

THE INFLUENCE OF ENGLISH MOVIE IN IMPROVING STUDENTS' SPEAKING SKILL

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Abstract

This research was conducted to find out the relationship between English movie and students' speaking skill. The purpose of this research is to investigate the influence of English movie in improving students' speaking skill. In this research, researchers used a quantitative approach by implementing pre-experimental research. In its implementation, researchers carried out pre-test and post test to collect data through the value obtained by students. In addition, to strengthening the results of the research, researchers collected data by distributing questionnaires with Likert scale to add quantitative data in this research. The sample in this research were 30 students from class IX-11b in SMP Negeri 2 Pematangsiantar. Based on the results of the research, researchers can conclude that English movie has good impacts and has good influences in improving students' speaking skills.

Keywords : *English movie, Speaking skill, Students*

1. INTRODUCTION

English is a language that has been becoming an International Language. In the community of world, english serves as a lingua franca. English is a language, which is spoken, learnt and understood in countries whose mother language is not English.

English is a intermediate media to communicate and play a major role in many sectors, such as medicine, engineering, education, business, technology, banking, tourism, and many more. The use of English in every activity and field, makes it a language studied throughout the world, both as the second language and as the foreign language.

In Indonesia, students usually have difficulties in learning English, and lack of knowing how to say words in English. Even in fact, there are still many students in Indonesia who are less able to speak English, although in theory they can master English. One of the factors of the interference is the presence of fear and lack of confidence.

In studying English, there are some skills that have to mastered by the students, namely listening, reading, speaking and writing. In this case, the researchers chose speaking to be investigated. Speaking is a person's ability to share information verbally according to the context used.

In speaking teaching, especially in Indonesia at the junior high school level, teachers still use oral conversations and explanations that make the atmosphere of learning monotonous and less attractive. In addition, this system also missed the development of technology, due to the current development in utilizing various modern technology tools.

Thus, the teachers or educators actually can teach speaking by utilizing technology to revive the atmosphere of learning in class. The present-day students are also referred to as millennials. They have understood the use of technology, and not infrequently, even mastering the use of technology.

Tools of technology that can be used to teach speaking are like smartphones, laptops, projectors, or computers can be used to access movies in English.

According to MacMillan Dictionary (2012), movie is a story of the events recorded by the camera and is demonstrated in a long digital story and can be played using television or widescreen.

Thus, the use of movies in teaching speaking can be used to help educators or teachers in teaching in detail to students. When watching a movie, students can directly see the actor's pronunciation in the movie, so that the students can remember the pronunciation and ultimately can recite the words of the movie that they watched.

2. THEORETICAL BASIS

2.1. Speaking Skill

Speaking is one of the basic commercencies in English subjects that must be mastered by students, because speaking is very important in communicating.

Speaking Skill is a productive skill that cannot be separated from other skills, specially listening skill. When someone speaks, he/she must be able to issue a significant sentence. In everyday conversation, we may find several things when doing conversations, such as the speakers, listeners, and messages or information in the conversation. Speaking skills also have a close relationship with vocabulary, because when we talk we will definitely issue appropriate words.

According to Nunan (1999), speaking is a person's activities to be able to express things based on existing circumstances, or can be said to be an activity to report behavior, or to express ideas briefly and clearly.

In addition, according to Tarigan (1990), speaking is a way to communicate used in everyday life, which means that speaking greatly affects person's social life.

Fulcher (2003) stated that speaking is an ability obtained from the results of socializing when communicating.

Furthermore, Linse (2005) said that speaking is one of the important skills in the development of young students progress.

Speaking is an important part of learning English as a second language. Without speaking skill, a conversation will not be able to occur correctly (Kayi, 2012).

Darmuki, Andayani, Nurkamto, and Saddhono (2018) argue that speaking is a skill that must be learned by students, due to the great use of speaking in the implementation of communication for various purposes. When students have good speaking skills, they will be able to express desires, ideas, and share their knowledge to others.

Wallace and Larsen (1978) stated that speaking is a skill that needed full attention of students. Thus, when students can pay attention to what they say, other people will be able to accept the meaning of what they said.

Larsen-Freeman (2000) stated that speaking is one of the complex skills and is more difficult than other skills. But in practice, speaking happens naturally.

Based on some of the opinions above, researchers can conclude that speaking is a person's ability to express their opinions, ideas, thoughts, and knowledge in an interaction to others orally.

In teaching speaking in the field of education, speaking will enable students to speak English when they are in the school environment and outside of school.

2.2. English Movie

Movies can also be referred to as motion picture, or more commonly called as film. According to Arsyad (2002), movie is a series of images that live and can be played. A movie can be played using technology tools, such as TV and also a big screen in the cinema.

