

## **Using Movie Clip to Improve the First Grade Students' Speaking Skill in Describing People at MTs N 1 Bandar Lampung**

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**Abstract:** The aim of this study is to find out whether there is a statistically significant difference of students' speaking skill in describing people between the pretest and the posttest in the implementation of teaching through movie clip. This research was a quantitative research. The subjects of the research were 20 students at the first grade of MTs N 1 Bandar Lampung. The speaking test was administered as the instrument of the research. The result showed that there was a statistically significant difference of the students' speaking skill between the pretest and the posttest with significant level 0.05. This suggests that movie clip is effective to improve the students' speaking skill in describing people.

**Keywords:** movie clip, speaking, describing people.

**Abstrak:** Penelitian ini bertujuan untuk meneliti apakah ada perbedaan pada kemampuan siswa dalam mendeskripsikan orang secara lisan setelah diajarkan melalui media potongan film. Penelitian ini adalah penelitian kuantitatif. Penelitian ini dilaksanakan di kelas VII MTs N 1 Bandar Lampung yang berjumlah 20 siswa. Data penelitian ini dikumpulkan dengan menggunakan tes berbicara lisan. Hasil penelitian menunjukkan bahwa adanya peningkatan kemampuan berbicara siswa yang signifikan dengan tingkat signifikansi 0.05. Dari hal tersebut dapat disimpulkan bahwa potongan film adalah cara efektif untuk meningkatkan kemampuan berbicara siswa dalam mendeskripsikan orang.

**Keywords:** potongan film, berbicara, mendeskripsikan orang.

## INTRODUCTION

Speaking in junior high schools is one of the four English skills the students have to learn. Teaching speaking English in Indonesian junior high schools is not an easy task. English is a foreign language that students do not use in their daily communication. To be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary, and grammar, comprehension and fluency.

Based on the result of an observation in MTs N 1 Bandar Lampung, there were problems of speaking English in the first grade students. The students rarely had opportunity to speak English to communicate with others and to share their ideas in the class. Speaking English was difficult for them, but the teacher did not give much attention to it. They had boring activities in the English class. The teacher used textbook-based technique and reading aloud from book when teaching English. She rarely used other media to support his teaching and focused only on what the students might have in the UN (*Ujian Nasional*) or National Examination.

Another problem that appears in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. Instead, the teacher was the only source. They also lacked of self-confidence and motivation. They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking.

In line with this, Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. One of the audio-visual media that can be used is movie clip.

The findings of several studies which have been conducted to investigate the impact of using movies in classrooms indicate their powerful role in the teaching and the learning process. According to Seferoğlu (2008), films provide authentic language input and a stimulating framework for classroom discussions. They also provide a realistic view of the language and culture providing insights into the reality of life of native English speakers (Florence, 2009). Studies have also reported some advantages to the integration of movies into foreign language classes. For instance, movies can capture the students' attention towards the target language (Tognozzi, 2010); increase the students' motivation to learn the language (Ruusunen, 2011); supply good material to teach conversations (Martín & Jaén, 2009); and improve the students' awareness of the target language culture (Zhang, 2013).

Moreover, Khan (2015) believes that the "visuality" of movies can facilitate comprehension and understanding for the language learners in an ideal visual context, which makes it an effective language-teaching tool. She further argues that movies offer a variety of methods and resources for teaching the target language, helping students to improve their listening and communicative skills.

From the findings, it can be concluded that there are some reasons for using movie clip in teaching speaking. First, video includes movie clip that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, movie clip shows the right situation of the conversation and

the right body language of the speaker to the audience. Besides, movie clip also improves students' cultural understanding of English.

Related to this, the researcher decided to use movie clip to find out whether or not movie clip can solve the problem. Speaking is more about the process rather than just a product. The use of media in the process of teaching speaking will be helpful in determining the product of speaking. During the process of speaking, students should be stimulated and motivated by the use of appropriate media. The use of movie clip in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed that the use of movie clip activity in the students' speaking class will give a positive contribution to their speaking skill. Therefore, the current study aims at experimenting movie clip in developing students' speaking skill in describing people in the classroom.

## **METHODS**

In order to know the method that was used in this research, this chapter explains type of research, subjects, procedure, data instrument, data collecting technique and data analysis technique.

### **Type of research**

This study was a quantitative research which used one group pretest-posttest design.

