THE INFLUENCE OF MOVIE SCRIPT TOWARD STUDENTS'READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHT GRADE OF SMPN 23 PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021

A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree

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ABSTRACT

English is a compulsory subject that should be learned by the students of junior high school. But in fact, there are many students got difficulties, especially in learning reading. The researcher applied Movie script media to help the students' problem in reading. The objective of this research was to find out whether or not there was a significant influence of Movie Script media on students' reading comprehension.

This research used quasi-experimental design. Population of this research was 88 students at eighth grade of SMPN 23 Pesawaran. The researcher used cluster random sampling technique to choose the sample. The sample of this research was 60 students in which divided into two classes and consisted of 30 students for control class and 30 students for experimental class. The students were taught by using Movie script Media in experimental class and textbook in control class. The research used instrument to collect the data in form multiple choice. Before giving treatment, the researcher gave pre-test for both classes. After giving treatment, the researcher gave post-test to students. The researcher analyzed the data by using SPSS to compute independent t-test.

Based on the analysis, it was found the result of this research of Sig.(P_{value})= 0.083 < α = 0.05. It means that H_a is accepted and H_o is rejected. It can be concluded that there is a significant influence of using Movie Script Media students' reading comprehension on descriptive text at the eighth grade at SMP N 23 Pesawaran in the academic year of 2020/2021.

Key words:movie script, reading comprehension, descriptive text, quantitative research

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DECLARATION

Hereby, I state this thesis entitled **"The Influence of Movie Script Towards Students' Reading Comprehension at the Second Semester of the Eight Grade of SMP N 23 Pesawaran in Academic Year of 2020/2021"** is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, June 15th 2020
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MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ

(1) Recite in the name of your Lord Who created,(2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous

(Chapter: Al-Alaq: 1-3)[1]

[1] Tafheem , *Al Quran surah 96 Al-Alaq', Ayat 1-3" (On-line)*, Available on : http://www.islamicstudies.info/(August , 01 2019)

DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, I would like to dedicated this thesis to:

1. The greatest inspirations in my life my beloved parents, Mr. Heriyani and Mrs. Susilawati who have always prayed and supported for my success and advised me. Thank you for all the motivation and everthing for me. I do love you forever.
2. My beloved little brother, the date M.Qobul Nata Wijaya who always supported me and always become as of my motivation in everything I do.
3. My beloved little sister, the date Marsela Setia Amanda who always prayed in everything I do.
4. My beloved boyfriend Fahriza Andika who always support me until finishing my thesis.
5. My beloved lecturers and Almamater UIN Raden Intan Lampung that have contributed a lot for my development.

CURRICULUM VITAE

The researcher name is Herlita susanti. She is called Lita. She was born in Maja on November9th 1996. She is the first child of Mr. Heriyani and Mrs. Susilawati. She has one brother and one sister.

The researcher began her study in Elementary School at SDN 01 Penyandingan 2000 and graduated in 2006. She continued her study in Junior High School at SMPN 01 Marga punduh and graduated in 2009. After that, she went to Vocational High School at SMK N 4 in Bandar Lampung and graduated 2014. After finishing her study in Vocational High School, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

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In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung,February 2020
The Researcher,

Herlita Susanti
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Reading is an important skill in learning English especially in countries where English is a foreign or second language . There are four skills in English such as listening, reading, speaking, writing. Reading is one of English skill. Reading is an important activity to do. By reading we will get knowledge and new informed. [1]According to Maxom that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening, and writing. On the other hand, It is really not enough just to put a book or short text in front of students and ask then to read, whether silently or out loud.

Reading is one of the skills to be achieved in English language learning. Geoffrey states that reading is a complex skill. It means that reading is a skill that involves a lot of skill to be mastered, such as vocanulary, grammar, spelling and writing skill. Reading skill is very important skill for the students, if the students' reading skill is good, their skill in listening, speaking and writing will be good. Brown states that reading ability will best be developed in association with writing, listening, and speaking activities.[2] It means that reading has very close relationship with writing, listening, and speaking if people want to improve their ability on those skills, they have to

[1]Michelle Maxom, *Teaching English as Foreign Language for Dummies*, (England; (John Willey Sons),2009), p. 160

[2] H. Douglas Brown,*Teaching by principle an Interactive Approach to Language Pedagody,* (Second edition) (San Francisco: San Francisco state university,200),p.298

improve their reading skill too. So that when readers read many English books readers not only get information, but also get knowledge about listening, speaking and writing even the vocabulary and grammar.

