

**THE EFFECT OF SHORT MOVIE TOWARD STUDENTS' SPEAKING
SKILL AT TENTH GRADE OF SMA MUHAMMADIYAH BANGKINANG**

(An Experimental Research in SMA Muhammadiyah Bangkinang)

A THESIS

*Submitted as a Partial Fulfillment of the Requirements for Getting Sarjana
Degree of English Language Education Study Program*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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SMA Muhammadiyah Bangkinang**

(An Experimental Research in SMA Muhammadiyah Bangkinang)

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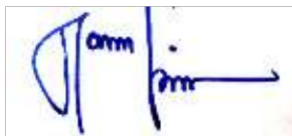
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ABSTRACT

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2021**

**The Effect of Short Movie toward Students'
Speaking Skill at Tenth Grade of SMA
Muhammadiyah Bangkinang.**

This experimental research was conducted at the tenth grade in SMA Muhammadiyah Bangkinang. This research 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 accpeted. It can be concluded that there is an effect on the use of Short Movie on students' speaking skills.

Keyword: Speaking Skill, Quasi Experimental, Short Movie

ABSTRAK

**ADILATUNNISA'.
2021**

Pengaruh Short Movie terhadap Keterampilan Berbicara Siswa pada Kelas X IPA di SMA Muhammadiyah Bangkinang.

Penelitian eksperimen ini dilaksanakan pada kelas sepuluh di SMA Muhammadiyah Bangkinang. Penelitian ini bertujuan untuk mengetahui pengaruh *Short Movie* terhadap keterampilan berbicara siswa. Metodologi penelitian ini menggunakan desain quasi eksperimental. Sampel penelitian ini adalah kelas X IPA sebagai kelas eksperimen dan X IPS sebagai kelas kontrol. Kelas eksperimen terdiri dari 21 siswa dan kelas kontrol terdiri dari 24 siswa. Penelitian ini menggunakan teknik total sampling yang mana mengikut sertakan seluruh siswa pada kelas X. Instrumen yang digunakan pada penelitian ini adalah tes kemampuan berbicara. Data dianalisis menggunakan program SPSS 25. Berdasarkan hasil penelitian, rata-rata nilai siswa pada kelas eksperimen adalah 68.19 dan 32.00 pada kelas kontrol. Data analisis menunjukkan signifikansi (2-tailed) $0.000 < 0.05$ itu berarti H_a diterima. Dapat disimpulkan bahwa terdapat pengaruh pada penggunaan *Short Movie* terhadap keterampilan berbicara siswa.

Kata Kunci: Keterampilan Berbicara, Quasi Eksperimental, *Short Movie*

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Bangkinang, Juni 2021



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Mastering English has become increasingly important for people around the world in the twenty-first century. The first reason is that English is rapidly becoming the most widely spoken language on the planet. Second, the majority of information is now written in English and delivered in that language. As a result, communicating effectively in English, both orally and in writing, is critical.

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 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.

Another problem faced by students is not understanding about indicators of speaking. In speaking English, five indicators must be communicated in English, namely fluency, comprehension, grammar, vocabulary, and pronunciation. From these five indicators, students experience problems such as fluency in English; it is a problem because they rarely practice English, the second is comprehension, in speaking, students still lack the understanding to formulate a representation of the meaning of a sentence, the third is grammar, there are still many students who even did not understand about grammar, the fourth is vocabulary, there are still many students who lack vocabulary in English, it is due to lack of motivation to speak in English and finally pronunciation, many students are afraid to start talking in English because they lack understanding of correct pronunciation in English.

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 audiovisual 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.

In this research, the researcher conducted experimental research by the title: The Effect of Short Movie toward Students' Speaking Skill (An Experimental Research at the Tenth Grade of SMA Muhammadiyah Bangkinang.)

B. Identification of the Problem

Based on the background above, the researcher is interested in increasing or developing students' speaking skill. As we know, there are still many students who have problems with their speaking ability. Thus, the problems in this research are identified as follows:

1. The students have low motivation in speaking practice.
2. The students did not know what they wanted to say and poor vocabularies.

3. The students did not master indicators of speaking.

C. Purpose of the Research

The purpose of this research is: the researcher want to know the effect using Short Movie in speaking learning of Tenth grade at SMA Muhammadiyah Bangkinang

D. Significance of the Research

This research is expected to be significant and practical. In general, this research is expected to be able to enrich the literature on the use of learning short films in English, especially in conducting speaking; this research is expected to be another way for students to enhance their literature speaking skills, they can gather interesting ideas from short movie to improve understanding their English better. For those who are interested in teaching English, this research is expected to provide other innovations in collaborative teaching.

1. Theoretical Significance

Theoretically, this research contributes to the development of knowledge in the use of videos in speaking. The knowledge is expected to aid in the advancement of theories in improving students' speaking abilities.

2. Practical Significance

- a) The goal of this research is to find a way to help students improve their speaking skills.
- b) This research can be used as an additional resource for teachers or lecturers who want to improve their speaking skills by using videos.

- c) Other researchers interested in conducting a study with a similar theme or purpose can use the procedures and findings of this study as a guide.

E. The definition of key terms

1. Short Movie

A short Movie is a film not long enough to be considered a feature film. No consensus exists about where that boundary is drawn: the Academy of Motion Picture Arts and Sciences defines a short film as "an original motion picture that has a running time of 40 minutes or less, including all credits". We can define a short film as a film or a film effort in which the duration never exceeds 30 minutes and can have a minimum duration of 5 minutes.

2. Speaking Skill

Speaking is the conveyance of language through the mouth. To speak, we make sounds utilizing many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking skill is the ability of someone to deliver what they want to say to another person, and other people understand what the speaker means. (Harmer, 2007) states speaking is the ability to communicate fluently, and not only based on knowledge of language features, but also the ability to be able to process information and language "on the spot."

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Speaking

The verbal use of words to communicate with others is referred to as speaking. Speaking entails bringing thoughts on perception, meaning, and purpose into terms for others to understand the message. Speaking may also be described as a person's capacity to communicate their thoughts to others. People believe in speaking to communicate effectively. Dialogue is when two or more people communicate or interact; for example, in learning, the teacher interacts with students. Simultaneously, a monologue is when someone expresses feelings or shows, narrative, and information, the example of monologues such as in speeches, reading news, and storytelling.

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.

Learning a foreign language or second language has many difficulties like lack of vocabulary, grammar, and pronunciation. To speak fluently, students must to mastering a lot of vocabulary and grammar and know how to pronounce these words. And saying a word or pronunciation of a language is usually studied in phonetic science or phonology.

Practice is the best way to learn and master a language. According to (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2011). Meanwhile, according to (Asilestari, 2016), to use English communication orally, the student must be trained. It is impossible for the students to master speaking skills without applying knowledge of studying the language in real life. It is not enough in the classroom to practice speaking, but also outside the classroom so that the improvement of communication skills in English and will affect our ability to speak.

Based on the expert above, the researchers concluded that to master the language or facilitate speaking in English is by practice. By practicing speaking in English every day, it will make someone fluent and master English. The

practice of speaking in English can be by speaking alone and talking to someone. Thereby increasing the ability to speak in English.

2. Types of Speaking

In speaking, there are types in speaking, (Nunan, 2003) state, types of speaking as such:

a. Monologues

In monologues, one speaker uses the spoken language of any length of time, such as in speeches, lectures, readings, news broadcasters, and the hearer must process along stretches of speech without the interruptions-the flow of speech will continue whether or not the hearer understand or not. There are two types of monologues:

- a) Planned usually manifests small redundancy and are resolved relatively difficult to understand.
- b) Unplanned demonstrations refer to more redundancy, making it easy to understand, but the nearness of more execution variables and other doubt can offer assistance or inhibits understand.

b. Dialogues

Dialogues is a conversation that supports two or more speakers and can be changes that promote social relationships (interpersonal) and those for which the aim is to communicate propositional or real data (transactional). In teaching languages, to make learning to speak in transactional forms easier to plan for and the teacher also should to decide the focus of speaking abilities. In speaking, there are some components to be considered. According to

(Pernanda, 2009), pronunciation, fluency, grammar, vocabulary and comprehension are components of speaking.

