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## SPEAKING SKILL THROUGH MOVIES AT THE SECOND SEMESTER OF STMIK ROYAL KISARAN

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**Abstract:** *This research was based on improving speaking skills through movies, The main objective of this research is to follow up students' understanding of speaking skill for watching the movies at STMIK Royal students, especially for class SI 2 J at the second semester in academic 2022/2023. This study was carried out at STMIK Royal Kisaran especially at the second semester. This study was an experimental that belongs to quantitative approach. The total population of this research is 30 students. Then the researcher took the action research for class SI 2 J through the pre-test and post-test. In collecting the required data, the researcher did the observation and test. Meanwhile, the writer use n-gain to analyze the data. the result of pre test and post test 'mean score. Based on the result of mean score on pre test is 52.00. After the researcher teach speaking by using implementation movies, the students 'mean score become 68.80 in posttest 1. Then in posttest 2, the students 'mean score improves to be 72.96. the pre-test and post-test are used to know the improvement of students' speaking skill.*

**Keywords:** *speaking skill; through movies.*

**Abstrak:** Penelitian ini didasarkan pada peningkatan keterampilan berbicara melalui film, Tujuan utama dari penelitian ini adalah untuk menindaklanjuti pemahaman siswa tentang keterampilan berbicara untuk menonton film pada siswa STMIK Royal, khususnya untuk kelas SI 2 J semester genap tahun ajaran 2022/ 2023. Penelitian ini dilaksanakan di STMIK Royal Kisaran khususnya pada semester kedua. Penelitian ini merupakan penelitian eksperimental dengan pendekatan kuantitatif. Jumlah populasi penelitian ini adalah 30 siswa. Kemudian peneliti melakukan penelitian tindakan kelas SI 2 J melalui pre-test dan post-test. Dalam mengumpulkan data yang diperlukan, peneliti melakukan observasi dan tes. Sedangkan penulis menggunakan n-gain untuk menganalisis data. hasil pre test dan post test 'skor rata-rata. Berdasarkan hasil rata-rata skor pada pre test adalah 52,00. Setelah peneliti mengajar berbicara dengan menggunakan implementasi film, nilai rata-rata siswa menjadi 68,80 pada posttest 1. Kemudian pada posttest 2, nilai rata-rata siswa meningkat menjadi 72,96. pre-test dan post-test digunakan untuk mengetahui peningkatan keterampilan berbicara siswa.

**Kata kunci:** keahlia berbicara; melalui Film.

### INTRODUCTION

Multimedia technology is a solution for learner in the classroom which we find that the activity for watching the movies multimedia technology help both lectures and students to acquire the language that they teach and learn. One of multimedia

technology that often used in language classroom is movie.(Liu, 2016) 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.

According to Krashen (2009:20), about input hypothesis, learners can learn a large amount of language unconsciously through ample comprehensible input. The input hypothesis is Krashen's attempt to explain how learners acquire second or foreign language –how foreign language takes place. This input hypothesis explain that the learner improves and progresses along the „natural order“ when he/she receives foreign language „input“ that is one step beyond his/her current stage of linguistic competence, a film or movie consists of moving pictures that have been recorded so that they can be shown at the cinema or on television. A movie tells a story or shows a real situation.(Liu, 2016)

Movies as one of the multimedia, it can be used in English teaching and learning process because it helps to display the content, to deepen the comprehension and to enhance lexical and grammatical learning. Besides, it helps to improve limited vocabulary, poor grammar, listening and speaking skills. Fortunately, by watching movies students are not just study vocabulary and grammar, but also studying expression of someone within it, culture, and the story plot. In addition, British Council states that learning from movies is motivating and enjoyable, as in motivation is one of the most important factors in determining successful foreign language acquisition. Movie, as a motivator, also makes the language learning process more entertaining and enjoyable. Moreover, movie has its origin, i.e., British movie, American movie, Canadian movie, Indonesian movie, Singaporean movie, Australian movie, and many more. It can be divided to many genres such as historical fiction, romance, mystery, thriller, drama, action, science fiction, etc. (Angga Gunantar, 2016)

As we know that English is International language which is every country studying, including Indonesia. (Angga Gunantar, 2016). Lots of simple things use English within it and we encounter it in daily activities even

though we use Indonesian as official language. Regardless, international connection always use English for communicate each other. We need to learn English because we need to make relation to other people overseas. However, Indonesians still do not concern about how important is English. Besides, Indonesians still find English-speaking is difficult because they do not use to adapt or even live in English-speaking circumstances.