Nowadays reading becomes activities that must be mastered by human being, because in this modern area all information comes to us in the form of text. According to Grabe, we read throughout the day in modern societies because print is all around us.[3] It means that humans in this modern era always get the information through the reading process and it becomes human daily activity in modern times, such as we read megazines during the day, whether relaxing and waiting in some office. We read newspaper, flayers, and ads. We read much more than this. We read when we online on facebook. We read when we recieve and sent a text message WA/SMS, and LINE, and when we search information on Google. We read advertisement when we watch movie at TV, computer or mobile phone.

Reading is very useful for human being, but reading skill is more complex and difficult skill to be comprehendsibility and mastered, especially for students. Important role of reading enables the students to be able to recieve information well. Karen said that Reading is complex process made up of several interlocking skills and process.[4] It means that reading is a complex process between students' ability to read and process itself.

[3] Wiliam Grabe,*Reading as a Second Language: Moving From Theory to Practice*,(The United States : Cambridge University Press,2009), p.5

[4] Karen Tanskersley, *Thread of Reading Strategies for Literacy Development.* (Alexandria: Association for Supervision and Curriculum Development,2003)p.2

In comprehending a text, the students need more time to read and read the text well until they really understand what they read. In this process, the teacher should be able to motivate the students to read the text. To support students, the teacher should use appropriate strategy that make the student interest in learning English text. The strategy in teaching learning process is used to motivate the students in reading text. Therefore, they can enjoy the learning process and they do not need look for the meaning of the words in the text one by one.

Based on the statements above, the researcher concluded thatreading is good English skill for student which is support their other skill such as listening, speaking, and writing. Reading is very important activity because by reading get many knowledge and new information. The students can speak and write something from what they have gotten from reading activity. The student also can read not only book but also from everything they want to read. The most important point is reading became benefit for the reader and make them pleasure. In the Qur'an there is a letter that says:

"يَعْلَمْ لَمْ مَا الْإِنسَانَ عَلَّمَ . بِالْقَلَمِ عَلَّمَ الَّذِي . الْأَكْرَمُ وَرَبُّكَ اقْرَأْ

Read, and your God is the Most Gracious, who teaches (people) with the intercession of the qalam (pen), Allah teaches to people what he does not know." (QS Alaq: 3-5)[5]

[5] Prof.R.H.A.Soenarjo S.H, *Alqur'an dan Terjemah Muqadimmah*,(jakarta,1 maret 1971),p.1079

Reading comprehension is essential both in Indonesian language and English language. Student may not find any difficulty to comprehended text as concept of the text and students feel bored and lazy when the study English. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMPN 23 Pesawaran. Based on preliminary research, the researcher found some students have low score in reading especially in descriptive text. The students' score can be seen in table.

Table 1.1
The student's reading score of the second semester of SMPN 23 Pesawaran in the Academic Year of 2020-2021.

	Score	**The number of students**	**Precentage**
1	≥ 70	21	23.59%
2	< 70	58	65.16%
	Total	79	100%

Sousource : Data from the English Teacher of SMPN 23 Pesawaran.

Based on the data in table 1, there are 21 students of the 79 students who passed the test based on criteria of minimum (KKM) and 58 studets failed. In this case, the students score of KKM in SMPN 23 Pesawaran was 21 and there are 58 students who got the score under the KKM. It means that students who got difficulty in reading comprehension.

Besides the students reading score is low, the researcher found most of them got bored with the media given by the teacher and also the students and also the students have difficulty in identified the main ideas of the text, and have difficulty in identified certain words and students have difficulty understanding the structure of the text. This, it made the students confused in

learning process. The result of interviewed the students, descriptive text is very difficult, all of the students have difficulty identified the main ideas of the text, more than in part of students make mistakes in identifying certain words and many students do not understand the structure of the text.

Based on preliminary research on Mei 11th 2018, on the pre survey done in SMPN 23 Pesawaran, English teacher in that school said that the comprehension of the students in reading the text was apparently low,it was due to the fact that they were still low of vocabulary. It can be seen in appendix 1, the researcher asked some student, and they answered that reading is difficult because the teacher only instructed them to read descriptive texts in the textbooks. Especially, the students had difficulty identified certain words and many students did not understand the structure of the text.

