The Effect of Short Movie toward Students' Speaking Skill

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The Effect of Short Movie toward Students' Speaking Skill

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A B S T R A C T

This experimental research was conducted at the tenth grade in SMA Muhammadiyah Bangkinang. This study aims to determine the effect of Short Movie on students' speaking skills. The research methodology was quasi experimental design. The sample of this research is class X IPA as the experimental class and X IPS as the control class. The experimental class consist of 21 students and the control class consisted of 24 students. This study uses a total sampling technique which includes all students in class X. The instrument used in this study is a speaking test. The data were analyzed using the SPSS 25 program. Based on the results of the study, the average score of students in the experimental class was 68.19 and 32.00 in the control class. Data analysis showed a significance (2-tailed) $0.000 < 0.05$ it means H_a is accepted. It can be concluded that there is an effect on the use of Short Movie on students' speaking skills.

Keywords: Speaking Skill, Quasi Experimental, Short Movie.

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INTRODUCTION

For Indonesia, English is a second language. Learning a second language is an integrated process that the student should consider the four basic skills: listening, speaking, reading, and writing. According to (Masrul, 2016) the four basic English skills have been split into two groups: receptive skills and productive skills. We use it to comprehend our reality by listening and reading and to imparting our feelings, need and wants through speaking and writing. By having more information about language expertise, we have a much better possibility of comprehending and getting what we need and need from those around us. Speaking is usually integrated with writing; both of these skills are considered "productive skills", instead to "receptive skills" of reading and listening. To develop students' speaking skills, teachers need media to facilitate the learning process.

According to Guang (Muhammad Iqbal Ripo Putra, 2015), speaking can express oneself to communicate orally by using language. It means that speaking is an interactive process for producing, receiving, and processing information. Furthermore, (H.Douglas Brown, 2001) states the goal of speaking is the understudy can take part and utilize English in a short discussion, to gather the data, to ask and answer the inquiries smoothly and acceptably in a daily context. Students need

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intonation, stress, pronunciation, grammar, and expression to express their idea or two opinions through speaking.

According to (Nunan, 2003) numerous individuals feel that speaking in a foreign language is very difficult than writing, listening, or reading for two motives. In contrast to reading or writing, speaking occurs progressively; usually, the person you are talking to is waiting for you to speak correctly at the time. Second, when you speak, you can't alter and revise what you wish to state, as you can if you are writing. (Asilestari, 2017) said speaking is the most challenging skill for students to learn among the four skills. Students rarely express or communicate their ideas creatively; they more often use time to copy models. By speaking, students can be declared to have mastered the vocabulary learned, rather than having a good idea about the subject matter.

Students could not avoid the problems in speaking in English. There are two factors in communicating in English; that is, the problem can come from their environment or themselves. Because of our environmental factors, which use their mother tongue or Indonesian daily, and English is still a foreign language, it is challenging to start speaking in English. Simultaneously, the factor of themselves is because there are still many of them who think that speaking in English is complex and there is still little motivation to learn to speak in English. That is why students find it challenging to say in English because they have a common reason, and English is still a foreign language.

The learning process has to vary to make students feel enjoy during the learning process to develop students' speaking skills. They need extra than directions and commandments from a teacher. That is the teacher's challenge to motivate the students to pay more attention to their lesson. So, the teacher needs media to develop students' speaking skills. According to (Marleni, 2016) material, media, classroom activity, classroom management, teacher's approach, and teacher's strategy all influenced the students' speaking skills.

Media is a tool for communicating in the form of audiovisual or printed. That means the media can be heard, read, and watched. There are many types of media, and one of them is film. The film's definition is a type of audio-visual press because we can manage it and hear it. Students enjoy watching movies and TV for a variety of reasons. For one, they get exposure to natural language in a non-threatening setting. Secondly, movies and videos provide common ground to students of any international background. Due to this fact, the researcher used the short movie as media in the teaching and learning process and hoped that the movie could motivate the students and improve students' speaking ability through retelling the short movie, especially the students of the Tenth grade of SMA Muhammadiyah Bangkinang, Kampar regency, Riau, Indonesia.

