THE RELATIONSHIP BETWEEN STUDENTS’ FREQUENCY OF WATCHING ENGLISH MOVIES AND THEIR LISTENING COMPREHENSION OF NARRATIVE TEXT

(A Correlational Study of the Tenth Grade Students at SMA Muhammadiyah 8 Ciputat in Academic Year 2017-2018)

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(A Correlational Study at the Tenth Grade of SMA Muhammadiyah 8 Ciputat 2016-2017)

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The examination Committee of the Faculty of Educational Sciences certifies that the “Skripsi” THE RELATIONSHIP BETWEEN STUDENTS’ FREQUENCY OF WATCHING ENGLISH MOVIE AND THEIR LISTENING COMPREHENSION OF NARRATIVE TEXT (A Correlational Study of the Tenth Grade at SMA Muhammadiyah 8 Ciputat at Academic Year 2017-2018), written by Qonitah Hafidzoh, student’s registration number 1112014000082 was examined by the Committee on 13 October, 2017. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Strata-1) in the Department of English Education.

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ABSTRACT

Qonitah Hafidzoh (1112014000082). The Relationship between Students’ Frequency of Watching English Movie and Their Listening Comprehension in Narrative Text (A Correlational Study of the Tenth Grade Students at SMA Muhammadiyah 8 Ciputat). Skripsi of English Education at the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University Jakarta, 2017.

Advisor I : Drs. Nasifudding Djalil, M.Ag.
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This study aimed to find the empirical data and describe the relationship between students’ frequency of watching movie (variable $x$) and their listening comprehension in narrative (variable $y$). This study was conducted at SMA Muhammadiyah 8 Ciputat. The population in this study was all students of X-3 in the study year 2017/2018, and the sample was 30 students. The method used in this study was the quantitative method with the correlational design. The instruments that were used to gather the data were questionnaire and listening test. The scores from both instruments were calculated and analyzed by using statistical procedure of Product Moment Correlation to see if there was any relationship between the two variables. The result showed that there was a very low relationship with the index value of correlation coefficient ($r_{xy}$) of 0.012. Furthermore, the hypothesis testing showed that $r_{xy}$ was much lower than the correlation coefficient of the Product Moment Table ($r_t$), which means that the null hypothesis ($H_0$) was accepted. In conclusion, there is no relationship between the two variables. However, further examination showed that this result may have been affected by several internal threats. First, the respondents’ watching frequency is still relatively low. Second, the respondents use subtitles when they watch movies, which may prevent them to optimally acquire the language, especially listening skill.

Keywords: Correlational Study, Frequency of Watching English Movie, Listening Comprehension
**ABSTRAK**


Dosen Pembimbing I : Drs. Nasifuddin Djalil, M.Ag.
Dosen Pembimbing II : Dadan Nugraha, M.Pd.

Penelitian ini bertujuan untuk mengetahui data empiris dan menjelaskan hubungan antara frekuensi siswa dalam menonton film (variable x) dengan kepahaman mendengarkan dalam naratif (variable y). Penelitian ini dilaksanakan di SMA Muhammadiyah 8 Ciputat. Populasi yang diteliti adalah seluruh siswa kelas X-3 pada tahun ajaran 2017/2018, dengan sampel sebanyak 30 siswa. Metode yang digunakan di dalam penelitian ini adalah metode kuantitatif dengan desain korelasional. Instrumen penelitian yang digunakan untuk mengumpulkan data berbentuk angket dan tes mendengarkan. Skor dari kedua instrument kemudian dihitung dan dianalisa menggunakan prosedur statistik Product Moment Correlation untuk menemukan adanya hubungan antara kedua variabel. Hasil perhitungan menunjukkan adanya hubungan yang sangat rendah, dengan nilai koefisien korelasi ($r_{xy}$) sebesar 0.012. Uji hipotesis juga menunjukkan bahwa nilai $r_{xy}$ jauh lebih rendah dari nilai koefisien korelasi tabel Product Moment ($r_t$) yang menyebabkan hipotesis nol ($H_0$) diterima. Kesimpulannya, tidak ada hubungan antara kedua variabel. Namun, pemeriksaan lebih lanjut menunjukkan bahwa hasil tersebut dipengaruhi oleh beberapa faktor internal. Pertama, frekuensi menonton responden masih tergolong rendah. Kedua, responden menggunakan subtitle ketika mereka menonton film, yang mencegah mereka untuk memperoleh kemampuan berbahasa, terutama pemahaman dalam mendengarkan secara optimal.

Kata Kunci: Penelitian Korelasional, Frekuensi Menonton Film Berbahasa Inggris, Pemahaman Dalam Mendengarkan
ACKNOWLEDGEMENT

In the name of Allah, the Most Beneficent, the Most Merciful.

All praise to be Allah, the Lord of the Worlds, who has blessed the writer with strength, health, and resolve in finishing this skripsi as the final assignment in her study. Peace and salutation may always be upon the Prophet Muhammad, the savior of the humankind, who has brought the light onto this world and turned it into a better place.

This skripsi is a scientific paper that is presented as one of the requirements for the degree “S.Pd.” in English Education. There are many people who have been very helpful and supportive during the writing of this skripsi. At this opportunity, the writer would like to convey her utmost gratitude to them. The first ones are her small family; her dearest mother Sunarti for her incomparable love and kindness; her father Sukardi for his affection and continuous support; her siblings Mar’atun Shalihah, Mutiah Mujahidah and Muhammad Adil for their support and prayers.

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   Jakarta, October 2017

   Qonitah Hafidzoh
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CHAPTER I
INTRODUCTION

A. Background of the Study

Listening is commonly known as receptive skill as well as reading. This fact often makes an assumption that listening is a passive activity which does not require much effort. Yet in the practice, listening is a complex process which is not just hearing and done. According to Canfield, it involves hearings, auditory perception, attention, and refined comprehension skills.\footnote{Robert Canfield, Approaches to Listening Improvement, \textit{Elementary English} Vol. 35 No. 8, 1958, p. 525.} Meanwhile, Heinich et. al., describes listening as encoding and decoding message.\footnote{Robert Heinich et. al., \textit{Instructional Media and Technologies for Learning}, New Jersey: Pearson Education. 2002, p. 173.} A person is called listening when she/he receives an encoded message and then decodes it. An encoded message comes from sender and then a listener decodes the meaning of the message. From the explanation, the writer can conclude that listening is an active process because it does require skill.

To improve listening skill, some experts, such as C. Marcel, T. Prendergast, and F. Gouin proposed as cited by Richards, using Situational Language Teaching and Total Physical Response as the methods.\footnote{Jack Richards and Theodore S. Rodgers, \textit{Approaches and Methods in Language Teaching}, New York: Cambridge University Press, 2001, pp. 7–8.} These Language experts believe that firstly children acquire language through listening to people around in their environment. In this stage, listening process becomes the basis for the child language acquirement. The next stage, children are growing and listening for more specific role. They listen through watching television and listening to the radio to obtain information. They also listen to each other while having conversation. From the explanation, the conclusion is that situational language teaching can be used because since early stage, children listen contextually to gain language acquirement.

Situational language teaching is not only taught in the class. It can also be acquired by children without a teacher because their environment can also expose
the language. Richards acknowledged the work of Gouin that proposed this method of teaching after conducting research about children that can acquire language contextually. The more students expose themselves to the language, the more they can acquire language skills. From this, people are considering whether language skills are learnt or acquired.

In acquiring language, comprehensible input \((i + 1)\) is needed. It is the true causative variables that affect language acquisition. When \(i\) (the current level input) as the current competence, the acquirers have improved their language skill when the \(i + 1\) understood by them. It means that they acquire when the language that contains structure is “a little beyond” where they are now. This “a little beyond” can be understood with the help of context, acquirer’s knowledge of the world and extra-linguistic (pragmatic) information.

Listening is one of the competences that should be learnt by the students of Senior High School. In Kurrikulum Tingkat Satuan Pendidikan (KTSP), the purpose of learning listening in the tenth grade is “to comprehend the meaning of simple short functional monolog text in the form of narrative in the context of daily life activities and to access knowledge.” It means that the students in Senior High School should be able to comprehend spoken narrative.

In the preliminary study, when the writer was doing teaching internship at SMA Muhammadiyah 8 Ciputat, she found that listening comprehension ability was various. Most of them were low in listening comprehension and fewer of them were good. Students with low ability in listening, when they were asked to retell story of a movie on paper, most of them just download the review from the internet. Some of them wrote the review in bahasa Indonesia so they were lazy to translate into English. The others did not understand what the movie told about. It was because of lack of exposure to the language. Meanwhile, the students with

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4Ibid.
7Ibid., pp. 20–21
8Badan Standar Nasional Pendidikan (BSNP), Standar Kompetensi dan Kompetensi Dasar SMA/MA, (Jakarta: 2006), p. 127
good ability wrote the summary of the movie by themselves. Although the structure was not good enough, the point of the story was delivered well. When they were asked how they acquired listening skill, they frequently watched English movies so that they could understand what the story was about.

According to Kieran Donaghy, language teachers have been using films in their classes as a good quality of learning tool.\(^9\) It is motivating students and giving joy for them. It is also one kind of authentic material so that the students can learn the “real” context of situation in which the conversations can be used. It has been clearly proved that information about languages and peoples through the medium of the speaking film is quickly and easily understood by students. Small number of films has been used in the Department of Romance Language at Ohio State University for the research.\(^10\)

From the explanation above, theoretically, it probably has positive correlation between the frequencies of watching movie towards listening comprehension. It should provide comprehensible input to improve students listening skills. Damarullah tried to find the positive relation between movie-watching activity and the effect in improving listening skill in his research\(^11\), but it has no positive relationship; while a similar research conducted by Septianing has the positive relationship between the two variables.\(^12\) Theoretically, these variables should have positive relationship so that the writer needs to find out by herself what to improve in the research.

Knowing the importance of listening comprehension in learning language, especially for the tenth grade students, and how people agree that watching movie frequently can help students improve their skill, the writer desires to find out the relationship between them by conducting a research entitled, “THE

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\(^10\) W. S. Hendrix, Films in the Learning of Foreign Languages, the Ohio State University Press, 1939, p. 308.


RELATIONSHIP BETWEEN STUDENTS’ FREQUENCY OF WATCHING ENGLISH MOVIES AND THEIR LISTENING COMPREHENSION OF NARRATIVE TEXT”.

B. The Identification of the Problems

   From the background, some problems that can be identified are:
   1. Most students seem unable comprehending in listening narrative.
   2. Most students cannot concentrate well in doing the task.
   3. Most students were lack of understanding to translate to English.
   4. Most students are lack of exposure to improve their listening skill.

C. The Limitation of the Problems

   After the problems have been identified, they were limited as follows: “The Relationship between Students’ Frequency of Watching English Movies and Their Listening Comprehension of Narrative Text” study of the tenth grade students of SMA Muhammadiyah 8 Ciputat.

D. The Formulation of the Problems

   The formulation of the problems in this research was: Is there any relationship between students’ frequency of watching English movies and their listening comprehension of narrative text?

E. The Objective of the Study

   This study was aimed to find the empirical data and describe the relationship between students’ frequency of watching English movies and their listening comprehension of narrative text.

F. The Significance of the Study

   This study is expected to contribute the improvement of English Language Teaching, especially in the tenth grade students of SMA Muhammadiyah 8 Ciputat, both theoretically and practically:
- For the teachers: the teachers at SMA Muhammadiyah 8 Ciputat may encourage the students to watch English movies to improve their language achievement, especially in listening comprehension.
- For the students: the students should try to expose themselves to the language if they need to improve their English score, especially in listening comprehension. One of some ways to exposure is by watching English movies.
CHAPTER II
THEORETICAL FRAMEWORK

A. The Nature of Listening

Listening is often described as an individual, passive activity, and consequently, the learners are provided limited instruction by their teachers to develop their skills. However, listening is an active process that needs instruction explicitly.\(^1\) Howatt and Dakin, in the Fahimniya and Khoddamy Pour’s journal, define listening as the ability to comprehend what people are saying. Understanding a speaker’s accent or pronunciation, the speaker’s grammar and vocabulary, and comprehension of meaning are involved in this process. Being capable of doing these four things simultaneously can be called as an able listener.\(^2\)

Listening is a psychological process. It begins with awareness of someone’s attention to sounds or speech patterns (receiving) then continue to identification and recognition of specific auditory signals (decoding), until ends in comprehension (understanding).\(^3\)

From the explanation above, it can be concluded that listening is not a passive activity; it also belongs to psychological process. It begins with receiving, decoding, and understanding the information.

B. Models of the Listening Process

There are several models that are developed in the listening process. There are the bottom-up mode, the top-down model, and the interactive model. The followings are the explanation.

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1. The Bottom-Up Model

This model was developed by researchers working in the 1940s and 1950s. In this model, the listeners comprehend the information that starts with smallest units called phonemes. The smallest units then mix and are arranged into words. These words are then arranged into phrases, clauses, and sentences. After that process, the sentences are combined and become ideas, concept and relationship between them. According to this model, therefore, the different types of knowledge necessary in the listening process are applied in a serial, hierarchical fashion. Bottom-up models of text processing follow a traditional view of communication as the transmission of information. In this model, a message is encoded by the sender and then the receiver decodes the information.4

2. The Top-Down Model

In this model, the use of prior knowledge is emphasized in processing a text instead of relying on the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context. This suggests that listeners rely on more than just acoustic signal to decode a verbal message; they rely on the prior contextual knowledge as well.

Subjects’ levels of comprehension are considerably higher if the subjects are already familiar with the subject matter and text type they are presented with than if they have not previously encountered the subject matter or text type. In memory according to re-occurring events, human knowledge is arranged and kept. In comprehending micro-level elements, knowledge of the structure and the text meaning, it is assumed, pays for any problems. In this model, listening is purpose-driven and listeners just take what is required.5

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5 Ibid., p. 25.
3. The Interactive Model

This model happens when listening is combined both bottom-up and top-down models. The theory was developed for reading but it is applied equally as well to listening. At different levels, language is processed together at the same time.

Flowerdew cited Rumelhart to demonstrate this hypothesis by having subjects report “on-line” as they read a text. At various points in their reading, subjects were asked to describe their present understanding of the text and, based upon this understanding, what they hypothesized would come next. These hypotheses, or expectations, were then checked against subsequent developments in the text, as noted by the subjects when they continued reading. In this way, Rumelhart demonstrated how readers invoke schemata to make predictions as they read and how these schemata are confirmed or modified as reading (or listening) progresses.

An advantage of this model is allowing for the individual variation probability in linguistic processing. According to pedagogic point of view, every level has variation. For individuals, some people like to use top-down processing and the rest prefer to rely more on bottom-up processes. For beginner groups, they seem needing to spend more time on developing basic bottom-up skills of decoding. At the level of advanced groups, developing the top-down skills on applying prior knowledge may be more necessary, although higher level of advanced learners require to work on bottom-up features of fast speech.6

C. Listening for Comprehension

When listening, most of what people hear they also respond, but there are many real-life situations that people can do with no response. One of the situations happens in the classroom while teacher is teaching the material. Students are exposed more spoken English. The way to know that they can comprehend the material is using questions in the end of the class.7 Another real-life situation that people do not respond is watching films or television programs.

6Ibid., pp. 26–27.
To know whether the content is understood or not is by being able to share the content or not to other people around such as friends or family.

In teaching listening, it can be taught using two ways; intensive and extensive. The teacher should be able to maintain both ways. But, intensive listening is used commonly in the classroom. The concept is the close study and exploitation of an audio for its meaning and the language used.\(^8\) Intensive listening is more controlled.\(^9\) Besides the meaning, it also focuses on vocabulary, grammar and lexical.

Listening and reading at the same time are something that is often used in the foreign language classroom. It can be done by watching English movies with English subtitles. Students can be focus on how the grammar is and they learn how to pronounce the language. But, when students watch the movie and also read the subtitle, they may not need to use listening comprehension skill very much.\(^10\) Subtitle is distracting. By reading the subtitle, the content of the movie can be understood but it would be difficult to be focus on the spoken English which is more essential in listening comprehension.\(^11\)

D. Listening to Narrative

A narration can also be called as a story. It can entertain, instruct, clarify, and convince the listeners by showing them how the world works, how people behave, and how events are expanded.\(^12\) Anderson has stated that a story that is told orally or using written language is called narrative. To help communicating the meaning, radio, television, books, newspapers or computer files can be used to present a view of the world that entertains or inform the listener.\(^13\) Narratives are usually

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\(^9\) Ibid., p. 72.

