

Appendix 1

The Descriptive Analysis of the Participants' Initial Competences on Speaking Skill

		Statistic	Std. Error	
Experimental	Mean	50.5714	1.43151	
	95% Confidence Interval for Mean	Lower Bound	47.6623	
		Upper Bound	53.4806	
	5% Trimmed Mean	50.5159		
	Median	50.0000		
	Variance	71.723		
	Std. Deviation	8.46892		
	Minimum	35.00		
	Maximum	65.00		
	Range	30.00		
	Interquartile Range	10.00		
	Skewness	.311	.398	
	Kurtosis	-.793	.778	
	Control	Mean	54.5714	1.34994
95% Confidence Interval for Mean		Lower Bound	51.8280	
		Upper Bound	57.3148	
5% Trimmed Mean		54.9603		
Median		55.0000		
Variance		63.782		
Std. Deviation		7.98633		
Minimum		35.00		
Maximum		65.00		
Range		30.00		
Interquartile Range		10.00		
Skewness		-.449	.398	
Kurtosis		-.550	.778	

Appendix 2

The Descriptive Analysis of the Experimental Group

		Statistic	Std. Error	
Pre-test	Mean	50.5714	1.43151	
	95% Confidence Interval for Mean	Lower Bound	47.6623	
		Upper Bound	53.4806	
	5% Trimmed Mean	50.5159		
	Median	50.0000		
	Variance	71.723		
	Std. Deviation	8.46892		
	Minimum	35.00		
	Maximum	65.00		
	Range	30.00		
	Interquartile Range	10.00		
	Skewness	.311	.398	
	Kurtosis	-.793	.778	
Post-test	Mean	64.8571	1.44195	
	95% Confidence Interval for Mean	Lower Bound	61.9267	
		Upper Bound	67.7875	
	5% Trimmed Mean	64.8413		
	Median	65.0000		
	Variance	72.773		
	Std. Deviation	8.53072		
	Minimum	50.00		
	Maximum	80.00		
	Range	30.00		
	Interquartile Range	10.00		
	Skewness	-.104	.398	
	Kurtosis	-.896	.778	

Appendix 3

The Descriptive Analysis of the Control Group

			Statistic	Std. Error
Pre-test	Mean		54.5714	1.34994
	95% Confidence Interval for Mean	Lower Bound	51.8280	
		Upper Bound	57.3148	
	5% Trimmed Mean		54.9603	
	Median		55.0000	
	Variance		63.782	
	Std. Deviation		7.98633	
	Minimum		35.00	
	Maximum		65.00	
	Range		30.00	
	Interquartile Range		10.00	
	Skewness		-.449	.398
	Kurtosis		-.550	.778
	Post-test	Mean		58.5714
95% Confidence Interval for Mean		Lower Bound	56.1578	
		Upper Bound	60.9851	
5% Trimmed Mean			58.9683	
Median			60.0000	
Variance			49.370	
Std. Deviation			7.02636	
Minimum			40.00	
Maximum			70.00	
Range			30.00	
Interquartile Range			10.00	
Skewness			-.873	.398
Kurtosis			.461	.778

Appendix 4

Pre-Test for Experimental Class

Write down your name on composition sheet given by the teacher.

1. Choose one of the following movies synopsis:

- The Incredibles 1
- Inside out
- Hotel for Dogs

2. Retell the story based on the movies synopsis in your own words and do it individually in front of the class.

Appendix 5

Pre-Test for Control Class

1. Write down your name on composition sheet given by the teacher.
2. Choose one of the following movies synopsis:
 - The Incredibles 1
 - Inside out
 - Hotel for Dogs
3. Retell the story based on the movies synopsis in your own words and do it individually in front of the class.

Appendix 6

Learning Materials

The Incredibles 1

Public opinion turns against superheroes due to the collateral damage caused by their crime fighting. After several lawsuits, the government silently initiates a relocation program, which forces superheroes to permanently adhere to their secret identities. Fifteen years later, Bob and Helen Parr—formerly known as Mr. Incredible and Elastigirl—and their children Violet, Dash, and baby Jack-Jack are a suburban family. Though he loves his family, Bob dislikes the mundane of suburbia and his white-collar job. Together with his friend Lucius Best, formerly known as Frozone, Bob occasionally relives "the glory days" by moonlighting as a vigilante.

After his supervisor prevents him from stopping a mugging, Bob loses his temper and injures him, resulting in the loss of his job. Returning home, Bob finds a message from a mysterious woman named Mirage who convinces him to become Mr. Incredible again, and gives him a mission to destroy a savage tripod-like robot called the Omnidroid on the remote island of Nomanisan. Bob finds the Omnidroid and destroys it by tricking it into ripping out its own power source.

Bob finds the action and higher pay rejuvenating; he improves his relationship with his family and begins rigorous training while awaiting more work from Mirage for the next two months. Discovering a tear in his costume, he visits superhero costume

designer Edna Mode. Mode, assuming that Helen knows what Bob is doing, makes new costumes for the entire family. Leaving for Nomanisan once again, Bob discovers Mirage is working for Buddy Pine, a disaffected former fan whom Mr. Incredible had rejected as his sidekick. Having adopted the name Syndrome, he has been perfecting the Omnidroid by hiring different superheroes to fight it, adding new features on the occasion that a superhero wins. Now that it is capable of defeating Bob, Syndrome intends to send the machine to the city of Metroville. There, he will secretly manipulate its controls to defeat it in public, becoming a hero himself. Later, he will sell his inventions so that everyone will become equally "super", making the term meaningless.

Meanwhile, Helen visits Edna and learns what Bob has been up to. Edna activates a beacon she built into the suits so Helen can find Bob, inadvertently causing him to be discovered and captured. Helen borrows a private plane to head for Nomanisan, but Violet and Dash have stowed away wearing their own suits, leaving Jack-Jack with a babysitter. Syndrome shoots down Helen's plane, but she and the children survive and reach the island. Helen infiltrates the base, discovering Syndrome's intentions to send the Omnidroid to Metroville in a rocket. Distraught by Syndrome's callousness when her life was threatened, Mirage releases Bob and informs him of his family's survival. At the same time, Helen arrives and races off with Bob to find their children. Dash and Violet are spotted and chased by a number of Syndrome's guards, but fend them off with their powers before reuniting with their parents. However, Syndrome captures them, leaving them imprisoned on Nomanisan while he follows the rocket to Metroville.