According to Chastain in (Harahap et al., 2015), speaking is a productive skill because it generates ideas, messages, and suggestions, and we must practice it. It is not enough to practice in the classroom to improve one's ability to communicate in English; it is also necessary to practice outside of the classroom. It will be influenced by our ability to communicate. According to (Kushartanti, 2005), speaking is a set of words spoken by one person and understood by another. It refers to the act of expressing one's thoughts or opinions. Whereas, Chomsky said in (Brown, 2004) Speaking skill is the ability to other the articulations to express, state, or convey another person's opinion and desire. The People who understand a language are

called speakers of the language. Speaking includes all other kinds of knowledge, and many activities of foreign language learners are primary interest to speak.

(Hardi, 2018) stated speaking is the exchanging of information between a listener and speaker. While, According to (Harmer, 2001) Speaking is an ability that deserves consideration the same as literary skills in the first and the second language. For most people, being able to master speaking ability is the most foremost aspect of learning a foreign language. To measure the ability to have a conversation in the language is a success.

Movie is audio visual that shows moving pictures and sounds to tell a story or essay by someone which is used for entertainment and to teach people about something (education). (Hornby, 2006) states that a movie is a series of moving images recorded by sound that seems to tell a story, or display in a cinema or movie. Film is a term that includes individual motion pictures, the field of film as an art form, and the motion picture industry. The way to produce films is by taking pictures of the world with a camera, or by making moving images with animation techniques or special effects.

Motion pictures or movies can moreover be utilized to teaching people about human behavior, science, history and any other subjects. A view movies combine entertainment with instruction, make the learning process more fun and relaxed. In all this shapes, cinema is a craftsmanship as well as a commerce, and those who make movement pictures take extraordinary pride in their creation. Whereas according to (Harmer, 2001) films can be used as a visual media in the learning process.

METHOD

The researcher used quantitative research in the form of quasi-experimental research in this study. The researcher used an experimental design to look into the impact of using a short movie on students' skill to speak. The general plan for conducting a study with an active independent variable is known as an experimental design. The study's internal validity, or the ability to draw valid conclusions about the effect of the experimental treatment on the variable, is determined by design. Participants are assigned to groups for the experiment in a quasi-experimental design, but not at random.

According to (Arikunto, 2010), the population is the whole research subject consisting of humans and objects as data sources that have certain characteristics in research. The population of this research is all students of class X SMA Muhammadiyah Bangkinang in the academic year 2020-2021. The classes were divided into two classes, that the classes namely: X Science A by 21 students as experimental class, and X social B by 24 students as control class. The total population in this study is that from class X students at SMA Muhammadiyah Bangkinang, there were 45 students.

The instrument of the research is speaking test. Speaking test was conducted in both of experimental class and control class. The test gave after the researcher applied the technique in the learning process. The test was some instructions that make by the teacher based on the material asking and giving suggestions. The instructions were different between the experiment and control class. The students performed the test in front of the class.

Technique of collecting data of this research is pre-test and post-test. This test is a speaking test given at the beginning and in the end after teaching speaking skills through the short movie technique of tenth Grade students of SMA Muhammadiyah Bangkinang. Scores are obtained through a test with a speaking rubric.

In this research, the data are analyzed by using statistical methods. The researcher used students' post-test scores of both groups; experimental class and control class as the data of the research. The researcher analyzed the data by using a T-test to know whether the result of the research. In this research, the researcher used a quantitative data analysis technique to know the students' achievement before and after being taught by short movie media, and the data is analyzed by using statistical methods

FINDINGS AND DISCUSSION

The Students' Speaking Skill

The data of the students' speaking skill by using short movie technique were obtained from pre-test and post-test of X IPA as an experimental class with 21 students. The data can be seen from the table below:

Data Experimental Class

Table 1. The Analyzed Descriptive Statistics in Experiment Class

		Pre_Test_Experiment_Class	Post_Test_Experiment_Class
N	Valid	21	21
	Missing	0	0
Mean		55.81	68.19
Median		52.00	68.00
Mode		52	68
Std. Deviation		11.277	6.983
Variance		127.162	48.762
Range		36	28
Minimum		40	56
Maximum		76	84
Sum		1172	1432

