

**THE EFFECTIVENESS OF USING AUTHENTIC SHORT MOVIES IN
ENHANCING MOTIVATION IN LEARNING AND SPEAKING SKILL
DEVELOPMENT FOR SENIOR HIGH SCHOOL STUDENTS,
THAILAND**



By

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This thesis is submitted as a partial fulfillment of the requirements for the attainment of the Master's Degree in English Education

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
GRADUATE SCHOOL
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ABSTRAK

Ruspee Madiyoh: Keefektifan Penggunaan Media Authentic Short Movies Untuk Meningkatkan Motivasi Belajar dan Keterampilan Berbicara Untuk Siswa Sekolah Menengah Atas di Thailand. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2018.

Tujuan penelitian ini adalah untuk mengetahui efektivitas penggunaan *authentic short movies* dalam meningkatkan motivasi dalam belajar dan kemampuan berbicara siswa.

Penelitian ini merupakan penelitian *quasi-experimental* dengan desain *pretest and posttest control group*. Populasi penelitian ini adalah siswa Sekolah Menengah Atas (SMA) kelas II semester genap tahun ajaran 2017/2018 yang berjumlah 203 siswa. Sampel penelitian ini diambil dengan cara *convenience sampling* dan diperoleh 2 kelas sebagai sampel. Kelas pertama adalah kelas eksperimental yang terdiri dari 33 siswa, dan kelas kedua adalah kelas kontrol yang terdiri dari 29 siswa. Penelitian ini dilaksanakan selama 26 kali pertemuan. Instrumen pengumpulan data adalah *oral presentation tests* dan *questionnaires of the students' motivation*. Teknik validasi instrumen yang digunakan adalah *content validity* serta *experiment judgement*. Teknik analisis data yang digunakan adalah *Multivariate Analysis of Variance*.

Hasil penelitian ini menunjukkan bahwa: (1) ada perbedaan motivasi belajar siswa yang signifikan (Sig. 0.004) antara siswa yang diajarkan dengan media *authentic short movies* dan yang tidak menggunakan *authentic short movies*. (2) ada perbedaan keterampilan berbicara siswa yang signifikan (Sig. 0,000) antara siswa yang diajarkan dengan media *authentic short movies* dan yang tidak menggunakan media *authentic short movies*.

Kata Kunci: *authentic short movies*, motivasi, keterampilan berbicara



ABSTRACT

RUSPEE MADIYOH: *The Effectiveness of Authentic Short Movies in Enhancing Learning Motivation and Speaking Skill Senior High School Students, Thailand. Thesis, Yogyakarta: Graduate School, Yogyakarta State University, 2018.*

The purpose of the current study was to examine the effectiveness of using authentic short movies in enhancing students' learning motivation and speaking skills.

This study is a quasi-experimental research with pre-test and post-test group design. Its population was 203 senior high school students in the academic year 2017/2018 in Thailand. The sample of this study was 2 classes selected using the convenience sampling technique. The first class was the experimental class which consisted of 33 students. Meanwhile, the second was the control class which consisted of 29 students. This study was conducted within 26 meetings. The data were collected through oral presentation tests and a survey of the students' motivation that were validated using both the content validity and expert judgment. Multivariate Analysis of Variance was used to analyse the data.

The findings of this study showed that the use of authentic short movies was effective in enhancing the students' speaking motivation in leaning ($p=0.004$). The results also showed that using authentic short movies was effective in terms of enhancing the students' speaking development ($p=0.000$).



Keywords: authentic short movies, motivation, speaking skill

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I certify that this thesis is indefinitely my own work and has not been submitted for a degree in university. I am responsible for the contents. Others writer's opinions or finding included in the thesis are quoted or cited in the reference.

Yogyakarta, ^{25 juli}..... 2018



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APPROVAL

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Approved by

Supervisor

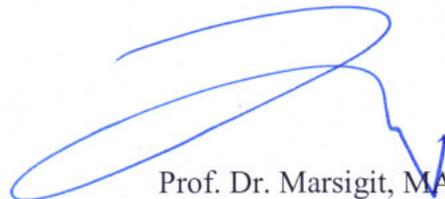


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RATIFICATION

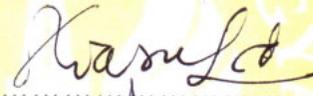
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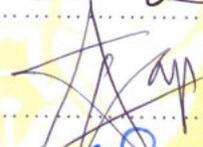
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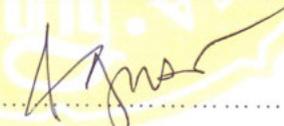
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Yogyakarta, 25 Juli....., 2018

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DEDICATIONS

I proudly dedicate this thesis to

1. My beloved parents, you bring me to life, and taught me that I can reach everything that is reachable by humanly. Thank you very much, mom and daddy, for your great support, love, advice, and care. Words can't express how delighted I am to have you as my parents. You are truly my rock.
2. My beloved friends, they always help me when I have a problem. Thanks a lot for your help.
3. Yogyakarta city and all memories inside.

MOTTOS

Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do. Al-Mujadila (The Pleading Woman): 11

"Knowledge is that which benefits, not that which is memorized."

Imam Ash-Shafi'ee

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CHAPTER I

INTRODUCTION

A. Background of the Study

There is a growing body of literature that recognizes the importance of stimulating media-based teaching in order to investigate students' motivation in speaking. There are lots of studies that were carried out and found that technology-based teaching leads to a high learning motivation of students during and after classroom activities (Barger & Byrd, 2011; Ali-Zarei, & Hashemipour, 2015 and Golshana & Tafazolib, 2013). Many authors have been working on the same issue, some of them are cited in this report. Fardy, Shorabi, & Mohammadi (2012) conducted research with the purpose of examining the effects of CALL on motivation of students following Iranian language, the focus was put on speaking skill development. The findings of the study indicated that the installation of computer-based materials in a classroom have a significant effect on the development of speaking skill among students. The same study by Meihami & Varmaghani (2013) also came up with factual findings that the use of CALL materials to teach speaking skill related topics in the classroom can enhance Iranian EFL students' speaking. Similarly, Kargozari & Tafazoli (2014) found that podcasts are proven efficient to improve Iranian EFL learners' motivation towards speaking skill learning. Specifically, podcasts make students feel satisfied, confident, and comfortable in the class. Furthermore, Fatemi et al. (2015), Hashemi & Azizinezhad (2011) and Ali Fatemi et al. (2015) claimed that computer-assisted

language learning happens when it is used as an aid to improve students' learning and to help them understand the content more efficiently in learning speaking.

Although there have been many studies investigating the effectiveness of technology-based instruction in enhancing students' motivation in learning and developing speaking skill, English teachers in Thailand do not use authentic short movies as teaching media in during teaching-learning process. This is due to the inadequate supplies of computers and language laboratories to facilitate teaching (Noom-ura, 2013). As stated by Teemuangsai and Meesook (2017), the causes of difficulties in English language teaching and learning in Thailand, especially in senior high schools, are mostly linked to the teachers and their students. Problems related to the teachers include saturated timetables, pressure from school management officers, lack of technology, insufficiency of competent English teachers, and cultural mindset. Meanwhile, problems related to the students include challenging interference from Thai language for those who wish to speak English fluently, lack of learning materials, lack of routinely technology-based practices, shyness to speak English with peers, lack of self-motivation and commitment to improve their speaking skill. These problems undermine the development of speaking skill among students in Thailand.

The students' low motivation in practicing speaking is also faced by the students from Darunsat Witya Islamic High School, Thailand, particularly for grade XI. Based on the preliminary with English teachers about students' motivation in speaking English, the researcher detected several problems. Firstly, both teachers and students do not have basic skills prior to speaking English language. Secondly,

the learners are not self-confident when speaking to each other. Thirdly, the learners are not motivated to practice their English inside and outside the classroom. Finally, the teachers do not have suitable facilities for helping the students feel the real situation of native speakers. In addition, the researcher found that both teachers and students are not familiar with the use of authentic short movies as a media to improve student's motivation during teaching and learning process. Even though the causes of the issue are many, the leading problem is that the students imitate their English teachers because the latter do not encourage their students to use English language when interacting with them during English lesson.

Considering the benefits of using authentic short movies martial in motivating, stimulating and facilitating the teaching and learning of foreign languages, it is worthy to conduct this study with the focus on the effectiveness of using authentic short movies to boost learners' motivation in speaking skill across Thailand. More specifically, the researcher carried out this study to examine the effectiveness of using authentic short movies media as a mean of motivating in learning and developing speaking skill of 11th graders at Darunsat Witya Islamic High School, Thailand.

B. Identification of the Problems

Referring to the background of the study, the researcher found out that there are still problems in English speaking classes at Darunsat Witya Islamic High School, especially the students from grade XI. The following are some of the problems identified by the researcher during the observation:

1. Both teachers and students have difficulties in basic speaking skill which lead to the lack of self-confidence to communicate in English between couples of students;
2. The students are not motivated to learn and practice their English during their indoor and outdoor activities;
3. The teachers always face the deficiency of technology-linked facilities to help the students feel the real situation of native English speakers.

C. Limitation of the Problems

Based on the background and identification of the problems, it is clear that there are main factors that contribute to the success of English teaching and learning process. Those factors are connected to the students, teachers, specific facilities, and learning resources in general. However, it was not possible for the researcher to study all of those factors. This study exclusively focuses on the examination of the effectiveness of using authentic short movies as mean to enhance students' motivation in learning and developing speaking skill.

D. Formulation of the Problems

Like other studies, this research was to find answers to the prevailing questions. The prioritized problems to find the answers to are:

1. Is there any effectiveness difference between using authentic short movies and traditional media in enhancing students' motivation in learning?

2. Is there any effectiveness difference between using of authentic short movies and traditional media in enhancing students' speaking skill development?

E. Objectives of the Study

To find the answers to the problems stated in the previous section, the researcher had the objectives of:

1. To examine the effectiveness difference between using authentic short movies and traditional media in enhancing students' motivation in learning;
2. To examine the effectiveness difference between using authentic short movies and traditional media in enhancing students' speaking skill development.

F. Significance of the Study

This study has both theoretical and practical significances:

1. Theoretical Significance

In this study, the researcher expects that the finding of this research will become one of references to get the information about the importance of authentic short movies in the teaching of speaking skill and enhance students learning motivation, and to inspire those who are interested in conducting research studies on the similar theme. In doing so, the result of this research can be used as an input in the learning process, especially for speaking skills

2. Practical Significance

It is expected that the results of this study will be beneficial to the researcher as well as students and teachers from Darunsat Witya Islamic High School, Thailand. Firstly, this study increases the researcher's knowledge about using authentic short movies as the audio-visual materials to enhance students' motivation in learning and develop speaking skill. Secondly, the findings of this study are expected to be used as an input to motivate the students for learning and developing their speaking skill. Finally, teachers who are interested in using authentic short movies aids during their teaching activities are expected to learn the appropriate ways to effectively use the authentic short movies during teaching and learning process.

CHAPTER II

LITERATURE REVIEW

This chapter provides with the information about the review of literature in the relation to the scope of the study, the summary of the reviews about relevant studies already conducted, and the conceptual framework of the current research and its hypothesis.

A. Literature Review

1. Motivation in ELT

a. Definitions of Motivation

There are many different definitions of motivation, especially in English Language Teaching. According to Kitjaroonchai (2013), being motivated means being moved to do something.

Motivation is “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity.

Moghaddam (2013) defined motivation as objective-oriented manners inspired and maintained by exceptions concerning the anticipated outcomes of actions. Motivation influences the process of people to learn as well as their ability to acquire some new skills. It is the attitude of students that makes them interact with the stimulating society in order to construct their identities. Both authors have shown that motivation directly improves, influences the L2 learning strategies, provides much input learners can receive from the language being learned, and helps them be proficient in that language.

Other authors also shared their understandings about motivation. Dörnyei (2003) mentions that motivation in the pre-actionable phase of learning can be meant the choice motivation because it contributes to the setting of a particular goal a teacher or other person wants to achieve. Brown (2000) stated that motivation is referring to the willingness of one's inner drive to learn. Thus, the students often strive to learn L2 for social and cultural goals.

Motivation can change its meaning based on the time and space. In the classroom setting students' motivation refers to exertion and focus on something to during learning process, here the students need to show meaningful achievements in their studies. The same term can be explained as the degree to which someone pays much attention to his/her goals. Motivation is very important to enhancing student learning. Siska (2015) pointed out that motivation is the center of students' achievement.

With all previous definitions of motivation, it can be concluded that motivation in English language teaching and learning is the main engine of student's achievement in learning material. This conclusion can be supported by Alizadeh (2016) who stated that motivation is the main part or factor in the learning process. Motivation is very important in order that the process of teaching and learning can be successful. Learning procures new knowledge, experience, skills and motivation can push the students or encourage them to go through the learning process.

b. Types of motivation

Based on their experiences, different authors categorized motivation. Teo (2013) stated that motivation is divided into two categories, integrative and instrumental motivation. When the learner is getting well understands something or gets higher scores in examination or competition, this becomes a motive to learning the target language. The latter process is called instrumental motivation. However, the openness of the community to the target language from native speakers and their cultures is called integrative motivation which was more highlighted by Gardner.

Harmer (2008:98) claimed that there are two types of motivation in learning a language, intrinsic and extrinsic motivation. Intrinsic motivation is regarded as the self-passion to set out the goals and achieve them. Some examples of internal self-passions are enjoyment, achievement, competence, etc. Intrinsic motivation means that the individuals get their motivations from within themselves. The individual has the passion for doing a particular task because he/she thinks the results are beneficial to him/herself. Intrinsic motivation, by contrast, comes from the interaction outside the individual; people from outside stimulate it. Therefore, motivation helps achieve the goals.

Intrinsic motivation (IM) generally refers feeling of being involved in an activity because that activity is enjoyable and satisfying (Dornyei, 2003). Intrinsic motivation can also be defined as the power of willingness from the learners to do the effort in achieving the target language better. Intrinsic motivation is such kind of feeling that learners need to focus on their language learning more intensely.

Hence, the intrinsic motivation emerges as the sensation of the feeling to achieve the objectives.

Furthermore, extrinsic motivation is another important thing that can be used to motivate people or learners to accomplish their goals. Besides that, we have to understand the meaning of extrinsic motivation. Because of this, some experts defined extrinsic motivation as follows: Extrinsic motivation is demarcated as the motivation that the students come with, it comes from the outside of the classroom, for example: the need to pass an exam, hope of financial reward or the possibility of future travel and so on (Harmer, 2007a & Harmer, 2007b).

The rewards are always in line with extrinsic motivation. In some particular learning situations, most learners who are extrinsically motivated need to be rewarded. Brown (2000) stressed that extrinsic motivation brings rewards from outside and added that the kinds of reward that the learners need are good grade or some points, positive feedback from teachers.

The classification of motivation was differently discussed. According to Akdemir and Arslan (2013), motivation in learning can be classified into two main categories, intrinsic and extrinsic.

Extrinsic motivation refers to a desire of students to get a reward. The motivation that teacher owes the learners is to make them take part in learning activities such as homework, score, grade, or doing something to please teachers. Everything that a teacher can do as integrative or instrumental motivations is within the extrinsic motivation. Wimolmas (2013) mentioned that extrinsic motivation is based on students' external outcomes, such as reward, grade and punishment. These

motivations might bring negative impacts to the students because of extrinsic motivation, students do not willingly pay more attention to the learning activities, but they do so because they want rewards or fear the punishment from the teachers. When this situation occurs, a student learns because he/she needs something, such as reward from the teachers. However, any time these rewards are taken away or sometimes there are no punishments or rules, the students are no longer interested and pay attention to the learning process.

Intrinsic motivation refers to learning and then having rewards based on the achievements (Rehman et al (2014). It means that the learners willingly and voluntarily try to learn what they think it is important for them. When students are intrinsically motivated, they have powers and highly need to learn without the influence of external motives. Intrinsic motivation enhances the student to learn without waiting for rewards or other stimuli from the teachers because they know and understand what they need (Arends & Kilcher, 2010).

Even though the intrinsic motivation is very important for students to consistently keep themselves interested in the lesson, it is difficult to have all students intrinsically motivated. This is the reason why Siska (2015) came up with the idea that teachers always need to use extrinsic motivation such as rewards, praise, free time, food and even punishment to make such students active and interested in the process of learning. The majority of researchers believe that motivation is not exclusively intrinsic or extrinsic when someone wants to orient the students.

It is highly recommended to teachers to understand the factors of intrinsic motivation and manage them to promote learning. Most of classroom activities that a teacher need students to creation are not necessarily in themselves interesting or enjoyable. Therefore, using more active and volitional forms of extrinsic motivation such as media development resources are effective strategies for successful teaching (Ryan & Deci, 2000).

c. The Importance of motivation in ELT

Motivation plays the important role in making students successful and rid off the failure when learning a language. Students' motivation in language learning is a way of struggling to use and applies language until going to be productive. In a particular situation of teaching and learning, students who are low motivated are likely to lose their study. In contrary, students who are highly motivated actively participate in learning. Williams & Williams (2011) state that motivation is the most important factor for the learners because they will be able to improve language learning.

According to Wimolmas (2012: 907) proposes that "motivated students is likely to learn more and learn more quickly than students who are less motivated". For the learners who are low motivated, it can be that they may lose attention and cannot follow the lesson, misbehave and it became a problem that cause them in learning. If they have higher motivation they will pay more attention in learning and attempt to participate every activity during classroom.

However, motivation has the role in teaching and learning and it is an important point that teachers must think about it because it can push the learners to

reach the goals and success in learning. The learners will be successful in learning since teachers do everything for them and also be enthusiastic in teaching.

d. Factors Affecting Motivation in ELT

There are four factors that can be dangerous to the learners' motivation, according to Wimolmas (2013) there factors include:

- 1) Physical condition in terms of classroom atmosphere. For example, if a student is exposed to the inappropriate condition such as small board, hot or unpleasant smell classroom, they can lose their concentration and then their motivation in learning becomes very low.
- 2) Method of teaching can affect students' motivation. Learners can highly be motivated if teachers uses smart teaching methods.
- 3) The teachers as the most important variable of motivation should act as a driver of students.
- 4) Success refers to the appropriation level of challenge designed by the teachers. Harmer pointed out that exposing students to highly challenging activities may have a negative effect on their motivation because students always get negative feedback from teachers. However, lowly challenging activities are not recommended. Hence, classroom activities should be balanced.

Based on the clarification above, it can conclude that there are some factors that the teacher should consider in motivated the students in teaching class. Those factors as one of accouter to drive the achievement in learning especially in EFL environment.

e. Strategies to Improve Students' Motivation in ELT

In classroom teaching, teachers must do everything for making the learners successful or making them motivation in learning. According to Reid (2007) motivation is the main key that engage the learners to learn which can be successful in learning. In relation to that, teachers should use some methods or some ways to stimulate the learners to learn Dörnyei, (2001).

Davis (2009: 278) recommends that teachers need to “encourage the students to become self-motivated learners”. Based on this point, the teachers should use some strategies as follow:

(a) Give frequent, early, positive feedback that supports students' beliefs that they can do well.

(b) Ensure opportunity students' meaningful success by assigning tasks that are neither too easy and fail to challenge them nor too difficult and overwhelm them.

(c) Communicate personal interest in students by calling them by name, initiating conversations with them before or after class, asking questions during class, and referring to our class.

(d) Use teaching strategies that engage and actively involve students.

(e) Help students find personal meaning and value in the material.

(f) Create a classroom environment that welcomes the successes and accepts the stumbles and failures that accompany learning.

(g) Help students feel that they are valued members of a community of responsible learners.

From the tips above, the writer can conclude that it is a great ways that can

increase students' motivation in the classroom. In contrast, the writer thinks that, teachers not only remember or call their name but teachers should care them and their successful or the knowledge which teachers transfer to them. In addition, teachers should be enthusiastic in teaching because when you are excited in your teaching, then the learners may more excited in learning too. Moreover, while teaching teachers should find new materials to teach them and allow them to work with their partner because it allows them to learn the social interaction which will be able to get them excited about things in the classroom and it will be able to make them motivation one each other to reach a goal.

2. Speaking skill in ELT

a. Understanding Speaking

Speaking is an important skill in human life. People use their speaking skill in order to communicate and interact with others. Speaking is one of the productive skills in the academic world, this is why different experts tried to define it:

According to Bashir, Azeem, & Dogar (2011), speaking is the active use of language to propose meanings to other people. Herlina (2014) claim that speaking is creating and sharing process of the meaning through the use of verbal and non-verbal in a variety of purposes. Harmer (2007b) defined speaking as an interactive activity that requires the ability to cooperate in the management of speaking turns.

The definitions above mentioned were supported by other authors. Brown (2001: 267) stressed that when someone is able to speak a language, it means that

he or she can communicate reasonably and competently. The same author added that the indicator of successful acquisition of language is always seen by the speaking ability to achieve realistic goals through communication with others used. According to Nunan (1989: 32), to be successful in speaking a language is always in line with the ability to articulate phonological features of that language, mastery of stress, rhythm, intonation patterns, transactional and interpersonal skills, taking short and long speaking turns, management of interaction, skills in knowing about, negotiating purposes for conversations, and using appropriate conversational formulae and fillers.

Teaching speaking and micro skills is very important in developing language skills. It is very important to focus on both the forms and functions of the language as suggested by (Brown, 2001: 271). He also mentioned that the pieces of a language should be well checked because they join together to make the whole language. Based on experts' agreement, it can be highlighted that speaking skill is always related to communication. Speaking skill itself can be stated as the ability to use a language correctly in order to express meanings and then transfer or get knowledge and information to or from other people during the dialogue.

b. The Teaching of Speaking Skill

Teaching is an activity in which the teacher guides and facilitates learning, gives the students chance to learn, and provides knowledge to the learners (Brown, 2007). Guidance means leading the learners in the teaching and learning process in order to gain knowledge. The teacher can guide the learners by providing the relevant tasks, this means giving them chance to learn by themselves. To make the

teaching and learning process run well, the teachers must create good condition for the learners. Therefore, the teacher needs a relevant teaching method and technique to achieve this goal.

With the same view, Harmer (2007b) confirmed that there are three basic reasons to involve students in speaking activities. Firstly, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversations. For example, the teachers can give the opportunity to their students for free discussion both inside and outside the classroom. Secondly, they provide speaking tasks feedback for both students and teachers. This means the teachers can monitor how well their students perform in the language, what language problems they face and how to solve those problems. As results, the students can have information about their weakness and strengths in their language skills. Thirdly, good speaking tasks always take place because they highly motivate students until they actively participate in the teaching and learning process.

According to Bashir, Azeem and Dogar (2011), when the teaching and learning process of speaking is happening, the learners should be able to: use words and sentence stress, intonation patterns, the rhythm of the target language, select appropriate words and sentences based on particular social setting, audience and situation, and use the language quickly, confidently and fluently to express their ideas. To achieve this goal, English teachers should create real-life context and provide appropriate materials or models when students are practicing their English in the classroom.

Based on the explanations above, the teaching of speaking skill can be understood as the process of guiding the learners in order to be able to communicate in an appropriate way. By using the relevant techniques, teachers guide their learners to express their opinions about phenomena that happen in daily life.

c. The elements of speaking in ELT

According to Harmer (2001), the ability to speak English depends on two elements included in two major categories, namely language features and mental/social processing. There are several elements which belong to language features. The first element is connected speech. Effect of speakers in English need to be able not only to produce the individual phonemes of English but also the use of fluently connected speech. In connected language speech, sounds are modified, omitted, added or weakened. The second element is expressive device. Native speakers will change the pitch and stress of the particular part of the utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction). The third element is lexis and grammar. Teachers should explain the different function of expressing in using language. The last element which belongs to language feature is negotiation language. It is used to seek for clarification and to show the structure of what we are saying by effectiveness of speaking.

