IMPROVING STUDENTS’ SPEAKING SKILL THROUGH ENGLISH MOVIE IN SCOPE OF SPEAKING FOR GENERAL COMMUNICATION

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**ABSTRACT (12 PT)**

Language is the way humans communicate with each other. Speaking for general communication course is compulsory subject that must be taken by students during second semester. In reality, most of the students in second semester at IKIP Siliwangi face some problems related to speaking skill. To improve the students’ speaking skill, the lecturers need to know what media is the most suitable for the students. This research used Collaborative Classroom Action Research (CAR). The objectives of the study are: 1) finding out whether or not English Movie can improve the students’ speaking skill 2) finding out classroom situation when English Movie implemented in speaking class. The finding was supported by the result of students’ speaking scores. The average score of pre test was 70.5. After the implementation of English Movie in every cycle, the students’ speaking score were getting better. It can be seen from the result of students’ average score 76.5 in cycle 1 and 81 in cycle 2. It can be concluded that English Movie can improve students’ speaking skill and improve speaking classroom into a better situation.

*Keywords****:*** Improving, Speaking, English Movie

**A. INTRODUCTION (12 pt)**

Speaking for general communication course is compulsory subject that must be taken by students during second semester. In this course students are expected to be able to speak English well in accordance with the learning themes contained in the syllabus and lesson plans for Speaking for General Communication courses. Through this course, students are expected to further deepen their knowledge of linguistics.

Language is the way humans communicate with each other. Language is used to express what we feel, emotions, thoughts, and solve problems. Without language we cannot communicate with other people. However, most of students in second semester of English Education Department of IKIP Siliwangi still have difficulties in mastering English, especially in speaking skills. In addition, speaking is one of four language skills that must be mastered by students in addition to listening, reading and writing.

Darmadi (2015) defines speaking as a productive skill that can be observed directly and empirically, these observations are always colored by the accuracy and effectiveness of the listening maker's ability, which of course interferes with the reliability and validity of oral production tests. Kosdian (2016) in Rifa’at (2018)argues that, "of all four simplex skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types know the language."

From the statement above, it can be concluded that speaking is important for communication, besides speaking is one of the productive skills besides writing. Dewi (2016) states that there are several factors that make it possible to make student speaking skills unsuccessful as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English-speaking country to continue education or tourist visit.

Learning to speak in English not only in class, but also in everywhere. In addition, student habits can help to learn English, especially in speaking. For example, listening to songs, using chat applications, or even watching movies. This habit helps students improve their speaking skills in a fun and comfortable way, especially watching movies.

When students watch English films, they can explore and enrich vocabulary, formal or even informal. In addition, students can improve their pronunciation when watching movies (English Movie). When students have a lot of vocabulary, they can use it for communication.

Therefore, the researchers are very interested in conducting a Classroom Action Research using the English Movie in Speaking for General Communication courses.

**B. LITERATURE REVIEW**

1. **Speaking skills**

Harmer (2007) states that there are three main reasons for making students speak in class. First, speaking activities provide training opportunities - opportunities to practice speaking in real life in a safe class. Second, speaking assignments where students try to use one or all of the languages, they know provide feedback for lecturers and students. Everyone can see how well they are doing: how successful they are, and also what language problems they experience. And finally, the more students have the opportunity to activate the various elements of the language they have stored in their brains, the more their use of these elements will automatically.

Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Derakhshan, Khalili, & Beheshti, 2016). Sidik (2013) argues that "it shows that oral interactions can be characteristic in terms of routines, which are conventional ways of presenting information that can focus on information or interaction".

According to Koşar & Bedir (2014) speaking is an interactive process of constructing meaning that consists of producing and receiving information

From the statement above, it can be concluded that speaking is one of the language skills that focuses on verbal interactions. This can produce, send or receive information accurately and smoothly. The speaker must pay attention to vocabulary, grammar, as well as pronunciation.

**2. General Concept of Media**

According to Masykur (2016) media are all things that can be used to convey messages from the sender to the recipient, so that they can stimulate students' thoughts, feelings, talents, and attention so that the learning process takes place. Thus, creating more active and critical media users, which will always be more demanding in the future.

