

**STUDENTS' PERCEPTION ON THE USE OF SHORT MOVIE MEDIA IN
RETELLING STORY AT SMAN 4 PEKANBARU**

*Intended to fulfill one of the requirements for the award of
Sarjana Degree in English Language Teaching Education*

A THESIS

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Nurul Jannah, 2019. Student's Perception on the Use of Short Movie Media in Retelling Story at SMAN 4 Pekanbaru.

Key words : Student's Perception, Short Movie, Retelling Story

The objective of this research was to find out the students' perception on the use of short movie media in retelling story at SMAN 4 Pekanbaru.

The research design of this research is qualitative research. The participants in this study were 35 students of class social 2. The research instruments used by the researcher were questionnaire and interview. Analysis of data from this study using a Likert scale and the researcher explained the result of data Likert scale in descriptive form.

Result from questionnaire and interview showed that students had a positive responds to the use of sort movie media in retelling story. Therefore, students have a positive perspective on the use of short movie media and are felt helpful to them. Besides that they also get some benefit from using short movie media in retelling story such as confidence to speak in front of, easier to communicate with teacher and friends, remembering new vocabularies.

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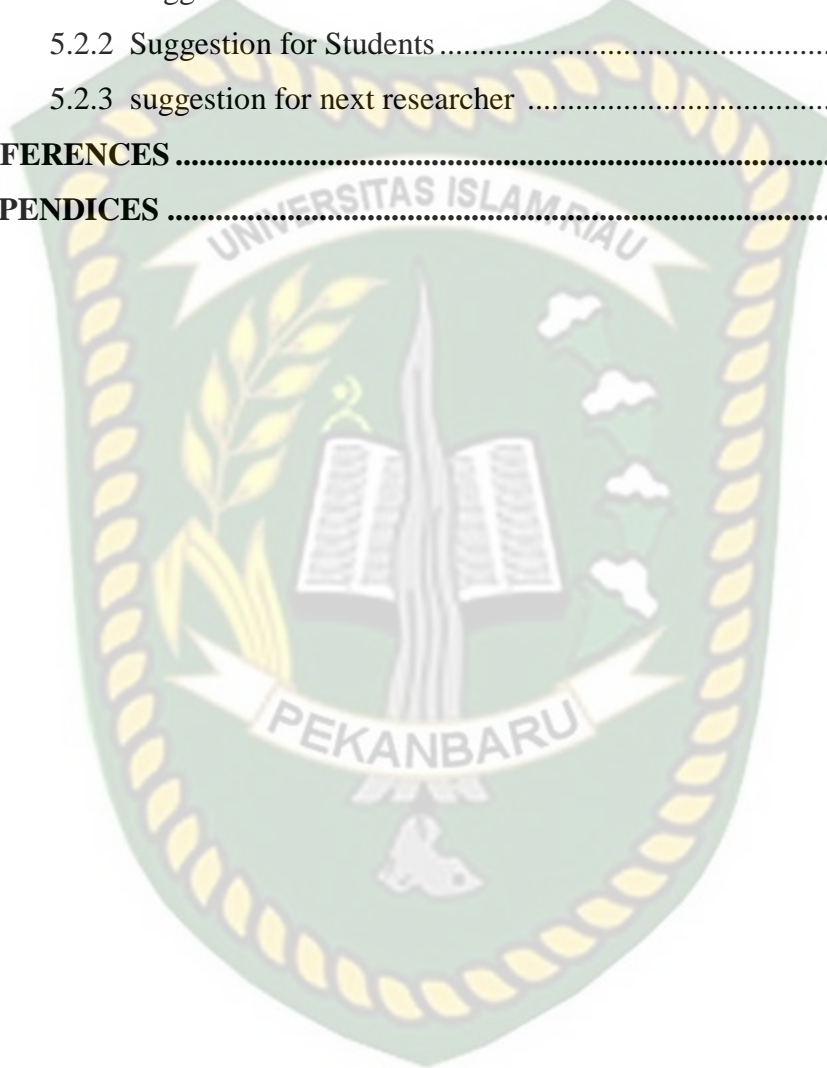
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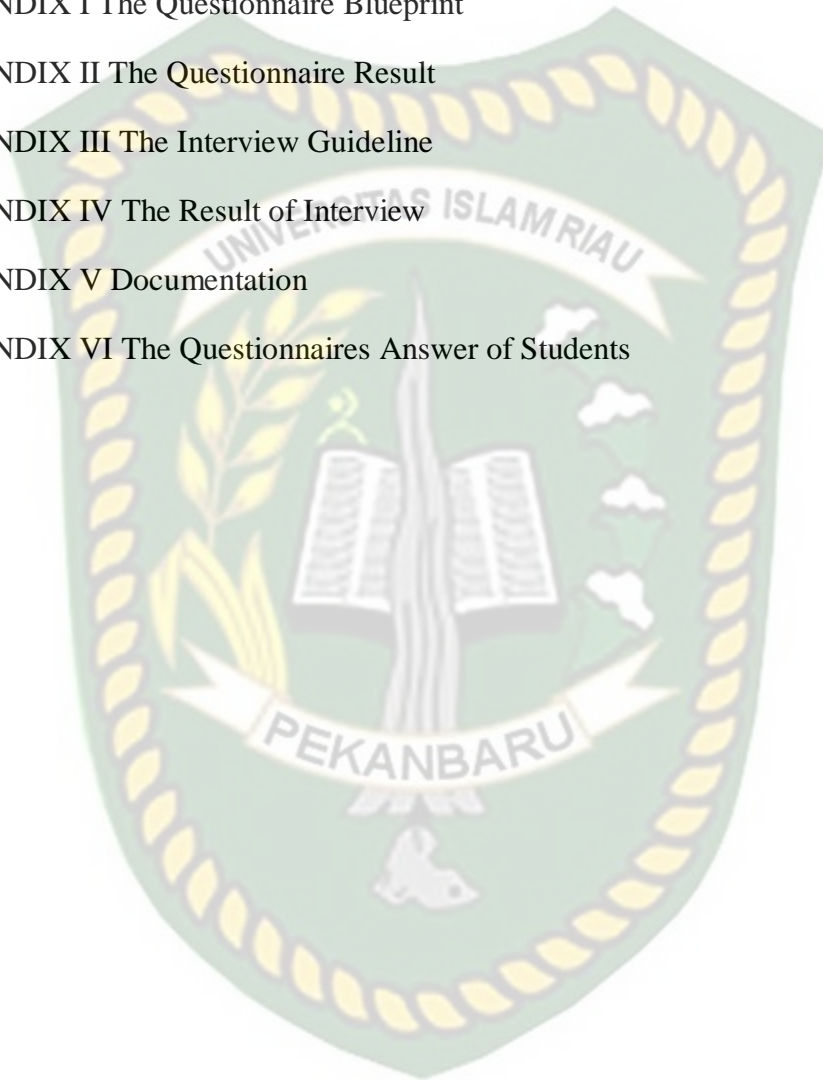
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CHAPTER I

INTRODUCTION

1.1 Background of the problem

Language is very important in our life, because in the daily activity we always used the language to communicate with other people its means by using language we can do social interaction communication. Communication is not only with oral communication but also with written communication. Language could express their idea and emotion, with language we can ask and respond when someone talking politely, and get the information.