Movies can be used to teach in class. Teachers or educators can use short movie to shorten time, and can also ask students to watch certain movies as reference to improve their vocabulary and their reference to be able to speak in English. By using movie, the learning situation will be fun and students can learn while looking at the things that attract their attention.

Movie is one form of visual communication, in which there are images that moving or called as video, and also contains of story that can arouse tastes and the attention of the audience (Summer and Della, 2005).

Through english movie, students can receive information and be able to entertain themselves with the stories in the movie.

Thus, a movie can be used to improve students' speaking skills. By watching English movie, students can see directly how the native speakers (the actors and actresses) in speaking using English as their mother tongue. In addition, the situation of learning with friends while watching movie will make them interested and can enjoy the learning process.

Kalean (2013), said that teaching English by using movie, especially for foreign learner is a good strategy. English movie can help students to improve their abilities by identifying the way the actor or actresses speak in the movie.

Therefore, there are several kinds of movie according to Asnawir and Usman (2002). They are :

1. Documentary movie

Documentary movie is a kind of movie that contains of reality and facts. In a documentary movie, there is no fictitious story that is made to dramatize the scene throughout the film. It means that documentary movie is used to represent the reality and re-display the facts of life events that made more structured in the duration of the movie.

2. Episodic movie

Episodic movie is a kind of movie that contains of a series of videos. It means that episodic movie does not end in one part. It is divided into several parts of sequences, or can be said that episodic movie has its own short edition in every sequence.

3. Provocation movie

Provocation movie is a kind of movie that contains of message or lesson, and may contains of social analysis. Provocation movie can be used in the classroom to stimulate students in making discussion.

4. Animation movie

Animation movie is a kind of movie, which is different than others kind. Animation movie is movie that comes from several pictures that processed in such a way then becomes moving pictures in order to tells stories.

5. Fictional movie

Fiction movie is a kind of movie that comes from an essay or beyond real events. Fictional movie usually have two roles, protagonist and antagonist.

In addition, fictional movie also have scenes that have been designed from the beginning of the making. Unlike the documentary movie that does not accentuate the element of entertainment, fictional movie tend to be a means of entertainment.

6. Experimental movie

Experimental movie or commonly referred as experimental cinema is a method of making movie that re-evaluate cinematic conventions. In addition, this type of movie also explores non-narrative forms and as alternatives in being traditional narrative.

The purpose of experimental movie itself is to realize a personal vision of an artist or to promote interest in new technology. This kind of movie is usually made independently and does not work in the film industry

3. RESEARCH METHOD

The method in this research is quantitative research using experimental research types. Researchers use pre-experimental research to see the influence of English movie in increasing students' speaking skills. The independent variable in this research is English movie. And the dependent variable in this research is the students' speaking skills.

The type of sample that researchers used is purposive sampling, where researchers choose 30 students from grade IX-11b in SMP Negeri 2 Pematangsiantar, consisting of 23 female students, and 7 male students.

The instrument to collect data in this research are pre-test and post-test of students when telling a movie's summary orally. In addition, researchers also distributed questionnaires by applying the Likert scale containing five of statements.

In collecting the data, one of the researchers act as the teacher in conducted the pre-test and post-test. In the pre-test, researcher had not run a teaching strategy using movie. Researcher as teacher asked students to speak in English to tell their experience while on vacation with family.

Furthermore, for the post-test section, researcher as teacher, firstly provide explanations of materials to students regarding speaking skill and English movie, then researcher as teacher played a short duration of animated movie to be watched by the

students. After watched the movie, researcher as teacher asked students to retell what they watched orally and asked them to say a few words they listened to from the movie.

After getting pre-test and post-test data, researchers conducted questionnaires with Likert scale. The data for this questionnaire will be presented in a table in the findings and discussion section, as well as the pre-test and post-test data that will be presented in a diagram.

4. RESULT AND DISCUSSION

This section will present the results of the discovery of data that the researchers found after implementing the research method. The findings are presented in two parts. The first part is the data of pre-test and post-test, then the second part is the data of questionnaire.

1. Analysis of students' tests

The minimum score is 75 based on the regulation applied in SMP Negeri 2 Pematangsiantar. The following tables represents the students' scores in completing the pre-test and post test.

<i>Range of Score</i>	<i>Number of Students that Achieved the Score</i>
0-34	1
34-64	4
65-74	13
75-85	11
85-100	1

Table 1. Students' Pre Test.

<i>Range of Score</i>	<i>Number of Students that Achieved the Score</i>
0-34	0
34-64	0
65-74	7
75-85	18
85-100	5

Table 2. Students' Post Test.