The Parrs escape and travel to Metroville in a spare rocket. True to its programming, the Omnidroid recognizes Syndrome as an opponent and attacks the remote on his wrist, making him incapable of controlling it, while simultaneously knocking him unconscious. The Parrs and Frozone team up to fight the Omnidroid; the battle is indecisive until Bob comes across the remote, allowing him to control one of the robot's arms and use it to destroy its power source. Returning home, the Parrs find Syndrome, who plans to kidnap and raise Jack-Jack as his own sidekick to exact revenge on the family. As Syndrome is traveling upward to reach his airplane, Jack-Jack's own superpowers start to manifest and he escapes from Syndrome mid-air. Syndrome manages to board the plane and gloats, but Bob throws his car towards the plane. As Helen catches Jack-Jack, Syndrome loses his balance and is sucked into the plane's jet engine, killing him and causing the plane to explode.

Three months later, the Parrs witness the arrival of a new villain called the Underminer. They put on their superhero masks, ready to face a new threat. The last scene serves as a teaser to the sequel, *Incredibles 2*.

Inside Out

Riley Andersen is born in Minnesota. Within her mind's Headquarters, five personifications of her basic emotions — Joy, Sadness, Fear, Disgust, and Anger — come to life and influence her actions via a control console. As she grows up, her experiences become memories, stored in colored orbs, which are sent into long-term memory each night. Her five most important "core memories" (all happy ones) are housed in a hub; each powers an aspect of her personality, which takes the form of floating islands. Joy acts as a de facto leader, and since she and the other emotions do not understand Sadness' purpose, she tries to keep Sadness away from the console.

At the age of 11, Riley and her parents move to San Francisco for her father's new business. Riley has poor first experiences: the new house is cramped and old, the moving van with their belongings is misdirected, and her father is under stress from his business. When Sadness begins touching Riley's happy memories, turning them sad, Joy tries to guard them by isolating her. On Riley's first day at her new school, Sadness accidentally causes Riley to cry in front of her class, creating a sad core memory. Joy, panicking, tries to dispose of it, but accidentally knocks the other core memories loose during a struggle with Sadness, deactivating the personality islands. Joy, Sadness, and the core memories are sucked out of Headquarters and taken to the maze-like storage area of long-term memory.

Anger, Fear, and Disgust try to maintain Riley's happiness in Joy's absence with disastrous results, distancing her from her parents, friends, and hobbies. As a result, her personality islands gradually crumble and fall, one by one, into the "Memory Dump",

an abyss where memories are forgotten. Finally, Anger inserts an idea into the console, prompting Riley to run away to Minnesota.

While navigating through the long-term memory region, Joy and Sadness encounter Bing Bong, Riley's childhood imaginary friend, who suggests riding the train of thought back to Headquarters. En route to the train station, Bing Bong tearfully watches his rainbow wagon rocket being thrown into the memory dump along with other unused childish artefacts. The three eventually catch the train, but it halts when Riley falls asleep, then derails entirely when "Honesty Island" collapses due to Riley's theft of her mother's credit card. In desperation, Joy abandons Sadness and tries to ride a "recall tube" back to Headquarters, but the ground below the tube collapses, breaking it and plunging Joy and Bing Bong into the Memory Dump.

At the bottom of the abyss, Joy begins to lose hope and breaks into tears, but has an epiphany when she discovers a sad memory of an ice hockey game that turned happy when Riley's parents and friends comforted her. Joy realizes that Sadness serves an important purpose: to induce empathy in others, prompting them to reach out to Riley when she is emotionally overwhelmed and needs help. Joy and Bing Bong try to use the wagon rocket to escape the Memory Dump. After several tries, Bing Bong, who is already fading away, jumps out to allow Joy to escape and is forgotten.

Joy reunites with a despondent Sadness and takes them to Headquarters, only to discover that Anger's idea has disabled the console, rendering Riley apathetic. To the surprise of the others, Joy hands control of the console to Sadness, who is able to extract the idea, reactivating the console and prompting Riley to return home. As

Sadness re-installs the core memories, turning them sad, Riley arrives home to her parents and tearfully confesses that she misses Minnesota and her old life. Her parents comfort her and admit they, too, miss Minnesota as much as she does. Joy and Sadness work the console together, creating a new amalgamated bittersweet core memory in Riley's Headquarters; a new island forms, representing Riley's acceptance of her new life in San Francisco.

A year later at the age of 12, Riley has adapted to her new home, made new friends, and returned to her old hobbies while adopting a few new ones. Inside the Headquarters, her emotions all work together on a newly expanded console with room for them all.

Hotel for Dogs

In New York City, orphans Andi and Bruce swindle a pawnshop owner in order to buy food to feed their dog, Friday. However, they are quickly caught and brought to the police station where they get picked up by social worker, Bernie Wilkins who takes them back to their foster parents, Lois and Carl Scudder, who do not appear to care for either Andi or Bruce. Despite his sympathy for the two siblings, Bernie warns them that they are playing a dangerous game by deliberately getting into trouble in order to escape Carl and Lois.

The next morning, Friday leaves to go looking for food, only to be caught by Animal Control. Desperate and worried, Andi and Bruce go into a local pet shop to ask if anybody has seen him. They meet Dave and Heather, who advise them to check the pound. They learn that Friday is indeed in the Pound but cannot be claimed without their parents present. While walking home, they discover a gang of youths committing a crime, causing them to flee before the police arrive. They look for Friday, who has already begun to hide in an abandoned hotel. They find a tiny Boston Terrier and an English Mastiff and name them Georgia and Lenny. Confident the three dogs will get along, Andi and Bruce leave Friday at the hotel for the night.

The next day, Bruce stays at the hotel to keep the dogs quiet, while Andi heads to the pet shop to get some food for the dogs, where she runs into two employees Dave and Heather. Andi lies to them that their parents often rescue dogs, causing Dave to ask her to take in three more dogs that nobody seems to want to adopt, which she reluctantly agrees. With six dogs to look after, the friends set about trying to get the

hotel in a decent state to accommodate the dogs' needs, with help from a local boy named Mark, as they rescue more stray dogs to occupy the hotel.

Eventually, Dave invites Andi to a party, which she agrees. Meanwhile, Bruce is caught stealing a hairdryer from Lois and is immediately interrogated by his foster parents. The party is ruined for Andi when she bumps into an old acquaintance that accidentally reveals to everyone that Andi is an orphan. Bruce manages to escape his house, only to find out that the hotel has fallen into chaos. Lois and Carl follow him, while the police are called, and the dogs are found and sent to the Pound, while the police take Bruce and Andi away. When Lois and Carl refuse to take Andi and Bruce back, Bernie is forced to send them to separate foster homes.

The dogs are all scheduled to be put down the next day, but Friday manages to escape captivity. He rushes over to find Dave, Heather and Mark, who in turn find Andi and Bruce. Meanwhile, Bernie explores the hotel and realizes why the kids loved doing what they did. Andi and Bruce manage to break into the Pound and release the dogs in an attempt to get them across the county line, where they will be safe. However, the dogs instead make their way towards the hotel, believing it to be their home. The strange event attracts the attention of the police, who follow the dogs to the hotel, causing a large crowd to gather inside the hotel. Bernie appears and tells them how Bruce and Andi managed to create a family of dogs. He introduces all the dogs who live at the hotel and tells the stories of their past owners, which wins over the crowd, and the police allow the children to keep the dogs together.