They are many languages in the world, such as Indonesian speaks Indonesia language, Korean speaks Korean language, Japan speaks Japanese language, and all of people speak their language. So how are the people to communicate foreign around the world? People have to use international language. Its mean English language is the most use around the world.

Especially for English language in this modern area English language is very important as we know English is an international language. Many companies like a business, technology, education, and the other have rules should be able to speak English very well. That is one of reason why Indonesia government decided that English is a first Foreign Language which should be taught at school. Automatically we force our self to study English from early age, it is introduced formal education

begin play group, elementary school, junior high school, senior high school until university.

There are four skills that have to be mastered by students. They are speaking, listening, writing and reading. Speaking skill is very important because when someone can speak English fluently its mean they already considered success to speak English well. According to (Harmer, 2007:19) English as a Foreign Language described situation where students were learning English in order to use it with any other English speaker in the world when the students might be tourist or business people.

Speaking is one of the four language skills that have to be learned. In learning English language there are some advantages from doing speaking activities. First, speaking provides the examples of good pronunciation in English. Second, students can also learn about intonation, stress, accent and speed. Third students can learn grammar directly. When students are speaking English language, they subconsciously learn the grammar.

Speaking is one of skills in language and the key to all effective communication. Moreover, it is very important for people because speaking is the first way to communicated with others. Therefore to become a good speaker, there are some principles which needed in speaking generally, those are; grammar, vocabulary pronunciation and fluency.

Based on the researcher experience during teaching and training at SMAN 4 Pekanbaru the researcher found some of the problems in speaking.

First problem is at SMAN 4 Pekanbaru still less facilities of the projector there are just one projector for five teachers in teach English subject and the teachers use projector take turns. When the teachers use the projector the other teacher who teaching English can't using the projector and wait until the first teacher not use. Meanwhile the teacher showing the short movie the students feel enthusiastic, enjoyable and fun in the class.

The second students afraid get the mistakes when speaking, the third students difficult to express their idea while speaking because of the lack vocabulary, the fourth the students get the problem how to using grammar correctly, the fifth students difficult to pronouncing the words with good pronunciation, the sixth the students felt shy to try speak English because factor environment when they speak English they friend will be mocking and consider arrogant, the seventh students so lazy to improve their English because of still lack motivation they are get. These are some of the problems when the researcher internship at the school.

On the other side teachers teaching just still using book becomes they media or explain front of the class but sometimes using the projector, it is make the students will be bored to study. The researcher felt to challenge to make it changes, how to make it learned becomes enjoy and interested. The researcher will be using video as a media to teaching English second grade at SMAN 4 PEKANBARU.

There are various speaking activity in the class such us debate, discussion, speech, poetry and other but in this research, the researcher focus in retelling story. A teacher has control in the class who creates teaching and learning should be running

smoothly. According to Yussen and Ozcan (2007) oral retelling of text information that the students hear, view or read can assess students understanding of main idea, sequence of events, and narrative elements such as character, setting and plot. The researchers decided use retelling because retelling is the situations like real conversation in daily they are just what they are hear, view and read before.

In this modern area we can find and search many information and anything what we want to know. Based on the student characteristic the teacher should conduct to teaching learning activity apply technology in the process conveying knowledge. The researcher think it is become easy to find media to teach the students, media is a form of communication that is printed or audio visual. So the students can be watched heard, read. They are many kinds of media, one of them is movie. Movie is one of audio visual media can be watch the pictures and hear the sounds.

Students will be enjoyed to watching movie for the variety the reason. The first is the researcher thinks they are get exposure to natural language is not threatening setting, secondly they are provide common ground to students of any international background, third the students will feel invited to giving the reason suggestion or conclusion from the movie. The researcher used movie as media teaching and learning to hope the students will be improve their speaking ability through retelling the short movie. Especially for the seconds grade students at SMAN 4 PEKANBARU.

In this research the researcher want to conduct a research the title is:
**STUDENTS' PERCEPTION ON THE USE OF SHORT MOVIE MEDIA IN
RETELLING STORY AT SMAN 4 PEKANBARU.**

1.2 Identification of the problem

People speak fluency and accuracy to communicate and interact to other people. Fluency is speaking at normal speed without hesitation and repetition. Meanwhile accuracy in speaking is the correct grammar, vocabulary and pronunciation. In English as a Foreign Language (EFL) setting, fluency and accuracy still become aspects of speaking that is needed to be improved and developed. The researcher found some of the problems faced by students on speaking skills the researcher presents some problems that students face in speaking.

The first problem is the students felt afraid if they are made mistake when speaking incorrectly and her friend will be mocking her. The students felt shy to speak English in front of the class. Most of students not confident and they are decided to silent and not giving response when the teacher asked her.

The second problem is the students difficult to express their idea because they are limitation vocabulary. It is always faced by most of the students. The students understand what is the talking about but when the students want to response they are felt difficult to speak and the students feel confused how the correct pronunciation.

The third problem is the students felt in the speaking should pay attention the grammar, because grammar is very important. But grammar of students still messy, students speak using word by word not arrange the sentence become the something or the information good to heard.

The fourth problem is most of students speak in Indonesia when they are study English subject. In the learning process when the teacher asked the students to speak English they looked shy to practice and still hesitancy, the students not really interested to practice they are speaking ability although English is international language.

1.3 Focus of the problem

In this study, the researcher needed focus on specific problem in order to focus on particular point discussion. The researcher focuses on perception students speaking ability using media retelling short movie. One of them is by using short movie as learning media because it enables them to learn English and develop their speaking competence including pronunciation and grammar accuracy, fluency, vocabulary and comprehension through the exposures of the native speakers talk.

1.4 Research questions

Based on the background and the problems of study above, the research question in this proposal is:

1. How are the student perceptions on the use short movie media in retelling story at SMAN 4 Pekanbaru?
2. How do the students perceive on the use short movie media in retelling story at SMAN 4 Pekanbaru?

1.5 Objective of the research

The objective of the research, researcher finds out the answer of the problem above:

1. To find out the students perceptions of the use short movie media in retelling story at the second grade students SMAN 4 PEKANBARU.
2. To find out the students perceive of the use short movie media in retelling story at the second grade student at SMAN 4 PEKANBARU.

1.6 Significance of the research

This research hopefully could give contributions to parties related to English teaching and learning process.

1. **For English Teachers:** The result of this study provides feedback for teachers Senior High School that may be useful to make students enjoy, happy, and comfortable in the class. Short movie as media in English teaching and learning process.