In addition to elements belonging to language features category, there are a number of elements in mental/social processing that speaker and listener have to consider. The first element is language processing. Speaking a language effectively

requires mental ability to process language and put its features into coherent order so that it comes out in forms that are not only comprehensible but also meaningful. The second element is the ability of interacting with people as effective speaking and also contributes a good listening in order to make comprehension on the main ideas from what other participants purpose. The last mental process of a language involves information processing and it is quite a part of our responses to other people in the conversation. Therefore, the ability to process the information is an important component of communication.

d. Principles of Teaching Speaking in ELT

According to Hammer (2008: 275-276), there are six principles of teaching speaking skill of a language: (1) Helping the students overcome their initial reluctance to speak; the teacher starts from something simple to difficult ones. (2). Asking students to talk about some topics, (3). Asking the students to talk about what they know about some situations and events, (4). Giving appropriate feedback to the learners and motivate them, (5). Adapting the skills, (6). Teaching of how to prepare a good speech. Thus, it is very important for teachers to meet the principles of English language teaching.

e. Classroom Speaking Activities

Teaching speaking skill should be taught with attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) proposed that, there six classroom speaking activities, each activity has its own contribution to the language teaching.

- 1) Discussion

Discussion is the most commonly used oral skills in the classroom activity. Here, the students are allowed to express their ideas. According to Harmer (2001:272) there are several stages to go through when holding classroom discussion within groups. The first stage is by having the students work in small groups that can be used for a whole range of discussion. The second stage is by giving them opportunities which can train the students to respond fluently and immediately. One way to do it is by inserting direct comment's mini activities into lessons. This involves showing them to explain something such as photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students have to prepare the ideas in favor or against various propositions.

2) Acting from script

There are two kinds of scripts that a teacher can select for the teaching and learning process. When playing scripts, it is very important for the students to learn it as real acting. During this activity, the theater director's role is played by the teacher. He/she must pay attention to intonation, appropriate stress, and speed. Before their final performances, the teacher should give some practices to students because acting out is both a learning and language producing activity. Prior to acting the dialogue, the students should be given time to rehearse their script. This helps students get much experience along the process.

3) Prepared talks

With this method, students select topics and prepare presentations about them. Such talks are not designed for informally spontaneous conversations because

they are prepared for talk only. However, it is much better for the students to use notes than scripts.

4) Communication games

Communication games are designed to provoke interaction among students. The games are designed based on the principle of information gap. During this activity, one student has to talk to a partner by following pictures, solve a puzzle, put things in the right options, or find the pictures which are different or similar.

5) Simulation and Role-play

Simulation and role play can be provided for speaking fluency or to train students about specific situations. Students can act out as themselves or take roles of completely different characters and express thoughts and feelings as they do in the real world.

The teachers can use these activities to teach speaking skill. The topic and objective of the lesson that relates to these activity is decided by the teacher. Besides, they must consider the condition of the materials and students before starting teaching. For example, they can use reflection and role play activities when they teach expressions. Teachers can ask students to write some dialogues or scripts and play then in the classroom.

6) Questionnaire

Questionnaire is very useful for speaking activity because it helps ensure respondents have something to propose to each other. Students can design questionnaires on any topic that is appropriate with the learning materials. When the students do so, the teachers can act as a resource, help them in the designing process

and encourage them for a good accomplishment. The results obtained from questionnaires is the basis for written work, discussions, or prepared talks.

f. Types of Speaking Performances

Brown (2004: 271) presents that there are six types of speaking skill performances. Those six types are described as follows:

1) Imitative

This category includes the performance to practice an intonation and focusing on some particular component of language's form. That is just imitating a sound, word, phrase or sentences. Pronunciation is a very crucial thing which has to be focused on. The teaching and learning process use drilling by the teachers. The reasoning of using drilling is students get an opportunity to practicing listen and orally repeats some words.

2) Intensive

This is the students' speaking performance that is a training of some phonological and grammatical aspects of language leaning. It usually t a k e s place while students are doing the task in pairs or group work, for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

It covers communication and comprehension of language used between speaker and listener. It limited level of very short of used language, standard greeting and small talk, simple request and comments.

4). Transactional

It is executed with the objective of exchanging or conveying specific of information. For example here is the conversation which is done in pair work or group work.

5). Extensive

The form of oral reports, summaries, and story-telling and short speeches was given by the teacher to the students extend.

Based on the theory above, it can be concluded that there are some points that should be the careful consideration in assessing speaking. The students want to know at least the vocabularies, pronunciation, and functions of language that they are going to use. When the students have been prepared and ready for the activity, they can use the language appropriately.

g. Teaching Speaking in Senior High School

Students should learn the worth strategies to improve their own learning. Spratt (2005: 53) states that the characteristics of senior high school students include ability to keep still for longer periods, ability to concentrate for longer periods, learning in more abstract ways, ability to control and plan their own behavior or characteristic, not so willing to make mistakes or take risks, awareness of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer (2001: 40) propose that adult learners have a number of special characteristics: 1) adults tend to be more discipline than some teenagers and crucially, 2) they are often prepared to struggle on despite boredom, 3) they have high expectations about the learning process and may already have their own

set patterns of learning process, 4) they come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them, 5) they have a whole range of life experiences to draw on, they can learn from abstract materials, and 6) unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.

Learning through communicative speaking activities is very important for teachers have to involve the students. They also permit them to use their abilities to learn consciously where this is appropriate. Besides, they encourage their students to use their own life experience in the learning process.

h. The Assessment of Successful Speaking in ELT

The indicators of successful speaking are the productive of language abilities. The learners have to talk or present as much as possible in the period of time. They join and participate in classroom discussion which is not dominated by a minority of talkative participants. All students get a chance to speak and participate in the classroom discussion. Further, the motivation is high; all of the students have a big enthusiasm to speak in classroom discussion. Speaking skill can be done by means of an oral speaking test that includes different oral tasks (Ahmed & Alamin, 2014). It can be said that oral proficiency test has one of the most important issues in language testing since the role of speaking ability has become more central in language teaching. It is the basic assessment of speaking skill for accessing students speaking proficiency.

Brown (2004) presents that there are two final categories of oral production assessment include: interactive and extensive speaking. Interactive speaking tasks

are what some would describe as interpersonal, while the final category includes more transactional speech event such as interview, role play, discussion and conversation, and games. However, extensive speaking tasks involve complex relatively lengthy stretches of discourse as include: Oral presentation, Picture-cued story-telling, Retelling a story, News event, and Translations.

Based on the explanation above, the researcher highlighted that oral presentation is very effective method for assessing students' speaking abilities in the classroom. Živković (2014) said that the most obvious advantages of oral presentation are their potential for efficiency, time and cost savings, and high reliability. Furthermore, Brown (2004) proposes that the result of effective oral presentation must be invoked: specify the criterion, set appropriate tasks, elicit optimal output, and establish practical, reliable scoring procedures, and once again scoring is the key assessment challenge.

3. Audio-visual Media in ELT

a. The Definition of Audio-visual Media in ELT

Regarding to their crucial role in easing the process of English language teaching and learning, many experts authors pay attention to the audio-visual media. They are instructional media used to carry the message to the concern, these include films, television, radio, audio recording, photographs, visual projects, and printed materials (Sowntharya et al, 2014). Daniel (2013) defines that audio-visual media as a tool used to facilitate of the triangular process of learning that consists of motivation, classification, and stimulation. In terms of their function, audio-visual media are technologies utilized through the multimedia presentation to improve the

students' level of understanding (Idris, 2015). Moreover, Daniel (2013) claimed that audio-visual media can be defined as stimulating materials and devices which involve sound and sight in teaching in order to facilitate learning by activating more than one sensory channels.

Based on the definitions above stated, it can be summarized that the audio-visual materials are instructional tools used for carrying the message and enhancing the students' understanding of the concept during learning activities. The use of audio-visual media depends upon reading to have the meaning of the concept. Through their use, the information is conveyed through sight, hearing, or a combination of both. The role that audio-visual media play is crucial and helpful in education as long as most of the learners tend to use their preceptor functions like sight and hear to understand the message conveyed. The use of audio-visual implies the delivery of message and stimulation of thoughts, feelings, and motivation in learning all English language skills. Thus, speaking is considered as the most suitable skill to the use of audio-visual media since its learning process requires the learners to be consistently exposed to the spoken language (Daniel, 2013).

b. The Advantages of Audio-Visual Media in ELT

As previously proven by many studies, the advantages of applying audio-visual media in maintaining a good momentum of student motivation and speaking interest. Different researchers revealed how audio-visual media in ELT promote strong engagement between students and the materials. For instance, Daniel (2013) reported that the use of audio-visual media such as pictures, videos, and projectors encourage students to read texts, it also helps students understand the abstract ideas

in the texts. The analysis of various resources made by Sowntharya, Gomathi and Muhuntarajan (2014) revealed that media play a significant role in education. The same teaching aids are considered as tools providing positive input to facilitate a smooth communication among the learners in the English class. Besides, the study conducted by Sowntharya, Gomathi and Muhuntarajan (2014) came up with the facts that if audio-visual media are used in an effective and practical ways, they significantly contribute to the improvement of learners' ability to learn and acquire skills of any language.

A big number of authors also confirmed that audio-visual media are tools for motivating students. Some of them said that in order to effectively learn a language, it is highly recommended to consistently use audio-visual media (Setftiarini, 2016). If a teacher well applies audio-visual media, the students' level of motivation to learn is stimulated. The study conducted by Irawati (2016) showed that audio-visual media encourage the students to practice their speaking because it addresses their preferences and delivers the input in an interesting and more effective way than the traditional teaching tools. Another study conducted by Yunus, Salehi and John (2013) showed that audio-visual media attract students' interest in learning literature and facilitate them learning more easily and successfully rather than using verbal explanation only.

The importance of using audio-visual media is not limited to the motivation of students. By applying audio-visual media during the teaching and learning process, there is stimulation of thinking process and positive contribution to the learning environment in a classroom (Mathew and Alidmat, 2013). Gilakjani (2012)

to understand the impact of multimedia tools on the teaching process, it is easy for English instructors to incorporate multimedia into their teaching as long as there are different media tools such as visual and auditory that can be accessed by students to take information for their learning. The students use all senses to fetch needed information.

The designers of academic curriculum should be aware of audio-visual aids. Instructors and teachers should incorporate these multimedia tools in their teaching plans so that students can succeed in their lessons (Gilakjani, 2012). According to Shridevi et al. (2013), the importance of audio-visual media for learning English is very huge. The same author declared that the students always face many problems in learning English language because most of them think it is difficult to learn it without the use of any audio or visual aids. The study endorses that audio-visual aids should be used in an English language classroom to achieve learning objectives at a maximum level.

The use of audio-visual media in English language teaching enables learner to enjoy the lesson. When the teacher uses audio-visual materials, the students become more involved in the learning process and their motivation increases. With the application of these teaching aids, the students spend more efforts on practicing the language (Rasul, Bukhsh & Batoolc, 2011). However, some students still encounter difficulties in learning by visual or audio media because they have different preferences and learning styles. By reflecting to the same matter, Idris (2015) proved that the use of audio visual media help teachers to cope with mentioned problem.

The audio-visual media contribute to the understanding level of the students. Another benefit that audio-visual provide for English language teaching is that they facilitate learners to cope with the problem of understanding the literary concepts (Ashaver & Igyuve, 2013). Media such as audio or authentic video can be used as a facilitating tool to the students' understanding of the concepts provided in the texts (Daniel, 2013). Besides, Audio-visual materials help the teacher to overcome physical difficulties of presenting learning materials so that the students can grasp the materials in a better way (Viswanath and Rao, 2016). Therefore, learning English language through the use of audio-visual media such as stimulates the learners' ability to communicate because they bring them to the real situations.

According to Ashaver and Igyuve (2013), there are twelve advantages of audio-visual media during teaching-learning process: (1) the students become more active because more than one sense organs are involved, (2) they provide with more freedom to students, (3) the student becomes more attentive, (4) it provides students with opportunities to handle and manipulate certain things and articles, (5) students are more motivated, (6) they provide first hand experiences because the students can follow different demonstrations and get direct experience, (7) they are relatively easy to understand, (8) they reduce meaningless use of words and phrases and contribute to the clarification during the process of learning, (9) they can provide opportunities to include scientific attitudes and give training about scientific methods, (10) they stimulate students to ask more questions and lead them to make further investigations, (11) teaching becomes more effective while learning

becomes easier, (12) audio-visual media can help the teacher fulfill his/her duties more effectively and make the lesson more plausible to the students.

Based on the description above, the researcher concludes that audio-visual media is a powerful tool that helps students learn the language; the students are free to learn and have different experiences and opportunities that motivate them in their learning. It is therefore beneficial for teachers because AVM significantly contributes to their creativity in teaching.

c. Types of Audio-visual Media

There are several types of media. It is important for teachers to know as many as possible and be able to differentiate them in order to easily apply them in the classrooms depending on the learners' needs and preferences.

In general, media can be classified into three categories, i.e., audio, visual, and audio-visual (Viswanath & Rao, 2016). Audio media refer to any media that work with hearing organs through sounds alone. Examples of this type of media are tape-recorder, radio, audio cassette player, and gramophone. Visual media are known as the actual presentation of information through a visible medium like images, text, videos, computer, and whiteboard. Some examples of this type of media are chart, black and white board, pictures, maps, text-books, models, transparency, slide projector, flash-cards, and printed materials. Audio-visual media refer to instructional media which provide students with audio and visual experiences by appealing to the hearing and seeing senses at the same time, these include film projector, LCD projector, computer, virtual classroom, TV, VCD player, and multimedia.

From the classifications above, teachers need to understand which type of media is appropriate to meet the needs of the learners and facilitate their learning effectively. Therefore, there is no doubt that the use of audio-visual media is beneficial to both teachers and learners.

d. The Selection of Audio-visual Media

The attempt to select the best combination of media for English language teaching is an ongoing process, in all parts of the world. English teachers around the world are always in the sake of the most suitable methods to deliver information to their students. They have to be careful because the decision of any teaching method can have a big or little impact on the entire educational system even though each teacher should make a difference in his/her class (Al-Khayyat, 2016). As claimed by Calder (2008). In the 21st-century, it is important for both teachers and learners to rely on audio-visual instruction so that the teaching-learning process can easily take place.

There are various media formats that can be used by a teacher. Some of the best media that can be chosen by English teachers are videos, DVDs, CD-ROMs, streaming video from the web, television, and radio, as well as emerging technologies. These various types of media may be integrated into classroom instruction in order to ease the learning process. The selection of the most conducive audio-visual media content is a key to the teaching strategy. It is necessary to follow a certain number of criteria for selecting audio-visual media content to ensure that their selection is relevant and of good quality (Ashaver & Igyuve, 2013).

Like other educational activities, it is better to set guidelines in order to achieve the objectives. Calder (2008) suggested some high-quality media criteria to be considered by the teacher in order to facilitate the teaching and learning process. Firstly, the content appropriateness, meaning that the content has to be well reviewed on its appropriateness. The materials should not contain promotional or commercial content. The material should meet provincial, national and international standards in core-curricular content areas for school and incorporates exemplary instructional methodologies and approaches. Secondly, content accuracy, the content included in the audio-visual media has to be verified in terms of its accuracy and ensure that it is up to date. Thirdly, grade appropriateness must be related to the concepts and language content for specific levels. Fourthly, representation of diverse populations, meaning that programming must represent a diversity of cultures, abilities, and both sexes should be fairly represented. Finally, the production quality, programmer should only include the content with the highest overall production quality.

The criteria to choose a teaching media are not limited to the above. There are other criteria that should be considered when selecting audio-visual media in English language teaching as it was recommended by Ramdhani and Muhammadiyah (2015). According to him, the following element should be held account on: (1) purpose; (2) target of media usage (the condition of learners); (3) characteristics of media; (4) time; (5) cost; and (6) availability to the teacher. These considerations were effected to teaching and learning process.

With reflection to the above discussions, the author concludes that the choice of audio-visual media for the teaching and learning process should be done with much attention. The teachers have to consider various aspects in relation to their appropriateness and usefulness to the students so that learning goals can be achieved. Teachers have to consider the above mentioned criteria when selecting audio-visual media for their teaching to achieve the expected level of effectiveness and proficiency.

4. The Use of Authentic Short Movie in ELT

a. Definition of Authentic Short Movie

Different definitions have been given to short movies depending on the experts' perspectives. According to Elizabeth and Sumarsih (2012), define that short movies was the short story that have small time in imitating of language use which have the specific purpose. López-Osorio (2016) defines authentic short movies as language presentation which is more natural than that found in course-books, the fantastic visual context aids and the students prefer it for their learning of speaking. Sherman (2003) perceives authentic short movies as any kind of programs which can be used as resources to learn speaking with enjoyment and provide a lot of advantages. Moreover, Bueno (2009) states that authentic short movie represents an attractive resource to reach students and assist them in functioning on another culture of native life.

From the above definitions, it can be understood that authentic short movies are the recorded video clips from native speaker situations that have limited time and specific purposes. They can be used to stimulate learners' motivation especially

when focusing on speaking (Irawati, 2016). Nowadays, short movies are technological aids that can be used in the classroom and they incorporate with a wide variety of visual elements and great range of audio-visual experiences in addition to spoken language. Hence, in teaching English language, the teacher can use the authentic short movies for variation in order to keep the attention and motivation of the students.

b. The Advantages of Authentic Short Movies

There are many experts that have been working on authentic short movies contribution in education. Most of the studies highlighted that authentic short movies help teachers to provide a model of positive behavior to students (Gilakjani, 2011). Some examples can be given including Ebrahimi, Kargar & Zareian (2018) who revealed that authentic short movies help teachers to provide authentic languages used in real communication of native speakers. Al-Azri & Al-Rashdi (2014) showed that teachers can use authentic short movies to support motivation of the learners as well as encourage participation and interaction among them. So, it is very advantageous to use authentic short movies.

The importance of using such media is huge. López-Osorio (2016) proposed several advantages of authentic short movie in ELT. It helps students to experience a real feeling of accomplishment when are able to comprehend material intended for native speakers. When the language presented in features films is not real in the sense of being unscripted, it is real in the sense that it is intended for native speakers-people already familiar with the language. Through viewing films and other programs intended for native speakers, students can see how people in the target

language culture live. Finally, authentic video material provide visual information which can help students to better understand the situation and language presented.

In summary, authentic short movies provide advantages for both teachers and students. It improves students' involvement and enthusiasm during the teaching and learning process. The authentic short movie stimulates students' interest and motivation in using the language. And most importantly, it contributes much to the students' speaking skill development; presents the real language used, new words, phrases, and expressions and also provides a full context of language to help students improve their ability to speak English.

c. Selecting the Authentic Short Movies

The authentic short movie should be selected carefully as long as students should understand the instructional objective of teaching and learning materials. Irawati (2016) suggested that teachers should choose topics which are relevant to the students. The stories should be interesting and appealing in order to maintain the student's motivation. The teacher should clearly states the needs of students to be addressed during the process of teaching and learning. A good selection of teaching and learning materials is quite necessary to achieve prescribed objectives.

The learners can watch and pay attention to the use of English for communication by short movies. If teachers only use the textbook for teaching speaking, it will be difficult for a learner to visualize the real role of using a language communication. With this issue, the teacher can face difficulties in teaching pronunciations, accent, stress, and expressions of native speakers (Sabouri & Zohrabi, 2015). To tackle the same problem, students' levels are also important to

be considered in the selection of authentic short movies to keep their motivation in learning and develop their speaking skills.

In English language teaching, authentic short movies should be selected with deep consideration of educational objectives. According to Stephens et al (2012), this is necessary for teacher to facilitate interactive viewing. King (2002) also stresses the importance of choosing appropriate authentic short movies in such a way that they are not too complex comparing with the understanding level of the students.

The selection of an authentic and appropriate short movie for language teaching and learning. The teacher needs to consider the difficulty of words which were supposed to be tested and to select an English movie that best suits the English knowledge level of the participants in the process of teaching. Most of the students lack learning materials that can push the learning process. The teacher had to choose a movie which related to the topic, material and students' proficiency level.

d. The use of authentic short movie

In order to make the use of authentic short movies more interesting, teachers should first of all be familiar with different techniques of manipulating them. This centers on the use of authentic short movie at the teacher's disposal. The advantages and disadvantages of different approaches used for authentic short movie are discussed, such as the use of the whole short movie or short sequences, captioned and non-captioned, and pre-viewing, while-viewing, and post-viewing activities.

According to Harmer (2007), there are various viewing techniques when singing films and videos. Those techniques are: 1). Silent viewing, 2). Freeze

framing, 3). Partial viewing of the screen, 4). Picture or speech, 5). Subtitled films, 6) Picture-less listening. These six viewing techniques can be applied by the teachers when using authentic short movie in teaching. In addition, there are two video-based activities which are very needed in the video-based lesson (Harmer, 2001), one of them is video watching activities that match with the study of language materials. A number of activities are planned for using video situations.

There are three sections of video watching activities:

1) General comprehension

The students have to try and give as much information as they can about what they have seen. Other general comprehension tasks include watching to confirm expectations, this is similar to reading and listening tasks.

2) Working with aspects of language

After the general comprehension, the teacher and students discuss what they have seen on the screen.

3) Video as a springboard to creativity

The teacher promotes the video to stimulate and motivate the students' creativity by promoting interpretation, provoking thought, and asking for language use.

Meanwhile, Khan (2015) proposes that there is a three-part stage of video watching activity that a teacher should think of and apply in a video-based lesson. This is made up of pre-viewing, while-viewing, and post-viewing activities. A pre-viewing activity has the purpose of introducing students to the materials to be viewed. This activity facilitates students to easily and well understand the materials.

The latter happens because the successful results in language teaching can be achieved by designing these activities. Therefore, the teachers should design this activity to help students develop their language skills.

Concerning with while-viewing watching activity, the teacher plays the videos and gives some tasks to the students. After the students have watched the movies, the teacher moves to the post-viewing activity. In this activity, the teacher asks the students to write in pairs or groups what they have got from the movie; this is a good way of making them practice and apply language form and function (Jamshidi & Moghaddam, 2013). The three-part section in the video-based lesson should follow these guidelines:

- 1) Before presenting the videos, the teachers have to stimulate student's interest so that they be involved in the teaching process.

- 2) While watching the videos, the teachers must work closely with students in order to observe what they do not know and what bothers them and facilitate them.

- 3) Post watching, the teachers should clarify some difficulties points in the presentation, explain, encourage discussions, and assign follow-up activities.

The techniques above are considered as main, but there are several techniques that can be used in teaching by using the short movie. The teachers should be able to select the appropriate technique based on the topic to be covered during the lesson. The use of a variety of techniques is also important because it contributes to the achievement of learning goals. This variation of techniques improves teachers'

quality of teaching and also helps students reduce their boredom when learning process is occurring.

e. Classroom Activities during the Application of Authentic Short Movie

As deeply explained in the previous sections, any media intended to be used has its fitting techniques. Harmer (2007:310) suggests a variety of viewing techniques when applying singing films and videos, including: 1). Silent viewing, 2). Freeze framing, 3). Partial viewing of the screen, 4). picture or speech, 5). Subtitled films, 6) Picture-less listening.

The same author claimed that these six viewing techniques can be used by the teachers during the application of videos or authentic short movies. In addition to that, he said that there is video-based activities which take place in the video-based lesson (Harmer, 2001:287). One of these activities involves video watching and it completely matches with the study of language materials. A number of activities should be planned for the use video situations. Three sections of video watching activities are:

1) General Comprehension

In this section students have to try and give as much information as they can about what they have seen. Other general comprehension tasks include watching to confirm expectations, similar to reading and listening tasks.

2) Working on the Aspects of Language

After the general comprehension, the teacher and students discuss what they have seen on the screen.

3) Video as a Springboard to Creativity

This section is very important because the teacher uses videos to stimulate and motivate the students to be creative, he/she does so by promoting interpretation, provoking thought, and asking for language use.