As people eagerly explore the hotel, Bernie reveals to an overjoyed Andi and Bruce that he and his wife have decided to adopt them. Sometime later, the hotel re-opens as a grand "Hotel For Dogs", where people can either adopt strays or board their dogs, while Andi, Bruce, and Friday happily settle into their new family.

Appendix 7

Lesson Plan (First Meeting – Experimental Class)

School	: SMP Negeri 20 Jakarta
Subject	: English
Class/Semester	: VIII
Aspect considered	: Speaking
Time	: 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill through movies.

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill.

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story based on the movies
3. Students know how to spell the word correctly based on movies

D. Purposes of Academic Learning:

1. Students are able to identify whether movies is a good media to improve students' speaking skill
2. Students are able to find out students' perception toward using movies as media in learning English speaking

E. Learning Method:

Writing Skill

F. Learning Media:

Movies, Laptop, Power Point

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <ol style="list-style-type: none"> a. Greeting students b. Checking the students' attendance <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <ol style="list-style-type: none"> a. Informing the students about the lesson they are going to learn 	<p>Orientation</p> <ol style="list-style-type: none"> a. Greeting back the teacher b. Giving response <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <ol style="list-style-type: none"> a. Listening to teacher's explanation b. Listening to teacher's explanation 	10 minutes

		<p>b. Giving the direction of how the lesson will take place</p> <p>c. Telling students the learning goals</p> <p>Giving reference Warming up students' knowledge about media of speaking by giving them some question:</p> <ol style="list-style-type: none"> 1. Have you ever heard about media of speaking? 2. Do you know about movies as media to improve speaking skill? <p>Warming up students' knowledge about speaking by giving them question:</p> <ol style="list-style-type: none"> 1. Have you ever retell the story? 	<p>c. Listening to teacher's explanation</p> <p>Giving reference Giving response by giving the teacher an example</p>	
2	Whilst-Activity	<p>Exploration</p> <ol style="list-style-type: none"> a. Explaining about speaking skill b. Explaining about movies as media to improve speaking skill c. Giving time for students to ask some question's <p>Elaboration</p> <ol style="list-style-type: none"> a. Asking the students to watch the movies b. Asking the students to retell the story based on the movies c. Helping the students solve the difficulties they encounter in retell the story d. Asking the students to retell their story in front the class 	<p>Exploration</p> <ol style="list-style-type: none"> a. Listening the teacher's explanation b. Listening the teacher's explanation c. Answering the teacher by giving some question <p>Elaboration</p> <ol style="list-style-type: none"> a. Watching the movie b. Retelling the story c. Paying attention on the teacher d. Paying attention on the teacher 	100 minutes

3	Post-Activity	Confirmation a. The teacher gives praise for the students b. The teacher gives comment and suggestion for the students c. The teacher gives greetings for closing the class	Confirmation a. Paying attention on the teacher b. Paying attention to the teacher c. Paying attention to the teacher	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____/24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 8

Lesson Plan (Second Meeting – Experimental Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester	: VIII
Aspect considered	: Speaking
Time	: 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill through movies.

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill.

C. Indicators :

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story based on the movies
3. Students know how to spell the word correctly based on movies

D. Purposes of Academic Learning:

1. Students are able to identify whether movies is a good media to improve students' speaking skill

2. Students are able to find out students' perception toward using movies as media in learning English speaking

E. Learning Method:

Writing Skill

F. Learning Media:

Movies, Laptop, Power Point

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <p>a. Greeting students b. Checking the students' attendance</p> <p>Apperception Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <p>a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals</p> <p>Giving reference</p>	<p>Orientation</p> <p>a. Greeting back the teacher b. Giving response</p> <p>Apperception Answering the teacher's question</p> <p>Motivation</p> <p>a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation</p> <p>Giving reference</p>	10 minutes

		Warming up students' knowledge about last meeting	Giving response the teacher	
2	Whilst-Activity	<p>Exploration</p> <p>a. Warming up students' knowledge about lesson by giving them question:</p> <p>1. Did you find difficulties when you retell the story in the last meeting?</p> <p>b. Explaining the material and gives the example</p> <p>Elaboration</p> <p>a. Asking the students to watch the movies</p> <p>b. Asking the students to retell the story based on the movies</p> <p>c. Helping the students solve the difficulties they encounter in retell the story</p> <p>d. Asking the students to retell their story in front the class</p>	<p>Exploration</p> <p>a. Answering the teacher's question</p> <p>b. Paying attention on the teacher</p> <p>Elaboration</p> <p>a. Watching the movie</p> <p>b. Retelling the story</p> <p>c. Paying attention on the teacher</p> <p>d. Paying attention on the teacher</p>	100 minutes
3	Post-Activity	<p>Confirmation</p> <p>a. The teacher gives praise for the students</p> <p>b. The teacher gives comment and suggestion for the students</p> <p>c. The teacher gives greetings for closing the class</p>	<p>Confirmation</p> <p>a. Paying attention on the teacher</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p>	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student	Most of the ideas that	Some ideas that the	The ideas regarding the	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher

Researcher



Rusnandar, S.Pd.



Yumitha Tabun



Appendix 9

Lesson Plan (Third Meeting – Experimental Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester : VIII

Aspect considered : Speaking

Time : 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill through movies.

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill.

C. Indicators :

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story based on the movies
3. Students know how to spell the word correctly based on movies

D. Purposes of Academic Learning:

1. Students are able to identify whether movies is a good medium to improve students' speaking skill
2. Students are able to find out students' perception toward using movie as media in learning English speaking

E. Learning Method:

Writing Skill

F. Learning Media:

Movies, Laptop, Power Point

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation a. Greeting students b. Checking the students' attendance</p> <p>Apperception Asking the students the lesson that they have learned the last meeting</p> <p>Motivation a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals</p> <p>Giving reference Warming up students' knowledge about last meeting</p>	<p>Orientation a. Greeting back the teacher b. Giving response</p> <p>Apperception Answering the teacher's question</p> <p>Motivation a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation</p> <p>Giving reference Giving response the teacher</p>	10 minutes

2	Whilst-Activity	<p>Exploration</p> <p>a. Warming up students' knowledge about lesson by giving them question:</p> <ol style="list-style-type: none"> Did you find difficulties when you retell the story in the last meeting? <p>b. Explaining the material and gives the example</p> <p>Elaboration</p> <p>a. Asking the students to watch the movies</p> <p>b. Asking the students to retell the story based on the movies</p> <p>c. Helping the students solve the difficulties they encounter in retell the story</p> <p>d. Asking the students to retell their story in front the class</p>	<p>Exploration</p> <p>a. Answering the teacher's question</p> <p>b. Paying attention on the teacher</p> <p>Elaboration</p> <p>a. Watching the movie</p> <p>b. Retelling the story</p> <p>c. Paying attention on the teacher</p> <p>d. Paying attention on the teacher</p>	100 minutes
3	Post-Activity	<p>Confirmation</p> <p>a. The teacher gives praise for the students</p> <p>b. The teacher gives comment and suggestion for the students</p> <p>c. The teacher gives greetings for closing the class</p>	<p>Confirmation</p> <p>a. Paying attention on the teacher</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p>	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher

Researcher



Rusnandar, S.Pd.