3. Component of Speaking

In speaking, there are some components. According to (Pernanda, 2009), there are five components of speaking skills related to comprehension, grammar, vocabulary, pronunciation, fluency. There are components of speaking:

a. Pronunciation

When students speak, pronunciation is a way for them to create simpler words. It means that even though a student's vocabulary and grammar are limited, they can interact easily if they have strong pronunciation and intonation. The standard or customary utterance of words is referred to as pronunciation. From that sentence, it can be deduced that pronunciation is the process by which students generate simple utterance words while speaking (Kline, 2015), Mastery over a list of sounds or isolated words does not translate to mastery of English pronunciation. Instead, it boils down to mastering and studying the unique English method of making a speaker's thoughts understandable (Gilbert, 2010).

b. Grammar

Grammar is necessary for students to create proper sentences in written and conversations. Grammar is described as a method for accounting for and predicting an ideal speaker or hearer's language comprehension. To produce all well-formed or grammatical utterances in the language, a collection of

rules or concepts is used (Purpura, 2004). Furthermore, according to (Greenbaum & Nelson, 2002) grammar is a collection of rules that allows one to combine words in our language into larger units.

c. Vocabulary

The *vocabulary* (or *vocab* for short) refers to the words used in a language. Vocabulary is an important aspect of studying English since it is one of the language elements (Rianti, 2017). Without a broad vocabulary, we would be unable to use the form and function that we might have mastered for comprehensible communicative purposes. One secret to communicating efficiency, which is the strength of language, can be told. The vocabulary ability of entails word comprehension and guessing the meaning of unknown word form and context.

d. Fluency

(Pernanda, 2009) the level or state of being fluent is referred to as fluency. The ability to speak communicatively, fluently, and correctly is known as fluency. Fluency typically refers to the capacity to express oneself orally without being distracted. If an instructor needs to determine a student's fluency during the teaching and learning period, the teacher should encourage students to talk openly and without interference. The aim is to assist students in speaking fluently and naturally. The instructor does not correct right away, owing to the belief that so much correction disrupts discussion flow (Pollard, 2009).

e. Comprehension

Comprehension is the ability to comprehend and process long stretches of discourse and formulate interpretations of the meaning of words, referred to as comprehension. Understanding a second language is more difficult to study since it is not clearly measurable and must be derived by overt verbal and nonverbal answers, artificial devices, or the teacher's or researcher's intuition. Even where methods are complex and include threats, comprehension contributes to the fact that participants completely comprehend the study project's essence (Cohen et al., 2008).

4. Teaching Speaking

To teach four skills such as reading, listening, speaking, and writing is an obligation for the English teachers to guide students to achieve these abilities, especially in teaching speaking. Teaching speaking is an important thing in learning languages. With speaking, students get a chance to apply their language ability in everyday life. (Anjaniputra, 2013) state, that teaching speaking must have a high level of concern in language programs and the factor influencing teaching outcomes is learning strategies.

(khamkhien, 2010) says that, speaking, listening, writing, and reading are the four skills most often assessed or focused on assessing learners' performance results in improving language to achieve language learning goals. The learning style of the students in acquiring knowledge determines their achievement (Ayu & Viora, 2019).

Based on the statement of the expert above, we know that in improving the performance and achievement of students' language learning goals all four skills in English are the fields most frequently assessed and focused. And to improve students' abilities in student learning, teachers must have techniques and methods in teaching, so students can easily understand and easily grasp learning.

“Technique have to be consistent with a method, and therefore in harmony with an approach as well” (Fauziati, 2009). There are several techniques that can be used in teaching speaking. The following are some speaking teaching technique that can be applied by teachers:

- a. Role-Playing, one way to improve speaking skills is the method of role playing, which is by creating dramatic situations in the classroom, or in part, only playing dialogue, but also partially re-labeling objects and people in the room to prepare to play imaginative roles (Fauziati, 2009).
- b. Game, to be able to create dynamic and motivating classes is to play games. The reason is that real learning occurs when students are in a relaxed atmosphere, participating in activities that require them to use what they have learned.
- c. Discussion, discussion is a communication interaction between two or more people / groups. Usually the communication between them / groups is in the form of one of the basic knowledge or knowledge which will eventually give a good and correct sense of understanding. The discussion can be anything that was originally called a topic. It is from

this topic that discussion develops and is discussed which will ultimately produce an understanding of the topic.

- d. Song, using songs when teaching primarily teaching speaking makes students more enjoy in learning, because usually songs can provide a happy and peaceful atmosphere for the listener. Songs can also be used as learning pronunciation, sentence patterns, vocabulary, and structure.
- e. Interview, in this interview students can choose their own topics with various people and students must make questions for the interview first. By doing interviews techniques with various people will give students the opportunity to practice speaking skills not only in the classroom but outside and help them be friendly.
- f. Story Telling, students summarize the story briefly where they have heard it from people before, or students can also share their own experiences with their friends and students can also retell stories from watching a short film given by the teacher.

5. Definition of Movie

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.

Based on the expert above, Movie is one of the visual media that show picture with sound coming out through stereo sound. Movie is an audio-visual aid that can be used as a media teaching in the classroom. This media makes learning more fun for students and make the learning process more enjoyable. In the opinion of other experts, definition of movie is a picture in an outline where outline by outline is anticipated through the projector focal point mechanically so that the pictures within the screen looks lively (Arsyad, 2014). So, based on the expert's opinion, the researchers concluded that the film can also be interpreted as a recording or image that can move and have sound that is described by the projector lens mechanically so that the image on the screen looks alive

6. Types of Movie

There are some types of movie:

a. Documentary Film

Documentary films are types of films that are basically quoted from the

real world and real people. Describe or tell historical events honestly and objectively. And documentary films usually relate to the realism of a story. Documentary films are usually a collection of an image or footage from several videos. According Heinich et al as quoted (Munadi, 2008), documentary films are films produced based on true stories or facts rather than based on fiction. Whereas, (Ayawaila, 2008) argues that the documentary film as "creative treatment of actuality" is a reality made to be creative.

“According to Bardwell and Thompson there are two types of documentary films, they are:

- a. Compilation films; produced by assembling images from archival sources.
- b. Direct cinema; recording an ongoing event „as it happens“ with minimal interference by the filmmaker”

b. Fictional Film

Fiction film is a film that tells the fictional or imagination of an author. If the documentary and non-fictional film is based on facts and the true story of this fiction film is the opposite, it is based on imagination, ideas, or is not real. Example of fictional film: Harry Potter, Cinderella, Maleficent, Beauty and the Beast, Aladdin, Jumanji, Paddington, Lord of the Rings, Jurassic World, The Hunger Game, Star Wars, Avatar, and so on.

c. Animated Film/ Stop Motion

Animated film is the result of processing edited images so that the image looks alive or moving. Animated films are different from live- action films, in which live-action films take pictures outdoors and directly, while

animated films are taken indoors by recording pictures using a camera and using animation techniques. While, Stop Motion Animation/Claymation is a technique that uses objects in the form of dolls, pictures or other, by moving the animator's hand slowly. Each object is moved and then photographed, moved again and then photographed again, then the results of the shots will be arranged and edited sequentially so as to appear to move or live. There are types of animation:

a) Animation 2 Dimensions/2D and 3 Dimensions/3D

2D animation is usually called a cartoon film. 2D animation is work that uses sketches of images and edited in 2-dimensional circles and moved sequentially. Called 2D animation because it has a length (X-axis) and (Y- axis). As for objects such as living things, objects, colors, text, and special effects. And then, Animation 3 Dimensions/3D is the creation of moving images in 3D digital space. This is made by making frames by simulating each image, filmed with a virtual camera whose output is in the form of video that has been rendered. 3D animation itself is a development of 2D animation where the objects of the animation look alive.

b) Japanese Animation (Anime)

The word anime comes from the abbreviation of animation, which in English refers to a type of animation. However, the use of the term anime outside of Japan was then specialized in Japanese animation production. Anime can be animation with traditional techniques

(cartoons or hand drawing techniques) or animation with computer technology (3D, CGI). This type of animation usually uses 3D and 2D. Still, this animation has unique characteristics that are unique objects such as wide eyes, smallmouth, sharp nose or the expression of typical characters, colorful hair, maybe a unique costume and, so on.

