

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

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ABSTRACT

Speaking for general communication is compulsory subject that must be taken by students during second semester. In reality, most of the students 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. To collect data, the researcher used instruments of observations, tests and questionnaires. The finding showed that the use of English Movie was effective in improving the speaking abilities of the student in class. This can be seen from the improvements after each cycle. 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. Therefore, 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

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. 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. 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. 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 as follows:

- a. Drawing or drawing lecturer modes.
- b. Still image
- c. Audio recording
- d. Motion pictures and TV
- e. Real objects, simulations and models
- f. Programmed and computer-assisted instructions

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.

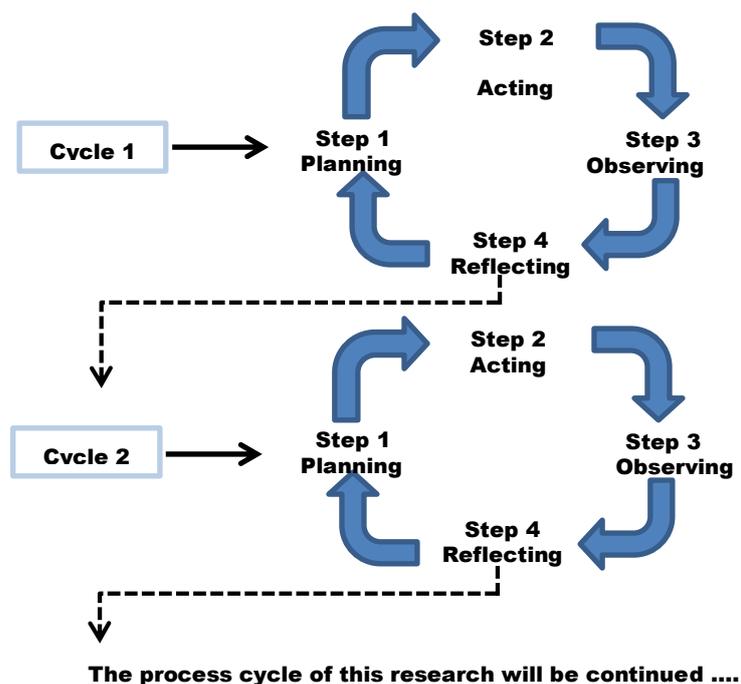
- c. The power of creation: when students use their own video cameras they are given the potential to create something that is memorable and fun. The task of making videos can provoke the use of truly creative and communicative language, with students discovering their identity to do new things in English.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

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:



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.

2. 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.

3. 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:

$$M = \frac{\sum X}{N}$$

M	= Mean Score
$\sum X$	= Total Score
N	= Number of Students

D. FINDINGS AND DISCUSSION

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:

criteria of speaking aspect				
g	p	f	c	v
r	r	l	o	o
a	o	u	m	c
m	n	e	p	a
m	u	n	r	b
a	n	c	e	u
r	c	y	h	l
	i		e	a
	a		n	t
	t		s	y
	i		i	
	o		o	
	n		n	
68.37	67.99	68.10	68.34	68.28
no	explanations	scores		
1	the highest	75		
2	the lowest	66		
3	the average	70.5		

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:

criteria of speaking aspect				
g r a m m a r	p r o n u n c i a t i o n	f l u e n c y	c o m p r e h e n s i o n	v o c a b u l a r y
75.22	75.21	75.19	74.97	75.25
no	explanations	scores		
1	the highest	78		
2	the lowest	75		
3	the average	76.5		

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:

criteria of speaking aspect				
g r a m m a r	p r o n u n c i a t i o n	f l u e n c y	c o m p r e h e n s i o n	v o c a b u l a r y
81.26	81.04	81.09	80.93	80.79
no	explanations	scores		
1	the highest	85		
2	the lowest	77		
3	the average	81		

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 from Questionnaire

In addition to taking student test data, researchers also distributed questionnaires to the students to support data of tests that have been carried out previously. The findings showed the classroom situation when English Movie implemented in speaking class based on the interview and questionnaire result. Furthermore, the result of questionnaire can be seen in the following discussion.

Table 1. Students' interest in Learning English through English movie

No	Statement	SA	A	D	SD
1	I like studying English using English movie	88.23%	5.88%	5.88%	0%

The table above shows that there are 88.23% students who said that strongly agree with a statement "I like studying English using English movie" and 5.88% agree. While, 5.88%

students said disagree. Thus, it can be concluded that most of students (94.11%) are interested in learning speaking by using English movie.

Table 2. Students' involvement in the class

No	Statement	SA	A	D	SD
2	I really enjoyed involving in speaking class by using English movie	85.23%	5.88%	5.88%	0%

Table 2 shows that there are 85.23 20% choose that they strongly agree and 5.88% choose agree with a statement "*I really enjoyed involving in speaking class by using English movie*". It means that most of students (94.11%) liked learning speaking by English Movie.

Table 3. The Improvement of Students' Speaking Skill

No	Statement	SA	A	D	SD
3	Using English movie helped you to improve your speaking skill	88.23%	11.76%	0%	0%

Based on the table above, it can be seen that there are 88.23% of students choose strongly agree and 11.76 % of students chose agree with a statement "*Using English movie helped you to improve your speaking skill*". It means that all of the students (100%) improved their speaking skill after being taught by using English movie.

After analyzing the questionnaire, the researcher found that most of the students were interested in learning speaking by using English movie. In addition, the data also showed that students felt that English movie could help them in improving their speaking skills. Thus, it can be concluded that English movie can be used in language classroom to help and facilitate the students in speaking skill.

E. CONCLUSION

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. In addition, 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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