



ENGLISH MOVIE: AN EFFECTIVE TEACHING MEDIUM TO ENHANCE LEARNERS' SPEAKING SKILL

Fitria Azzuri Putri Pertiwi¹, Dyah Aminatun²

Universitas Teknokrat Indonesia^{1,2}

Corresponding Email: fitriazzzr@gmail.com

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Abstract

This research aims to determine whether English movies have a notable impact on enhancing the speaking skills of eleventh-grade students, particularly in descriptive text, at SMA Negeri 1 Trimurjo. This research is a quantitative study with a one-group pre-test and post-test design. The research subjects are the students of class XI.4 at SMA Negeri 1 Trimurjo who were selected purposively. To collect data, a speaking test was administered. The data obtained were analyzed using IBM SPSS version 27 which includes testing for normality and hypothesis testing based on pre-test and post-test scores. The pre-test and post-test results show a significant difference. In the pre-test, the average student score was 53.71, with the lowest score at 36.00 and the highest at 76.00. The post-test results demonstrate an increase in the average student score to 76.85, with the lowest score at 60.00 and the highest at 88.00. Besides, this study's significance value (2-tailed) was 0.000 ($p < 0.05$). It indicates that the findings of the initial and final tests have significant differences. (H_0) was accepted and the null hypothesis (H_0) was rejected. Therefore, it can be concluded that there is a significant improvement of speaking skill on descriptive text at the eleventh grade of SMA Negeri 1 Trimurjo after being taught using English movie. Future studies are recommended to conduct interviews or questionnaires of students to gain more information or arrange a test of students' speaking skills. Other interesting topics would be to study further about which movie genre is more effective in English skills development.

Keywords: descriptive text, English movie, speaking skill.

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INTRODUCTION

In this present era, the entire world has become a global village, and people communicate with one another in a common language, especially English. Erwin (2021) stated that the English language has become the most widely used language in the world and is widely spoken. Moreover, English is a language that is frequently employed in fields such as science, commerce, education, the internet, travel and tourism, media, newspapers, software, engineering, information technology, entertainment, banking, and others (Erwin, 2021).

In Indonesia itself, there are many Indonesian schools employ English as an international language in the classroom to prepare students for life within the new millennium's social context (Mulyadi, 2016). Thus, there are many schools that compete to teach English, especially in international school. However, teaching English is proved to be a challenging task because pointed out that English is the majority of foreign language learners attempt for international communication (Halawa et al. 2022). They must learn the language's four fundamental skills, including listening, speaking, reading, and writing, during this process. The most crucial skill to develop when learning a second or foreign language is speaking.

Speaking is one skill that must be mastered by students at school. According to Harmer (2007), there are three main reasons for requiring students to talk in class. First, speaking exercises give students the chance to receive training, giving them a safe environment in which to practice speaking in public.

Second, speaking exercises in which students attempt to use one or more of the languages give feedback to both instructors and students.

However, there are problems that commonly faced by either students and teachers in teaching or learning speaking. Bueno et al. (2006) stated speaking is one of the most challenging skills that language students must master. Speaking appears to be the most challenging of the four fundamental English language abilities since speakers must come up with sentences on the spot. Students find it challenging to construct sentences without mastering the grammatical structures and having appropriate vocabulary knowledge.

As the researchers got from the pre-observation by interviews with approximately 10 students of the eleventh grade of SMA Negeri 1 Trimurjo, it can be concluded that the most students in eleventh-grade struggled with learning English, particularly speaking skills. For example, they were often passive during class and had trouble pronouncing words and understanding grammar and vocabulary. Due to the teachers' continued use of outdated instructional materials like books, the spoken teaching and learning process in the classroom is less engaging and challenging to understand. Therefore, it found that the main problem of speaking English in SMA Negeri 1 Trimurjo is from the learning and teaching media.

Rao (2019) pointed out teaching media are resources that a teacher brings into the classroom to support teaching and learning. However, this did not occur at SMA Negeri 1 Trimurjo because the teachers at that school did not utilize teaching media effectively. As a result, it led to a lack of students' interest in the subjects. Thus, using media, such as English movie, is one method a teacher might use to teach speaking. Lydia (2017) stated that movie are one of the multimedia that may be utilized to increase students' motivation in learning speaking as one of the main factors in achieving the goal of teaching and learning English.

According to Fitriyani (2023) the value of using movie in the classroom is that it may be utilized to support students' learning and improve the effectiveness and efficiency of the teaching and learning process. It is clear that students will certainly benefit by watching movie if they acquire new vocabulary and expressions which can improve their speaking. In addition, as it line with Nurfadilla (2021), utilizing English movies in the educational setting can serve as an effective means to acquaint students with new languages and enhance their oral communication abilities during the teaching and learning experience. By watching an English movie and trying to note every single difficult case in the movie, such as difficult or unfamiliar words. Furthermore, watching English movie also provides benefits including maintaining students' enthusiasm in learning English, enhancing their listening and speaking skills, and teaching them new vocabulary from English movie (Sari & Sugandi, 2015).