2. **For the Students:** The result of the studied to help the students can overcome they problem, get motivation in speaking skills and self confidents.
3. **For other Researcher:** The researcher hopes that this study can inspire other researcher to give alternative strategy in teaching

1.7 Definition of the key terms

The avoid misunderstanding in the interpretation of the words that used in this study, the researcher gives definition of words in term of this study as follow:

1. Perception: Perception is the active process of selecting organizing, and interpreting people, object, event, situations, and activities. (Wood 2009) In this research, the perception refers to interpreting people to know what their perception of the use short movie in retelling story.
2. Speaking skills: Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test. (Brown, 2003)
3. Retelling story: Retelling of text information that the students hear, view or read can assess students understanding of main idea, sequence of events, and

narrative elements such as character, setting and plot. (Yussen and Ozcan 2007)

4. Short movie: Movie is one of audio visual media because we can watch the picture and hear the sounds. Movie/film in oxford dictionary means a story or event recorded by a camera as a series of moving images and show in a cinema or on television. (ItsnaMilatulHimmayati, 2017)



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Speaking has been defined by many researchers. Brown (2004) speaking is a productive skill that can be directly and empirically observed and those observations are colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reality and validity of oral production. It means that speaking is competence cannot be separated with listening competence. Cameron (2001) said speaking is the active use of language to express meaning so that other people can make sense of them. Its mean speaking is an activity where there is a relationship involving two or more people. On the other hand there is someone as a speaker and there is someone as a listener or giving the responses that someone is able to understand what is conveyed by the speaker, the reciprocal relationship that involves communication.

According to Hybel et.al. (2001) speaking is any process in which people share information, ideas and feeling. It is not only involved spoken and written words but also body language, personal mannerism and style of anything that add meaning to message. Thornbury (2003) defined speaking is oral communication. Speaking is the ability to use language to express their feelings, ideas and opinion and for communication between speaker and listener. Speaking is so much a part of daily life that we take it from granted.

Based on the expert above the researcher can be concluded that speaking is the heart of our daily life, because without speaking we will get some of problems especially to communication with other people. When someone to interact with the other people using a language certainly they want to convey something important like asking information, giving information, sharing their ideas and expressing their feeling or emotions.

More completely Hughes (2005) in Fajriyanti (2009), he argues that component in speaking consist of accent, grammar, vocabulary, fluency and comprehension. Basically speaking is the most of very important in teaching learning English. We must pay attention to the important components of English speaking skill such as communication, grammar, vocabulary, fluency, and comprehension. The ability to communicate clearly and fluently considered to success of the learners.

Speaking consist into two forms, formal and informal. Formal speaking is the speaking we can use in official place such as school, office, for example the speaker doing presentation in class so the presentation using formal language. While informal speaking is we can use speaking with our friends where conveying information not really important like friendly relationship and feel more relaxed and come out spontaneously.

2.1.1 Component of speaking

Speaking is very important in mastering English. The students who learn English required to mastered the ability to speak and communicative with each

other. There are five aspects of speaking skills that evaluated in English as stated nyChaudy (1997)

1. Grammar : is a system of rules governing the conventional arrangement and relationship of word in a sentence (Brown 2001) in the speaking English language well in the formal situation, many people that mastered of grammar when they speak.
2. Vocabulary : is one of the language aspects which is very important in any language learning including to speaking. To speaking English fluently the speakers must master many vocabularies.
3. Pronunciation : it is very important to successful spoken communication, without good pronunciation the listener will be difficult to understand the point what the speaker says.
4. Fluency : it means the speakers can speak without hesitation, can speak fluently even though he makes errors in pronunciation a grammar.
5. Comprehension : when the speaker and listener understand each other the information being discussed.

2.1.2 Teaching Speaking Ability

Hudges (2006) students should try to avoid confusion in the message, pay attention to the pronunciation, grammar, vocabulary, and observe the social and cultural rules that applied in each communication situation.

The goals of teaching and learning English to develop communication skills that include of speaking, listening, reading and writing. Therefore the teacher demanded to be more creative, innovative, smart, knowledgeable and experienced in dealing with problems or obstacles that occur in the teaching and learning process so that the process can run smoothly. The teacher should provide speaking task to the students and give them opportunities to use the target language to communicate with the others.

Students need more to practice speaking in class to response the teacher its means the students understand with the subject and learning process will be effectively. The most important is comprehension if the students can response to you and when you feel confuse the conversation will be disconnected.

Most of the students get difficulties to speak English, it may be common problem because they do not know the meaning and how to placement the word. Even the teacher already use the method, however English is a second language so the students though they do not learn English seriously because they only use Indonesia in their life daily.

In this case the teachers has important role to minimize this trouble. They need to realize how English is very important in this global era. The students should be changing their mindset if English is very difficult subject the teacher can give the students motivation it can make the students will be interesting to study English, when the students feel English subject easy. The

students will be enjoyed to study and even they are thought to practice speaking English step by step.

According Kayi (2006) present some basics of teaching speaking. In the teaching and learning process of speaking the learners should be able to:

1. Use word, sentence stress and intonation
2. Select the appropriate words and sentence based on particular social setting, audience and situation
3. Organize their thought in meaningful and logical sequence
4. Use the language quickly, confidently and fluently to express their ideas

To get the goals teaching, the teacher should create real life context and provide materials or models when the students learn how to speak English in the classroom. According Harmer (1998) has two basic reasons why give speaking task its good, the first is very important to give the student opportunities to practice speak English in classroom so the students will be confidence to speak front of the class. Second is speaking task provides feedback both of students and teachers.

It means the teacher can evaluate how well the students perform, what the language problem and how they solve the problem, for the students the students know their ability, the students get motivation to increase their speaking and feel more self confidence.

The teachers become facilitator to encourage into further study. The third speaking task is highly motivating so that the students can enjoyed with teaching and learning process. If the teacher set up the activities properly and give the feedback and all the students are fully participating they will get good job satisfaction from the activities.

2.1.3 Teaching Speaking at Senior High School

Teaching English to young learners or teenager is considered the more challenging by the same expert since students in this level have little knowledge of the target language (Brown 2001). They have limited vocabulary, insufficient grammar, pronunciation and expression to carry out meaningful conversation.

The teacher strategy in teaching at senior high school do not same with teaching in elementary school. Senior high school students are be able to learn with group discussion, teacher and students sharing the information about the topic. In teaching English process, students already understand with the teacher are saying through expressions. The goal of studying speaking is to influence the students in order to speak fluently and accurately.

2.1.4 Definition of Retelling Story

Retelling of text information that the students hear, view or read can assess students understanding of main idea, sequence of events, and narrative elements such as character, setting and plot. (Yussen and Ozcan 2007) and the

other experts Retelling is reading and listening that learners remember from reading or listening and retell what they recognize both through speaking or writing (Morrow 1989). This technique is one of the appropriate ways to improve students speaking skills especially to encourage students speak in front of public. It is a tool for developing student anxiety in speaking (Morrow 1996).

