

Using English Movie to Enhance Students's Interest in Speaking Skill at SMAN 1 Galis Pamekasan

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Abstract

English movie is one of the media for teaching learning process that can make the students interested to the lesson and also evoke their imagination. The students have idea to explore in their mind and they will be able to convey it in speaking English. This study aimed at explaining the implementation of using English movies to enhance speaking skills. The subject of this classroom action research was tenth-grade SMAN 1 Galis Pamekasan Madura. The data collection techniques were observation, interview, pre-test and post-test. The research findings showed that English movie was suitable to be used in speaking teaching-learning process. Based on the results of this study, it is recommended that English movies should be used as media to enhance the students's speaking skills.

Key Words: Speaking Skill, English Movie, Teaching Media

INTRODUCTION

English is a foreign language that is used throughout the world and it is taught in every country English. For mastering English language, students are advised to master four skills that are listening, speaking, reading, and writing. According to Akhyak & Indrawan (2013:19) Indonesian students who are learning English expected to have competence in communication fluently and accurately based on the social context. In order to communicate better, speaking skill is considered to be one of the most important skills. According to Fachrurrazy (2012:79), Speaking is an active and productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously.

When the researchers administered an oral test to the students, the researchers found that the students in SMAN I Galis, XI-IPA 2 class, have a low speaking capability. Their average score was 72.76. This score does not comply with

the minimum criteria of the English teaching-learning process in this school. There are some factors which caused these conditions such as they had difficulties when speaking inside or outside class, for the example they found difficulties to get the idea, besides they were confused to use good grammatical sentences. They often used present tense for the expression of past activities. Therefore, they had weak motivation that had made them less active in the teaching-learning process. They were also less confident in practicing the English language in front of the class. That thing happened because they did not practice with their friends. Nunan (1999: 157) indicated one of the indicators of successful speaking class is when students can talk a lot in an English speaking class. Based on this preliminary research the researchers identified that the students felt speaking skill was difficult. Some of the students were not confident, uncomfortable, and they were afraid of making mistake when they spoke in English. Besides they had limited vocabulary, poor pronunciation and grammatical knowledge. Therefore, they could not communicate fluently and accurately. It can be identified that the students of SMAN 1 Galis Pamekasan were still poor in speaking skills and their scores were under the KKM or Minimum Completeness Criteria. The KKM for the tenth grade in SMAN 1 Galis Pamekasan is 76 and most of the students's score were below that criteria.

To overcome the above problems, the researchers tried to find learning media that can make them interested and able to speak English fluently and accurately. The researchers assume that one of the media which make the students interested and competence in speaking skill is "English Movies". In terms of the advantages of media, Asyar (2011) believes that besides teachers' creativity, instructional considerations is also one of the determining factors. The used of English movies as a media in teaching-learning process in speaking skill is expected to evoke the students's imagination so they have idea to deliver when they speak in English. Brown (2004: 180) says one of the most common techniques for producing oral production is through visual images, photographs, diagrams and graphs.

Based on the problems mentioned above, the researchers were interested to conduct a research entitled "Using English Movie to Enhance Students's Interest in Speaking Skill at SMAN 1 Galis Pamekasan "

RESEARCH METHODOLOGY

This research used classroom action research proposed by Kemmis and Taggart (1988) that consists of four steps namely: planning, acting, observing and reflecting in each cycle.

Participants

The participants in this research were the students in X IPA 1, X IPA 2 and X IPA 3 SMAN 1 GALIS PAMEKASAN. The researchers also focused on two aspects in scoring, which are the student academic achievement (scoring on the ability speaking skill) and the academic atmosphere (Class situation).

Data Collection

Instrument of Collecting Data

The Instruments in this research were questionnaire, observation checklist and speaking rubric assessment. The researcher administered questionnaire to measure the students's interest and used observation checklist to measure the students's attitude toward teaching and learning processes and speaking rubric was used to measure the students's speaking skill.