\(^10\) Penny Ur, *op. cit.*, p. 52.

\(^11\) Ibid., p. 66.


told by a story teller. This person gives his/her point of view to the audience and determines the order in which the events of the story will be told.

The basic purpose of narrative is to entertain and persuade the listeners. Anderson stated that narrative is to construct a view of the world that entertains or inform the reader or listener. Clouse adjusts the purpose of narrative besides entertaining and persuading, it is also to express feelings, to relate experience, to inform what happens when an event was occurred, to teach a lesson and to convince the listeners that something is important, required or should be banned. In short, besides entertaining, narrative could deliver any information that was happened so that the listeners could learn and connect it to their life experiences.

In constructing narrative, there are five features that are mentioned by Anderson; orientation, complication, sequence of events, resolution and coda. In orientation, this part tells who is in the story, when the story happened, where, where it is happening and what is happening in the story. Then in complication, it tells that a chain of events will be begun and affect one or more characters in the story. The trigger is in this part. After the trigger has been delivered, the narrator tells how the character reacts to the complication. This is called as sequence of events. Then the complication is sorted out or the problem is solved in resolution part. If there is to be a moral or message from the story, the narrator includes a coda.

E. The Teaching of Listening at the Tenth Grade of Senior High School

In the tenth grade of senior high school which using KTSP as the curriculum, language skills are taught particularly unlike K13 that teaches English thematically. Listening and three other skills are taught separately. One of the aims in listening is to comprehend simple spoken narrative in the context of daily life.

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F. The Difficulties in Listening

There are some factors that make listening difficult. It can be from the internal factors or external ones or both. Penny Ur explains some common problems that are frequently faced by learners in listening. The problems are:

1. Learners have problem in catching the real sounds. They are often unaware of their perception which is inaccurate.
2. Learners assume that every word have to be understood. This problem leads them to ineffective comprehension. Teacher should explain this point to the learners and set them occasionally the tasks that ask them to scan a relatively long text for one or two limited items of information.
3. Learners often ask to slow down the sound because the pronunciation is too fast for them.
4. In order to understand, learners ask to repeat the sounds more than once.
5. Learners feel that the information is too much to be reminded. The solution for this problem is to encourage them to just pick the essential information and ignore the rest.
6. Learners become tired easily when the listening section is too long. They cannot concentrate for long.

As the solution of these problems, learners need more practice. Teachers also tell the learners to develop their own strategies such as not all information have to be understood, also expose themselves to natural native speech as much as informal talk or speech.\(^{16}\)

Beside internal factors, external factors surely exist too. There are some characteristics of spoken language which learners need to pay more attention. These characteristics can block learners’ comprehension if they do not pay attention to. Adapted from several sources, Brown classified eight characteristics of spoken language.

1) Clustering

Unlike written language of which sentence as the basic unit of organization, in spoken language, people reduce speech into smaller groups of words such as clauses and phrases. This is also called as “chunking”. In this case, teachers need to help students to pick out manageable clusters of words; sometimes second language learners will try to retain overly long constituents or they will err in the other direction in trying to attend to every word in an utterance.\(^\text{17}\)

2) Redundancy

Spoken language is different with written language. There are rephrasings, repetitions, elaboration and also little use of “I mean” and “you know” in the conversation or speech. This is called redundancy. It helps the hearer to have more time and information. Learners can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals or redundancy. Learners might be confused of redundancy, but with more practice they can take advantage to have more processing time.\(^\text{18}\)

3) Reduced forms

Not only redundancy, spoken language can be reduced too. There are some kind of reduction, it can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (contraction like “I’ll”), syntactic (elliptical forms like “when will you be back?” “I will be back Tomorrow, maybe”), or pragmatic (in a house, when the phone is ringing but a child pick it up and yells to mother, “Mom! Phone!” instead of “There is a phone call, mom!”).\(^\text{19}\)

4) Performance variables

Hesitation, false starts, pauses, and correction are common in spoken language, except for planned discourse (speeches or lectures). The examples are as “but, uh –I also –to…”, …well –if you’re playing well”, “and you know… in with a chance”. These kind of forms looks like having no meaning, but all the


\(^{18}\)Ibid., pp. 252–253.

\(^{19}\)Ibid., p. 253.
time they are heard and processed. Although distracting, learners have to train themselves.

Everyday casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. For example, “we arrived in a little town but there is no hotel anywhere” is something a native speaker could easily self-correct. Other ungrammatically arises out of dialect differences (“I don’t get no respect”) that second language learners are likely to hear sooner or later.20

5) Colloquial language

Commonly, learners are exposed to standard written English and/or “textbook” language so that they find it surprising and difficult facing colloquial language such as idioms, slang, reduced forms, and shared cultural knowledge. In both monologues and dialogues are appeared colloquialisms.21

6) Rate of delivery

Almost every learner thinks that native speakers speak so fast. But actually the case is that learners have to comprehend language delivered at varying rates of speed and at times, delivered with few pauses. In listening, learner cannot stop and re-listen like reading that can reread. The sound of the speaker will continue the speech.22

7) Stress, rhythm, and intonation

English is a stress-timed language. Some learners could get terror of English speech that has stress, rhythm and intonation whereas the language culture of them has no such. Also, intonation patterns are for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.23

8) Interaction

Unless a language learners’ objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interaction will play a large role in listening comprehension. Conversation is especially
subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintenance, and termination. Learning listening means that also learning responding to continue a sequence of listening and responding. Learners need to know that a good listener is a good responder. Negotiate meaning (giving feedback, asking the clarification and maintaining a topic) is needed to complete the process of comprehending.²⁴

G. Second Language Acquisition

Since was born, language is firstly acquired by people. In the childhood, children are exposed to their language environment. Children automatically acquire what people say around them then form a language competence. This is what is called as first language acquisition. When people acquire one more language, then it becomes their Second Language Acquisition.

Krashen, in his book, emerges five theories and hypothesis of Second Language Acquisition. The following discussion explains the five of them.

1. The Acquisition-Learning Distinction

According to Krashen, language learning and language acquisition are different way of improving language skill.²⁵ Language acquisition is a process of obtaining the information where the acquirers are usually not aware that the language is acquired by them. But when the language is being used by them, they are able to use it. They are generally not consciously aware of the rules of the languages they have acquired. Instead, there is a “feel” that the language is correct. The structure of sentences “sound” right, or “feel” right, and errors feel wrong, even if they do not feel so aware of what rule was broken. So, acquisition, non-technically, can also be said as “picking-up” a language.

In contrast, language learning is a conscious process developing language competence. Acquirers are aware developing the language they would like to

²⁴Ibid.
learn. They know the rules and being able to talk about the language. This way usually occurs in an institution such as school and language course.

Some second language theorists have assumed that children acquire, while adults can only learn. The acquisition-learning hypothesis claims, however, that adults also acquire, that the ability to pick up languages does not disappear at puberty.\(^{26}\)

2. The Natural Order Hypothesis

This hypothesis believes that the acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language incline firstly to acquire specific grammatical structures, and others later. It is not always 100% that among individual acquirers agree, but there are clear, statistical significant, similarities.

English is perhaps the most studied language as far as the natural hypothesis is concerned, and of all structures of English, morphology is the most studied. Krashen cited Brown that he reported that children acquiring English as first language tended to acquire certain grammatical morphemes, or function words, earlier than others.\(^{27}\)

3. The Monitor Hypothesis

In the first hypothesis, the acquisition-learning distinction claims that the two different ways collaborate with each other in the adult. But, it does not state how they are used in second language performance. Generally, utterances are pioneered by acquisition in a second language. Acquisition is also responsible for the fluency. There is only one function of learning, and that is as a Monitor, or editor. Learning becomes part of making changes in the form of utterance, after acquired system produces it. This can happen before speaking or writing, or after it which means self-correction. The monitor hypothesis indicates that formal rules

\(^{26}\)Ibid.

\(^{27}\)Ibid., p. 12.
or purposive learning takes part only a limited role in second language performance.\textsuperscript{28}

4. The Input Hypothesis

This hypothesis believes that input should be provided to acquire language. When an acquirer is in level 1, for instance, to go to next level, the input has to be $i + 1$. While $i$ represents the current level of the acquirer, $i + 1$ represents that the acquirer understand the input. In other words, the acquirers can be said “has acquired” only when they understand language that contains structure that is “a little beyond” where they are now.

To understand “a little beyond” where the language structures have not been acquired, the acquirers can use more that their linguistics competence, the context, knowledge of the world and extra-linguistic information. When the input is understood, when communication goes well, it means that $i + 1$ is provided automatically.

The best way, and possibly the unrivaled way, in teaching speaking, according to this view, is just providing comprehensible input. When the acquirer feels "ready", there would be early speech coming; this state of readiness however appears at moderately different times for different people. Furthermore, early speech does not usually follow the accuracy of the structure. It will be developed by times as the acquirer hears and understands more input.\textsuperscript{29}

5. The Affective Filter Hypothesis

The Affective Filter hypothesis says about the way affective factors relate to the second language acquisition process. The factors are motivation, self-confidence and anxiety. Performers with high motivation, a good self-image, and low anxiety whether measure as personal or classroom anxiety, generally do better in second language acquisition.

\textsuperscript{28}Ibid., p. 15–16.
\textsuperscript{29}Ibid., pp. 20–22.
The Affective Filter hypothesis catches that there is relationship among affective variables and the process of second language acquisition by assuming that acquirers differ with respect to the strength or level of their Affective Filters. The acquirers whose have not optimal attitude for second language acquisition will find less input only. Although they have a high or strong Affective Filter the input will not reach the part of the brain responsible for language acquisition or the language acquisition device. In this case, the message is already understood by the acquirers before. Then, those with more encouraging attitudes to second language acquisition will not just look up and gain more input, they will also have a lower or weaker filter.30

H. The Definition of Media

The word *media* comes from Latin, *medius* that means “between”, “mediator” or “delivering”. Gerlach and Ely have stated in Arsyad that media generally is human, material, or something that can build students’ knowledge, skill and attitude. In this case, teachers, textbooks, and school environment are media. In specific way, the definition of media in teaching learning process is meant as graphic tools, photographic, or electronic to catch, process, and rearrange the visual or verbal information.

AECT (Association of Education and Communication Technology) in Arsyad, defined that media as form and channel that is used to deliver message and information. Fleming also stated that media frequently is also called as mediator because it is the cause or tool that works with the two sides. With the word mediator, media shows the function that manages the effective relation between two sides in learning process –students and the content of subject. Heinich, et.al., propose the term of media as mediator which delivers information between sources and receivers. Thus, television, film, picture, radio, audio recorded, etc are media communication. Also Gagne and Briggs implicitly have stated that learning media are the tools that physically are used to deliver the content of the subject.

such as books, tape recorder, cassette, video camera, video recorder, film, slide, photo, picture, graphic, television, and computer.\textsuperscript{31}

According to Arsyad, media can be identified into printed technology media, audio-visual media, computer based media, and the combination of printed and computer-based technology. Learning using audio-visual technology produces and uses visual and audio to make understanding. The main characteristics are:\textsuperscript{32}

a. They are linear,

b. They provide visual dynamic,

c. They are used in the way that was determined before by the designer,

d. They are the physic representation from concrete idea or abstract idea,

e. They are developed by the principle of psychology behavior and cognitive,

f. They are commonly oriented to teacher with low-level of students’ interactive.

I. General Views of Movies

Movie is a motion picture: a series of still images that, when viewed in rapid succession, the human eye and brain see as fluid movement. It can be said that movies move.\textsuperscript{33} That essential quality is what separates movies from all other two dimensional pictorial art forms. Each images in every motion picture draws upon basic compositional principle developed by these older cousins, including the arrangement of visual elements and the interaction of light and shadow. Films are constructed from individual shots that allow visual elements to rearrange themselves and the viewers’ perspectives itself to shift within any composition.

Movie is a video that tells someone a story about something. Mostly, movies are connected to daily life. According to Barsam, it is generally blended into everyone’s daily lives that people often merely consider as true.\textsuperscript{34} For most people most of the time, movies are break from our daily obligations –a form of escape,

\textsuperscript{31}Azhar Arsyad, Media Pembelajaran, (Jakarta: PT. Rajagrafindo Persada, 1997), pp. 3–4.

\textsuperscript{32}Ibid, pp. 29–31.


entertainment and pleasure. But underneath the surfaces, all movies, even the most blatantly commercial once, contain layers of complexity and meaning that can be studied, analyzed and appreciated. It is mostly entertaining them as viewers. As Barsam also stated, people are entertained and feel happy sometimes by a movie without investigating deeper into its meaning.  

J. Elements of Movie

Aristotle in Barsam stated that a good story should have three sequential parts: a beginning, a middle, and an end—a concept that has influenced the history of playwriting and screenwriting. Then the three part structure now has been expanded into five parts:
1. Exposition. Everything preceding and including the inciting moment—the event or situation that sets the rest of the movie in motion.
2. Rising action. The development of the action of the movie toward a climax.
3. Climax. The movie’s turning point.
4. Falling action. The events that follow the climax and bring the movie from climax to conclusion.
5. Denouement. The resolution or conclusion of the movie.  

K. Genres of Movie

The term genre movie has been frequently used to describe film stories that have been repeated few times with only slight variation following the same basic pattern and including the same basic ingredients. According to Barsam, genre films are divided into two; Narrative film or fiction and non-fiction film. In narrative, there are action, biography, comedy, fantasy, film noir, gangster, horror, melodrama, musical, mystery, romance, science fiction, thriller, war, and western. The followings are the explanation of few genre films:

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35 Ibíd., p. 316.
36 Barsam and Monahan, op. cit., p. 118.
1. **Gangster.** The classic gangster film usually takes place in the concrete jungle, among the endless streets and crowded buildings of a decaying older part of the modern city. Much of the action occurs at night, and rain is often used to add atmosphere. The character of main cast in this genre usually is a brutal, aggressive, cocky and ambitious. The lawlessness of gangsters versus social order as the basic conflict. Police is usually involved who represents social order. Standard weapons mostly exist; machine guns, pistols and bombs.

2. **War Films.** This genre film is about dying and refusing to die. The example of war movies are *The Patriot* and *Grand Illusion*. War film may still be hell then viewers must be forever conscious of the complexity of the reason of watching.\(^3^8\)

3. **Horror Films.** The way of horror films in entertaining viewers is making them feel scared, afraid and terrified. The stories suspense, surprise and shock the viewers with frightening background. Some horror films have psychological significance, others show us the “human” face of horror, some link sex and violence, some introduce us to the occult, and still others cause revulsion and disgust by focusing on the depths of human psychopathology. Some famous horror films are Rouben Mamoulian’s *Dr. Jekyll and Mr. Hyde*, which is a psychological horror film, and James Whale’s *The Bride of Frankenstein*, which shows the “human” face of horror.\(^3^9\)

4. **Science Fiction.** This genre is using science in highly imaginative stories of exploration, discovery, experimentation, or outer space invasion.\(^4^0\) As the example, *The Martian* (2015) and the series of *Transformers* are science fiction films.

5. **Action.** This is also can be adventure genre. As the characteristics, there are fights, chases, extensive violence and exotic locales. Larry Wachowki’s *The Matrix* (1999) is one of the action films. Action movies can overlap with other genres, ranging from westerns to thrillers.

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\(^{39}\) Barsam, *op.cit.*, p. 32.

\(^{40}\) Ibid., p. 33.
6. **Comedy.** The one which makes viewers laugh is comedy genre. As the techniques, it can be satire, parody, hilarious character behavior, irony, verbal wit, physical plot incidents, and dirtiness for humorous effect. Black comedy makes viewers laugh at what, by standards of polite behavior, viewers should not.

7. **Fantasy Films.** Improbable stories, characters and events are what fantasy tells about. Usually it takes place in the world where exists in the imagination only. The directors of these movies challenged to make the unreal seem real. Fantastic elements, of course, play a role in many narrative films, but pure fantasy films are in a category all by themselves. The most famous movies are Harry Potter series.

8. **Melodrama.** A melodrama is a story incorporating real-life events that builds to powerful climaxes, contains stereotypical characters, and illustrates exaggerated physical and emotional behavior. The focuses of this genre are on personal, moral, social, family, racial, ethnic, culture or “women” issues. Melodramas touch viewers’ hearts and encourage them to tears. Melodramatic aspects are found in other genres where characters face intense issues.