Base on the descriptions above, there are several techniques in teaching by using videos. Teachers have to be able to select the appropriate technique based on the topic of the materials and students interest that will be learned. The use of a variety of techniques in using video is also important to achieve the goal. It can improve the teachers' quality of teaching and use material in learning and also help students to minimize their boredom in the learning process.

f. Using Authentic Short Movie for Students' Speaking Motivation Enhancement

Authentic short movies plays the main role of English language teaching and learning in the modern class. There are many elements of media which the teachers need to consider for make great usefully to the students. As Herlina (2014) finds that using authentic short movies in English language increased learner motivation and increasing learners speaking abilities. Moreover, authentic short movie has many kinds that the teachers can apply in the classroom of English language teaching. According to Ashaver & Igyuve (2013), authentic short movie also has the best great material that enables students to practice what they have learned through media. Moreover, they also stress that there are numerous benefits that students derive from the use of audio-visual aids, but quick understanding weighed more.

Recently, many language instructors, and scholars have investigated the

effectiveness of a variety of strategies and methods that can be employed in the EFL classes to facilitate the learners' mastery of language skills and optimize the teaching and the learning process. A number of studies have showed that movies can become an integral part of the curriculum due to their significant effect on the development of speaking skill (Baratta & Jones, 2008; Rokni & Atae, 2014; Yaseen & Shakir, 2015; Prayogi & Nugroho (2013).

According the findings of above studies, It is sure that a kind of authentic short movies will be fulfillment of the process the development students' motivation for speaking skill. It is worth the effort in resulting students and teacher's motivation in the process of language teaching and learning. Khan (2015) believes that using audio-visual media can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool. She further argues that it can offer a variety of methods and resources for teaching the target language, helping students to improve their communicative skills.

B. Reviews of Relevant Studies

The first research that is related to the present study is about the role of motivation in learning English language for Pakistani learners conducted Rehman et al. (2014). On the basis of finding, the motivation in learning English for Pakistani learners regarded by generalization. The finding of this research shows that motivation is regarded as an influential element in the success of any activity in language learning. It plays a crucial role in achieving the learning goals.

Another study was done by Elezabeth and Sumarsih (2012) who

investigated the use of short movie as media to improve students' achievement in speaking skill. The score in this study showed that students' achievement in speaking skill improved by using the short movie. The total percentage of improvement from the first competency test to the third competency test was 68,75%.

The third study was conducted by Khan (2015) who examined the use audio-visual technologies, such as films, in the English language classroom. This study aims to highlight the implications of using audio-visual technologies such as films to boost the English language proficiency of non-native learners. The result showed that audio-visual technology could be incorporated in the classroom to support second language acquisition in non-native English language learning environments. Films is one of the most important pedagogical implications in learning context, but it should be conducted carefully by English teachers and in consultation with experts.

The last study was conducted by Herlina (2014) who studied about enhancing students' speaking skill by using audio-visual media. This study aims to helping students to improve their speaking skill by using audio-visual media. The result of this study shown that by using media to learn English, the students' speaking skill at fourth grade of Lab school Elementary School Rawamangun East Jakarta improved significantly.

C. Conceptual framework

Speaking skill is the productive skill needed by people for oral communication. Many students in high schools encounter difficulties to

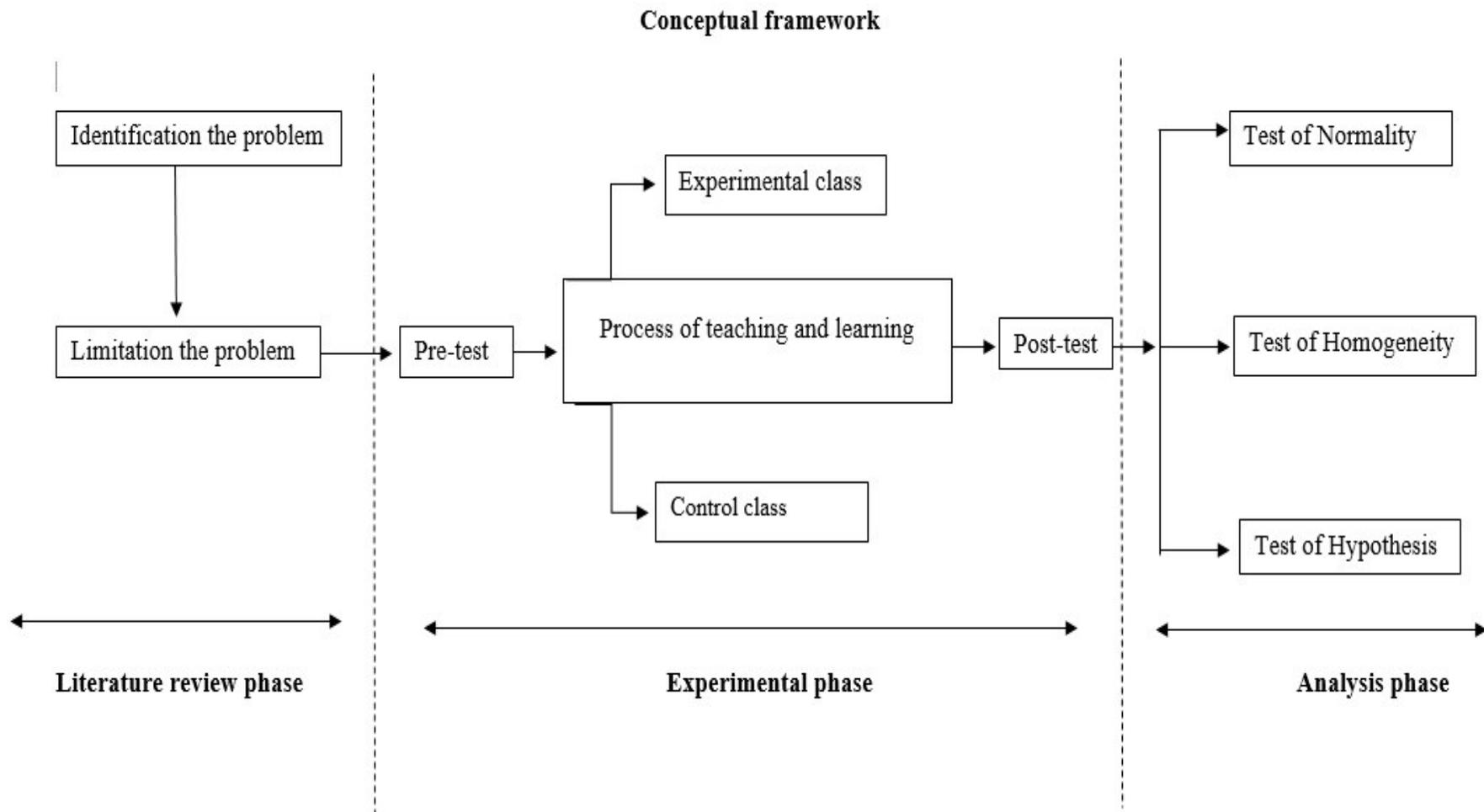
communicate in English due to some factors. One of them is the use of ineffective materials in language teaching. Using inappropriate materials can be a big problem as it can decrease learners' motivation to learn and practice speaking in the class and outside the class. In fact, a teacher should prepare the best materials for learners which can be used to motivate them to improve their language production. By using appropriate materials, the teacher can build and encourage students' motivation in order to learn better in speaking English. To improve their speaking skill, the students need more stimulus and imitation. Thus, the teachers should have more awareness of preparing materials for enhancing the students' motivation in speaking.

Learners' motivation is a feeling of learners to respond stimulation based on their intrinsic or extrinsic interest. This stimulation influences learners to give positive or negative responses. The teachers need to select and employ appropriate technique and strategies to develop students' speaking skill. When students are interested in learning, they are likely to spend more time for studying. In the learning process, if the students are interested in studying, they will enjoy the activities provided by the teacher. Since the preparation is one of crucial factors in the success of the teaching and learning process, the teacher should carefully prepare instructional materials which can accommodate the students' needs to improve their motivation in speaking.

Authentic short movies can be used as instructional materials combined with activities for English language teaching. The use of short movies in English language teaching generally consists of three main activities including pre-

activities, viewing-activities and post-viewing activities. In this way, the teacher needs to consider the context of the lesson and the learning outcome which can possibly enhance students' motivation in speaking. It is also important for the teacher to keep the classroom learning activities fun in order that the students enjoy the lesson.

This research aims to measure the effectiveness of the using audio-visual especially authentic short movies compared to the traditional method in enhancing student motivation in English speaking. This research starts from literature reviews about media in ELT, audio-visual media in ELT, speaking skill in English language teaching, motivation and using short movies for language teaching. There are many activities using the media which can be applied by teachers in the classroom. The scholars mention three main stages of using authentic short movies in language teaching as follows: pre-viewing activities, while-viewing activities and post-viewing activities. The pre-viewing activities are considered the most crucial activities to do in the teaching process as the students in this stage are expected to be able to follow the movies and understand the storyline and characters. In the pre-viewing stage, therefore, a teacher needs to clearly introduce and discuss the background of the materials given to the students.



D. Hypotheses of the Study

In reference to the theoretical background and theoretical framework, the hypothesis of this study can be drawn as follows:

a. Ha: There is any effectiveness of using authentic short movies and traditional media in enhancing students' speaking skill development.

Ho: There is no effectiveness of using authentic short movie and traditional media in enhancing students' speaking skill development.

b. Ha: There is any effectiveness of using authentic short movies and traditional media in enhancing students' motivation in learning speaking.

Ho: There is no effectiveness of using authentic short movies and traditional media in enhancing students' motivation in learning speaking.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher reviewed the method employed in collecting and analyzing the research data. This chapter consists of several subsections namely research design, setting of research, the population and sample of the study, variables of the study, techniques and instruments of data collection, validity and reliability of the instruments and then followed with an explanation of how the data were collected and analyzed in the study.

A. Research Design

This study was a quasi-experimental study employing quantitative data analysis. There were two groups in this study, namely experimental group and control group. In this study, the experimental group was taught by using authentic short movies while the control group was taught by using traditional media, i.e., English Students' book that was always used by the teacher in the class. Both groups were given a pre-test and post-test. The following table shows the design of this research.

Table 1. *The Design of the Research*

Group	Independent variable	Dependent variables
Experimental group	Authentic Short Movies	Students' motivation and speaking development
Control group	Traditional Media (English Students' Book)	Students' motivation and speaking development

B. Time and Setting of the Research

This study was conducted at Darunsat Witya Islamic High School, Thailand. It is located at 265 Thasdik Street No.79, Taluban, Sai Buri, Sai Buri district, Pattani province, Thailand. This research was conducted from January to February 2018. The school was chosen by the researcher based on the researcher's observations and interviews with the English teacher and the students from two classes of Darunsat Witya Islamic High School. They still lacked media for English teaching and learning.

C. The Population and Sample of Research

The population of this study were 203 grade XI students at Darunsat Witya Islamic High School in the academic year 2017/2018. The school had 6 classes, i.e. class 5/1, 5/2, 5/3, 5/4, 5/5, and 5/6. Each class consisted of different numbers of students. Table 2 shows the number of the students from each class.

Table 2. The Number of Students

Class	Number of students
5/1	33
5/2	29
5/3	37
5/4	35
5/5	31
5/6	38
Total	203

Convenience sampling was used to select the samples because they were willing and available to participate in this research (Creswell, 2012: 145). The researcher selected two classes as the sample of the research from the existing population. As stated by English teacher in grade XI, the students between class 5/1 and 5/2 had similar characteristics and levels of English language learning

especially in speaking ability. This is one of the important decision of the researcher took one class as the experimental class (i.e. 5/1) and one class as the control class (i.e. 5/2). These two classes were selected because they were ready to use technology in learning English, they had sufficient media to support teaching and learning process, they were interested in using media to learn, and they needed enhancement in learning motivation and in speaking skill.

The experimental class was given the authentic short movies in the process of teaching and learning. The researcher created several lesson plans for learning activities for every meeting referring to the school-based curriculum. The researcher asked the English teacher to teach the students base on lesson plan that was created by the treacher. The control class followed the English students' book without using the authentic short movies in the teaching and learning processes. The students used the book and the teacher gave short explanation. Then, the students made groups for presentation to present the material in front of the class. The table below shows the distribution of treatment in the research.

Table 3. *The Research Sample by Class*

Group	Class	The Number of Students
Experimental group	5/1	33
Control group	5/2	29

D. Research Variables

The variables in this research were divided into independent and dependent variables.

1. Independent Variable

In this research, the independent variable was the teaching media using authentic short movies.

2. Dependent Variables

The dependent variables in this research were students' motivation in learning and speaking skill development.

E. Data Collection Techniques and Instruments

Since this study was quasi-experimental, the instruments to collect the data were in the form of a pre-test and a post-test. The collected data were the scores obtained from the pre-test and the post-test of both experimental and control classes. The scores from the pre-test were used to measure students' motivation in learning and speaking skill development of the experimental and control classes before the treatment. The scores from the post-test were used to examine whether the implemented media affected the experimental group or not. In addition, the scores from the questionnaire were used to measure the students' motivation in learning speaking before and after applying the authentic short movies in learning English.

1. Speaking Test

For the purpose of this study, oral speaking tests were constructed by referring to the school-based curriculum for the grade XI at Darunsat Witya Islamic High School, Thailand. The syllabus for the grade XI students in the speaking aspect was taken as the considerations in formulating test instruments. The test was given twice: the first test was the pre-test before the treatment and

the second was the post-test after the treatment.

The scores of the students' speaking development were classified into four categories according to classification represented by Mardapi (2008). The table below presents the classification of the scores.

Table 4. *Category of speaking test for pre-test and post-test*

No	Formula	Score of the students	Category
1	$X \geq \bar{X} + 1.SB_x$	$X \geq 18.33$	Very good
2	$\bar{X} + 1.SB_x > X \geq \bar{X}$	$18.33 > X \geq 15$	Good
3	$\bar{X} > X \geq \bar{X} - 1.SB_x$	$15 > X \geq 11.67$	Poor
4	$X < \bar{X} - 1.SB_x$	$X < 11.67$	Very poor

Description:

\bar{X} = Mean score of the student

SB_x = Standard deviation

X = Students' Score

2. Questionnaire

A questionnaire was used for measuring students' motivation in learning speaking before and after applying authentic short movies in teaching English. The questionnaire consisted of 17 items followed by five scales of each item. The questions used in this questionnaire were adapted from the Self-Determination Theory (SDT) perspective (Deci, et al, 1994). The table below shows the blueprint of students' motivation for speaking development.

Table 5. *The Blueprint of Students' Motivation for Speaking Skill Development after Using Authentic Short Movies*

Item	Category
1-17	Students' motivation related to various variables of English language learning by using authentic short movie.

The questionnaire used for scoring in this study was adapted from the five scales of the Gardner's Attitude / Motivation Test Battery (AMTB), ranging from 'Strongly Agree' (5) to 'Strongly Disagree' (1) (Gardner, 2004). Table 6 below shows four scales categorizing the students' motivation in learning speaking.

Table 6. *Category of Speaking Test for Pre-test and Post-test*

No	Formula	Score of the students	Category
1	$X \geq \bar{X} + 1.SB_x$	$X \geq 62.33$	Very good
2	$\bar{X} + 1.SB_x > X \geq \bar{X}$	$62.33 > X \geq 51$	Good
3	$\bar{X} > X \geq \bar{X} - 1.SB_x$	$51 > X \geq 39.67$	Poor
4	$X < \bar{X} - 1.SB_x$	$X < 39.67$	Very poor

Description:

\bar{X} = Mean score of the student

SB_x = Standard deviation

X = Students' Score

F. Validity and Reliability of Instrument

1. Validity of Instruments

A valid instrument referred to the extent to which the instruments measure what was supposed to measure (Wiersma & Jurs, 2009: 356). The types validity used in this study were content validity. The validation was done by doing several steps: (1) preparing the test items developed in reference to the standard of competence and basic competence of senior high school students of the second semester of English subject at Darunsat Witya Islamic Hight School and the questionnaire adapted from five scales of the Gardner's Attitude / Motivation Test Battery (AMTB), ranging from 'Strongly Agree' to 'Strongly Disagree', (2) consulting with two experts in the field, i.e., Dyah Setyowati Ciptaningrum., Ed.D,

and Basikin, Ph.D, English lecturers in FBS, Yogyakarta State University, (3) the questionnaire was administered to 40 students of non-sample in class 5/4, second semester at Darunsat Witya Islamic Hight School, and (4) the results of the questionnaire were analyzed by using SPSS 20 for windows to decide the validity of the test items.

The speaking validity test used content validity. The content validity was the process of how the test establishes the representativeness of the items in a certain domain of skills, tasks, knowledge, and other aspects that were being measured (Wiersma & Jurs, 2009: 355). The test was given twice, i.e. the pre-test and post-test. It means the test was developed in reference to the standard of competence and basic competence of senior high school students of the second semester of English subject at Darunsat Witya Islamic Hight School as presented in table 7 below.

Table 7. The Standard of Competence and Basic Competence of Senior High School Students of the Second Semester English subject

Standard of Competence	Basic Competence	Indicators
<ul style="list-style-type: none"> • Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning • Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion. 	<ul style="list-style-type: none"> • Students will be able to speak and give data about themselves, friends and the surrounding environment; pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them. 	<ul style="list-style-type: none"> • In the end of the lesson, the students are able to give simple explanation about traveling in the future and conducting interpersonal communication.

<ul style="list-style-type: none"> • Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing • Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places 		
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Stephen (2008).

Table 8. *Oral Assessment Rubric*

Score	Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	Grammatical and lexical accuracy is extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice	Understand everyday conversation at normal speech
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometime has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice	Understand nearly everything at normal speech. Although occasional repetition may be necessary.
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice	Understand most of what is said at slower speed with repetition
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to	Ineffective words choice	Difficult to understand, what is said. Able to comprehend only social conversation spoken slowly and with frequent repetition
1	Almost unable to Communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to understand even simple conversation

Taken from Brown (2001:406-407)

2. Reliability of Instrument

a. Oral Speaking Test

Intraclass Correlation Coefficients (ICC) was used to assure the reliability of oral speaking test in this research. The test was considered to be reliable if the score coefficient was more than 0.7 (Kouropoulos, 2017).

The oral speaking test reliability was estimated by using Intraclass Correlation Coefficients (ICC). Based on the results, the value of Single Measures was 0.733 and the value of Average Measures was 0.892. It indicated that the instruments used in this study had a high level of reliability. The calculations were done by using a computer program SPSS version 20. The output reliable of oral speaking test was shown in the table 9 below:

Table 9. *The Result of the Intraclass Correlation Coefficient*

	Intraclass Correlation	Sig
Single Measures	.733 ^a	.000
Average Measures	.892 ^c	.000

b. Questionnaire

A questionnaire was considered reliable if the test yields similar results when given to the same subjects or matched subjects in two different occasions (Brown, 2004: 20). If the instrument had a consistent result in the second chance or more, the instrument was reliable. The reliability of the questionnaire in this research was examined using

Cronbach Alpha (α). The questionnaire was considered as reliable if the score α was more than 0.7.

The reliability of the questionnaire was estimated by using Cronbach Alpha reliability test. Based on the results, the value of α was 0.915. The reliability of this instrument was done by using a computer program SPSS version 20. The result of reliable questionnaire was shown in the table 10 below.

Table 10. *Reliability Statistics*

Cronbach's Alpha	N of Items
.915	17

G. Data Analysis Techniques

1. Descriptive Analysis

Descriptive analysis is used to describe the data for each variable. The descriptive analysis described the highest score, the lowest score, the mean, the median, the mode and the standard deviation of the sample population.

2. Inferential Analysis

There were three kinds of tests employed in this research, namely normality test, homogeneity test and hypotheses test. For the hypotheses test, the researcher employed One-way MANOVA to analyze the data. Most of the tests were explained as following below.

a. Test of Normality

The purpose of this test was to know whether the data of the students speaking ability was normally distributed or not. SPSS version 20 was used

to run this test. The output of this test included pre-test and post-test scores in both of experimental class and the control class. The test of normality in this research used Kolmogorov-Smirnov. According to Carver (2012: 140), if the p -value (significance) was less than $\alpha = 0.05$, the data were not normally distributed, otherwise if the p -value was more than $\alpha = 0.05$ then the data were normally distributed.

b. Test of Homogeneity

The test was used to find out whether the sample variance was homogeneous. The homogeneity of the test was intended to test the equality of variance-covariance matrix of the dependent variable of this study. Dealing with the result of homogeneity, if the Levene test is significant ($p > 0.05$) it means that there is homogeneity in the data. In the contrast if the Levene test is not significant ($p < 0.05$) it means that there is no homogeneity in the data. (Cramer, 2003: 149).

c. Test of Hypothesis

MANOVA or Multivariate Analysis of Variance was a test of multivariate analysis used to analyze the data involving more than one dependent variable in research (Tabachnick & Fidell, 2012). In this research, there were two dependent variables that were tested: the students' motivation after using the authentic short movies activities in the learning process and the students' speaking skill development.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of this study. It consists of four topics sections namely data description, data analysis, discussion, and limitation.

A. Data Descriptions

1. Description of the Study

The purpose of this quasi-experimental research was to investigate the significant difference between the use of authentic short movies and traditional media in enhancing students' motivation and develop speaking skill. The sample of this study was grade XI students at 265 Thasdik Street No.79, Taluban, Sai Buri, Sai Buri district, Pattani province, Thailand in the academic year of 2017/2018. There were 2 classes consisting of 62 students for two classes. The researcher chose them by using the convenience sampling technique. Class 5/1 was selected as the experimental class and class 5/2 as the control class. These two classes were chosen because English teacher stated that both classes had difficulties in basic speaking skill as the result of a lack of self-confidence, motivation in learning, and speaking English practice inside and outside the classroom. Moreover, the teachers said that they lacked technology-based learning materials to help them to see the real situation of native speakers. These are the considerations for selecting 5/1 as the experimental class and 5/2 as the control class.

This study used the authentic short movies for the experimental class and traditional media (i.e. Students' English Book) for the control class. There were two

instruments for data collection. The first instrument was oral speaking tests in which each of the students presented in front of the class based on questions given by the teachers. The test was developed in reference to the standard of competence and basic competence of senior high school students of the second semester in English subject. The test was given twice, i.e. the pre-test and post-test. The speaking ability rating scale adopted from Brown (2001:406-407) was used to score the students' speaking test.

The second instrument was the questionnaire which was used to measure students' motivation in learning speaking before and after applying the authentic short movies. The questionnaire consisted of 17 items in which each item consisted of a scale ranging from 'Strongly Agree' to 'Strongly Disagree'. The questions used in the questionnaire were adapted from the self-determination theory perspective by Deci et al. (1994).

a. Description of Speaking Development and Motivation

1) Experimental Class

The researcher administered the pre-test and distributed questionnaires to the students on December 24-25, 2017. The pre-test was a one-by-one oral presentation. It was done in two meetings because of the limited time. For English class, the teacher taught only 45 minutes and the students only had two meetings every week. In addition, the experimental class consisted of 33 students.

The experimental class was taught by using authentic short movies. The materials were provided by the researcher to enhance students speaking

skill. The teaching and learning activities using the authentic short movies in this class were conducted in 12 meetings from January 10, 2018 to February 15, 2018.

In meetings 1-3, the students were taught about traveling experiences. The students were given an explanation of the learning materials about how to make questions related to the experiences of traveling. Then, the students watched a movie about traveling. Subsequently, the students were assigned to work in pairs. Their task was to ask their work in pair about traveling experiences. Each pairs asking and answering the information about holidays. In the end of the session, they had to present what they did in pairs in front of the class to practice speaking and the teacher evaluated their performance.