Techniques for Collecting Data

To collect the data, the researchers observed the teaching learning process in the classroom. There were two types of data to be collected, i.e. numeric and verbal data (Latief: 2011). Data of numbers were obtained from students ' speaking skills through the test, while the verbal data were gained from the students ' interest through questionnaire and observation checklists to know the classroom atmosphere.

Data Analysis

Data that had been obtained during the observation phase were collected and analyzed based on the data type. The data of numbers related to students ' speaking test, while the verbal data related to students' attitudes or interests. When the results of the analysis showed that success criteria had been reached, the researchers

reported the results of the research in the form of scientific articles. However, when the success criteria couldn't be reached, the researcher did revision and continued to the next cycle until the success criteria of the class action could be achieved.

RESEARCH RESULTS

In this chapter the researchers focus on the result of the research:

Pre-Test Result

The researcher interviewed the English teacher, administered questionnaire and also conducted speaking tests. Based on the interview we can conclude that the X grade students of IPA SMAN 1 Galis Pamekasan felt that speaking material is difficult. This is due to the fact that they had limited vocabulary, low ability in their pronunciation and grammar so they were not confident when practicing speaking in front of the class. Besides, the results of the questionnaire and interview were also supported by the scores of students 'speaking abilities in which the students' speaking scores were still low and below the KKM (Minimum Completeness Criteria). The minimum criteria for speaking for students of class X IPA SMAN I Galis Pamekasan is ≥ 76 and most of the students' scores were below KKM (<76).

Tabel 1
Results of the previous speaking test (pre-research data) of Class X IPA 1

Total Students	Score under KKM / <76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
30	18	7	5	40%	62,66	76

Tabel 2
Results of the previous speaking test (pre-research data) of Class X IPA 2

Total Students	Score under KKM / <76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
29	18	7	4	38%	65,93	76

Table 3
Results of the previous speaking test (pre-research data) of Class X IPA 3

Total Students	Score under KKM / <76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
32	19	8	5	41%	68,87	76

From the results of the research above, it can be concluded that most of the students in class X IPA I Galis Pamekasan had problems in speaking skills. One way to overcome this problem, researchers used English Movies. There are several stages in classroom action research, namely, Planning phase, Implementation, Observation and Reflection phase.

The following is an explanation of the cycles of this classroom action research:

1st cycle result

In this part, the researcher discussed the process of the study during the first cycle through the planning phase, implementation phase, observation phase, and reflection phase:

Planning Phase

The researcher designed a lesson plan (RPP) that included Standards competence, basic competencies, indicators, learning objectives, materials, teaching methods, teaching and learning activities, resources, media and assessment. Besides, the researcher provided observations checklist and assessment rubrics to collect the data. In this research, the researchers were assisted by peers acting as observers to provide an evaluation of teaching and learning activities used observation checklist.

Implementation phase

At this phase, the researchers implemented a lesson plan that had been prepared previously. The first implementation of learning, the researcher explained the importance of speaking material, explained the criteria for speaking, the researcher also implemented a movie, then asked them to retell the contents of the movie about moral values in front of the class.

Observation Phase

In this phase, the observer and researchers worked together to observe teaching and learning activities in class. Based on the results of checklist observation check in class X IPA I, researcher and observer determined 26 students (87%) noticed to the teaching-learning activities in the class, 21 students (70%) responded to the teacher's instructions, 22 students (73%) actively participated in group work,

21 students (70%) actively gave questions and answers, 30 students (100%) took the speaking test in class.

Based on the results of checklist observation check in class X IPA 2, researcher and observer determined 24 students (83%) noticed in Teaching-learning activities in the class, 18 students (62%) responded to the teacher's instructions, 23 students (79%) actively participated in group work, 13 students (45%) actively gave questions and answers, 29 students (100%) took the speaking test in class.