Yumitha Tabun



Appendix 10

Lesson Plan (Fourth Meeting – Experimental Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester : VIII

Aspect considered : Speaking

Time : 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill through movies.

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill.

C. Indicators :

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story based on the movies
3. Students know how to spell the word correctly based on movies

D. Purposes of Academic Learning:

1. Students are able to identify whether movies is a good medium to improve students' speaking skill
2. Students are able to find out students' perception toward using movie as media in learning English speaking

E. Learning Method:

Writing Skill

F. Learning Media:

Movies, Laptop, Power Point

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <p>a. Greeting students b. Checking the students' attendance</p> <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <p>a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals</p> <p>Giving reference</p> <p>Warming up students' knowledge about last meeting</p>	<p>Orientation</p> <p>a. Greeting back the teacher b. Giving response</p> <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <p>a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation</p> <p>Giving reference</p> <p>Giving response the teacher</p>	10 minutes
2	Whilst-Activity	<p>Exploration</p>	<p>Exploration</p> <p>a. Answering the teacher's question</p>	100 minutes

		<p>a. Warming up students' knowledge about lesson by giving them question: 1. Did you find difficulties when you retell the story in the last meeting?</p> <p>b. Explaining the material and gives the example</p> <p>Elaboration</p> <p>a. Asking the students to watch the movie</p> <p>b. Asking the students to retell the story based on the movie</p> <p>c. Helping the students solve the difficulties they encounter in retell the story</p> <p>d. Asking the students to retell their story in front the class</p>	<p>b. Paying attention on the teacher</p> <p>Elaboration</p> <p>a. Watching the movie</p> <p>b. Retelling the story</p> <p>c. Paying attention on the teacher</p> <p>d. Paying attention on the teacher</p>	
3	Post-Activity	<p>Confirmation</p> <p>a. The teacher gives praise for the students</p> <p>b. The teacher gives comment and suggestion for the students</p> <p>c. The teacher gives greetings for closing the class</p>	<p>Confirmation</p> <p>a. Paying attention on the teacher</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p>	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher

Rusnandar, S.Pd.

Researcher

Yumitha Tabun



Principal

Pratiwi, M.Si.

Appendix 11

Lesson Plan (Fifth Meeting – Experimental Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester : VIII

Aspect considered : Speaking

Time : 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill through movies.

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill.

C. Indicators :

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story based on the movies
3. Students know how to spell the word correctly based on movies

D. Purposes of Academic Learning:

1. Students are able to identify whether movies is a good medium to improve students' speaking skill

2. Students are able to find out students' perception toward using movie as media in learning English speaking

E. Learning Method:

Writing Skill

F. Learning Media:

Movies, Laptop, Power Point

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <p>a. Greeting students b. Checking the students' attendance</p> <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <p>a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place</p>	<p>Orientation</p> <p>a. Greeting back the teacher b. Giving response</p> <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <p>a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation</p>	10 minutes

		<p>c. Telling students the learning goals</p> <p>Giving reference Warming up students' knowledge about last meeting</p>	<p>Giving reference Giving response the teacher</p>	
2	Whilst-Activity	<p>Exploration</p> <p>a. Warming up students' knowledge about lesson by giving them question:</p> <ol style="list-style-type: none"> 1. Did you find difficulties when you retell the story in the last meeting? <p>b. Explaining the material and gives the example</p> <p>Elaboration</p> <ol style="list-style-type: none"> a. Asking the students to watch the movies b. Asking the students to retell the story based on the movies c. Helping the students solve the difficulties they encounter in retell the story d. Asking the students to retell their story in front the class 	<p>Exploration</p> <ol style="list-style-type: none"> a. Answering the teacher's question b. Paying attention on the teacher <p>Elaboration</p> <ol style="list-style-type: none"> a. Watching the movie b. Retelling the story c. Paying attention on the teacher d. Paying attention on the teacher 	100 minutes
3	Post-Activity	<p>Confirmation</p> <ol style="list-style-type: none"> a. The teacher gives praise for the students b. The teacher gives comment and suggestion for the students c. The teacher gives greetings for closing the class 	<p>Confirmation</p> <ol style="list-style-type: none"> a. Paying attention on the teacher b. Paying attention to the teacher c. Paying attention to the teacher 	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun

Principal



Appendix 12

Lesson Plan (Sixth Meeting – Experimental Class)

School : SMP Negeri 20 Jakarta

Subject	: English
Class/Semester	: VIII
Aspect considered	: Speaking
Time	: 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill through movies.

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill.

C. Indicators :

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story based on the movies
3. Students know how to spell the word correctly based on movies

D. Purposes of Academic Learning:

1. Students are able to identify whether movies is a good medium to improve students' speaking skill
2. Students are able to find out students' perception toward using movie as media in learning English speaking

E. Learning Method:

Writing Skill

F. Learning Media:

Movies, Laptop, Power Point

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <p>a. Greeting students b. Checking the students' attendance</p> <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p>	<p>Orientation</p> <p>a. Greeting back the teacher b. Giving response</p> <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p>	10 minutes

		<ul style="list-style-type: none"> a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals <p>Giving reference Warming up students' knowledge about last meeting</p>	<ul style="list-style-type: none"> a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation <p>Giving reference Giving response the teacher</p>	
2	Whilst-Activity	<p>Exploration</p> <ul style="list-style-type: none"> a. Warming up students' knowledge about lesson by giving them question: <ul style="list-style-type: none"> 1. Did you find difficulties when you retell the story in the last meeting? b. Explaining the material and gives the example <p>Elaboration</p> <ul style="list-style-type: none"> a. Asking the students to watch the movies b. Asking the students to retell the story based on the movies c. Helping the students solve the difficulties they encounter in retell the story d. Asking the students to retell their story in front the class 	<p>Exploration</p> <ul style="list-style-type: none"> a. Answering the teacher's question b. Paying attention on the teacher <p>Elaboration</p> <ul style="list-style-type: none"> a. Watching the movie b. Retelling the story c. Paying attention on the teacher d. Paying attention on the teacher 	100 minutes
3	Post-Activity	<p>Confirmation</p> <ul style="list-style-type: none"> a. The teacher gives praise for the students b. The teacher gives comment and suggestion for the students c. The teacher gives greetings for closing the class 	<p>Confirmation</p> <ul style="list-style-type: none"> a. Paying attention on the teacher b. Paying attention to the teacher c. Paying attention to the teacher 	10 minutes