7. Short Movie

Short movies are simple films. The short movie usually has a duration of under 50 minutes or a maximum of 30 minutes, and the minimum of short films can usually only be 60 seconds in duration. The short movie has its own characteristics, of course not the reduction of long films.

According to (Javandalasta, 2021), the definition of a short movie is a film that tells a fictional story that usually lasts less than 60 minutes. Many countries make short films an experimental laboratory for filmmakers so that the filmmakers can make long films.

8. Types of Short Movie

The following are the types of short films that last 1-30 minutes:

a. An Experimental Short Movie

This experimental short movie is usually used for experimental or trial material. This experimental movie has a structure but does not have a plot, and the experimental movie generally has non-commercial properties. In Indonesia, this type of experimental film is often categorized as an indie film. An example of an experimental short movie is *The Dante Quartet* (Stan Brakhage), which is only 8 minutes long.

b. Commercial Short Movie

Short commercial movie, these movies are usually produced for trading purposes, to make a profit, to advertise something, for example like a car ad on television or other advertisements or company profile (company profile). And usually, this commercial short film lasts about 1-30 seconds.

c. Public Service Short Movie

A short movie of community service is usually shown in the mass media (television). This aims to provide community services and give warnings to the public, for example, films for counseling about the dangers of drugs, or traffic discipline, and so on.

d. Entertainment Short Movie

This entertainment short movie aims to entertain the audience. We can watch this film on television, on you-tube and so on. And the types of entertainment short films are the same as films in general, but the duration is shorter than films. And these are the types of short films, namely action short films, comedy short films, horror short films, adventure short films, short films, animated short films, and other short films. The duration of this entertainment short film is from 3 minutes - 30 minutes.

e. Trailer

This film aims to promote a film that will soon be aired. This film usually shows the story's core plot in the film; the film trailer is approximately 2-3 minutes in duration. The trailer was first known in 1913 to promote the film "The Pleasure Seekers" in the United States.

B. Review of Related Research

The first previous research is by (Kalean, 2013) under the title Speaking Skill Improvement by Using Movie as Media at first grade of SMP Negeri 13 Malang. This study used Classroom Action Research as the research method. Based on the research findings, the researcher concluded that there was improvement in students' speaking achievement after they taught speaking skill by using short movie as teaching media. The difference between Imayati Kalean's research and mine is that it uses the CAR method, whereas I use the experimental method. The similarities are Imayati Kalean and my research. Both use movies as media teaching.

The second research is conducted by (Herlina, 2014) by title "Improving Students' Speaking Skill through Audio Visual Media at 4th Grade of Lab School Elementary School East Jakarta". In this study the researcher applied CAR (Classroom Action Research). The researcher was carried out in two cycles. The result of this study is by using audio visual media to learn English, the students' speaking skill at fourth grade of Lab school Elementary School Rawamangun East Jakarta improve significantly. The difference between Herlina's research and mine are that she uses CAR as her research method and the subjects are elementary school students. In contrast, I use experimental research methods, and the subjects are senior high school students.

The third research is "Improving students' speaking skill through animation movie at sixth grade SDN 002 Ujung Batu Kabupaten Rokan Hulu

Provinsi Riau conducted by (Rosdalina et al., 2015). Based on their research, the result shows an improvement on the students' speaking skill. The difference between this study and mine is that they use the CAR research method while using the experimental research method. The equation is that both use movies as media teaching

C. Conceptual Framework

The use of media in the speaking process will aid in deciding the speaking result. Throughout the speaking process, the use of relevant media can encourage and inspire students. The use of video is useful for stimulating and motivating students to speak. The use of videos in speaker classes is known to contribute positively to their speech skills. This is why the researcher uses video to help students develop speech skills as successful means of Media.

In this research, speaking is an important material that must teach in learning English in the tenth grade of SMA Muhammadiyah Bangkinang.