Media Education has to do with film and television, the press and radio, its impact on student progress. It has to do with what is taught through the media, when and how. The aim is to enable students to develop critical thinking, analyze and reflect on their experiences when using various media facilities, (Latif & Afzal, 2016).

From the statement above, it can be concluded that the media is a tool for delivering messages from the sender to the recipient. The aim is to enable students to develop critical thinking, analyze and reflect on their experiences when using various media tools.

**3. Types of Media**

There are so many learning media used in teaching that from the simplest or cheapest to the most complicated, without the need for electricity, to the most expensive one that requires electricity. Harris, Mishra, & Koehler (2009) state that there are six types of media;

a) Drawing or drawing lecturer modes

This media can be built and supported by the topic being taught. The lecturer can prepare it at home and apply it easily in class to achieve the goals of the teaching and learning process.

b) Still image

This media can be displayed to real objects or events outside the class. Still images are records or copies of real objects or events that may be longer or smaller than real objects or events, for example: photos, bulletin board material, brochures, etc.

c) Audio recording

Records are magnetic mode, on disk, or on film soundtracks. This is the reproduction of the actual sound effects. Sounds are presented in the order in which they actually occur unless the recording is edited.

d) Motion pictures and TV

A film or video recording is a moving image in color or black and white resulting from direct action or from a graphic presentation. The object or event may be in normal motion and edited for abbreviations or high lighting.

e) Real objects, simulations and models

Real object models, this category includes people, events, objects, and demonstrations. Real objects as contrast with other media are not replaced by artificial objects or events. Simulation is the replication of real situations that have been designed to approach actual events or processes.

The model is a replica or reality. Often in scale and maybe in miniature, the right side or magnification.

f) Programmed and computer-assisted instructions

The example program of computer-assisted instruction is a sequence of information designed to obtain a predetermined response.

From the statement above, it can be concluded that the media has variations that can help lecturers for the teaching and learning process. Suitable media also makes students more interested and more understanding of the material. Media also makes lecturers more creative and innovative in the teaching and learning process.

**4. Film as a medium for teaching speech**

Learning English especially speaking is important. Students are often embarrassed when they have to talk. Because they are afraid to make mistakes due to lack of vocabulary. The teaching and learning process is a communication process. Lecturers must use appropriate techniques or media to teach English effectively, and also encourage students. The use of audiovisual media such as films can help students better understand the material or messages given by lecturers to them.

According to Harmer (2003) there are many reasons why video can be an extra special dimension to the learning experience:

a) Looking at language usage: one of the main uses of the video is that students don't just hear the language, they also see it. This greatly helps understanding, because for example, general meanings and moods are often conveyed through expressions, gestures, and other visual clues.

b) Cross-cultural awareness: videos uniquely allow students to see situations far outside their classrooms, or even in other countries.

c) The power of creation: when students use their own video cameras they are given the potential to create something that is memorable and fun. The task of making videos can provoke the use of truly creative and communicative language, with students discovering their identity to do new things in English.

d) Motivation: for all the reasons mentioned so far, most of students show increased interest when they have the opportunity to see the language used and hear it, and when it is combined with interesting tasks.

According to Khan (2015) believe that film visuality can facilitate understanding and understanding of language learners in an ideal visual context, which makes teaching language effective too. Sabouri & Zohrabi (2015) in Faliyanti & Arlin (2018) argue that films provide an invaluable extension of what we call language acquisition technology that has been used to teach students the basics of English language learning in elementary or secondary or university level schools.

Based on some of these opinions, it can be concluded that the use of media in the form of English Movie can be applied in the learning process, given the many positive effects that are obtained.

**C. RESEARCH METHODOLOGY**

This research was conducted at IKIP Siliwangi, Jl. Terusan Jenderal Sudirman No. 3, Baros Cimahi Tengah. The research subjects were second semester students who took Speaking for General Communication courses.

This research used Collaborative Classroom Action Research. The concept in this research is adaptation of Arikunto (2009) which states that action research is one type of investigation that has participatory, collaborative, and spiral reflective characteristics that have the purpose of improving and improving the system, methods, processes, substance, competencies, and situations.