Based on table 1 above, the researcher analyzed descriptive statistics in the experimental class using SPSS version 25. The researcher found the mean results in the pre-test amounted to 55.81 and 68.19 in the post-test. The median results on the pre-test and post-test were 52.00, and the model results were the same as the median results. Then, the standard deviation results in the pre-test were 11,277, and the post-test was 6,983. The range of results for the pre-test is 36, and the post-test is 28. The minimum result for the pre-test is 40, and the post-test is 56. The maximum result for the pre-test is 76, and the post-test is 84.

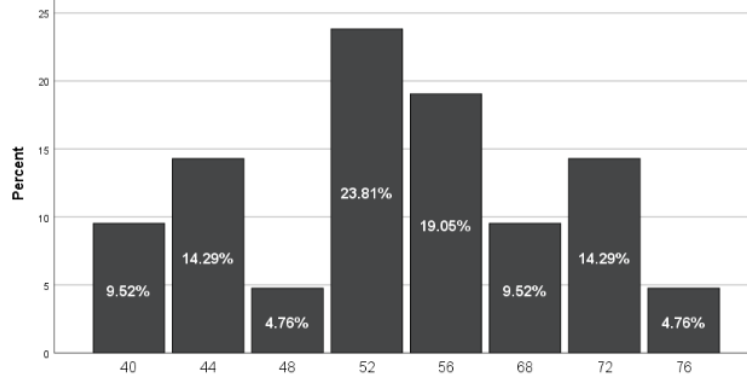The Effect of Short Movie toward Students' Speaking Skill

Figure 1. The Frequency of Categories of Pre-test Score in Experiment Class

Based on figure above, it can be concluded that the highest percentage categories score of students' pre-test score in experimental class was 52 with 23.81%.
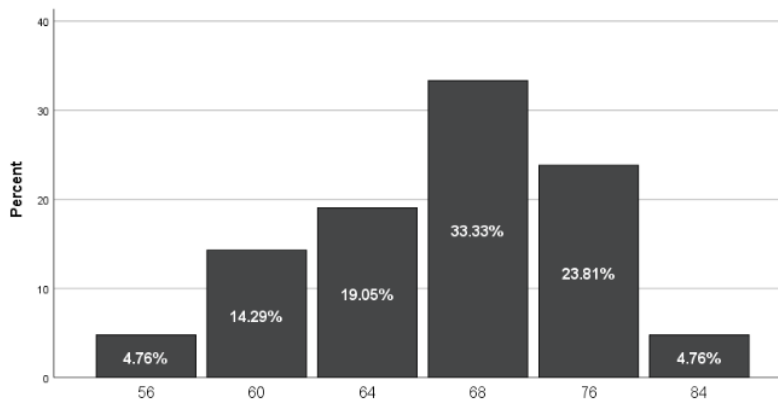

Figure 2. The Frequency of Categories of Post-test Score in Experiment Class

Based on figure 4.2 above, it can be concluded that the highest percentage categories score of students' post-test score in experimental class was 68 with 33.33%.

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Data Control Class

Table 2. The Analyze Descriptive Statistics Control Class

		Pre_Test_Control_Class	Post_Test_Control_Class
N	Valid	24	24
	Missing	0	0
Mean		30.00	32.00
Median		28.00	32.00
Mode		28	32
Std. Deviation		4.086	5.141
Variance		16.696	26.435
Range		20	24
Minimum		24	24
Maximum		44	48
Sum		720	768