It means retelling is activity activities where it explains and reports the final results that are remembered by the speaker directly in the form of oral or written based on something that is heard seen or read. The speaker makes how the listener can understand the concept of the characteristics given by the speaker so that the listener can respond back to what was said by the speaker.

In process retelling the students will be get more information and can interoperability from adult to teenagers, the speakers of retelling can help learners to view what the content component of the message and how to explain become experiences to the learners. According to Koskinen (1988) explained that retelling is a beneficial teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling supports students to understand the texts meaning. It promotes the students to learn about the story such as plot, setting and characters.

Retelling can be one of the good speaking learning techniques because it invites students to focus on understanding what is delivered, after making conclusions from the results of the story and explaining again with their own language, the point is when students can explain again with their own language means that students understand what delivered by the speaker. Indirectly students feel interested in knowing more, when there is a response from other students the teaching and learning process runs smoothly.

2.1.5 Teaching Procedures by Using Retelling Technique

The procedures of retelling by from Morrow (1986) as follows:

1. Pre retelling

The teacher starts the class by inviting and trying to think again about a story, after that the teacher asks students to watch a short film and asks students to explain again what the message was from the short film.

2. Guideline retelling or while retelling

The teacher provides questions related to plot, point of view, setting, characteristic and ending. After that the teachers ask students sharing their ideas with friends.

3. After retelling or post retelling

Students retell the stories independently in class and teacher give feedback to the students after they finish retelling the story.

2.1.6 Advantages of Retelling Story

The advantage of retelling story is the learners get more information from different sources and students can sharpen their memory. For example when they students heard someone speak in short movie, and see what happened in the movie, automatically the students can understand what they are talking about its mean the students can increase their vocabulary after their watch short movie the teacher can ask the students to report it can make the students able to speak in the public.

Morrow (1980) to evaluate the students of a retelling strategy is focused on comprehension; concept, story structure, and oral language which ware developed as variables. Based on the research the teacher can give the opinion how retelling the story. Teacher and parents can ask the students about something the students feel motivation to speak up. Despite the obvious benefit the students can show that they are lack of chance in story retelling in school.

2.1.7 Characteristic of a Good Retelling A Story Performance

Characteristic of a good retelling by Kathy (2006-2007) as follow:

1. Limited number of characters and limited use names. (Character)

2. Report about where is the place in the story. (Setting)
3. Have problems its means what happened and resolution for the solve problems of the story. (Plot)
4. Told about how the speakers can explain their story with the interesting voice. (Fluency)
5. The checked with a book to make sure the story if have anything was missed or mistake. (Text Evidence)
6. To checked in a book to see if the teller already understand everything in the story. (Comprehension)

2.1.8 Definition of Short Movie

Media is one of the important components in teaching and learning. It can help students to think and understand the materials and to relate their previous knowledge to the lesson they are learning. Which one of media in teaching and learning process, the teacher use short movie as a tool to teach the students. Short movie is one of audio visual media because we can watch the picture and heard the sounds have short duration.

Basically students will feel comfortable when watching in daily activities. Especially on weekends, many students spend their time watching movies they like, and many students feel relaxed when watching at home or at the cinema. In a situation like many now we find senior high school students watching in the

cinema with family and friends because of this reason the film can be one of the interesting media in learning.

According to Cakir (2006) all audio visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. Teacher gave the instruction to the students into interactive activities. Audio visual can help students develop their speaking ability, through audio visual the students feel motivate them to speak in English.

Audio visual like short movie is better to teach speaking because short movie have a short duration, in which there are only important points from the contents of the movie which last for about five minutes. We can play short films on a laptop or computer so it's easy to show. Short movie are more effective in the teaching learning process because teacher can choose any part which consist of certain language function that will be learned by the students.

2.1.9 Teaching Speaking with Short Movie

Harmer (2007) based activities which can be use in video based lessons. One of them is short movie watching activities. Short movie watching activities includes three sections as follow:

1. General comprehension : Is this activity the students watch the movie in order to understand the ideas of movie and the students can report again in details. The teachers ask students to try and give the information about

everything they are saw and heard. Teachers give the question and students answer directly after that they watch the movie to check the answer.

2. Working with Aspect of Language : It means the teachers ask students to focus on language their watch after that teacher start viewing the movie without sounds, both of them students and teacher discussing what they are see in the movie, the last they watch movie with sounds to compare their English with the word that were actually spoken.
3. Video as Springboard to creativity : Students watch the movie and the teacher make sure that they understand it. Teachers ask students to watch again but they have to imagine how the scene would be different. This activity helps the students to understand more about language being used and direct them to insight about language and behavior in general.

2.1.10 Advantages Using Movie in Teaching Speaking

The advantages of using movie in teaching speaking the first is students do not just hear the sound, but they can see gestures, expressions, and other visual clues which is convey general meaning. The second students can looking the situation in aboard, what kind of food in there, what they are wear, and others, it means students can learn about culture of other countries. The third is student increase their ability because they feel interest and motivation study using the movie. In fact the students enjoyed to watch movie so in teaching English language the researcher use movie as a teaching media.

Brewster et al (2002) some benefit of using video as follow:

1. Psychological Aspect : Is which one variety in teaching so that students feel fun, stimulating and highly motivating. Can give the experiences for the students, develop positive attitude, and increase their confidence to the target and to language learning.
2. Linguistic Aspect : Video provides a full context of language use so that the learning is more accessible and memorable.
3. Cognitive Aspect : Video can improve the students curiously and provide up to date information
4. Cultural Aspect : Students can see the cultural aware, it means students know background cultured information.

2.1.11 Research on Students Perceptions of using Short Movie in Learning Speaking

According Haryanto D.A (2015) perception is the process of how people experienced on what they viewed through sensory receptors. In addition Pramestiya A perception is a process of thinking or feeling something. In learning process to increase students speaking skills teacher hopes have interesting media and make students feel enjoyed in learning.

Hamachek (1995) perception as how individuals experience stimuli by the sensory receptors, from the world around them. Egan K.B (1999) the technology offers access, authenticity and insight. Its mean teachers can use

kinds of media as a learning, which is short movie. Nowadays movie becomes a popular to reach the message. Short movie can helps students in learning especially for speaking skill. Some students choose movie as alternative to support their learning English because easy to access through smartphone or android.

Video present the viewer with information conveyed via aural and visual channels Schwartz (1998) on the other hand Taffani (2009) watching film is very important as it increase their visual and critical awareness. Watching films in the classroom can be realized through recording them. We have tried to make the activity of film watching an active rather than a passive one.

Canning Wilson (2000) movie media provide interesting and motivating clues to accompany audio or written input. Movie provides language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings. That the performed significantly better.

Woottipong (2014) the indicated that the students English listening comprehension ability increased significantly after learning with video and students had positive attitude towards using video in teaching and listening skills.