The two tables above are the findings of scores obtained by students on their pre-test and post-test. The analysis for the results of the scores above can be seen in the following diagram.

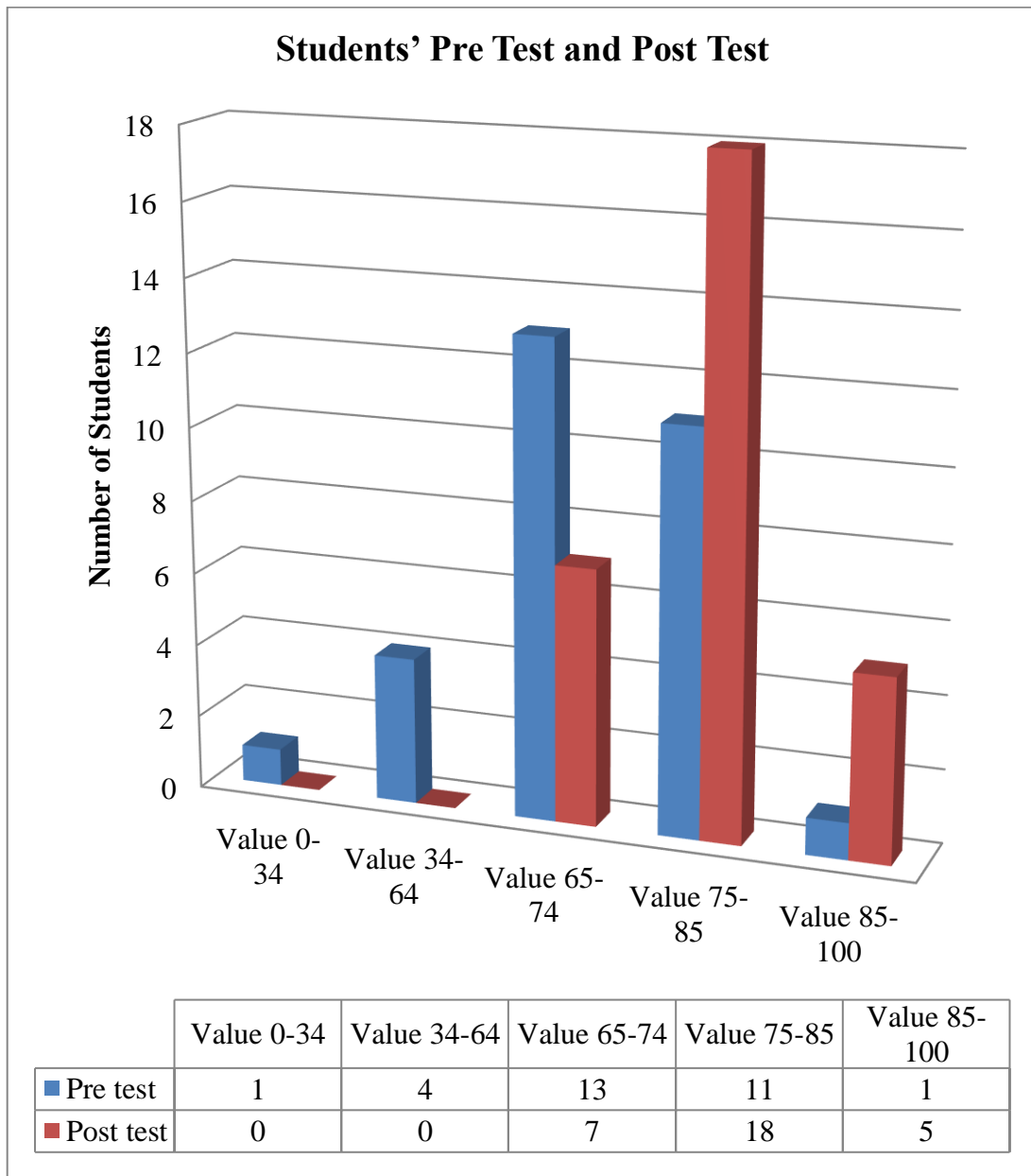


Diagram 1. Students' Pre test and Post test.

Based on the diagram above, researchers found significant changes. In the pre-test section, most students got less satisfying values. As many as 18 students did not reach the satisfying score, and 12 achieved the satisfying score. Thus, 60% of students did not achieved the minimum value that must be achieved, and 40% of students achieved the minimum value.

Furthermore, in the post test section, almost all students achieved satisfactory results. 23 students achieved good value, and as many as 7 students obtained unsatisfactory value. Thus, 76,6% of students achieved the indicator of achievement, and 23,3% of students did not reach the indicator of achievement.