The researchers focused on the problem that facing students to learn English especially in speaking. Using media, such as English movie, is one method a teacher might use to teach speaking. The researchers have decided to undertake study to discover how students feel about using English movie to improve their speaking abilities.

RESEARCH METHOD

The researchers used quantitative research methods in this study. This type of research used a pre-experimental design in one group pretest and posttest. As it mentioned by Wahyu (2014), pre-experimental design is a study that aimed to determine if the studied variable had an impact or not. The conceptual framework in which the experiment is carried out is often referred to as the pre-experimental design. The tests to be carried out are pre-test and post-test which has one group of experiments without using a control group. The research was conducted at SMA Negeri 1 Trimurjo with the subjects was in XI.4 with total 35 students. The data for this study were gathered using several data collection approaches. Data were gathered using a pre-experimental design in the pre-test and post-test of one class group. During the test, students had to speak for about 2-3 minutes to describe the main character of the English movie titled 'Moana (2016)' in front of the class. Students were also expected to achieve the purpose of this study, which was to improve their speaking skills after the test.

To accumulate the final score, the researchers using the speaking rubric by Harris (2015) and then the researchers categorized it based on the classification of their speaking score by Arikunto (2010).

In this study, the researchers used inter-rater reliability for the test instrument. According to Heale & Twycross (2016), inter-rater reliability referred to the extent of measurement error in a test, arising from variations in ratings, scores, or observations provided by different evaluators assessing the same event or phenomenon. The inter-rater reliability test aimed to align perspectives, specifically between the first researcher as rater 1 and the second researcher as rater 2. To describe the correlation between the scores of the first rater and the second rater, the researchers calculated it by using IBM SPSS 27.

FINDINGS AND DISCUSSION

Findings

The results demonstrate the ultimate impact of the use of English movie to improve students' speaking skill on descriptive text at the eleventh grade. To get the intended outcomes that were specified at the beginning of the inquiry, the two groups were compared using the T-test. The results of the pre-test and post-tests were compared. The researchers provided numerous examples and explanations of the research findings in this chapter that include research statistics and paired sample test results.

Tabel 1. Descriptive Statistic Pre-test and Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	35	36.00	76.00	53.71	11.20
Post-test	35	60.00	88.00	76.85	6.60

The results of the group statistical analysis on pre-test and post-test scores with thirty-five students. It can be seen that pre-test has a minimum score of 36.00, while the minimum score on post-test results is 60.00. Based on the mean results, it can be concluded that the post-test have a significant increase from the pre-test results. In the pre-test the average student results was 53.71, meanwhile the post-test the average student score was 76.85.

Tabel 2. Normality Test Result

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Speaking Skill	.104	35	.200	.955	35	.167
Post-test Speaking Skill	.152	35	.040	.951	35	.118

According to the data results above, it can be seen that the significant level in pre-test data is 167 and the significant level in the post-test data is 118, from these data it can be seen that the significant results from the pre-test and post-test above 0.05. This is in accordance with the decision rule in the data normality test, namely if the significance is more than 0.05 then the data is normally distributed. It can be concluded that the data tested using Shapiro Wilk is normally distributed. Next the calculation would proceed to the Paired Sample T-test stage with the help of IBM SPSS 27 for Windows in calculating the data. and the following are the results of the pre-test and post-test.

Tabel 3. Paired Sample T-Test Result

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest–Post-test Speaking Skill	-23.14	7.29	1.23	-25.64	-20.63	-18.76	34	0.001

Based on the calculation results of the Paired Sample T-test using SPSS above, the results show the significance value in the pre-test and post-test scores is 0.001 ($p < 0.05$). This is accordance with the results of the initial test and the final test experienced a significant improvement. Based on descriptive statistics, the initial test and the final test proved to be higher in the final test. It means that is it effective to teach speaking by the use of English movie.

Discussion

Based on the finding, it can be seen that the primary objectives of this study were to determine if there was a notable enhancement in students' speaking skills before and after receiving instruction through English movie. The analysis revealed a discernible improvement in students' performance following the intervention, evident in the pre-test results before treatment and the post-test results after treatment.

The researchers conducted it based on the reason that students were still struggling in speaking English. The students still lack in vocabulary, pronouncing some words, and confidence when speaks English. In speaking skill, students must master those grammar, fluency, vocabulary, pronunciation, and comprehension. Students should have the confidence and brave enough to practice their speaking, they can practice it by watching English movie to helps them acquire new vocabulary and pronouncing words which can improve their speaking. Moreover, as it stated by Sharjeel (2013), by watching English movie students can grasp the language and recognize it right away and translate the movie's life stories into their own lives.

