# Improving Students' Speaking Ability Through Movie-Based Classroom Activity

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**Abstract:** The research aims to measure the implementation of movie- based classroom activity on improving students` speaking ability of grade XIak1 at SMK N 1 Panyabungan. The method of this research was Classroom Action Research. The participant in this classroom action research was 27 students of grade XIak1 at SMK N 1 Panyabungan. The instruments consisted of implementation of movie, speaking test, observation sheet, and interview, the data of this research was analyzed two method of data analysis. Quantitative data analyzed was used to examining and interpreting data from implementation of movie and speaking test. The data taken from observation and interview was used qualitative data analysis. The result shows that the implementation of movie- based classroom activity better improves students` speaking ability. This can be evidence from the students` mean which better gradually improved in first cycle and second cycles that there was significance value on students` mark on speaking test through the implementation of movie- based classroom activity. The result of the first cycle, slow students' speaking mean score increased from 7.4 to 9.9. It means the students speaking ability increased for 34.4%. Meanwhile, bright students' speaking mean score increased from 11.6 to 13.3. It means the students speaking ability increased for 15.4%. Next, the result of the second cycle, slow students' speaking mean score increased from 9.9 to 12.4. It means the students speaking ability increased for 24.8%. Meanwhile, bright students' speaking mean score increased from 13.3 to 14.8. It means the students speaking ability increased for 10.8%. From the result of the two cycles, it can be concluded that watching movie activities is a good activity for speaking class. This activity helps students improving their speaking ability in general. The research result shows the classroom activity significantly increased the students' pronunciation, vocabulary, and fluency, but not necessarily for grammar.

## 1. INTRODUCTION

English has been taught as foreign or second language all over the world for many decades. In Indonesia, English has been taught from elementary school to junior high school and senior high school, and further more in the university (Cesare Ardaya et al., 2022). Unfortunately, in many cases, not only students but also teachers have frequently faced various problems in the teaching learning process (Harlina & Yusuf, 2020). Therefore, many educators have always been trying to develop the way of teaching learning English both as second language and as foreign language. From time to time the curriculum, method, technique, and strategy have always been changed for improvement based on different approaches (Suhardiana, 2019).

In the early 1980s, Communicative Approach was issued by many language experts, that later popular as Communicative Language Teaching (CLT) (Cloudia Ho, 2020). Based on the communicative approach, the aim of language teaching is the communicative competence. The main purpose of language learning is to be able to use the language communicatively in real-life communication. In other words students are expected to be able to speak the target language communicatively in their real life.

In implementing CLT in the classroom, there have been many theories and practices developed for more than two decades (Widagdo, 2018). Many educators have always been trying to discover a new innovative way to achieve the maximum result of their teaching.

The teachers are demanded to bring the real life context into the classroom because the CLT approach emphasized the communicative activities that involve the real use of language in daily life situation.

In line with the development of language teaching method, the technology has also always been developed. Nowadays, multimedia sources and internet are world-wide available and more user-friendly. Many educators have taken and attested advantages of the use of multimedia in language teaching. There are many choices of multimedia for language classroom practice, for instance: DVD/CD-ROM, audio/ video player, website, on-line journal, cyber-lab, voice chat, mailing list, and movie clips/ movie trailer, and full-length English language feature movies (Purnaningsih, 2017).

As one of authentic language teaching multimedia, English language feature movies are now available in many countries around the world. The fact shows that many people, including language learners, simply enjoy watching movies in spending their spare times. Unfortunately, very few of them realize and know how to take advantages of such activity to improve their English. As a matter of fact, some research results showed that watching movies is refreshing valuable language learning.

Colwell (Kabooha, 2016) states that movies are not only entertaining, but also valuable. For their entertaining reason, movies help teachers to boost students' motivation and increase students' enthusiasm in language learning. For their valuable reason, movies help teachers to develop their language skills by providing language input, such as; vocabulary, model of pronunciation, and language use in real-life context, moreover insight to cultural aspects of language. Hence, English teachers should bring movie-based activity into their classroom and increase their creativity in using the activity to take great effect on their students' achievement.