### **Subjects**

The population of this research was the first grade students of MTs N 1 Bandar Lampung in academic year of 2017/2018. There were 8 classes in the first grade, but the researcher only took one class as the subject which was 7H, and it was consisted of 30 students but the subject taken was only 20 because the rest of the students had extracurricular activities.

### **Procedure**

There were four meetings at this research. The first meeting was a pretest which was given before the researcher taught the students by using movie clips. This test was speaking test which the students were asked to describe their mother/father and was recorded using a recorder. Then, the second and third meetings were treatment which the researcher used movie clip in teaching describing people. The last meeting, after the treatment was administered, the researcher conducted a posttest in order to measure how far the improvement of the students' speaking ability after the treatment. This test had the same form as the pretest, however this time, the students described their classmates. Furthermore, the researcher applied inter-rater to calculate the score of the pretest and the posttest to avoid the subjectivity. After that, the scores were analyzed by using SPSS 16.0.

### **Data, Instrument, and Data Collecting Technique**

The instrument of this research was speaking test which consisted of pretest and posttest. Between the two tests there were treatment held in two meetings. In this research, the learning material was focused on descriptive text (describing people). The test was considered valid in the content validity since the test of speaking constituted a representative sample of the language skill and structure and also the material used were chosen based on K13 English Curriculum for first year of junior high school.

Then, the test was constructed and scored based on speaking theory. The result of inter-rater reliability was very high in the pretest which was 0.9194 and high in the posttest which was 0.7561.

### **Data Analysis Technique**

The Objectives of this research were to find out whether there is a significant difference of students' speaking skill in describing people after being taught by using movie clip and to find out what aspect of speaking improve the most after being taught by using movie clip. The pretest and posttest were conducted to find out the objectives' answer.

In analyzing the data, some procedures are followed. The researcher analyzed the students' score using these following steps. First, the researcher transcribed the records of students' pre-test and post test. Then, the records were listened again to find out the students' ability in speaking. After that, the raters scored the students' pretest and posttest. After getting the raw score, researcher analyzed the result of the test and calculated the score of the pre-test and post-test to answer the research question number 1. Then, the researcher used statistics to analyze the data using the statistical computation i.e. Paired Sample Test of SPSS to calculate the mean of pre-test and post-test to see whether there was a significant difference towards the students after being taught by using movie clip, after that the researcher knew if the students' speaking skill was improved or not.

In addition to answer research question number 2, one way ANOVA was used in order to find out which aspects of speaking improves the most. As Setiyadi (2006: 173) states that one way ANOVA is used to compare mean from more than two different groups. Both the dependant t-test and one way ANOVA were calculated by using SPSS 16.0 for windows.

Therefore, the author checked whether or not the data were compatible with the hypotheses.

### **RESULT**

After conducting the research, the researcher gathered the result of pretest and posttest as follows:

The result from the calculation by using Repeated Measure T-Test (SPSS 16.0) shows the mean score of pretest result is 64.18 while in the posttest is 73.8 in which the difference is 9.62. It can be seen from the following table.

**Table 1. The Difference of Students' Speaking Score in the Pretest and Posttest**

| Category | Pretest | Posttest | Gain |
|----------|---------|----------|------|
| Mean     | 64.18   | 73.8     | 9.62 |

From the table above, it shows that there was a difference of students' speaking skill in describing people after being taught by using movie clip and it answers the first research question.

The second result of the study shows that pronunciation is the aspect of speaking which improved the most after being taught by using movie clip. The summary can be seen from the following table below.

**Table 2.Improvement of the Students’ Achievement in Describing People Orally**

| Aspect of Speaking | Pretest (PrS) | Posttest (PoS) | Students’ Possible Maximum Score | Aspects Improvement (PoS – Prs) | Improvement (PoS – PrS / PrS) x 100 | Percentage for Final Score |
|--------------------|---------------|----------------|----------------------------------|---------------------------------|-------------------------------------|----------------------------|
| Pronunciation      | 62.5          | 76.5           | 100                              | 14                              | 22.4%                               | 20%                        |
| Fluency            | 61.5          | 70.5           | 100                              | 9                               | 14.63%                              | 15%                        |
| Vocabulary         | 67.5          | 75.5           | 100                              | 8                               | 11.85%                              | 20%                        |
| Grammar            | 59            | 65             | 100                              | 6                               | 10.16%                              | 15%                        |
| Comprehension      | 67            | 77             | 100                              | 10                              | 14.92%                              | 30%                        |
| Final Score        | 64.18         | 73.8           | 100                              | 9.62                            | 14.98%                              |                            |

From the table, it implies that the students’ scores improved in all aspects of speaking and pronunciation improved the most after being taught by using movie clip. This result answers the second research.