In addition, many scholars have revealed that movies used in English as Foreign Language (EFL) classroom can become an important part of the curriculum. This is based on the fact that movies provide exposures to „real language“, used in authentic settings and in the cultural context which the foreign language is spoken. movies catch the language learners' interest and it can positively impact their motivation to learn.(LAELY HIKMATUL FITRI YANI, 2022) In terms of developing critical thinking, making 3 learning more enjoyable, effective, and efficient for students to learn languages, movies also play important role in developing speaking ability. (Ertin, 2014)

Speaking is an act of making vocal sounds. It means that to converse or expressing one's thoughts and feeling in spoken language. Through speaking we have the ability to communicate and spill out our thought. speaking someone can express her or his ideas, emotions, and reactions to other person or situation and influence other person. When people speak they tend to showing different expression, and it based on what those people talk about, i.e., is it anger, happiness, sadness, condolences, etc. People speak in different language because it depends on where she/he lives. Therefore, speaking is one of the basic skills that students need to learn since elementary school until university. The key to know whether someone has mastered the language is by speaking. No matter how excellent you are in grammar or vocabularies but never try to speak

them up, it will be no used. On the other hand, people seem to have difficulties to speak up as in to speak in English. Why? It is because they just learn English but not acquire English as well as learning. In this research, the researcher wants give „natural order“ or learning English unconsciously through movies to acquire English-speaking better.

Speaking English used in English spoken countries, but as we know that now, English has been learnt all over the world. English as a global language has developed from being the language of small group of mother-tongue speakers to become a global language spoken by people all over the world. In addition, explained that English is not the largest number of native or first language speakers, but it has become a „lingua franca“. English seems to be one of the main languages of international communication, (Angga Gunantar, 2016)

## **METHOD**

This research is classroom action research is developed through self-reflective spiral, a spiral of cycles of planning, acting, observing, reflecting, the re-planning (suharsimi arikunto, 2014) This research was used in this research, this method consist of four steps; planning, action, observation, and reflection. The implementation of classroom action research (KEMMIS AND McTAGGART, 2013)

Quantitative research is „explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics.(Hardani, S.Pd. et al., 2020) Furthermore, (Creswell, 2012) states research designs are the specific procedures involved in the research process; data collection, data analysis, and report writing.

In here, the researcher found that there were many learners who still had low reading skills. It was proven when the researcher observed a learning process of

STMIK Royal in Kisaran. They faced some reading problems which caused the learners had difficulties in comprehending the information presented in the textbooks.

## **Population and Sample**

This population is generalization area that consists of object or subject. It has special quality and characteristics based on the criteria decided by researcher, then to be learned and concluded. Population of this research was second semester of system information especially for class SI 2 J of STMIK Royal Kisaran. The total populations were 30 students. There are aspects of assessing speaking; grammar, vocabulary, fluency, pronunciation, comprehension, and task. (Ertin, 2014)

## **Grammar**

When dealing with grammar, students need to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. grammar, and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important“. grammar rules are too carelessly violated, communication may suffer, although creating a „good“ grammar rule is extremely difficult. In speaking, grammar is important and teachers should encourage the students to speak with grammar accuracy, but not too focused on it because students will be find difficulties when learn language because they need to be perfect in their speaking which is not the goal of learning foreign language.

## **Vocabulary**

Choosing correct vocabulary is also important for good vocabulary has been found to predict the acquisition of critical aspects of metalinguistic awareness. For example, young children with large vocabularies tend to outperform their peers on measures of phonological awareness.

## Fluency

fluency as the planning and delivery of speech and it is extended to the comprehension of speech. In the other side, or we called that fluency is the ability to keep going when speaking spontaneously or fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

## Pronunciation

pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress and intonation. Attention to these aspects also requires attention to the blending and omission of sounds, and the effect of the various aspects on intelligibility.

## Comprehension

Comprehension is the ability of understanding something. Comprehension is needed when people talk to each other. They speak up to deliver information, so that is mean that the persons that they talk to should comprehend what are they talking.

## Types of Data

The types of the data of this study were used quantitative in the form of the results of the pre-test and post-test. The pre-test and post-test had done in order to recognize the students' ability in speaking English after watching and listening to the movie.