Ideally, through the communicative and multimedia approach, students should have acquired speaking ability more easily. Unfortunately the fact shows that still many students cannot speak English fluently, even the students of English department. This dilemmatic problem is caused by many factors; the student have lack of motivation even though they are expected to be able to speak English communicatively, the students are lack of vocabulary, there is very little contact with English, the classroom activities developed by the teacher are not interesting for them so that they are lack of motivation, some teachers frequently use their native language in the classroom to avoid students' misunderstanding in making the same perception. Moreover it is not easy for teachers to bring real-life context into the classroom.

At SMK Negeri 1 Panyabungan , unlike listening classes, speaking classes are lack of the use of multimedia. Whereas in fact, the use of multimedia helps teachers to bring real-life context into the classroom. As mentioned before, using movie is one example of the use of multimedia in language classroom. Some teachers and lecturers had proved that movie is a valuable multimedia which provides some language input. There are many kinds of movie-based classroom activities that are appropriate for language classroom, including speaking class.

Based on background and rationale above, the researcher was interested to solve such students' speaking ability problem by implementing movie-based classroom activity. The researcher believes that a well structured movie-based classroom activity can be used in speaking classes to improve students speaking ability.

Furthermore,researcher can identify the problems as follows. Many students' still cannot speak English fluently due to several causes. The main cause is that the students have very little contact with English. Besides, most students are not eager to practice English due to the lack of vocabulary and motivation. Moreover, they tend to get bored easily during the teaching learning process because the activity used by the teacher is not interesting and motivating.

Meanwhile, in contrary with CLT theory and practice, many English teachers still frequently use their native language in the classroom, some argue to avoid students' misunderstanding in making the same perception. In some cases, teachers do not use interesting and motivating activity in the classroom, so that the students get bored easily

and lack of motivation. Moreover, most teachers face difficulty to bring a real-life context into their classroom. Thus, an effective media is needed to provide students with a real-life language use.

Furthermore, unlike listening classes, the speaking classroom practices are lack of the use of multimedia. Even though, the use of multimedia helps teachers to bring the real-life context into the classroom, but still many teachers do not know how to take advantages of watching movie activities; hence the researcher wanted to reintroduce movie-based classroom activity as an alternative choice, effective as well, to develop students' speaking ability.

The researcher believes that movie-based classroom activity is important because it believes it may improve students` speaking skills and it may support the students to survive in the English communication environment. Therefore to know the students` ability in speaking, the researcher conducted a research entitle improving students speaking skills through movie-based classroom activity.

## 2. METHOD

This research is an action research, because the research was done in the classroom to solve problems that occur in teaching learning process (Slameto, 2015). Action research is a collaborative and reflective process of progressive problem solving done by individuals working with others in teams or as part of a "community of practice" for an improvement. Thus the researcher cooperated with the lecturer of the sample class in conducting this research.

Kemmis (Prihantoro & Hidayat, 2019) defines action research as "A form collective of self-reflective enquiry undertaken by participants (teacher, students) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, (c) the situations in which these practices are carried out".

In addition, Johnson (Susilowati, 2018) says action research empower teacher to fill the gap between theory and practice in education, in other words to become the agent of change. Classroom action research helps teacher to improve their educational practice and solve a problem that occur in the classroom. Moreover, it is a way for educators to discover what works best in their own classroom situation, and inform decisions about their teaching.