Harmer (2001) that video could be supplied simulations, not only because it could give feedback when students could be watched and evaluate

performances, but also because the presence of the video helped to make students feel more realistic. It means video in nowadays today is teachers can use a video because it is short or simple and also easy support in teaching and learning process.

It is not big different video is an application while vlogger is the person who talk in the video. Baran (2007) Vlog is one of media latest technologies that opened new ways of communication through public created media. It is clear that short segments of video blog are more effective in the teaching learning process because the teacher can choose any part which of certain language that will be learned and practiced by the students

The more important in short movie is the easier to understand. Teacher can selection short movie to expose learners to suitable materials their learning. Based on the expert above short movie can helps students to learn because movie can they are heard and see so movie is interesting and almost of the students like to watching movie.

2.2 Relevance Studies

The researcher takes fourth past studies related this research, which the title is an analysis of students speaking ability using media retelling story by short movie at SMAN 4 Pekanbaru. The detail explanation below:

1. NailisSa'dahSafitri and IanatulKhoiriyah 2016, Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill. The research

aims at observing some problems which one to know how students perceptions on the use of English Vlog to enhance speaking skills at Universitas Islam Indonesia, the result of this research the researchers show the students perception on the use of English Vlog enhance speaking skill are good through various strategy. The researchers use qualitative research to collect the data and the instruments is interview, observations and documentations.

2. Tiara Rinandi 2013, Improving Student's Speaking Ability of Transactional and Interpersonal Dialogues by Using Video at SMP NEGERI 4 SIAK HULU. This research is action research, the aims of this research is to know the influence of video can improve students speaking ability at second grade of SMP 4 SiakHulu, the researcher use quantitative and qualitative to collect the data. The researcher instrument is test, observations, field note and interview.
3. ItsnaMillatulHimmayati 2011, The Use of Retelling Short Movie Technique to Improve the Student's Speaking Mastery (A Classroom Action Research at the First Grade of MAN Tengeran in the Academic Year 2016/2017). The research aims at observing some of problems in class about speaking ability at the first grade of MAN Tangerang, the students still have low confidence in speaking. The result in this research the researcher find that students become more active and enthusiastic in teaching learning process when retelling short

movie, the students speaking skill was improved after using retelling short movie.

4. Lutfiansyah 2017, Teaching Speaking to Senior High School through Movie Discussion. This research aims at observing the implementation of film is one of alternative teaching materials that can help either teacher in teaching speaking or students in practicing their speaking skill. The result of this research the researchers feel film is a learning media for learners to access deeper because can help the students to practice their speaking skill, the students pay attentions to materials, media and active in the class.

2.3 Conceptual Framework

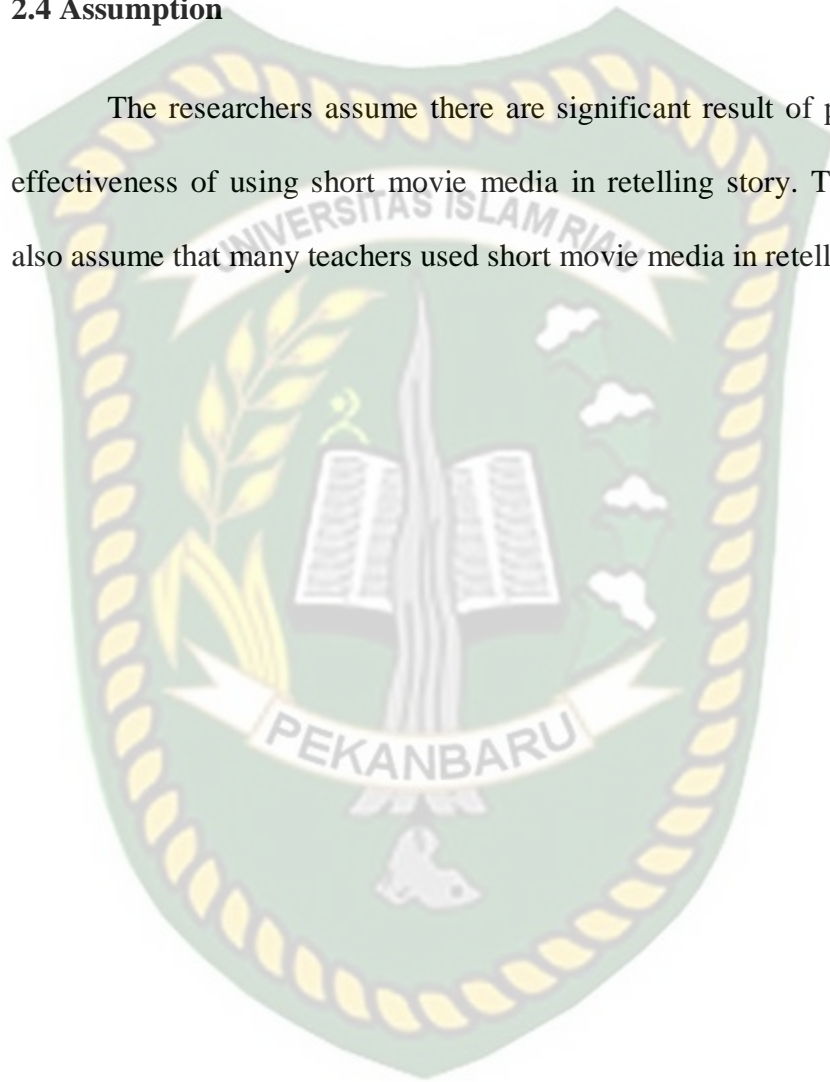
Having good speaking skills is a key to communication function of language. Especially for speaking English language, we can easy to communication with people in other countries because English is international language. English is a second language so it is not easy for people to speak in English. In Indonesia English is one of subject begin play groups, elementary school, junior high school, senior high school until university. Many people still confused how good spelling pronunciation is one of problem in speaking.

There are some reason why researcher choose retelling story as the technique of teaching speaking, students will stimulate and motivate to speak because they are feel enjoyed and fun, the situation like the real conversation

in daily they are just explain what they are heard, saw, and read before. So the students will be easy to speak their performance in front of the class.

2.4 Assumption

The researchers assume there are significant result of perception and effectiveness of using short movie media in retelling story. The researchers also assume that many teachers used short movie media in retelling story.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used qualitative research in this research. According to Rugayah (2016) qualitative research is a research on descriptive research and tend to use analysis because the researchers want to explain the result in detail without statistical or number calculations. The qualitative data obtained from speaking performance will analyze by using qualitative research. The qualitative data presented in the form of descriptions. The students speaking perception based on the questionnaire and interview.

The result of the speaking performances each task determined whether there any perception using short movie in learning speaking ability. Qualitative is evaluation by providing information useful to understand the process behind observed result and assess changes in people perception of their well being.