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H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 13

Lesson Plan (First Meeting – Control Class)

School	: SMP Negeri 20 Jakarta
Subject	: English
Class/Semester	: VIII
Aspect considered	: Speaking
Time	: 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story
3. Students know how to spell the word correctly

D. Purposes of Academic Learning:

1. Students are able to identify the structure, language features, and social function in speaking skill
2. Students are able to retell the story
3. Students are able to spell the word correctly

E. Learning Method:

Writing Skill

F. Learning Media:

Paper

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p>	<p>Orientation</p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p>	10 minutes

		<p>a. Informing the students about the lesson they are going to learn</p> <p>b. Giving the direction of how the lesson will take place</p> <p>c. Telling students the learning goals</p> <p>Giving reference Warming up students' knowledge about speaking by giving them question:</p> <ol style="list-style-type: none"> 1. Have you ever retell the story? 	<p>a. Listening to teacher's explanation</p> <p>b. Listening to teacher's explanation</p> <p>c. Listening to teacher's explanation</p> <p>Giving reference Giving response by giving the teacher an example</p>	
2	Whilst-Activity	<p>Exploration</p> <p>a. Explaining about speaking skill</p> <p>b. Giving time for students to ask some question</p> <p>Elaboration</p> <p>a. Asking the students to read the movies synopsis</p> <p>b. Asking the students to retell the story based on the movies synopsis</p> <p>c. Helping the students solve the difficulties they encounter in retell the story</p> <p>d. Asking the students to retell their story in front the class</p>	<p>Exploration Listening the teacher explanations</p> <p>Elaboration</p> <p>a. Reading the movie synopsis</p> <p>b. Retelling the story</p> <p>c. Paying attention on the teacher</p> <p>d. Paying attention on the teacher</p>	100 minutes
3	Post-Activity	<p>Confirmation</p> <p>a. The teacher gives praise for the students</p> <p>b. The teacher gives comment and suggestion for the students</p> <p>c. The teacher gives greetings for closing the class</p>	<p>Confirmation</p> <p>a. Paying attention on the teacher</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p>	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Appendix 14

Lesson Plan (Second Meeting – Control Class)

School	: SMP Negeri 20 Jakarta
Subject	: English
Class/Semester	: VIII
Aspect considered	: Speaking
Time	: 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story
3. Students know how to spell the word correctly

D. Purposes of Academic Learning:

1. Students are able to identify the structure, language features, and social function in speaking skill
2. Students are able to retell the story
3. Students are able to spell the word correctly

E. Learning Method:

Writing Skill

F. Learning Media:

Paper

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p>Apperception</p>	<p>Orientation</p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p>Apperception</p>	10 minutes

		<p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <ol style="list-style-type: none"> Informing the students about the lesson they are going to learn Giving the direction of how the lesson will take place Telling students the learning goals <p>Giving reference</p> <p>Warming up students' knowledge about last meeting</p>	<p>Answering the teacher's question</p> <p>Motivation</p> <ol style="list-style-type: none"> Listening to teacher's explanation Listening to teacher's explanation Listening to teacher's explanation <p>Giving reference</p> <p>Giving response the teacher</p>	
2	Whilst-Activity	<p>Exploration</p> <ol style="list-style-type: none"> Warming up students' knowledge about lesson by giving them question: <ol style="list-style-type: none"> Did you find difficulties when you retell the story in the last meeting? Explaining the material and gives the example <p>Elaboration</p> <ol style="list-style-type: none"> Asking the students to read the movies synopsis Asking the students to retell the story based on the movies synopsis Helping the students solve the difficulties they encounter in retell the story Asking the students to retell their story in front the class 	<p>Exploration</p> <ol style="list-style-type: none"> Answering the teacher's question Paying attention on the teacher <p>Elaboration</p> <ol style="list-style-type: none"> Reading the movie Retelling the story Paying attention on the teacher Paying attention on the teacher 	100 minutes

3	Post-Activity	Confirmation a. The teacher gives praise for the students b. The teacher gives comment and suggestion for the students c. The teacher gives greetings for closing the class	Confirmation a. Paying attention on the teacher b. Paying attention to the teacher c. Paying attention to the teacher	10 minutes
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H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	<i>Very Good (4)</i>	<i>Good (3)</i>	<i>Average (2)</i>	<i>Poor (1)</i>	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 15

Lesson Plan (Third Meeting – Control Class)

School	: SMP Negeri 20 Jakarta
Subject	: English
Class/Semester	: VIII
Aspect considered	: Speaking
Time	: 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story
3. Students know how to spell the word correctly

D. Purposes of Academic Learning:

1. Students are able to identify the structure, language features, and social function in speaking skill
2. Students are able to retell the story
3. Students are able to spell the word correctly

E. Learning Method:

Writing Skill

F. Learning Media:

Paper

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting students b. Checking the students' attendance <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals <p>Giving reference</p> <p>Warming up students' knowledge about last meeting</p>	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting back the teacher b. Giving response <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation <p>Giving reference</p> <p>Giving response the teacher</p>	10 minutes
2	Whilst-Activity	<p>Exploration</p> <ul style="list-style-type: none"> a. Warming up students' knowledge about lesson by giving them question: <ul style="list-style-type: none"> 1. Did you find difficulties when you retell the story in the last meeting? b. Explaining the material and gives the example <p>Elaboration</p> <ul style="list-style-type: none"> a. Asking the students to read the movies synopsis b. Asking the students to retell the story based on the movies synopsis 	<p>Exploration</p> <ul style="list-style-type: none"> a. Answering the teacher's question b. Paying attention on the teacher <p>Elaboration</p> <ul style="list-style-type: none"> a. Reading the movie b. Retelling the story c. Paying attention on the teacher d. Paying attention on the teacher 	100 minutes

		<p>c. Helping the students solve the difficulties they encounter in retell the story</p> <p>d. Asking the students to retell their story in front the class</p>		
3	Post-Activity	<p>Confirmation</p> <p>a. The teacher gives praise for the students</p> <p>b. The teacher gives comment and suggestion for the students</p> <p>c. The teacher gives greetings for closing the class</p>	<p>Confirmation</p> <p>a. Paying attention on the teacher</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p>	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____/24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 16

Lesson Plan (Fourth Meeting – Control Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester : VIII

Aspect considered : Speaking

Time : 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story
3. Students know how to spell the word correctly