## Figure 1: using movie for students

In here, the implementation of classroom action research included four steps as follows:

### Planning

In this phase, the researcher developed action research after identifying problems. It included the planning for lesson plan, teaching method or technique, and teaching materials.

### Action

Action is the realization which is planned before. The researcher will start to act what has been planned such as using technique and material.

### Observation

In this phase, the researcher was assisted by the collaborator about the technique of teaching in the class in the material delivery and teaching learning process, about the student's interaction, opinions, performance, and other activities written down in a field note.

### Reflection

In this phase, the researcher would reflect on, evaluate and describe the effects of the action. All the notes and field note from the researcher and the collaborator were collected and reflected. It would be used for better understanding or knowing improvement on the next planning or action. (KEMMIS AND McTAGGART, 2013)

### Research Instruments

The first step to collect the data was choosing the participants. The participants of this research were the second semester of STMIK Royal Kisaran. The next step was choosing the instrument. The instrument of this research was the test. The test was exercises of students' speaking to measure the skill, knowledge, intelligence, capacity, or attitude of an individual. The researcher used post-test to get the data:

### Pre-Test

pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. Before giving the treatment, the writer gave a test first to the students. The test was done for 30 minutes. The students would converse as could as they know in a pair, and they would give each pair two minutes to conversing. The test aimed to know the ability of their English speaking

### Treatment

The treatment was applied in experimental classes in the teaching and learning process which was by using movies in the English class in different level (basic, intermediate, and advance). The treatment was conducted three times by using movies in English class for speaking and it would play for 15 minutes long and will be repeated twice. Every meeting had gotten 90 minutes as 2 hours of teaching.

### Post-Test

post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after treatment. The researcher had done the post-test after giving treatment to the students. The test was done for 30 minutes. The students would speak what they had written and began to converse with their partners of whatever they wrote. The aimed of this test was to know the speaking ability of the students after giving the treatment.

### Techniques of Analyzing Data

The data from the observation would take from activities during the teaching and learning process. The observation, which involved researcher, teacher, and students, it was conducted to know how the teaching and learning process in the classroom. The data would be analyzed by using qualitative and quantitative analyses. The qualitative data analyses were used to analyze the data would take during the teaching and learning process. The researcher used the

process of analyzing data that were explained by Burns (1999:156). The stages are:(Creswell, 2012)

### Assembling the data

The researcher assembled the data that have collected over the period of the research: interviews, field notes and test.

### Coding the data

The researcher gave a code to the instrument of the data to make it more manageable.

### Comparing the data

After coding the data, the data were compared to see whether themes were repeated across different data gathering techniques

### Building interpretations.

The researcher described the data that have been collected, then categorizing the data such as scores of the students.

### Reporting the outcomes

The last step involved presenting an account of the research for others.

The quantitative data analyses were used to analyze data from the result of the teaching learning process. It was done to compare between the result of pretest (before implementing IGA) and the result of posttest (after implementing IGA). The formula of the mean of the pretest and posttest could be calculated as follows:

Notes:

X : Mean of pre test scores

Y : Mean of post test score

N : Number of subject

$\sum x$  : The sum of pretest score

$\sum y$  : The sum of posttest score

Based on calculation result using the formula above, it would be known whether there is improvement of the result of pretest and posttest. The researcher compares the mean score of pre-test, posttest 1 and posttest 2 for knowing the

result of students speaking skill through movie

## RESULTS AND DISCUSSION

Concerning with the statement of the problems, the researcher describes and analyzes the findings during the research process conducted at second semester of STMIK Royal Kisaran. It is intended to answer the problem. In result, the researcher describes the process of calculation and presenting the result of the data. Furthermore, in the discussion the researcher integrates and explains more about the finding of the research.

Based on the pre observation and interview toward the teacher and students, the researcher identified that the students' speaking ability should be improve by implementing a technique of teaching and learning process that could overcome the problem. Therefore, the researcher designed the technique of teaching and learning process through IGA.

The researcher made a pre-test to know the condition of the students' speaking skill through Movie. The test was given by the researcher before doing implementation.