3.2 Location and time of the Research

The research was carried out at the second grade of SMAN 4 Pekanbaru. It was conducted on October 2019. There are 35 students the researcher decided this class because of some reason, such as the students

means score for speaking ability was still low. Most of the students cannot speaking fluently and accurately and also lose their interesting speaking in class.

3.3 Population and Sample

The population of this research there are 321 students of SMAN 4 Pekanbaru in academic year 2018/2019 that selected to find the sample of the research.

At SMAN 4 Pekanbaru, especially for second grade have some of class there are as follow:

Table 3.3 Second grade class at SMAN 4 Pekanbaru

| No | Class | Students |
|----|--------------|----------|
| 1 | 11 Science 1 | 36 |
| 2 | 11 Science 2 | 35 |
| 3 | 11 Science 3 | 35 |
| 4 | 11 Science 4 | 36 |
| 5 | 11 Science 5 | 36 |
| 6 | 11 Social 1 | 37 |
| 7 | 11 Social 2 | 35 |
| 8 | 11 Social 3 | 36 |
| 9 | 11 Social 4 | 35 |

In this research the researchers only choose one class of second grade that is 11 social 2 for the research because some of the reason. First those students watch movie intensively to improve speaking skill. The second participant got a good mark and actively during speaking subject, third

students have enthusiastic to try speaking in front of people, fourth students believe they speaking improve after use this media, the last fifth and sixth random students.

3.4 Research Instrument

In collecting the data, the researcher used two kinds of instruments. Questionnaire was used to get perception and information from the students about the use of using short movie as a media in learning speaking. Interview on the other hand was used to get more information about the students' perception of the use of short movie media. Based explain given this research is about qualitative research.

According to Rugayah (2016) qualitative research is a research on descriptive research and tend to use analysis. It means the data do not analyze by numerical. After the researcher took the data based on questionnaire and interview the result can be seen from that instrument.

3.4.1 Questionnaire

According to (Cohen, et al, 2011) questionnaire is a useful instrument to gathering factual information, data on attitude, belief, and opinion both in past and present time. The researchers choose close questionnaire because researcher will get a higher response when participants do not need to write

too much, suitable for questions that we can already predict the answer and easy to analyze using a percentage we can predict the answer.

The researcher also used the likert scale which was consisted of 5 degrees of agreement these are, SD (Strongly Disagree), D (Disagree), N (Neutral) A (Agree), SA (Strongly Agree). The students should put a thick (✓) to the degree of agreement based on student opinion. In this option the researcher omitted the neutral in order to avoid misunderstanding because it did not contribute any responses.

The instrument helps the researcher to collect the data to know the perception, opinion and responds towards the method. The questionnaire helps the researcher in reflecting on the teaching learning as giving recommendation in the future. The researcher adapted this questionnaire from a thesis written by InggitRositari2017 entitled, The use of digital storytelling to improve students' speaking skills in retelling story.

In order to achieve the study purpose, the researcher administered a questionnaire consisted of 15 question use of Likert scale. The questionnaire adapted InggitRostari (2017) instrument as a guideline in deciding of the themes variables. They are four identified for were general perception of short movie media in retelling story. The important of speaking (question 1), difficulties in retelling story (questions 2), the advantages in retelling story

(questions 3,4,5,6,7,8,9,10,13,14,15) and the advantages of short movie (questions 11,12)

3.4.2 Interview

Regarding an interview, as Kvale (1996) remarks, as an inter-view, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data. In this research the researcher use open interview because researchers want to know more and deep reason of the students.

In order to get information about the student responses and opinion about the using of short movie in teaching speaking, the researcher did an interview. The researcher asked some questions to the students at the end of meeting and the researcher interviewed them based on their categorize level of participant involved. The interview consists of 6 students.

3.5 Technique of Collecting Data

The technique to collecting data is qualitative. The qualitative research was obtained by questionnaire and interview. It would be done by collaborations during teaching and learning process or after teaching and learning process in one meeting the researcher can asking the students opinion.

3.6 Data Analysis Technique

3.6.1 Questionnaire

Based on Johnson and Larry (2012) questionnaire is a self data collection instrument that each research participant fills out as a part of a research study. The researcher distribute questionnaire to all of the students. It was given after they are experienced using short movie as media.

In this study, the researcher given questionnaire to the students its means the students can find what is they are perception after using short movie in retelling story. The researcher used close direct questionnaire in the form of rating scale. It is used to measured attitude, opinion, people's or group's perception about social phenomenon (Sugiyono 2012)

In filling questionnaire, the respondent were asked to choose one of those choices that they thought and felt nearly match with their condition at the time and their actually experienced. In this study, the questionnaire given to the students to find numerical data of student's perception in used short movie media in retelling story.

The effectiveness of learning process can be calculated by formula of SuharsimiArikunto (2010)

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

\bar{X} = Mean

$\sum X$ = Total score all of students

$\sum N$ = Total of students

In analyzing the data, the way to score the questionnaire is as follows:

Table 3.4

Category of the Questionnaire Score

| Category | Score |
|-------------------|-------|
| Strongly Disagree | 1 |
| Disagree | 2 |
| Agree | 3 |
| Strongly Agree | 4 |

After the students doing the questionnaire, the researcher than take the total score from every student's by the category of the questionnaire score: strongly disagree (1), disagree (2) agree (3) strongly agree (4). Researcher divide based on the statement in the questionnaire. Then, researcher group from category and get the percentage.

3.6.2 Interview

The researcher prepares some list of questions to be asked to the subject participants and the researchers used open interview. According Johnson and Larry (2012) interview is collection data from interviewer asks some questions related to this study to the interviewers. The purpose of the interview was to support questionnaire to get information about the formulated problem from this research which was about perception of short movie media in retelling story. Moreover the data also used as a supportive data of the first research problems.

And then, after the researcher did the interview record before, the researcher made a script about the result of interview. The researcher made sure the data got were interpreted in an accurate way without minimizing data or changing the data. So, the researcher presented the data that had been analyzed as it was.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description

This research was conducted by using qualitative research. Instrument for collecting the data from this study were questionnaires and interview. From this study the researchers aimed to determine the perceptions of the students of using short movie media in retelling story as mentioned by the researchers in research questions. The result of the data is clearly with the procedure of conducted data in second grade at SMAN 4 Pekanbaru. The researcher took 35 students to be sample for this research.

In this study to answer research questions, researchers present the result obtained the calculating the average of each part. The analysis of this study was based on data obtained from questionnaire statement was divided into 15 questions.

4.1.1 Questionnaire

The researchers gave the students questionnaire there are consist of 15 questions the aims to know what is the students' perception of the use short movie media in retelling story based on their experience of the use this media before.

Questions 1 Speaking is an important skill in English

The result of the question 1 about the perception of the students for speaking is an important skill in English show that of the 26 students who choose strongly agree was 74,28% and those who voted agree 25,71%. Meanwhile, no students choose disagree and strongly disagree about the questions. It means all the respondents of the students think if speaking is part of important in English to them, because English is which one of the subject at the school, make people easy to communicate with the other people in the world cause English is international language and also English is to face the global era as it is today.