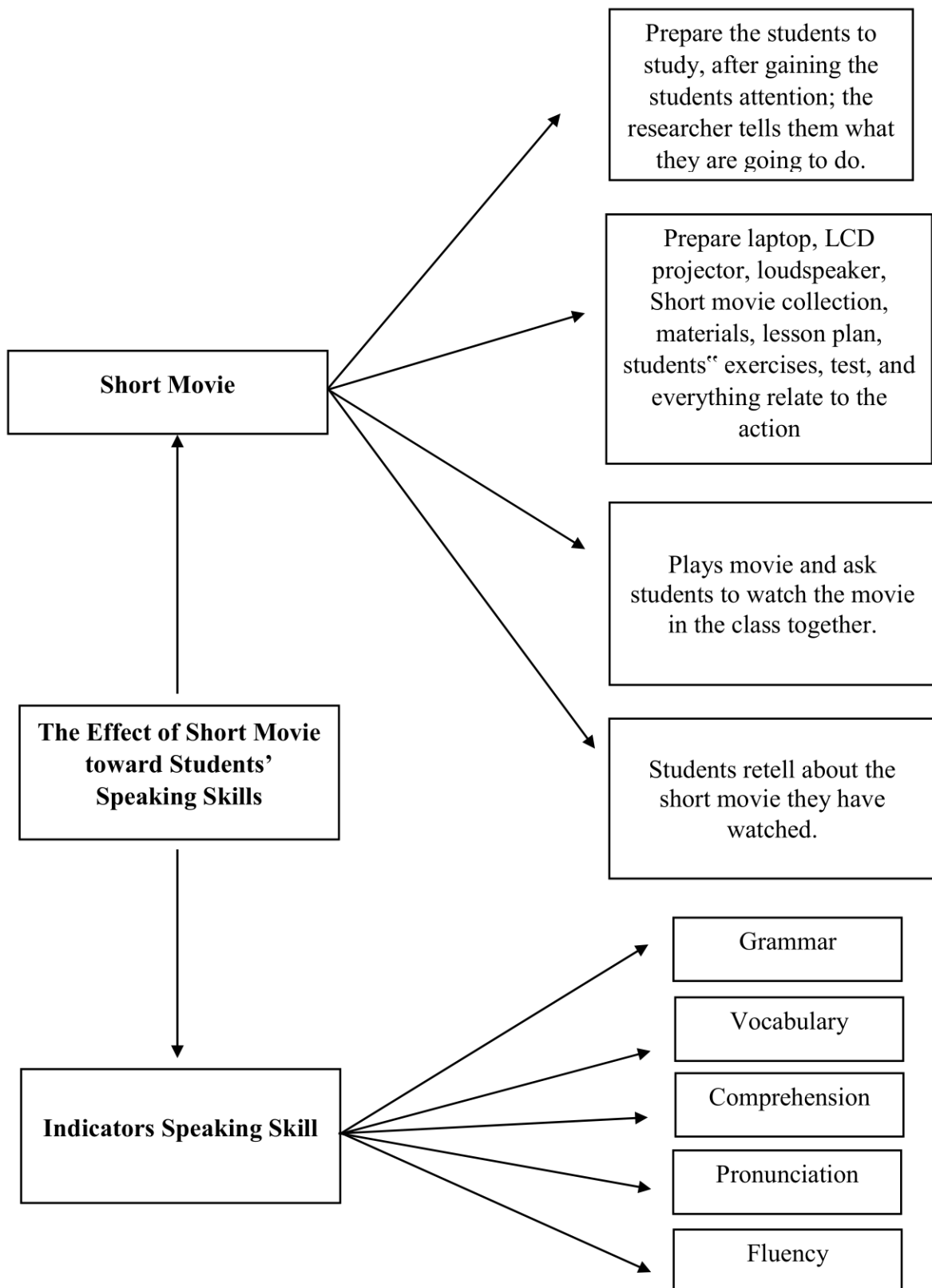


Figure 2.1 Conceptual Framework
 (Ayuningtyas Puspitaningrum, 2018; Pernanda, 2009)

D. Hypothesis

Based on frame of thinking above, the researcher formulated the hypotheses of the research as follows:

Ho = There is no significant effect of using short movies on students speaking skills in the second semester of the tenth grade of SMA Muhammadiyah Bangkinang 2020/2021 in the academic year.

Ha = There is a significant effect of using short movies on students speaking skills in the second semester of the tenth grade of SMA Muhammadiyah Bangkinang 2020/2021 in academic year.

CHAPTER III

METHOD OF THE RESEARCH

A. Type of the Research

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' ability 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.

Pre-test and post-test group designs are the two main types of quasi-experimental design. The researcher used a quasi-experimental pre-test-post-test group design in this study. According to Creswell, a quasi-experimental design can use the pre-test and post-test approaches.

This research will be conducted by comparing the experimental group (X) and the control group (Y). The control group is a class that is not taught the speaking skill by using short movie. The class which is taught by using short movie are indicated as an experimental group. Both the experimental group and the control group in this research were drawn from different students or different classes. The formula of quasi-experimental design is described as follows:

Table 3.1 Design of the Research

Group	Pre-Test	Variable	Post-test
Experimental (G1)	T1	X	T2
Control (G2)	T1	Y	T2

Research Design**Notes**

G1 : Group 1 (experimental group)

G2 : Group 2 (control group)

T₁ : Pre-test

T₂ : Post-test

X : Treatment by using short movie technique

Y : Treatment by using speech

The research takes two classes to be a research. This study makes two classes as an experimental and control group. For the experimental class, the researcher provides treatment and speaking tests. The researcher gives students treatment and then gives them a speaking test. Tests are given to take student achievement scores after being taught using short films. For the control class, they are only given a test.

B. The Time and Location of the Research**1. Location of the Research**

This research will be conducted at SMA Muhammadiyah Bangkinang, especially for the tenth grade at SMA Muhammadiyah Bangkinang, Kampar Regency. It is located in Jln. Muhammadiyah Bangkinang,

C. Population and Sample

1. Population

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, and X social B by 24 students. The total population in this study is that from class X students at SMA Muhammadiyah Bangkinang, there were 45 students.

Table 3.3 the Total Population

No	Classes	Population		Total
		Male	Female	
1.	X science	12	9	21
2.	X social	19	15	24
	Total population			45

2. Sample

Selected of sample is very important step in conducting a research study. According to (Sugiyono, 2010), the sample is part of the number and characteristics possessed by the population. Based on this understanding, the researcher argues that the sample is part of the population to be investigated. Based on the research design above, this study uses a total sampling technique. The study took all of their populations as a sample of this study. In this study, researchers used a lottery to determine the experimental class and the control

class. One class is an experimental group and another class is a control group. The experimental group was X science consisting of 21 students, and the control class was Y group consisting of 24 students. That is a sample of this study the number of 45 students.

Table 3.4 Group X and Y

No	Class	Group
1	X Science	Experimental (X)
2	X Social	Control (Y)

D. Instrument of the Research

Instrument has crucial features in this research. Instrument is one of the huge steps in undertaking this research. Therefore, the researcher have to choose an instrument within the process of collecting data. Research instrument is device of collecting data that need to be valid and reliable. According to (Suharsimi, 2012) the tool the researcher uses to accumulate information is referred to as instrument. Instrument has important in this studies. Instrument is one of the enormous steps in carrying out this research. The successful of research is a lot determined by means of instrument used, due to the data which is need to answer research question and take a look at the hypothesis gained through tool itself. Instrument became represent measurer that used to get quantitative facts approximately variation of characteristics objectively.

In this study, researchers only used one type of instrument as a source of data to collect data. Researchers used the speaking test instrument. The instrument will be explained as follows:

Speaking Test

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

E. The technique of Collecting Data

This research involves the participation of class X students of Muhammadiyah Bangkinang Senior High School in learning the ability to read through short movie techniques. Data obtained by collecting speaking test results.

Test

In this study, researchers will use tests in research. This test is a speaking test given at 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. Speaking tests are used to determine the results of actions, before the instrument is used, first, the instrument must be tested on students who are not research samples. Experimental tests are carried out to determine the quality of research instruments to be used. The research instrument was tested by measuring the validity and reliability.

Table 3.5 Indicators of Speaking Assessment (Brown, 2004)

No.	Indicators	Rating Score	Comments
1.	Grammar	5	Equivalent to that of an educated native speaker.
		4	Able use the language correctly at any stage that is usually relevant to professional needs. Grammar errors are very uncommon.
		3	Control of grammar is good. Able to tell the language with enough structural accurateness to participate affectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle basic construction quite accurately but does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
2.	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions

		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3.	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non-technical subjects (i.e., topics that required no specialized knowledge).
		1	Within the score of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
4.	Fluency	5	Has complete fluency in the language such that his/her speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level to fluency.
5.	Pronunciation	5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the

			native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

Table 3.6 Speaking Assessment Sheet

No.	Name	Indicators					Total score	Final Score
		Fluency	Pronunciation	Grammar	Vocabulary	Com		
1								
2								

Maximum score : $5 \times 5 = 25$

The Student's Mark : maximum score x 5

Final score : $\frac{\text{Total Score}}{\text{Maximum Score}} \times 100$

F. Validity and Reliability of the Test

1. Validity

(Latief, 2009) states that validity is the correctness of the assessment.

The validity of a test concern whether it is measuring what we think and say it is measuring. There are four types of validity that can be discussed in relation to research; four types of validity, content validity, criterion related validity, construct validity, and face validity. There are some ways to validate the instrument. Instrument is said valid if it fulfill requirement of validity; content, construct, and language validity (Depdiknas, 2006).

In this research, the researcher used constructed validity to know the validity of the test. The validity of test is test which is capable of measuring certain specific characteristic in accordance with theory of language behavior and learning.

Before using the instrument of the research, the researcher tried out in other class, the instrument will be checked by English teacher and researcher to get validity. There are some ways to validate the instrument. Instrument is valid if it is fulfill requirement of validity; content, construct, and language validity (Depdiknas, 2006). In this research, the researcher focused on language validity.

2. Reliability of the Test

The consistency of test results is referred to as reliability. A good test should have high reliability in addition to high validity. The reliability of an instrument is used to determine whether it can be trusted to be used as a data collection tool or not. According to (Fraenkel et al., 2012), reliability refers to the consistency of the score obtained—how consistent the score is for each individual from one instrument administration to the next and from one set of items to the next. The researcher used inter-rater reliability to determine the test's reliability. This inter-rater reliability metric measures the level of reliability based on two sets of scores obtained by two or more raters at the same time.