Based on the results of an interviewed with English teacher, Mrs.Iin Indrawati, S.Pd, the researcher found some teacher' in teaching and learning reading process in the class. In teaching reading process the teacher did not use specific media that focuses on reading comprehension. She only asked the students to read the text and answer the comprhension questions provided in the textbook. She revealed that students had difficulties when finding the meanings in a text and they where lack of vocabularies. She told that they had difficulties with their reading descriptive text activities skill and also comprehended reading texts.[6] Besides, this their ability in learning English, espicially reading comprehension was still low because they were not

[6] Iin Indrawati,*interview an English Teacher*, SMP N 23 Pesawaran.

be able to comprehend the text well and they were still get confused about what the gist of the text is. The researcher choose this media because the teacher has not used the media. Therefore, according to researchers, this media is suitable for use in teaching reading descriptive texts.

That condition needs to find the media to resolve in order to improve reading skill. Here are many kinds of reading media, one of the media is movie script media in teaching reading descriptive text. Movie script is one of media in language teaching. Especially in teaching reading. Baldwin said that children have better abilities when they read material in topics that are very interesting to them. It means that to improve a positive attitude towards reading, the teacher must equip students with reading texts that are appropriate to the level and interest in reading students. Carrick states that the elements of movie script enables students to realize that reading is an activity that permits experimentation.[7]

Haag and Cole state the major components of movie are action and dialogue. The "action" is written in the present tense. The "dialogue" is the lines the characters speak.[8] Movie scripts are usually based on familiar stories, reluctant readers may become interested in reading more, although movie script is very interesting. It must be well considered if it will be used for

[7]Carrick, L.U, *The Effects of Readers Theatre on Fluency and Comprehension in FifthGrade Students in Regular Classrooms.*Pennsylvania.Unpublished, 2000,in Endah Savitri Kusuma,The use of Movie Script in Teaching Reading Text at the Second Grade of SMP Wiyatama Bandar Lampug,2014.

[8]Haag, Hillis R.Cole, 1980 , *TheComplete Guide to Standard Script Formats: The Screenplay*. New York: CMC Publishing, in Endah Savitri Kusuma,The use of Movie Script in Teaching Reading Text at the Second Grade of SMP Wiyatama Bandar Lampug,2014.

students in the rural areas. It is because not all of them are familiar to movie. In addition, the type of movie script must be suitable for the grade of the students. Bearing this in mind the application of movie technique is expected to make the teaching of reading more effective and enjoyable.

Based on the curriculum 2013, teaching and learning English junior high school focuses on improving students' English ability in communicating both oral or reading form. One of approaches that focus on it is text-based text is seen as a tool to do the activities in daily real life.[9] Therefore, there are some texts that has to be taught such as descriptive, recount, narrative, procedure, report, explanation, analytical exposition, and news item.

One of the text that should be taught in seventh grade is a descriptive text. According to Boardman and Frydenberg descriptive text is atext that describes about something looks like.[10] When we come to describe something, it is clearly that we got to explain something looks like as real as it is. It can be people,place,animal,or thing as an object of description.

Based on the background above, the researcher applies as kind of media in the form of a movie script in teaching reading descriptive texts. It can expected that the influence of movie script in teaching reading descriptive text give a positive effect to student reading achievement. The title of the research is "The Influence of Movie Script toward students' descriptive reading ability at the eight grade of SMPN 23 Pesawaran".

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[9]Tim Inti Kurikulum 2013,*Model Silabus Mata Pelajaran SMP/MTs*, (Kementrian Pendidikan dan Kebudayaan: Depdikbud,2017),p.1

[10] Boardman,et.al.*Writting to Communicate*.(New York:Person Education,2002)p.6

There result of previous research that relevant to this research. According to Kusuma on her thesis entitled "Movie Script in Teaching Reading Text at the second grade of Smp Wiyatama Bandar lampung", revealed there is a significant incraese of the students through movie script in teaching reading text. After teaching by using the score of reading in the pre-test and the post-test both classes was different.[11]

According to Latifi on her thesis entitled "The Effect of Using Movie Scripts as an Alter- native to Subtitles: How to Improve Listening Comprehension", the present study attempted to investigate the effects of using movie scripts on improving the listening comprehension ability of language learners. The findings favored using movie scripts as a way of improved listening comprehension, and the idea that the best time to use scripts may be in class when learners have finished the transcription task. This research supports the use of movie scripts as an alternative approach to movie subtitles and captions. Besides, the interactive model of teaching listening comprehension was advocated as well.[12]

Based on the explanation above there were some difference and similarities of previous research to this research that had been done by Endah Savitri Kusuma, she conducted. The difference were at the reserach in qualitative research. Another previous research that had been conducted by

[11]Endah Savitri Kusuma, Thesis S1 Degree,*The Use of Movie Script in Teaching Reading Text at the second grade of Smp Wiyatama Bandar Lampung*, (Universitas Lampung 2014)p.3- 4

[12] Mehdi Latifi, Thesis S1 Degree,*The Effect of Using Movie Scripts as an Alter- native to Subtitles: How to Improve Listening Comprehension*,(AminUniversity,2014),P.215

Mehdi Latifi, she used movie script to improving listening comprehension. Meanwhile in this research, the researcher was using movie script media to know the influence towards students' descriptive text reading ability, and this research was going to be quantitative research.