The research procedure as described in the following cycle:

Step 2

Acting

Step 1

Step 3

Observing

Cycle 1

Planning

Step 4

Reflecting

Step 2

Acting

Planning

Step 1

Step 3

Observing

Cycle 2

Reflecting

Step 4

The process cycle of this research will be continued ….

The concept used in classroom action research is a cycle process. Mertler (2012) mentions that action research is a four-step cyclical process, which consists of the following steps: planning for action research, acting on the plan, developing an action plan for the next cycle, and reflecting on the process.

Data collection techniques used in this research:

1. Observation

The main purpose of the observation is to find out each series of learning activities. Each learning process becomes a special note through a diary.

1. Interview

Interviews were conducted to find out directly the interactions of the participants in the study. At this stage we will analyze the sample representative class consisting of 5 randomly selected students.

1. Questionnaire

The questionnaire sheet is shared with students, with the aim to find out student responses to the course of learning activities. This stage is analyzed using aspects of interest. Interest data taken at the end of each cycle then calculated the total score and converted it into percentages.

1. Test

The test consists of 2 stages, namely pre test and post test. The data analysis that we will use is descriptive statistical analysis that refers to Ngadiso (2013) in Mundriyah & Parmawati (2016) as follows:

M = Mean Score

 = Total Score

N = Number of Students

**D. FINDINGS AND DISCUSSION (12 pt)**

This research uses the Class Research Method (CAR) which consists of several phases, namely planning, implementation, observation and reflection for cycle 1 and cycle 2. The researcher uses oral tests through pretest and posttest, pretest and posttest are given to find out the improvement of their speaking skill after students follow all activities. The score criteria are based on several indicators such as grammar, pronunciation, fluency, comprehension and vocabulary.

1. Pre test

The pre-test was carried out on 1-2 April 2019. The results of the pre-test can be seen in the following table:



Based on the pre-test results, it shows that students' speaking skill is still low. This is influenced by several factors, including the lack of confidence of each student because some students have a lack of mastery and understanding related to the 5 components of speaking skill, namely grammar, pronunciation, fluency, comprehension, and vocabulary.

2. Cycle 1 and Post Test 1

Cycle 1 has been held on April 29 -20 May 2019. Researchers provide teaching materials in accordance with lesson plan through English Movie as a media. During the learning process, the researcher observes each of the stages, and records important events or things while in the class. After the learning process is finished, the researchers conclude what things need to be developed, so that learning targets can be achieved properly.

The post test was carried out on May 27, 2019. The results of the post test 1 can be seen in table below:



From the results of post test 1 shows that there is a significant increase in the score of each criteria for speaking skill. This can also be seen from the results of observations by a research team assisted by a collaborator that students look so enthusiastic when the English Movie is applied in speaking class. Some of students were even enthusiastic about trying to recite every sentence they heard.

3. Cycle 2 and Post Test 2

Cycle 2 is carried out on 17-28 June. In this cycle, researchers try to be more active in providing material related to English Movie, in addition to that researchers also provide opportunities for students to recite the conversations that are displayed directly, and correct them if there are mistakes made by students.

The post test was carried out on July 1, 2019. The results of the post test can be seen in table below:



From the results of the post test in cycle 2, it can be seen that the ability to speak of students has increased when compared to the results of the post test in cycle 1. This certainly has proven that the use of English Movie greatly affects the level of achievement of students' speaking skill in the speaking for general communication courses.

