

**IMPROVING STUDENTS' SPEAKING SKILL FOR GENERAL
COMMUNICATION THROUGH ENGLISH MOVIE
(A Study at the Third Semester Students of Polytechnic
Unggul LP3M (MP3A/ 2023))**

Cici Handayani
Politeknik Unggul LP3M Medan
cici.handayani@gmail.com

Abstrak

Mahasiswa Politeknik Unggul LP3M khususnya di Semester 3 memiliki mata kuliah *Speaking for general communication* merupakan mata kuliah wajib. Kenyataannya sebagian besar mahasiswa menghadapi beberapa masalah dalam berbicara khususnya Bahasa Inggris. Dosen menggunakan Penelitian Tindakan Kelas (PTK) kolaboratif untuk mengetahui media apa yang paling cocok untuk siswa sehingga dapat digunakan untuk meningkatkan kemampuan berbicara siswa. Tujuan dari penelitian ini adalah: 1) mengetahui apakah English Movie dapat meningkatkan kemampuan berbicara siswa 2) mengetahui situasi kelas ketika English Movie diterapkan dalam kelas speaking. Untuk mengumpulkan data, peneliti menggunakan instrumen observasi, tes dan kuesioner. Hasil penelitian menunjukkan bahwa penggunaan English Movie efektif dalam meningkatkan kemampuan berbicara siswa di kelas. Hal ini dapat dilihat dari peningkatan yang terjadi pada setiap siklus. Nilai rata-rata pre-test adalah 65,92. Setelah penerapan English Movie di setiap siklus, nilai berbicara siswa menjadi lebih baik. Hal ini dapat dilihat dari hasil nilai rata-rata siswa yang mencapai 73,26 pada siklus 1 dan 82,2 pada siklus 2. Suasana kelas menjadi lebih hidup karena ada banyak kegiatan yang menarik dan santai, mereka menikmati berbagai macam kegiatan yang berhubungan dengan Film Bahasa Inggris. Para siswa memberikan perhatian pada pelajaran, mereka sangat aktif melakukan kegiatan dan mendominasi kegiatan. Mereka tidak takut melakukan kesalahan.

Abstract

Students in Polytechnic Unggul LP3M especially in 3rd Semester has *Speaking for general communication* as compulsory subject. Most of the students face some problems in speaking. The lecturer used Collaborative Classroom Action Research (CAR) to find out what media is the most suitable for the students so it can be used to improve the students' speaking ability. 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 65.92. 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 73.26 in cycle 1 and 82,2 in cycle 2. The atmosphere of the class was more lively as there are many interesting activities with relax feeling, They enjoy for various types of activities related to English Movie. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. They were not afraid of making mistakes.

Keyword: english movie, speaking skill, classroom action research

1. INTRODUCTION

In traditional language classrooms, teaching speaking skills often relies on scripted dialogues and repetitive drills, which may not adequately prepare students for the spontaneous and dynamic nature of real-world conversations. Furthermore, learners may feel disconnected from textbook content, reducing their

motivation to engage actively in speaking activities. This disconnect underscores the need for more innovative and immersive approaches to teaching speaking skills.

Nowadays, technology in general or multimedia in particular has important role in education to make teachers and students learn easily. As in language teaching and learning process, multimedia technology help both teachers and students to acquire the language that they teach and learn. One of multimedia technology that often used in language classroom is movie. It can boost teachers by providing authentic materials which further promotes learners' language acquisition and learning, in order to make the ambiance of the classroom feel more relax and students can take a course enjoyably and enthusiastically.

Movie is a set of images that live and adjust (Arsyad, 2007). A movie is a kind of story shot as a collection of moving pictures that can be seen on TV or in the cinema. It means that movie is a motion picture that is captured on LCD, TV, or at cinema and viewed. This movie can be used by students to learn new languages. Movie media is an audio-visual media that has sound effects and moving images. It can make someone's interest to actively see and pay attention to something that is displayed. So, it will be very fun to use it for learning and improving speaking skills through watching movies because the learning will feel more comfortable and relaxed. Movies can be an important motivational to in learning English. This is because movies use natural situations, real conversation, and communication, which makes it easy to understand the contexts (Herrero, 2016). For this reason, watching movies can be a more accessible way to learn languages.

Students often face significant challenges in developing effective speaking skills for general communication in English. These challenges include:

1. Limited Exposure to Authentic Language: Traditional classroom materials may lack the real-life context and conversational nuances necessary for effective communication.
2. Low Confidence in Speaking: Students frequently struggle with fluency and pronunciation, leading to a lack of confidence in expressing themselves.
3. Engagement Issues: Conventional teaching methods may fail to fully engage learners, resulting in reduced motivation to practice speaking.

This research aims to address the problem of improving students' speaking abilities by utilizing English movies as a tool to bridge the gap between classroom learning and real-world communication. It seeks to determine whether integrating English movies into teaching strategies can enhance fluency, pronunciation, and contextual understanding of general communication.

Larsen-Freeman (Diane. Larsen-Freeman & Anderson, 2002) states that speaking is one of the complex skills and is more difficult than other skills. But in practice, speaking happens naturally. Fulcher (Darmuki et al., 2018) defines speaking as the verbal use of language to communicate with others. Speaking is a productive oral skill that performed by two or more people. Furthermore, Linse (Linse & Nunan, 2005) states 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, 2006). 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 et al., 2016). Darmuki, Andayani, Nurkamto, and Saddhono (Darmuki et al., 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. Thus, when students can pay attention to what they say, other people will be able to accept the meaning of what they say. From those definitions, it can be concluded that speaking is a person’s ability to express his/her 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 campus environment and outside of campus.