In meetings 4-6, the students learned about holiday plans. They listened to the teacher's explanation about how to make plans for holiday. The teacher asked about their holiday plans and showed interesting pictures of tourism objects. The students related the pictures with their plans for school holiday. Then, the teacher provided an authentic short movie about making holiday plans and discussed the movie by using short questions provided. They were asked to practice speaking in pairs by using the questions about holiday plans. Through these activities, the teacher focused on the discussion and the conversation in English. After that, the students presented and shared their holiday plans in front of the class to be evaluated

by the teacher. By the end of the session, the teacher provided some feedback about their performance.

In meetings 7-9, the students were instructed by the teacher to deal with tourism information. They watched an authentic short movie about finding tourists' information and answered short questions related to the movie. The information appeared in the movies was used as the material for students' practice in using the language. Then they were asked to have a discussion in pairs by using the questions provided on the worksheet. The teacher instructed the students to discuss the tourists' information in groups of four. They were asked to present the results of their discussion in the class. The teacher stimulated the students' motivation to present in front of the class and the teacher gave reward to each group after the presentation.

The students were taught about school holidays in Australia in meetings 10-12 by listening to the teacher's explanation. They were asked about what they were going to do in their school holidays. The teacher asked them to take note the information about school holiday on what they had done in their school holiday. Then, the students watched an authentic short movie about school holidays and answered the related questions. They were selected by the teacher to present the information that they had learned. The teacher instructed them to practice the questions about school holidays in Australia in pairs. They practiced using language and preparing for presentation. The students then presented in front of the class what they have practiced. After that, their presentations were examined by the teacher.

After the teacher were implemented in 12 meetings, the researcher administered a post-test and questionnaires to the students. The post-test was given on February 21-22, 2018. Similar to the pre-test, the post-test was also in the form of one-by-one oral presentation. The post-test was conducted in two meetings because the time of each meeting was very limited. Table 11 below presents the results of pre-test and post-test conducted in the experimental class. It can be seen that the highest score of pre-test in the experimental class is 15.00 and the lowest score is 10.00. The mean score of pre-test is 12.59 and the standard deviation is 1.325. On other hand, the results of post-test of this class has 18.50 as the highest score and 12.50 as the lowest score. The mean is 15.96 and the standard deviation is 1.36. It can be concluded that the learning achievement of students' post-test is higher than the pre-test. It means that the students' speaking ability increased after learning.

Table 11. *The Descriptive Statistics of the Student Achievement Taught by Using Authentic Short Movies*

Data	Pre-test	Post-test
Minimum	10.00	12.00
Maximum	15.00	18.50
Mean	12.59	15.96
Std. Deviation	1.32	1.36

Table 12 shows the result of the pre-test and post-test of the students in the experimental class. It can be seen from the table that the majority of the students (72.73% or 24 students) were in the poor category, and nine students (27.27%) were in the very poor category prior to the treatment.

Surprisingly, 72.73% of the students were in the good category after the treatment and there were only nine students or 27.27% who are in the poor category. This indicates an increase of the students speaking development after they were treated using authentic short movies.

Table 12. *The Frequency of Students' Speaking Achievement in the Experimental Class*

No	Score	Pre-test		Post-test		Categorization
		F	Percentage	F	Percentage	
1	$X \geq 18.33$	0	0%	0	0%	Very good
2	$18.33 > X \geq 15$	0	0%	24	72.73%	Good
3	$15 > X \geq 11.67$	24	72.73%	9	27.27%	Poor
4	$X < 11.67$	9	27.27%	0	0%	Very poor
Total		33	100%	33	100%	

Table 13 below shows that the highest score of pre-test in this class is 50.00 and the lowest score is 29.00. The mean score of pre-test is 41.75 and the standard deviation is 5.562. On other hand, the results of post-test of this class have 77.00 as the highest score and 29.00 as the lowest score. The mean is 64.48 and the standard deviation is 10.08. It can be concluded that the learning achievement of students' post-test is higher than the pre-test. The students' speaking ability increased after learning.

Table 13. *The Descriptive Statistics of the Questionnaires for Students' Motivation in Speaking in the Experimental Class*

Data	Pre-test	Post-test
Minimum	29.00	29.00
Maximum	50.00	77.00
Mean	41.75	64.48
Std. Deviation	5.562	10.08

Table 14 shows the result from the pre-test and post-test of the students in the experimental class. It can be seen from the table that the majority of the students (69.70% or 23 students) were in the poor category, and seven students (21.21%) were in the very poor category prior to the treatment. Surprisingly, 75.76% of the students were in the very good category after the treatment and there were only five students or 15.15% who were in the good category. This indicates an increase of the students' motivation in learning speaking after they were treated by using authentic short movies.

Table 14. *The Frequency of Students' Motivation in Speaking Development in the Experimental Class*

No	Score	Pre-test		Post-test		Category
		F	Percentage	F	Percentage	
1	$X \geq 62.33$	3	9.09%	25	75.76%	Very good
2	$62.33 > X \geq 51$	0	0%	5	15.15%	Good
3	$51 > X \geq 39.67$	23	69.70%	1	3.03%	Poor
4	$X < 39.67$	7	21.21%	2	6.06%	Very poor
Total		33	100%	33	100%	

2) Control Class

For the control class, the teacher taught speaking skill by using students' book. In this class, the researcher and English teacher administered a pre-test and questionnaires to the students on December 27-28, 2017. The pre-test was one-by-one oral presentation and answering the questionnaires. It was done in two meetings because of the limitation of time. There was only one 45-minute-meeting per day and every week consisted of two meetings in Sunday and Monday. In addition, the control

class consisted of 29 students so that there was not enough time for all students to have the pre-test in one meeting.

The process and teaching media used in the control class were different from the ones employed in the experimental class. The control class was taught by the English teacher using a student's book provided by the government, i.e. English Explorer 2. Similar to the experimental class, the treatment in the control class was given in 12 meetings, from January 07, 2018 until February 12, 2018.

The teacher started the teaching and learning process in meetings 1-3 by continuing the lesson in the speaking class before the treatment. The topic in these meetings was traveling experiences, which was the same with the experimental class. The students learned new vocabulary items about the traveling experiences from the English textbook. They read the reading passage about traveling and listened to an audio recording about Branson family's holiday. In this activity, the teacher decided to put the students in pairs and focused the discussion based on Branson family's holiday by using short questions. The students were asked to do a grammar activity and then completed the table with "will" and "won't" in the students' book on page 88. The teacher then asked the students to practice the activity on page 89. In this activity, the students were asked to work in pairs and to write short questions about traveling. At the end of these meetings, the teacher asked the students to present in front of the class and gave feedback to the students.

Then, the teacher taught the topic about holiday plans in meetings 4-6. The activities of this meeting included the teacher asking the students to discuss and share experiences about holiday plans. The students listened to an audio recording about three people's holiday plans and had a discussion based on the audio recording. Then the students answered questions on page 90 in students' book. The teacher asked the students to work in groups for asking holiday plans information of the group members. The activity was based on exercise number 3 on page 9 in the students' book. The next activity was grammar check on page 91. The grammar check was about "going to" and "present continuous". Before the students started this exercise, the teacher explained the activity to the students. This exercise was checked by the teacher.

In meetings 7-9, the teacher taught the students about tourist information which was similar to the topic in the experimental class. In this activity, the teacher started with a discussion session with the students about tourist information. The teacher showed a map to the students and asked the places on the map. The students responded to the teacher's questions about the information on the map. Then, the teacher played an audio recording of a conversation to find the places on the map on page 90 in students' book. In the next activity, the teacher asked the students to practice the speaking exercise with their partner. The teacher asked the students to ask and give the information on the map. This activity was based on exercise number 5

on page 93. The last activity for the students was presenting the information in front of the class. Finally, the teacher gave evaluation to the students.

The last meetings for the control class were meeting 10-12. The teacher taught about school holidays in the UK. In this meeting, the teacher started by asking the students' information about school holiday in Thailand for warming up activity. The teacher gave a worksheet to the students about school holidays in the UK on page 90 in students' book. In the next activity, the teacher asked the students to read the information about four students' school holiday and to find the best holiday for each one on page 95 in students' book. Then, the teacher asked the students to find the information about school holiday in their favorite country and present the information to their classmates. The presentation was used as one of the assessments of students' achievement in English subject of this semester.

After the instructional materials had been implemented by the teacher in 12 meetings, the researcher and the English teacher administered post-test and questionnaires to the students in the control class. The post-test was given on February 11-12, 2018. It was also in the form of one-by-one oral presentation. The post-test was implemented in two meetings because the time of each meeting was very limited.

The following table presents the results of pre-test and post-test of the control class. The data in Table 15 below show the comparative result of pre-test and post-test score of control class that was analyzed by using SPSS 20. The highest score of pre-test in this class is 13.50 and the lowest

score is 10.00. The mean score of pre-test is 10.93 and the standard deviation is 1.12. On other hand, for the post-test, this class has 15.50 as the highest score and 12.00 as the lowest score. The mean is 13.31 and the standard deviation is 1.038. It can be concluded that the learning achievement of students' post-test is higher than the pre-test. The students' English speaking ability increased after learning.

Table 15. *The Descriptive Statistics of the Students' Achievement Taught by Using Traditional Media*

Data	Pre-test	Post-test
Minimum	10.00	12.00
Maximum	13.50	15.50
Mean	10.93	13.33
Std. Deviation	1.12	1.03

Table 16 shows the result from the pre-test and post-test of the students in the control class. It can be seen from the table that the majority of the students (79.31% or 23 students) were in the very poor category, and six students (20.69%) were in the poor category prior to the treatment. Surprisingly, 89.66% of the students were in the poor category after the treatment and there were only three students or 10.34% who were in the good category. This indicates an increase of the students' speaking skill development after they were treated using traditional media.

Table 16. *The Frequency of Students' Speaking Development in the Control Class*

No	Score	Pre-test		Post-test		Category
		F	Percentage	F	Percentage	
1	$X \geq 18.33$	0	0%	0	0%	Very good
2	$18.33 > X \geq 15$	0	0%	3	10.34%	Good
3	$15 > X \geq 11.67$	6	20.69%	26	89.66%	Poor

4	X < 11.67	23	79.31%	0	0%	Very poor
Total		29	100%	29	100%	

Furthermore, as can be seen in Table 17, the highest score of the questionnaire about students' motivation toward learning speaking in pre-test in this class is 51.00 and the lowest score is 31.00. The mean score of pre-test is 42.17 and the standard deviation is 5.39. On other hand, for the post-test, this class has 56.00 as the highest score and 42.00 as the lowest score. The mean is 49.17 and the standard deviation is 3.04. It can be concluded that the learning motivation of students' post-test is higher than the pre-test.

Table 17. *The Result for Students' Motivation in Speaking in the Control Class*

Data	Pre-test	Post-test
Minimum	31.00	42.00
Maximum	51.00	56.00
Mean	42.17	49.17
Std. Deviation	5.39	3.04

Table 18 shows the result from the pre-test and post-test of the students in the control class. It can be seen from the table that the majority of the students (75.86% or 22 students) were in the poor category, and seven students (24.14%) were in the very poor category prior to the treatment. Surprisingly, 79.31% of the students were in the poor category after the treatment and there were only six students or 20.69% who were in the good category. This indicates an increase of the students' motivation in learning after they were treated using traditional media.

Table 18. *The Frequency of Students' Motivation in learning speaking for Control Class*

No	Score	Pre-test		Post-test		Category
		F	Percentage	F	Percentage	
1	$X \geq 62.33$	0	0.00%	0	0.00%	Very good
2	$62.33 > X \geq 51$	0	0.00%	6	20.69%	Good
3	$51 > X \geq 39.67$	22	75.86%	23	79.31%	Poor
4	$X < 39.67$	7	24.14%	0	0.00%	Very poor
Total		29	100%	29	100%	

B. Data Analysis and Finding

1. Normality Test

The normality test was performed to find out whether the collected data showed a normal distribution. In this study, Kolmogorov-Smirnov with the level of significance at 5% ($\alpha: 5$) was used to test the normality of the data. SPSS version 20 was used to perform to normality test. The data output can be seen at Asymp. sig. The data tested were the pre-test and the post-test data from the experimental and the control classes. The data set is considered to be normally distributed if the index (P) is larger than 0.05 ($\alpha: 5\%$) (Carver 2012: 140). The result of the normality test can be seen in Table 19.

Table 19 shows the output of the normality test. It could be concluded that the data were normally distributed since the sig. (p) > 0.05. The scores clearly show that the pre-test and post-test of the experimental class and control class are normal because all the data have sig. (p) > 0.05.

Table 19. *The Output of Normality Test for Students' Motivation in learning and Speaking Skill Development*

Variables	Sample class	Participants	Kolmogorov-Smirnov Z	Asymp. Sig. (p)	Conclusion
Speaking	Experimental (Pre-test)	33	0.902	0.390	Normal
	Experimental (Post-test)	33	0.660	0.776	Normal
	Control (Pre-test)	29	1.317	0.062	Normal
	Control (Post-test)	29	1.003	0.267	Normal
Motivation	Experimental (Pre-test)	33	0.593	0.873	Normal
	Experimental (Post-test)	33	0.558	0.915	Normal
	Control (Pre-test)	29	1.144	0.669	Normal
	Control (Post-test)	29	0.146	0.762	Normal

2. Homogeneity Test

The homogeneity test was used to examine whether the sample variance was homogeneous. This study was analyzed by program IBM SPSS version 20. If the Levene test is significant ($p > 0.05$) it means that there is homogeneity in the data. In the contrast if the Levene test is not significant ($p < 0.05$) it means that there is no homogeneity in the data. The results of homogeneity test of pre-test and post-test are presented in the Table 20.

Table 20 shows the output of homogeneity of students' speaking skill development and motivation in learning of experimental class and control classes. The homogeneity test of speaking skill in the pre-test has sig = 0.11.

It means that the data of speaking are homogenous because sig of pre-test for has more than 0.05 and the post-test has sig 0.20 which means that the data are homogenous because it has more than 5% (0.05).

Similarly, the output of students' motivation in learning shows that the homogeneity of experimental class and control class. The homogeneity test of the pre-test has sig = 0.87 and the post-test has sig 0.11, it means that the data of motivation in learning are homogenous because the sig was more than 0.05. As displayed in table 20, the probabilities associated with the Levene's F-values are all above .05.

Table 20. *The Output of Homogeneity Test of Speaking skill Development and Students' Motivation for Pre-test and Post-test*

Variables	Students Score	Levene Statistic	df1	df2	Sig.
Speaking	Pre-test	2.564	1	60	.115
	Post-test	1.674	1	60	.201
Motivation	Pre-test	.024	1	60	.877
	Post-test	2.565	1	60	.115

3. Test of Hypothesis

The hypothesis of this study was used to find out the effectiveness of using authentic short movies and traditional media in enhancing students' motivation in learning and speaking skill development. There were two hypotheses as stated in the previous chapter. Those hypotheses were tested with multivariate analysis of variance (MANOVA). In this study, the researcher analyzed the hypothesis and the data by using SPSS 20.

Table 21 below show that the output of The Multivariate Analysis of Variance. The data was Hotelling's Trace which had an effectiveness (F-value

= 36.539) and sig = 0.000 < 0.05. It means that authentic short movies can affect the students' achievement in learning speaking after getting treatment.

Table 21. *The Multivariate Analysis of Variance Multivariate Tests*

Effect	Value	F	Hypothesis df	Error df	Sig.
Hotelling's Trace	1.239	36.539 ^b	2.000	59.000	.000

a. Design: Intercept + Students

b. Exact statistic

a. Hypothesis 1

The finding of this study answers the first hypothesis stating that there is any effectiveness difference between using authentic short movies and traditional media in enhancing students' speaking skill development. The output was obtained from the pre-test and post-test of the speaking test. If $P < 0.05$, it means that H_0 is rejected but H_a is accepted. If $P > 0.05$, it means that H_0 is accepted but H_a is rejected.

The results of the test of between – subjects effects of speaking in Table 22 show that the F-value is 73.037, and the value of Sig. is 0.000 which is lower than 0.05. Then, H_0 is rejected and H_a is accepted. It means that there is any significant difference between students' learning speaking skill by using authentic short movies and traditional media as measured during the post-test phase.

Table 22. *The Test of Between – Subjects Effects of Speaking*

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Posttest Speaking	109.162	1	109.162	73.037	.000

b. Hypothesis 2

Furthermore, the finding in Table 23 addresses the second hypothesis. It indicates that there is any effectiveness between students' motivation in learning speaking after using authentic short movies. The table shows that the F-value is 9.2057 and the value of Sig. is 0.004 which is lower than 0.05. Then, Ho is rejected and Ha is accepted. It means that there is any significance difference between using authentic short movies and traditional media in enhancing students' motivation in learning.

Table 23. The Test of Between – Subjects Effects of Motivation Tests

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Posttest Motivation	628.568	1	628.568	9.205	.004

C. Discussion

Authentic short movies in the teaching of speaking are interesting media because they make the learners more interested in learning speaking. One of the findings of the present study was that there is any effectiveness difference between using authentic short movies and traditional media in enhancing students' speaking skill development. This finding concurs those of Wang (2015) and Şaraplı (2011), who reported that using the authentic short movies in the classroom were more improved than those who were not. In addition, the finding of this study is compatible with the finding of Daniel (2013), Ghulam et al. (2015), and Natoli (2011:102), who found that using authentic short movies helped the students in verbalization and visualization. The previous studies concluded that authentic short

movies instruction increases students' speaking skill.

Furthermore, the findings of the present study partially approve a number of studies. Irawati (2016), and Al-Azri and Al-Rashdi (2014) report that authentic short movies as teaching media can be one of solutions to improve students' speaking skills and their positive attitude in speaking. Similarly, Ismili (2013:128) concludes that using movies to teach speaking not only increasing learning interests and motivate the students but also improve listening comprehension and speaking ability. The learners could learn from the context, and it could let them understand the character of the actors (Kabooha, 2016). Moreover, in line with the findings of this study, Elizabeth & Sumarsih (2012) report that movies are effective to teach speaking skill.

In addition, findings of the present study are compatible with that of Kurniawan (2016), who confirms positive use of the audio-visual media for teaching speaking. The findings also corroborate the findings of Ismaili (2013), who confirms that short movies help to improve students' speaking fluency and the cultivation of interest in literature.

Based on the discussions, it can be concluded that senior high school students will have higher speaking skill development if they are given authentic short movies instruction. This lends support to Şaraph (2011), who shows that using authentic materials in teaching language can help and support the students' learning in positive way. The most successful way of teaching speaking conducted by some scholars above means that authentic short movies are a great media in teaching speaking. Furthermore, it can assist the students to visualize and sense language

used by native speakers. Moreover, watching movies can make students interested in using language to communicate with other people inside and outside the classroom.

In accordance with the aforementioned results of this study, there are some researchers who argue that watching movies can motivate the learners to learn speaking. It is in line with the results of a research done by Yaseen and Shakir (2015: 34). They find out that watching movies can enhance students' motivation in learning speaking as well as learning listening. The results of the present study are also in line with those of Stempleski, (1992), Haghverdi & Abdpur (2013: 27-38), that films could help the students to listen and comprehend exchanges, and they could see the expression used in the real-life. In addition, the findings of the present study corroborate the study. This lends support to Kabooh (2016), who showed that learners' motivation would increase when they learned language by using videos. In this point, the learners would show an increased level of interest and motivation when they had a chance to see language in use while listening to the language.

In addition, the findings of the present study corroborate those of Ghalami and Ahangari (2012) and Shirani Bidabadi (2012), who reported that motivation of EFL students increased in using authentic short movies instruction. Moreover, the findings of the present study lend partial support to Genc and Aydin's (2010) findings, based on which there was a significant relationship between motivation of EFL learners and short movies instruction.

In conclusion, the researcher concludes that the use of authentic short movies in teaching speaking can improve students speaking skill as well as enhance

students' learning motivation. Therefore, it can be argued that the authentic short movies has effectiveness with the process of teaching and learning because they can enhance and improve the ability in learning and motivate the learners in learning speaking.

It is suggested that English teachers apply short movies media as one of the media used in the classroom to improve their students' speaking achievement. It will build a good atmosphere and enjoyable learning activities in the classroom. To add, it is also suggested to the readers who infers for further study related to this research should explore the knowledge to enlarge their understanding of how to improve speaking skill and search another reference. Another pedagogical implication from the findings of this research is that short movies if used effectively could stimulate the learners' motivation to learn and speak more in English since it is considered as enjoyable and interesting more than the traditional teaching activities as has been proved by the current research. Thus, this research request future studies to further explore the effectiveness of short movies in enhancing the other English skills learning such as listening, vocabulary, etc.

D. Limitations of the Study

The limitations of this study are as the follows:

1. Due to the lack of media to teach speaking skill, teachers still use the old media to teach the students. As a result, when the researcher employed new media to teach the students, they got confused and could not follow the lesson using authentic short movies. However, eventually they can follow and understand the lesson using the authentic short movies.

2. In addition, the learners lack speaking skill because the sounds of native speakers are different from their teachers and they do not know much vocabulary. Consequently, the lack of speaking skills made them have low motivation in learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This study set out to examine the effectiveness of using audio-visual media to enhance students' speaking skill development and motivation in learning. This chapter presents three main sections. They are conclusion, implication, and suggestion. The discussion of each part is presented below.

A. Conclusion

Based on the result of finding and discussion in the previous chapter, the researcher concludes that there is effectiveness difference between using authentic short movies and traditional media in enhancing students' motivation in learning and speaking development between students' grade XI of senior high school students at Darunsat Withya Islamic High School in Thailand.

Authentic short movies are powerful instructional tools that can help in enhancing students' motivation in learning and speaking skills. The participants in the study have positive attitudes towards the integration of authentic short movies in their classrooms to improve their motivation in learning and speaking skill development. The study also indicates that using authentic short movies in the foreign language classroom could enhance the students' motivation to learn to speak. Teachers in the current study stated that authentic short movies increased students' participation and engagement in the classroom. The students also believed that authentic short movies could help improve their vocabulary acquisition as they provide them with a wealth of information about a variety of vocabulary, phrases, and colloquial expressions. However, in order to fulfill its pedagogical purpose,

authentic short movies should be strategically selected based on the course syllabus, students' interests, and their proficiency level. While designing the tasks and the materials that incorporate the movies into classes, the main goal of using this authentic material and the objectives of the specific lesson should always be kept in mind. In addition, language teachers should not ignore the importance of planning useful and meaningful tasks for students before and after viewing in order to make the teaching focus more explicit, hence students want to treat it as a pure source of enjoyment and entertainment in learning speaking.

Therefore the use of authentic short movies in enhancing students' speaking skill development is effective media since they can be used to enhance the students' motivation in learning. Once again, authentic short movies can enhance students' motivation in learning and speaking skills especially in learning vocabulary, phrases, expressions, and idioms.

B. Implication

Based on the results of the study, the implications of the research are presented below:

1. The use of authentic short movies in the teaching of speaking skills can help the teaching and learning processes run well. Besides, it can make the students more interested in learning listening and improve their learning achievement. This media help the learners understand the native speaker's talks.

2. The authentic short movies can be used as the materials in the teaching of speaking because they can avoid the learners' boredom. They are enjoying the learning and being successful in the learning.

3. Furthermore, the authentic short movies can attract students' learning motivation. The motivation will help them learn quickly in the speaking. The learners are easy in understanding the context which the actors or actresses talk; also they are motivated to engage in the lesson. In addition, the use of authentic short movie in the teaching of speaking provides a full context of the language to help students develop their ability in speaking skills.

C. Suggestion

Based on the research that has been conducted with a variety of results that have been obtained, the researcher may give suggestions to the parties as follows:

1. EFL Teachers

- a. Before applying the authentic short movies as audio-visual media in enhancing students' motivation in the learning process, the teacher should study about the characteristics of the authentic short movies first because it will help them to know any appropriate way in teaching speaking.
- b. The teachers should know how to select any authentic short movie in enhancing students' motivation in teaching speaking.
- c. The teachers should know the strengths and weaknesses of using authentic short movies in enhancing students' motivation in learning and speaking skill development because it will assist them to design any effective activity in teaching speaking.

