, strike up conversations with our instructor, classmates, supervisors, colleagues, friends and acquaintances. This is particularly important if we're a foreign student trying to improve our American grammar and pronunciation. According to Aristotle that "to learn is a natural pleasure, not convinced to philosophers but common to all man" you only need the will and the motivation.

According toHalliday (1985:14–15), actually to develop strategy for understanding the nature of spoken language is an important. It will involve helping learners to understand that speaking is an active process of negotiating meaning and of using social knowledge of the situation, the topic and the other speaker. It does not always mean using grammatically complete and written laike sentences, speakers jointly develop the text and to identify some of the likely always that a spoken interaction maybe structured or may unfold.

b. The Performance of Speaking.

As a speaker, in any practical situation tries to reach his communicative purpose because he is required to speak as appropriately as he can whereas other can take his extent.

Simon and Schuster (1979:14) state that is the extractives : exact conformity to truth: or to a role model. It is freedom from mistaken or correctness; or a precision. It is important to learn the accuracy of speaking because the speakers' needs to adjust his talking based on the speech context.

1. Pronunciation

Pronunciation is a stress, rhythm, and intonation within the role of articulation in words. The utterances do not flows as like what the language learner conveys necessarily, but the utterances are functioned as the role of organs speech to pronounce the acceptable articulation of the words.

Simon and Schurter (1979:141) defined pronunciation is :

a. The act or manner of pronouncing words with references to production of sounds, the placing of stress, intonation, etc

b. The manner of uttering a discourse. Noticeably, accent is not most priority matter to be native speaker like pronunciation, but having sure

8

that the saying are understood is much more important. In other hand language learner needs to be able to say what he want to say. This means that his pronunciation should be at least for that purpose.

2. Vocabulary

Simon and Schuster (1979:246) defined vocabulary as :

a. A list of words sometimes phrase, usually arranged in alphabetically order and defined a dictionary : a glossary : a lexicon.

b. All the words of a language.

c. All the words used by a particular person, class, profession, act.

Moreover, words are the means to use the language. Therefore, the language learner learns and uses the words under maximum attaint to remember and practice the use of words.

3. Grammar

Allen, brown and Yatrin (1986: 121) defined grammar as the system of sentence analysis, rules and labeling: it is rather way of speaker to construct sentences in speech.

Since the grammar is inherent in the language skills, the English speaker, particularly the second learner must acquire language use governed by the rules to produce the correct utterances to be understood.

2. Contextual Teaching Learning.

a. Definition of CTL.

The contextual teaching learning is an approach or perspective to teaching and learning that recognizes and adresses the situated nature of knowledge. Through connections both in and out of classroom, a contextual teaching learning approach aims at making experience relevant and meaningful to students by building knowledge that will have applications to lifelong learning. In general, contextual teaching learning aims to build collaboration between the university, school and community in ways which are mutually beneficial.

The contextual teaching learning is an educational process system that helps students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with the contact of their personal, social and cultural circumstances. To achieve this aim, the system encompasses the following eight components. Making meaningful connection, doing the significant work self regulated learning, collaborating critical and creative thinking, nurturing the individual, reaching high standards in using authentic assessment.

The contextual teaching learning also can describe as an educational process system that helps students see meaning in the academic material they are studying by connecting academic subject with the context of their

daily lives, that is, with the contact of their personal, social and cultural circumstances. To achieve this aim, the system encompasses the following eight components. Making meaningful connection, doing the significant work self regulated learning, collaborating critical and creative thinking, nurturing the individual, reaching high standards in using authentic assessment.

The majority of students in our schools are unable to make connections between what they are learning and how that knowledge will be used. This is because the way they process information and their motivation for learning are not touched by the traditional methods of classroom teaching. The students have a difficult time understanding academic concepts (such as math concepts) as they are commonly taught (that is, using an abstract, lecture method), but they desperately need to understand the concepts as they relate to the workplace and to the larger society in which they will live and work. Traditionally, students have been expected to make these connections on their own, outside the classroom.

According to contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them in their own frames of reference (their own inner worlds of memory, experience, and response). This approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in relation to the person's current environment—and that it does so by searching for relationships that make sense and appear useful.

Building upon this understanding, contextual learning theory focuses on the multiple aspects of any learning environment, whether a classroom, a laboratory, a computer lab, a worksite, or a wheat field. It encourages educators to choose and/or design learning environments that incorporate as many different forms of experience as possible—social, cultural, physical, and psychological—in working toward the desired learning outcomes.

3. Review and Retelling

a. The Literature Review

The ability to carry out a competen literature review is an important skill for the researcher. It helps to place the work in the context of what has already been done, allowing comparisons to be made an providing a frame work for futher research.

In general terms, however a literature review is critical summery an assesment of the range of existing material dealing with knowledege and understanding in a given field. Or may be wider ranging in approach. Its purpose is to locate the research project, to form its context or backround, and to provide insights into previous work.

One obvious for this is that it help students learn that what is not reviewed is often quickly forgotten. Equelly important, review signal to students that we are serious about their learning and lets them know what we hoped they would learn.

What should we review, how depends on what goals for the lesson more. Some of the points example should review likes :

1. for language points: call out new vocabulary words (sentences structure, phrase, etc) introduced in a previous lesson, and ask students to tell what they mean or to make a sentences with them.

2. For content points: ask the class to tell three things they learned about (food in our country, etc) in a previous lesson.

3. For ability to understand what you say: give students a short listening quiz, repeating an explanation of something from a previous lesson.

b.   The Review Process

The students are asked review the film wich purpose that to give students reason why the topic or story of film is of sufficient importance for it to be researched, to provide a conceptual an theoritical context in which the topic for research can be situated. The activities process review of students the following:

1. Students are watching a VCD designed to set the context and noting down vocabulary.

2. The students introduced the English film and then ask students to either tell what is the meaning of the film.

3. The students are given several questions concerning with the English film.

4. Ask the students to tell three things they learned or watched about (situation, character, talk about or etc.).

5. Ask the students to memorize what they have seen.

6. Give students a short listening quiz, repeating and an explanation of something from the film.

4. Retelling in the Simple Past.

Retelling story is one of the free oral production activities, it gives challenge to the students to build up the story from what they hear or read.

There are three things to look for in a story; the characters, the plot, and the style of telling the story. This is a useful basis for thinking about how they could use a story in class. We will certainly want to make sure our students can follow the plot and an apreciation of the characters is usually very closely linked to our understanding of a plot. How far the result of discuss style will depend on the interest of our students. Interesting stories are good material for developing the skill of gist listening. We can set a clear goal. The ability to reteal the main elements of the plot. Its usually possible to follow the plot without understanding every word in the story we can choose stories on VCD which have a strong visual constribution to the story line. Look particularly for information about characters, attitudes are often indicated by facial expression or movements.

Kennedy stated that retelling story there are severalstage :

a. Presentation stage

In this stage the teacher present a story or film to the class, teacher can read it or give it to the students in the written from and let them to read it themselves.

b. Group activity

After giving story to the class the students than work in there groups. They discuss the story and they can summeries the story according to their understandind of thr story.

c. Practice stage

This is the stage which should handed out to the students who know practice it in groups. Each students in each group than retell the story with minimal amount guidence from the teacher.Retelling activities provide the students withapportunities for active partisipation in speaking English (Chang Feng Hsin , 1988: 36).

5. **Explanation of Simple past form**

There are many experts of English structures explain about the use of simple past, one of them is cited as follows:

Djauhari (2011:12) explains that simple past tense is a verb form used to express an action or event taking place in the past. This verb form is called the past form. Example:

(+) He met an adventure-spirited girl named Elie

(-) He didn't meet an adventure-spirited girl named Elie

(?) Did he meet an adventure-spirited girl named Elie?

Simple past is used to talk about activities or situation that began and ended in the past (e.g, yesterday, last night, two days ago, in 2000) most simple past verb are formed by adding –ed to a verb as in walked, stayed, and arrived. Some verbs have irregular past form, as in sang and sat.