Based on the problem, the researcher is interested in conducting the research entitled "The Influence of Movie Script toward Students' Reading Comprehension at the Second Semester on the Eight Grade of SMP N 23 Pesawaran in the Academic Year of 2020/2021".

B. Identification of the problem

Based on the background of the problem, the researcher identified the problem as afollows :

1. The students' reading comprehension is still low.
2. The students' had difficulties in reading comprehension because of their lack vocabulary.

C. Limitation of the problem

Based on the identification of the problem above,this research focuses on the teaching reading by using movie script at the eight grade of SMPN 23 Pesawaran in the Academic Year of 2020/2021.

D. Formulation of the problem

Based of the limitation of the problem, this researcher formulated the problem in the research in the following question: Is there a significant influence of Movie Script toward students' reading comprehension at the eight grade of SMPN 23 Pesawaran in the academic year of 2020/2021.

E. Objective of the Research

The object of the research is to find out whether there is a significant influence of using movie script in teaching reading comprehension at the eight grade of SMPN 23 Pesawaran in the academic year of 2020/2021

F. Uses of the Research

1. Theoretically

   The resercher gives information for the English teacher about the influence of movie script towards students' descriptive reading comprehension, and also to give information for further research.

2. Practically

   a. For the teacher

      This research is expected to give information and inspiration to be more creative in applying an effective media especially in teaching descriptive text.

   b. For the students

This research is expected to help the student to produce a good descriptive text that is stimulated by movie script media and also motivate the students to have a better achievement in reading descriptive text.

c. For institution

This research gave them some information, data, sources about movie script media of teaching for English subject.

d. For researcher

This research knowed about the students' descriptive text reading comprehension especially by using movie script and the research can carry out the way to the next teaching and learning in the classroom.

G. Scope of the Research

1. Subject of the research

The subject of the research is the students of the second (VIII) grade of SMPN 23 Pesawaran in the academic year of 2020/2021

2. Object of the research

The object of the Research was focus on the influence of media movie script in reading Descriptive text.

3. Place of the research

The research was conducted at SMPN 23 Pesawaran in the academic year of 2020/2021.

4. Time of the research

   The research was conducted in the second smester at SMPN 23 Pesawaran in the academic year of 2020/2021

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Reading

There are four skills in English that must be mastered by the students one of them is reading. Reading is a complex process made up of several interlocking skills and processes. Reading is an active process which consists of recognition and comprehension skill.[1]it means that reading is an important activity in life which one can update his/her knowledge. Reading skill is an important point for academic success. According to Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these message.[2] It means the reader will focus when they read so that they can get the meaning. In addition, Moreillon states that, reading is making meaning from print and from visual information.[3]

According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. The statement is supported by brown, "reading is only incidentally visual more information is contributed by the reader than by the print in the page. It means that reader must be understood what they

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[1] Brown, H. Douglas."*Teaching by principles An Interaction Approach to Language pedagogy*".New Jersey.1994.printice Hall. Page 218

[2] Jeremy Harmer, *The Practice of English Language Teaching*. (New York: Longman,1991), p.190

[3] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association , 2007), p.10

read.[4] Reading is something many of us take for granted, According to Grabe, reading is the process of receiving and interpreting information encoded in language via the medium of print.[5]

Based on those theories, the researcher concludes that reading is process to get information or knowledge from the text and to understand the content of the material has been read. Someone needs reading to get information, they will know something happened in the world. Reading is been important for people to know something happen in the world In order to make the messages or information that comes from the author can be understood easily by the teacher :

a. Types of Reading

According to Brown, there are three types of reading as below :[6]

1) Perceptive Reading

   Perceptive readings involve attending to the components of larger stretcher of discourse: letters, word, punctuation and other graphemes' symbols. Bottom-up processing is implied.

2) Selective Reading

   This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical grammatical or discourse features of language within a very short.

[4]Jeremy Harmer, *How To Teach English* (China: Longman Pearson,2007),p.99.