9. **Musical.** Singing songs and dancing are the way of telling the stories. The lyrics and dance are as well as spoken dialogue. The lyrics are also integrated seamlessly to the story.

10. **Mystery.** This genre tells stories that highlight the sequential and sometimes suspenseful work of a detective who find out the identity of a criminal. Because it involves criminals, some genres such as thriller and crime are included in this genre.

11. **Romance.** Romance films tell about people who start their love story and relationship. The ups and downs of the emotion are followed here. It is usually happy ending but not all romance ends happily. *Brokeback Mountain* (2005) by Ang Lee is one of popular romance.
12. **Thriller.** It generates excitement, nervousness, and anxiety. Thriller is used sometimes to describe a variety of movies, from crime thefts to spy movie. No matter what the story, a thriller is characterized more by the effect it has on viewers than anything else. A great thriller keeps viewers on the edge of their seats, at the very least, and sometimes puts them on the verge of hysteria as they watch characters slowly moving toward their fates. One of thriller movie in 2000 is Christopher Nolan’s *Memento*.

L. **The Advantages of Watching Movie**

Watching movies is entertaining and makes someone as viewer interested to watch. Many people around the world love to watch movies and end up having higher result in English than they who do not watch much. According to Espinosa, an English teacher and blogger, there are five advantages of watching movie in learning language; real English, beyond textbooks, cultural diversity, entertaining, and enhancing self-esteem.\(^{42}\)

1. From watching movies, students can listen and see how to pronounce the words, how to use intonation correctly and recognize in what condition the language can be used precisely.

2. Textbook is just what is in the textbook. But movies have many things can be learnt. For instance, there are just 500 words in the textbook but movies provide more words to learn.

3. Students can acquire the cultural diversity from watching movies such as, the culture, social awareness and international issues.

4. Movies are always entertaining so it can encourage students to watch more and automatically they are acquiring and practicing their listening skill.

5. Watching movies frequently makes students expose themselves to English. Automatically, they improve their skill. When listening test is coming, they will be confident because they frequently improving their skill by watching movies.

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M. Previous Related Studies

The first related study was conducted by Hamid Reza Haghverdi. The purpose of the research was to examine the effect of song and movie on the language achievement of high school students. To conduct the study, 60 students were randomly divided into two groups. The method used in the study was quantitative method and quasi-experiment as the design. The data was collected by using two instruments: a pre and post achievement test and questionnaire. The result of the study showed that the implementation of song and movie used in the study had a significant effect on student’s language achievement in their listening, reading, vocabulary and grammar.\textsuperscript{43}

Another study was conducted by Imam Achmad Damarullah and took place at the Department of English Education of State Islamic University of Jakarta. The fifth semester students were the population of the study. The method used in the study was quantitative method and correlation as the design. The instruments used were questionnaire and the documents of students’ scores. The research was conducted in 2015 and had a very low relationship, with the index value of correlation coefficient of 0.177. It showed that there was no relationship between the two variables.\textsuperscript{44}

The last related study which was conducted by Arif Rahman sought to find the relationship between watching English movies and students’ vocabulary mastery. The research was conducted at MAN 1 Semarang in 2012. The eleventh grade students were the population of the study and the total numbers of participant was 386 students. The research was a quantitative approach with correlation method. Questionnaire and test were used as the instruments to collect the data. As the result, Rahman found that there was relationship between watching movies and


\textsuperscript{44}Imam Achmad Damarullah, “The Relationship Between Movie-Watching Activity and Listening Skill”, An Undergraduate Thesis at UIN Syarif Hidayatullah, Jakarta, 2015, unpublished.
students’ vocabulary mastery. It was shown that the result of r of product moment coefficient value is higher than r of table coefficient value.\(^\text{45}\)

In comparison with the related previous studies discussed and elaborated above, this present study have similarities and differences with those previous studies. It may be seen from the research variables investigated either dependent or independent variable. This study is more specific and focuses only on listening comprehension in narrative in relation to students’ frequency of watching movie. All the previous studies conducted by Hamid Reza, Imam Achmad and Arif Rahman have the same research independent variables, that is watching English movie. Although the dependant variable is also similar, the present study is more focused on investigating listening comprehension in narrative of the tenth grade students. The research conducted by Imam Achmad and Arif Rahman are using correlation study which is similar to the present study. Hamid Reza’s research has different design but he also has used questionnaire in the research.

**N. Thinking Framework**

After reading the materials, the writer has understood that language skills, especially listening skill, can be acquired. The more exposing self to the target language, the more students can acquire language skills. One of the ways exposing self to the target language is watching movie frequently. Movies provide authentic spoken English. There are many things that can be learnt in the English movie. Not only entertaining, it encourages students to practice their language skills, especially in listening comprehension. Therefore, the writer has assumed that there is any significant relationship between students’ frequency of watching movie and their listening comprehension in narrative. It means that the students who watch a lot of English movies will have a better skill in comprehension. If a significant relationship has found, then language learners and teachers can try to use movies as a means to improve students’ listening comprehension skill.

O. Theoretical Hypothesis

Based on the theories discussed above, it can be proposed that there is any significant relationship between students’ frequency of watching movie and their listening comprehension in narrative. It means that if the students’ frequency of watching movie is low, they may also have low listening comprehension; on the other hand, if the students’ frequency of watching movie is high, they may also have high listening comprehension. Thus, this study supposes hypothesis that there is any significant relationship between students’ frequency of watching English movies and listening comprehension in narrative text at the eleventh grade of SMA Muhammadiyah 8 Ciputat academic year 2017/2018.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

The research was conducted at SMA Muhammadiyah 8 Ciputat. The place is located on Jalan Dewi Sartika Blok Nangka No. 74 RT 04, Ciputat, South Tangerang, Banten province, Indonesia. This study took time approximately four months that starts from May 2017 until August 2017.

B. Method and Design of the Study

The method used in this research is quantitative method emphasized objectivity by using numbers, statistics, structure, and control. The research has used a correlational design, which is usually used in assessing relationship between two or more variable\(^1\). In this research, the variables are students’ frequency of watching movie \((x)\) and their listening comprehension in narrative \((y)\).

C. Population and Sample of the Study

The population of the research is all of the tenth grade students at SMA Muhammadiyah 8 Ciputat in academic year of 2017/2018. There are six classes with the total of 180 students. In deciding the sample, purposive sampling was used, in which the researcher as the investigator ask the teacher to select a sample in population that could represent the particular sample\(^2\). Then the class of X-2 was chosen with 30 students. The minimum sample that can be accepted in correlational study is not less than 30 respondents. Samples larger than 30 respondents are much more likely to provide meaningful results.\(^3\) So, the

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researcher has taken 30 respondents to provide meaningful result. From the respondents, 12 were male and 18 were female.

D. Instruments of the Study

There are two main instruments used in this study. The first one is listening test for narrative. The type of test used is achievement test. It is a test that is done during or the end of learning. It aims to see whether the student have reached the goals of learning or not. The test is also an objective test which is multiple-choice type. The reason is the multiple-choice type can be scored objectively and can measure learning outcome directly.

There are 32 questions of multiple-choice that are tested to know the validity of the test, and whether the invalid ones –if there any– should be kept, revised, or removed. The validity test has been done by using SPSS Statistics program and the result can be seen in Appendix 3. From the validity test, the final test has turned out to contain 25 items. The results of the test are expected to represent their listening skill more accurately.

The second instrument is questionnaire with scaled options. The researcher adopted a set of questionnaire which was administered by Damarullah to collect the data of respondents’ movie-watching activity. The students are asked to read each of available statements and put cross (X) related to their frequency in watching movies. There are two sections that are consisted in the questionnaire; first, purposed to collect the respondents’ background; second, purposed to measure the respondents’ frequency of watching movie. Likert Scale was used in the instrument; Hampir Selalu (Almost Always), Sering (Frequently), Kadang-kadang (Sometimes), Jarang (Rarely), and Hampir Tidak Pernah (Almost Never). To avoid confusion from respondents, the questionnaire used bahasa Indonesia.

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E. Data Collection Technique

In collecting the data of respondents’ listening comprehension, the scores of listening test of narrative have been obtained from listening test given to the students. In collecting data of respondents’ frequency of watching English movie, the respondents are asked to fill the questionnaire. Their responses were calculated based on the coding (see Appendix 5).

F. Validity

The accuracy of the research must be considered in quantitative research. One of many ways to know the accuracy is by measuring the validity of the test that was given in the research. According to Hughes, a test is said to be valid if it measures accurately what is intended to measure.\(^6\) This seems simple enough but, the concept of validity reveals a number of aspects, each of which deserves attention.

There are four aspects of validity according to Hughes; content validity, criterion-related validity, construct validity and face validity.\(^7\) A test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned. Meanwhile, construct validity refers to whether a researcher can draw the conclusion about test scores related to the concept being learned. Criterion validity is any other instrument that measures the same variable. And a test is said to have face validity if it looks as if it looks as if it measures what it is supposed to measure.

In this research, the researcher emphasizes on the content validity to know validity of instruments research of listening test. The researcher measures validity of the instrument test by using SPSS v.20. The validity of each item of instrument test is compared with \( r_{table} \). In this research \( r_{table} \) is 0.396. If \( r_{count} > r_{table} \) then the

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\(^6\) Arthur Hughes, *op. cit.*, p. 22.
items are valid, with the significance level 0.05. The result of the validity test is appended at Appendix 3.

G. Reliability

Reliability relates to the consistency of an instrument. Constructing, administer and score test have to be done. The more similar the score in the previous or the following day, the more reliable the test is said to be. A test is used in the same situation on repeated occasion and the result of measurements obtained relatively different. The researcher concludes that reliability helps researcher to know whether the instrument was suitable to use in listening test or not. For analyzing the reliability in this research, SPSS v.20 was used. Meanwhile, the test items were reliable after being calculated by using this application. It can be checked through the Cronbach’s Alpha score 0.925 that was higher that the significance level 0.70. Therefore, the instrument of the research was reliable (Appendix 3).

H. Data Analysis Technique

This research is a correlational research which aims to find relationship between two variables. The students’ frequency of watching English movies is the independent variable (x) and the students’ listening comprehension in narrative text is the dependent variable (y). After the scores from questionnaire and the scores from the listening test have been obtained, the normality and linearity of these data have been tested by using SPSS statistics. It has been done in order to decide the statistical procedure that would be used. If the data distribution is normal and linear, then the analysis would use parametric procedure.

After being analyzed by using SPSS, the data distribution has been found to be normal and linear, then the statistical analysis would use parametric procedure, which is Product Moment Correlation statistical procedure with the formula as follows:

\[^8\text{Ibid., p. 29.}\]
\[ r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}} \]

The descriptions of the formula above are explained as follows:

- \( r \): Correlation coefficient value
- \( N \): Number or sum of the participants
- \( \Sigma X \): Sum of X score
- \( \Sigma Y \): Sum of Y score
- \( \Sigma XY \): Sum of the products paired scores

After having the index score of \( r \) correlation, product moment usually uses the interpretation such as below.

<table>
<thead>
<tr>
<th>The Correlation Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.199</td>
<td>Very low correlation</td>
</tr>
<tr>
<td>0.20 – 0.399</td>
<td>Low correlation</td>
</tr>
<tr>
<td>0.40 – 0.599</td>
<td>Moderate correlation</td>
</tr>
<tr>
<td>0.60 – 0.799</td>
<td>High correlation</td>
</tr>
<tr>
<td>0.80 – 1.000</td>
<td>Very high correlation</td>
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</tbody>
</table>

I. Statistical Hypothesis

Hypotheses are needed in order to answer the research question and draw a conclusion for the research. The statistical hypotheses of this research are:

- \( H_0 : r_{xy} < r_t \)
- \( H_1 : r_{xy} \geq r_t \)

In which:

- \( H_0 \): There is no relationship between students’ frequency of watching movie and their listening comprehension in narrative

---

H₁ = There is positive relationship between students’ frequency of watching movie and their listening comprehension in narrative

To test the hypothesis, the correlation coefficient from the calculation ($r_{xy}$) will be compared to correlation coefficient from Product Moment table ($r_t$). To find $r_t$ the degrees of freedom must be calculated using the following formula\textsuperscript{10}:

$$df = N – nr$$

In which:

$df$ = degrees of freedom  
$N$ = number of respondents  
$nr$ = number of variables

After the value of df is calculated $r_t$ can be determined in 5% significance. The criteria for hypothesis testing are\textsuperscript{11}:

1. $H_0$ will be accepted if $r_{xy} < r_t$, which means that there is no relationship between two variables.
2. $H_a$ will be accepted if $r_{xy} ≥ r_t$, which means that there is any relationship between the two variables.

\textsuperscript{10}Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta: PT Raja Grafindo Persada, 2005), p. 194.

\textsuperscript{11}Ibid., p. 195.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. The Description of the Data

There are two variables in this research, which are students’ frequency of watching movies \( (x) \) and students’ listening comprehension in narrative \( (y) \). The data of variable \( x \) were obtained from questionnaire. The questionnaire consists of two sections. The first section aims to gather the respondents’ background and the second section aims to gather the score for statistical analysis. Then, the data of variable \( y \) were obtained from listening test. The type of test was multiple-choice and the number of items of the test was 25.

1. The Respondents’ Background

From the first section of the questionnaire, there are three descriptions of the respondents: gender, age, and the length of exposure. From all 30 of the respondents, 12 of them are male and 18 are female. The ages of the respondents are mostly identical, which is around 15-16 years old. Meanwhile, the length of exposure or the number of years they have spent in learning English varies. 47% of the respondents have learnt English for more than 10 years, 33% of the respondents have learnt it for 7 – 9 years, 17% of the respondents have learnt it for 4 – 6 years, and 3% of the respondents have only learnt it for about 1 – 3 years.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>gender</th>
<th>age</th>
<th>length of exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>F</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>Respondents</td>
<td>Gender</td>
<td>age</td>
<td>Length of exposure</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
<td>-----</td>
<td>--------------------</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>11</td>
<td>F</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>12</td>
<td>F</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>13</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>M</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>15</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>18</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>19</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>20</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>21</td>
<td>F</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>22</td>
<td>F</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>23</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>24</td>
<td>F</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>25</td>
<td>F</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>26</td>
<td>F</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>27</td>
<td>F</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>28</td>
<td>F</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>29</td>
<td>M</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>30</td>
<td>M</td>
<td>A</td>
<td>D</td>
</tr>
</tbody>
</table>

Table 4.2 The Summary of Respondents’ Background

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M (Male)</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>F (Female)</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A (15 - 16 years old)</td>
<td>29</td>
<td>97%</td>
</tr>
<tr>
<td>B (17 - 18 years old)</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>C (18 - 19 years old)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>D (20 - 21 years old)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Length of exposure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A (1 - 3 years)</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>B (4 - 6 years)</td>
<td>5</td>
<td>17%</td>
</tr>
<tr>
<td>C (7 - 9 years)</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>D (&gt;10 years)</td>
<td>14</td>
<td>47%</td>
</tr>
</tbody>
</table>
Aside from the respondents’ background, the first section of the questionnaire also describes the respondents’ preference in watching movies, namely the preferred media and genres. In this case, the respondents were allowed to choose multiple options. The findings show that the most used medium is television. It is probably because it is easy to be watched. It doesn’t require money or internet. Meanwhile, the least medium used is Movie Theater that needs more money to watch movies.