In here, we can seen the students' speaking skill for class SI 2 J

**Table. Pre-Test Score of Students' Speaking Skill Pre-test Score before treatment**

No	Name	Pre-test	Pass/Fail
1	AD	50	fail
2	AS	55	fail
3	AT	50	fail
4	AM	40	fail
5	AN	50	fail
6	BR	50	fail
7	BE	80	pass
8	CT	55	fail
9	DK	40	fail
10	DA	40	fail
11	DN	50	fail
12	ED	70	pass

13	EV	50	fail
14	ER	55	fail
15	EK	45	fail
16	FR	40	fail
17	FA	50	fail
18	HD	50	fail
19	JL	40	fail
20	JA	80	pass
21	JL	50	fail
22	JN	55	fail
23	KL	50	fail
24	M.AG	40	fail
25	M.IB	50	fail
26	MS	60	fail
27	RK	80	pass
28	ST	55	fail
29	SN	40	fail
30	WD	40	fail
	<b>SUM</b>	<b>1560</b>	
	<b>MEAN</b>	<b>52</b>	

**Table. Students speaking achievement in cycle 1 by researcher**

No	Name	Pre-test	Post-test 1	Pass/Fail
1	AD	50	55	fail
2	AS	55	75	pass
3	AT	50	55	fail
4	AM	40	75	pass
5	AN	50	65	fail
6	BR	50	75	pass
7	BE	80	85	pass
8	CT	55	70	pass
9	DK	40	60	fail
10	DA	40	65	fail
11	DN	50	75	fail
12	ED	70	78	pass
13	EV	50	68	fail
14	ER	55	75	fail
15	EK	45	65	fail
16	FR	40	55	fail
17	FA	50	60	fail
18	HD	50	55	fail
19	JL	40	75	fail
20	JA	80	85	pass
21	JL	50	75	pass

22	JN	55	78	pass
23	KL	50	70	pass
24	M.AG	40	75	pass
25	M.IB	50	55	fail
26	MS	60	55	fail
27	RK	80	70	pass
28	ST	55	55	fail
29	SN	40	75	pass
30	WD	40	85	pass
	<b>SUM</b>	<b>1560</b>	<b>2064</b>	
	<b>MEAN</b>	<b>52</b>	<b>68,8</b>	

**Table.Comparison between the Post Test's Score in Cycle 1 and Post Test's Score in Cycle2**

No	Name	Post-test 1	Post-test 2	Pass/Fail
1	AD	55	65	fail
2	AS	75	78	pass
3	AT	55	75	pass
4	AM	75	75	pass
5	AN	65	78	pass
6	BR	75	80	pass
7	BE	85	85	pass
8	CT	70	78	pass
9	DK	60	68	fail
10	DA	65	75	pass
11	DN	75	78	pass
12	ED	78	80	pass
13	EV	68	75	pass
14	ER	75	80	pass
15	EK	65	65	fail
16	FR	55	67	fail
17	FA	60	78	pass
18	HD	55	75	pass
19	JL	75	80	pass
20	JA	85	75	pass
21	JL	75	75	pass
22	JN	78	75	pass
23	KL	70	78	pass
24	M.AG	75	80	pass
25	M.IB	55	75	pass
26	MS	55	78	pass
27	RK	70	68	fail

28	ST	55	75	pass
29	SN	75	78	pass
30	WD	85	75	pass
	<b>SUM</b>	<b>2064</b>	<b>2189</b>	
	<b>MEAN</b>	<b>68,8</b>	<b>72,96</b>	

## DISCUSSION

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data to clarify the findings. The researcher focuses on the role of the movie to improve speaking Skill at second semester of STMIK Royal Kisaran and the sociocultural and the language attitude of the students toward varieties of English. The findings show that the Ha (alternative hypothesis) is accepted that the movies do improve students' speaking skill

## CONCLUSION

The researcher conducted an experimental study using two groups of students; experimental group and control group. Based on the result of the research, it can be concluded that movies have influence to improve speaking skill at the second semester of STMIK Royal Kisaran. It is because movies are valuable resources and present real-life contexts, an opportunity to be exposed to different voices and its style, reduce speeches, the use of grammar and slang words, etc.

Using movie can improve the students speaking skill. It can be seen from the result of pre test and post test 'mean score. Based on the result of mean score on pre test is 52.00. After the researcher teach speaking by using implementation movies, the students 'mean score become 68.80 in posttest 1. Then in posttest 2, the students 'mean score improves to be 72.96. Speaking skill through movie could help the students more confident in speaking activity. During teaching and learning process using movie, students showed that they were more active and big motivation in learning English..

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