Questions 2 I have difficulties in retelling a story.

The result of the questionnaire 2,85% students strongly agree with difficulties in retelling a story beside that 65,71% students agree if they are have problem to retelling the story. There are 31,42% students disagree and no one strongly disagree perception difficulties in retelling story it means they have problem in retelling the story. The percentage of the total level chooses agree the students still difficult in retelling story.

Questions 3 Retelling short movie help me in pronouncing some English vocabulary.

Furthermore, the third question the students chooses 28,57% strongly agree if their pronunciation will be improve using short movie because their can hear the sound directly. Most students agree short movie can help their pronunciation and add their vocabulary it was proven by 62,85%. On the other hand 8,57% choose disagree then no one choose strongly disagree. It can be conclude the most students feel short movie can help their pronunciation will be good and clear to pronounce.

Questions 4 Retelling story helps me to remembering new vocabularies

The fourth questions showed the students chooses 11,42%strongly agree retellingcan make the students easy to remember the new vocabulary then for the agreethere are 74,28%. It showed the students have good perception on the use short movie media in retelling. However 11,42% choose disagree because there are felt if short movie can make it they are easy to remember and 2,85% of the students choose strongly disagree they not sure short movie can help them to remember. It can be conclude if the students think retelling can help them to remembering the new vocabularies.

Question 5 Retelling story helps me to use appropriate vocabularies

The fifth question showed that 17,14% of students choose strongly agree and 65,71% of students agree that retelling can helped them to choosing suitable vocabularies in making sentence that something good to hear and easy to understand. However there were 14,28 for disagree and strongly disagree 2,85 not sure retelling can help them in choosing suitable vocabulary in a making sentence. Based on the result retelling story can help them to appropriate vocabularies.

Question 6 Retelling story helps me in understanding the use of simple past tense

The result of this question showed 25,71% of students filled out the questionnaire choose strongly agree and 60% agree with the questions. Only 14,28% disagree and no one strongly disagree. Therefore, the percentage of the total agree level was 60% and total the percentage disagree rate was 14,28%. This showed that the most of students felt retelling story help them when they should retell the story so the students can understand the use of simple past tense. Based on the result show the students can solve their problem to use simple past tense.

Question 7 Retelling story helps me on remembering the story.

The seventh question was related with the student ability on remembering the story. Based on the result show that 17,14% of students strongly agree and 65,71% agree that retelling story help the students

remembering the story. However , 14,28% disagree the students did not sure help them to remembering and 2,85% strongly disagree the students felt that it did not help them. It means some students felt they were helped them and remembering when retelling.

Questions 8 Retelling story by short movie can enhances my understanding about a story.

Based on the question of this question showed 17,14% strongly agree and 74,28% of the students agree that retelling use short movie can increase students understanding about the story. On the other hand 8,57% of students choose disagree and no one students choose strongly disagree the students felt if the retelling not really helped them to understand the story. Form the result the students believe retelling can improve their understanding the story well.

Question 9 Retelling story makes me do not need any script when I should perform in front.

In this question the result showed that only 8,57% of the student strongly agree and 31,42% who agree with the questions. Then 51,42% of the students disagree and 8,57% strongly disagree. From the result the student still need the script when they are performance avoid to the mistake in the performance.

Question 10 Retelling story help me retelling a story in the chronological order.

The result of the presented 2,85 of students strongly agree and 62,85% of student agree. Since the retelling a story performance the student should retelling story in the chronological based on what they heard and saw before on the short movie. Then, 31,42% disagree and 2,85 strongly disagree they felt retelling not helped to retell story in chronological. It means even not all of the students felt helped but the majority of them agree that it helped them.

Question 11 Retelling a story skills are improved after using the new teaching media.

In this result the question were related with the students' perception toward use short movie media in improving their skill. Showed the only 14,28 strongly agree and 71,42% agree the students believe short movie can improved their skill. Then, 14,28% disagree and no one students choose strongly disagree. It means almost of the students felt that they had improvement when they retell a story.

Question 12 speaking skills are improved after using short movie as a teaching media.

In this result was about students speaking skill improvement. 22,85% choose strongly agree that their speaking improve and 62,85% of students choose agree if they speaking improve after use short movie in learning.

Then, 11,42% disagree and 2,85% strongly disagree. It could be concluded the students more than half agree that their speaking improve after using the short movie as media in learning.

Questions 13 Retelling story enhances my confidence when perform in front of the audiences to retell a story.

In this result was about student confidence when they should perform in front. Based on the question showed that 31,42% of the student choose strongly agree and 51,42% choose agree students felt confidence in front after use retelling. Meanwhile 14,28% disagree and 2,85% strongly disagree the students not sure that they were confidence. It be concluded more than half of the students felt confident.

Question 14 Retelling story motivates me in improving my speaking skills

In this result was about students felt motivate in learning short movie media in retelling story. 28,57% of the students choose strongly agree and 68,57% agree felt motivate to learn after use of media. But there were some of student who were not motivate to learn 2,85disagree and no one student strongly disagree. It means more than half the students agree if short movie media in retelling story can improving their speaking skill.

Questions 15 Retelling story is fun compared with the use of other media.

The last question, from result can be showed presented that 48,57% of students strongly agree and 37,14% students agree if the story telling is fun in the class. But 14,28% of students disagree they felt retelling story not really fun in the class and no one student choose strongly disagree. It could be concluded that the students more agree and the student love if it applies in the class.

Based on the result and explanation of the questionnaire, not all the students were satisfy with the use short movie media in retelling story. It was showed from some of the students who choose undecided to be their choice. Even short movie could be considered as effective media because more than half of students choose strong agree and agree, but some of them also choose undecided.

Generally, the result of the students' perception short movie media in retelling story helped them in pronouncing some of vocabulary, using simple past tense, enhancing their understanding of a certain story. Moreover, it improved students' confidence and motivation also.

The other research instrument which was used in helping the researcher in reflecting stage was interview. The researcher conducted the

interview in order to get the data which were deeper than the questionnaire. Through the interview the researcher could ask the interviewers to tell the difficulties they had, they experiences in the teaching and learning process which are involved short movie media in retelling story, their suggestion about teaching and learning speaking.

4.1.2 The result of student's interview

Questions 1 interview How about English class today?

There are consist of 6 students based on the interview, six students agree if English class today enjoyed, nice and a lot of fun because of the use short movie. Students felt short movie is one of good part their wait in English learning. It means English class today felt running well.

Questions2 interview Do you have problem in speaking class?

Start from six students only one student don't have problem in speaking skill because his mother is one of teacher in English subject and his mother usually to practice at home so it help his to speaking. On the other hand five students have problem in speaking because of lack vocabulary they have, don't know how to speak correctly.