![Figure 4.1 The Respondents’ Media Preference in Watching Movies](image)

The findings also showed that the respondents’ preference in choosing the movie genres and subgenres is quite evenly distributed. The most preferred genre is horror, chosen by 70% of respondents, while action and fantasy are the second most preferred ones; each chosen by 53% of the respondents. The least preferred genre is science fiction and gangster with 13% as the percentage.
2. Questionnaire Scores

The second section of the questionnaire contains 21 questions/statements, 20 of which were the main questions with scaled responses that are used in determining the questionnaire score, while 1 question is used to determine the subtitle language used by the respondents. The findings show the total score is 1840 points. The average score is 61.33, and the highest and lowest scores are 79 and 40 respectively. From 30 respondents, all respondents choose to use bahasa Indonesia when they watch movies with subtitle.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Subtitle Language Preference</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bahasa Indonesia</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>Bahasa Indonesia</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Bahasa Indonesia</td>
<td>54</td>
</tr>
<tr>
<td>4</td>
<td>Bahasa Indonesia</td>
<td>69</td>
</tr>
<tr>
<td>5</td>
<td>Bahasa Indonesia</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Bahasa Indonesia</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>Bahasa Indonesia</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>Bahasa Indonesia</td>
<td>73</td>
</tr>
<tr>
<td>9</td>
<td>Bahasa Indonesia</td>
<td>63</td>
</tr>
<tr>
<td>Respondent</td>
<td>Subtitle Language Preference</td>
<td>Score</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>10</td>
<td>Bahasa Indonesia</td>
<td>73</td>
</tr>
<tr>
<td>11</td>
<td>Bahasa Indonesia</td>
<td>71</td>
</tr>
<tr>
<td>12</td>
<td>Bahasa Indonesia</td>
<td>79</td>
</tr>
<tr>
<td>13</td>
<td>Bahasa Indonesia</td>
<td>53</td>
</tr>
<tr>
<td>14</td>
<td>Bahasa Indonesia</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Bahasa Indonesia</td>
<td>53</td>
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<tr>
<td>16</td>
<td>Bahasa Indonesia</td>
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<td>17</td>
<td>Bahasa Indonesia</td>
<td>77</td>
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<tr>
<td>18</td>
<td>Bahasa Indonesia</td>
<td>70</td>
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<tr>
<td>19</td>
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<td>49</td>
</tr>
<tr>
<td>20</td>
<td>Bahasa Indonesia</td>
<td>79</td>
</tr>
<tr>
<td>21</td>
<td>Bahasa Indonesia</td>
<td>62</td>
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<tr>
<td>22</td>
<td>Bahasa Indonesia</td>
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<td>23</td>
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<td>42</td>
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<td>Bahasa Indonesia</td>
<td>63</td>
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<td>63</td>
</tr>
<tr>
<td>28</td>
<td>Bahasa Indonesia</td>
<td>52</td>
</tr>
<tr>
<td>29</td>
<td>Bahasa Indonesia</td>
<td>67</td>
</tr>
<tr>
<td>30</td>
<td>Bahasa Indonesia</td>
<td>54</td>
</tr>
</tbody>
</table>

To simplify the questionnaire data, the scores were grouped by using steps suggested by Susetyo:¹

1. Determining range of the data (R)
2. Determining the number of interval classes (k)
3. Determining the length of interval classes (i)
4. Creating the grouped data distribution table. (see Appendix 9)

¹Budi Susetyo, Statistika untuk Analisis Data Penelitian, (Bandung: PT Refika Aditama, 2010), pp. 20-21.
3. Listening Scores

The listening scores were obtained from the listening test. The score are the most recent listening score of the respondents, and hence are expected to reflect their listening skill (variable y) more accurately. The findings show the total score of 2232 with the average score of 74.4. The highest score is 92 and the lowest is 60.

<table>
<thead>
<tr>
<th>respondent</th>
<th>listening score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>88</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>8</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>88</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>76</td>
</tr>
<tr>
<td>respondent</td>
<td>Listening score</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>15</td>
<td>72</td>
</tr>
<tr>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>17</td>
<td>76</td>
</tr>
<tr>
<td>18</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>92</td>
</tr>
<tr>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>21</td>
<td>76</td>
</tr>
<tr>
<td>22</td>
<td>88</td>
</tr>
<tr>
<td>23</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>84</td>
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<tr>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>29</td>
<td>92</td>
</tr>
<tr>
<td>30</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2232</strong></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>74.40</strong></td>
</tr>
</tbody>
</table>

Figure 4.4 The Grouped Distribution of Listening Scores

B. The Analysis of the Data

1. Normality and Linearity Test

The normality of the data was checked by using SPSS Statistics program. The tests used were Kolgomorov-Smirnov and Shapiro-Wilk.
Table 4.5 The Normality Test Results of the Data

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov</th>
<th>Shapire-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Watching</td>
<td>0.154</td>
<td>0.958</td>
</tr>
<tr>
<td>Movie</td>
<td>df=30 Sig=0.069</td>
<td>df=30 Sig=0.271</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>0.132</td>
<td>0.947</td>
</tr>
<tr>
<td></td>
<td>df=30 Sig=0.191</td>
<td>df=30 Sig=0.138</td>
</tr>
</tbody>
</table>

The test result showed that the Kolmogorov-Smirnov significance value for variable x was 0.069 and for variable y was 0.191. All of the values were higher than 0.05, which means that the data were distributed normally.

Table 4.6 The Linearity Test Results of the Data

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>Between Groups</td>
<td>Combined</td>
<td>1,375,200</td>
<td>15</td>
<td>85.850</td>
</tr>
<tr>
<td>Frequency of Watching</td>
<td>Linearity</td>
<td>391</td>
<td>1</td>
<td>391</td>
<td>.034</td>
</tr>
<tr>
<td></td>
<td>Deviation from Linearity</td>
<td>1,374,809</td>
<td>15</td>
<td>91.654</td>
<td>1.017</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>1,172,000</td>
<td>13</td>
<td>93.154</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,547,200</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The linearity of the data was also checked by using SPSS Statistics program. The significance value of the variables was found to be 0.949, which is higher than 0.05. It means that the data distribution was linear. Since the data distribution was normal and linear, the statistical analysis would use parametric procedure, which was Product Moment Correlation.

2. Correlation Coefficient

In order to find the correlation coefficient, the questionnaire score (variable x) and listening scores (variable y) were calculated by using Product Moment Correlation statistical procedure. The formula is:

\[
r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]
To find the values needed in the formula, the data from variable $x$ and $y$ are put into a calculation table.

Table 4.7 Product Moment Calculation Table

<table>
<thead>
<tr>
<th>$N$</th>
<th>$X$</th>
<th>$Y$</th>
<th>$XY$</th>
<th>$X^2$</th>
<th>$Y^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63</td>
<td>60</td>
<td>3780</td>
<td>3969</td>
<td>3600</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>64</td>
<td>2560</td>
<td>1600</td>
<td>4096</td>
</tr>
<tr>
<td>3</td>
<td>54</td>
<td>88</td>
<td>4752</td>
<td>2916</td>
<td>7744</td>
</tr>
<tr>
<td>4</td>
<td>69</td>
<td>80</td>
<td>5520</td>
<td>4761</td>
<td>6400</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>68</td>
<td>4352</td>
<td>4096</td>
<td>4624</td>
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<td>49</td>
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<td>2401</td>
<td>4096</td>
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<td>4489</td>
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<td>6424</td>
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<td>4624</td>
</tr>
<tr>
<td>13</td>
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<td>4240</td>
<td>2809</td>
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</tr>
<tr>
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<td>72</td>
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<td>2401</td>
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<td>5929</td>
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<td>70</td>
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<td>4900</td>
<td>5776</td>
</tr>
<tr>
<td>19</td>
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<td>92</td>
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<td>8464</td>
</tr>
<tr>
<td>20</td>
<td>79</td>
<td>76</td>
<td>6004</td>
<td>6241</td>
<td>5776</td>
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<td>21</td>
<td>62</td>
<td>76</td>
<td>4712</td>
<td>3844</td>
<td>5776</td>
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<tr>
<td>22</td>
<td>53</td>
<td>88</td>
<td>4664</td>
<td>2809</td>
<td>7744</td>
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<tr>
<td>23</td>
<td>42</td>
<td>64</td>
<td>2688</td>
<td>1764</td>
<td>4096</td>
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<tr>
<td>24</td>
<td>53</td>
<td>84</td>
<td>4452</td>
<td>2809</td>
<td>7056</td>
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<td>25</td>
<td>71</td>
<td>76</td>
<td>5396</td>
<td>5041</td>
<td>5776</td>
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<tr>
<td>26</td>
<td>63</td>
<td>72</td>
<td>4536</td>
<td>3969</td>
<td>5184</td>
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<tr>
<td>27</td>
<td>63</td>
<td>60</td>
<td>3780</td>
<td>3969</td>
<td>3600</td>
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<tr>
<td>28</td>
<td>52</td>
<td>72</td>
<td>3744</td>
<td>2704</td>
<td>5184</td>
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<td>29</td>
<td>67</td>
<td>92</td>
<td>6164</td>
<td>4489</td>
<td>8464</td>
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<tr>
<td>30</td>
<td>54</td>
<td>80</td>
<td>4320</td>
<td>2916</td>
<td>6400</td>
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<tr>
<td>$\Sigma$</td>
<td>1840</td>
<td>2232</td>
<td>136932</td>
<td>116170</td>
<td>168608</td>
</tr>
</tbody>
</table>
After finding the values needed, they are distributed into the formula and calculated as the following:

\[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \]

\[ r_{xy} = \frac{4107960 - 4106880}{\sqrt{[3485100 - 3385600][5058240 - 4981824]}} \]

\[ r_{xy} = \frac{1080}{\sqrt{7603392000}} \]

\[ r_{xy} = \frac{1080}{87197.43} \]

\[ r_{xy} = 0.012 \]

From the calculation, the index value of correlation coefficient was found to be 0.012. According to the table of correlation interpretation, this number is classified into the lowest class of 0.00 – 0.20, which means that there is a very low correlation between the two variables.

3. Hypothesis Testing

To test the hypothesis, the correlation coefficient from the calculation \((r_{xy})\) will be compared to correlation coefficient from Product Moment table \((r_t)\). \(H_0\) or the null hypothesis will be accepted if \(r_{xy} < r_t\) and rejected if \(r_{xy} \geq r_t\). To find \(r_t\), the degrees of freedom must be determined first:

\[ d_f = N - nr \]

\[ d_f = 30 - 2 \]

\[ d_f = 28 \]

Note:

\(d_f\) = degrees of freedom
\(N\) = number of cases (respondents)
\(nr\) = number of variables
After looking at the table (see appendix 10) the $r_t$ of a one-tailed test in the level of significance of 5% and $d_f$ of 28 was found to be 0.306. The index value of $r_t$ is far bigger than the index value of $r_{xy}$ (0.012) which means that the null hypothesis is accepted. In conclusion, there is no relationship between students’ frequency of watching movie and their listening comprehension in narrative.

C. The Discussion

Although the literature review shows that movies could be beneficial for language acquisition and the building of language competence and skills, the findings of the research show the index value of correlation coefficient ($r_{xy}$) of 0.012 which is very close to zero. According to Sugiyono, the index correlation value between 0.00 – 0.20 shows very low correlation, so this correlation is usually ignored. The comparison between $r_{xy}$ and the index value of Product Moment table ($r_t$) also shows that $r_{xy} < r_t$, which means the null hypothesis is accepted.

To explain this phenomenon, the internal threats to the validity of the questionnaire scores were explored. Their scores per item show threats to the validity of the total score. Several findings were found:

1. From the items number 8, 9, 10, 11 and 12, which ask about the kind of input that the respondents usually received by watching movies, the average scores are varied; 8, 11 and 12 shows that the average scores are moderate (3, 3, and 2.8), and items 9 and 10 shows that the average score is relatively high (3.9 and 3.7). This means that the inputs are comprehensible enough.

2. The more students expose themselves to the language, the more they can acquire language skills. However, from the items number 1, 2, and 3, which ask about the frequency of watching movies, the average scores are relatively low (2.7, 2.2, and 2.7). This means that the respondents do not watch movies frequently. This shows that the amount of exposure that the respondents receive is actually low, which lessens the probability of an input being present.

---

3. Subtitle is distracting; the respondents just concentrate to the text instead of the spoken English which the input to build listening skill. However, from the item number 4, which asks whether the respondents use no subtitle, the average score is 2. It means that respondents still have quite a high tendency to watch English movies using subtitle, which means that the inputs are not received by the respondents optimally because they read the subtitle, not listening to the dialogues. Furthermore, 100% of respondents chose to use Indonesian subtitle.

4. Commonly, learners are exposed to standard written English and textbook language. Then, when learners facing colloquial language, they found it surprising and feel strange. So, the students still found it difficult to recognize the slang, idiomatic expression, cultural knowledge, and reduced forms in the movies they watch. It is shown in the item number 14 and 15 that the average scores are relatively low (2.8 and 2.9). It means that respondents still have difficulties in understanding colloquial language.

5. The findings in point number 1, 2, 3 and 4 may affect to each other. If the respondents use subtitles—and the ones that are in Indonesian—and they still have difficulty in facing colloquial language, their perception of being able to understand the language in the movies may be biased.

For more explanation regarding the subtitle use, the respondents’ answers for item number 4 were compared. The item asks “How often do you watch English movies without subtitle” and none of the respondents answered it with almost always and frequently, 10 respondents answered sometimes, 10 respondents answered rarely, and 10 respondents answered almost never.

---

Table 4.8 The Respondents’ Answers for Item Number 4

<table>
<thead>
<tr>
<th>Groups of Respondent</th>
<th>Answer</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Almost Always</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Frequently</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Sometimes</td>
<td>3, 4, 8, 10, 12, 17, 19, 21, 25, 29</td>
</tr>
<tr>
<td>4</td>
<td>Rarely</td>
<td>5, 6, 9, 11, 14, 18, 20, 22, 24, 30</td>
</tr>
<tr>
<td>5</td>
<td>Almost Never</td>
<td>1, 2, 7, 13, 15, 16, 23, 26, 27, 28</td>
</tr>
</tbody>
</table>

Next, the listening scores from group 3 and group 5 were compared. After the sums of listening scores from both groups were calculated, the result showed that group 3, who answered *sometimes*, has the average listening score of 78.8. Meanwhile, group 5, who answered *almost never*, has the average score of 68.8. This result may imply that the respondents who *sometimes* watch non-subtitled movies indeed have better listening skill than the respondents who *almost never* watch non-subtitle movies.

Table 4.9 The Comparison between Two Groups of Respondents

<table>
<thead>
<tr>
<th>Groups of respondents who watch movies without subtitles</th>
<th>The sum of listening scores</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes</td>
<td>788</td>
<td>78.8</td>
</tr>
<tr>
<td>Almost Never</td>
<td>688</td>
<td>68.8</td>
</tr>
</tbody>
</table>

Figure 4.5 The Comparison between Two Groups Respondents
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the statistical analysis, the index value of correlation coefficient between the two variables was found 0.012. The hypothesis testing showed that this number is much lower than the correlation coefficient of Product moment table (0.306), which means that the null hypothesis was accepted. So, it can be concluded that there is no relationship between students’ frequency of watching movie and their listening comprehension in narrative. In other words, the respondents’ movie watching activity does not affect their listening skill. This may happen because; First, the lack of students’ exposure to English movies, second, students focused on reading the subtitle instead of listening to the spoken language in movies and students have difficulty in recognizing colloquial language.

B. Suggestion

There are two internal threats to the findings of the study. First, the respondents’ frequency of watching movies which means their exposure that the respondents receive is relatively low. Second, the use of the subtitles by most students may prevent them to acquire the language.

Based on the findings, several suggestions can be made:

1. The students who need to improve their listening may try to watch English movies frequently so they can receive comprehensible inputs that are needed in acquiring target language.
2. Students can watch movies through various medium, but the easiest and the most common medium is television.
3. To optimize language acquisition, the movies must be watched without subtitle.
4. This research has many limitation and other researchers are expected to conduct research by explore more about this topic.
REFERENCES


Canfield, Robert. Approaches to Listening Improvement, Elementary English Vol. 35 No. 8, 1958.