4. Results of interviews and questionnaires

In addition to taking student test data, researchers also conducted interviews and distributed questionnaires to be answered by students. The aim is as supporting data on the results of tests that have been carried out previously. From the results of interviews and questionnaires showed that students are very aware of the importance of the ability to speak in English, considering they are students majoring in English study programs as well. In addition, their level of interest in studying in teams is quite high as motivation in the learning process, because if there are mistakes in pronunciation, they can remind one another. Related to English Movie, they gave an opinion that the media really helped them in the learning process. The following is an excerpt from the conversation / interview of the research with students related to learning activities that have been carried out using English Movie.

|  |
| --- |
| 1. Students’ interest of learning English.   Question : *Are you interest with English?*  Answer : *Yes,* *Because English is international language and in this*  *modern era we must speak English. Because English is very important*.  The interview result from the first students shows that the student like to learn English, especially in the university, because English is international language, also English is very fun. It can be knew that English language is the important language. |
| 1. The advantage and disadvantage of learning English with group.   Question : *What is the advantages and disadvantages learning English*  *with group?*  Answer : *In my opinion, the advantages learning English with group,*  *is easier to do the tasks and we can ask everything that we didn’t know. And the advantage is the students always rely each other.*  From the result of interview above, it can be known that learning with group more easily, and can share anything with friends, but in group could make the students |
| 1. More active to speak English after learning and speaking English in group.   Question : *Do you more active and improve your speaking skill after*  *learning English with group?*  Answer : *Yes, because with group we can increase our vocabularies,*  *and more confident to speak up.*  Learning English with group could help the students more active to speak in English, because students got some new vocabularies that they don’t known. So, in group in teaching learning process was effective. |
| 1. Students’ ability before and after learning and speaking English using English Movie.   Question : *How your speaking skill before and after using English movie?*  Answer : *Using english moviei mprove my speaking skill, because*  *I could express myself and practice new vocabularies and grammar. It is very different before I know English movie, because I still passive in learning English, especially in speaking skill.*  The result of interview above, using english movie help the students show their expression, the students more confident to speak in front of class. Then, before learning using english movie the students felt passive to speak in English. |
| 1. Students’ hope after learning and speaking using English movie   Question : *What is your hope after you learn and practice speaking*  *using English movie?*  Answer : *I hope my English skill more improve and better in the future.* |
| Here is the result of students’ responses in index (%) of questionnaire that filled in by the students, it describe as follows:   1. *I like studying English*   The students answered SS/ strongly agree was 73.35%, S/ agree was 26.47%.   1. *I like speak in English*   The students answered SS/ strongly agree was 58.82%, S/ agree was 29.41%, BS/ occasionally 11.76%.   1. *I like study English using English Movie*   The students answered SS/ strongly agree was 88.23%, S/ agree was 5.88%, BS/ occasionally 5.88%.   1. *I have difficulties in following the speaking class.*   The students answered SS/ strongly agree was 85.29%, BS/ occasionally 14.70%.   1. *I always bring a dictionary when they are English lesson in the classroom.*   The students answered SS/ strongly agree was 58.82%, S/ agree was 29.41%, BS/ occasionally 11.76%.   1. *I am motivated to speak English when the lecturer speaks English in the class.*   The students answered SS/ strongly agree was 88.23%, S/ agree was 11.76%.   1. *I really like to following the speaking class.*   The students answered SS/ strongly agree was 88.23%, S/ agree was 5.88%, BS/ occasionally 5.88%.   1. *My classmates supporting in improving English skills.*   The students answered SS/ strongly agree was 58.82%, S/ agree was 14.70%, BS/ occasionally 26.47%.   1. *From the four skills in English such as Listening, Speaking, Reading and Writing. Speaking is the most difficult skill.*   The students answered SS/ strongly agree was 88.23%, S/ agree was 11.76%.   1. *The way the lecturer teaching English was fun.*   The students answered SS/ strongly agree was 88.23%, S/ agree was 5.88%, BS/ occasionally 5.88%. |

**E. CONCLUSION (12 pt)**

Having conducted the research in using English Movie to improve students’ speaking skill, it can be drawn some conclusions as follows: English Movie can improve students’ speaking skill. The improvement of students’ speaking skill can be identified from the improvement of speaking skill achievement. It shows that there is a comparison between the students’ speaking skill during the intervention and the performance criteria of success. The improvement was also observed from several aspects of the composition they produced. Students showed improvement in speaking skill. Students’ self-confidence was increased. They were not afraid of making mistakes. They also know speaking skill elements.

English Movie can improve classroom situation into a better situation. They were motivated in joining speaking class. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. Enjoyable for various types of activities related to English Movie.

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