The one characteristics of action research is using cycles. Each cycle has different problem solving and approach. According to Lewin (Kemmis et al., 2014), each cycle divided into four components; planning, taking action, observing, and evaluating/ reflecting. In this research, the researcher used action research designed by Kemmis and Mc Taggart. The process of classroom action research describes as below:
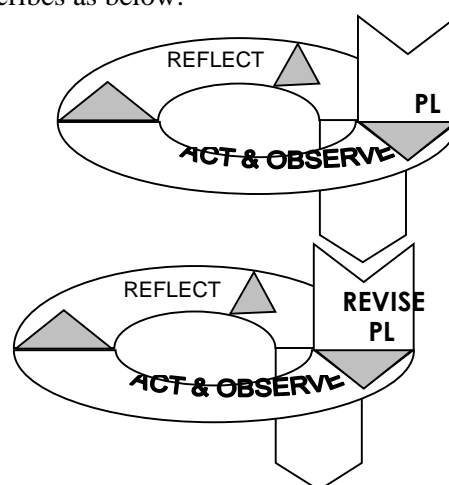


**Figure 1.** The action research spiral

The participants of this research were the first year students of SMK N 1 Panyabungan academic year 2021 – 2022 . The researcher chose the first year student because this is the beginning of the students to learn speaking as one of the four language skills discretely. So that the researcher believes it is important to motivate them to learn speaking with interest from the beginning. Action research is not a quantitative study. There are no experimental or control groups (Johnson, 2012). Therefore the researcher chose one of the speaking classes that have problem in speaking ability as the sample.

According to Kemmis (Kemmis et al., 2019), action research is a group activity. It is a kind of research which aims to solve the problems and it also produce a scientific knowledge of teaching learning. It means that this research could not be done by the

researcher without a collaborative action with the lecturers and students. The researcher and the lecturer cooperated together in solving the problems that occur in the classroom.

Based on the pre-test result, which was conducted at the beginning of this research, the students were grouped into two; slow students and bright students. The numbers of participants were actually 27 students, but there were 5 students who did not fully take part of the three tests given. So the data were analyzed for 22 students. Students whose pre-test score under class average were grouped into slow students, those whose score above class average were grouped into bright students.

# 3. RESULT AND DISCUSSION

As described above, based on the result of pre-test conducted, it was noticed that there 13 slow students whose mean score below average, and there were 9 bright students. It means there were more slow students than the bright ones. The findings of this research could be described as follow.

## 3.1. Speaking Test

The result of the first cycle, slow students' speaking mean score increased from 7.4 to 9.9. It means the students speaking ability increased for 34.4%. The following chart shows the increasing of slow students' mean score in the first cycle.
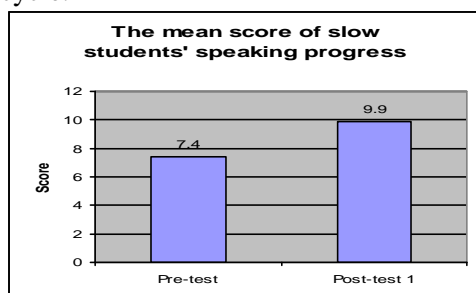


**Figure 2.** The Increase of Slow Students' Speaking Ability Mean Score in Cycle I

Meanwhile, bright students' speaking mean score increased from 11.6 to 13.3. It means the students speaking ability increased for 15.4%. The following chart shows the increasing of bright students' mean score in the first cycle.
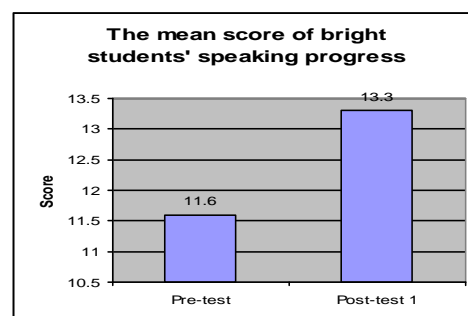


**Figure 3.** The Increase of Bright Students' Speaking Ability Mean Score in Cycle I

For more detail of slow students' speaking ability progress from each speaking components during the first cycle are shown in the following chart.
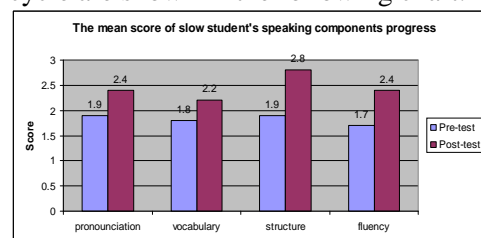