Example :

(+) Frederickson walked around the waterfall.

(-) Frederickson did not walk around the waterfall.

(?) Did Frederickson walk around the waterfall?

We used simple past tense to talk about many kinds of past event: short, quickly finished action and happening, longer situation and repeat events. The example are :

a.   Peter broke a window last night.

b.   I spent all my childhood in Scotland.

b.   Regularly every summer, jane fell in love.

The simple past tense is common in story telling and when we are telling people about past event, as the example :

A young Carl Fredrickson meets a young adventure-spirited girl named Ellie. 70 years later, Ellie has died. Carl remembers the promise he made to her…….

16

From all the explanation above, it can be concluded that simple past tense is used to express an action or even which occurred in the past time. The action or event might take place in definite time, took some period of time and occurred repeatedly. One thing to remember is that the speaker will have elaborated word to be said by expressing past event that he had before. It will give an opportunity the speaker in accurate English structure.

6.AudioVisual Aids

a. VCD

Media is important in teaching and learning. Good teaching media will arise the students interest in learning the English language and also can fasilitated the students to understand the material. The advatages of VCD from other audio visual equipments is the performance that more compact, easly in it operation, and its accessible maintenance.

VCD film as a media in teaching English is very interesting to improve students' speaking skill, because it is not using big places or very practical in class or laboratory. Students will watch English film or other programm through VCD so the researcher believe this research will effective and good idea to improve teaching and learning process specially to use of contextual teaching method.

b. Film by VCD

1. Concept of film

The best audio visual aids in the language classroom will be teacher. Probably the best is the motion picture for internsm of total impact on the students, nothing so surpaces a movie.

Film is a form of entertainment that will enact a story by a sequence of images giving the illusion of continuous movement or a medium that disseminates moving pictures.While films will be used for the teaching pronounciation, vocabulary, and gramatical structures, one of their greatest potensial lies in presenting a realistic image of the culture linked with the language. Motion, sound, and color all contribute to make the culture come alive. Film has a big influence in socially and always become speaking material wherever we are at school, collages, home and other places and it will be presented by VCD, movie, vidio tape, and TV.

Brown, Lewis, and Harcleroad (1983: 236) stated that entertainment films are sometimes described as "the only art trully of our time" and a universal art which compreses all other literature and acting state design and music, dance and beauty of nature and the use of light and color.

The film give effect for human when they watch usually they choose. The title of kind of film, likes, comedy, action, tragedy, love, horor, and family. Film can give inspiration and positive image but its can make students enjoy

18

and relax in speaking because they can express their image or ideas what they have seen.

2. Why Use Film

Film is unique, though, because it is visual and concreate. Film makers create and array of image with color movement and space.

Film at visual dimention to the study of a book or stimulate interest in it. Film or film strips will be shown either before or after analizing a story. If they read the book or story before viewing the film. Children will compare their own visualisation of the characters and setting with those in the film. Donna and Norton (1980:375–378).

They will also compare the unique qualities of the media to see how one realese strongly on pictures to develop setting and characters, while the other does so with written word Donna and Norton (1980:375).

The following the writer will like to indicate some descriptions about the adventages of the English film :

a. English film will be used for teaching of pronounciation, vocabulary and gramatical structure.

b. English film as a medium in teaching learning make us relax.

c. English film is an interesting topic to discuss.

d. English film can stimulates oral discussion and extends children's imagination.

19

e. English film can be also motivate students actively speaking as a course to speak fluency.

So it means that English film has important role to improve speaking skill and will very effective in using contextual teaching method at teaching–learning because it will make relax for students and it will be interesting topic to discuss, give inspiration to express many idea in speaking.

C. Theoretical Framework

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              ┌─────────────────┐
              │     Input :     │
              │  English Main   │
              │      Skill      │
              └─────────────────┘
                       │
     ┌─────────────┬───┴────────┬──────────────┐
 ┌─────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
 │Listening│ │ Speaking │ │ Reading  │ │ Writing  │
 └─────────┘ └──────────┘ └──────────┘ └──────────┘
                  │
      ┌───────────────────────────────────┐
      │            Process :              │
      │ Using English Film (Pre-test,     │
      │   treatment and Post-test)        │
      └───────────────────────────────────┘
                  │
            ┌──────────┐
            │ Analysis │
            └──────────┘
                  │
      ┌───────────────────────────────┐
      │           Output :            │
      │   Students achievement in     │
      │           speaking            │
      └───────────────────────────────┘
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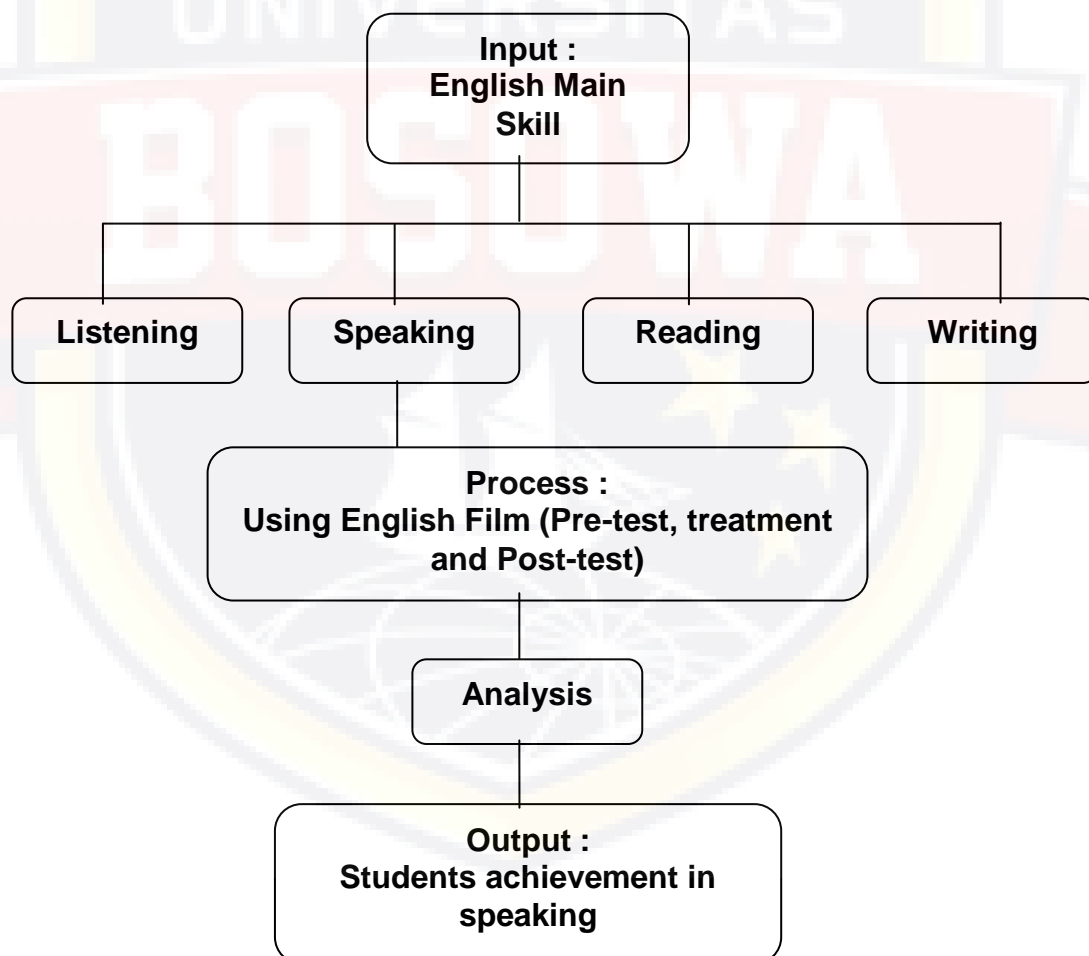
D. Hypothesis

Ho : There is no significant effect of the use of English film in improving
the students' speaking ability.