Using movies to teach can definitely be a challenge, but when carried out in proper manner, it boasts of numerous benefits. Unlike texts or any other media, movies enable students to learn visually. Movies can stimulate students’ interest which it is important in learning. Movie is one form of visual communication, in which there are images moving or called video, and also contains story that can arouse tastes and the attention of the audience (Summers & Stock, 1992). Through English movie, students can receive information and be able to entertain themselves with the stories in the movie.

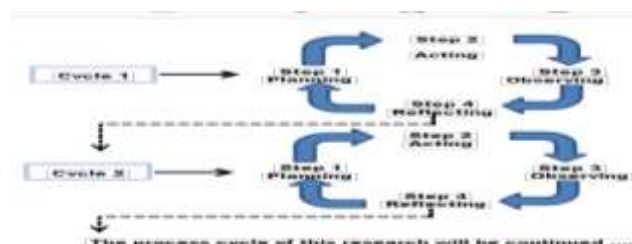
Thus, a movie can be used to improve students’ speaking skills. By watching English movie, students can see directly how the native speakers (the actors and actresses) in speaking using English as their mother tongue. In addition, the situation of learning with friends while watching movie will make them interested and can enjoy the learning process. Lynch (Lynch, 2006) listed there are five reasons that movies were used as teaching media. First, movies illustrated varieties of accents. Secondly, learners could learn cultures that were demonstrated in the movies. Moreover, the learners could learn how the history had changed. Next, movies are learning aids with audio-visual elements and the last, movies inspired learners to watch.

Lynch also mentioned that using movies in teaching was an effective way because learners could learn to speak by replicating the accents, stress, pronunciation, and conversations from the actors in the movies. Additionally, they could learn about the culture and history that were displayed in the movies. Hariati (Hariati, 2022), 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.

2. RESEARCH METHOD

This research was conducted at Politeknik Unggul LP3M Medan, Jl. Iskandar Muda No # CDEF Medan. The research subjects were fifth semester students who took General Speaking subject. It used Collaborative Classroom Action Research. Arikunto (Arikunto, 2021) 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 concept used in classroom action research is a cycle process. Mertler (Hauber-Özer, 2022) 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 in (Mundriyah & Parmawati, 2016) as follows:

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

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

3. RESULT AND DISCUSSION

This research 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. They 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. The pre-test was carried out on 3rd October 2024. The results of the pre-test can be seen in the following table:

Speaking Aspects	Score	Explanation
Grammar	65,8	The highest score = 70
Pronunciation	66.7	
Fluency	65.5	The lowest score = 62
Comprehension	64.8	
Vocabulary	66.8	The average score= 65.92

The pre-test results show that students' speaking skill is still low. The 5 components of speaking skill, namely grammar, pronunciation, fluency, comprehension, and vocabulary are not satisfied yet.

Cycle 1 has been held on 10th Oct -31st Oct 2024. Researchers provide English Movie as a media of learning program. During the learning process, the researcher observes each of the stages, and records important events or things while in the class. Here is the table as the result of the post test which was carried out on Nov 8th, 2024.

Speaking Aspects	Score	Explanation
Grammar	70,5	The highest score = 75
Pronunciation	72.3	
Fluency	74.5	The lowest score = 70
Comprehension	73.5	
Vocabulary	75.5	The average score= 73.26

There is improvement for whole criteria of speaking aspects when we compare the score achieved in Pre Test and Post Test Cycle 1. From the observation during the learning process through English movie, most of the students seemed enjoy, relax and some of them looked enthusiastic to recite some words or sentences they heard.

Cycle 2 is held on 1st – 30th November 2024. In this cycle, researchers try to be more creative in improving their understanding of the movies. Some difficult words were noted and consulted to the dictionaries or explained by the researcher. When whole difficult words, idioms, or implicit sentences were found out for the meaning, the movie were played again to get better understanding. The post test was carried out on Dec 6th, 2024. Here are the results of the post test in the following table below:

Speaking Aspects	Score	Explanation
Grammar	80.1	The highest score = 87
Pronunciation	82.6	
Fluency	82.5	The lowest score = 80
Comprehension	80.3	
Vocabulary	85.5	The average score= 82.2

The results show that there is improvement speaking ability in all aspects. The average score in Pre Test is 65.92,, in Post Test Cycle 1 becomes 73,26 and increase again in Post Test cycle 2 becomes 82.2

The researchers delivered questionnaire to the students after conducted and finished the pre-test and post test. The questionnaire consists of three scales, they are (A) Very easy (B) Easy (C) Difficult

No.	Questions	A	B	C	Number	Word
1.	Before you are taught by using English movie, what do you think about speaking?	0	4	16	20	Difficult
2.	Before you know about English movie, what do you think about speaking?	0	5	15	20	Difficult
3.	After you know about English movie, what do you think about speaking?	4	14	2	20	Easy
4.	After you know English movie, how do you make speaking?	5	13	2	20	Easy
5.	What do you think of English movie in speaking?	4	15	1	20	Easy

4. CONCLUSION

Having English movie as learning material gives positive impact to the students. Their ability in speaking skill (grammar, pronunciation, fluency, comprehension, vocabulary) is getting much better than before. The students also have speaking English becomes easier by watching English movie. The atmosphere of the class was more lively as there are many interesting activities with relax feeling, They enjoy for various types of activities related to English Movie. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. They were not afraid of making mistakes.

It is recommended to the teachers or educators to use this technology-based media in teaching speaking to the students. When we can get their attention through interesting learning media, it is not impossible to get their attention and it will be easier to upgrade their speaking skill and tranfer the knowledge with maximum absorption. When it is possible, the students can use their technology tools, such as smartpone, 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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