**SILABUS PEMBELAJARAN**

Nama Sekolah : SMA Muhammadiyah 8 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mendengarkan</td>
<td>7 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</td>
<td>respond to expression of happiness;</td>
<td>• Mendengarkan percakapan interpersonal/transaksional melalui film secara individu.</td>
<td>• Mengidentifikasi kata yang didengar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari</td>
<td>1. What do you think of the situations? Are there good news or bad news?</td>
<td>• Mengidentifikasi makna kata</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. What do you feel when you hear a good news?</td>
<td>• Mengidentifikasi hubungan antar pembicara</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. What do you feel when you hear a bad news?</td>
<td>• Mengidentifikasi makna tindak tutur berterima kasih</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. How do you respond to someone telling you a good and a bad news?</td>
<td>• Merespon tindak tutur berterima kasih</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. What will you do or say to show your happiness?</td>
<td>• Mengidentifikasi makna tindak tutur memuji</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. What will you do or say to show your sympathy?</td>
<td>• Merespon tindak tutur memuji</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Will you be surprised especially when hearing the bad news?</td>
<td>• Mengidentifikasi makna tindak tutur mengucapkan selamat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mengidentifikasi</td>
<td>• Mendiskusikan tindak tutur yang digunakan</td>
<td>• Merespon tindak tutur mengucapkan selamat</td>
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<tr>
<td></td>
<td></td>
<td>konteks situasi</td>
<td>• Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar</td>
<td>• Mengidentifikasi konteks situasi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mengidentifikasi</td>
<td>• Mendiskusikan tindak tutur yang digunakan</td>
<td>• Mendiskusikan tindak tutur menyatakan rasa terkejut</td>
</tr>
<tr>
<td></td>
<td></td>
<td>makna tindak tutur</td>
<td>• Mendiskusikan tindak tutur yang digunakan</td>
<td>• Merespon tindak tutur menyatakan</td>
</tr>
</tbody>
</table>

*Appendix 1*
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpersonal</td>
<td>(bersosialisasi)</td>
<td>1. Congratulations. You get Rp 10.000 credit bonus.</td>
<td>dan responnya dalam percakapan yang didengar secara berkelompok</td>
<td>rasa terkejut</td>
</tr>
<tr>
<td></td>
<td>resmi dan tak</td>
<td>2. You are excellent and brilliant. You got a great mark for the final test.</td>
<td>• Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut</td>
<td>3. Well done. You get a free ticket for this holiday.</td>
<td>• Merespon tindak tutur menyatakan rasa tak percaya.</td>
<td></td>
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<tr>
<td></td>
<td>yang</td>
<td>4. I've lost my wallet somewhere. It's got Rp. 100,000,- on it.</td>
<td>• Mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</td>
<td>5. Did you hear that Mr. Rendy got a serious cancer disease?</td>
<td>• Merespon tindak tutur menyetujui undangan, tawaran, ajakan.</td>
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<td>6. I heard that Budi was in jail. He was arrested for traffic violence.</td>
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<td></td>
<td></td>
<td>7. Rendi was knocked down by a car. He was in hospital for five weeks.</td>
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<td></td>
<td></td>
<td>8. Yesterday, on the TV news, I saw a bad thundersstorm in California. Many people died and got serious injured.</td>
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</table>

Appendix 1
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
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<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8.1 Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari</td>
<td>respond to narrative texts.</td>
<td>• Mengidentifikasi beberapa iklan lisan di tempat umum secara berkelompok. &lt;br&gt; • Mendengarkan iklan melalui tape secara klasikal. &lt;br&gt; • Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok</td>
<td>• Mengidentifikasi topik sebuah pengumuman lisan &lt;br&gt; • Mengidentifikasi informasi tertentu dari undangan lisan &lt;br&gt; • Mengidentifikasi tujuan dari pengumuman yang didengar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen to the tape and complete the following story.</td>
<td>The Little Girl and the Wolf James Thurber &lt;br&gt; One afternoon, a big wolf in the dark forest for a little girl to come along carrying 2...... to her grandmother. Finally, the little girl came along and she was carrying a basket of food. “Are you carrying that basket to your grandmother?”</td>
<td></td>
</tr>
<tr>
<td>8.2</td>
<td>Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks</td>
<td>respond to narrative texts.</td>
<td>• Mendengarkan berita/deskripsi/ naratif untuk menemukan berbagai informasi secara klasikal melalui kaset. &lt;br&gt; • Mendiskusikan pembedakan penggunaan bahasa secara lisan dan tertulis secara berkelompok</td>
<td>• Mengidentifikasi main idea dari teks yang didengar &lt;br&gt; • Mengidentifikasi tokoh dari cerita yang didengar &lt;br&gt; • Mengidentifikasi kejadian dalam teks yang didengar &lt;br&gt; • Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan</td>
</tr>
</tbody>
</table>

**Appendix 1**
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
</table>
| kehidupan sehari-hari dalam teks berbentuk; narrative, descriptive, dan news item | and complete the table | Different writers organise their stories in different ways.  
- However, they usually give their information about:  
  - the setting (the place, time)  
  - the characters (the people in the story)  
  - the events (the conflict in the story)  
  - the outcome (what happened in the end) | |  
- Mengidentifikasi inti berita yang didengar  
- Mengidentifikasi sumber berita yang didengar |
Appendix 2

The Gingerbread Man

1. Why did the old lady get boring?
   A. Because the old lady is always out in the garden
   B. Because the old man had nothing to do
   C. Because the old lady had nothing to do
   D. Because the old lady is always cooking
   E. Because the old lady always cleaning

2. What did the old lady make for dinner that night?
   A. Baked bread
   B. Gingerbread
   C. Man-shaped baked bread
   D. Man-shaped gingerbread
   E. Man-shaped cake

3. From the food that the old lady made, what did she expect from her husband?
   A. Would be amused
   B. Would amused
   C. Would be abused
   D. Would abused
   E. Would be nervous

4. The ingredients that are used to make the bread were mentioned are, except…
   A. Dough
   B. Chocolate chips
   C. Red cherries
   D. Raspberries
   E. One little ball

5. Why was the old lady running?
   A. Because the dish for dinner ran away
   B. Because the gingerbread man asked the old lady to catch him
   C. Because the gingerbread man got up
   D. Because the dish made the old lady surprised
   E. Because the old lady wanted to

6. What was the old lady shouted to her husband?
   A. Catch the gingerbread before he banished
   B. Stop staring and catch the gingerbread
   C. Run, Run as fast as he can
   D. Quick
   E. What's happening?

7. How is the character of the gingerbread man?
   A. Smart
   B. Badmouth
   C. Arrogant
   D. Naughty
   E. Cunning

8. What did the gingerbread man call the cow?
   A. Fatty
   B. Fat
   C. Fat thing
   D. Stinky
   E. Stinking thing

9. What did the gingerbread man call the pig?
   A. Fatty
   B. Fat
   C. Fat thing
   D. Stinky
   E. Stinking thing

10. What did the gingerbread man keep saying while he was running?
    A. Run, run as fast you can. You can’t hatch me. I’m the gingerbread man.
B Ran, ran as fast as you can. You can’t catch me. I’m the gingerbread, man.
C Run, run as fast you can. You can catch me. I’m the gingerbread, man.
D Ran, ran as fast as you can. You can catch me. I’m the gingerbread man.
E Run, run as fast as you can. You can’t catch me. I’m the gingerbread man.

11. What did the clown hen ask to the gingerbread man?
A Have a bite of the gingerbread man
B Have a break
C Join catching the gingerbread man
D Try catching the gingerbread man
E Have a try

12. What did the Fox ask in exchange after helping the gingerbread man crossing the river?
A He wanted to eat the gingerbread man
B He would tell it later
C He would tell it after crossing the river
D He wanted to ask help from the gingerbread man
E He asked nothing

13. What is the character of the Fox?
A Underestimating everybody
B Badmouth
C Arrogant
D Naught
E Cunning

14. What did the Fox say after eating the gingerbread man?
A Nobody’s smarter than me
B Nobody has smarter than me
C Nobody’s smarter then me
D Nobody was smarter than me
E Nobody was smart then me

The Emperor’s New Clothes

15. What was the most interested thing for the Emperor?
A Ruling his island wisely
B Changing into a new suit every hour
C Visiting the theater
D Discussing the state of the kingdom with minister
E Having new beautiful clothes

16. What did the Emperor asked when he wore his new clothes to the ministers?
A “How you think of my new dresses? Isn’t it better than the one I wore yesterday?”
B “What do you think of my new dresses? Wasn’t it better than the one I wore yesterday?”
C “How do you think of my new dress? Isn’t it better than the one I wore yesterday?”
D “What you think of my new dress? Wasn’t better than the one I wore yesterday?”
E “What do you think of my new dress? Isn’t it better than the one I wore yesterday?”

17. What did the two scoundrels pretend to be in the story?
A Weavers
B Wavers
C Tailors
D Sailors
E Beavers

18. What did the two cunning fellows offer to the Emperor?
A Weaving clothes like none other in the kingdom
B Weaving clothes like the other in the island
C Designing clothes like one other in the kingdom
D  Designing clothes as beautiful as other for the Emperor
E  Weaving clothes for the Emperor

19. Why did the Emperor decide to hire the two cunning fellows?
A  Because the offer of the two fellows was unique
B  Because the cloth that was mentioned by the two men was unique
C  Because the emperor wanted to know which ministers were fool
D  Because the emperor wanted to try the light and delicate suit
E  Because the emperor loves new cloth

20. What is the character of the Emperor?
A  Vein
B  Vain
C  Fine
D  Fair
E  Fail

21. What did the weavers ask as the needs to make the Emperor’s new suit?
A  Threads
B  Fabrics
C  Silky fabrics
D  Finest silks
E  Golden fabrics

22. Why did not the two trusted ministers confess that the new cloth was invisible?
A  Because they were afraid being labeled as fool
B  Because they wanted to fool the Emperor
C  Because they couldn’t see the new cloth that the weavers were working on
D  Because they would become prisoners if the Emperor knew they were fool

23. Here are the suits that were made by the weavers for the Emperor, except…
A  Jacket
B  Cloak
C  Crown
D  Trouser
E  A, B, C are correct

24. Why did not the Emperor confess that he couldn’t see the new cloth?
A  Because he was afraid being labeled as fool
B  Because he wanted to fool the ministers
C  Because he couldn’t see the new cloth that the weavers were working on
D  Because he would become prisoners if the Emperor knew they were fool
E  Because he didn’t want to disappoint the weavers

25. What did the Emperor said while admiring his new clothes? Except…
A  Amazing suit
B  The weavers had done a great job
C  Excellent fit
D  Outstanding design
E  Outstanding color

26. In the end of the story, where did the cunning weavers go?
A  Escaped with all the gold
B  Escaped out of the kingdom and were never seen or heard again
C  Hid somewhere
D  Hid in the kingdom
E  Hid with all the thread, silk and gold
The Fox and the Cat

27. Where did the cat and the fox met?
   A In a cave
   B In a forest
   C In Flores
   D In a river
   E On the river

28. What did the cat think about the fox at the first time?
   A Clever and experienced
   B Ever and full of experience
   C Smart and full of experience
   D Waver and experienced
   E Smart and clever

29. What is the character of the fox?
   A Badmouthed
   B Stingy
   C Arrogant
   D Clever
   E Full of experience

30. What did the fox say after looking the cat from head to foot, except…
   A Wretched beard-cleaner
   B Piebald fool
   C Hungry mouse-hunter
   D The cheek
   E A, B, C are correct

31. What did the cat do when a hunter with four dogs came?
   A The cat would teach how people get away from the hounds
   B Made sorry for the fox
   C Sat down on the ground
   D Ran away so fast
   E The cat sprang nimbly up a tree

32. What did happen to the fox in the end of the story?
   A Opened the sack
   B Had been seized by the dogs
   C Cried
   D Ran away
   E Sprang into a tree
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Pearson correlation $> r_{\text{table}}$ means the item is valid.
Appendix 3

Uji Reliabilitas

Reliability Statistics

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The value of Cronbach’s Alpha is 0.937 > 0.7. It means that the instrument has high reliability.
ANGKET FREKUENSI MENONTON FILM

Angket ini bertujuan untuk mendapatkan data mengenai kegiatan anda dalam menonton film berbahasa Inggris. Perlu diingat bahwa ‘film’ yang dimaksud dalam angket ini hanya mengacu kepada film berbahasa Inggris, baik yang menggunakan subtitle dan yang tidak. Film berbahasa selain Inggris dan film berbahasa Inggris yang di-dub ke bahasa lain tidak termasuk ke dalam ruang lingkup penelitian ini.


INFORMASI DASAR

1. Nama anda:
2. Nomer telepon yang bisa dihubungi:
3. Jenis kelamin (beri tanda centang):
   □ Laki-laki □ Perempuan
4. Usia anda:
   □ 15-16 tahun □ 17-18 tahun □ 18-19 tahun
5. Sudah berapa lama anda belajar bahasa Inggris?
   □ 1-3 tahun □ 4-6 tahun □ 7-9 tahun □ 10 tahun/lebih
6. Dimana biasanya anda menonton film berbahasa Inggris? (boleh pilih lebih dari 1)
   □ Bioskop □ Televisi
   □ DVD □ File digital (.mkv, .mp4, dll)
   □ Online Streaming □ Lain-lain (sebutkan): …
7. Dari berbagai genre film di bawah ini, mana saja yang paling sering anda tonton? (boleh pilih lebih dari 1)
   □ Action □ Comedy
   □ Fantasy (film yang melibatkan hal-hal mitos atau imaginative seperti sihir, peri, dll)
   □ Gangster (film tentang gangster yang ambisius, brutal atau agresif)
   □ Horror (film yang tujuannya menakut-nakuti penonton dengan melibatkan unsure hantu/monster)
   □ Melodrama
   □ Musical
   □ Mystery (film yang berisi tentang sesuatu yang misterius yang berakhir dengan penemuan suatu identitas/terkuaknya suatu masalah misterius)
   □ Romance
   □ Science Fiction (film fiksi ilmiah yang berisi karakter-karakter seperti alien, mesin waktu, dll)
   □ Thriller (film yang tujuannya membuat tegang penonton dengan elemen seperti pembunuhan, terorisme, dll)
   □ War Film (film perang)
   □ Lain-lain (sebutkan): …
ANGKET

INSTRUKSI: Berilah tanda silang pada jawaban anda! Anda hanya boleh memberikan satu respon pada tiap soal.

Keterangan:  
HS = Hampir Selalu  
S = Sering  
KK = Kadang-kadang  
J = Jarang  
HTP = Hampir tidak pernah

BAGIAN I: FREKUENSI

1. Seberapa sering anda memilih menonton film berbahasa Inggris?
   a. HS    b. S    c. KK    d. J    e. HTP

2. Berapa jumlah film berbahasa Inggris yang anda tonton perbulan?
   a. >10    b. 8-10    c. 5-7    d. 2-4    e. ≤1

3. Mengacu kepada pertanyaan nomer 2, apa anda konsisten dengan angka tersebut setiap bulannya?
   a. HS    b. S    c. KK    d. J    e. HTP

BAGIAN II: PENGGUNAAN SUBTITLE

4. Anda menonton film berbahasa Inggris tanpa menggunakan subtitle.
   a. HS    b. S    c. KK    d. J    e. HTP

4a. Jika anda menonton dengan subtitle, bahasa apa yang lebih sering anda gunakan?
   a. Bahasa Inggris    b. Bahasa Indonesia    c. Lainnya ……………….(isi)

BAGIAN III: INPUT DAN PEMAHAMAN

5. Film berperan besar dalam meningkatkan kemampuan bahasa Inggris anda.
   a. HS    b. S    c. KK    d. J    e. HTP

6. Film berperan besar dalam meningkatkan kemampuan mendengarkan bahasa Inggris anda.
   a. HS    b. S    c. KK    d. J    e. HTP

7. Film meningkatkan kemampuan bahasa Inggris anda tanpa anda sadari.
   a. HS    b. S    c. KK    d. J    e. HTP

8. Film yang anda tonton menggunakan bahasa yang ‘level’nya dapat anda pahami.
   a. HS    b. S    c. KK    d. J    e. HTP

   a. HS    b. S    c. KK    d. J    e. HTP

10. Anda dapat menangkap detail dalam sebuah film. (contoh: nama karakter pendukung, atau nama makanan kesukaan karakter utama)
    a. HS    b. S    c. KK    d. J    e. HTP
11. Anda dapat memahami kalimat-kalimat berbahasa Inggris yang diucapkan oleh karakter di film yang anda tonton.
   a. HS  b. S  c. KK  d. J  e. HTP
12. Anda dapat memahami kosakata yang digunakan dalam film yang anda tonton.
   a. HS  b. S  c. KK  d. J  e. HTP
13. Anda dapat menemukan redundancy* dalam dialog film.
   *Redundancy adalah ujaran yang kurang bermakna seperti I mean, You know, Well, Umm.. 
   a. HS  b. S  c. KK  d. J  e. HTP
   *Idiomatic expression adalah ungkapan dengan makna konotasi seperti : The test was a piece of cake (=mudah), I feel under the weather (=tidak sehat)
   a. HS  b. S  c. KK  d. J  e. HTP
15. Anda dapat menemukan slang language* dalam dia
   *Bahasa pergaulan seperti: Nice ride (=mobil), atau I am so bummned (=kesal; kecewa), weirdo (=orang aneh)
   a. HS  b. S  c. KK  d. J  e. HTP
   a. HS  b. S  c. KK  d. J  e. HTP
17. Elemen visual dalam film membantu anda mengerti jalan cerita. (Anda hanya dapat mengerti jalan cerita film jika anda melihat gambarnya).
   a. HS  b. S  c. KK  d. J  e. HTP
18. Anda dapat memahami jalan cerita suatu film karena anda familiar dengan budaya yang ditampilkan dalam film tersebut.
   a. HS  b. S  c. KK  d. J  e. HTP
19. Anda dapat memahami jalan cerita film karena anda menghubungkan dengan kehidupan kepribadian anda.
   a. HS  b. S  c. KK  d. J  e. HTP
20. Film yang anda tonton membuat anda senang dan terhibur.
   a. HS  b. S  c. KK  d. J  e. HTP

Terima kasih atas waktu dan kerjasama anda 😊

Komentar tambahan:

.......................................................... ..........................................................
.......................................................... ..........................................................
.......................................................... ..........................................................
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Adopted from Imam Ahmad Damarullah’s questionnaire.
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### Appendix 5

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The Gingerbread Man

1. Why did the old lady get boring?
   A Because the old lady is always out in the garden
   B Because the old man had nothing to do
   C Because the old lady had nothing to do
   D Because the old lady is always cooking
   E Because the old man always cleaning

2. What did the old lady make for dinner that night?
   A Baked bread
   B Gingerbread
   C Man-shaped baked bread
   D Man-shaped gingerbread
   E Man-shaped cake

3. The ingredients that are used to make the bread were mentioned are, except…
   A Dough
   B Chocolate chips
   C Red cherries
   D Raspberries
   E One little ball

4. Why was the old lady running?
   A Because the dish for dinner ran away
   B Because the gingerbread man asked the old lady to catch him
   C Because the gingerbread man got up
   D Because the dish made the old lady surprised
   E Because the old lady wanted to

5. What was the old lady shouted to her husband?
   A Catch the gingerbread before he banished
   B Stop staring and catch the gingerbread
   C Run, Run as fast as he can
   D Quick
   E What’s happening?