Hi:There is a significant effect of the use of English film in improving the
students' speaking ability.
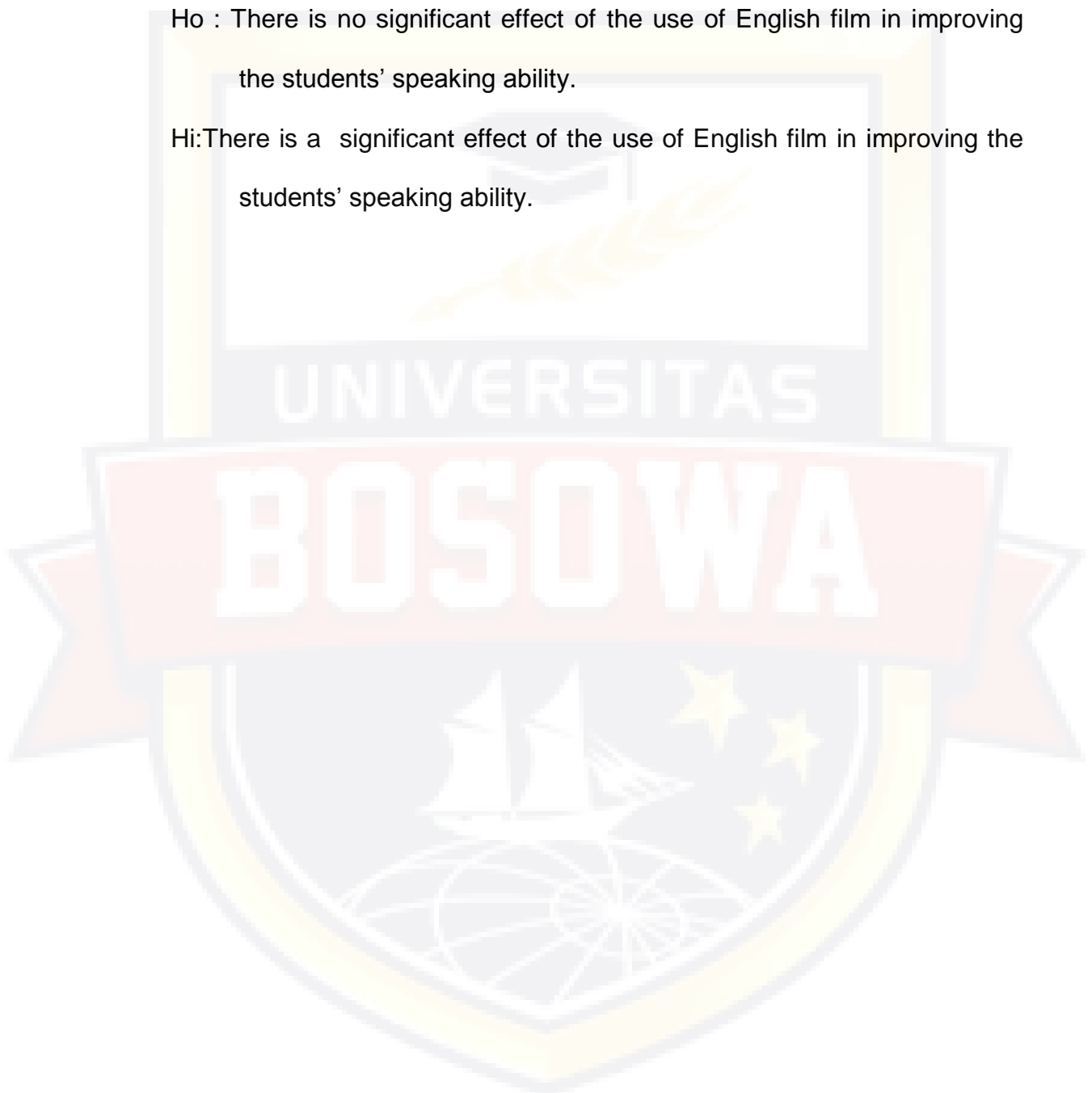
CHAPTER III

RESEARCH METHOD

This chapter described the method, population and sample, variables, instruments, procedure of collecting data and the technique of analyzing data.

A. Research Design

This research employed thepre-experiment research with involves one class pretest and post test design where the research only using one class to whom the treatment applied.

Pre-test	Treatment	Post-test
01	X	02

(Gay, 1981:225)

Notation : 01: Pre-test

X: Treatment

02: Post-test

B. Variables

There are two variables of the research, namely independent variable and dependent variable.

a. The Independent variable is contextual teaching method through English film in teaching speaking.

b. The Dependent Variable is students speaking skills.

C. Population and Sample

1. Population

The population of this research was75 of the third grade English Education Faculty of University "45" Makassar, in the 2014/2015 academic year, which consist of two classes, namely class A and class B.

2. Sample

The research applied random sampling technique. The writer would determine about 15students as a sample of class B.

D. Instrument and Procedure of Collecting Data

1. Instrument of the research :

The instrument of the research consist of oral speaking test. The speaking test aimedto find out the students' skill in speaking English by using English film

2. The Process of Retelling

1. The researcher provided tape record to put result.

2. Students given time to remember story film, what they haveseen or review.

3. Each students had chance to retell one by one.The researcher check

4. accuracy, fluency, and comprehensibility.

3. Procedure of collecting data

The procedure of collecting data is as follows:

a. The pre-test was done before giving treatment. Thewriter distributed the oral speaking test that consist of past event. The writerdivided the test into 2 parts, in the first part, the students is given 4 numbers of questions and the second part,the students asked for retell story, then the writer evaluates (accuracy, fluency and comprehensibility). This activity is recorded. The data then transcribed in phonological symbol based on oxford dictionary year of 2008 4th edition, published in 2008.

b. After giving the pretest the writer gave treatment for the students in three meetings.

The procedures of the treatment are as follows:

1) The first meeting.

- The writer gave the explanation about simple past form.

- The writer introduced the English film to the students.

2) The second meeting.

- The Students was located in a special room where Computer set and LCD Projector is prepared before.

- The students watched English film as long as ten minutes and it would be continuously after finishing the film.

- The writer asked the students to retell what they have seen in a film each ten minutes.

- The writer gave several questions concerning with the English film.

- Each student tried to give the answer.

c. After giving treatment the writer gave posttest for the experimental class.

It aimed to find out the result of treatment.

D. Technique of Data Analysis

1. Accuracy

Table 1.

Classification of students' speaking in accuracy.

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	5	Pronunciation is only very slightly influenced by the mother tongue, two or three minor grammatical and lexical errors.
Good	4	Pronunciation is only very slightly influenced by a mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Average	3	Pronunciation is still moderated influenced by the mother tongue but not serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion
Poor	2	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.

(1)	(2)	(3)
Very poor	1	Pronunciation is seriously influenced by the mother tongue with errors. Several grammatical and lexical errors, some of which cause confusion.

2. Fluency

Table 2.

Classification of students' speaking in fluency.

Classification	Score	Criteria
Excellent	5	Speaks without get an effort with a fairly wide range of expression. Searcher for words occasionally but only one or two unnatural pauses. Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and any a few unnatural pauses.
Good	4	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and any a few unnatural pauses.
average	3	Fairies smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning fair range of expression.
Poor	2	Has to make an effort for much of the time. Often has to search for the describe meaning. Rather halting delivery fragmentary.
Very Poor	1	Long pauses while he searchers for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making an effort at times. Limited range of expression.

26

3. Comprehensibility

Table 3.

Classification of students' speaking in comprehensibility.

Classification	Score	Criteria
Excellent	5	Easy for the listener understand the speaker's intension, general meaning very few interruption or clarification required.
Good	4	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Average	3	Most of what the speaker says is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Poor	2	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Very poor	1	Only small bits (usually short sentences and phrases) can be understand and them with considerable effort by someone who is used to listening to the speaker.

(Heaton, 1988 34 : 39)

The data collected in this researchanalyzedthrough descriptive statistic and inferential statistic.