D. Purposes of Academic Learning:

1. Students are able to identify the structure, language features, and social function in speaking skill
2. Students are able to retell the story
3. Students are able to spell the word correctly

E. Learning Method:

Writing Skill

F. Learning Media:

Paper

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting students b. Checking the students' attendance <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals <p>Giving reference</p> <p>Warming up students' knowledge about last meeting</p>	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting back the teacher b. Giving response <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation <p>Giving reference</p> <p>Giving response the teacher</p>	10 minutes
2	Whilst-Activity	<p>Exploration</p> <ul style="list-style-type: none"> a. Warming up students' knowledge about lesson by giving them question: <ul style="list-style-type: none"> 1. Did you find difficulties when you retell the story in the last meeting b. Explaining the material and gives the example <p>Elaboration</p> <ul style="list-style-type: none"> a. Asking the students to read the movies synopsis b. Asking the students to retell the story based on the movies synopsis c. Helping the students solve the difficulties they encounter in retell the story 	<p>Exploration</p> <ul style="list-style-type: none"> a. Answering the teacher's question b. Paying attention on the teacher <p>Elaboration</p> <ul style="list-style-type: none"> a. Reading the movie b. Retelling the story c. Paying attention on the teacher d. Paying attention on the teacher 	100 minutes

		d. Asking the students to retell their story in front the class		
3	Post-Activity	Confirmation a. The teacher gives praise for the students b. The teacher gives comment and suggestion for the students c. The teacher gives greetings for closing the class	Confirmation a. Paying attention on the teacher b. Paying attention to the teacher c. Paying attention to the teacher	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 17

Lesson Plan (Fifth Meeting – Control Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester : VIII

Aspect considered : Speaking

Time : 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story
3. Students know how to spell the word correctly

D. Purposes of Academic Learning:

1. Students are able to identify the structure, language features, and social function in speaking skill
2. Students are able to retell the story
3. Students are able to spell the word correctly

E. Learning Method:

Writing Skill

F. Learning Media:

Paper

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting students b. Checking the students' attendance <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals <p>Giving reference</p> <p>Warming up students' knowledge about last meeting</p>	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting back the teacher b. Giving response <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation <p>Giving reference</p> <p>Giving response the teacher</p>	10 minutes
2	Whilst-Activity	<p>Exploration</p> <ul style="list-style-type: none"> a. Warming up students' knowledge about lesson by giving them question: <ul style="list-style-type: none"> 1. Did you find difficulties when you retell the story in the last meeting? b. Explaining the material and gives the example <p>Elaboration</p> <ul style="list-style-type: none"> a. Asking the students to read the movies synopsis b. Asking the students to retell the story based on the movies synopsis 	<p>Exploration</p> <ul style="list-style-type: none"> a. Answering the teacher's question b. Paying attention on the teacher <p>Elaboration</p> <ul style="list-style-type: none"> a. Reading the movie b. Retelling the story c. Paying attention on the teacher d. Paying attention on the teacher 	100 minutes

		<p>c. Helping the students solve the difficulties they encounter in retell the story</p> <p>d. Asking the students to retell their story in front the class</p>		
3	Post-Activity	<p>Confirmation</p> <p>a. The teacher gives praise for the students</p> <p>b. The teacher gives comment and suggestion for the students</p> <p>c. The teacher gives greetings for closing the class</p>	<p>Confirmation</p> <p>a. Paying attention on the teacher</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p>	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 18

Lesson Plan (Sixth Meeting – Control Class)

School : SMP Negeri 20 Jakarta

Subject : English

Class/Semester : VIII

Aspect considered : Speaking

Time : 2 x 60 minutes

A. Competency Standard:

Increase students' speaking skill

B. Basic Competency:

Students are able to apply the structure, language features, and social function in speaking skill

C. Indicators:

1. Students know the generic structure, language features, and social function in speaking skill
2. Students know how to retell the story
3. Students know how to spell the word correctly

D. Purposes of Academic Learning:

1. Students are able to identify the structure, language features, and social function in speaking skill
2. Students are able to retell the story
3. Students are able to spell the word correctly

E. Learning Method:

Writing Skill

F. Learning Media:

Paper

G. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting students b. Checking the students' attendance <p>Apperception</p> <p>Asking the students the lesson that they have learned the last meeting</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Informing the students about the lesson they are going to learn b. Giving the direction of how the lesson will take place c. Telling students the learning goals <p>Giving reference</p> <p>Warming up students' knowledge about last meeting</p>	<p>Orientation</p> <ul style="list-style-type: none"> a. Greeting back the teacher b. Giving response <p>Apperception</p> <p>Answering the teacher's question</p> <p>Motivation</p> <ul style="list-style-type: none"> a. Listening to teacher's explanation b. Listening to teacher's explanation c. Listening to teacher's explanation <p>Giving reference</p> <p>Giving response the teacher</p>	10 minutes
2	Whilst-Activity	<p>Exploration</p> <ul style="list-style-type: none"> a. Warming up students' knowledge about lesson by giving them question: <ul style="list-style-type: none"> 1. Did you find difficulties when you retell the story in the last meeting? b. Explaining the material and gives the example <p>Elaboration</p> <ul style="list-style-type: none"> a. Asking the students to read the movies synopsis b. Asking the students to retell the story based on the movies synopsis 	<p>Exploration</p> <ul style="list-style-type: none"> a. Answering the teacher's question b. Paying attention on the teacher <p>Elaboration</p> <ul style="list-style-type: none"> a. Reading the movie b. Retelling the story c. Paying attention on the teacher 	100 minutes

		c. Helping the students solve the difficulties they encounter in retell the story d. Asking the students to retell their story in front the class	d. Paying attention on the teacher	
3	Post-Activity	Confirmation a. The teacher gives praise for the students b. The teacher gives comment and suggestion for the students c. The teacher gives salaam for closing the class	Confirmation a. Paying attention on the teacher b. Paying attention to the teacher c. Paying attention to the teacher	10 minutes