Based on the results of checklist observation check in class X IPA 3, researchers and observer determined 30 students (94%) noticed in Teaching-learning activities in the class, 20 students (63%) responded to the teacher's instructions, 23 students (72%) actively participated in group work, 15 students (47%) actively gave questions and answers, 30 students (100%) took the speaking test in class.

Based on all observations above, it can be concluded that each teaching-learning learning process considered ineffective because the students' responses about questions and answers were very low so it must have been continued to the 2nd cycle. This is also supported by the score of speaking ability and the results of student questionnaires, the following are the students's speaking score in the 1st cycle

Table 4.
Results of the speaking test in cycle 1, class X IPA 1

Total Students	Score under KKM /<76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
30	13	2	15	57%	76,4	76

Table 5.
The following are the results of the speaking test in cycle 1, class X IPA 2

Total Students	Score under KKM /<76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
29	13	5	11	55%	72,96	76

Table 6
Results of the speaking test in cycle 1, class X IPA 3

Total Students	Score under KKM /<76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
32	12	7	13	63%	74,5	76

Reflection Phase

The researcher and observer reflected or evaluated the learning of speaking in class by comparing pretest and 1st cycle activities from the results of interviews, questionnaires, and speaking values of students X IPA 1, X IPA 2, and X IPA 3. In pre-research it can be concluded that they had limited vocabulary, poor pronunciation and grammar, so they were not confident to practice speaking in front of the class. On that basis, the researchers and observers worked together to overcome the problem of students' speaking abilities and class atmosphere by using a technique and various strategies for using English Movies in the first cycle.

In the first cycle, the students's speaking score had increased compared to those in pre-research stage, it is also supported by the results of the students's questionnaires in the 1st cycle. However, many of them got speaking scores that have not reached the KKM target (≥ 76). Therefore, the results of research in the first cycle need to be continued to the next cycle.

2nd Cycle Result

In this part, the researcher discussed the results of the study during the first cycle through the planning phase, implementation phase, observation phase, and reflection phase:

Planning Phase

The researcher designed a lesson plan (RPP) that included Standards competence, Basic competencies, indicators, learning objectives, materials, teaching methods, teaching and learning activities, resources, media and assessment. Besides, the researcher provided checklist observations and assessment rubrics to collect the data. In this research, the researcher was assisted by peers

acting as observers to provide an evaluation of teaching and learning activities in X IPA 1, X IPA 2, X IPA 3 used observation checklist.

Implementation phase

In the second implementation of learning, the researcher gave different movie from than those of being used before. We asked the students to write a new vocabulary, drilled in pronunciation using drilling technique, asked the students to write about the contents and moral value in that movie. After that we asked the student to discuss the content and moral value in that movie. Finally, we asked them to retell the contents of the movie about moral values in front of the class.

Observation Phase

In this phase, the captain of this research became the teacher while the other researcher as an observer. We worked together to observe teaching and learning activities. Based on the results of checklist observation check in class X IPA 1, researcher and observer determined 28 students (93%) noticed in Teaching-learning activities in the class, 23 students (77%) responded to the teacher's instructions, 25 students (83%) actively participated in group work, 24 students (80%) actively gave questions and answers, and 30 students (100%) took the speaking test in class.

Based on the results of checklist observation check in class X IPA 2, researcher and observer determined 27 students (93%) noticed in Teaching-learning activities in the class, 22 students (76%) responded to the teacher's instructions, 23 students (79%) actively participated in group work, 21 students (72%) actively gave questions and answers, 29 students (100%) took the speaking test in class.

Based on the results of checklist observation check in class X IPA 3, researcher and observer determined 30 students (94%) noticed in Teaching-learning activities in the class, 26 students (81%) responded to the teacher's instructions, 25 students (78%) actively participated in group work, 23 students (72%) actively gave questions and answers, 32 students (100%) took the speaking test in class. While, the result of questionnaires showed that the students's interest increased than those happened in the first cycle.