In this research, the data are analyzed by using statistical method. First, to be analyzed the data from the classroom observation, the writer used the category standard as follows:

Table 3.7 the Classification of students score

No.	Categories	Score
1.	Excellent	86-100
2.	Very Good	76-85
3.	Good	65-75
4.	Fair	55-64
5.	Poor	<55

Second, the writer will use students' test scores of the experimental and the control group as the data of the research. The writer will analyze the data by using t-test to know whether the result of the research statistically significant.

G. The Technique of Analyze Data

The Analyze data used in this research is inferential Analyze.

1. Inferential Analyze

Technique of data Analyze that conducted in this research is t-test. This test is performed to determine there is a significant difference or not between the two classes before and after have given the treatment from the researcher.

The researcher uses the statistical test that is the test "t". However, the use of the "t" test must satisfy two conditions: normality and homogeneity tests. The following will describe the terms:

2. Normality Test

The data that would be analyzed in this normality test was test value data in the experimental class and control class. The aims of normality test was to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi Quadrat.

=normal distribution and =not normal distribution.

- 1) If $x_{tabel}^2 < x_{hitung}^2$, therefore is accepted and is rejected, so, the data is normal distribution
- 2) If $x_{hitung}^2 < x_{tabel}^2$, therefore accepted and Ho is rejected, so, the data is not normal distribution.

3. Homogeneity Test

The homogeneity test is the largest variance test compared to the smallest variance Using table F. Homogeneity test is done by investigating whether the two samples have the same variance or not. Homogeneity of variance in this research tested by testing the test results of learning outcomes in the experimental class and control class after the data is known to be normally distributed.

The hypothesis in testing the homogeneity of this variance is:

: The variance of the experimental class and the control class (homogeneous).

: The variance of the experimental class and the control class (not homogeneous).

Explanation:

: The variance of the experimental class and the control class
(homogeneous).

: Variance of control class of learning outcomes

The statistical tests used to test the equality of variance or homogeneity test are:

$$F_{hitung} = \frac{\text{varians terbesar}}{\text{varians terkecil}} \quad (\text{Sudjana, 2005: 250})$$

By using $\alpha = 0,05$, then the homogeneity testing criterion is by comparing F_{hitung} with F_{tabel} . If $F_{hitung} \geq F_{tabel}$ then the variance of both class is not homogeneous. And if $F_{hitung} < F_{tabel}$, the two variance of class is homogenous. To test this homogeneity as for the formulas needed to process the data include:

$$S = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}}$$

(Sudjana, 2005: 95)

Explanation:

s = varians

x = intermediate value of internal class

n = Number of leaners

f = Frequency of each interval class

a. Average Test (t-test)

The test comparison of the average learning outcomes (uji-t) used to see the average difference in learning outcomes of experimental and control

class

the hypotheses for testing learning outcomes are:

$H_0: \mu_1 \leq \mu_2$: The average learning outcomes of the experimental class are the same as the average of control class learning outcomes or there was no effect of using Short Movie technique for students in learning English especially for speaking skill.

$H_1 : \mu_1 > \mu_2$: the average experimental class learning outcomes are more than average control class learning outcomes, it means there is an effect using Short Movie technique for students in learning

Explanation:

μ_1 = the average learning outcomes of experimental class

μ_2 = the average learning outcomes of control class.

CHAPTER IV

FINDING RESEARCH AND DISCUSSION

A. Finding of the Research

The implementation of this research was conducted on April 19, 2021 until April 28, 2021 at tenth grade. The names of class are X IPA and X IPS in SMA Muhammadiyah Bangkinang. This research uses two classes X IPA as experiment class by using short movie and X IPS as control class by using conventional learning model. The purpose of this research is to obtain the data of students' speaking skill after learning in the classroom by using Short Movie Technique in material narrative text.

As it has been mentioned previously, the researcher wanted to know whether there was different result between the tenth grade students who were taught short movie technique and who were taught without using short movie techniques in teaching speaking skill. The main concern of this research focused on describing the students' speaking skill at the SMA Muhammadiyah Bangkinang.

This study consisted of eight meetings. Four meetings in the experimental class and four meetings in the control class. At the first meeting in the experimental class the researcher gave a pre-test to the students, at the second meeting the researcher gave the treatment with taught narrative text using the short movie technique to the students. The third meeting the researcher gave the treatment with taught narrative text using the short movie technique to the students. And the last, the researcher gave the student a post-test. In control class the researcher teach by using conventional technique or without short movie

technique for four meeting, the researcher gave pre-test at the first meeting, at the second meeting the researcher taught narrative text without using the short movie technique. The third meeting the researcher taught narrative using conventional technique and the last day the researcher gave post-test to the students.

B. Data Presentation

The research data were obtained from the students' post-test scores. All data is collected through the following procedures:

- a. In both classes (experimental class and control class), students are given a pre-test according to the title that has been prepared by the researcher.
- b. In the experimental class students were given treatment, by teaching using the short film technique in class.
- c. In the control class students are not given treatment, or the researcher does not teach using the short movie technique in class.
- d. At the last meeting, in the experimental class students were asked to retell the short movie they had watched, then in the control class students were asked to tell the narrative text of their own choice.

1. The data presentation of students' speaking skill taught by using Short Movie Technique

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 technique used directly in 3

meetings in the experimental class. The data can be seen from the table below:

Table 4.1 The Analyzed Statistics in Experiment Class

Statistics			
		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

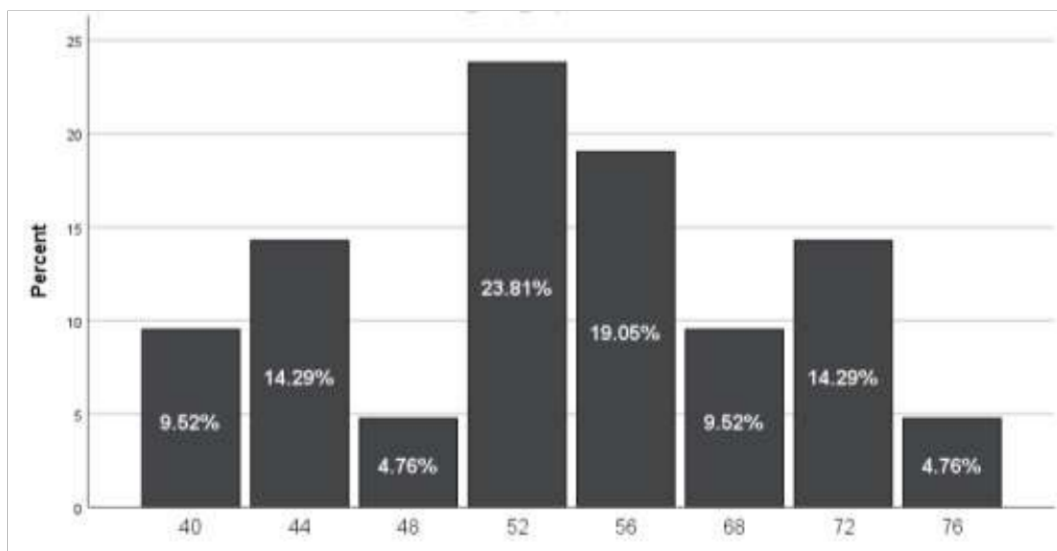
Based on table 4.1 above, the researcher analyzed descriptive statistics in the experimental class using SPSS version 25. The researcher found the mean results in the pre-test amounted to 55.81 and 68.19 in the post-test. The median results on the pre-test and post-test were 52.00, and the mode results 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.