- d. The teachers should motivate the students to use authentic short movies in enhancing their motivation in learning speaking and build a good environment in learning process.

2. Other Researchers

- a. Other researchers should try to compare authentic short movies in enhancing students' motivation in learning with another media for finding the best media in investigating teaching speaking.
- b. They should try to identify the strengths and weaknesses of using authentic short movies in enhancing students' motivation in learning and speaking skill development.
- c. For the future research, they can examine the use authentic short movies in enhancing students' motivation and speaking skill development in teaching speaking.

3. Students

- a. Students should use authentic short movies in learning speaking because it will help them to enhancing their motivation and speaking skill.
- b. They should apply authentic short movies as learning media in improving the motivation in learning speaking.

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APPENDIXES

Appendix 1:
Lesson Plan for Experimental Class

LESSON PLAN 1

Senior High School Students

Unit 8	: Holidays	Class	: 5/1
Title of Lesson	: Travelling in the future	Meetings	: 1 - 3
Time Allocation	: 3 x 45 minutes	Skill	: Speaking

A. Standard of Competency and indicators

1. Standard of Competency:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency:

Students will be able to speak and give data about themselves, friends and the surrounding environment; pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose:

In the end of the lesson, the students are able to give simple explanation about traveling in the future and conducting interpersonal communication.

B. Objective

1. Students are able to identify the pictures by activating student's background.

2. After watching a short movie on travelling in the future, students can answer questions about travelling in the future.

3. After watching a short movie on travelling in the future, students are able to identify sentences that are using future tense

4. Students are able to give presentation about travelling in the future for minutes with acceptable fluency and accuracy.

C. Teaching Method

PPP (Presentation, Practice, Production)

D. Learning Assessment

1. Students will present to the class one item they learned about traveling experiences and traveling plan for the future.
2. The teacher will walk around and individually assess students.

E. Procedures/Lesson Sequences

Stages	Teacher	Students
Warm up 10 minute	<ol style="list-style-type: none"> 1. Teacher greets the students. 2. Teacher asks the captain class to lead the prayer to start the lesson. 3. Teacher checks the students' attendance and prepares the class condition. 4. Teacher informs the students about the purpose of the lesson. 	<ol style="list-style-type: none"> 1. The students answer the teachers' greeting. 2. The captain class leads the prayer before starting the lesson. 3. The students prepare themselves to start the lesson. 4. The students pay attention to the teacher.
Meeting 1		
Presentation 25 minute	<ol style="list-style-type: none"> 4. The teacher shows the pictures containing places of interests. 5. The teacher asks the students about their traveling experiences. 6. The teacher asks the students to identify the places of traveling. 7. The teacher asks the students to make a discussion with partner by using the question. 8. The teacher asks the students to answer the questions about traveling experiences. 9. The teacher gives conversation dialogue about traveling experiences to the students. 10. The teacher ask the students to read the dialog. 11. The teacher ask the students 	<ol style="list-style-type: none"> 4. The students give the opinion about the pictures 5. The students tell the teacher about traveling experiences. 6. The students tell their experiences and future planning to the teacher. 7. The students a discussion about traveling experiences with friend. 8. The students answer the question about traveling experiences. 9. The students get the dialog about traveling experiences to the students. 10. The students read the dialogue and make comprehension about situation. 11. The students identify the grammatical structure in the dialogue.

	to identify the grammatical structure in the dialogue.	
Meeting 2		
Practice 25 minute	<p>12. The teacher show the interesting picture about short movie to the students.</p> <p>13. The teacher plays short movie containing traveling experiences.</p> <p>14. The teacher asks the students about short movie that they are watching.</p> <p>15. The teacher ask the students to discuss with friends about short movie.</p> <p>16. The teacher ask the students to work in pairs and discuss about short movie</p> <p>17. The teacher asks the students to watch and listen short movie second time for answer the question about Trench experiences.</p> <p>18. The teacher plays short movie for making the statements T for true, and F for false.</p>	<p>12. The students give their opinions about the picture.</p> <p>13. The students watch the short movie about traveling.</p> <p>14. The students answer teacher's questions about short movie.</p> <p>15. The students discuss with friends about short movie</p> <p>16. The students work in pairs and discuss about short movie.</p> <p>17. The students watch and listen short movie second time for answer the question about Trench experiences.</p> <p>18. The students watch and listen short movie again for making the statements T for true, and F for false.</p>
Meeting 3		
Production 25 minute	<p>19. The teacher asks the students to work in pairs.</p> <p>20. The teacher asks every pairs write 5 questions about asking for traveling exercises.</p> <p>21. The teacher checks the question that have wrote by pairs.</p> <p>22. The teacher asks every pairs ask 4 classmates about their</p>	<p>19. The students find his/her partner for work in pairs</p> <p>20. Every pairs write 5 questions about asking for traveling exercises.</p> <p>21. Every pairs' questions checked by the teacher.</p> <p>22. Every pairs go around the class for 4 classmates about their travelling experiences and record</p>

	travelling experiences. Then record their answer in table. 23. The teacher asks every pairs present about friends' travelling experience based on information in the table.	their answer in this table. 23. Every pairs present about friends' travelling experience based on information in the table.
Closing 10 minute	28. The teacher summarizes the lesson and do a reflection in the end of lesson. 29. The teacher gives the students homework. 30. The teacher ends of the lesson by greeting and praying.	28. The students summarize the lesson and do a reflection. 29. The students make a note for further guidance from their teacher. 30. The students answer their teacher's greeting and praying together.

F. Materials

Textbook, handout, worksheet, and exercises

G. Technology

Computer/laptop, loudspeaker/headset

I. Learning Sources:

- <https://www.englishlearner.com/teachers/speaking.html#holiday>
- <https://www.englishlearner.com/teachers/speaking.html#holiday>
- <http://teachers.onlineenglishexpert.com/going-to-infinitive-english-lesson-plan-a2/#>

J. Reflection (to be completed after the lesson is taught)

1. What works and doesn't work well?

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2. How effective is student in accomplishing the goal?

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3. What is the evidence of student understanding?

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4. What would you do differently the next time you teach this lesson?

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5. What would you do next while teaching student?

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Travelling in holidays

Task 1: Presentation

A. Identify the pictures which have shown below based on your traveling experiences then make a discussion with your friends.



Beach



Water Full



Betong Hot Springs



➤ Look at the pictures and make a discussion with your friend by using the question below.

1. Have you ever been Beach, Water full, Betong Hot spring and.....?
 2. How did you go there?
 3. When did you go there?
 4. What did you do there?
 5. Who did you go with?
-

B. Complete the questions below about your traveling experiences.

E.g. Where did you go on Saturday?
I went to the Had-Yai

1. Where did you go on your holiday?

2. How long did you stay?

3. What did you do there?

4. Who did you go with?

5. Where did you stay?

C. Look at the conversation dialog between Trench traveling experiences in Hawaii and his friend. Then identify the grammatical structure.

A: Hi Trench. You're looking good. Did you go for a vocation somewhere?

B: Yes, I have just come back from Hawaii.

A: Hawaii! Wow, that sounds exotic! I've heard that Hawaii Volcanoes National Park and Na Poli Coast are amazing.

B: Yes, I agree. The island are so green and the water's so blue. The beaches go on forever and the food is fantastic. I'll always remember this vacation.

A: Did you swim along the shore?

B: Yes, I went swimming every day. I had the time of my life.

A: How was the weather there?

B: It was nice....bright and sunny. You should go there when you can. It feels like paradise here on earth and I'm sure you'd a great time.

A: Yes. I think I would.

Task 2: Practice



D. Listen and watch the short movie and make discussion after watching it.



Make a discussion session about travelling.



1. What is the short movie talking about?
2. Where did they go for a vacation?
3. How was the weather there?
4. How did they go for a vacation?

E. Work in pairs, Watch and listen short movie about traveling experience.

Complete the question below with the conversation information.

1. Where did Trench go for a vocation somewhere?

2. Did Trench swim long the shore?

3. How was the weather there?

F. Work in pair, listen and watch a short movie and make the statements T for true, and F for false for the following statements.

1. Today lesson will talk about experiences with others (T/F)
2. Hi Trench, you are looking amazing (T/F)
3. I just come back fem the Hawaii. (T/F)
4. The island so green and the water's so cool. (T/F)
5. I always remember for this vocation. (T/F)
6. I went swimming every day. (T/F)
7. I had not a time of my life. (T/F)
8. I am not sure you have a great time. (T/F)

Task 2: Production

G. Write 5 questions that ask about your friends' travelling experience (do it in pairs). Then check your questions with the teacher.

E.g. Where did you go on your last holiday?

1. _____
2. _____
3. _____
4. _____
5. _____

H. Use your questions to ask your 4 classmates about their travelling experiences. Record their answer in this table:

Questions	Friend 1	Friend 2	Friend 3	Friend 4
1.				
2.				
3.				
4.				
5.				

I. Read your completed table. Then, prepare a short presentation about your friends' travelling experience based on your completed table.

E.g. Ahmad went to Last year. He stayed there for three days. There were a lot of activities that he did. He went swimming at the beach and hiking around the place. He had a wonderful time there.

LESSON PLAN 2

Senior High School Students

Unit 8	: Holidays	Class	: 5/1
Title of Lesson	: Holiday plans	Meetings	: 4 -6
Time Allocation	: 3 x 45 minutes	Skill	: Speaking

A. Student Learning Goals

1. Standard of Competency:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency:

Speak to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose:

In the end of the lesson, the students are able to speak and explain simple explanation in the different condition.

B. Objective

1. Students are able to answer questions about holiday plans.
2. After watching a short movie on holiday plans, students are able to write the questions and asking about holiday plans.
3. After watching a short movie on holiday plans, students are able to identify sentences that are using future tense
4. Students are able to give presentation about holiday plans for 3 minutes with acceptable fluency and accuracy.

C. Teaching Method

PPP (Presentation, Practice, Production)

D. Learning Assessment

1. Students will present to the class one item they learned about traveling experiences and traveling plan for the future.

2. The teacher will walk around and individually assess students.

E. Procedures/Lesson Sequences

Stages	Teacher	Student
<p>Warm up 10 minute</p>	<p>1. Teacher greets the students. 2. Teacher asks the captain class to lead the prayer to start the lesson. 3. Teacher checks the students' attendance and prepares the class condition. 4. Teacher informs the students about the purpose of the lesson.</p>	<p>1. The students answer the teachers' greeting. 2. The captain class leads the prayer before starting the lesson. 3. The students prepare themselves to start the lesson. 4. The students pay attention to the teacher.</p>
Meeting 1		
<p>Presentation 25 minute</p>	<p>6. The teacher shows the pictures containing places of interests. 7. The teacher asks the students about their Holiday plans. 8. The teacher asks the students to identify the places of Holiday plan. 9. The teacher asks the students to make a discussion with partner. 10. The teacher asks the students to answer the questions about Holiday plans. 11. The teacher gives the dialogue about Holiday plans to</p>	<p>6. The students give the opinion about the pictures. 7. The students tell the teacher about Holiday plan. 8. The students tell future planning to the teacher. 9. The students make discuss about Holiday plan with friend. 10. The students answer the question about Holiday plans. 11. The students get the dialogue about Holiday plans. 12. The students read the dialogue and make comprehension about situation. 13. The students identify the</p>

	<p>the students.</p> <p>12. The teacher ask the students to read the dialogue.</p> <p>13. The teacher ask the students to identify the grammatical structure in the dialogue.</p>	<p>grammatical structure in the dialogue.</p>
Meeting 2		
<p>Practice 25 minute</p>	<p>14. The teacher show the interesting picture about short movie to the students.</p> <p>15. The teacher plays short movie containing Holiday plan.</p> <p>16. The teacher asks the students about short movie that they are watching.</p> <p>17. The teacher ask the students to discuss with friends about short movie.</p> <p>18. The teacher ask the students to work in pairs and discuss about short movie</p> <p>19. The teacher asks the students to watch and listen short movie second time for answer the question about Trench experiences.</p> <p>20. The teacher give hand out to the teacher about Grammar (going to and present continuous tense).</p> <p>21. The teacher ask the</p>	<p>14. The students give their opinions about the pictures.</p> <p>15. The students watch the short movie about Holiday plan.</p> <p>16. The students answer teacher's questions about short movie.</p> <p>17. The students discuss with friends about short movie</p> <p>18. The students pay attention to the teacher and then their answer teacher's questions by working in pair for discussion.</p> <p>19. The teacher asks the students to watch and listen short movie second time for answer the question conversation between Elena and Victor.</p> <p>20. The students get hand out to the teacher about Grammar (going to and present continuous tense).</p>

	<p>students to read the text.</p> <p>22. The teacher ask the students to full the exercise about grammar.</p>	<p>21. The students read the text about Grammar (going to and present continuous tense).</p> <p>22. The students full the exercise about grammar.</p>
Meeting 3		
<p>Production</p> <p>25 minute</p>	<p>23. The teacher asks the students to find the partner for work in pairs.</p> <p>24. The teacher asks every pairs write 5 questions about asking for holiday plan.</p> <p>25. The teacher checks the question that have wrote by pairs.</p> <p>26. The teacher asks every pairs go to ask 4 classmates about their holiday plan. Then record their answer in table.</p> <p>27. The teacher asks every pair present about friends' holiday plan based on information in the table.</p>	<p>23. The students find his/her partner for work in pairs</p> <p>24. Every pairs write 5 questions about asking for holiday plan.</p> <p>25. Every pairs' questions checked by the teacher.</p> <p>26. Every pairs go around the class for 4 classmates about their holiday plan and record their answer in this table.</p> <p>27. Every pairs present about friends' holiday plan based on information in the table.</p>
<p>Closing</p> <p>10 minute</p>	<p>28. The teacher summarizes the lesson and do a reflection in the end of lesson.</p> <p>29. The teacher gives the students homework.</p> <p>30. The teacher ends of the lesson by greeting and praying.</p>	<p>28. The students summarize the lesson and do a reflection.</p> <p>29. The students make a note for further guidance from their teacher.</p> <p>30. The students answer their teacher's greeting and praying together.</p>

F. Materials

Textbook, handout, worksheet, exercises

G. Technology

Computer/laptop, loudspeaker/headset

H. Learning Sources

- <https://www.youtube.com/watch?v=HnFFT2-qmJ0&t=268s>
- http://www.myenglishpages.com/site_php_files/grammar-lesson-future-plan.php
- <https://www.thoughtco.com/future-with-going-to-and-will->

H. Reflection (to be completed after the lesson is taught)

1. What works and doesn't work well?

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2. How effective is student in accomplishing the goal?

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3. What evidence of student understanding?

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4. What would you do differently the next time you teach this lesson?

.....

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.....

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5. What would you do next while teaching student?

.....

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Holiday Plans

Task 1: Presentation

A. Look at the pictures below then Identify and discuss with your friends about holiday plans.



Discussion questions

1. Where are you going on your holiday?
 2. How long are you going to stay?
 3. Who are you going with?
 4. Where are you going to stay?
 5. What special things do you plan to do?
-

B. Complete the questions below about your Holiday plans.

E.g. Where are you going on your Holiday?

I am going to London.

6. Where are you going on your Holiday?

7. How long are you going to stay?

8. How long did you stay?

9. Who are you going with?

10. Where are you going to stay?

11. What special things do you plan to do?

12. What special things do you plan to do?

13. Do you plan to try the local food?

14. What will you do there?

15. Will you able to speak English?

C. Look at the conversation below about Holiday plans between Elena, Victor and their friend. Then identify the grammatical structure.

Holiday plans

A: Elena have a big date next Saturday.
Victor: Oh! Really.
Elena: I'm meeting my class-mate.
A: Yes. Her class-mate Chong. He is in London. He look like Brusli?
Elena: Chong! No no, Not really
Vitor: Why you go alone with them?
Elena: Yes. You can come too.
Victor: I can't, I'm sorry. I'm going away for the weekend.
Elena: Wow! Where are you going?
Victor: I'm going to Bolong.
Elena: Where is Bolong?
Victor: In French on the west.
Elena: Who are you going with?
Victor: I'm going with my classmate Harry, John and Sam if his better.
Elena: Where you leaving?
Victor: We will fly Saturday night?
Elena: That will be nice.
A: Where will you be stay, Hotel?
Victor: No. Harry have his mother's house there.
A: Oh! Well. I hope you will a good time.
Victor: Thanks you. I guess, I'm sure we will.
A: When are you coming back?
Victor: We will coming back on Sunday afternoon.
A: Hopeful is! I just have another great idea.
Victor: What is it?
A: Why don't you bring Alena belong too? She can get a sheep ticket
Alena: But em impossible.
Victor: Yes impossible.
A: Why? It is impossible. You have lovely time. Love is fun.
Elena: I have to work on Saturday. And I've a meeting Chong too.
A: Oh! That's right. Trash!! I forgot. What about party?
Victor: Yes, sorry Elena.
Elena: Oh! It's ok.
A: Well maybe next time. You are going to look big Gracular on Saturday. He just spectacular. Oh victor, can you by me some of lovely that brigh in Bolong. Where is normal market there?
Victor: Of course. Anything else?
A: Wow actually.
Victor: No no! I won't have much time for shopping.
A: What else are you going to do there?
Victor: We are going to see some building and galleries and if some weather nice. I am going to do some journey.
Elena: Oh! I want to see you're droll.
Victor: Em! Sure, I can show you the one from school today.
Elena: Oh! Tomorrow please! I really tied now.
A: Sweet-heart. Going get some rest. It a big date tomorrow.
Victor: Yes. If you like I can take your school in the morning.
Elena: Oh! Thank you. Every kind. Ok bye.

Task 2: presentation



➤ Listen and watch the authentic short movie below and make a discussion after watching it.



II. D. Make a discussion session about Holiday plans by using the question bellow.

- 1. What are they talking about?
- 2. How many people in the video?
- 3. Who are they referring to in the discussion?
- 4. Where is Viktor going to a way for the weekend?
- 5. When is Viktor coming back on his weekend?

F. Work in pairs, Watch and listen short movie about Victor and Elena talking about. Complete the question below with the conversation information.

- 4. Where are you going on your holiday Victor?

- 5. Where is Bolong?

- 6. Who are you going with?

- 7. Where you leaving?

D. Grammar: Going to and Present Continuous.

- Read the following sentences below about grammatical structure:
Going to and Present Continuous.

Going to and Present Continuous

Future plan

In addition to the simple future we can talk about future events by using either:

- The present continuous, or to be (in the simple present) + going to +verb.

These two forms are used to talk about future plans. There are, however, some differences between the two forms.

1. The present continuous for future plans:

The present continuous is used when we say what we have planned and arranged to do at a specific time in the future. These are fixed plans with definite time and/or place.

Examples:

I'm doing my homework this evening. I'm starting university in September.

2. To be + going to + verb:

A. We use 'going to' to express the future when we intend to do something or have decided to do something but did not arrange it. It is just an intention.

Example:

Elena: Wow! Where are you going?

Victor: I'm going to Bolong.

Elena: Where is Bolong?

Victor: In French on the west.

Elena: Who are you going with?

Victor: I'm going with my classmate Harry, John and Sam if his better.

Grammar Exercise: Underline the correct verb phrase.

1. Sofia is going/ are going to go shopping on Sunday.
.....
2. My parents is going/ are going to visit me tomorrow.
.....
3. They is going/ are going to go camping this summer.
.....
4. It is going to/ are going to get warmer.
.....
5. We is going/ are going to invite many people to our party.
.....
6. The snow am going to/ is going to continue over a week.
.....
7. I is going/ am going to play tennis the day after tomorrow.
.....
8. Sue and Ivan am going/ are going to go skiing this winter.
.....
9. Paula am going/ is going to start swimming lessons.
.....
10. It is going to/ am going to rain tomorrow.
.....

Task 3: Production

D. Write 5 questions that ask about your friends' holiday plans (do it in pairs).

Then check your questions with the teacher.

E.g. Where are you going on your last holiday?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

E. Use your questions to ask your 4 classmates about their holiday plans. Record their answer in this table:

Questions	Friend 1	Friend 2	Friend 3	Friend 4
6.				
7.				
8.				
9.				
10.				

F. Read your completed table. Then, prepare a short presentation about your friends' travelling experience based on your completed table.

E.g. Ahmad going to in his holiday next week. He is staying there for three days. There are a lot of activities that he will do there. He is going to water part and KL CC. He is thinking about next holiday will be amazing time for holiday.

LESSON PLAN 3

Senior High School Students

Unit 8	: Holidays	Class	: 5/1
Title of Lesson	: Tourists information	Meetings	: 7 -9
Time Allocation	: 3 x 45 minutes	Skill	: Speaking

A. Student Learning Goals

1. Standard of Competency:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency:

Speak to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose:

In the end of the lesson, the students are able to speak and explain simple explanation in the different condition.

B. Objective

1. After watching a short movie on tourists' information, students can answer questions about tourists' information.

2. After watching a short movie on tourists' information, students are able to identify sentences that are using future tense

3. Students are able to give presentation about tourists' information for 3 minutes with acceptable fluency and accuracy.

C. Teaching Method

PPP (Presentation, Practice, Production)

D. Assessment

1. Students will present to the class one item they learned about tourists' information.

2. The teacher will walk around and individually assess students.

E. Procedures/Lesson Sequence

Stages	Teacher	Student
<p>Warm up 10 minute</p>	<p>1. Teacher greets the students. 2. Teacher asks the captain class to lead the prayer to start the lesson. 3. Teacher checks the students' attendance and prepares the class condition. 4. Teacher informs the students about the purpose of the lesson.</p>	<p>1. The students answer the teachers' greeting. 2. The captain class leads the prayer before starting the lesson. 3. The students prepare their selves to start the lesson. 4. The students pay attention to the teacher.</p>
<p>Presentation 45 minute</p>	<p>5. The teacher shows the pictures and passenger's information. 6. The teacher asks the students make 3 groups as equal. 7. The teacher asks the students to identify the information in the different pictures. 8. The teacher asks the students discuss with group members by using the questions of each picture. 9. The teacher asks the students to present the information in front of the class. 10. The teacher plays short movie about tourist information for checking information. 11. The teacher ask the students discuss with members after</p>	<p>5. The students pay attention to the teacher. 6. The students divide the class to be 3 groups an equal. 7. Every groups identify the picture about tourist information. 8. Every group discuss about passenger's information with members. 9. Every group choose volunteer to present the information in front of the class. 10. Every groups pay attention to the short movie for checking the information. 11. Every groups discuss and check the information in the short movie.</p>

	watching short movie.	
Practice 45 minute	<p>12. The teacher show the interesting picture about short movie to the students.</p> <p>13. The teacher plays short movie containing tourists' information.</p> <p>14. The teacher asks the students about short movie that they are watching.</p> <p>15. The teacher ask the students to discuss with friends about short movie.</p> <p>16. The teacher ask the students to work in pairs and discuss about short movie.</p> <p>17. The teacher asks the students to watch and listen short movie second time for check the answer.</p> <p>18. The teacher ask the teacher to write information about how the students come to school.</p> <p>19. The teacher ask the students to present in front of the class.</p>	<p>12. The students give the opinions about the pictures.</p> <p>13. The students watch the short movie about tourists' information.</p> <p>14. The students answer teacher's questions about short movie.</p> <p>15. The students discuss with friends about short movie</p> <p>16. The students pay attention to the teacher and answer teacher's questions by working in pair for discussion.</p> <p>17. The teacher asks the students to watch and listen short movie second time for check the answer.</p> <p>18. The students write the information about using school bus some to school.</p> <p>19. The students present the information in front of the class.</p>
Production 45 minute	<p>20. The teacher give the dialogue about tourist' information to the students.</p> <p>21. The teacher asks every pairs for practice conversation.</p> <p>22. The teacher ask every pairs</p>	<p>20. The students find his/her partner for work in pairs.</p> <p>21. Every pair practice conversation about tourist information.</p> <p>22. Every pairs make a</p>

	<p>prepare for presentation.</p> <p>23. The teacher choose volunteer for coming in front of the class to make a role play.</p> <p>24. The teacher ask every pairs asking and answering about holiday places.</p> <p>25. The teacher ask every pairs present in front of the class.</p>	<p>preparation for presentation.</p> <p>23. Every pairs choose volunteer for coming in front of the class to make a role play.</p> <p>24. Every pairs make a role play about asking and answering about places.</p> <p>25. Every pairs present in front of the class about how to get there.</p>
<p>Closing 10 minute</p>	<p>26. The teacher summarizes the lesson and do a reflection in the end of lesson.</p> <p>27. The teacher gives the students homework.</p> <p>38. The teacher ends of the lesson by greeting and praying.</p>	<p>26. The students summarize the lesson and do a reflection.</p> <p>27. The students make a note for further guidance from their teacher.</p> <p>38. The students answer their teacher’s greeting andpraying together.</p>

F. Materials

Textbook, handout, worksheet, exercise

G. Technology

Computer/laptop, loudspeaker/headset

H. Learning Sources:

<https://www.youtube.com/watch?v=er-fXsP4zG0&t=68s>

English Text book

I. Reflection (to be completed after the lesson is taught)

1. What works and doesn’t work well?

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2. How effective is student in accomplishing the goal?