H. Scoring:

Rubric for Assessing Speaking

Student's Name: _____ Date: _____ Score: _____ /24 MARK: _____

	Very Good (4)	Good (3)	Average (2)	Poor (1)	SCORE
Pronunciation	The student presents a clear pronunciation that helps comprehension. Very few pronunciation mistakes are made (1-3 mistakes)	The student presents a clear pronunciation that helps comprehension. Some pronunciation mistakes are made (4-6 mistakes)	The student presents a pronunciation that sometimes interferes with comprehension. Regularly makes pronunciation mistakes (7-10 mistakes)	The student presents unclear pronunciation. He/she makes too many pronunciation mistakes that interfere with comprehension. (12 or more mistakes)	
Delivery and Attitude	The student delivers the whole message in a confident way. He/she uses facial expressions and gestures to enrich the message most of the time.	The student delivers most of the message in a confident way. He/she sometimes uses facial expressions and gestures to enrich the message.	The student delivers the message in an uncertain way. He/she uses facial expressions and gestures very few times to enrich the message.	The student delivers the message with no confidence. He/she does not use neither facial expressions nor gestures to enrich the message.	
Content	All the ideas the student presents, regarding his/her opinion, are supported by additional information or explanations.	Most of the ideas that the student presents are supported by additional information or explanations.	Some ideas that the student presents are supported by additional information or explanations.	The ideas regarding the opinion of the student are not supported by additional information or explanations.	
Fluency	The student presents no hesitation and he/she does not need to search for words.	The student presents some hesitation and he/she rarely has to search for words. (1 or 2 times)	The student hesitates frequently and he/she often has to search for words. (3 or 4 times)	The student is extremely hesitant. He/she has to search for words most of the time (more than 5 times)	
Grammar	The student presents very few grammatical mistakes. (1-3 mistakes)	The student presents some grammatical mistakes. (4-6 mistakes)	The student regularly presents grammatical mistakes. (7-9 mistakes)	The student makes a lot of grammatical mistakes. (10 or more mistakes)	

Final score:

Total point x 5

Maximum score is 100

Approved by

English Teacher



Rusnandar, S.Pd.

Researcher



Yumitha Tabun



Appendix 19

Post-Test for Experimental Class

1. Write down your name on composition sheet given by the teacher.
2. Choose one of the following movies synopsis:
 - Night at the Museum
 - Trolls
 - Toy Story 1
3. Retell the story based on the movies synopsis in your own words and do it individually in front of the class.

Appendix 20

Post-Test for Control Class

1. Write down your name on composition sheet given by the teacher.
2. Choose one of the following movies synopsis:
 - Night at the Museum
 - Trolls
 - Toy Story 1
3. Retell the story based on the movies synopsis in your own words and do it individually in front of the class.

Appendix 21

Learning Materials

Night at the Museum

Larry Daley is a divorced man from Brooklyn, hoping to find a good job to impress his ten-year-old son Nick, but his ex-wife Erica believing he is a bad example for their son. Larry is hired at the American Museum of Natural History to replace the retiring security guards Cecil Fredericks, Gus, and Reginald. Larry meets the museum's neurotic curator Dr. McPhee, and very attractive museum docent Rebecca Hutman, who plans to write a dissertation on Sacagawea. On his first night, Cecil hands Larry an instruction manual on what to do in the museum, warning him not to let anything "in or out."

Larry soon discovers that at night, the museum's exhibits come to life and cause havoc for him. Amongst the lively exhibits are a playful Tyrannosaurus skeleton named Rexy; a mischievous capuchin monkey named Dexter who destroys the instructions; the warring miniature factions of cowboys and legionnaires led by Jedediah and General Octavius; violent Attila the Hun and his army; a talking Easter Island Head that desires gum who calls Larry "dum dum"; the fire-seeking Neanderthals; and a wax model of Theodore Roosevelt, who is in love with Sacagawea.

Roosevelt explains to Larry that the exhibits have come to life every night since the arrival of an Egyptian artefact, the Tablet of Akhmenrah, the mummified pharaoh trapped in his sarcophagus. He also explains to Larry that as night guard, it is his job to make sure that no exhibit sets foot out of the museum, otherwise they will disintegrate into dust if the sun rises while they are outside. The next day, Cecil advises Larry to research history to make up for the instructions' destruction. He studies in libraries and from Rebecca. Larry puts his new knowledge to good use on his second night, but some of his plans backfire and the Neanderthals set their exhibit on fire, leading to one becoming dust after venturing outside. After having doubts and almost getting fired the next day, Larry offers to introduce Sacagawea to Rebecca, but she thinks he is mocking her.

On his third night, Larry brings Nick to the museum to watch the exhibits come to life, but they strangely do not. They catch Cecil, Gus, and Reginald stealing artefacts, which explain the tablet's magic has allowed them to feel physically young in their old age, and plot to frame Larry for the theft while they enjoy a happy retirement. Nick activates the tablet, but Cecil steals it, locking Larry and Nick in the Egyptian exhibit. They free Akhmenrah, and rally the exhibits to stop the thieves and retrieve their colleagues who fled out into Central Park. Gus and Reginald are captured, but Cecil escapes by stagecoach.

Larry and several exhibits give chase, where they stop Cecil and recover the tablet, using its magic to escort all of the exhibits back into the museum before sunrise. Rebecca witnesses this and makes amends with Larry and is subsequently introduced

to Sacagawea. The next day, McPhee fires Larry after watching news reports of sightings of the exhibits last night, but once they start to leave the museum, they find out that the reports have caused an increased number of visitors, and Larry is immediately rehired. Near the end of the film, Larry, Nick, and the exhibits throw a party in the museum. During the credits, it is shown that Cecil, Gus, and Reginald have been forced to serve as museum janitors for their crimes.

Trolls

The Trolls are small creatures who live in an almost perpetual state of happiness, singing, dancing and hugging all day. However, they are discovered by the Bergens, large miserable creatures, who can feel happy only after eating a Troll. The Bergens imprison the trolls and eat them every year on a special occasion, called Trollstice. The Trolls, led by their king, King Peppy, with his baby daughter, Princess Poppy, escape through underground tunnels on the day of Trollstice, when Prince Gristle Jr. was going to eat his first Troll. Enraged, Gristle Jr.'s father King Gristle Sr. banishes his Chef who was in charge of the Trollstice preparation.

20 years later, (at the age of 21) Poppy throws a big party to celebrate the Trolls' escape, despite the fears and warnings of the grey troll, Branch, that loud parties will attract the Bergens. A Zen troll who Poppy has a crush on named Creek arrive and tells Branch to start being happy instead of being grumpy; Branch refuses. At the party, Branch's fears come true, when Chef sees the fireworks and kidnapped Guy Diamond, Biggie with Mr. Dinkles, Fuzzbert, Smidge, Satin with Chenille, D.J. Suki, Cooper, and Creek (which Poppy tried to rescue). Chef, along with the kidnapped Trolls, went back to Bergen Town.

Alone inside the bunker, Branch looks at a bunch of homemade party invitations, indicating that he does want to go to the parties, and that Branch had a true unrequited love, for the princess, and was jealous of the princess, having feelings for Creek. Meanwhile, Poppy goes on a rescue mission alone, as no other troll is willing

to venture to Bergen Town, including Branch. But later on, when Poppy gets into trouble, she is saved by Branch, who thinks she will not make it if she goes alone.