**Figure 4.** The Increase of Slow Students' Speaking Components Mean Score in Cycle I

The chart above can be described as follow. Slow students' pronunciation mean score increased from 1.9 to 2.4. It means their pronunciation progress increased for 24%. Slow students' vocabulary mean score increased from 1.8 to 2.2. It means their vocabulary progress increased for 26.1%. Slow students' structure mean score increased from 1.9 to 2.8. It means their structure progress increased for 48%. Slow students' fluency mean score increased from 1.7 to 2.4. It means their fluency progress increased for 40.9%.

For more detail of bright students' speaking ability progress from each speaking components during the first cycle are shown in the following chart.
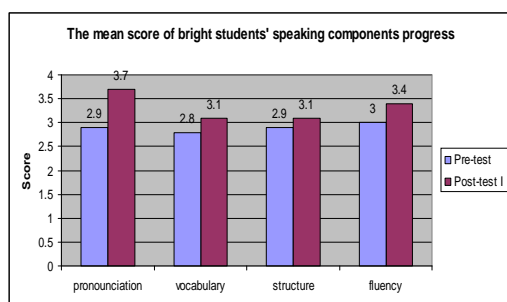
**Figure 5.** The Increase of Bright Students' Speaking Components Mean Score in Cycle I

The chart above can be described as follow. Bright students' pronunciation mean score increased from 2.9 to 3.7. It means their pronunciation progress increased for 26.9%. Bright students' vocabulary mean score increased from 2.8 to 3.1. It means their vocabulary progress increased for 12%. Bright students' structure mean score increased from 2.9 to 3.1. It means their structure progress increased for 7.7%. Bright students' fluency mean score increased from 3 to 3.4. It means their fluency progress increased for 14.8%.

In brief, the comparison of speaking progress between slow student and bright student in the first cycle can be seen in the following table.

### 3.2. Interview

One of the supporting instruments of this research is interview (Djaelani et al., 2013). The interview was conducted at the end of the research. The interview consist of five questions which were asked to 27 students. The result of the interview are as follow.

The result of the first question is 25 of 27 students response positively, and the rest, only 2 students response negatively. It means 93% of participants enjoy watching movie, only 7% of them do not enjoy watching movie.

The result of the second question is 16 of 27 students frequently watch movies, and the rest, 9 students sometimes watch movie. It means 64% of participants often watching movie, and 36% of them do not often watching movie.

The result of the third question is 27 of 27 students agree that watching movie contributes to their English proficiency in general. It means 100% of participants agree that watching movie is good for their English learning. The following chart shows the result of third question more briefly.
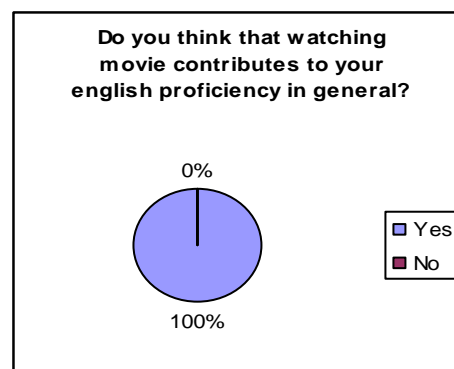


**Figure 6.** The result of third question of interview

The result of the fourth question is 27 of 27 students agree that watching movie helps them in improving their speaking ability. It means 100% of participants agree that watching movie is good for their speaking progress.