Table 4.2 the Frequency of Category of Pre-test Score in Experiment Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	9.5	9.5	9.5
	44	3	14.3	14.3	23.8
	48	1	4.8	4.8	28.6
	52	5	23.8	23.8	52.4
	56	4	19.0	19.0	71.4
	68	2	9.5	9.5	81.0
	72	3	14.3	14.3	95.2
	76	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the table above, it could see that 2 students get a scoring category of 40 with a presentation of 9.5%, there were 3 students get a scoring category of 44 with a 14.3% perspective, there is 1 student who gets a scoring category of 48 with a percentage of 4.8%, there were 5 students who get score category 52 with a percentage of 52%, there were 4 students who get a scoring category of 56 with a percentage of 19.0%, there were 2 students who get a scoring category of 68 with a percentage of 9.5%, there were 3 students who get a category score of 72 with a percentage of 14.3%. Last, there was 1 student who gets the score category 76 with a percentage of 4.8%.

Figure 4.1 The Frequency of Categories of Pre-test Score in Experiment Class



Based on figure 4.1 above, it can be concluded that the highest percentage categories score of students' pre-test score in experimental class was 52 with 23.81%.

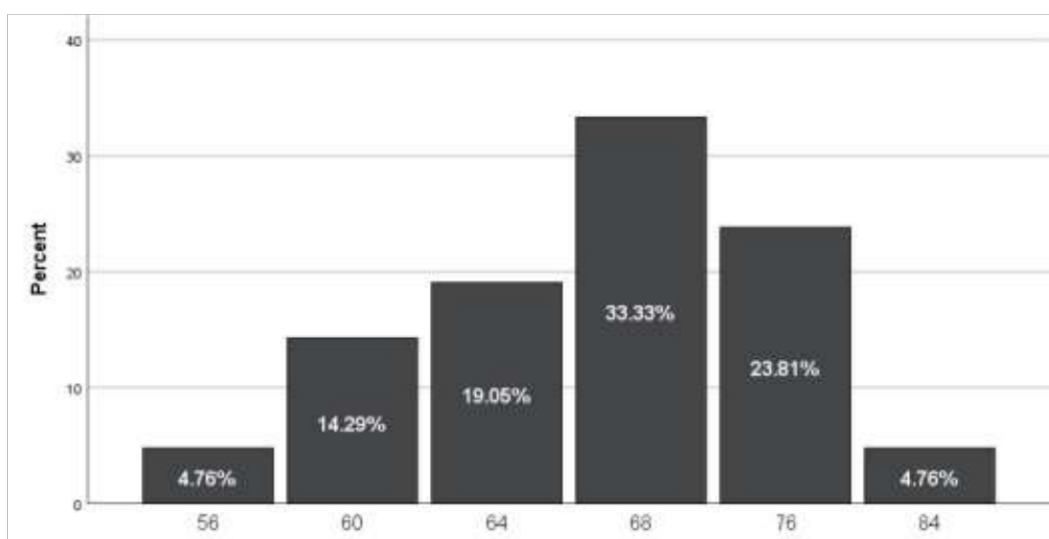
Table 4.3 the Frequency of Categories of Post-test Score in Experiment Class

Post Test Experiment Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	4.8	4.8	4.8
	60	3	14.3	14.3	19.0
	64	4	19.0	19.0	38.1
	68	7	33.3	33.3	71.4
	76	5	23.8	23.8	95.2
	84	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Based on the table above, it could see that 1 students get a scoring category of 67 with a presentation of 4.8%, there were 3 students get a scoring category of

70 with a 14.3% perspective, there were 4 student who gets a scoring category of 64 with a percentage of 19.0%, there were 7 students who get score category 68 with a percentage of 33.3%, there were 5 students who get a scoring category of 76 with a percentage of 23.8%. Last, there was 1 student who gets the score category 84 with a percentage of 4.8%.

Figure 4.2 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%.

2. The data presentation of students' speaking skill taught without using Short Movie Technique

The data of the students' speaking skill without using short movie technique were obtained from pre-test and post-test of X IPA as the control

class with 24 students. The technique used directly in 3 meetings in the control class. The data can be seen from the table below:

Table 4.4 the Analyze Descriptive Statistics Control Class

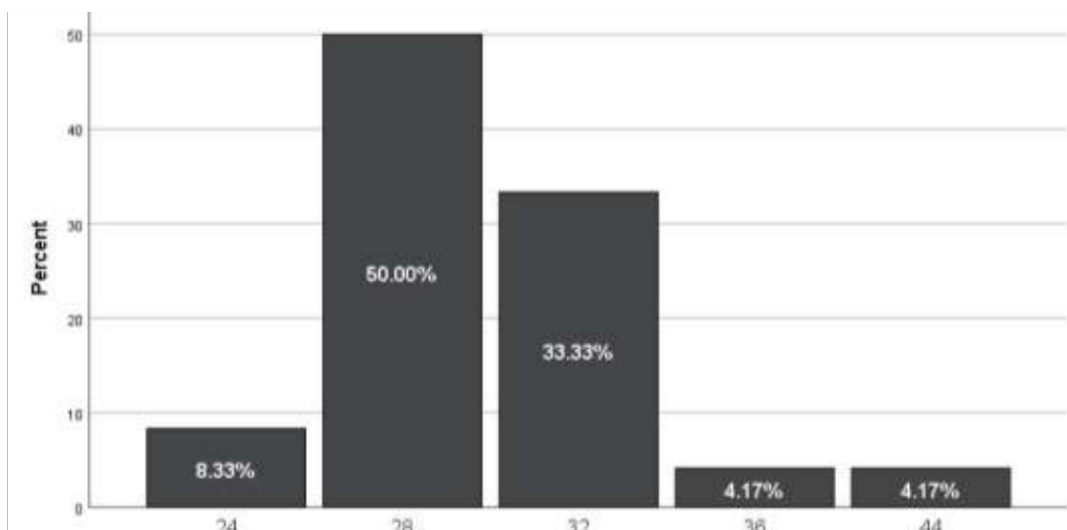
Statistics			
		Pre_Test_Control_ Class	Post_Test_Control _Class
N	Valid	24	24
	Missing	0	0
Mean		30.00	32.00
Median		28.00	32.00
Mode		28	32
Std. Deviation		4.086	5.141
Variance		16.696	26.435
Range		20	24
Minimum		24	24
Maximum		44	48
Sum		720	768

Based on table 4.4 above, the researcher analyzed descriptive statistics in the control class using SPSS version 25. The researcher found the mean results in the pre-test amounted to 30.00 and 32.00 in the post-test. The median results on the pre-test 28.00 and post-test were 32.00, and the model results were the same as the median results. Then, the standard deviation results in the pre-test were 4.806, and the post-test was 5.141. The range of results for the pre-test is 20, and the post-test is 24. The minimum result for the pre-test is 24, and the post-test is 24. The maximum result for the pre-test is 44, and the post-test is 48.