Based on the table above, it could be seen that 2 students get a scoring category of 24 with a presentation of 8.3%, there were 12 students get a scoring category of 28 with a 50.0% perspective, there were 8 student who gets a scoring category of 32 with a percentage of 33.3%, there was 1 students who get score category 36 with a percentage of 4.2%. Last, there was 1 student who gets the score category 44 with a percentage of 4.2%.
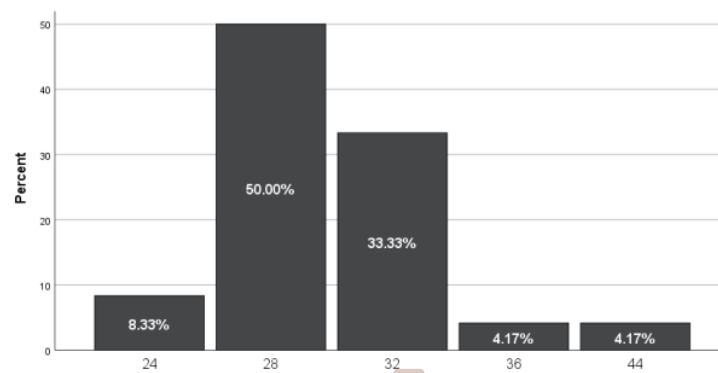

Figure 3. The Frequency of Categories of Pre-test Score in Control Class

Based on figure 4.3 above, it can be concluded that the highest percentage categories score of students' pre-test score in control class was 38 with 50.00%.

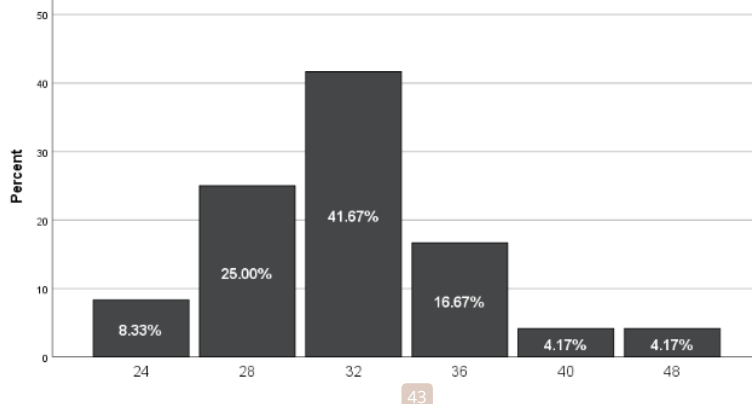The Effect of Short Movie toward Students' Speaking Skill

Figure 4. The Frequency of Categories of Post-test Score in Control Class

Based on figure 4.4 above, it can be concluded that the highest percentage categories score of students' post-test score in control class was 32 with 41.67%.

Inferential Analysis

Normality Test Result in Experimental Class and Control Class

The data would be analyze in one-sample Kolmogorov-Smirnov test. The aim of normality test is to determine whether the data of each class is normally distributed or not. In this researcher used Chi square, where H_o=normal distribution and H_a= not normal distribution. The result of normality test is summarized in the following table:

Table 3. One-Sample Kolmogorov-Smirnov Test

		Post-Test
N		21
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.41819850
Most Extreme Differences	Absolute	.170
	Positive	.170
	Negative	-.115
Test Statistic		.170
Asymp. Sig. (2-tailed)		.115[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the table above, it shows that the significant level in Kolmogorov-Smirnov test of post test data of experimental and control class was 0.115; it means that 0.115 > 0.05. In conclusion, the data were in normal distribution. Finally, it can be concluded that H_o was accepted and H_a was rejected. In other words, the data were normally distributed.

Test of Homogeneity of Variances in Experimental Class and Control Class

Furthermore, in order to know whether the objects researched had the same variance or not, with testing criteria if probability (sig) on the Based on Mean > 0.05 the data is homogeneous and if probability (sig) on the Based on Mean < 0.05 then the data is not homogeneous. Researchers used SPSS 25, to describe the homogeneity analysis as follows:

Table 4. **Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Scores	Based on Mean	2.317	1	43	.135
	Based on Median	2.070	1	43	.157
	Based on Median and with adjusted df	2.070	1	41.734	.158
	Based on trimmed mean	1.838	1	43	.182

Based on the table above, it was explains the probability (sig) on the Based on Mean was 0.135. It was higher than 0.05 (0.135>0.05). It can be concluded that the data was homogenate.