1. Descriptive Statistical

This technique used to describe the characteristic of each research variable by showing minimum score, maximum score, standard deviation, and percentage. Below are the classification and score of the speaking :

No	Score	Classification
1	9.6 to 10	Excellent
2	8.6 to 9.5	Very Good
3	7.6 to 8.5	Good
4	6.6 to 7.5	Fairly Good
5	5.6 to 6.5	Fair
6	3.6 to 5.5	Poor
7	0.0 to 3.5	Very Poor

(Kanwil Depdikbud, 1985 : 24)

Descriptive statistical analysis specify as following:

b. Mean Score

Calculating the mean score of students by using the formula :

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

Where :

$\overline{X}$: Mean score

ΣX : Sum of all score

N : Total student

28

b. Standard Deviation

$$SD : \sqrt{\dfrac{\sum X1^2 - \dfrac{(\sum X1)^2}{N}}{N-1}}$$

Where:

SD : Standard Deviation

X : Total Raw Score

N : The number of sample

(Gay, 1981: 238)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the first section deals with the finding of the research and the second section deals with the discussion.

A. Findings.

The finding consists of the students' score of pretest and post test and also the difference between the matched pairs or gain (D), classification and percentage of the students' scores, the students' matched scores of accuracy, fluency, and comprehensibility in pretest and posttest mean score and standard deviation of pretest and the posttest, and the test of significant between the pretest and the posttest.

The result of this research showed that the use of contextual teaching method convey the positive change toward students' speaking ability at English Education Department of University "45" Makassar. The result of data could be seen as students' score in pre-test and post-test, rate percentage, and students' mean score of pre-test and post-test as follows :

1. Students' Speaking Score in Accuracy.

Table 1.

The Students' Data For Accuracy in Pre-test and Post Test

Students' Initial	Pre-test (X1)	ΣX^2	Post-test (X2)	$\Sigma X2^2$	Gain D (X2-X1)	D^2
AM	2	4	3	9	1	1
BN	2	4	3	9	1	1
AR	3	9	4	16	1	1
RM	2	4	3	9	1	1
MI	3	9	4	16	1	1
AR	2	4	3	9	1	1
MS	2	4	3	9	1	1
DI	3	9	4	16	1	1
SR	3	9	4	16	1	1
HR	3	9	4	16	1	1
MT	3	9	3	9	0	0
MS	2	4	3	9	1	1
SR	3	9	4	16	1	1
SI	3	9	4	16	1	1
LS	3	9	4	16	1	1
Total	39	105	53	191	14	14

Source : The third Semester Students of English Education Department

The data at table 1 above shows that there are significant different of students' score in pre-test and post test. It is indicate that the use of contextual teaching method through English film is effective to make a positive improvement in students' speaking accuracy at the third semester of English Education Department at University "45" Makassar.

The rate percentage of the students' speaking in accuracy before and after giving treatment could also be seen at the following table:

Table 2.

The Rate Percentage of Students' Speaking in Accuracy.

No	Classification	Score	Pre-test		Post-test	
			Freq.	Percent	Freq.	Percent
1	Excellent	5	0	0%	0	0%
2	Good	4	0	0%	8	53,33%
3	Average	3	9	60%	7	46,67%
4	Poor	2	6	40%	0	0%
5	Very Poor	1	0	0%	0	0%
			15	100%	15	100%

Source : The third Semester Students of English Education Department

The data of the pre-test and post test on table 2 shows that a significant difference of the students' speaking performance in accuracy after treatment was given. In pre-test, the table indicates that none of the students got excellent, good, and very poor classification, most of them or 9 students (60%) got average classification, 6 students (40%) got poor classification, while in the post test, there are 8 students (53,33%) got good classification, and 7 students (46,67%) got average classification, and none of them got excellent, poor and very poor classification.

The data analysis shows the use of Contextual Teaching Method through English film could take the positive alteration towards students' speaking accuracy. The result of mean classification of students' speaking accuracy could be seen in the table as follows :

32

Table 3.

The Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Classification	Standard Deviation
Pre-test	2,6	2,70
Post-test	3,53	2,79

Source: The third Semester Students of English Education Department

The table 3 shows that the mean classification of the students' post-test was higher than the mean classification of students on pre-test, while the standard deviation of the students' post-test was higher than the standard deviation of students' pre-test. Therefore, the result of the mean classification indicated that students' speaking accuracy was influenced through Contextual teaching method as well.

In order to know whether or not the mean classification is different from two variables (pre-test and post-test) at the level of significance 0.05 with degrees of freedom (df) = n-1, where n = the number ofstudents (15 t-test for non independent sample was brought about)the following table shows the result of the calculation.

Table 4.

The T-Test of students' accuracy achievement.

Variable	t-test value	t-table value
$X^2 - X^1$	15,5	2,947

Source: The third Semester Students of English Education Department

33

Table 4 above shows that t-test value is greater than t-table value, it can be concluded, that there was a significant between the result of the students' pre-test and post test.

2. Students' Speaking Score in Fluency

The data analysis shows the use of Contextual Teaching Method through English Film could take the positive alteration towards students' speaking fluency. The result of the data analysis could be seen as follow:

Table 5.

The Students' Data for Fluency in Pre-test and Post Test

Students' Initial	Pre-test (X1)	ΣX^2	Post-test (X2)	$\Sigma X2^2$	Gain D (X2-X1)	D^2
(1)	(2)	(3)	(4)	(5)	(6)	(7)
AM	3	9	3	9	0	0
BN	2	4	3	9	1	1
AR	4	16	5	25	1	1
RM	2	4	4	16	2	4
MI	3	9	4	16	1	1
AR	2	4	3	9	1	1
MS	2	4	5	25	3	9
DI	3	9	4	16	1	1
SR	3	9	4	16	1	1
HR	3	9	5	25	2	4
MT	3	9	4	16	1	1
MS	4	16	4	16	0	0
SR	3	9	4	16	1	1
SI	3	9	4	16	1	1
LS	4	16	4	16	0	0
Total	44	136	60	339	16	26

Source : The third Semester Students of English Education Department

The students' speaking fluency before and after giving treatment could be seen as following table:

Table 6.

The Rate Percentage of Students' Speaking Fluency

No	Classification	Score	Pre-test		Post-test	
			Freq.	Percent	Freq.	Percent
1	Excellent	5	0	0%	3	20%
2	Good	4	3	20%	9	60%
3	Average	3	8	53,33%	3	20%
4	Poor	2	4	26,67%	0	0%
5	Very Poor	1	0	0%	0	0%
			15	100%	15	100%

Source: The third Semester Students of English Education Department

The data of pre-test and post-test at table 6 above shows a significant difference of the students' speaking performance in fluency after the given treatment. In pre-test, the table indicates that none of students got the excellent and very poor classification, 3 students (20%) got good classification, 8 students (53,33%) got average classification, and 4 students (26,67%) got poor classification. While in post test, the table indicates that 3 students (20%) got excellent classification, 9 students (53,33%) got good classification, while only 3 students (20%) got average classification, and none of them got poor and very poor classification.

Table 7.

The Mean Score and Standard Deviation of Pre-test and Post-test in

Fluency.

Test	Mean Classification	Standard Deviation
Pre-test	2,93	0,7
Post-test	3,73	2,65

The table 7 above shows the mean classification of students' pre-test in fluency is 2,93.On the contrary the mean classification of post-test is 3,73. The standard deviation of pre-test was 0,7 while the standard deviation of students' in post-test was 2,65. The mean classification of the students' post-test was higher than the mean classification of pre-test, while the standard deviation of the students' post-test was higher than the standard deviation of students' pre-test. So the result of the mean classification indicates that Contextual Teaching Method through English Film can effect students' speaking ability of English Education Department.

The data of the pre-test and post-test shows a significant difference of the students' speaking performance in fluency that after treatment was given, there was an alteration occurred to their fluency, influenced by that method.