Table 4.5 the Frequency of Categories of Pre-test Score in Control Class

Pre Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2	8.3	8.3	8.3
	28	12	50.0	50.0	58.3
	32	8	33.3	33.3	91.7
	36	1	4.2	4.2	95.8
	44	1	4.2	4.2	100.0
Total		24	100.0	100.0	

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 4.3 the Frequency of Categories of Pre-test Score in Control Class

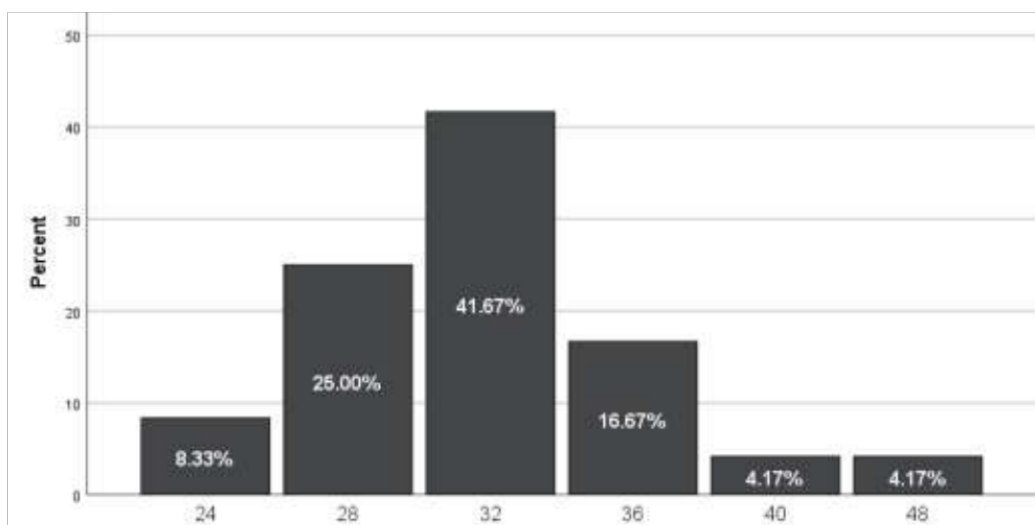
Based on figure 4.3 above, it can be concluded that the highest percentage categories score of students' pre-test score in control class was 38 with 50.00%.

Table 4.6 the Frequency of Categories of Post-test Score in Control Class

Post_Test_Control_Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2	8.3	8.3	8.3
	28	6	25.0	25.0	33.3
	32	10	41.7	41.7	75.0
	36	4	16.7	16.7	91.7
	40	1	4.2	4.2	95.8
	48	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based on the table above, it could see that 2 students get a scoring category of 24 with a presentation of 8.3%, there were 6 students get a scoring category of 28 with a 25.0% perspective, there were 10 student who gets a scoring category of 32 with a percentage of 41.7%, there were 4 students who get score category 36 with a percentage of 16.7%, there was 1 students who get a scoring category of 40 with a percentage of 4.2%. Last, there was 1 student who gets the score category 48 with a percentage of 4.2%.

Figure 4.4 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%

C. The Data Analyze

The data Analyze presented the result of how the students' speaking skill taught by using short movie technique and how students' speaking skill taught without using short movie technique, whether there is any significant effect of using short movie technique on students' speaking skill in the narrative text as the material at the tenth-grade students of SMA Muhammadiyah Bangkinang. The writer used independent Sample Validity, Reliability, and T-test through SPSS 25 version program to analyze the data.

1. The Data Analyze on Students' Speaking Skill in Experimental Class

The researcher applied the short movie technique in the experimental class as a treatment. To know the result of students' speaking skill scores, the researcher conducted pre-test and post-test. The statistical description of students' score of post-test in experimental class is described as follows:

a. Validity of Pre-Test in Experimental Class

Table 4.7 the Analyzed of Validity Pre-Test in Experimental Class

		Correlations					
		Pronunciatio	Fluency	Vocabular	Gramma	Comprehensi	Total
		n		y	r	on	
Pronunciation	Pearson Correlation	1	.761**	.787**	.783**	.578**	.898**
	Sig. (2-tailed)		.000	.000	.000	.006	.000
	N	21	21	21	21	21	21
Fluency	Pearson Correlation	.761**	1	.737**	.837**	.698**	.914**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	21	21	21	21	21	21
Vocabulary	Pearson Correlation	.787**	.737**	1	.761**	.682**	.903**
	Sig. (2-tailed)	.000	.000		.000	.001	.000
	N	21	21	21	21	21	21
Grammar	Pearson Correlation	.783**	.837**	.761**	1	.602**	.892**
	Sig. (2-tailed)	.000	.000	.000		.004	.000
	N	21	21	21	21	21	21
Comprehension	Pearson Correlation	.578**	.698**	.682**	.602**	1	.801**
	Sig. (2-tailed)	.006	.000	.001	.004		.000
	N	21	21	21	21	21	21
Total	Pearson Correlation	.898**	.914**	.903**	.892**	.801**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	21	21	21	21	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

The column total indicates the validity of each item. Based on the r table, the minimum Pearson Correlation value is 0.548 because it used 21 respondents (N) with a limit of 0.01. It can be seen that all the Correlation Pearson values for each item are above 0.548. This happens with an * in the amount column in the output table so that the 5 items of the pre-test score category in this experimental class were valid.

The basis for decision making, if the significance value was <0.05 , then it was correlated. However, if the significance value was >0.05 , then it was not

correlated. It can be seen that the significance value of each item was 0.000, then the significance was correlated. So that 5 items in the pre-test category in this experimental class were valid.

b. Reliability of Pre-Test

Table 4.8 the Result of Reliability Statistics of Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.921	5

Table 4.9 the Item-Total Result of Reliability Statistics of Pre-Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronunciation	11.05	4.648	.818	.903
Fluency	10.86	4.829	.854	.892
Vocabulary	10.90	4.990	.840	.894
Grammar	11.67	5.833	.850	.904
Comprehension	11.33	5.633	.703	.921

c. Validity of Post-Test

Table 4.10 the Analyzed of Validity Post-Test in Experimental Class

Correlations							
		Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total
Pronunciation	Pearson Correlation	1	.617**	.468*	.357	.532*	.844**
	Sig. (2-tailed)		.003	.032	.112	.013	.000
	N	21	21	21	21	21	21
Fluency	Pearson Correlation	.617**	1	.485*	.249	.297	.751**
	Sig. (2-tailed)	.003		.026	.276	.191	.000
	N	21	21	21	21	21	21

Vocabulary	Pearson Correlation	.468*	.485*	1	.359	.686**	.810**
	Sig. (2-tailed)	.032	.026		.110	.001	.000
	N	21	21	21	21	21	21
Grammar	Pearson Correlation	.357	.249	.359	1	.062	.525*
	Sig. (2-tailed)	.112	.276	.110		.791	.014
	N	21	21	21	21	21	21
Comprehension	Pearson Correlation	.532*	.297	.686**	.062	1	.698**
	Sig. (2-tailed)	.013	.191	.001	.791		.000
	N	21	21	21	21	21	21
Total	Pearson Correlation	.844**	.751**	.810**	.525*	.698**	1
	Sig. (2-tailed)	.000	.000	.000	.014	.000	
	N	21	21	21	21	21	21

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The total column indicates the validity of each item. Based on the r-table, the minimum Pearson Correlation value was 0.548 because it used 21 respondents (N) with a limit of 0.01, while with a limit of 0.05, the minimum Pearson Correlation is 0.432. An * or** indicates this in the Total column in the output table. It can be seen that the Pearson Correlations marked ** are above 0.548, and the Pearson Correlation values marked * are above 0.432. So that 5 items in the post-test score category in this experimental class were valid.