**DISCUSSION**

After giving the pre-test, the researcher applied movie clips for the next two meetings. After two times treatment, the post-test was conducted to measure how significant the difference of students’ ability in describing people orally in terms of pronunciation, fluency, vocabulary, grammar and comprehension. It was confirmed by the result of T-test presented in the previous sub chapter that there is a significant difference in their speaking skill which can be seen from the mean scores of the pre-test and post-test from 64.18 to 73.8.

In the pretest the researcher found out the basic ability of the students. They still lack in speaking English. The students had some difficulties in describing people in this pretest was describing their mother or father. First difficulty was in pronouncing some words correctly especially adjectives. Then, students also spoke either too slow or too fast because their lack of vocabulary and understanding the meaning of what they said. They also hardly knew how to produce sentences in correct grammar and spoke without the right pause or stress.

After the students were taught by using movie clip, the finding of this research showed that the use of movie clip improved the students' speaking skill. The factor which supports this finding is that movie clip can attract the students' attention and motivation in learning, allow the students to get some exposure from native speaker and repetition to difficult words to pronounce. In line with Nation, Zaremba (2006) said that by listening to the same words or material again and again, the students will be able to speak with confident and without having to concentrate so hard on what they want to say.

Besides analyzing the students' speaking ability after being taught by using movie clip, this study also analyze the improvement of each aspect of speaking. It can be seen in Table 2 that pronunciation was the aspect that improved the most with 22.4% improvement. This happened because in using movie clip, the students watched and listened how to pronounce some words and observe how to express some expressions. Moreover, movie clip showed native speakers as their pronunciation model and the teacher also give some repetition to difficult words to pronounce while and after using the movie clip.

This research finding is supported by the previous study that also used movie clip in teaching which was conducted by Mursyidto (2014), he found that the use of movie clip can attract the students' attention and motivation in the teaching and learning proces. Then, previous study conducted by Harmer (2001), he stated that with the help of the language written and the images of film, the students also can enrich their vocabulary and can improve their grammar. According to Seferoğlu (2008), films provide authentic language input and a stimulating framework for classroom discussions. They also provide a realistic view of the language and culture providing insights into the reality of life of native English speakers (Florence, 2009).

According to the findings of this research and the previous research above, it can be concluded that the students gained so much improvement after being taught by using movie clip in describing people orally. It approves that movie clip is an effective media to improve students' speaking skill in describing people especially in terms of pronunciation.

## CONCLUSION

Referring to the discussion of the research findings, the researcher comes to these following conclusions. First, movie clip could improve the students' speaking skill in describing people. It happened because the movie clips can motivate the students to learn English, provide authentic language input that can improve comprehension and practice and increase students' vocabulary. Second, movie clip also has improved the students' skill in five aspects of speaking namely pronunciation, fluency, vocabulary, grammar, and comprehension. The highest aspect that improved the most was pronunciation aspect because during the treatment, the students were exposed with movie clip that showed an authentic model and asked to pronounce some words repeatedly and practice describing people from the movie clip.

Based on the research findings, it is suggested for English teachers to use movie clip properly in the class. Teachers should prepare movie clip that is suitable for the class. Teachers should also prepare activities after watching the movie clip. The activities should encourage the students to speak English. Besides, it is necessary to use various video teaching techniques so that the teachers could explore the video into some useful activities that can help the students improve their speaking ability. The English teachers also need to provide other learning sources besides the course book to give more knowledge to the students in learning English.

To other researchers who want to conduct the same research, there are some factors that should be considered in using videos in the English teaching and learning process. First, it is necessary to find the videos which are suitable with the core competences,

basic competences, and also the students' proficiency level. Second, the researchers should be more creative in using various video teaching techniques and designing other activities so that the students have more opportunity to speak in interesting way. It is also suggested that other researchers focus not only on the speaking skill but also students' motivation in speaking especially in focused group discussion so they can also learn tolerance and appreciate others and give more feedback to students' speaking skill.

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