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Based on the analysis above, the changes in the scores obtained by students can not be denied. Based on this findings, it means that the use of English movie has influences in improving students' speaking skill. Before used the movie during the learning process, students faced difficulties in expressing their ideas, feelings, and thoughts orally to others.

However, after used the movie during the learning process, students were made easier to learn speaking, so that they can express their ideas, feelings, and thoughts orally to others.

In the pre-test, the percentage of students who achieved score of 70-100 were 40% of students, while in the post-test, the percentage of students who achived the score 70-100 were 76,6% or if rounded into 77%. From this invention, it means that there are around 37% of the percentage's improvement. It means that the improvement is really significant and striking.

Thus, researchers can conclude that the use of English movie as a media in teaching speaking can be carried out by educators or teachers with the aim of helping students in improving their speaking skills, so that they can communicate well using English as the world's international language.

2. Analysis of questionnaire

The researchers delivered questionnaire to the students after conducted and finished the pre-test and post test. The questionnaire consists of five scales, they are 1) strongly agree, 2) agree, 3) neutral, 4) disagree, and 5) strongly disagree.

Therefore, there were five statements in the questionnaire that answered by the students based on their perceptions and experiences.

The following table will show the statements in the questionnaire.

<i>No.</i>	<i>Statement</i>
1	English movie is an interesting media for me
2	I like when teacher uses English movie in the learning process
3	English movie help me to understand pronunciation of English words correctly based on the native speaker's pronunciation
4	English movie help me to know English vocabulary
5	By watching English movie, I can improve my speaking skill

Table 3. Statements of Questionnaire.

These statements then answered by the students. The following table will show the result of the students' answers.

<i>No.</i>	<i>Statement</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1	English movie is an interesting media for me	20 67%	10 33%	-	-	-

2	I like when teacher uses English movie in the learning process	30 100%	-	-	-	-
3	English movie help me to understand pronunciation of English words correctly based on the native speaker's pronunciation	15 50%	10 33%	5 17%	-	-
4	English movie help me to know English vocabulary	20 67%	5 17%	4 13%	1 3%	-
5	By watching English movie, I can improve my speaking skill	21 70%	5 17%	4 13%	-	-

Table 4. Questionnaire Analysis.

Based on the results of the questionnaire above, the researcher found several data related to English movie and speaking skill.

In the first statement, 100% of students agreed that English movie is an interesting media for them. It means that the students' feel happy, and more interested when watching English movie.

In the second statement, 100% of students agreed to the statements. The students also feel happy when the teacher uses English movie in the learning process. It means that, with the help of English movie, the teacher will be an interesting person to the students, so that they will be more attracted in following the learning process.

In the third statement, 83% of students agreed with the statements, meanwhile 17% of students chose neutral. It means that most of them agreed that when they watch an English movie, especially the actors' and actresses' dialogues in the movie, they are able to see the pronunciation of English words, so that they understand the pronunciation better than without watching English movie.

In the fourth statement, 84% of students agreed that English movie helping them in mastering vocabulary, then 13% of students may feel the influence of English movie in improving their vocabulary, and 3% of students disagreed with the statements. Based on this findings, researchers can conclude that most of students stated that English movie is related to their knowledge of English words. Thus, English movie is also a good media to help the students improve their vocabulary.

In the last statement, which is the fifth statement, 90% of students agreed that English movie can help them in improving their speaking skills, and 10% of students felt that English movie may help them to improve their speaking skills. Thus, it can be interpreted that English movie truly can improve the students' speaking skills.

Based on the results of the questionnaire above, researchers also found the discovery that English movie had good influences on increasing students' speaking skills. Most students give positive feedback about English movie and its relation to their speaking skills.

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Thus, researchers can conclude that the use of English movie is in order to teach speaking to students, so that they can increase their speaking skills and finally able to master the entire skills of English.

5. CONCLUSION

English movie is a good strategy to be used in teaching speaking skill. As Nunan (in Zumam and Fujiono, 2020) stated that one of the indicators of successful teaching of speaking is when the students be able to talk in English. It means that the teacher must be able to ensure that the students understand about speaking and are able to speak after following the learning process.

Thus, based on research carried out by researchers, the researchers found that by the application of learning strategy by utilizing English movie, it can improve students' abilities in speaking.

Therefore, researchers suggest to the teachers or educators to use this technology-based media in teaching speaking to the students. Researchers also advise the students to use their technology tools, such as smartphone, laptop, computer, and so on, in accessing English movies in order to help them in improving their vocabulary and their knowledge in speaking correctly in English.

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