The students's speaking scores at the second cycle are illustrated in the following table:

Table 1
Results of the speaking test in the 2nd cycle, class X IPA 1

Total Students	Score under KKM /<76	Score KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
30	6	2	22	80%	83,73	76

Table 2
Results of the speaking test in the 2nd cycle, class X IPA 2

Total Students	Score under KKM /<76	Score KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
29	6	6	17	79%	78,75	76

Table 3
Results of the speaking test in the 2nd cycle, class X IPA 3

Total Students	Score under KKM /<76	Score based on KKM /76	Score above KKM /76	Success percentage	Average score	Passing score
32	5	9	18	84%	78.87	76

DISCUSSIONS

Brown (2004:180) stated the most common techniques for producing oral production are through visual images, photographs, diagrams and graphs. The mastery of speaking skills is a must for learners as they are demanded to understand and comprehend. Speaking skill is believed to help the students acquire the language they are learning and then associate it with other skill. In the previous study of Ardiyanto (2014) entitled "The Use of Picture Series to Improve Students' Speaking Performance" only discussed about students' speaking score and students' interest

while in this study the researchers also implemented about moral values in the movie. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency.

Based on the research finding it can be concluded that the implementation of English Movie to Enhance Students's Interest in Speaking Skill at SMAN 1 Galis Pamekasan was well enough. The researcher and observer reflected or evaluated speaking learning in class X IPA 1, X IPA 2, X IPA 3 SMA Negeri I Galis Pamekasan by comparing test activities, observations and questionnaires in 1st and 2nd cycles. Karakas and Saricoban (2012:4) claim that many language teachers are against the use in audiovisual materials because it might distract the students' attention, especially the lowerlevel learners and create a sense of laziness on the students.

From the results of speaking tests, observation results and the questionnaire it can be concluded that their vocabulary were still limited, their pronunciation and grammar were also not good, they were not confident to practice their speaking in front of the class so learning activities in speaking class were less effective in the previous study and in the first cycle, then the researcher and observer worked together to overcome the problems of speaking ability and class atmosphere by slightly changing the strategy of using English Movies in speaking class. By slightly changing strategy, the students could respond positively to the teaching and learning process, students also motivated during teaching-learning process, this can be proven by the existence of assessment instruments in the form of speaking assessment rubrics, checklist observations, and from the results of the questionnaire which can be stated that classroom action research on this second cycle has met the criteria for success.

CONCLUSION

Based on the results of the study it can be concluded that the use of English Movies can improve the speaking ability of students of Class X IPA SMAN I Galis Pamekasan, this can be proven that the criteria for success in classroom action research have been achieved both from the achievement of KKM standards and the class atmosphere in the form of student learning motivation and motivation increased in the second cycle.

Besides, researchers have also produced speaking learning strategies through the English Movie such as:

1. Selecting English Movie selection. Researchers were looking for good movies to be used in teaching material for speaking.
2. Comprehending the movie content. Researchers and students tried to understand the contents of the story in the movie.
3. Recognizing the new vocabulary. Researchers and students must have been noted about new vocabulary in the contents of the movie.
4. Retelling the contents of the movie briefly. The researcher asked the students to speak in front of the class based on the movie's content.
5. Conveying the moral message. Students were asked to convey the moral message contained in the movie. Then the researcher or teacher explained the meaning of the moral message contained in the movie.

So, the speaking ability of students in X IPA class SMAN 1 Galis Pamekasan is growing and increasing starting from the first cycle to the second cycle, therefore the use of movie the researcher could also create a product of learning speaking strategies in class X IPA SMAN 1 Galis Pamekasan.

SUGGESTION

Based on the results of the study, the researchers suggest the teachers and the researchers who have the same class problems such as passive classes with low student speaking achievement to use learning media namely English Movie to improve students' speaking abilities in class. Also, the teachers should attend workshops to improve their English learning strategies creatively. Meanwhile, for the school, it is suggested to provide facilities that can support in the learning process.

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