[5] William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p. 14

[6]H. Douglas Brown. *Language Assessment Principle and Classroom Practices*, (New York:Longman Person, 2003), p.189

3) Interactive Reading

Interactive reading types are stretches of language of several paragraph to one pages or more in which the reader must, in psycholinguistic sense, interact with the text. Bottom-up processing may be used.

4) Extensive Reading

Extensive reading as longer stretches of discourse, such as: a long article, and books that are usually read outside a classroom hour.

Based on statement above, we know that there are four types of reading include perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading is asking the students to analyze the letter, word and symbol separately. Selective reading is the process to know the grammatical or the paragraph in the short passage. Interactive reading ask the students to read some texts and find the information from the text. Meanwhile reading is deal with longer text, this require students ability to understand the whole text.

b. Purpose of Reading

Everyone has the porpose in reading the text either to get information about something or to get entertainment. Harmer said that the purpose of reading in relation with the teaching of reading into purpose.[7]

[7] *Ibid*,p.99

1) Reading for information

This activity is teaching the recognition and interpretation of text type, which contains information. An over all emphasizes on topics within each text type.

2) Reading for meaning

This is purposed to teach the recognition and interpretation of the relationship between form and in text.

3) Reading for pleasure

This is benefit to teach recognition and the ways of reading those texts often associated with reading for pleasure.

2. Concept of Teaching Reading

Teaching is showing or helping someone to learn how do something, giving instructions, guiding in the study of something,providing with knowledge, causing to know or understand.[8] Teaching reading can be facilitate students in comprehending the texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning, and reading recovery. During teaching reading process we must pay attention about the principles of teaching reading. The participles can be standard to limit teacher when they teach reading. The principles of teaching reading are stated below :

1. Reading is not passive skill

[8] Douglas.H.Brown,*Op.Cit*.p.7

2. Students need to be engaged with what they are reading.

   Student should be encouraged to respond to the content of reading text, not just to the language.

3. Prediction is major factor in reading
4. Match the task to the topic
5. Good teacher exploitt reading texts to the full.[9]

The aim of teaching reading is to develop students' skill in order they can read English text effectively and efficiently. To be able to do so the reader should have particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purpose and tends to focus mainly on the purpose of the activity.

From the statement above, teaching means giving instruction to the students to learn something which effect them in such away that learning is facilitated and the student can acquire knowledge. So they will know or understand something.

a. Implementation of Teaching Reading

Hedge states that any reading component of an English language course may include a set of learning goals for :

1. The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside ESL/EFL classroom.

[9] Jeremy Harmer,*Op.Cit*.p.70

2. Building a knowledge of language which will facilitate reading ability Building schematic knowledge.
3. The ability to adapt the reading style according to reading purpose (i.e. skimming,scanning)
4. Developing an awarness of the structure of written texts in English.
5. Taking a critical stance to the contents of the texts.

   The last goal can be implemented at an advanced level. Students, however,should be kept aware that not all internet content is authentic since there are no "gate keepers" and anyone can post whatever he/she likes in this cyperspace. Consequently, students can check the authenticity of the text by looking at the following indicators: whether the article gives the name of the author or no, the date of publication, the aim of the article,etc.

b. Aims of Teaching Reading

Based on Nuttal there are some general aim for a teaching readig. They are:[10]

1. To enable students

   The teacher can only try to promote an ability in the student, she cannot pass on the ability itself. This apply to particularly to comprehension, which is a private process.

2. To enjoy (or at last feel comportable)

[10]Sofnidah Ifrianti. *Improving Reading Comprehension* . Fakultas Tarbiyah UIN Raden Intan Lampung 2008, p.15

The best teaching does not neglect the delight and interset that can be derived from reading. That is one reason why a good deal of space is devoted later in the book to the importnce of an enjoyable extensive reading programe, and why we also emphasize the need to choose interesting material for classroom use.

3. To read without help

We can soldum expect help with the reading tasks we undertake in real life outside the classroom, the teacher does not stay at outside. Therefore students have to develop the ability to read on their own your responsibility as a teacher is to make your support unnecessary.[11]

3. Concept of DescriptiveText

Descriptive text is one of the texts taught in junior high school besides procedure, recount, narrative, and report text. Based on English Curriculum for Junior high School, descriptive text is defined as a text which describes something, someone, or place in details.[12] The purpose this text is to tell the reader what the researcher feels. According to Depdiknas the components of descriptive text are.[13]

1. The generic structure of descriptive text:

   a. Identification, It identifies things, person, or something to be described.

[11] Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (Oxpord: Heinemann,1996),p.31.