In order to know whether or not the mean classification is different between the two variables (pre-test and post-test) at the level of significance 0.05 with degrees of freedom (df) = n – 1, where n = number of students (15),

t-test for non independent sample was applied. The following table shows the result of the calculation.

Table 8.

The T-Test of Students' Fluency Achievement

Variable	t-test value	t-table value
$X^2 - X^1$	5,3	2,977

Table 8 above shows that t-test value is higher than t-table value, it can be concluded, that there is significant between the result

of the students' pre-test and post-test.

3. Students' Speaking Score in Comprehensibility

The data analysis shows that the use of Contextual teaching method through English film is effective to make a positive alteration in students' speaking comprehensibility at the third semester students of English Education Department at University "45" Makassar, the result of the data analysis could be seen as follow :

Table 9.

The Students' Data for Comprehensibility in Pre-test and Post Test.

Students' Initial	Pre-test (X1)	ΣX^2	Post-test (X2)	$\Sigma X2^2$	Gain D (X2-X1)	D^2
(1)	(2)	(3)	(4)	(5)	(6)	(7`
AM	2	4	3	9	1	1

(1)	(2)	(3)	(4)	(5)	(6)	(7)
BN	2	4	4	16	2	4
AR	3	9	4	16	1	1
RM	2	4	4	16	2	4
MI	3	9	3	9	0	0
AR	3	9	4	16	1	1
MS	3	9	4	16	1	1
DI	3	9	4	16	1	1
SR	3	9	4	16	1	1
HR	3	9	5	25	2	4
MT	3	9	4	16	1	1
MS	3	9	4	16	1	1
SR	3	9	3	9	0	0
SI	4	16	4	16	0	0
LS	3	9	4	16	1	1
Total	43	127	58	228	15	21

Source: The third Semester Students of English Education Department

The students'   rate percentage of comprehensibility could be classification based on   the data above. The students' speaking comprehensibility before and after giving treatment can also be seen in the following table :

Table 10.

The Rate Percentage of Students' Speaking Comprehensibility.

No	Classification	Score	Pre-test		Post-test	
			Freq.	Percent	Freq.	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	Excellent	5	0	0%	1	6,67%
2	Good	4	1	6,67%	11	73,33%
3	Average	3	11	73,33%	3	20%

To be Continued

38

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	Poor	2	3	20%	0	0%
5	Very Poor	1	0	0%	0	0%
Total			15	100%	15	100%

Source: The third Semester Students of English Education Department

The data of the pre-test and post-test show a significant difference of the students' speaking performance in comprehensibility that after treatment was given. In pre-test, the table indicates that none of students got excellent classification, only 1 student (6,67%) got the good classification, meanwhile 11 students (73,33%) got average classification, 3 students (20%) got poor classification, and none of students got very poor classification. While in post test, the table indicates that 1 student (6,67%) got excellent classification, 11 students (73,33%) got good classification, while the others, 3 students (20%) got average classification.

Table 11.

The mean Score and Standard Deviation of Pre-test and Post-test in Comprehensibility.

Test	Mean Classification	Standard Deviation
Pre-test	2,86	0,48
Post-test	3,86	0,51

Source: The third Semester Students of English Education Department

Table 11 shows the mean classification of students' pre-test in comprehensibility is 2,86 and the mean classification of post-test is 3,86. The standard deviation of the pre-test in accuracy is 0,48 while the standard deviation of students' post-test in accuracy is 0,51. The mean classification of the students' post-test was higher than the mean classification of pre-test, and also the standard deviation of the students' post-test was higher than the standard deviation of students' pre-test. So the result of the mean classification indicates students' speaking comprehensibility could be effected by doing contextual teaching method through English film.

In order to know whether or not the mean classification is different between the two variables (pre-test and post-test) at the level of significance 0.05 with degrees of freedom (df) = n – 1, where n = number of students (15), t-test for non independent sample was applied. The following table shows the result of the calculation.

Table 12.

The T-Test of Students' Comprehensibility Achievement

Variable	t-test value	t-table value
$X^2 - X^1$	35,71	2,977

Source : The third Semester Students of English Education Department

Table 12 above shows that t-test value is higher than t-table value, it can be concluded, that there is significant between the result of the students'

pre-test and post-test. Based on above data, the classification of all students either pre-test are tabulated as follow:

Table 13.

The Students' Score of Pre-Test and Post-Test in Experimental Class.

No	Students Initial	ACC		FLU		COM		TOTAL	
		Pre test	Post test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Pre Test
1	AM	2	3	3	3	2	3	7	9
2	BN	2	3	2	3	2	4	6	10
3	AR	3	4	4	5	3	4	10	13
4	RM	2	3	2	4	2	4	6	11
5	MI	3	4	3	4	3	3	9	11
6	AR	2	3	2	3	3	4	7	11
7	MS	2	3	2	5	3	4	7	11
8	DI	3	4	3	4	3	4	9	12
9	SR	3	4	3	4	3	4	9	12
10	HR	3	4	3	5	3	5	9	14
11	MT	3	3	3	4	3	4	9	11
12	MS	2	3	4	4	3	4	8	11
13	SR	3	4	3	4	3	3	9	11
14	SI	3	4	3	4	4	4	10	12
15	LS	3	4	4	4	3	4	10	12
TOTAL		39	53	44	60	43	58	126	172

Source : The third Semester Students of English Education Department

The result above indicated that after applying the contextual teaching method through English film on the students' speaking ability show a significant improvement.

B. Discussion

This section presents the discussion as an interpretation of the result of the data analysis. This section discusses about problem faced by the third semester students of English Education Department at University 45 Makassar. And furthermore, this section describe the students' ability in speaking after applying the contextual teaching method.

Based on the result of the pre-test, the writer found that there was a significantly different between the result of pre-test and post-test. It means that there was a significant different result of pre-test and after teaching and learning process by using Contextual Teaching Method has brought a new nuance and technical strategy to improve the students' speaking skill. Related to the data collected in pre-test and post-test it shows that the students' speaking skill at third semester of University "45" Makassar was fair.

Based on the students' mean score in pre-test 8,39 and post-test 11,12, it shown that the students' score after giving treatments improving speaking skill through English film was higher than the students' score before giving treatment. This proved that the students' score improved after the students' learning speaking through contextual teaching method.

The mentioned data analysis above proved that speaking through English film is effective in improving the students' speaking skill which is formulated in teaching speaking method. So that, we can say that this is

effective in improving students' speaking skill at the third semester students of English Education Department University 45 Makassar.

2. The problems faced by the students in speaking.

   After doing interviewed, some students got many problems in learning speaking, the writer concludes that the problems faced by the students are :

a. Most of students are lack of self-confidence to speak English.

   A student's self-confidence has a significant impact on almost everything they do. Self-confidence also can have a marked effect on academic performance. Low self-confidence can lessen a student's desire to learn, the ability to focus, and her willingness to take risks. it is definitely influenced the students' ability to speak. During the research, the writer foundmanystudentswhohaveconfidence issues, and it is also influenced the students' ability to speak.

b. Most of the students seldom use English in speaking.

   The students' abilityinEnglish language. Is notsupportedbytheir desiretopracticetheirEnglishlanguage skills, especially inspeaking.

c. The students are lack of vocabulary.

   Lack of vocabulary become the highest problem frequency that writer found faced by the students. Students are difficult to express their ideas in a sentence or even in a orally because their have a problem with their vocabulary.

d.   The students do not know how to pronounce English well.