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3. What evidence of student understanding?

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4. What would you do differently the next time you teach this lesson?

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5. What would you do next while teaching student?

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.....

I. Tourists'

Task 1: Presentation

- A. Work in group. Look at the picture below and discuss with group members about information in the airport. Then present information to the others group.

HAND LUGGAGE International Flights	
NOT PERMITTED	PERMITTED
Sharp objects.	Up to 100 ml of perfume, gel or cream. Place in a 20 x 20 cm transparent ziplock bag. Passenger may take one bag each.
Bottles or containers of liquids (water, soft drinks or liquor) of any size.	Passengers may take medicine and baby food needed during the flight.
More than 100 ml of perfume, gel or cream.	

1

Discussion questions

1. What kind of liquids that permitted and not permitted for international flights?
2. Who many ml of perfume that permitted for international flights?
3. Where the passenger can take the medicine and food during the flights?

2

IMPORTANT
▶ Carrying amounts over US\$30,000 is forbidden when entering or leaving Peru .
▶ All Peruvian or foreign citizens leaving Peru and carrying more than US\$10,000 in local or foreign currency must declare it at the customs office .

Discussion questions

1. How many US when enter to Peru?
2. What should we do when carrying the money more than permission?

3. Where we have to report if we carrying the money more than permission?



3

Discussion question

1. What should the passenger do before going through the metal detector?
2. How many thing the passenger have to put in the place in the drug?
3. What kind of place the passenger have put?

- B. Listen and watch the short movie about tourist' information and check your answers.



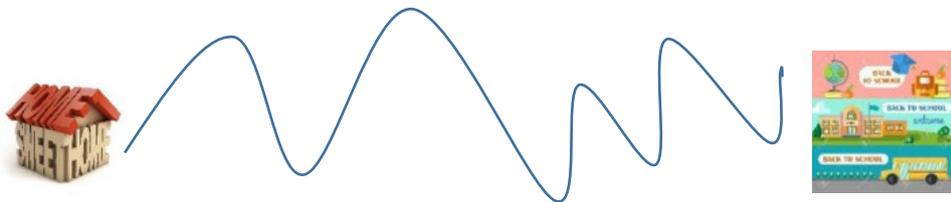
Task 2: Practice

- C. Listen and watch the authentic short movie below and make a discussion after watching it.



Work in pairs. Make a discussion session about Tourists' information by using the question below.

1. What is the title of the film?
 2. How Anie and Hang are about to return to home?
 3. What procedure are followed by Anie and Hang when they return to home?
- D. Write the information about using transportation from your home to school and present in front of the class.



E.g. I come to school by school bus number..... I take on the school bus from.....to school every day and etc.

Task 3: production

E. Work in pairs. Read the dialogue. Find the places on the map.

Assistant: Hello, Can I help you?
Kate: Yes, is the Dungeon Museum near here.
Assistant: Yes, it's about five minute from here in the town square.
Kate: Oh, good. How do we get there?
Assistant: Ok, here it is on the map. And it is the Tourist information Centre-we're here.
Kate: Right. So we go along City Road and turn right at the end.
Assistant: No, not quite. Go along City Road and turn left at the end.
Kate: Oh yes!
Assistant: Then go along Park Road to the square. Go past the Art Gallery. The Dungeon Museum is in the center.
Kate: tanks, is there anywhere to eat near the museum?
Assistant: Yes, there's burger bar next to it ans there's pizzeria in the opposite corner of the seuare.
Kate: Ok, thanks very much.
Assistant: You're wellcome.



F. Work in pairs. You are at the tourist information Center on the map. Ask your partner for directions to three places by using the picture bellow. Use the useful expressions. Take turns.

Example

How do I get to the Art Gallery?

Go along.....

Aquarium	8. Swimming pool
Shopping centre	9. Zoo
Bank	10. Lake
Pizzeria	11. Art Gallery
Hotel	12. Dungeon Museum



LESSON PLAN 4

Senior High School Students

Unit 8	: Holidays	Class	: 5/1
Title of Lesson	: School holidays in Austria	Meetings	: 9 - 12
Time Allocation	: 3 x 45 minutes	Skill	: Speaking

A. Student Learning Goals

1. Standard of Competency:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

2. Basic Competency:

Speak to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them

3. General Purpose:

In the end of the lesson, the students are able to speak and explain simple explanation in the different condition.

B. Indicator:

1. After watching a short movie on School holidays, students can answer questions about School holidays.

2. After watching a short movie on School holidays, students are able to mention 10 words about School holidays from the movie.

3. After watching a short movie on School holidays, students are able to identify sentences that are using future tense

4. Students are able to give presentation about School holidays for 3 minutes with acceptable fluency and accuracy.

C. Teaching Method

PPP (Presentation, Practice, Production)

D. Learning Assessment

1. Students will present to the class one item they learned about School holidays in the UK and School holidays plans.
2. The teacher will walk around and individually assess students.

E. Procedures/Lesson Sequence

Stages	Teacher	Student
Opening 10 minute	<ol style="list-style-type: none">1. Teacher greets the students.2. Teacher asks the captain class to lead the prayer to start the lesson.3. Teacher checks the students' attendance and prepares the class condition.4. Teacher informs the students about the purpose of the lesson.	<ol style="list-style-type: none">1. The students answer the teachers' greeting.2. The captain class leads the prayer before starting the lesson.3. The students prepare their selves to start the lesson.4. The students pay attention to the teacher.
Presentation 25 minute	<ol style="list-style-type: none">5. The teacher shows the school holiday schedule to the students.6. The teacher asks the students choose one school holiday.7. The teacher asks the students to discuss with friend about school holiday.8. The teacher asks the students to write 5 school holiday activities in to the table and describe the reason why interesting it.9. The teacher asks the students to present the information in front of the class.10. The teacher give school holiday activities that will containing in short movie.11. The teacher plays short	<ol style="list-style-type: none">5. The students pay attention to the teacher.6. The students choose one school holiday activity in the schedule.7. The students discuss about school holiday with friend.8. The students write 5 school holiday activities in to the table and describe the reason why interesting it.9. The students present the information in front of the class.10. The students get school holiday activities that will be learn in short movie.11. The watch and listen the short movie about school holiday activities.12. The students discuss and check the information in the

	<p>movie about school holiday for checking information.</p> <p>12. The teacher ask the students discuss with friend.</p>	<p>short movie.</p>
<p>Practice 25 minute</p>	<p>13. The teacher show the interesting picture about short movie to the students.</p> <p>14. The teacher plays short movie containing school holiday activities.</p> <p>15. The teacher asks the students about short movie that they are watching.</p> <p>16. The teacher ask the students to discuss with friends about short movie.</p> <p>17. The teacher ask the students to work in pairs and discuss about short movie.</p> <p>18. The teacher asks the students to watch and listen short movie second time for check the answer.</p> <p>19. The teacher ask the students to do exercise about school holiday activities.</p> <p>20. The teacher check the exercise and make correction.</p> <p>21 The teacher give the feedback to the students.</p>	<p>13. The students pay attention and give the opinions about the pictures.</p> <p>14. The students watch the short movie about school holiday activities.</p> <p>15. The students answer teacher's questions about short movie.</p> <p>16. The students discuss with friends about short movie</p> <p>17. The students pay attention to the teacher and answer teacher's questions by working in pair for discussion.</p> <p>18. The students watch and listen short movie second time for check the answer.</p> <p>19. The students does the exercise about school holiday activities.</p> <p>19. The students give the exercise to the teacher for checking correction.</p> <p>21. The students pay attention to the teacher.</p>
<p>Production 25 minute</p>	<p>22. The teacher asks the students about the previous meeting.</p> <p>23. The teacher gives the post it to the students and explain the activity.</p> <p>24. The teacher asks the students to write planning in school holiday activity.</p> <p>25. The teacher asks the</p>	<p>22. The students tell the teacher about previous meeting.</p> <p>23. The students got post it as using for writing school holiday.</p> <p>24. The students write school holiday plan in the book first.</p> <p>25. The students write down in the post it that have given.</p>

	<p>students to write down in the post it that have given.</p> <p>26. The teacher ask the students to stick all post it on the board.</p> <p>27. The teacher asks the students about preparing the presentation to the class.</p> <p>28. The teacher ask the students to present in front of the class.</p> <p>29. The teacher give the feedback to the students about presentation.</p>	<p>26. The students stick post it that have wrote School holiday plan in the board.</p> <p>27. The students pay attention about teacher’s explanation and prepare for presentation.</p> <p>28. The students present information about school holiday in front of the class.</p> <p>29. The students pay attention to the teacher about giving feedback.</p>
<p>Closing 10 minute</p>	<p>30. The teacher summarizes the lesson and do a reflection in the end of lesson.</p> <p>31. The teacher gives the students homework.</p> <p>32. The teacher ends of the lesson by greeting and praying.</p>	<p>30. The students summarize the lesson and do a reflection.</p> <p>31. The students make a note for further guidance from their teacher.</p> <p>32. The students answer their teacher’s greeting andpraying together.</p>

F. Materials

Textbook, handout, worksheet, exercises

G. Technology

Computer/laptop, loudspeaker/headset

H. Learning Sources:

- https://www.youtube.com/watch?v=6dELIo_xxyk
- <https://www.englishlearner.com/teachers/speaking.html#holi>

H. Reflection (to be completed after the lesson is taught)

1. What works and doesn’t work well?

.....

.....

.....

.....

2. How effective is student in accomplishing the goal?

.....
.....
.....
.....

3. What evidence of student understanding?

.....
.....
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4. What would you do differently the next time you teach this lesson?

.....
.....
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5. What would you do next while teaching student?

.....
.....
.....
.....
.....

II. School holiday in

A. Choose one school holiday activities in the box and discuss with your friends.

COOL	DATES	ACTIVITY	COST	DESCRIPTION
A	Monday 4 July	Kardio kids	\$15	Fun filled activities to get every youngster moving, running, throwing, catching and having fun.
B	Tuesday 5 July	Lords party time	\$15	A session of our best party games including musical bobs and chairs, duck duck goose, dance off or any other favourites.
C	Wednesday 6 July	Kids Olympic games	\$15	Join us as we get ready together for the Olympics with relay races, athletics and plenty of fun.
D	Thursday 7 July	Court sports	\$15	A session of our best court games including rounders, protect the chair and 8 ball.
E	Friday 8 July	Winter ball sports	\$15	An introduction into Gaelic, AFL and touch rugby. Kids can try something new and give it a go.
F	Monday 11 July	Dodgeball	\$15	Dodge, dip, duck and dive around in this session that will have the kids pulling off show stopping moves.
G	Tuesday 12 July	Craft	\$20	Kids can express their creativity and imagination through hands on activities. Children can make and take home their projects.
H	Wednesday 13 July	Kardio kids	\$15	Fun filled activities to get every youngster moving, running, throwing, catching and having fun.
I	Thursday 14 July	Basketball V netball	\$15	A fun filled basketball and netball clinic where kids practise ball skills for both sports with fun-based activities and mini games.
J	Friday 15 July	Kids pick 'n' mix	\$15	Kids get to pick what they play today from a selection of sports including basketball, netball, dodge ball, tug of war, and more.

The programs above all run from 9.30am to 11.30am and are for children aged six to twelve years.

Discussion question

1. What date do you want to join school holiday activity?
2. What school holiday activity do you choose?
3. How much money do you pay for the school holiday activity?
4. Can you describe your school holiday activity to me?

B. Write 5 school holiday activities that you always do in your school holiday and explain to your friend.

No	School holiday activities	Description
1.		
2.		
3.		
4.		
5.		

C. Listen and watch the short movie about 7 thing in school holiday activities below and make a discussion with your friend after watching.

There 7 thing to do in school holiday

1. Challenge yourself to do something new.
2. Explore, spend your whole day with your friends or notice trip time limit find you hand out's box.
3. Go down and slide on the park
4. Don't forget to share, share your thing, and share your time among all of your friends.
5. Wake up in the morning be amaze all of the thing will accomplish that day or that way.
6. Go to café house, you can be outside, and you can be a laundry with sheep, with pan that is a cool for the hanging out
7. Bring your favorite's book, or your favorite TV show.

Task 2: presentation

D. Listen and watch the short movie about school holidays and discuss with your friend after watching.



➤ Discussion questions

1. What is the title of short movie about?
 2. How many week school holiday in Australia?
 3. How many ways that you can do on school holidays?
-

E. Listen and watch the short movie about school holiday activities and fill the blank after watching by choosing the work in the box below.

Challenge	slide on the park	accomplish	your favorite TV show
share your thing	you can be outside	with your friends	

There 7 thing to do in school holiday

1.yourself to do something new.
 2. Explore, spend your whole day or notice trip time limit find you hand out's box.
 3. Go down and
 4. Don't forget to share,.....,.....and share your time among all of your friends.
 5. Wake up in the morning be amaze all of the thing will that day or that way.
 6. Go to café house,....., and you can be a laundry with sheep, with pan that is a cool for the hanging out.
 7. Bring your favorite's book, or
-

F. Write a school holiday activity and make notes about reason why will you interesting. Then write down in a post it and stick on the board.



G. Present your information about school holiday activity in front of the class.



Appendix 2:
Lesson Plan for Control Class

LESSON PLAN 1

SENIOR HIGH SCHOOL STUDENTS

Unit 8 : Holidays

Class: 5/2

Topic: Traveling Experiences

Meeting: 1-3

Time Allocation: 45 minutes

Skill: Speaking

A. Standard of Competency and Indicators

1. Standard of Competency

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency

Students will be able to speak and give data about themselves, friends and the surrounding environment; pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose

In the end of the lesson, the students are able to give simple explanation about traveling and conducting interpersonal communication.

B. The Objective of the Lesson

The students are able to understand, explain, and write the sentence by using the will, won't and be going to in present future tense.

C. Key Expressions

- Topic travelling in the future
- Pronunciation
- Vocabulary: space tourism; holidays
- Grammar: will – first conditional
- Functional language: talking about the future; making prediction
- Culture: space exploring

D. Assessment

- The students do the test (pre-test/post-test)
- The students do exercises

E. Teaching Learning Activities

1. Procedures for Meeting 1

- **Pre-teaching**

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer before start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning objective that the students have achieve in learning process

5) The students do pre-test about using will, won't and be going to in present future tense.

- **While-teaching**

6) The teacher shows the pictures about traveling places and asks to the students by using the question as follows: What do you see in the pictures?

7) The students answer the teacher's question about traveling.

8) The students look at the pictures on page 88.

9) The teacher reads a passage to the students one time.

10) The teacher asks the students to practice in the reading passage then chooses one-by-one for practice.

- **Post-teaching**

11) The teacher gives homework to the students to read the text about traveling experiences.

12) The teacher and the students summarize the lesson and do a reflection about using will, won't and be going to in present future tense in the sentences.

2. Procedures for Meeting 2

• Pre-teaching

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning objective that the students have achieve in learning process

5) The teacher asks the students about learning material in the previous meeting

• While-teaching

6) The students practice reading on page 88 to classify some issues in the reading passage.

7) The teacher writes some vocabularies about traveling on the whiteboard and asks the students about the meaning.

- Future = (n.) อนาคต
- Looking forward = (adv.) มองไปข้างหน้า
- Difference = (n.) ความแตกต่าง
- Spaceship = (n.) ยานอวกาศ
- Passenger = (n.) ผู้โดยสาร
- Predict= (v.) ทำนาย เป็นต้น

8) The students translate the vocabularies and then write in the book.

9) The teacher selects some students to read vocabularies and the students guess the meaning.

10) The teacher writes the question about the reading passage for checking the students' understanding on passage. The questions as follows:

1. What are they looking forward?
2. Where they will travel in the future?
3. How much the cost for the trip?
4. Do you want to have difference holiday, and where is the place?

11) The teacher asks the students to work in pairs for sharing the information in the passage.

12) The students answer the teacher's questions.

- **Post-teaching**

13) The teacher and the students summarize the lesson and do a reflection about using will, won't and be going to in present future tense in the sentences in the sentences.

3. Procedures for Meeting 3

- **Pre-teaching**

- 1) Teacher greets students to begin the class
- 2) The teacher asks the class captain to lead the prayer to start the lesson.
- 3) The teacher checks the students' attendance and prepares class condition.
- 4) The teacher informs the learning objective that the students have to achieve in learning process
- 5) The teacher asks the students about materials and activities in the previous meeting.

- **While-teaching**

6) The teacher gives two examples to the students in Thai language as follows:

- ฉันจะไปกรุงเทพมหานคร
- พวกเราจะไปค่ายอังกฤษในเดือนเมษายนนี้

7) The students translate the sentences about future tense to be English language for opening the lesson by using will, won't and be going to and introduce the topic of today's lesson to the students

8) The teacher explains the rule of using present future tense.

9) The students do exercise number 2 on page 88-89 and number 3 on page 89.

- **Post-teaching**

10) The teacher and the students summarize the lesson and do a reflection about using will, won't in the sentences.

11) The students do exercise post-test about will, won't and be going to.

F. Materials and Setting of Study

1. Materials/Tools

- Students' book (English Explorer 2)
- Book
- Dictionary
- Learning exercise: will, won't
- Pre-test and Post-test will, won't

2. Setting of the lesson

- Classroom

G. Reflection (to be completed after the lesson)

1. What works and doesn't work well?

.....
.....
.....
.....

2. How effective are the students in accomplishing the objectives?

.....
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.....
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3. What is the evidence of the students' understandings?

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4. What would you do differently the next time you teach this lesson?

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5. What would you do next while teaching students?

.....
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.....

LEARNING MATERIALS

Activity 1 for Meeting 1

A. Pre-test

Test Unit 8A

Pre-test and Post-test

Travelling in the Future

A. Direction C: Complete these sentences with *Will and Won't*

1. Air travel.....(not be) as cheap as it is now
2. People.....(not have) holidays abroad.
3. There.....(be) less countryside than there is now, and more cities.

Answer:

1. Air travel *won't* be as cheap as it is now
2. People *won't* have holidays abroad.
3. There *will* be less countryside than there is now, and more cities.

B. Read the suggestions. Then complete the responses.

1. "let's go on holiday."
 - a. If we (go) on holiday, I.....(get) a suntan.
 - b. If we..... (not go) on holiday, the summer.....(be) boring.
2. "Let's have a beach holiday."
 - a. If we (have) a beach holiday, Dad.....(not enjoy) it.
 - b. If we..... (not have) a beach holiday, Dad.....(be) happy.

B. Identify the pictures below based on your traveling experiences.



What do you see in the picture?

Activity 2: Reading Passage on Page 88 Meeting 2

8A Travelling in the future

A family holiday – with a difference

The Branson children are looking forward to a holiday with a difference. If everything goes to plan, they will be the first family of 'space tourists'. They will travel in *SpaceShipTwo*, the first spaceship for passengers. The space travel company, Virgin Galactic, predicts that *SpaceShipTwo* will be ready to fly very soon. The flight will last about two hours but the Branson family won't be in space all of the time. It will take almost an hour to get to the edge of space – 100 kilometres above the Earth. Then the *SpaceShipTwo* passengers will be in space. They'll be weightless for about five minutes. They'll have a spectacular view of the Earth. Until now, only astronauts have seen the Earth from space. But if *SpaceShipTwo* is a success, about 5,000 space tourists a year will see the same view. A ticket for the trip will cost £100,000 per person. At the moment, about 100 people have bought tickets. Will the Branson family get a family discount on the price? It's possible – Sir Richard Branson is the owner of the Virgin Galactic!

Vocabularies

- Future = (n.) อนาคต
- Looking forward = (adv.) มองไปข้างหน้า
- Difference = (n.) ความแตกต่าง
- Spaceship = (n.) ยานอวกาศ
- Passenger = (n.) ผู้โดยสาร

B. Answer the questions below based on the information in reading passage.

1. What are they looking forward?
2. Where they will travel in the future?
3. How much the cost for the trip?
4. Do you want to have difference holiday, and where is the place?

Activity 2: Exercises on Page 88-89 of Meeting 3

A. Complete the table with will and won't.

Affirmative	
I/You/We/They/He/She/It	(1).....travel in Space Ship Two.
Negative	
I/You/We/They/He/She/It	(2).....be in space all of the time.

**Note the abbreviations: I will-I'll, You will-You'll, We will not-We won't, etc.

Questions		
	I/You/We/They/He/She/It	Get a discount?
Short answers		
Yes,	I/You/We/They/He/She/It	(4).....
No,	I/You/We/They/He/She/It	(5).....

B. Complete the predictions with will or won't.

e.g The Branson family will be the first family of space tourist. **(be)**

1. Space tourism.....very expensive. **(be)**
2. A lot of peopletickets for spaceshiptwo. **(buy)**
3. The Earth.....different space. **(look)**
4. Vegin Galactic.....tourists to the moon. **(not take)**

Activity 3: for Meeting 3

A. Post-test

LESSON PLAN 2
SENIOR HIGH SCHOOL STUDENTS

Unit 8 : Holidays

Class: 5/2

Topic: Holiday Plans

Meeting: 1-3

Time Allocation: 45 minutes

Skill: Speaking

A. Standard of Competency and Indicators

1. Standard of Competency

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency

Students will be able to speak and give data about themselves, friends and the surrounding environment; pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose

In the end of the lesson, the students are able to give simple explanation about holiday plans in the future and conducting interpersonal communication.

B. The Objective of the Lesson

The students are able to understand a reading passage and write the sentence by using be going to in present future tense.

C. Key Expressions

- Holiday plans
- Pronunciation: r in the work of Ireland, near park, really river
- Vocabulary: holidays; prepositions of position
- Grammar: going to and present continuous as future
- Functional Language: talking/asking and answering about a fixed plan
- Culture: holiday places

D. Assessment

- The students do the test (pre-test/post-test)
- The students do exercises about be going to

E. Teaching Learning Activities

1. Procedures for Meeting 1

• Pre-teaching

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning objective that the students have achieve in learning process

5) The teacher asks the students about holiday plans by using the questions as follows: Do you have plans in this summer holiday?

• While-teaching

6) The students look at the textbook on page 90 about planning on holiday.

7) The students read the passage about three people's holiday plans on page 90

8) The teacher writes some interesting vocabularies on the whiteboard and the students write into their books.

9) The students translate these vocabularies.