The last question of the classroom interview was "why do you think that watching movie helps you in improving your speaking ability?". The students' answer to the question was as follow. *First*, movie provides many language expressions. *Second*, watching movie increases the contact with Target Language. *Third*, movie provides "native model" of speech including pronunciation and accent (intonation and stress). *Fourth*, watching movie is an input for cross-cultural understanding. *Fifth*, movie provides new vocabularies and their usage in different contexts. *Sixth*, movie provides "model of non-verbal language". *Seventh*, watching movie increases students' confidence in using new expressions from the movie. *Eighth*, watching movie is more interesting than reading book.

From the result of the interview above, it can be concluded that the students responded the given treatment

positively. The students felt comfort and enjoy the teaching learning process. Moreover the classroom activity could increased students' self confidence in speaking performance. In brief, the teaching learning process became more meaningful by implementing movie-based classroom activity.

### 3.3. Field Notes

The field notes was recorded from the beginning of the research. The field notes were used to monitor the classroom activity in order to make on-going reflection of action and revision of plan (Kasnodihardjo, 2012). The result of the field notes of this research can be described as follow.

At the beginning of the research, students participation was low. Only few students parccipated actively during the discussion. Many students felt shy to express their ideas. But gradually, meeting by meeting, the students participation increased. Some students, who tend to be shy before, could participate actively during the discussion. They felt confident to express their ideas after getting the treatment. They finally felt more confident to speak because they had gotten the model of the language use from the movie, and moreover they could immitate the language style in the movie.

The field notes also recorded the students' error. At the beginning of the research, in their speaking performance, many students made errors on grammar, intonation, and/ or body language expressions. At the end of each meeting, such errors were always discussed together by the lecturer. By doing so, the students could realize the erros they had made and they could try to minimize it, and finally could totally overcome such problem. After getting the treatment, students' intonation and body language problem could be solved. Meanwhile, students' grammatical errors was decreased, but however this problem still occured at the end of the research. A few of slow students still made erros on grammar in post-test II.

In the first cycle, wathing movie activity used movie in the format of VCD with Indonesian sub-title and a vocabulary list was devided for each student, and they were asked to find the meaning during viewing section. But the field note analysis showed that it was not good for students, since they tend to be focus more to find the meaning of the vocabulary they are asked to, rather than to pay more attention in the language use. So that as the reflection of cycle I, the researcher and the lecturer decided to use the DVD format for the next cycle. In the second cycle, the students' found it more interesting to watch with English sub-title with no vocabulary list. So that during the viewing section, each of them found their own new words and they could directly recognize the spelling and the correct pronunciation of those words. This reflection worked in line with the result of students' vocabulary progress in the second cycle.

## 4. CONCLUTION

The main findings of this research are as follow. The research result shows that the implementation of movie-based classroom activity can improve significantly slow students' speaking ability. The data analysis shows that this activity contributes significantly for the improvement of pronunciation, vocabulary and fluency. But however, on the other hand, this technique does not contribute much on structure.

The data shows that movie-based classroom activity contributes more for slow students in improving their speaking ability. But however, the activity also contributes for bright students in improving their speaking ability, even though their progress percentage is less compared with slow students. In line with the result of slow students, the activity gives much contribution on pronunciation, vocabulary, and fluency, but not necessarily for grammar.

Based on the interview result of this research, it can be concluded that most students, both slow and bright students, enjoy watching movie, and realize that such activity is good for

their English development, especially speaking ability.

Based on the result of this research, the researcher suggest for English teachers/ lectures to implement movie-based classroom activity in speaking classes. So that the students learn English with great interest in a non-threatening environtment.

Before implementing this technique in the classroom, the teacher should make a great preparation and should consider several aspects such as: movie genre, sound system, and lesson plan. The movie genre used should fit the students' age, the sound system should be well-set so that all the students can watch the movie in comfort, and the topic of the lesson plan should meet the syllabus.

Finally, since the researcher was just concerned about the improvement of students' speaking ability toward implementing movie-based classroom activity, and there were still some limitations found in this research, the researcher suggests to people who are interested in this subject to conduct other related research in a larger scope.

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