The   tendencytouse   thenative   languagestilldominatesthe

studentsduringthe   learningprocessand   it   is   totally   influenced   the

students' pronounce in English.

e.   Lectures monopolize in learning and teaching process, students do not

have many times or chance to express their ideas in speaking.
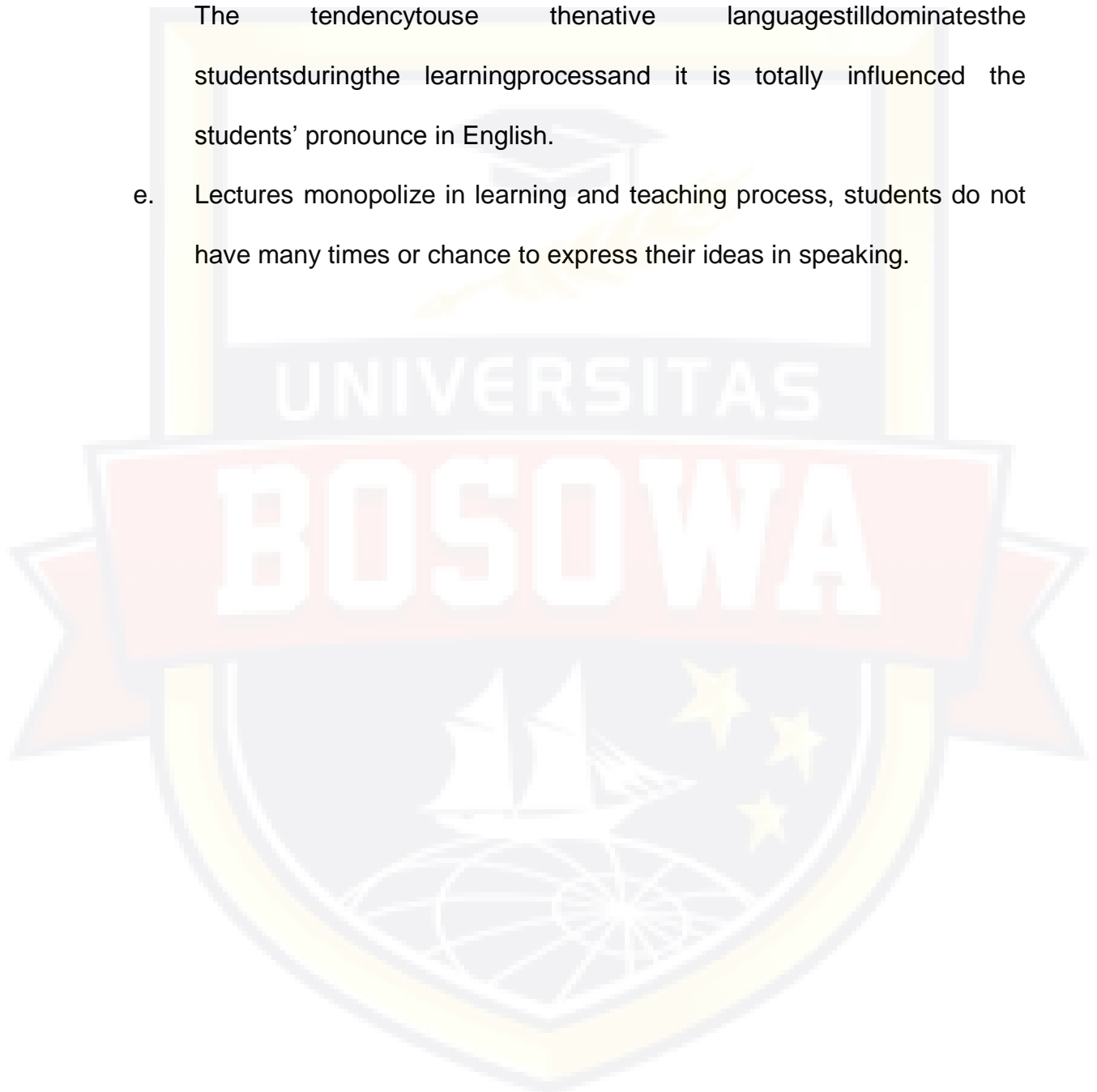
CHAPTER V

CONCLUSION AND SUGGESTION

There are two items that presented by the writer in this section namely conclusion and suggestion.

A. Conclusions

Based on the result of data analysis and the discussion of the result in the previous chapter, the writer concludes :

1. The effect of contextual teaching method through English film could improve the students' speaking ability. It proved by comparing between the result of pre-test (8.39) and post-test (11.12) which had been proved significantly.

2. The students' had positive attitude toward the contextual teaching method through English film. The proof could be seen in the students' improvement score from pre-test and post-test.

3. From the previous explanation in finding and discussion, it can be concluded that contextual teaching method through English film can improve the students' speaking ability of third semester of University "45" Makassar. It is proved by the t-test value that is 7,44 which is greater than the t-table (2,854).

B. Suggestions

Based on the conclusion above, the writer would like to recommend that :

1. The teacher may try this method (Contextual teaching method through English film) because it can influent and had effect on students' English skill.

2. The English teacher should use various method or techniques in teaching and learning process to avoid the monotonous in the classroom.

3. The English teacher should always give relevant materials with the students' need in order to increase their interest and achievement in learning English.

4. For the next writer to use this method in further research will give advantage because it can give enough opportunity to the students' to practice their speaking ability. It was an enjoyable way for learning .

5. The writer hopes for the further researcher and will use this techniques can get the better result.

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Appendices

Appendix 1: RESEARCH INSTRUMENT

INSTRUMEN PENELITIAN

THE EFFECT OF CONTEXTUAL TEACHING METHOD
TOWARDS THE STUDENTS' SPEAKING SKILL
AT UNIVERSITY "45" MAKASSAR THROUGH ENGLISH FILM

NAMA :
NIM   :

Keterangan :

1. Penelitianinibertujuanuntukmengetahuihasildarikeefektifanpenggun

   aanEnglish   film   (film

   berbahasainggris)denganmenggunakanmetode"   Contextual

   Teaching   Method   "

   terhadapkemampuanberbicaramahasiswaJurusanPendidikan

   Bahasa InggrisFakultasKeguruan Dan IlmuPendidikanUniversitas

   45 Makassar.

2. Data

   darihasilpenelitianiniakandigunakansebagaibahanuntukpenyusuna

   nskripsipada Program Strata 1 (S1) JurusanPendidikan Bahasa

   InggrisFakultasKeguruan   Dan   IlmuPendidikanUniversitas   45

   Makassar.

3. Penelitimengharapkankiranyamahasiswadapatmenceritakankembal

   i film yang telahditontonselama 10 menit.

4. Ataspartisipasidanbantuan para mahasiswadiucapkanterimakasih.

Directions :