The basis for decision making, if the significance value is <0.05 , then it was correlated. However, if the significance value is >0.05 , then it was not correlated. It can be seen that the significance value of each item is 0.000, only 1 item has a significance value of 0.014, so the significance was correlated. So that 5 items in the post-test category in this experimental class were valid.

d. Reliability of Post-Test

Table 4.11 The Result of Reliability Statistics of Post-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.783	5

Table 4.12 the Item-Total Result of Reliability Statistics of Post-Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronunciation	13.43	1.657	.687	.697
Fluency	13.10	1.990	.577	.737
Vocabulary	13.71	1.914	.673	.703
Grammar	14.10	2.490	.338	.803
Comprehension	13.86	2.229	.547	.749

2. The Data Analyze on Students' Speaking Skill in Control Class

In the control class the researcher taught without using the short movie technique. To know the result of students' speaking skill scores, same with the experimental class, the researcher conducted pre-test and post-test. The statistical description of students' score of pre-test and post-test in control class is described as follow:

a. Validity of Pre-Test

Table 4.13 the Analyzed of Validity Pre-Test in Control Class

Correlations							
		Pronunciatio n	Fluency	Vocabula ry	Grammar	Comprehens ion	Total
Pronunciatio n	Pearson Correlation	1	-.258	.125	.213	. ^a	.442*
	Sig. (2-tailed)		.224	.561	.317	.	.031
	N	24	24	24	24	24	24
Fluency	Pearson Correlation	-.258	1	.103	.308	. ^a	.583**
	Sig. (2-tailed)	.224		.632	.143	.	.003
	N	24	24	24	24	24	24
Vocabulary	Pearson Correlation	.125	.103	1	.107	. ^a	.619**
	Sig. (2-tailed)	.561	.632		.620	.	.001
	N	24	24	24	24	24	24
Grammar	Pearson Correlation	.213	.308	.107	1	. ^a	.603**
	Sig. (2-tailed)	.317	.143	.620		.	.002
	N	24	24	24	24	24	24
Comprehens ion	Pearson Correlation	. ^a	. ^a	. ^a	. ^a	. ^a	. ^a
	Sig. (2-tailed)
	N	24	24	24	24	24	24
Total	Pearson Correlation	.442*	.583**	.619**	.603**	. ^a	1
	Sig. (2-tailed)	.031	.003	.001	.002	.	
	N	24	24	24	24	24	24
*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed). a. Cannot be computed because at least one of the variables is constant.							

The total column indicates the validity of each item. Based on the r-table, the minimum Pearson Correlation value was 0.515 because it used 24 respondents (N) with a limit of 0.01, while with a limit of 0.05, the minimum Pearson Correlation is 0.404. An * or** indicates this in the Total column in

the output table. It can be seen that the Pearson Correlations marked ** were above 0.515, and the Pearson Correlation values marked * are above 0.404. So that 5 items in the pre-test score category in this control class were valid.

The basis for decision making, if the significance value <0.05 , then it was correlated. However, if the significance value was >0.05 , there was no correlation. It can be seen that the significance value of each item is <0.05 , and cannot read 1 item because it has the same variance so that the significance was correlated. So that 5 items in the pre-test category in this control class were declared valid.

b. Reliability of Pre-Test

Table 4.14 the Result of Reliability Statistics of Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.191	5

Table 4.15 the Item-Total Result of Reliability Statistics of Pre-Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronunciation	5.83	.841	-.033	.299
Fluency	5.58	.688	.015	.281
Vocabulary	5.67	.667	.184	.029
Grammar	6.42	.775	.379	-.050 ^a
Comprehension	6.50	1.043	.000	.204

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

d. Validity of Post-Test

Table 4.16 the Analyze of Validity Post-Test in Control Class

Correlations							
		Pronunciatio n	Fluency	Vocabular y	Grammar	Comprehensi on	Total
Pronunciation	Pearson	1	.122	.088	.194	.155	.489*
	Correlation						
	Sig. (2-tailed)		.570	.684	.364	.471	.015
	N	24	24	24	24	24	24
Fluency	Pearson	.122	1	.248	.150	.215	.630**
	Correlation						
	Sig. (2-tailed)	.570		.242	.485	.313	.001
	N	24	24	24	24	24	24
Vocabulary	Pearson	.088	.248	1	.395	.429*	.679**
	Correlation						
	Sig. (2-tailed)	.684	.242		.056	.036	.000
	N	24	24	24	24	24	24
Grammar	Pearson	.194	.150	.395	1	.798**	.701**
	Correlation						
	Sig. (2-tailed)	.364	.485	.056		.000	.000
	N	24	24	24	24	24	24
Comprehension	Pearson	.155	.215	.429*	.798**	1	.719**
	Correlation						
	Sig. (2-tailed)	.471	.313	.036	.000		.000
	N	24	24	24	24	24	24
Total	Pearson	.489*	.630**	.679**	.701**	.719**	1
	Correlation						
	Sig. (2-tailed)	.015	.001	.000	.000	.000	
	N	24	24	24	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The total column indicates the validity of each item. Based on the r-table, the minimum Pearson Correlation value is 0.515 because it used 24 respondents (N) with a limit of 0.01, while with a limit of 0.05, the minimum Pearson Correlation is 0.404. An * or** indicates this in the Total column in the output

table. It can be seen that the Pearson Correlations marked ** are above 0.515, and the Pearson Correlation values marked * are above 0.404. So that 5 items in the pre-test score category in this control class were valid.

The basis for decision making, if the significance value <0.05 , then it was correlated. However, if the significance value is >0.05 , there was no correlation. It can be seen that the significance value of each item was <0.05

Table 4.17 the Result of Reliability Statistics of Post-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.603	5

Table 4.18 the Item-Total Result of Reliability Statistics of Post-Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronunciation	6.21	1.303	.187	.634
Fluency	5.88	1.071	.264	.627
Vocabulary	6.13	1.071	.410	.519
Grammar	6.88	1.158	.523	.480
Comprehension	6.92	1.210	.583	.479

3. The Significant Difference of Students' Speaking Skill in Experimental and Control Class

Table 4.19 Test of Normality

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.		

Hypothesis:

Ho: Data is normally distributed

Ha: Data is abnormally distributed

Testing criteria:

If probability (sig) > 0.05, Ho is accepted

If probability (sig) < 0.05, Ha is rejected

Based on the table 4.19 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 Ho was accepted and Ha was rejected. In other words, the data were normally distributed.

Furthermore, in order to know whether the objects researched had the same variance or not, Researchers used SPSS 25, to describe the homogeneity analysis as follows:

Table 4.20 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

Testing criteria:

1. If probability (sig) on the Based on Mean > 0.05 then the data is homogeneous.
2. If probability (sig) on the Based on Mean < 0.05 then the data is not homogeneous

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.

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.

Table 4.21 T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
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 H_a 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 output SPSS 25 above, it answered the hypothesis of the research that H_a is accepted because $0.000 < 0.05$ and H_o is rejected. It means that there is an effect towards students' speaking skill by using short movie technique at tenth grade of SMA Muhammadiyah Bangkinang.

D. Discussion

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, it means the classification of students score was poor. 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) says 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) express 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 abilities (Noviani, 2017).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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.

B. Suggestion

After conducting the research, the researcher gives several recommendations for the students, English teacher, and other researchers below:

1) Students

Senior High School students every participant in the English teaching and learning process can contribute positively to the teaching and learning process, making it more effective and communicative. As the teaching and learning process subject, students should be more involved and actively participate in in-class activities. They must also take English seriously and

gain confidence to learn it, particularly in speaking. If they want to master the skill of speaking, they must continue to practice.

2) Teacher

It is critical for an English teacher to use various teaching and learning techniques when teaching and learning English, particularly speaking. As stated previously, the students were afraid of making a mistake in the previous chapter and were hesitant to speak during the learning process; therefore, the teacher should take advantage of every opportunity during the lesson to practice their speaking skills. The teacher must also create an environment that is comfortable and challenging for the students to remain motivated to learn. Numerous activities can be used in the classroom, with the Short Movie Technique being one of them.

3) Other Researcher

Other researchers in the same field suggested that another cautious action is taken to see how students' speaking skills using film media be continued and improved. They must also ensure that the props used are in good working order. Furthermore, they must be more inventive in developing accompanying techniques and activities for these videos to make the teaching and learning process more enjoyable.

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