To know the improvement of students' speaking skill by using English movie, the researchers calculated the mean score of the students' speaking skill was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment and the mean score post-test after treatment. The pretest was conducting one meeting as it stated by Samad et al. (2017) that pretest given in class one meeting. During the treatment the researchers treated the class using English movie title "Moana (2016)". The material given by the researchers was about descriptive text.

After conducted the pretest, the researchers gave a posttest by using descriptive text material. The results of this research were obtained by the mean score in the final test which it higher. It is showed that the results of the initial test and the final test gave a significant effect. Therefore, the alternative hypothesis is accepted. It means that the use of English movie to improve students' speaking skill is effective. This aligns with Riswanto et al. (2022) findings, which demonstrated that the results indicated that using English movie had a significant impact on the student's speaking. It is feasible that using media in the speaking class might improve the student's performance as a whole. The results are accessible to several interpretations. Additionally, supporting evidence indicates that English movie can generate enthusiasm among students for learning a new language (Madiyoh et al. 2018).

After the treatment was given, the researchers also showed the result of posttest that had the improvement category to be good than before. However, before given the treatment the students experienced many obstacles when they are doing speaking by describing the main character of the movie. It is indicated that students were still nervous and lack of confidents to speak in front of the class. It is happened because they were worried and afraid if they made mistake. According to Nunan (1999), students who lack confidence in themselves and their English will have communication anxiety. This demonstrates that students' confidence is critical in learning process, and it becomes a focus of teachers' attention. According to the findings of this research, the majority of students stated that most of them lacks of confidence in their skill. According to He and Chen (2010), the major source of students' lack of confidence is their inability to speak English. In this situation, many students believed that their English proficiency was poor and that they could not communicate effectively in English.

Considering the practical challenges and potential causes outlined earlier, the researchers formulated strategies to address the identified issues. Firstly, the choice of the English movie "Moana (2016)" was intentional, as the language used in the movie mirrors everyday conversations, employing easy vocabulary. This decision aimed to provide practical support for the learning process, offering students accessible models from the media. Secondly, recognizing the importance of guided practice in enhancing speaking skills, the researchers incorporated teacher-guided speaking sessions. This approach sought to make the teaching and learning experience more enjoyable while affording students ample

opportunities to engage in spoken expression. Supported by Masyi'ah (2014), the researchers emphasized the significance of the teacher's approach in creating a comfortable learning environment for students. During the treatment, the researchers taken the role as English teacher as well as a student mentor is very influential in the final results of students because the influence of the environment is very important for students. This aligns with Harmer's (2001) identification of various motivational sources, which correlates with the findings of this study. The practice of providing feedback on student work, encompassing grammar correction, pronunciation guidance, posing questions, and offering assignment tips, proved highly beneficial.

Students show a good improvement after the treatment that it showed by their scores from pre-test to post-test. It is strengthened by Liando et al. (2018) with their studied that confirm about the successful using English movie to improve students speaking skill that the students score show a significant improvement. From the results of their studied, they hold the belief that movie contributes to their improved comprehension of conversations. Moreover, the researchers took on the role of an engaged observer to understand the students' reactions. The reason for the improvement in the students' response results was their enthusiasm for the teaching and learning process in the classroom. The majority of students focused only on themselves throughout the pre-test and paid little attention to the material being taught. Wahyudin and Sari (2018) stated that to encourage students to actively participate in the learning process, teachers must use instructional tactics that are tailored to the needs of their students and offer plenty of rewards. Students' engagement can be increased when teachers use engaging learning materials. This helps make up for the lack of natural stimuli and provide the motivation student need to become enthusiastic (Sriadhi et al. 2018). English movie is animated visuals with color and sound which commonly used to catch and maintain students; attention (Sharjeel and Dadabhoy, 2013). It is clear that students certainly get benefit by watching English movie by acquire new vocabulary and expressions which can improve their speaking.

Furthermore, by sharing the findings of this study, the researchers had introduced SMAN 1 Trimurjo to innovative teaching methods that improve students' comprehension of speaking in English class. In order to help eleventh graders improve their speaking skill, the researchers had coupled instruction with the use of English movie. It can be concluded that English movie is easy to use as a media that can increase effectiveness in improving speaking skill.

CONCLUSION

Based on research findings and hypothesis testing, it can be concluded that English movie give a significant improvement on students' speaking skill after use English movie. It can be seen from the increase in students' mean score between pre-test and post-test. From the result, it shows that the alternative hypothesis (H_a) is accepted while the null hypothesis (H_0) is rejected. So that this strengthens the statement that English movie is effective in improving students' speaking skill. It can be concluded that English movie can improve students' speaking skill and be well received by students. Additionally, future studies are recommended to conduct interviews or questionnaires of students to gain more information or arrange a test of student speaking skill. Other interesting topics also recommended about which movie genre is more effective in English skills development.

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