[12]As cited in Ninis Fauziyah, *Using Brochure As A Media In Teaching Reading Descriptive TextAmong The Eighth Grade Students Of Smp Bilingual Terpadu, Krian* (Unpublished S-1 Thesis.Surabaya: English Departement, IAIN Sunan Ampel, 2012), P.14.

[13]Depdiknas, *kurikulum 2004 Standart kompetensi Mata Pelajaran Bahasa Inggris SMP danMTS,*(Jakarta: Pusat Kurikulum Balitbang Depdiknas), p.52.

b. Description, It describes the characteristic of thing, person, or place.

2. Language feature

a. Using specific nouns, The noun is something that will be described in the text. For example: my home, teacher, cat, etc.

b. Using simple present tense.

c. Using detailed noun phrase, It is use to give detail information about the subject. For example: it has large open row boat.

d. Using many kinds of adjective, It is used to describe, number, and classify an object. For example: Two strong hand, a smart girl, etc.

e. Using relating verbs, It is used to give information about the subject. For example: my sister is very beautiful.

f. Using action verbs, It is used to tell the condition clearly. For example: my dog licks my foot.

g. Using thinking verbs and feeling verbs, They are used to express the writer's personal view of the subject. For example: I think he is a kind boy.

h. Using figurative language, Descriptive used figurative speech such as, simile, metaphor. For example: the young lady is white as a chalk.

i. Using adverbials, It is used to give additional information. For example: at the big house.

Isern explains that reading a descriptive text is like drawing a picture for the readers because the writer's purpose is to paint a picture in words.[30]Therefore, in reading descriptive text, the readers will able to close

their eyes and imagine what the picture described in the text, and what the picture looks like through reading the text. However, in fact, it is very difficult to imagine something which is not real. The students have to understand the whole content of the text in order to get the point and be able to answer the question from the text. Therefore, there are many students who have difficulties in understanding descriptive text.

4. Concept of Movie Script

a. Definition of Movie Script

A movie script is a written work that is made especially for a film or televisionprogram. Movie script can be original works or adaptations from existing pieces of writing. Here, the movement, actions, expression, and dialogues of the characters are also narrated Trottier. Movie scripts usually include not only the dialogue spoken by the characters but also a shot by shot outline of the film's action. It can make the students easier to read and describing the moviescript.

The development of science and technology has an impact on the acceleration of information dissemination and exists. The educational world as part of the information user must make adjustments to the flood of information flows. Adjustment or up date information is very useful in the development of education, including learning media in it.

Carrick states that the element of movie script enables students to relize that reading is an activity that permits experimentation. Collins states that movie script is the written text that provides the basis for a film production. It

usually includes not only the dialogue spoken by the characters but also a shot-by-shot outline of the film's action. It may be adapted from novels or stage plays or developed from original ideas suggested by the screenwriters or their collaborators.[14] Haag and Cole say that the format of movie script is structured in a way that one page usually equates to one minute of screen time. In a movie script, each scene is numbered, and technical direction may be given. In a draft in various stages of development, the scenes are not numbered, and technical direction is at a minimum. [15] The standard font for a screenplay is 12 point, 10 pitches Courier. Themajor components are action and dialogue. The action is written in the present tense.

The style consists of a grammar that is specific to movie script. This grammar also consists of two aspects:

1. A prose that is manifestation-oriented i.e. focuses largely on what is audible and what is visible on screen. This prose may only supply interpretations and explanation (deviate from the manifestation-oriented prose) if clarity would otherwise be adverselyaffected.
2. Movie script can be used as a cross-curriculum teaching method. This is related to the concept that the teacher will introduce in the classroom, providing academic benefits and fluency. Meanwhile, teachers must

[14]Collins, Harper. (*Collins Discovery Encyclopedia, First Edition*. London: HarperCollins Publishers, 2005)

[15]Haag, Hillis R.Cole, (*TheComplete GuidetoStandardScriptFormats: The Screenplay*. New York: CMC Publishing, 1980)

consider their students' reading skills when choosing film scripts.

Basedontheexplanation abovetheresearcherconcludedthat the movie script media is an excellent media for the students who have difficulties with comprehension. This media increases students' ability to apply context to improve comprehension, identification, and retelling skills. The media focuses on the description of the movie script to aid in comprehension. Movie script gives students an independent guide for describing information about story.

b. Procedure of Movie Script

Movie script can be applied as the following steps :

Teaching reading comprehension through movie script is not different from teaching reading comprehension in general, but it can be used to make the students more interested in reading. In this case, the researcher presents application of movie script in teaching reading comprehension. The researcher purpose is to make it easier for the students to improve their English reading comprehension.