6. What did the gingerbread man keep saying while he was running?
   A Run, run as fast you can. You can’t hatch me. I’m the gingerbread man.
   B Ran, ran as fast as you can. You can’t catch me. I’m the gingerbread, man.
   C Run, run as fast you can. You can catch me. I’m the gingerbread man.
   D Ran, ran as fast as you can. You can’t catch me. I’m the gingerbread man.
   E Run, run as fast as you can. You can’t catch me. I’m the gingerbread man.

7. What did the clown hen ask to the gingerbread man?
   A Have a bite of the gingerbread man
   B Have a break
   C Join catching the gingerbread man
   D Try catching the gingerbread man
   E Have a try

8. What did the Fox ask in exchange after helping the gingerbread man crossing the river?
   A He wanted to eat the gingerbread man
   B He would tell it later
   C He would tell it after crossing the river
   D He wanted to ask help from the gingerbread man
   E He asked nothing
9. What is the character of the Fox?
   A Underestimating everybody
   B Badmouth
   C Arrogant
   D Naughty
   E Cunning

10. What did the Fox say after eating the gingerbread man?
    A Nobody’s smarter than me
    B Nobody has smarter than me
    C Nobody's smarter then me
    D Nobody was smarter than me
    E Nobody was smart then me

The Emperor’s New Clothes

11. What was the most interested thing for the Emperor?
    A Ruling his island wisely
    B Changing into a new suit every hour
    C Visiting the theater
    D Discussing the state of the kingdom with minister
    E Having new beautiful clothes

12. What did the two scoundrels pretend to be in the story?
    A Weavers
    B Wavers
    C Tailors
    D Sailors
    E Beavers

13. What did the two cunning fellows offer to the Emperor?
    A Weaving clothes like none other in the kingdom
    B Weaving clothes like the other in the island
    C Designing clothes like one other in the kingdom
    D Designing clothes as beautiful as other for the Emperor
    E Weaving clothes for the Emperor

14. Why did the Emperor decide to hire the two cunning fellows?
    A Because the offer of the two fellows was unique
    B Because the cloth that was mentioned by the two men was unique
    C Because the emperor wanted to know which ministers were fool
    D Because the emperor wanted to try the light and delicate suit
    E Because the emperor loves new cloth

15. What is the character of the Emperor?
    A Vein
    B Vain
    C Fine
    D Fair
    E Fail

16. What did the weavers ask as the needs to make the Emperor’s new suit?
    A Threads
    B Fabrics
    C Silky fabrics
    D Finest silks
    E Golden fabrics

17. Why did not the two trusted ministers confess that the new cloth was invisible?
    A Because they were afraid being labeled as fool
    B Because they wanted to fool the Emperor
    C Because they couldn’t see the new cloth that the weavers were working on
    D Because they would become prisoners if the Emperor knew they were fool
    E Because they didn’t want to disappoint the Emperor

18. Here are the suits that were made by the weavers for the Emperor, except…
19. Why did not the Emperor confess that he couldn’t see the new cloth?
A Because he was afraid being labeled as fool
B Because he wanted to fool the ministers
C Because he couldn’t see the new cloth that the weavers were working on
D Because he would become prisoners if the Emperor knew they were fool
E Because he didn’t want to disappoint the weavers

20. What did the Emperor said while admiring his new clothes? Except…
A Amazing suit
B The weavers had done a great job
C Excellent fit
D Outstanding design
E Outstanding color

21. In the end of the story, where did the cunning weavers go?
A Escaped with all the gold
B Escaped out of the kingdom and were never seen or heard again
C Hid somewhere
D Hid in the kingdom
E Hid with all the thread, silk and gold

23. What is the character of the fox?
A Badmouthed
B Stingy
C Arrogant
D Clever
E Full of experience

24. What did the fox say after looking the cat from head to foot, except…
A Wretched beard-cleaner
B Piebald fool
C Hungry mouse-hunter
D The cheek
E A, B, C are correct

25. What did the cat do when a hunter with four dogs came?
A The cat would teach how people get away from the hounds
B Made sorry for the fox
C Sat down on the ground
D Ran away so fast
E The cat sprang nimbly up a tree

The Fox and the Cat

22. Where did the cat and the fox met?
A In a cave
B In a forest
C In Flores
D In a river
E On the river
The Gingerbread Man

An old lady and an old man lived in a little house by themselves. They had no children and they felt very lonely and sad at times. “It gets so boring with just the two of us. You are always out in the garden and I have nothing to do after I finish my cooking and cleaning,” said the old lady. “Well, I am sure you can find some other ways to keep yourself occupied,” answered the old man. “I think I will bake something today, I haven’t done that in a long time.” “That’s a good idea. Go ahead and do that. Make something interesting for dinner tonight, now I have to head out to the garden again. Is there are still some more weeds to be pulled out.” The old lady decided she would make some gingerbread, she got out all of the ingredients she needed and kneaded the dough for the gingerbread softly humming to herself. Suddenly she had an idea, “let me do something fun. I will make the gingerbread in the shape of a man, a gingerbread man. My husband will be very amused. I am sure.” So the old lady rolled out the dough and cut it out in the shape of a man. “Let me see now. One little ball to be shaped into a mouth, two little chocolate chips for eyes and these pretty red cherries for buttons. Oh, that’s one handsome gingerbread man. I am sure he’ll taste as good as he looks. Now, into the oven.” The old lady went sat on her rocking-chair knitting away while waiting for the gingerbread man to bake. “Hmm, I’m starting to get the lovely smell of gingerbread. Must be done by now. Let me go and check.” The old lady put on your oven gloves and went to open the oven door. But as she did the gingerbread man got up from the baking tray and jumped out of the oven. “God heavens what was that?” Before she realized what was happening, the gingerbread man ran to the open window, jumped out and in a second was running down the garden and out into the stream. “Hey, where do you think you’re going? Come right back here, we are supposed to be having you for dinner,” shouted the old lady. “Oh, no, no, I am not your dinner for you can’t let your hands on me. Run, run as fast as you can. You can’t catch me, I’m a gingerbread man,” replied the gingerbread man. The old lady’s husband looked in surprise and his wife running after a gingerbread man, “what’s happening?” “Stop staring and run and catch that rogue, I had baked him for our dinner, but how did he run out? I will tell you that later. Quick catch him before he vanishes,” said the old lady. The old man starts running after the gingerbread man shouting at him to stop. “Your lady cannot catch me, nor can you. Run, run as fast as you can. Can’t catch me, I’m a gingerbread man,” said the gingerbread man. Down to the road ran the gingerbread man with the old man and the lady running behind him. A cow sitting beside the road saw the gingerbread man and said, “You look so tasty. I want to eat you.” The gingerbread man laughed, “The old lady and old man cannot catch me. See if you can catch me, you fat thing.” “Fat thing? You cheeky fellow, just you wait till I catch you.” The cow started running after the gingerbread man along with the old man and the old lady. “Run, run as fast as you can. You can’t catch me, I’m a gingerbread man.” Along the road they ran, with all the passer byes looking at them in surprise. A little way ahead a horse that was trotting along the road stopped to see what was happening. “That looks like a tasty meal. Everyone out of my way, I’m going to catch that fellow and have him for dinner instead of hay.” “Ho.. ho.. so you also want to eat me. Come on, you can also try but you’ll have to start galloping instead of trying. He.. Leave me. You will be having your hay only for dinner after all,” said the gingerbread man. So, the horse also joined the old lady, the old man and the cow to try and catch the gingerbread man. The gingerbread man was having a lot of fun seeing all of them trying to catch him. A little way ahead he stood.
by the roadside, “don’t you think you should give up? Let me tell you again, Run, run as fast as you can. You can’t catch me, I’m a gingerbread man.” Once again the gingerbread man started running looking back at all those chasing him with a big grin on his face a little way ahead was a big fat pig walking along with its piglets when it saw the gingerbread man, it said, “nice or smells good. Should be a good treat for my little piggies. Wait, wait. I want to have a word with you.” “No, you don’t you want to make a meal of me that is not going to happen. You stinking thing,” said the gingerbread man. “What? How dare you rude fellow. I will show you. Come on, piggies. Let’s catch him and eat him,” replied the pig. And so the pig and piglets also joined the rest to try and catch the gingerbread man. Up ahead there was a farm and near the fence was a big clown hen when she saw the gingerbread man. She said, “You look so yummy. May I have a nibble?” “May I have a nibble? No, you may not but you can always try. Come join the merry procession. Run, run as fast as you can. You can’t catch me, I’m a gingerbread man,” said the gingerbread man. Oh what a sight it was there was the old man and the old lady trundling along the cow and the pig waddling along the horse galloping along and the hen running and flapping her wings with a loud sound. “I think I’ve had enough fun. No way are those slow coaches going to catch up with me just look around for some place to rest. Running has really tired me out,” said the gingerbread man. A little farther away there was a river flowing gently the gingerbread man wanted to go across to the other side but if you fell in the water he would become all soggy. As he was thinking of what to do he heard a voice, “Want me to take you across?” The gingerbread man looked around and saw a fox sitting against a rock, “You think I’m a fool? You also want to eat me like the rest of them,” said the gingerbread man. “Eat you? A measly looking fellow like you? You are not even enough as a starter. Forget a whole meal,” replied the Fox. The Fox was a very, very wily fellow. He knew the gingerbread man could run very fast and he was too lazy to run after him. “And why would you want to be so good to me?” asked the gingerbread man. “I am not being good to you I was going across the river anyway. So I thought you could hop on my back and I would take you across. Decide fast. I don’t have the whole day,” answered the Fox. “Okay, what would you want in exchange?” asked the gingerbread man. “I’ll tell you that when we cross over. Come on, on my back,” answered the Fox. When they were half way across the Fox told the gingerbread man, “I’m feeling a bit uncomfortable. I think it would be better if you put yourself on my neck,” said the Fox. The gingerbread man crawled onto the Fox’s neck. “Ah, that’s better.” After a while, the Fox started moving its neck and told him, “Oh, my neck has started painting and I think it would be better if you sit on my snout.” The gingerbread man thought he was very smart but he couldn’t guess what was going on in the cunning Fox’s mind. As before it did what the Fox told him, “There! Are you okay now?” asked the gingerbread man. This was the chance the Fox had been waiting for. As soon as the gingerbread man sat on its snout, the Fox quickly tossed him up and caught him in his mouth as he fell. And there ended the tale of the gingerbread man. “Nobody was smarter than me,” said the Fox.

END

The Emperor’s New Clothes

There was a vain emperor who just loved clothes. More than ruling his land wisely, he seemed interested only in changing into a new suit every hour. He would visit the theater and go out in his carriage so that the people would get to see his new suits every day. How he loved to show off his new clothes to all the people. Instead of discussing with his ministers the state of the
kingdom, he was more interested in their opinion of his clothes. “So, my dear ministers, what do you think of my new dress? Isn’t it better than the one I wore yesterday?” said the Emperor. “Your majesty, it is absolutely wonderful. What a beautiful design!” answered the ministry. The stories of the emperor’s love for clothes spread far and wide, and reached the ears of two scoundrels. The cunning fellows landed up at the emperor’s court one day, and asked to meet the emperor. “And what work do you have with the emperor? He is a busy man and cannot be meeting everyone,” said the ministry. “Oh, we are very fine weavers, sir, and can weave clothes like none other in the kingdom. We have heard that the emperor loves clothes, and have come to make him a suit with our beautiful cloth,” said the scoundrels. “The Emperor has got so many suits made of so many different cloths, what is so different in your cloth?” “Well, you see, our cloth is so light and delicate, that it is almost invisible. In fact, it is visible only to those who are fit to do the jobs they are doing, and fools most certainly cannot see our cloth.” When the courtier heard this, he rushed to tell the emperor about this amazing new cloth that the two weavers were talking about. “Fools cannot see it, you say, and it is invisible to those not suited for their jobs? This I must see. Go, fetch them immediately. If what they say is true, then I will who know among my ministers and courtiers should be removed from their posts,” said the Emperor. The courtier ran to bring the two weavers to the Emperor. “Come on, you two, the emperor shall see you now, and your cloth better be as good as you claim it to be.” The two weavers were presented before the Emperor, where he sat with his ministers. “So, you weave a special cloth, is it?” asked the Emperor. “Yes, your majesty. It is a cloth that none other can weave,” answered the weaver. “Very well, you will be provided with everything you need, and you must spin this cloth here in the palace. Here is a bag of gold to start with, and you can ask for anything else that you might want.” “Of course, your majesty. We will spin the cloth here and make the most splendid suit for you, a suit which no one would have ever seen.” The Emperor ordered two looms to be set up in a room.