1. Please retell back whatdid you getfrom the movie you just watched! (Please retell it back into simple past form)

2. What message do you take from the movie you just watched?
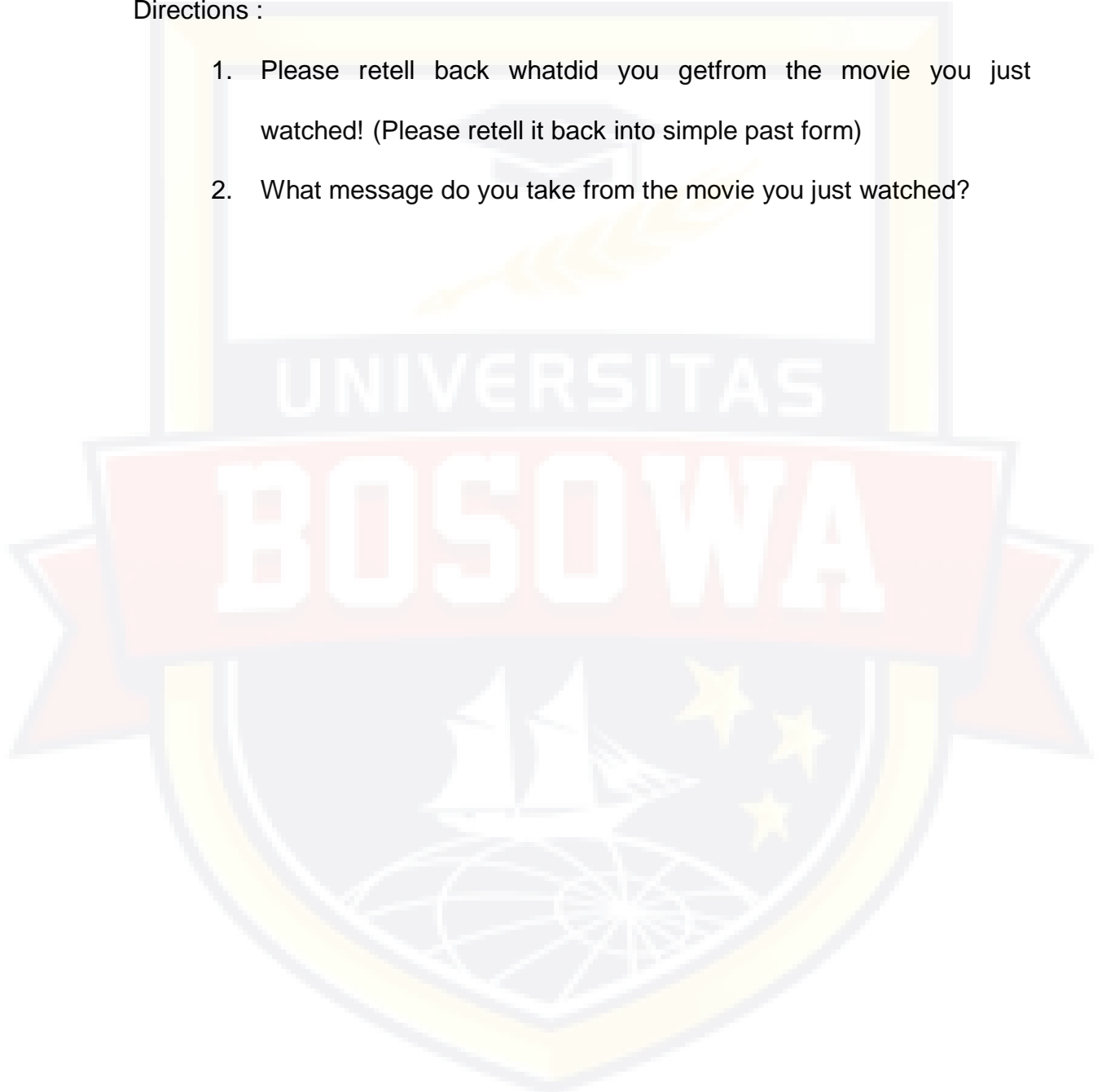
Appendix 2.

Students' Score in Pre-Test and Post-Test.

No	Students Initial	ACC		FLU		COM		TOTAL	
		Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
1	AM	2	3	3	3	2	3	7	9
2	BN	2	3	2	3	2	4	6	10
3	AR	3	4	4	5	3	4	10	13
4	RM	2	3	2	4	2	4	6	11
5	MI	3	4	3	4	3	3	9	11
6	AR	2	3	2	3	3	4	7	11
7	MS	2	3	2	5	3	4	7	11
8	DI	3	4	3	4	3	4	9	12
9	SR	3	4	3	4	3	4	9	12
10	HR	3	4	3	5	3	5	9	14
11	MT	3	3	3	4	3	4	9	11
12	MS	2	3	4	4	3	4	8	11
13	SR	3	4	3	4	3	3	9	11
14	SI	3	4	3	4	4	4	10	12
15	LS	3	4	4	4	3	4	10	12
	TOTAL	39	53	44	60	43	58	126	172

Appendixes3: Mean Score of Students' Pre-Test And Post Test in Accuracy.

a. Mean classification of the students' pre-test :

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

$$= \frac{39}{15}$$

= 2,6

b. Mean classification of the students' post-test :

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

$$= \frac{53}{15}$$

= 3,53

c. Mean classification of gain (D):

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

$$= \frac{14}{15}$$

= 0,95

Appendix 4: Standard deviation of students' pre-test in accuracy

$$\textbf{SD:} \sqrt{\dfrac{\sum X1^2 - \dfrac{(\sum X1)^2}{N}}{N-1}}$$

$$: \sqrt{\dfrac{105 - \dfrac{(39)^2}{15}}{15-1}}$$

$$: \sqrt{\dfrac{105 - \dfrac{39}{15}}{14}}$$

$$: \sqrt{\dfrac{105 - 2,6}{14}}$$

$$: \sqrt{\dfrac{102,4}{14}}$$

$$: \sqrt{7,31}$$

$$= 2,70$$

Appendix 5: Standard deviation of students' post-test in accuracy

$$\text{SD:} \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

$$: \sqrt{\frac{191 - \frac{(53)^2}{15}}{15-1}}$$

$$: \sqrt{\frac{191 - \frac{2809}{15}}{14}}$$

$$: \sqrt{\frac{297 - 187,26}{14}}$$

$$: \sqrt{\frac{109,74}{14}}$$

$$: \sqrt{7,83}$$

$$= \ 2.79$$

Appendix 6: Analysis in T-test for Accuracy

$$T= \frac{D}{\sqrt{\dfrac{\Sigma D2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{0,93}{\sqrt{\dfrac{14 - \dfrac{(14)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{0,93}{\sqrt{\dfrac{14 - \dfrac{196}{15}}{15\,(14)}}}$$

$$= \frac{0,93}{\sqrt{\dfrac{14 - 13,06}{21O}}}$$

$$= \frac{0,93}{\sqrt{\dfrac{0,94}{210}}}$$

$$= \frac{0,93}{\sqrt{0.0044}}$$

$$= \frac{0,93}{0,06}$$

$$= 15.5$$

Appendixes 7: Mean Score of Students' Pre-Test And Post Test in Fluency.

a. **Mean classification of the students' pre-test :**

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

$$= \frac{44}{15}$$

$$= 2{,}93$$

b. **Mean classification of the students' post-test :**

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

$$= \frac{59}{15}$$

$$= 3{,}93$$

c. **Mean classification of gain (D):**

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

$$= \frac{16}{15}$$

$$= 1{,}06$$

Appendix 8: Standard deviation of students' pre-test in fluency.

$$\text{SD} : \sqrt{\dfrac{\sum X1^2 - \dfrac{(\sum X1)^2}{N}}{N-1}}$$

$$: \sqrt{\dfrac{136 - \dfrac{(44)^2}{15}}{15-1}}$$

$$: \sqrt{\dfrac{136 - \dfrac{1936}{15}}{14}}$$

$$: \sqrt{\dfrac{136 - 129{,}06}{14}}$$

$$: \sqrt{\dfrac{6{,}94}{14}}$$

$$: \sqrt{0{,}49}$$

$$= 0{,}7$$

Appendix 9: Standard deviation of students' post-test in Fluency

$$\text{SD:} \sqrt{\frac{\sum X2^2 - \frac{(\sum X2)^2}{N}}{N-1}}$$

$$: \sqrt{\frac{339 - \frac{(60)^2}{15}}{15-1}}$$

$$: \sqrt{\frac{339 - \frac{3600}{15}}{14}}$$

$$: \sqrt{\frac{339 - 240}{14}}$$

$$: \sqrt{\frac{99}{14}}$$

$$: \sqrt{7,07}$$

$$= 2,65$$

Appendix 10: Analysis in T-test for Fluency

$$T = \frac{D}{\sqrt{\dfrac{\Sigma D2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{1{,}06}{\sqrt{\dfrac{26 - \dfrac{(16)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{1{,}06}{\sqrt{\dfrac{26 - \dfrac{256}{15}}{15(14)}}}$$

$$= \frac{1{,}06}{\sqrt{\dfrac{26 - 17{,}06}{210}}}$$

$$= \frac{1{,}06}{\sqrt{\dfrac{8{,}94}{210}}}$$

$$= \frac{1{,}06}{\sqrt{0.04}}$$

$$= \frac{1{,}06}{0{,}20}$$

$$= 5.3$$

Appendix 11: Mean Score of Students' Pre-Test And Post Test in Comprehensibility.

a. **Mean classification of the students' pre-test :**

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

$$= \frac{43}{15}$$

= 2,86

b. **Mean classification of the students' post-test :**

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

$$= \frac{58}{15}$$

= 3,86

c. **Mean classification of gain (D):**

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

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

= 1

Appendix 12: Standard deviation of students' pre-test in Comprehensibility.