Here are some pre-activity and while-activity preparation techniques that can be used in combination with one another:[16]

1. Distribute a copy of the movie script to eachstudent.
2. Read the title of the script and its author together with thestudents.
3. Encourage students to make predictions about the story, characters

[16]Sebesta, S.L. *Having my say*. Canada: Reading Teacher, 1997.p. 542-551.

dan tell students to read the movie script aloud to students to read the movie script carefully.

4. Ask for feedback: How did you like the story? Did this story remind you of another story? What about ourpredictions?
5. Divide the class into pairs. Assign a number of pages to be read longer scripts can be divided into several parts and a time limit for paired reading. Students should take turns reading every other entry inthe script this ensures that they will all have the same amount of material to read. Pairs can reread the pages again if they finish before the end of the assigned readingtime.
6. Have students read the script of the movie or by assigning them to look for the definition of person, time, place, and definition of the situation in the film script.
7. Students get points from each movie script they read.

c. Teaching Reading Comprehension of Descriptive Text by using Movie Script

The following is procedure in teaching descriptive text by using movie script media and KWL technique:

1. Pre-reading activities[17]

a. The teacher greets the students using english language.

[17] Nunky Aprilia,*The Effectivenes of KWL (know want to learn) Technique on students' reading comprehension of descriptive text*, in Syarif hidayatullan state islamic univercity jakarta,2016,p.21

b. The teacher prepares students psychologically and physically to follow the learning process.

c. The teacher gives motivation to learn.

d. The teacher checks the presence of students.

e. The teacher asks questions that relate prior knowledge to the material to be learn.

f. The teacher explains the learning objectives or basic competencies to be achieved and conveys the scope of the material and the description of activities according to the syllabus.

2. Whilst-activity

a. The teacher explains about descriptive text and some examples of descriptive text.

b. The teacher divides the group, one group consists of 4 to 6 students and distributes sheets of paper containing kwl chart and sheets of movie script media to each group.

c. After everything is ready, the teacher starts to apply the material with the movie script media and kwl technique.

Stage 1 "What do you know"

1. The teacher gives a movie script called Cinderella then asks "what do you know" about Cinderella?
2. Then the teacher asks students to write what they know about Cinderella into the "K" column.

Stage 2 “What do you want to know?

1. The teacher starts asking again about "what do you want to know about Cinderella?
2. Then the teacher asks students to write what they want to know more about Cinderella and write it in the column "W"
3. After the "K" and "W" columns are filled in, the teacher asks students to read the text about the Cinderella movie script as a whole.

Stage 3 “What have you learnt?

1. After students read the text as a whole, the teacher asks students to write answers to the questions they made in the column "W"
2. The teacher asks students to write down the additional information they can.
3. Each group representative is asked to fill in the KWL chart on the board.
4. The teacher gives a quiz for each group, related to the text.

d. Post reading activity

a. The teacher asks difficult things in this meeting.

b. Together with students make a summary / conclusion of the lesson.

c. provide feedback on the process and learning outcomes

d. The teacher presents the material that will be discussed at the next meeting.

e. The teacher invites students to pray.

f. The teacher greets.

d. Advantages of Using Movie Script

The advantages can be summarized as:

1. Reading movie script has potential to help student with more than fluency. When students participate in Reader's movie script, they gain confidence in their ability to read aloud.
2. The structure of a movie script is advantageous to struggling or shy student who do not like to be called on in class. These student usually wants to read a part in a play, because the spotlight was not on just them. Because scripts are usually based on familiar stories, reluctant readers may become interested in reading more.
3. Movie scripts are simple to use and do not require much preparation. Reader's movie script is not meant just to be entertainment; it is a strategy for improving reading skills in a student-friendly way.
4. The simplicity of the setup leaves more time for kids to practice fluency.[18]

e. Disadvantages of using Movie Script

The disadvantages can be summurized as:

Disadvantages using movie script as a reading medium is that readers can experience adverse effects. Taylor said, in his research on Spanish students who had been going on for three and one years, found that groups that did not use the movie script performed better significantly compared to the group that used the movie script. Some students find disturbing and