The weavers asked for golden thread and the finest of silks, all of which they hid away in their bags, and pretended to be working away at the looms. In the meanwhile, the Emperor was getting more and more curious to know what the weavers were doing, and decided to send his trusted minister to have a look, “Minister, you are one of my most senior ministers and among the most sensible, so I know I can trust you and your judgment. I want you to go and look at the cloth the weavers are weaving and let me know how it is coming along. The other ministers might not be able to see the cloth, you understand?” “Of course, your majesty, I know exactly what you are trying to say.” So the minister went to the room where the weavers were busy working. “Oh, come in, come in, sir. Have a look at this beautiful and intricate design we have woven. And the colors. And sir, could you please make arrangements for some more gold, thread and silk to be provided? Look how vibrant they are. Don’t you like it sir? We have worked really, really hard,” said the weavers. “Err, oh, oh yes. I have never seen such beautiful workmanship. I must tell the Emperor. Carry on. Carry on making the wonderful material. Err, yes, yes, of course.” (to himself) “Good heavens. I I cannot admit to anyone that I cannot see anything. Are my spectacles not right, or am I and idiot and not fit to do my job?” The minister went back to the emperor, having decided not to mention that he could see no cloth being woven. After so many years of serving the Emperor, he didn’t want it to be known that he was not suited for his job. No, no, that would never do. “Well, minister, what do you thing of the cloth those weavers are working on?” asked the Emperor. “Oh, your majesty, I don’t have words to describe it. The colors and design are like nothing I have ever seen.” “It is that good, is it? Do you think I should wear a suit of that cloth to the grand procession I should be leading
soon?" “Of course, your majesty. Everyone will be looking at you.” The weavers continued pretending to work on the looms. They asked for more gold thread and more of the finest silk available, and of course put all this away in their bags. They asked for more candles, pretending to work late into the night. Their scissors went snip, snip, snip in the air, needles weaving in and out of imaginary cloth with no threads in them. After some time, the emperor again grew curious about the new cloth the weavers were weaving. “I think I will now send my trusted courtier to see how those are progressing.” The emperor sends summons for the courtier to come. “Courtier, go and see how my new suit is coming along and come back and tell me everything in detail.” So, the courtier made his way to the room where the weavers were busy on their looms. “Welcome sir, you have come to see the emperor’s suit? We are sure neither you nor the emperor will be disappointed. We are working very hard to make it is ready for the emperor to wear for the procession. And how do you like it, sir? Have you ever seen such a magnificent design or such a perfect blend of colors?” asked the weavers. The courtier was as confused as the minister. He could see absolutely nothing and admitting that would mean he was an idiot and not fit to do the job he was doing. Like the minister, he had no intention of being labeled a fool. “I must say it is an amazing suit, absolutely befitting of our great ruler. And you are right, I have never seen such marvelous craftsmanship,” said the courtier. The courtier listened carefully to how the weavers were describing the suit, because he did not know what he could tell the emperor otherwise. How could he describe something he could not see at all? “So courtier, what do you think of the suit?” asked the emperor. The courtier described in great detail. The pattern and the colors, exactly as the weavers had told him. He certainly did not want to admit he could see nothing, as that would make him an idiot in everyone’s eyes. “Ah, well, I think tomorrow I shall go and see the suit for myself. Everyone seems to be praising it so much. I can’t wait to see it myself,” said the emperor. The next day, the emperor went to the room where the weavers were pretending to be busy weaving. Up and down their hands flew, while their eyes were fixed on the loom, concentrating so hard on the imaginary cloth. “Oh, your majesty, we have been waiting to show you your new suit. It is so beautiful, even better than we had expected. People will be talking of nothing but your suit at the procession. Here, have a look at the jacket and the trousers. I am sure they will fit your majesty like a second skin. And the cloak, isn’t it magnificent? They are all so light and fragile, like a spider’s web,” said the weavers. The emperor looked hard, but he could see nothing. “I am the emperor of the land, and if I say I cannot see anything, my people will think I am not fit to rule them. That cannot happen,” said the emperor to himself. For fear of being considered a fool, the emperor also went along with what the others had said and greatly admired the suit. The day of the procession, the weavers pretended to help the emperor wear the suit, pretending to handle it very carefully. “Come, your majesty. Stand before this mirror. Here, please wear the jacket and trousers.” The weavers pretended to make the emperor wear the jacket and trousers. They pretended to nip the trousers in a little at the waist, straighten out the collar of the jacket, and make some other adjustments. They then stood back to admire their handiwork. “Ah, that is such a wonderful fit, don’t you think so your majesty? And the colors look so good on you. Now let me adjust the cloak. There! That’s done. What do you have to say, your majesty?” “Err, well, I must say you have done a great job. Like you say, it is an excellent fit, and the design and colors are outstanding.” The emperor stood in front of the mirror, and though he could still not see any clothes, he pretended to admire them and himself while striking different poses before the mirror. “Well, your majesty, it is time for you to make an appearance and lead the procession,” said the weaver. The courtier came forward and pretended to hold the long
train, and followed the emperor out. All the people in the land had heard about the magical quality of the suit, and were waiting curiously and impatiently to see the emperor wearing it. Finally, when the emperor made an entry, the crowd became absolutely silent on seeing him. And then suddenly, the voice of a small child was heard, “but he is wearing nothing!” Listen to the voice of an innocent child, he speaks the truth. All the people then started shouting, “He is wearing nothing! He is wearing nothing!”

The emperor was extremely embarrassed. He now understood how the two weavers had made a fool of him as well as his ministers and courtiers. All he could do was lead the procession as he was with as much dignity as he could. The weavers, of course, had already escaped with all the gold, thread and silks the emperor given them, and were never seen or heard of again.

END

The Fox and The Cat

It happened that the cat met the fox in a forest, and as she thought to herself: ‘He is clever and full of experience, and much esteemed in the world,’ she spoke to him in a friendly way. ‘Good day, dear Mr. Fox, How are you? How is all with you? How are you getting on in these hard times?’ The fox, full of all kinds of arrogance, looked at the cat from head to foot, and for a long time did not know whether he would give any answer or not. At last he said: ‘Oh, you wretched beard-cleaner, you piebald fool, you hungry mouse-hunter, what can you be thinking of? Have you the cheek to ask how I am getting on? What have you learnt? How many arts do you understand?’ ‘I understand but one,’ replied the cat, modestly. ‘What art is that?’ asked the fox. ‘When the hounds are following me, I can spring into a tree and save myself.’ ‘Is that all?’ said the fox. ‘I am master of a hundred arts, and have into the bargain a sackful of cunning. You make me sorry for you; come with me, I will teach you how people get away from the hounds.’ Just then came a hunter with four dogs. The cat sprang nimbly up a tree, and sat down at the top of it, where the branches and foliage quite concealed her. ‘Open your sack, Mr. Fox, open your sack,’ cried the cat to him, but the dogs had already seized him, and were holding him fast. ‘Ah, Mr. Fox,’ cried the cat. ‘You with your hundred arts are left in the lurch! Had you been able to climb like me, you would not have lost your life.’

END
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The Grouping of Data

A  Questionnaire Score

1  Determining range (R)=highest score – lowest score
   =80* – 39*
   =43

   *original numbers +/- 1

2  Determining the number of interval classes (k):
   k = 1+3.3 log n
   k = 1+3.3 log 30
   k = 1+3.322 x 1.477
   k = 1+4.9
   k = 5.9 = 6

3  Determining the length of intervals (i)
   i = \frac{R}{k} = \frac{43}{6} = 7.1 = 7

4  Making the grouped data distribution table

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B  Listening Score

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   =34

   *original numbers +/- 1

2  Determining the number of interval classes (k):
   k = 1+3.3 log n
   k = 1+3.3 log 30
   k = 1+3.322 x 1.477
   k = 1+4.9
   k = 5.9 = 6
3 Determining the length of intervals (i)
\[ i = \frac{R}{k} = \frac{34}{6} = 5.67 \approx 6 \]

4 Making the grouped data distribution table

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https://teorionline.files.wordpress.com/2010/01/tabel-r.doc
The Gingerbread Man

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   A. Because the old lady is always out in the garden  
   B. Because the old man had nothing to do  
   X. Because the old lady had nothing to do  
   D. Because the old lady is always cooking  
   E. Because the old man always cleaning

2. What did the old lady make for dinner that night?
   A. Baked bread  
   B. Gingerbread  
   C. Man-shaped baked bread  
   X. Man-shaped gingerbread  
   E. Man-shaped cake

3. The ingredients that are used to make the bread were mentioned are, except...
   A. Dough  
   B. Chocolate chips  
   C. Red cherries  
   X. Raspberries  
   E. One little ball

4. Why was the old lady running?
   X. Because the dish for dinner ran away  
   B. Because the gingerbread man asked the old lady to catch him  
   C. Because the gingerbread man got up  
   D. Because the dish made the old lady surprised  
   E. Because the old lady wanted to

5. What was the old lady shouted to her husband?
   A. Catch the gingerbread before he banished  
   X. Stop staring and catch the gingerbread  
   C. Run, Run as fast as he can  
   D. Quick  
   E. What’s happening?

6. What did the gingerbread man keep saying while he was running?
   A. Run, run as fast you can. You can’t catch me. I’m the gingerbread man.  
   B. Ran, ran as fast as you can. You can’t catch me. I’m the gingerbread, man.  
   C. Run, run as fast you can. You can catch me. I’m the gingerbread, man.  
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7. What did the clown hen ask to the gingerbread man?
   X. Have a bite of the gingerbread man  
   B. Have a break  
   C. Join catching the gingerbread man  
   D. Try catching the gingerbread man  
   E. Have a try

8. What did the Fox ask in exchange after helping the gingerbread man crossing the river?
   A. He wanted to eat the gingerbread man  
   B. He would tell it later  
   X. He would tell it after crossing the river  
   D. He wanted to ask help from the gingerbread man  
   E. He asked nothing
9. What is the character of the Fox?
   A. Underestimating everybody
   ✗ B. Badmouth
   C. Arrogant
   D. Naughty
   E. Cunning

10. What did the Fox say after eating the gingerbread man?
    A. Nobody’s smarter than me
    B. Nobody has smarter than me
    C. Nobody’s smarter then me
    ✗ D. Nobody was smarter than me
    E. Nobody was smart then me

The Emperor’s New Clothes

11. What was the most interested thing for the Emperor?
    A. Ruling his island wisely
    ✗ B. Changing into a new suit every hour
    C. Visiting the theater
    D. Discussing the state of the kingdom with minister
    E. Having new beautiful clothes

12. What did the two scoundrels pretend to be in the story?
    A. Weavers
    ✗ B. Wavers
    C. Tailors
    D. Sailors
    E. Beavers

13. What did the two cunning fellows offer to the Emperor?
    A. Weaving clothes like none other in the kingdom
    ✗ B. Weaving clothes like the other in the island
    C. Designing clothes like one other in the kingdom
    D. Designing clothes as beautiful as other for the Emperor
    E. Weaving clothes for the Emperor

14. Why did the Emperor decide to hire the two cunning fellows?
    A. Because the offer of the two fellows was unique
    B. Because the cloth that was mentioned by the two men was unique
    ✗ C. Because the emperor wanted to know which ministers were fool
    D. Because the emperor wanted to try the light and delicate suit
    E. Because the emperor loves new cloth

15. What is the character of the Emperor?
    A. Vein
    ✗ B. Vain
    C. Fine
    D. Fair
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16. What did the weavers ask as the needs to make the Emperor’s new suit?
    A. Threads
    B. Fabrics
    C. Silky fabrics
    ✗ D. Finest silks
    E. Golden fabrics

17. Why did not the two trusted ministers confess that the new cloth was invisible?
    A. Because they were afraid being labeled as fool
    B. Because they wanted to fool the Emperor
    C. Because they couldn’t see the new cloth that the weavers were working on
    ✗ D. Because they would become prisoners if the Emperor knew they were fool
    E. Because they didn’t want to disappoint the Emperor

18. Here are the suits that were made by the weavers for the Emperor, except...
A. Jacket  
B. Cloak  
X. Crown  
D. Trouser  
E. A, B, C are correct

19. Why did not the Emperor confess that he couldn’t see the new cloth?
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20. What did the Emperor said while admiring his new clothes? Except...
   X. Excellent fit
   D. Outstanding design
   E. Outstanding color

21. In the end of the story, where did the cunning weavers go?
   X. Escaped out of the kingdom and were never seen or heard again
   C. Hid somewhere
   D. Hid in the kingdom
   E. Hid with all the thread, silk and gold

The Fox and the Cat

22. Where did the cat and the fox met?
   X. In a forest
   C. In Flores
   D. In a river
   E. On the river

23. What is the character of the fox?
   A. Badmouthed
   B. Stingy
   X. Arrogant
   D. Clever
   E. Full of experience

24. What did the fox say after looking the cat from head to foot, except...
   A. Wretched beard-cleaner
   B. Piebald fool
   C. Hungry mouse-hunter
   X. The cheek
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25. What did the cat do when a hunter with four dogs came?
   A. The cat would teach how people get away from the hounds
   B. Made sorry for the fox
   C. Sat down on the ground
   D. Ran away so fast
   X. The cat sprang nimbly up a tree
Appendix 11

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The Fox and the Cat
QUESTIONNAIRE
ANGKET FREKUENSI MENONTON FILM

Angket ini bertujuan untuk mendapatkan data mengenai kegiatan anda dalam menonton film berbahasa Inggris. Perlu diingat bahwa ‘film’ yang dimaksud dalam angket ini hanya mengacu kepada film berbahasa Inggris, baik yang menggunakan subtitle dan yang tidak, film berbahasa selain Inggris dan film berbahasa Inggris yang disub ke bahasa lain tidak termasuk ke dalam ruang lingkup penelitian ini.


INFORMASI DASAR

1. Nama anda: (redacted)
2. Nomor telepon yang bisa dihubungi:
3. Jenis kelamin (beri tanda centang):
   ☑ Laki-laki  ☐ Perempuan
4. Usia anda:
   ☑ 15-16 tahun  ☐ 17-18 tahun  ☐ 18-19 tahun
5. Sudah berapa lama anda belajar bahasa Inggris?
   ☐ 1-3 tahun  ☑ 4-6 tahun  ☑ 7-9 tahun  ☐ 10 tahun/lebih
6. Dimana biasanya anda menonton film berbahasa Inggris? (boleh pilih lebih dari 1)
   ☑ Bioskop  ☑ Televisi
   ☑ DVD  ☐ File digital (.mkv, .mp4, dll)
   ☑ Online Streaming  ☐ Lain-lain (sebutkan): ...
7. Dari berbagai genre film di bawah ini, mana sajakah yang paling sering anda tonton? (boleh pilih lebih dari 1)
   ☑ Action
   ☐ Comedy
   ☑ Fantasy (film yang melibatkan hal-hal misterius atau imaginatif seperti sihir, peri, dll)
   ☐ Gangster (film tentang gangster yang ambisius, brutal atau agresif)
   ☑ Horror (film yang tujuannya menakut-nakuti penonton dengan melibatkan unsur hantu/monster)
   ☐ Melodrama
   ☐ Musical
   ☐ Mystery (film yang berisi tentang sesuatu yang misterius yang berakhir dengan penemuan suatu identitas/terkuaknya suatu masalah misterius)
   ☐ Romance
   ☑ Science Fiction (film fiksi ilmiah yang berisi karakter-karakter seperti alien, mesin waktu, dll)
   ☑ Thriller (film yang tujuannya membuat tegang penonton dengan elemen seperti pembunuhan, terorisme, dll)
   ☑ War Film (film perang)
   ☐ Lain-lain (sebutkan): ...

Appendix 12
ANGKET

INSTRUKSI: Berilah tanda silang pada jawaban anda! Anda hanya boleh memberikan satu respon pada tiap soal.