- Holiday = วันหยุด
- Plan = แผนการ, วางแผน
- Aquarium = พิพิธภัณฑ์สัตว์น้ำ
- Museums = พิพิธภัณฑ์
- Theme park = สวนสนุก

- **Post-teaching**

8) The teacher and the students summarize the lesson by using pair-checking exercise about using “be going to”

3. Procedures for Meeting 3

- **Pre-teaching**

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students’ attendance and prepares the class condition.

4) The teacher asks the students about the previous meeting and the students answer the teacher’s question.

- **While-teaching**

5) The teacher gives the post-test to the students about the use of “be going to”

6) The teacher asks the students about the improvement and what they need to learn in the next meeting.

- **Post-teaching**

7) The teacher informs to the students about the material for next meeting.

8) The teacher and the students summarize the lesson by using pair-checking exercise about using “be going to”

F. Materials and Setting of the Lesson

1 Materials/Tools

- Students’ book (English Explorer 2)
- Book
- Dictionary
- Learning exercise: going to

- Pre-test and Post-test

2 Setting of Lesson

- Classroom

G. Reflection (to be completed after the lesson)

1. What works and doesn't work well?

.....
.....
.....
.....

2. How effective are the students in accomplishing the objectives?

.....
.....
.....
.....

3. What is the evidence of the students' understandings?

.....
.....
.....
.....

4. What would you do differently the next time you teach this lesson?

.....
.....
.....
.....

5. What would you do next while teaching students?

.....
.....
.....
.....

LEARNING MATERIALS

Activity 1 for Meeting 1

A. Pre-test/Post-test

Test unit 8B

Holiday plans

A. Write the meaning of these words

1. plans: _____
2. aquarium: _____
3. theme park: _____
4. famous building: _____
5. art galleries: _____

B. Write the sentences with the present continuous.

e.g. stay/ hotel/ 21st and 22nd

They are staying in a hotel on the 21st and 22nd

1. drive/Galway/Monday

.....

2. Uncle Liam/have a party/24nd

.....

3. cycle/along/the coast/Wednesday

.....

4. swimming/new pool/Thursday

.....

5. leave/28nd

.....

B. Read and listen to three people's holiday plans. The answer the questions.

1 'I'm a train driver on the Eurostar. I've been to Paris hundreds of times, but I've never got off my train! So this summer, I'm going to have a sight-seeing holiday in Paris. I'm going to visit all the famous buildings, art galleries and museums. And I'm going to stay in a beautiful hotel next to the River Seine. I'm really looking forward to it!'
Isabel

2 'We're really excited about our summer holiday this year. My mum has booked a holiday in Spain. We're going to stay on a campsite near Barcelona. Mum's going to sunbathe on the beach, and Dad and I are going to visit the aquarium, PortAventura theme park and Nou Camp football stadium. Wow!'
Jack

3 'My cousins live in Ireland, so this summer holiday we're going to stay with them. They live near the beach but I'm not going to go swimming. The water's too cold! I'm going to look for a swimming pool. The people in their village speak Irish, so we're going to learn some expressions we can use.'
Kirsty

C. Discuss the pictures above with your teacher by using the following questions.

1. Who is going to stay with their cousins?
.....
2. Who is going to visit a European capital city?
.....
3. Who is going to have a family holiday abroad?
.....

Vocabularies

Holiday	= วันหยุด
Plan	= แผนการ, วางแผน
Aquarium	= พิพิธภัณฑ์สัตว์น้ำ
Museums	= พิพิธภัณฑ์
Theme park	= สวนสนุก
Church	= โบสถ์ เป็นต้น

Activity 2 for Meeting 2

(Grammar: going to and the present continuous)

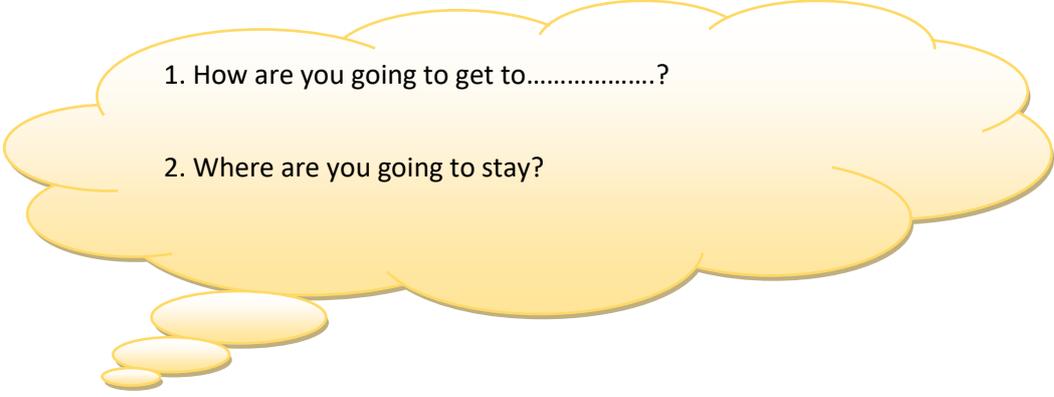
A. Complete the sentences. Which sentences refer to future events? Which sentences use the present continuous?

1. Kirsty is going to stay with her.....
2. They are going to learn some Irish.....
3. Kirsty family is driving to Liverpool on
4. They are getting the ferry at.....

**See Grammar Explorer: page 127

(When we use the present continuous for future plans, we always say the date or time: on Friday, next year, at nine o'clock tonight)

B. Choose a holiday destination and decide what you are going to there. Work in pairs. Ask and answer questions.



Activity 3 for meeting 3

A. Post-test

LESSON PLAN 3
SENIOR HIGH SCHOOL STUDENTS

Unit 8: Holidays

Class: 5/2

Topic: Tourists Information

Meeting: 1-3

Time Allocation: 45 minutes

Skill: Speaking

A. Standard of Competency and Indicators

1. Standard of Competency:

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency:

Students will be able to speak and give data about themselves, friends and the surrounding environment; pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose:

In the end of the lesson, the students are able to give simple explanation about tourist information in the future and conducting interpersonal communication.

B. The Objective of the Lesson

The students are able to identify a main idea in a reading passage and answer the questions about asking the way based on the map.

C. Key Expression

- Topic: tourist information
- Pronunciation: Syllable stress
- Vocabulary: Places in town ; directions
- Grammar: Imperative _ V1 for giving directions
- Functional Language: asking for and giving

D. Assessment

- The students do the test (pre-test/post-test)
- The students do exercises about asking for and giving directions.

E. Teaching Learning Activities

1. Procedures for Meeting 1

- **Pre-teaching**

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning goal and asks the students about tourist's information.

5) The teacher asks the about the way to go to some places which in this content the use students 'house as follow:

Can you tell the way to go to your house?

- **While-teaching**

6) The teacher asks the students do the pre-test before learning about tourist's information.

7) The teacher shows the pictures and asks the students by using short questions as follows: What do you see in the picture?

What are they doing?

- **While-teaching**

8) The teacher asks the students to look at the pictures on page 92 and reads the conversation to the students listen one time.

9) The students practice the conversation about asking for and giving directions.

- **Post-teaching**

10) The teacher and the students summarize the lesson and talk about asking the way to go to the beach.

2. Procedures for Meeting 2

- **Pre-teaching**

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning goals which the students can read the conversation about asking the way.

- **While-teaching**

5) The teacher plays an audio CD about the conversation of asking for and giving directions.

6) The students look at the dialog on page 92 and identify the important issues in the language use.

7) The teacher writes some vocabularies on the whiteboard and the students give the meaning.

- tourist: นักท่องเที่ยว
- near here: แถว ๆ นี้
- get there : ไปถึงที่หมาย
- turn right : เลี้ยวขวา
- turn left : เลี้ยวซ้าย

8) The teacher asks the students to read the vocabularies and write to their books.

9) The teacher asks the students about a conversation that they have read by using the questions below:

1. Is the Dungeon Museum near here?
2. How do we get there?
3. How to go to Dungeon Museum?
4. Is the Dungeon Museum in the corner?

10) The students work in pairs and share the information that they have learned from the conversation.

- **Post-teaching**

11) The teacher and the students summarize the lesson and talk about asking for and giving directions.

3. Procedures for Meeting 3

- **Pre-teaching**

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning goal and asks the students about tourist's information.

- **While-teaching**

5) The teacher asks the students to work in pairs and practice the conversation based on the dialog.

6) The teacher asks each pair to practice the conversation and present in front of the class.

7) The students do the post-test by using the presentation in front of the class about asking for and giving directions.

- **Post-teaching**

8) The teacher and the students summarize the lesson and talk about the next lesson.

F. Materials and Setting of the Lesson

1 Materials/Tools

- Students' book (English Explorer 2)
- Book
- Dictionary
- Audio CD
- Learning exercise: Tourist information
- Pre-test and Post-test

2 Setting of the Lesson

- Classroom
- Computer lab

G. Reflection (to be completed after the lesson)

1. What works and doesn't work well?

.....
.....
.....
.....

3. What is the evidence of the students' understandings?

.....
.....
.....

4. What would you do differently the next time you teach this lesson?

.....
.....
.....

5. What would you do next while teaching students?

.....

.....

.....

.....

LEARNING MATERIALS

Activity 1 for Meeting 1

A. Pre-test

Test unit 8C

Tourist information

Direction: choose the word that stress on first syllable (เน้นเสียงหนักพยางค์แรก)

1. a. direction b. beautiful c. enormous d. gorilla
2. a. gallery b. expensive c. gorilla d. museum
3. a. museum b. direction c. passenger d. successful

Answer

1. *b. beautiful*
2. *a. gallery*
3. *c. passenger*

Direction: Listen and repeat the Useful Expressions. Focus on your intonation.

USEFUL EXPRESSIONS

Is the Dungeon Museum near here?

How do we get there?

Go along City Road.

Turn right. Turn left.

Go passed the Art gallery.

Turn right into the square.

Activity 2 for Meeting 2

A. Read and listen to the dialogue. Find the places on the map

Assistant: Hello, can I help you?
Kate: Yes, is the Dungeon Museum near here?
Assistant: Yes, it is. It's about five minutes from here, in the town square.
Kate: Oh, good. How do we get there?
Assistant: OK, here it is on the map. And this is the Tourist Information Centre – we're here.
Kate: Right. So we go along City Road and turn right at the end.
Assistant: No, not quite. Go along City Road and turn left at the end.
Kate: Oh yes!
Assistant: Then go along Park Road to the square. Turn right into the square. Go past the Art Gallery. The Dungeon Museum is in the corner.
Lewis: Thanks. Is there anywhere to eat near the museum?
Assistant: Yes, there's a burger bar next to it and there's a pizzeria in the opposite corner of the square.
Lewis: OK, thanks very much.
Assistant: You're welcome.



1. Is the Dungeon Museum near here?
2. How do we get there?
3. How to go to Dungeon Museum?
4. Is the Dungeon Museum in the corner?

Activity 3 for Meeting 3

A. Post test

Direction: Work in pairs. You are at the Tourist information Centre on the map. Ask your partner for directions to three places. Use the useful expressions. Take turns.

e.g A: How do I get to the Art Gallery?

 B: Go along

LESSON PLAN 4

SENIOR HIGH SCHOOL STUDENTS

Unit 8 : Holidays

Class: 5/2

Topic: School Holidays in the UK

Meeting: 1-3

Time Allocation: 45 minutes

Skill: Speaking

A. Standard of Competency and Indicators

1. Standard of Competency

F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinion.

2. Basic Competency

Students will be able to speak and give data about themselves, friends and the surrounding environment; pictures, plans, charts and tables to show the various data that they have heard and read; speak to show opinions about various matters around them.

3. General Purpose

In the end of the lesson, a) Students can answer questions about School holidays, write the question for asking about school holiday activity, and give presentation about School holidays for 3 minutes with acceptable fluency and accuracy.

B. The Objective of the Lesson

The students are able to write short questions and present about school holiday plans in front of the class.

C. Key Expression

- School holidays in the UK

- Pronunciation: pauses in a sentence
- Vocabulary: holidays activities ; maps
- Grammar: “wh” questions and answers
- Functional Language: Describing to promote tourist attractions

D. Teaching Learning Activities

1. Procedures for Meeting 1

• Pre-teaching

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students’ attendance and prepares the class condition.

4) The teacher informs the learning goals and asks the students about school holidays.

5) The teacher asks the students about an activity during the school holidays by using a short question as follows:

What are you doing during your school holiday?

• While-teaching

6) The students do the pre-test that delivered by the teacher.

7) The teacher shows a picture and asks the students about school holiday activities by using the questions as follows:

What do you see in the picture?

What are the activities in this picture?

8) The students look at the pictures on page 94 about school holidays.

9) The students practice to read and identify the information about school holidays.

10) The teacher asks the students to read one-by-one in front of the class.

• **Post-teaching**

- 11) The teacher ask the students to read the passage at home as learning exercises.
- 12) The teacher and the students summarize the lesson together.

2. Procedures for Meeting 2

• **Pre-teaching**

- 1) Teacher greets students to begin the class by using the sentence as follows:

How are you today?

- 2) The teacher asks the class captain to lead the prayer to start the lesson.
- 3) The teacher checks the students' attendance and prepares the class condition.
- 4) The teacher informs the learning goal and asks the students about school holidays.
- 5) The teacher asks the students about the culture of school holiday in UK and the students answer by using Thai language.

• **While-teaching**

- 6) The teacher write some vocabularies on whiteboard and the students write on their books.

- Survey: การสำรวจ
- Outdoor: กลางแจ้ง
- Adventurous: การผจญภัย
- Introductory: เบื้องต้น
- Creativity: (n.) ความคิดสร้างสรรค์ เป็นต้น

- 7) The teacher asks the students to find the meaning of the vocabularies.

8) The students answer the teacher's questions below, based on the information in the passage.

1. Which month is no school?
2. What they organize in that month?
3. What kind of activities that they can do?
4. Tell the different between our culture and their culture?

9) The students work in pairs and discuss about the information in the passage.

- **Post-teaching**

10) The teacher asks the students to read the passage at home as learning exercises.

11) The teacher and the students summarize the lesson together.

3. Procedures for Meeting 3

- **Pre-teaching**

1) Teacher greets students to begin the class by using the sentence as follows: How are you today?

2) The teacher asks the class captain to lead the prayer to start the lesson.

3) The teacher checks the students' attendance and prepares the class condition.

4) The teacher informs the learning goal and asks the students about school holidays.

5) The teacher asks the students about activity during the school holidays by using a short question as follow:

What are you doing during your school holiday?

- **While-teaching**

6) The teacher asks the students to write questions for asking about school holidays.

7) The students work in pairs and discuss about school holidays.

8) The students practice to presentation in front of the class based on the information about their school holidays.

- **Post-teaching**

11) The teacher gives the reflection to the students about the presentation.

12) The teacher and the students summarize the lesson together.

E. Materials/ Setting of the Lesson

1 Materials/Tools

- Students' book (English Explorer 2)
- Book
- Dictionary
- Learning exercise: School holidays in the UK
- Pre-test and Post-test

2 Setting of the Lesson

- Classroom

F. Reflection (to be completed after the lesson)

1. What works and doesn't work well?

.....
.....
.....

2. How effective are the students in accomplishing the objectives?

.....
.....
.....

3. What is the evidence of the students' understandings?

.....
.....
.....

4. What would you do differently the next time you teach this lesson?

.....
.....
.....

5. What would you do next while teaching students?

.....
.....
.....

LERNING MATERIALS

Activity 1 for Meeting 1

A Pre-test

Test Unit 8D

School Holidays in the UK

Complete this story with the words given:

at has in near on so some to to will

Hi ! Neil,

I can't believe we're 1.Egypt! It's fantastic! I've seen
2.....amazing things. We've been 3..... the desert today and we're
going 4..... go shopping tomorrow! Our hotel is great-it's
5.....the river. Dad 6.....been here before, 7..... he
knows a lot of good places. He's booked a trip on the river- I think it 8.....
be beautiful! We're flying home 9.....Sunday. Are you coming to meet us
10.....the airport?

Love

Jill x

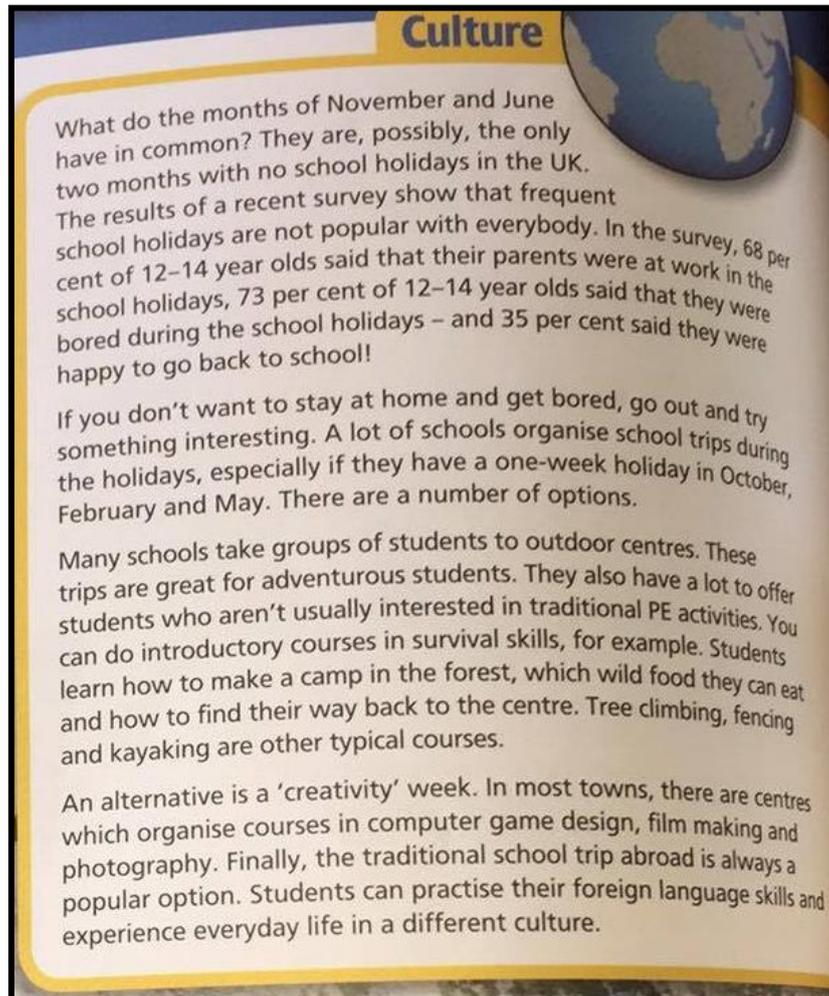
Answer

1 in 2 some 3 to 4 to 5 near

6 has 7 so 8 will 9 on 10 at

Activity 2 for Meeting 2

A. Read the text and find the information about school holiday and answer the questions.



Culture

What do the months of November and June have in common? They are, possibly, the only two months with no school holidays in the UK. The results of a recent survey show that frequent school holidays are not popular with everybody. In the survey, 68 per cent of 12–14 year olds said that their parents were at work in the school holidays, 73 per cent of 12–14 year olds said that they were bored during the school holidays – and 35 per cent said they were happy to go back to school!

If you don't want to stay at home and get bored, go out and try something interesting. A lot of schools organise school trips during the holidays, especially if they have a one-week holiday in October, February and May. There are a number of options.

Many schools take groups of students to outdoor centres. These trips are great for adventurous students. They also have a lot to offer students who aren't usually interested in traditional PE activities. You can do introductory courses in survival skills, for example. Students learn how to make a camp in the forest, which wild food they can eat and how to find their way back to the centre. Tree climbing, fencing and kayaking are other typical courses.

An alternative is a 'creativity' week. In most towns, there are centres which organise courses in computer game design, film making and photography. Finally, the traditional school trip abroad is always a popular option. Students can practise their foreign language skills and experience everyday life in a different culture.

Discussion Question

1. Which month is no school?
2. What they organize in that month?
3. What kind of activities that they can do?
4. Tell the different between our culture and their culture?

Vocabularies

Survey: การสำรวจ

Outdoor: กลางแจ้ง

Adventurous: การผจญภัย:

Introductory: เบื้องต้น

Creativity: (n.) ความคิดสร้างสรรค์ เป็นต้น

Activity 3 for the Meeting 3 Answer

A. Post-test

Direction: Present your information about school holiday experiences to your friends.

Appendix 3:
Research Instruments

Test (Pre-test/Post-test)

➤ **Pre-Test question for Treatment Class and Control Class.**

Based on the discussion with the English teacher, as a collaborator, the researcher decides to conduct a pre-test on 10 January 2018. The pre-test will be done by giving the students an instruction to present in front of the class about their next holiday. The English teacher said that the students have learnt and make plan some interesting places in the future planning. The researcher will give some examples on how to present in front of the class for talking about planning during the holidays. Then, the teacher will ask the students to present based on their future plan on the holidays. They are given 3-5 minutes to have the presentation. Every student will present in front of the class while both the researcher and the English teacher score their performance. The speaking ability rating scale taken from Brown (2001) will be used as a guidance to score the students' performance. The questions can be seen as follow.

1. If you could go for your next holiday anywhere in the world:
 1. Where are you going to go?
 2. How long are you going to stay?
 3. Who are you going to go with?
 4. Where are you going to stay?
 5. What special things do you plan to do?
 6. Do you plan to try the local food?
 7. What will you do there?
 8. What will the food like?
 9. Will you able to speak English?

➤ **Post-test question for Treatment Class and Control Class.**

It will be conducted on 02 February 2018. This post-test will be based on the discussion with the English teacher. The students will present about their future holidays in front of the class and select the topic based on what they plan for the next holidays. Then, the teacher will ask the students to present based on their plan for the next holidays. They are given 3-5 minutes to the presentation. Every student will talk about their future holidays in front of the class while both the researcher and the English teacher will score their performance. The speaking ability rating scale taken from Brown (2001) will be used as a guide to score the students' performance. The questions can be seen as follow.

If you are going to plan for holiday anywhere in the world for the future:

1. Do you have any plans for the weekend?
2. Are you planning to go on holidays this summer/year?
3. Will the destination be national or international?
4. How long will your holidays last?
5. With whom will you travel?
6. How much is your average budget per person (excluding transport cost)?
7. Where will you be staying?
8. How often do you go on holidays?
9. When do you usually book for your holidays?
10. How do you usually book your holidays?

Speaking Rubric

Scores	Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for	Very clear, stress and intonation help to make meaning clear	Effective words choice	Understand everyday conversation at normal speech
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometime has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice	Understand nearly everything at normal speech. Although occasional repetition may
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and	Frequent errors; not always clear enough to understand	Frequently errors in words choice	Understand most of what is aid at slower speed with repetition
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to	Ineffective words choice	Difficult to understand what is said. Able to comprehend only social conversation spoken slowly and with frequent
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to understand even simple conversation

Taken from Brown (2001:406-407)

Speaking Rubric Assessment

Assessment Items	Fluency	Pronunciation	Vocabulary	Grammar	Comprehension
Score (1-5)					
Notes (Progress)					

MeetingDate..... Topic.....

Name of Student.....Name of Assessor

Evaluation:

(What must be improved?)

.....

.....

.....

.....

Additional Notes:

(Detail on progress)

.....

.....

.....

.....

(.....) (.....)
/...../..... /...../.....

Motivation for Speaking Development Questionnaire (MSDQ)

Dear students,

My name is Ruspee Madiyoh, I am currently conducting a study on “The Effectiveness of Using Audio-Visual Media in Enhancing Learning Motivation and Speaking Skills Development of Grade Eleven Students”. As a part of the data collection process, I would be grateful if you could fill in this questionnaire.

There are no right or wrong answers. Just make sure your answers show what you really think about yourself. Tick the column that best represents your opinion. If you want to change an answer, just cross it out and tick the answer that you prefer. You can only have one answer for each question.