Once inside the Bergen king's castle, King Gristle Jr. apparently eats Poppy and Branch witness Creek, but Poppy remains hopeful that Creek survived. Poppy and Branch find the rest of the captured Trolls being guarded by a scullery maid named Bridget. Poppy discovers that Bridget is secretly in love with King Gristle Jr. and offers to help her get a date with the king while trying to confirm if Creek is alive.

While setting Bridget up for the date, Branch refuses to sing and triggers an argument with Poppy, revealing that, as a child, his grandmother was captured and got killed while trying to save him, because his singing compromised his location to Chef. Branch's guilt and shame over his grandmother's death caused his colour to turn from blue to grey.

After Poppy comforts him with a hug, Branch decides to help Bridget and the trolls, though he still refuses to sing. Bridget, disguised under the name of 'Lady Glitter Sparkles' gets her date with Gristle Jr. at a roller rink and arcade restaurant and Gristle Jr. asks her to be his "plus one" at Trollstice. Poppy notices Creek being held captive inside the jewel adorning the king's mantle.

Having helped Bridget, the Trolls attempt to rescue Creek from Gristle's room and steal his jewel but discover that it is empty. The Trolls are then captured by Chef and are shocked to discover that Creek sold them out to the Bergens to spare himself from being eaten. Creek lures out every troll from Troll village, and Chef captures them

and the other Bergen cooks. With all the Trolls captured and soon to be eaten, Poppy loses hope as she, and all the other Trolls, turn grey.

Branch sings “True Colours” for the princess to cheer her up, and also confesses his romantic feelings for her. Poppy, after regaining her colours, returns Branch's feelings, and they both end up restoring all the trolls' colours including Branch's. Bridget saves the trolls, willing to sacrifice her. Poppy wishes to return the favour, and with Branch and her friends, shows the Bergens that Bridget was Lady Glitter Sparkles and that they too, can find happiness within themselves.

Chef refuses to accept the peace and tries to kill the Trolls, but is knocked into a serving cart that is sent rolling out of Bergen Town. The chef is set on fire with Creek in her pouch and (in the mid-credits) is consumed by a giant monster. Both species celebrate, bringing new life to the town and renewing the life of the troll tree. Poppy is then declared queen of the Trolls, and Poppy and Branch share a romantic hug.

Toy Story 1

In a world where toys are living things who pretend to be lifeless when humans are present, a group of toys, owned by six-year-old Andy Davis, are caught off-guard when Andy's birthday party is moved up a week, as Andy, his mother, and infant sister Molly, are preparing to move the following week. The toys' leader and Andy's favourite toy, a pull-string cowboy doll named Sheriff Woody, organizes the other toys, including Bo Peep the shepherdess, Mr. Potato Head, Rex the Dinosaur, Hamm the Piggy Bank, and Slinky Dog, into a scouting mission. Green army men, led by Sarge, spy on the party, and report the results to the others via baby monitors. The toys are relieved when the party appears to end with none of them having been replaced, but then Andy receives a surprise gift – a Buzz Lightyear action figure, who thinks he is an actual space ranger.

Buzz impresses the other toys with his various features, and Andy begins to favour him, making Woody feel left out. As Andy prepares for a family outing at Pizza Planet, his mother allows him to bring one toy. Fearing Andy will choose Buzz, Woody attempts to trap Buzz behind a desk, but ends up accidentally knocking him out a window, and the other toys rebel against Woody by accusing him of knocking Buzz out of jealousy. Before they can exact revenge, Andy takes Woody instead and leaves for Pizza Planet. When the family stops for gas, Woody finds that Buzz has hitched a ride on the car as well, and fight, only to find the family has left without them. They manage to make their way to the restaurant by stowing away on a pizza delivery truck, where Buzz, still thinking he is a real space ranger, despite Woody's attempts to

convince him otherwise, gets them stuck in a crane game, where they are salvaged by Andy's mischievous neighbour, Sid Phillips.

Woody attempts to escape from Sid's house, but Buzz, finally realizing he is a toy after watching a Buzz Lightyear TV ad, sinks into despondency. Sid plans to launch Buzz on a firework rocket, but his plans are delayed by a thunderstorm. Woody tells Buzz about the joy he can bring to Andy as a toy, restoring his confidence. The next day, Woody and Sid's mutant toy creations rescue Buzz just as Sid is about to launch the rocket and scare Sid into no longer abusing toys by coming to life in front of him, and he runs into his house screaming in horror. Woody and Buzz then leave Sid's house just as Andy and his family drive away toward their new home.

The duo tries to make it to the moving truck, but Sid's dog, Scud, sees them, and gives chase. Buzz gets left behind while saving Woody from Scud, and Woody tries rescuing him with Andy's RC car, but the other toys, thinking Woody eliminated RC as well, attack and toss him off the truck. Having evaded Scud, Buzz and RC retrieve Woody, and continue after the truck. Upon seeing Woody and Buzz together on RC, the other toys realize their mistake, and try to help them get back aboard, but RC's batteries become depleted, stranding them. Woody ignites the rocket on Buzz's back and manages to throw RC into the truck before they soar into the air. Buzz opens his wings to free himself from the rocket before it explodes, gliding with Woody to land safely into a box in the car, right next to Andy.

On Christmas Day, at their new house, Woody and Buzz stage another reconnaissance mission to prepare for the new toy arrivals. As Woody jokingly asks

what might be worse than Buzz, they discover Andy's new gift is a puppy, and the two share a worried smile.

Appendix 22

Scores of Experimental Group

NO	NAMA	VIII A	
		EXPERIMENTAL	
		Pre-test	Post-test
1	Afrilda	50	60
2	Almaidah	55	70
3	Angron	50	75
4	Annisa	45	65
5	Arbad	65	70
6	Arya	40	70
7	Avlia	40	55
8	Billy	65	80
9	Dina	50	50
10	Dinarisa	50	55
11	Frakas	45	50
12	Gita	65	75
13	Gresella	55	55
14	Hanum	55	70
15	Ihsan	45	60
16	Inayah	55	65
17	Jessica	65	80
18	Kayla	40	60
19	Marvellandaru	45	65
20	Mochamad Hasan	50	70
21	Muhammad Fasya	45	55
22	Pramata	40	65
23	Natasya	50	60
24	Nathanael	45	50
25	Naufal	65	75
26	Nilu	55	75
27	Noorliza	60	70
28	Noval	45	70
29	Purnama	40	60
30	Sahril	35	65
31	Salsalina	45	55
32	Sarah	45	60
33	Sheren	55	75
34	Siti	60	65
35	Tarana	55	70
1	Anatasya	60	60
2	April	60	60
3	Bimo	55	55
4	Cherry	60	55
5	Diana 128	55	60
6	Garvin	55	55
7	Hafris	50	65
8	Hamidah	50	60
9	Ira	45	55

Appendix 23

Scores of Control Group

VIII B

CONTROL

Pre-test Post-test