Questions interview 3 Have you teacher use short movie as a media in learning speaking?

Almost of students said that the teacher had in short movie media when study English so short movie already applied at SMAN 4 Pekanbaru before.

Questions interview 4 What the benefit that you got when use short movie media in learning speaking?

All students said they know ability, weakness and short movie media can influence to better they speaking skill before be better. Students felt helped of use short movie media to improve their pronunciation correctly, adding new vocabulary and add their knowledge about the other culture in the world.

Questions interview 5 What is the weakness of teaching by using short movie?

Four students felt difficulties to understand because the lack vocabulary they have so it make students difficult understanding the meaning clearly, speaker speak quickly students can't follow and make students sleepy because they not understand. But some of students don't have weakness of this media because from gesture make it easy to understand and they think it fun seen and heard the sound clearly can practice pronunciation.

Questions interview 6 what do you think about short movie?

All students think short movie is very nice media because they can get motivation from story and short movie is interested make it students enjoy and comfortable. When short movie apply students try to speak or repeat what speaker said it mean students practice to improve their pronunciation.

Questions interview 7 In your opinion how the important short movie for teaching?

Student statement very important because almost the students like watch movie and the other hand student felt enjoy interested and excited on short movie they can see the picture and hear the sound it can make it short movie different for other media teaching and learning so the study will be running well. Students always think what is the next short movie will be apply.

Questions interview 8 Do you find trouble when you watch short movie?

Three students have problem because they not understand meaning in the story cause limitation vocabulary they had. But on the other hand three students think they don't have problem based on the gesture and good pronunciation make it easy to get the point of movie.

Questions interview 9 What do you think about short movie media in speaking class?

Almost student respond short movie is helpful make students excited to study. Students felt not bored in class and which one of good media in teaching and learning.

Questions interview 10 Can short movie increase speaking ability?

Students answer absolutely yes that help students to speaking because after watch short movie the teacher ask student to retell it more help student to keep vocabulary and apply what their get base on the short movie.

Questions interview 11 Can you retell the story of short movie?

Off course students can retell but still combine Indonesia and English. The students can retell the story because already watch even though not really in detail because not all of the part in story students know the meaning.

Questions interview 12 Does short movie help you to speak English?

Students responds is yes make to try speak English, sometimes from short movie we remember new vocabulary learn how to good pronunciation practice our listening based on the sound and we not need subtitle more.

Questions interview 13 How about your self confidence in retelling story?

Three students felt confident and little bit confident but the other side three students still not confident because they afraid if they do the mistake.

Students said if this media continuously students really helpful to speak in front of and self confident.

Questions interview 14 How effectiveness retelling story using short movie as a media in learning teaching and speaking? How is your speaking after and before using short movie?

More students said if short movie media in retelling story is effectiveness because before students don't know vocabulary but after watch student know and felt confident to speak front of the people, student think they speaking improved after this. Meanwhile some of student thinks this media not really work of them.

Questions interview Do you still want to continue learning using short movie?

Students answer yes because this media make it we enjoy and comfortable to process teaching and learning running well. Students love to watch movie, sometimes students enthusiastic what is the short movie for the next meeting, from short movie we get many information from the other source. But some of students think if short movie make it sleepy and bored because not understand point of the story.

4.2 Data Discussion

The interview result 6 students showed that they enjoy and fun English class before. They also said that have problems in speaking class. The

results of this interview support the result of questionnaire where students agree that they have difficulties in retelling story. Then all students said that the teacher already used short movie in the class the result of this related to questionnaire statement where students retelling story by short movie helps in pronunciation it mean the media already used before.

The next interview benefit the student got when use short movie in retelling story related to the questionnaire where students said help to in pronunciation some English vocabulary, remembering new vocabularies, appropriate to use vocabularies, understanding use of simple past tense, remembering the story, enhances understanding about the story, do not script when should performed, in retell story in chronological, improve after use the media, enhances confident, motivate and fun.

Furthermore, four students said the weakness of the short movie is sometimes not all the people said from the short movie they understand the meaning but two students said they do not find the weakness of the short movie and they think short movie can make easy to understand because the movie use the gesture.

Then, interview about short movie based on to combine interview and questionnaire the student think short movie is good as media in learning and interested to watch because we get the knowledge, culture and information from the other country so we can get the motivate from the story.

While in interview and questionnaire students said from short movie they felt confident speak English although not really fluency, can retell the story, get new knowledge, new vocabularies, enhances understanding about the story. In interview and questionnaire more students said short movie helpful media in learning but some students disagree if short movie can helpful in retelling story. Next the students still want to use short movie as media in retelling story it mean short movie is effectiveness media in learning.

Both of the result between questionnaire and interview it could be concluded that short movie media in retelling story liked by the students it could help the students on their learning process, interesting, attractive and interactive.

So, the conclusion from the results of this study the research is researcher wants to know student's perception on the use of short movie media in retelling story. The researcher was found the result based on the questionnaire and interview. In addition student's perception using short movie in retelling story had positive response, student felt enthusiastic, happy and enjoy and easy understand the material.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter the researcher provides the conclusions related to the study and also recommendation. The conclusion of the study drawn based on the result and the discussion on the gained to answer the research questions, the recommendations are given to the students, the lecturer and also the future researcher.

5.1 Conclusion

Based on the data obtained and explanation in the previous chapter, the conclusions from this study were taken based on the result of related research to answer the research question in this study. From the result it was found that the response of students who were mostly positive towards using short movie in retelling story. The researcher found that most students were happy and enjoy using short movie media as medium in learning English especially in speaking.

In addition students also think short movie make the students interested although not all the part they understand, but the students enthusiastic to speak even they grammar still messy. Furthermore the benefit obtained by students using short movie which are the related the question are students get motivated to improve their speaking in retelling story. Students can also easy to communicate with their friends and teachers.

There are some problems faced by students using short movie media, which one the students can't follow someone speak in the short movie, because in the short movie the speaker talk fluency, then the students still not confidence if they are not practice every day avoid to do mistake students use script before retelling.

5.2 Suggestion

In this part, the researcher gave some recommendation which can be drawn from the findings. The recommendations are given to the students, English teachers, and future researchers.

5.2.1 Suggestions for students

In this section, the researchers want to recommendation for the students about using short movie make it easy to speaking skill such as retelling story in speaking. The students can download short movie on the internet to help them to understand the story student felt enjoy and comfortable on this media.

5.2.2 Suggestion for teacher

Teacher as the manager in the class should consider the students characteristic. In this area students familiar of the use technology so short movie can help the teacher to in teach the student and student understand the materials. Especially short movie media in retelling story can make students enjoy comfortable, enthusiastic and their speaking to be better.

5.2.3 Suggestion for other researcher

For other researcher, it is better to make improvement and add innovation to exiting researcher because this research is still far from perfect. In addition this study only focuses on student perception, so the next researcher can add topics that are more beneficial for the future.



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