For the purposes of the research, it is best that you do not leave out any questions.

Thank you for your participation.

Note: Put a tick (√) on the appropriate column.

(5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree)

A. Students’ motivation related to various variables of English language learning by using short movie.

No	Statement	5	4	3	2	1
1	After watching short movies in speaking class, I felt pretty competent in speaking.					
2	I was satisfied with speaking development after watching short movies.					
3	I didn’t put much energy into learning speaking through watching short movies.					
4	I didn’t try very hard to do well in learning speaking through watching short movies.					
5	I enjoyed learning speaking very much after watching short movies.					
6	I put a lot of effort into learning speaking through watching short movies.					
7	I thought watching short movies in learning speaking was an excellent activity.					
8	I was pretty skilled after watching short movies in speaking class.					
9	Watching short movies was important for					

	learning speaking.					
10	Learning speaking by using short movies did not hold my attention at all.					
11	Learning speaking through short movies was fun to do.					
12	Learning speaking through short movies was an activity that I couldn't do very well.					
13	While I was watching short movies, I was thinking about how much I enjoyed learning speaking.					
14	I thought watching short movie was quite enjoyable for speaking class.					
15	I tried very hard on learning speaking through watching short movies.					
16	I would describe using short movies as very interesting for learning speaking.					
17	I think I learned speaking through watching short movies pretty well, compared to other students.					

**Appendix 4:
Schedules of the Study**

Meeting	Date	Time	Class /Material	Method	Activities
	Week 4, December 2017 24/12/17	Sunday, 10:20-11:00	Traditional Class M. 5/2 Pre-test (oral speaking test)	-	<ul style="list-style-type: none"> • Pre-test (using oral presentation test)
	25/12/17	Monday 11:00-11:40			
	27/12/17	Wednesday 13:00-13:40	Experimental Class M.5/1 Pre-test (oral speaking test)	-	<ul style="list-style-type: none"> • Pre-test (using oral presentation test)
	28/12/17	Thursday 15:00-15:40			
1	Week 1, January 2018 07/01/18	Sunday, 10:20-11:00	Traditional Class M. 5/2 Control (take book)	Scientific approach	<ul style="list-style-type: none"> • Introducing new material, Practicing, and evaluation. • Reviewing previous learning material by using English Textbook, Practicing, Evaluation.
2	08/01/18	Monday 11:00-11:40			
3	10/01/18	Wednesday 14:20-15:40	Experiment al Class M. 5/1 Treatment (short movie)	PPP (Presentation, practice and Production)	<ul style="list-style-type: none"> • Introducing new material by using short movie, Practicing, Present in front of the class and evaluation. • Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
4	11/01/18	Thursday 14:20-14:00			
5	Week 2, January 2018 14/01/18	Sunday, 10:20-11:00	Traditional Class M.5/2 Control (take book)	Scientific approach	<ul style="list-style-type: none"> • Reviewing previous learning material by using English textbook, Practicing, and evaluation.

6	15/01/18	Monday 11:00-11:40			<ul style="list-style-type: none"> Introducing new material by using English textbook, Practicing, and evaluation.
	17/01/18	Wednesday 14:20-15:40	Experimental Class M. 5/1 Treatment (short movie)	PPP (Presentation, practice and Production)	<ul style="list-style-type: none"> Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
8	18/01/18	Thursday 14:20-14:00			<ul style="list-style-type: none"> Introducing new material by using short movie, Practicing, Present in front of the class and evaluation.
9	Week 3, January 2018 21/01/18	Sunday, 10:20-11:00	Traditional Class M.5/2 Control (take book)	Scientific approach	<ul style="list-style-type: none"> Reviewing previous learning material by using English textbook, Practicing, and evaluation.
10	22/01/18	Monday 11:00-11:40			<ul style="list-style-type: none"> Reviewing previous learning material by using English textbook, Practicing, and evaluation.
11	24/01/18	Wednesday 14:20-15:40	Experimental Class M. 5/1 Treatment (short movie)	PPP (Presentation, practice and Production)	<ul style="list-style-type: none"> Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
12	25/01/18	Thursday 14:20-14:00			<ul style="list-style-type: none"> Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
13	Week 4, January 2018 28/01/28	Sunday, 10:20-11:00	Traditional Class M.5/2 Control (take book)	Scientific approach	<ul style="list-style-type: none"> Introducing new material by using English textbook, Practicing, and evaluation.

14	29/01/18	Monday 11:00-11:40			<ul style="list-style-type: none"> • Reviewing previous learning material by using English textbook Practicing, and evaluation.
15	31/02/18	Wednesday 14:20-15:40	Experimental Class M.5/1 Treatment (short movie)	PPP (Presentation, practice and Production)	<ul style="list-style-type: none"> • Introducing new material by using short movie, Practicing, Present in front of the class and evaluation.
16	01/02/18	Thursday 14:20-14:00			<ul style="list-style-type: none"> • Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
17	Week 1, February 2018 04/02/18	Sunday, 10:20-11:00	Traditional Class M.5/2 Control (take book)	Scientific approach	<ul style="list-style-type: none"> • Reviewing previous learning material by using English Textbook, and evaluation.
18	05/02/18	Monday 11:00-11:40			<ul style="list-style-type: none"> • Introducing new material by using English Textbook, Practicing, and evaluation.
19	07/02/18	Wednesday 14:20-15:40	Experimental Class M.5/1 Treatment (short movie)	PPP (Presentation, practice and Production)	<ul style="list-style-type: none"> • Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
20	08/02/18	Thursday 14:20-14:00			<ul style="list-style-type: none"> • Introducing new material by using short movie, Practicing, Present in front of the class and evaluation.
21	Week 2, February 2018 11/02/18	Sunday, 10:20-11:00	Traditional Class M.5/2 Control (take book)	Scientific approach	<ul style="list-style-type: none"> • Reviewing previous learning material by using English textbook Practicing, and evaluation.

22	12/02/18	Monday 11:00-11:40			<ul style="list-style-type: none"> • Reviewing previous learning material by using English Textbook, class and evaluation.
23	14/02/18	Wednesday 14:20-15:40	Experiment al Class M. 5/1 Treatment (short movie)	PPP (Presentation, practice and Production)	<ul style="list-style-type: none"> • Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
24	15/02/18	Thursday 14:20-14:00			<ul style="list-style-type: none"> • Reviewing previous learning material by using short movie, Practicing, Present in front of the class and evaluation.
	Week 3, February 2018 18/02/18	Sunday, 10:20-11:00	Traditional Class M.5/2 Control Post-test	-	Post-test (Oral Presentation Test and Questionnaire)
	19/02/18	Sunday, 10:20-11:00			
	21/02/18	Wednesday 14:20-15:40	Experiment al Class M. 5/1 Treatment (short movie)	-	Post-test (Presentation Test and Questionnaire)
	22/02/18	Thursday 14:20-14:00			

**Appendix 5:
Result of Reliability**

1. Oral speaking test

Reliability Statistics

Cronbach's Alpha	N of Items
.892	3

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.733 ^a	.395	.924	9.250	8	16	.000
Average Measures	.892 ^c	.662	.973	9.250	8	16	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition- the between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

2. Questionnaires

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.881	17

Appendix 6:
Pre-test/ Post-test Score and Questionnaires

PRET-TEST AND POST-TEST SCORES EXPERIMENTAL CLASS

No	Name of students	Pretest Score	Category Pretest	Posttest Score	Category Posttest
1	Students 1	12	Poor	16.5	Good
2	Students 2	14	Poor	17	Good
3	Students 3	13.5	Poor	18	Good
4	Students 4	12	Poor	16	Good
5	Students 5	11	Very poor	14	Poor
6	Students 6	11.5	Very poor	14	Poor
7	Students 7	11	Very poor	15	Good
8	Students 8	12	Poor	15	Good
9	Students 9	11	Very poor	16	Good
10	Students 10	11	Very poor	14	Poor
11	Students 11	12	Poor	15	Poor
12	Students 12	13	Poor	16	Good
13	Students 13	12.5	Poor	16	Good
14	Students 14	13	Poor	15	Good
15	Students 15	12	Poor	14	Poor
16	Students 16	11	Very poor	16	Good
17	Students 17	11	Very poor	16	Good
18	Students 18	14	Poor	17	Good
19	Students 19	12	Poor	14	Poor
20	Students 20	14	Poor	17	Good
21	Students 21	12	Poor	14	Poor
22	Students 22	14	Poor	17	Good
23	Students 23	14	Poor	18	Good
24	Students 24	11	Very poor	14	Poor
25	Students 25	13	Poor	15	Good
26	Students 26	10	Very poor	12	Poor
27	Students 27	14	Poor	16	Good
28	Students 28	14.5	Poor	16	Good
29	Students 29	13	Poor	16	Good
30	Students 30	13.5	Poor	16	Good
31	Students 31	15	Poor	17	Good
32	Students 32	14.5	Poor	18	Good
33	Students 33	13.5	Poor	18	Good

**PRE-TEST AND POST-TEST OF EXPERIMENTAL CLASS'S
QUESTIONNAIRE SCORE**

No	Name of students	Score Pretest	Category Pretest	Score Posttest	Category Posttest
1	Students 1	41	POOR	71	VERY GOOD
2	Students 2	46	POOR	69	VERY GOOD
3	Students 3	50	POOR	64	VERY GOOD
4	Students 4	48	POOR	65	VERY GOOD
5	Students 5	48	POOR	73	VERY GOOD
6	Students 6	50	POOR	64	VERY GOOD
7	Students 7	50	POOR	58	GOOD
8	Students 8	50	POOR	29	VERY POOR
9	Students 9	45	POOR	63	VERY GOOD
10	Students 10	42	POOR	64	VERY GOOD
11	Students 11	42	POOR	72	VERY GOOD
12	Students 12	43	POOR	63	VERY GOOD
13	Students 13	41	POOR	61	GOOD
14	Students 14	38	VERY POOR	74	VERY GOOD
15	Students 15	44	POOR	77	VERY GOOD
16	Students 16	40	POOR	60	GOOD
17	Students 17	35	VERY POOR	67	VERY GOOD
18	Students 18	43	POOR	73	VERY GOOD
19	Students 19	46	POOR	65	VERY GOOD
20	Students 20	36	VERY POOR	69	VERY GOOD
21	Students 21	46	POOR	65	VERY GOOD
22	Students 22	40	POOR	72	VERY GOOD
23	Students 23	47	POOR	68	VERY GOOD
24	Students 24	34	VERY POOR	38	VERY POOR
25	Students 25	34	VERY POOR	50	POOR
26	Students 26	41	POOR	53	GOOD
27	Students 27	41	POOR	73	VERY GOOD
28	Students 28	32	VERY POOR	65	VERY GOOD
29	Students 29	37	VERY POOR	69	VERY GOOD
30	Students 30	43	POOR	65	VERY GOOD
31	Students 31	36	VERY POOR	72	VERY GOOD
32	Students 32	40	POOR	75	VERY GOOD
33	Students 33	29	VERY POOR	62	GOOD

PRET-TEST AND POST-TEST SCORES CONTROL CLASS

No	Name of students	Score Pretest	Category	Score Pretest	Category
1	Students 1	13	Poor	14.5	Poor
2	Students 2	10	Very poor	13	Poor
3	Students 3	11	Very poor	12.5	Poor
4	Students 4	11	Very poor	12	Poor
5	Students 5	12	Poor	15	Poor
6	Students 6	10	Very poor	12.5	Poor
7	Students 7	13	Poor	15.5	Good
8	Students 8	10	Very poor	12.5	Poor
9	Students 9	10	Very poor	14	Poor
10	Students 10	11	Very poor	12.5	Poor
11	Students 11	10	Very poor	12.5	Poor
12	Students 12	10	Very poor	12	Poor
13	Students 13	11	Very poor	13	Poor
14	Students 14	10	Very poor	12.5	Poor
15	Students 15	10	Very poor	13.5	Poor
16	Students 16	10	Very poor	13	Poor
17	Students 17	13.5	Poor	13.5	Poor
18	Students 18	11	Very poor	14.5	Poor
19	Students 19	11	Very poor	13	Poor
20	Students 20	10	Very poor	13	Poor
21	Students 21	10	Very poor	12	Poor
22	Students 22	10.5	Poor	13.5	Poor
23	Students 23	13	Very poor	15	Good
24	Students 24	10	Very poor	13.5	Poor
25	Students 25	10	Very poor	13.5	Poor
26	Students 26	10	Very poor	13	Poor
27	Students 27	11	Very poor	13.5	Poor
28	Students 28	12.5	Poor	15.5	Good
29	Students 29	11	Very poor	12	Poor

**PRE-TEST AND POST-TEST OF CONTROL CLASS'S QUESTIONNAIRE
SCORE**

No	Name of students	Score Pretest	Category	Score Posttest	Category
1	Students 1	41	POOR	42	POOR
2	Students 2	46	POOR	50	POOR
3	Students 3	44	POOR	48	POOR
4	Students 4	51	POOR	56	GOOD
5	Students 5	48	POOR	51	POOR
6	Students 6	50	POOR	52	GOOD
7	Students 7	50	POOR	52	GOOD
8	Students 8	31	VERY POOR	44	POOR
9	Students 9	45	POOR	51	POOR
10	Students 10	42	POOR	49	POOR
11	Students 11	48	POOR	52	GOOD
12	Students 12	43	POOR	47	POOR
13	Students 13	41	POOR	51	POOR
14	Students 14	38	VERY POOR	44	POOR
15	Students 15	44	POOR	47	POOR
16	Students 16	40	POOR	48	POOR
17	Students 17	44	POOR	50	POOR
18	Students 18	43	POOR	48	POOR
19	Students 19	46	POOR	53	GOOD
20	Students 20	36	VERY POOR	48	POOR
21	Students 21	46	POOR	50	POOR
22	Students 22	40	POOR	48	POOR
23	Students 23	47	POOR	51	POOR
24	Students 24	34	VERY POOR	47	POOR
25	Students 25	34	VERY POOR	50	POOR
26	Students 26	41	POOR	53	GOOD
27	Students 27	41	POOR	50	POOR
28	Students 28	32	VERY POOR	45	POOR
29	Students 29	37	VERY POOR	49	POOR

Appendix 7: Statistic Results

1. Normality Test

a. Normality test for speaking development

1). Experimental class

a). Normality test for the pre-test and post-test of speaking development test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	33	10.00	15.00	12.5909	1.32556
Posttest	33	12.50	18.50	15.9697	1.36324
Valid N (listwise)	33				

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		33	33
Normal Parameters ^{a,b}	Mean	12.5909	15.9697
	Std. Deviation	1.32556	1.36324
Most Extreme Differences	Absolute	.157	.115
	Positive	.157	.102
	Negative	-.129	-.115
Kolmogorov-Smirnov Z		.902	.660
Asymp. Sig. (2-tailed)		.390	.776

a. Test distribution is Normal.

b. Calculated from data.

b) Normality test of questionnaires for pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	33	29.00	50.00	41.7576	5.56232
Posttest	33	29.00	77.00	64.4848	10.08750
Valid N (listwise)	33				

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		33	33
Normal Parameters ^{a,b}	Mean	41.7576	64.4848
	Std. Deviation	5.56232	10.08750
Most Extreme Differences	Absolute	.103	.199
	Positive	.069	.118
	Negative	-.103	-.199
Kolmogorov-Smirnov Z		.593	1.144
Asymp. Sig. (2-tailed)		.873	.146

- a. Test distribution is Normal.
 b. Calculated from data.

2). Control class

- a). Normality test for the pre-test of speaking development

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	10.00	13.50	10.9310	1.12380
Posttest	29	12.00	15.50	13.3103	1.03866
Valid N (listwise)	29				

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		29	29
Normal Parameters ^{a,b}	Mean	10.9310	13.3103
	Std. Deviation	1.12380	1.03866
Most Extreme Differences	Absolute	.245	.186
	Positive	.245	.186
	Negative	-.204	-.104
Kolmogorov-Smirnov Z		1.317	1.003
Asymp. Sig. (2-tailed)		.062	.267

- a. Test distribution is Normal.
 b. Calculated from data.

b) Normality test of questionnaires for pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	29	31.00	51.00	42.1724	5.39225
Posttest	29	42.00	56.00	49.1724	3.04806
Valid N (listwise)	29				

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		29	29
Normal Parameters ^{a,b}	Mean	42.1724	49.1724
	Std. Deviation	5.39225	3.04806
Most Extreme Differences	Absolute	.104	.124
	Positive	.073	.073
	Negative	-.104	-.124
Kolmogorov-Smirnov Z		.558	.669
Asymp. Sig. (2-tailed)		.915	.762

a. Test distribution is Normal.

b. Calculated from data.

2. Homogeneity test

a. Homogeneity test for speaking development

1). Pre-test

Descriptives

Pretest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	33	12.5909	1.32556	.23075	12.1209	13.0609	10.00	15.00
2	29	10.9310	1.12380	.20868	10.5036	11.3585	10.00	13.50
Total	62	11.8145	1.48278	.18831	11.4380	12.1911	10.00	15.00

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
2.564	1	60	.115

2). Post-test

Descriptives

Posttest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	33	15.9697	1.36324	.23731	15.4863	16.4531	12.50	18.50
2	29	13.3103	1.03866	.19287	12.9153	13.7054	12.00	15.50
Total	62	14.7258	1.80545	.22929	14.2673	15.1843	12.00	18.50

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
1.674	1	60	.201

b. Homogeneity of questionnaire

1). Pre-test

Descriptive

Pre-test

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	33	41.7576	5.56232	.96828	39.7853	43.7299	29.00	50.00
2	29	42.1724	5.39225	1.00132	40.1213	44.2235	31.00	51.00
Total	62	41.9516	5.44248	.69120	40.5695	43.3337	29.00	51.00

Pre-test

Levene Statistic	df1	df2	Sig.
.024	1	60	.877

2). Post-test

Descriptive

Post-test

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	33	64.4848	10.08750	1.75601	60.9080	68.0617	29.00	77.00
2	29	58.1034	5.47947	1.01751	56.0192	60.1877	48.00	73.00
Total	62	61.5000	8.80155	1.11780	59.2648	63.7352	29.00	77.00

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
2.565	1	60	.115

3. MANOVA

a). The output of MANOVA for students' motivation and speaking development

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.994	5062.875 ^b	2.000	59.000	.000
	Wilks' Lambda	.006	5062.875 ^b	2.000	59.000	.000
	Hotelling's Trace	171.623	5062.875 ^b	2.000	59.000	.000
	Roy's Largest Root	171.623	5062.875 ^b	2.000	59.000	.000
Students	Pillai's Trace	.553	36.539 ^b	2.000	59.000	.000
	Wilks' Lambda	.447	36.539 ^b	2.000	59.000	.000
	Hotelling's Trace	1.239	36.539 ^b	2.000	59.000	.000
	Roy's Largest Root	1.239	36.539 ^b	2.000	59.000	.000

a. Design: Intercept + Students

b. Exact statistic

b. The output of between subjects effects of speaking development and students' motivation in speaking

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Posttest_Speaking	109.162 ^a	1	109.162	73.037	.000
	Posttest_Motivation	628.568 ^b	1	628.568	9.205	.004
Intercept	Posttest_Speaking	13233.162	1	13233.162	8853.924	.000
	Posttest_Motivation	231962.761	1	231962.761	3397.119	.000
Students	Posttest_Speaking	109.162	1	109.162	73.037	.000
	Posttest_Motivation	628.568	1	628.568	9.205	.004
Error	Posttest_Speaking	89.677	60	1.495		
	Posttest_Motivation	4096.932	60	68.282		
Total	Posttest_Speaking	13643.500	62			
	Posttest_Motivation	239225.000	62			
Corrected Total	Posttest_Speaking	198.839	61			
	Posttest_Motivation	4725.500	61			

a. R Squared = .549 (Adjusted R Squared = .541)

b. R Squared = .133 (Adjusted R Squared = .119)

Appendix 8: Pictures





Appendix 9: Permission Letters



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

Nomor : 13329 /UN34.17/LT/2017

20 Desember 2017

Hal : Izin Validasi

Yth. Bapak/Ibu Dyah Setyowati Ciptaningrum, Ed.D.
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Ruspee Madiyah

No. Mahasiswa : 16716259001

Prodi : Pendidikan Bahasa Inggris

Pembimbing : Nur Hidayanto Pancoro Setyo Putro, Ph.D.

Judul : The Effectiveness of Using Audio-Visual Media in Enhancing
Motivation in Learning and Speaking Skill Development

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Asisten Direktur I,



Dr. Sugito, M.A.

NIP. 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dyah Setyanati Ciptaningrum, S.Pd., M.Ed., Ed.D.
Jabatan/Pekerjaan : Dosen pendidikan bahasa Inggris
Instansi Asal : Universitas Negeri Yogyakarta

Menyatakan bahwa instrumen penelitian dengan judul:

The Effectiveness of Using Audio-Visual Media in Enhancing Motivation in Learning and Speaking Skill Development

dari mahasiswa:

Nama : Ruspee Madiyah
Program Studi : Pendidikan Bahasa Inggris
NIM : 16716259001

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Urutkan PPP teaching process dalam ~~penyampaian~~ materi kepada siswa.
2. Tambahkan audio/teks sesuai dengan topic dan skill yang di gunakan.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 18-12-2017

Validator,

Dyah S. Ciptaningrum
Dyah S. Ciptaningrum

*) coret yang tidak perlu



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
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Telepon (0274) 550836 pesawat 229, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

Nomor : 12780 /UN34.17/LT/2017

7 Desember 2017

Hal : Izin Validasi

Yth. Bapak/Ibu Basikin, Ph.D.

Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Ruspee Madiyah

No. Mahasiswa : 16716259001

Prodi : Pendidikan Bahasa Inggris

Pembimbing : Nur Hidayanto Pancoro Setyo Putro, Ph.D.

Judul : *The Effectiveness of Using Audio-Visual Media in Enhancing Motivation in Learning and Speaking Skill Development*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak kami ucapkan terima kasih.



Asisten Direktur I,

Dr. Sugito, M.A.

NIP 19600410 198503 1 002



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SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Basiluh S.Pd., M. Phil., M. Ed., Ph.D.
Jabatan/Pekerjaan : Dosen pendidikan Bahasa Inggris
Instansi Asal : Universitas Negeri Yogyakarta

Menyatakan bahwa instrumen penelitian dengan judul:

The Effectiveness of Using Audio-Visual Media in Enhancing Motivation in Learning and Speaking Skill Development

dari mahasiswa:

Nama : Ruspee Madiyah
Program Studi : Pendidikan Bahasa Inggris
NIM : 16716259001

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *Questionnaire sudah sesuai dengan alur dan materi.*
2. *Adaptasi sudah bagus dengan concept.*

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 18-12-2017

Validator,

Basiluh
Bohik

*) coret yang tidak perlu



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION
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Website: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama_pasca@yahoo.com

Ref No : 13294/UN34.17/LT/2017
Subject : Research Permit

Yogyakarta, 19 December 2017

Principle Darunsat Witya Islamic High School
265, Thasdik Street, No. 79, Taluban, Saiburi
Saiburi District
Pattani Province 94110
Thailand

Dear Sir/Madam,

One of our master's students plans to collect data for his thesis in your school. In relation to that, we do hope that you can give the permission for collecting research data, to:

Name : RUSPEE MADIYOH
Student Number : 16716259001
Study Program : English Language Education

The research data collection is expected to be conducted in the following details:

Duration : 1 January – 28 February 2018
Location : Darunsat Witya Islamic School, Thailand
Research Title : The Effectiveness of using Audio-visual Media to
Enhancing Students' Motivation and Speaking Skill
Development
Supervisor : Nur Hidayanto Pancoro Setyo Putro, Ph.D.

We really appreciate your attention and cooperation and look forward to having the permit.



Dr. Sugito, M.A.

Deputy Director for Academic Affairs

CC: Student