T-Test of Post-test Value in the Experimental Class and Control Class

After calculating the normality and homogeneity of the test, the data would be analyzed by using SPSS 25 to find out independent sample T-Test. The results of average test calculation (T-test) are summarized in the following table:

Table 5. **Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Scores	Equal variances assumed	2.317	.135	19.960	43	.000	36.190	1.813	32.534	39.847
	Equal variances not assumed			19.560	36.360	.000	36.190	1.850	32.439	39.942

Based on the results of the independent sample test in the column *Levene's Test for Equality of Variances*, the value of sig = 0.135> 0.05 is obtained, so the value of the experimental class and control class has the same number variance, thus testing the difference between the two average values seen in the *equal variances assumed*. To test the similarity of the two averages, it can be seen in the *t-test for Equality of Means* column; the t-test value is obtained = 19,960> t-table 1.681 with sig. (2-tailed) 0.000 <0.05 so that Ha is accepted. It can be concluded that the Post-test score in experimental class have an effect toward the students' speaking skill.

Based on the study's findings, the researcher discovered that the total score of the post-test in the experimental class was 1432, with a total of 21 students. The highest score received was 84, while the lowest score received was 56. In the experimental class, the mean post-test score was 68.19. It means that after learning the short movie technique, the students' speaking ability was rated as good.

Meanwhile, in the control class, the total post-test score was 768, with 24 students. The highest possible score was 48, while the lowest possible score was 24. In the control group, the post-test mean was 32.00. The students' speaking ability was categorized as fair without learned by using short movie technique.

In the tenth grade of SMA Muhammadiyah Bangkinang, there is a significant difference in students' speaking ability in a narrative text using the short movie technique versus the traditional technique. To analyze the data, the researcher used the Independent Sample T-Test formula. Before analyzing the data, the researcher examined the test's normality for both classes using the Kolmogorov Smirnov formula. The researcher then looked at the test's homogeneity to see if the objects under investigation had the same variance or not. The researcher discovered that using the short movie technique of the tenth grade at SMA Muhammadiyah Bangkinang significantly affects students' speaking skills on narrative text.

A movie can be a good model for speaking practice because it can bring native speakers into the classroom, Students will be encouraged to imitate what they see or hear, and the movie provides both of these to make learning more interesting, resulting in students being more active in classroom participation, particularly when practicing the dialogue or monologue based on the movie. Furthermore, because of the engaging learning experience, students are more likely to remember what they have learned in the long run. Students can improve their long-term memory by watching movies that help them establish auditory, visual, and mental links. Furthermore, it takes many repetitions to make the vocabularies they have common to use and pronounce. Furthermore, the movie allows for repetition. When it comes to learning, repetition is crucial.

Based on the explanation above, short movie is an effective technique in teaching speaking in Senior High School. (Khafifah, 2019) said in her research that short films can be used as an alternative medium for teaching and improving students' speaking abilities, particularly pronunciation, fluency, grammar, and vocabulary. (Elizabeth, 2011) expressed the same thing that using short film media can help students improve their speaking skills. Also, (Himmayati, 2017) said in her research results that after using short film retelling, pictures, and discussions in the teaching-learning process, the students' speaking skills improved. Meanwhile (Madiyoh et al., 2018) said, activities involving authentic short films are effective in teaching speaking. The use of audio and video media, as well as the actions that went along with it, was successful in improving the students' speaking skill.

CONCLUSIONS

The experiment research in this study was implemented at the tenth-grade students of SMA Muhammadiyah Bangkinang in April 2021, during the second semester of the academic year of 2020/2021. This study was aimed to investigate the

effect of short movies on students' speaking skills in the teaching-learning process. Based on data analysis and discussion results, it can be concluded that there is a significant effect on students' speaking skills after implementation short movie technique at tenth grade of SMA Muhammadiyah Bangkinang. The students speaking skill in the experimental class is higher than the control class. It can be seen in the data analysis that there are many students who get a good score in the class with short movie technique than the students in the control class.

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