SD: $\sqrt{\dfrac{\sum X1^2 - \dfrac{(\sum X1)^2}{N}}{N-1}}$

: $\sqrt{\dfrac{127 - \dfrac{(43)^2}{15}}{15-1}}$

: $\sqrt{\dfrac{127 - \dfrac{1849}{15}}{14}}$

: $\sqrt{\dfrac{127 - 123,26}{14}}$

: $\sqrt{\dfrac{3,47}{14}}$

: $\sqrt{0,24}$

= $0,48$

Appendix 13: Standard deviation of students' post-test in Comprehensibility.

SD: $\sqrt{\dfrac{\sum X2^2 - \dfrac{(\sum X2)^2}{N}}{N-1}}$

$: \sqrt{\dfrac{228 - \dfrac{(58)^2}{15}}{15-1}}$

$: \sqrt{\dfrac{228 - \dfrac{3364}{15}}{14}}$

$: \sqrt{\dfrac{228 - 224{,}26}{14}}$

$: \sqrt{\dfrac{3{,}47}{14}}$

$: \sqrt{0{,}26}$

$= 0{,}51$

Appendix 14: Analysis in T-test for Comprehensibility

$$T = \frac{D}{\sqrt{\dfrac{\Sigma D2 - \dfrac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{1}{\sqrt{\dfrac{21 - \dfrac{(15)^2}{15}}{15\,(15-1)}}}$$

$$= \frac{1}{\sqrt{\dfrac{21 - \dfrac{225}{15}}{15\,(14)}}}$$

$$= \frac{1}{\sqrt{\dfrac{21 - 15}{210}}}$$

$$= \frac{1}{\sqrt{\dfrac{6}{210}}}$$

$$= \frac{1}{\sqrt{0.028}}$$

$$= \frac{1}{0,028}$$

$$= 35,71$$

Appendix 15:Students' script in speaking

Please retell back what you get from the movie you just watched! (Please retell it back into simple past form).

Students' initial   : HR

e okeemaɪneɪmɪz HR. eefrəmdi SHôrtstôrēeeaɪeeaɪkənrēˈtelling e əˈbout e in at plāsee in a lɪtlˈfôrəst e T̲He(ə)rärmenē Smurf e līved in T̲He(ə)r. e T̲HāärT̲Hāärlīving in T̲He(ə)rwəzˈverēˈhapēəndeemākingen e having fən. ənd having fənəndT̲Henmābē in T̲Hiswərld e aktivˈōnlē in T̲Hāiˈmajənari. E in T̲HəəT̲Hərwərld e T̲He(ə)rlīvedwiCH (Not Clear) wiT̲Hhizkat, e T̲HāôlˌwāzT̲Hāôlˌwāz e T̲Hāwônt kə:t, kə:t de Smurf frəm e ˈfôrəst at a T̲He(ə)rtengs. E bət e T̲Hāôlˌwāz e trītu kə:tT̲Həm bət e, de Smurf e ôlˌwāziˈskāpfrəm him, frəm him, frəmT̲Həm. aɪThiNGkT̲Həts ôl.

Students' Initial: MS

emaɪneɪmɪz MS. E di ˈmo͞ovēəˈbout the Smurf. de Smurf rēˈtelling d blo͞omo͞onˈfestəvəlˌprepəˈrāSHər(h)wenˈsədn-lēeeT̲Hə   Smurf ˈwizərdgargamelkəmto͞o get T̲HəsmurfˈesənsəvT̲Hə ˈbädē to inkri:shər. ätT̲Həmōməntəvôlee to iˈskāp clumsy to rən in T̲Hə rôNGdiˈrekSHənee … hōm (not clear) andiˈskāp to New York. ThaNGkyo͞o

65

Post test

Please retell back what you get from the movie you just watched! (Please retell it back into simple past form).

Students' initial: HR

E okemaɪneɪmɪz HR. aɪwilrē ˈtelling əˈbout the Smurf mo͞ovē. Ôləv Smurf wəzprepəˈringselə ˈbrāSHənəvbl o͞omo͞on ˈfestəvəl ebətˈsədn-lē Clumsy mādT͟Həˈwizərdgargamelkəm and hizkat Azrael foundT͟Hāˈvilij. HizdestəˈnāSHən to brought T͟Həsmurf ˈbädē to hizˈmajik. Eeˈevrē ˌThiNG was ˈbizē and T͟Henbiˈkôzəv ÔlT͟Həsmurf was bôrd to sāvd T͟Həmˈselvz. (h)wenT͟Hā wə(r) ˈbizēfəriˈskāpingT͟He(ə)r ˈselvz, clumsy rənˈinto͞oT͟Həˈwôtərˌfôl. And T͟Hen it mādT͟Hā, mādT͟Hālōˌkāted in New York. SiksəvT͟Həsmurfmēt a ˈkəpəl Patrick and Grace and ənˈfôrCHənətlēgargamel and hizkatkəm to New York. Ôləv Smurf hīdhou to riˈtərned to T͟He(ə)rvilij.

Please retell back what you get from the movie you just watched ! (Please retell it back into simple past form).

Students' initial: MS

maɪneɪmɪz MS. E aɪwilrēˈtelling əˈbout the Smurf mo͞ovē. E wəns in T̲Həsmurfvilij, T̲He(ə)rlīvT̲Həsmurf e əˈlôNG e wiT̲H papa smurf. T̲Hālīvedeeˈhapəlēˈ təˈgeT̲Hər. bət, mmm T̲Həˈwizərdgargamelkəm and hizkatAzrae, kəm, kəm, kom to əˈtakedT̲He(ə)rvilij. T̲Həsmurf then iˈskāpedˈinto͞oT̲HəfərˈbidnˈfôrəstT̲Hətiˈvenf.CHo͞oəlē̄, mmm briNG, briNGee, wilbriNG, briNGT̲Həm to pēpəl's līv in New York. In New York, T̲Hā, T̲Hāmēt a ˈkəpəl Patrick and Grace who ee mm T̲HəT̲HenhelpT̲Həmfrəm.Gargamel. ənˈtilee, ənˈtil one e ənˈtilwəndā e Papa Smurf kə:t bīT̲Həˈwizərdgargamel and briNG papa smurf to ˈ T̲Həeekasəl to tākT̲Həjo͞os. EeT̲Həsmurf eT̲Henəˈtaked e T̲Həˈwizərdgargamel. And ˈfīn(ə)lē papa smurfkanbēfrēed. T̲Həsmurf and papa smurfˈfīn(ə)lēriˈtərn to smurfvilij. Mmm e ˈmēnˌ(h)wīlgargamel and azraeltrapped in New York.

Appendix16 :Students' picture.

Picture 1. The researcher is giving explanation to the students

Picture 2. The students are watching the movie

Picture 3. The researcher is giving treatment to the students

Picture 4. The students are watching the movie (post-test)

Appendix 17

Distribution of t-table

df	p (level of significance) (one-tiled test)			
	0.1	**0.05**	**0.01**	**0.001**
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	5.869
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.754	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.754
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.7798	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.66	3.460
120	1.658	1.980	2.617	3.373

BIOGRAPHY

Rahmawati Fitri Nurdin. She was born on December 8th, 1991 in Sorong from the marriage of her parents Nurdin and Djumariah. She started her elementary school in 1997 at SD Inpres 64 Makbalim Sorong. When she was in the fourth grade she moved to SDN 43 TakkalalaPalopo and graduated in 2003.

She continued her study at MTsN Model Palopo and graduated in 2006. After that she continued her study at SMKN 1 Palopo and graduated in 2009. After graduated from SMK, she decided to enter UniversitasCokroaminotoPalopo and took English Department, but in 2011 she moved to University "45" Makassar and took the same department.