Keterangan:  
HS = Hampir Selalu  
S  = Sering  
KK = Kadang-kadang  
J  = Jarang  
HTP = Hampir tidak pernah

BAGIAN I: FREKUENSI

1. Seberapa sering anda memilih menonton film berbahasa Inggris?
   a. HS  b. S  ❌KK  c. J  d. HTP

2. Berapa jumlah film berbahasa Inggris yang anda tonton perbulan?
   a. >10  b. 8-10  c. 5-7  ❌2-4  d. ≤1  e. HTP

3. Mengacu kepada pertanyaan nomor 2, apa anda konsisten dengan angka tersebut setiap bulannya?
   a. HS  b. S  ❌KK  d. J  e. HTP

BAGIAN II: PENGUNGAAN SUBTITLE

4. Anda menonton film berbahasa Inggris tanpa menggunakan subtitle.
   a. HS  b. S  ❌KK  c. J  d. HTP

4a. Jika anda menonton dengan subtitle, bahasa apa yang lebih sering anda gunakan?
   a. Bahasa Inggris  ❌ Bahasa Indonesia  c. Lainnya .................... (isi)

BAGIAN III: INPUT DAN PEMAHAMAN

5. Film berperan besar dalam meningkatkan kemampuan bahasa Inggris anda.
   a. HS  b. S  ❌KK  c. J  d. HTP

6. Film berperan besar dalam meningkatkan kemampuan mendengarkan bahasa Inggris anda.
   a. HS  b. S  ❌KK  c. J  d. HTP

7. Film meningkatkan kemampuan bahasa Inggris anda tanpa anda sadari.
   a. HS  ❌KK  c. J  d. HTP

8. Film yang anda tonton menggunakan bahasa yang ‘level’nya dapat anda pahami.
   a. HS  b. S  ❌KK  d. J  e. HTP

   a. HS  ❌ S  c. KK  d. J  e. HTP

10. Anda dapat menangkap detail dalam sebuah film. (contoh: nama karakter pendukung, atau nama makanan kesukaan karakter utama)
    a. HS  ❌ S  c. KK  d. J  e. HTP

Appendix 12
11. Anda dapat memahami kalimat-kalimat berbahasa Inggris yang diucapkan oleh karakter di film yang anda tonton.
   a. HS   b. S   c. KK   d. J   e. HTP
12. Anda dapat memahami kosakata yang digunakan dalam film yang anda tonton.
   a. HS   b. S   c. KK   d. J   e. HTP
13. Anda dapat menemukan **redundancy** dalam dialog film.
   *Redundancy adalah ujaran yang kurang bermakna seperti I mean, You know, Well, Umm...*
   a. HS   b. S   c. KK   d. J   e. HTP
   *Idiomatic expression adalah ungkapan dengan makna konotasi seperti: The test was a piece of cake (=mudah), I fed under the weather (=tidak sehat)*
   a. HS   b. S   c. KK   d. J   e. HTP
15. Anda dapat menemukan **slang language** dalam dialog film.
   *Bahasa pergaulan seperti: Nice ride (=mobil), atau I am so hummed (=kosal; keewa), weirdo (=orang aneh)*
   a. HS   b. S   c. KK   d. J   e. HTP
16. Anda dapat mengerti makna kalimat dalam dialog film berdasarkan intonasinya. (contoh: intonasi naik untuk menyatakan keterkejutan dan pertanyaan, dll)
   a. HS   b. S   c. KK   d. J   e. HTP
17.Elemen visual dalam film membantu anda mengerti jalan cerita. (Anda hanya dapat mengerti jalan cerita film jika anda melihat gambarnya).
   a. HS   b. S   c. KK   d. J   e. HTP
18. Anda dapat memahami jalan cerita suatu film karena anda familiar dengan budaya yang ditampilkan dalam film tersebut.
   a. HS   b. S   c. KK   d. J   e. HTP
19. Anda dapat memahami jalan cerita film karena anda menghubungkan dengan kehidupan kepribadian anda.
   a. HS   b. S   c. KK   d. J   e. HTP
20. Film yang anda tonton membuat anda senang dan terhibur.
   a. HS   b. S   c. KK   d. J   e. HTP

Komentar tambahan:

| Terima kasih atas waktu dan kerjasama anda |

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**Appendix 12**
QUESTIONNAIRE

ANGKET FREKUENSI MENONTON FILM

Angket ini bertujuan untuk mendapatkan data mengenai kegiatan anda dalam menonton film berbahasa Inggris. Perlu diingat bahwa ‘film’ yang dimaksud dalam angket ini hanya mengacu kepada film berbahasa Inggris, baik yang menggunakan subtitle dan yang tidak. Film berbahasa selain Inggris dan film berbahasa Inggris yang di-dub ke bahasa lain tidak termasuk ke dalam ruang lingkup penelitian ini.


INFORMASI DASAR

1. Nama anda: [Masukkan Nama Anda]
2. Nomor telepon yang bisa dihubungi: [Masukkan Nomor Telepon Anda]
3. Jenis kelamin (bertanda centang):
   - [ ] Laki-laki
   - [ ] Perempuan
4. Usia anda: [Masukkan Usia Anda]
   - [ ] 15-16 tahun
   - [ ] 17-18 tahun
   - [ ] 18-19 tahun
5. Sudah berapa lama anda belajar bahasa Inggris?
   - [ ] 1-3 tahun
   - [ ] 4-6 tahun
   - [ ] 7-9 tahun
   - [ ] 10 tahun/lebih
6. Dimana biasanya anda menonton film berbahasa Inggris? (boleh pilih lebih dari 1)
   - [ ] Bioskop
   - [ ] DVD
   - [ ] File digital (mkv, mp4, dll)
   - [ ] Online Streaming
   - [ ] Lain-lain (sebutkan) ...
7. Dari berbagai genre film di bawah ini, mana sajakah yang paling sering anda tonton? (boleh pilih lebih dari 1)
   - [ ] Action
   - [ ] Comedy
   - [ ] Fantasy (film yang melibatkan hal-hal mitos atau imaginatif seperti sihir, peri, dll)
   - [ ] Gangster (film tentang gangster yang ambisius atau agresif)
   - [ ] Horror (film yang tujuannya menakut-nakuti penonton dengan melibatkan unsur hantu/monster)
   - [ ] Melodrama
   - [ ] Musical
   - [ ] Mystery (film yang berisi tentang sesuatu yang misterius yang berakhir dengan pemecahan suatu identitas/terkuaknya suatu masalah misterius)
   - [ ] Romance
   - [ ] Science Fiction (film fiksi ilmiah yang berisi karakter-karakter seperti alien, mesin waktu, dll)
   - [ ] Thriller (film yang tujuannya membuat tegang penonton dengan elemen seperti pembunuhan, terorisme, dll)
   - [ ] War Film (film perang)
   - [ ] Lain-lain (sebutkan): ...

Appendix 12
ANGKET

INSTRUKSI: Berilah tanda silang pada jawaban anda! Anda hanya boleh memberikan satu respon pada tiap soal.

Keterangan:  
HS = Hampir Selalu  
S = Sering  
KK = Kadang-kadang  
J = Jarang  
HTP = Hampir tidak pernah

BAGIAN I: FREKUENSI

1. Seberapa sering anda memilih menonton film berbahasa Inggris?
   a. HS  b. S  c. KK  d. J  e. HTP
2. Berapa jumlah film berbahasa Inggris yang anda tonton perbulan?
   a. >10  b. 8-10  c. 5-7  d. 2-4  e. ≤1
3. Mengacu kepada pertanyaan nomor 2, apa anda konsisten dengan angka tersebut setiap bulannya?
   a. HS  b. S  c. KK  d. J  e. HTP

BAGIAN II: PENGGUNAAN SUBTITLE

4. Anda menonton film berbahasa Inggris tanpa menggunakan subtitle?
   a. HS  b. S  c. KK  d. J  e. HTP
4a. Jika anda menonton dengan subtitle, bahasa apa yang lebih sering anda gunakan?
   a. Bahasa Inggris  b. Bahasa Indonesia  c. Lainnya ........................................ (isi)

BAGIAN III: INPUT DAN PEMAHAMAN

5. Film berperan besar dalam meningkatkan kemampuan bahasa Inggris anda.
   a. HS  b. S  c. KK  d. J  e. HTP
6. Film berperan besar dalam meningkatkan kemampuan mendengarkan bahasa Inggris anda.
   a. HS  b. S  c. KK  d. J  e. HTP
7. Film meningkatkan kemampuan bahasa Inggris anda tanpa anda sadari.
   a. HS  b. S  c. KK  d. J  e. HTP
8. Film yang anda tonton menggunakan bahasa yang 'level'nya dapat anda pahami.
   a. HS  b. S  c. KK  d. J  e. HTP
   a. HS  b. S  c. KK  d. J  e. HTP
10. Anda dapat menangkap detail dalam sebuah film. (contoh: nama karakter pendukung, atau nama makanan kesukaan karakter utama)
    a. HS  b. S  c. KK  d. J  e. HTP
11. Anda dapat memahami kalimat-kalimat berbahasa Inggris yang diucapkan oleh karakter di film yang anda tonton.
   a. HS c. KK d. J e. HTP

12. Anda dapat memahami kosakata yang digunakan dalam film yang anda tonton.
   X HS b. S c. KK d. J e. HTP

13. Anda dapat menemukan redundancy* dalam dialog film.
   *Redundancy adalah ujaran yang kurang bermakna seperti I mean, You know, Well, Umm...
   X HS b. S c. KK d. J e. HTP

   *Idiomatic expression adalah ungkapan dengan makna konotasi seperti: The test was a piece of cake (= mudah), I feel under the weather (= tidak sehat)
   X HS b. S c. KK d. J e. HTP

15. Anda dapat menemukan slang language* dalam dialog film.
   *Bahasa pergaulan seperti: Nice ride (= mobil), atau I am so bummmed (= kesal; kecewa), weirdo (= orang aneh)
   X HS b. S c. KK d. J e. HTP

   a. HS b. S X KK d. J e. HTP

   a. HS b. S X KK d. J e. HTP

18. Anda dapat memahami jalan cerita suatu film karena anda familiar dengan budaya yang ditampilkan dalam film tersebut.
   a. HS b. S c. KK X J e. HTP

19. Anda dapat memahami jalan cerita film karena anda menghubungkan dengan kehidupan kehidupan anda.
   a. HS b. S c. KK X J e. HTP

20. Film yang anda tonton membuat anda senang dan terhibur.
   X HS b. S c. KK d. J e. HTP

© Terima kasih atas waktu dan kerjasama anda©

Komentar tambahan:

Appendix 12
QUESTIONNAIRE
ANGKET FREKUENSI MENONTON FILM

Angket ini bertujuan untuk mendapatkan data mengenai kegiatan anda dalam menonton film berbahasa Inggris. Perlu dilihat bahwa ‘film’ yang dimaksud dalam angket ini hanya mengacu kepada film berbahasa Inggris, baik yang menggunakan subtitel dan yang tidak. Film berbahasa selain Inggris dan film berbahasa Inggris yang di-dub ke bahasa lain tidak termasuk dalam ruang lingkup penelitian ini.


INFORMASI DASAR

1. Nama anda: [Redacted]
2. Nomor telepon yang bisa dihubungi: [Redacted]
3. Jenis kelamin (beri tanda centang):
   - Laki-laki
   - Perempuan
4. Usia anda:
   - ✔ 15-16 tahun
   - □ 17-18 tahun
   - □ 18-19 tahun
5. Sudah berapa lama anda belajar bahasa Inggris?
   - □ 1-3 tahun
   - □ 4-6 tahun
   - ✔ 7-9 tahun
   - □ 10 tahun/lebih
6. Dimana biasanya anda menonton film berbahasa Inggris? (boleh pilih lebih dari 1)
   - ✔ Bioskop
   - ✔ Televisi
   - □ DVD
   - □ File digital (.mkv,.mp4,.dll)
   - □ Online Streaming
   - □ Lain-lain (sebutkan)...
7. Dari berbagai genre film di bawah ini, mana sajakah yang paling sering anda tonton? (boleh pilih lebih dari 1)
   - ✔ Action
   - □ Comedy
   - □ Fantasy (film yang melibatkan hal-hal mitos atau imaginatif seperti sihir, peri, dll)
   - □ Gangster (film tentang gangster yang ambisius, brutal atau agresif)
   - ✔ Horror (film yang tujuannya menakut-nakuti penonton dengan melibatkan unsur hantu/monster)
   - □ Melodrama
   - □ Musical
   - □ Mystery (film yang berisi tentang sesuatu yang misterius yang berakhir dengan penemuan suatu identitas/terkuaknya suatu masalah misterius)
   - ✔ Romance
   - □ Science Fiction (film fiksi ilmiah yang berisi karakter-karakter seperti alien, mesin waktu, dll)
   - ✔ Thriller (film yang tujuannya membuat tegang penonton dengan elemen seperti pembunuhan, terorisme, dll)
   - □ War Film (film perang)
   - □ Lain-lain (sebutkan)...

Appendix 12
ANGKET

INSTRUKSI: Berilah tanda silang pada jawaban anda! Anda hanya boleh memberikan satu respon pada tiap soal.

Keterangan:  
HS = Hampir Selalu  
S = Sering  
KK = Kadang-kadang  
J = Jarang  
HTP = Hampir tidak pernah

BAGIAN I: FREKUENSI

1. Seberapa sering anda memilih menonton film berbahasa Inggris?  
   a. HS  b. S  c. KK  d. J  e. HTP
2. Berapa jumlah film berbahasa Inggris yang anda tonton perbulan?  
   a. >10  b. 8-10  c. 5-7  d. 2-4  e. ≤1
3. Mengacu kepada pertanyaan nomor 2, apa anda konsisten dengan angka tersebut setiap bulannya?  
   a. HS  b. S  c. KK  d. J  e. HTP

BAGIAN II: PENGUNGAAN SUBTITLE

4. Anda menonton film berbahasa Inggris tanpa menggunakan subtitle?  
   a. HS  b. S  c. KK  d. J  e. HTP
4a. Jika anda menonton dengan subtitle, bahasa apa yang lebih sering anda gunakan?  
   a. Bahasa Inggris  b. Bahasa Indonesia  c. Lainnya ..................(isi)

BAGIAN III: INPUT DAN PEMAHAMAN

5. Film berperan besar dalam meningkatkan kemampuan bahasa Inggris anda.  
   a. HS  b. S  c. KK  d. J  e. HTP
6. Film berperan besar dalam meningkatkan kemampuan mendengarkan bahasa Inggris anda.  
   a. HS  b. S  c. KK  d. J  e. HTP
7. Film meningkatkan kemampuan bahasa Inggris anda tanpa anda sadari.  
   a. HS  b. S  c. KK  d. J  e. HTP
8. Film yang anda tonton menggunakan bahasa yang 'level'nya dapat anda pahami.  
   a. HS  b. S  c. KK  d. J  e. HTP
9. Anda dapat memahami jalan cerita film yang anda tonton,  
   a. HS  b. S  c. KK  d. J  e. HTP
10. Anda dapat menangkap detail dalam sebuah film. (contoh: nama karakter pendukung, atau nama makanan kesukaan karakter utama)  
    a. HS  b. S  c. KK  d. J  e. HTP
11. Anda dapat memahami kalimat-kalimat berbahasa Inggris yang diucapkan oleh karakter di film yang anda tonton.
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

12. Anda dapat memahami kosakata yang digunakan dalam film yang anda tonton.
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

13. Anda dapat menemukan redundancy* dalam dialog film.
   *Redundancy adalah ujaran yang kurang bermakna seperti I mean, You know, Well, Umm...
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

   *Idiomatic expression adalah ungkapan dengan makna konotasi seperti: The test was a piece of cake (= mudah), I feel under the weather (= tidak sehat)
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

15. Anda dapat menemukan slang language* dalam dialog film.
   *Bahasa pergaulan seperti: Nice ride (= mobil), atau I am so bummed (= kesal; kecewa), weirdo (= orang aneh)
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

16. Anda dapat mengerti makna kalimat dalam dialog film berdasarkan intonasi nya. (contoh: intonasi naik untuk menyatakan keterkejutan dan pertanyaan, dll) 
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

17. Elemen visual dalam film membantu anda mengerti jalan cerita. (Anda hanya dapat mengerti jalan cerita film jika anda melihat gambarnya).
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

18. Anda dapat memahami jalan cerita sutu film karena anda familiar dengan budaya yang ditampilkan dalam film tersebut.
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

19. Anda dapat memahami jalan cerita film karena anda menghubungkan dengan kehidupan keprabotan anda.
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

20. Film yang anda tonton membuat anda senang dan terhibur.
   a. HS  
   b. S  
   c. KK  
   d. J  
   e. HTP

*Terima kasih atas waktu dan kerjasama anda!
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F1/KM.01.3/10/2017
Lamp : -
Hal : Permohonan Izin Penelitian

Jakarta, 2 Agustus 2017

Yang terhormat,
Kepala Sekolah SMA Muhammadiyah 8 Ciputat

Assalamu'alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Qonitah Hafidzoh
NIM : 1112014000082
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Judul Skripsi : The Relationship between Students’ Frequency of Watching Movie and Their Listening Comprehension in Narrative (A Correlational Study at SMA Muhammadiyah 8 Ciputat)

Adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di sekolah yang Saudara pimpin.

Untuk itu, kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian yang dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.m. Dekan
Kajur/Koprod Pendidikan Bahasa Inggris

Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Tembusan :
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa

Appendix 13
SURAT KETERANGAN
Nomor: 047/III.4AU/KET/2017

Yang bertanda tangan di bawah ini:
Nama: Hafis Umar, SE
Jabatan: Kepala SMA Muhammadiyah 8 Ciputat

Menerangkan bahwa:
Nama: Qonita Hafidzah
NIM: 1112014000082
Jurusan: Pendidikan Bahasa Inggris
Fakultas: Ilmu Tarbiyah dan Keguruan
Universitas: UIN Syarif Hidayatullah Jakarta
Tanggal: 21 - 22 Agustus 2017

Nama di atas telah melaksanakan kegiatan Penelitian yang berjudul THE RELATIONSHIP BETWEEN STUDENTS’ FREQUENCY OF WATCHING MOVIES AND THEIR LISTENING COMPREHENSION IN NARRATIVE di SMA Muhammadiyah 8 Ciputat.

Demikian surat ini dibuat dengan sebenar-benarnya.

Bp. SMA Muhammadiyah 8,

Hafis Umar, SE.