[18]*Ibid*,p.21

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confused information with simultaneous multimodal language presentations. The study also suggests that for students who have the ability to read it using a movie script standard, it might have an adverse effect on their readers.[19]

f. The Concept of Textbook

Textbook is a book in a particular field of study, which is a standard book compiled by experts in that field for the maxims and instructional purposes, which are equipped with teaching facilities that are harmonious and easily understood by the student, so it can be support a teaching program. Regulation of the Minister of National Education number 11 of 2005 explains that the textbook is a mandatory reference book for use in schools that contains learning material in order to increase faith and piety, character and personality, the ability to master science and technology, sensitivity and aesthetic abilities, and potential physical and health compiled based on national education standards.[20]

According to Richards, textbooks are used in different ways in language programs, for example, a speaking text might provide passage for students to read and discuss.[21] It means that we can use textbooks in many ways which skill that our need to increase. Onasanya said that,the print media are some of the oldest media in education. This category of media are useful for informational or motivational purposes. They are used to convey verbal

[19]Taylor, G. *"Perceived processing strategies of students watching captioned video"*, in Foreign Language Annal,2005),p. 422–427.

[20]Yuliawati *The Effectiveness of English Textbook in Teaching Reading for Elementary School 1 Pancor In The School Year 2005/2006.*Universitas Muria Kudus, 2013,p.9

[21] Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Press Syndicate of the University of Cambridge, 2001), p. 254.

information through print. They form the most widely used media in education and they include textbooks, periodicals encyclopedia, newspapers, magazines, file records minutes, and so on.[22]

Based on the explanation above, it can be concluded that the textbook is a collection of writings made systematically by experts in their respective fields containing certain subject matter and has met the indicators in accordance with the curriculum that has been determined beforehand as a guide for educators and student aids in understanding the material learn in learning.

a. Advantages of Using Textbook

According to Richards, there are some advantages of using textbook as media in the classroom.

1. Textbooks can save teachers' time.
2. Textbooks can provide support for teachers whose first language is not English.
3. Textbooks may serve primarily to supplement the teachers' instruction.[23]

From the statements above, it means that textbook is the basic media for learn, it can make easily for teacher to explain and understand the material for the learners. Textbook can also support the teacher and students in teaching and learning process because it matches the needs of that situation perfectly.

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[22] Onasanya, S.A, *Selection and Utilization of Instructional Media for Effective Practice Teaching* (Institute Journal of Studies in Education Vol. 2 No. 1 June 2004, ISSN 0795-2199), p. 128.

[23] Jack C. Richards, *Op. Cit*, p. 255

b. The Disadvantages of Using Textbook

According to Richards, there are also some disadvantages of using textbook as media in the classroom:

1. They sometimes present inauthentic language.
2. Textbooks often present an idealized view of the world or fail represent real issue.
3. Textbooks may not reflect students' need.

Based on the statement above, it means that textbook must be appropriated to the context, the language must be clear and based on the level of students as well as in accordance with the needs of the students to understand the material. But, students need other media that can makes them interest to learn in the classroom because information of textbooks is not current and relevant, students only see one perspective on a concept or issue.

B. Frame of Thinking

Reading is an important thing and one aspect that should be mastered by the students in learning English. Mastering reading is required to make the students easier to comprehend the meaning and find out the information and main idea of the text. It means the English teacher should have good media in teaching English. Teacher have to know many kind of teaching media and they must know how to influence the media in the class.

They have to be able to choose the appropriate media that can be used in delivering lesson. They also should be able to use various media to make their students not getting bored in studying English. One of the media that can be used in teaching and learning process specially to increase students reading comprehension is by using movie script media.

Based on theories above it can conclude that movie script media can provide development and improvement of the students' reading skill. The researcher assumes the movie script media is suitable to collect scores. This media can make the students more active in learning English reading comprehension.

C. Hypothesis

According to Arikunto, hypothesis is the temporary answers of the research problem until they are proved by collected data.[24] Meanwhile, Setiyadi hypothesis of the research is the statement about the distribution of a variable or the correlation of two variables that wil be research.[25]

Based on the explanation above, the researcher formulates the hypothesis as follow :

Ho : There is no significant influence of using movie script media towards students' descriptive reading comprehension at the eight grade of SMPN 23 Pesawaran in the Academic Year of 2020/2021.

Ha : There is a significant influence of using movie script media towards students' descriptive reading comprehension at the eight grade of SMPN 23 Pesawaran in the Academic Year of 2020/2021.

[24]Suharsimi Arikunto. "*prosedur penelitian ; suatu pendekatan praktek*".2006. jakarta.ineka cipta. Page 71

[25] BambangSetiyadi,"*Metode penelitian pengajaran Bahasa Asing*". 2006.Yogyakarta. Graha Ilmu. Page 90