

Enhancing Students' Oral Proficiency: Leveraging Film Watching for Speaking Skill Development

Dian Sapitri¹, Hastini Hastini², Darmawan Darmawan³
^{1,2,3}Universitas Tadulako, Indonesia

Article Info

Article history:

Received 2024-01-16

Revised 2024-01-27

Accepted 2024-01-29

Keywords:

Speaking Skills

Watching Film

Developing

ABSTRACT

The purpose of this study is to determine whether or not watching films helps students improve their speaking abilities. Using a pre-experimental research approach, the researcher included just one class in the study. The students of SMA Negeri 5 Palu in the tenth grade made up the research population. The researcher chose the sample through the use of purposive sampling. The 31 students in X M 8 served as the research sample for this study. Instrument testing was employed in the data collection process (pre-test and post-test). The Watching Film method was used to treat the experimental class. The results of the data analysis showed that there was a significant difference between the pre-test and post-test. The researchers discovered that the t-counted (5.16) was higher than the t-table (2.000). It indicates that the theory was approved. In conclusion, watching films helps SMA Negeri 5 Palu tenth-grade students improve their speaking skills.

This is an open-access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Hastini

English Education Study Program, Teacher Training and Education Faculty, Tadulako University

Email: tini_firhansyah@yahoo.com

1. INTRODUCTION

One of the most crucial aspects of learning English is speaking. It is a means of expressing thoughts, ideas, opinions, and sentiments. According to Heaton [1], "One of the main concerns of most language learners in both EFL and ESL context is improving their speaking." Soltani [2] indicates that kids must develop their speaking abilities. They can converse with others more quickly if they can improve their speaking ability. As a result, they may establish positive relationships with foreigners and help them realize their dreams, particularly in the workplace.

According to Mariam Bashir [3], speaking skills, also called oral communication, are used by a speaker to show and express thoughts to others using the organ of speech. Speaking is the capacity to communicate effectively and requires understanding language

and information instantly [4]. It demonstrates how skillfully a person arranges words to convey ideas or emotions in a way others may comprehend.

The researcher pre-observed at SMA Negeri 5 Palu and discovered specific speech issues. Students first struggled to put the words they had in mind into sentences. Secondly, they were hesitant to speak because they were afraid they would pronounce it wrong. Thirdly, they were frightened of speaking incorrectly. Finally, they lacked the drive to acquire speaking abilities. According to Nita and Dewanti [5], watching movies is one of the best strategies to develop kids' speaking abilities. This study aims to determine whether using a movie can aid students in improving their speaking abilities. The researcher chose film as a method of speaking instruction because film can help the students become more focused and speak naturally. Ismail argues that the duration of the film is two hours in general, or so while there are no time constraints on a novel, while the writer controls the meaning of the novel, the meaning students get from a film is the result of a mutual effort by many people.

The teacher can provide students with extensive feedback. Supported by Luoma [6], speaking skills are an essential part of the curriculum in language teaching. Both teachers and students must try to enhance the teaching and learning of speaking. Additionally, since every facet of speech is taught to the students, their comprehension grows organically. One of the essential ways ESL learners' speaking proficiency is enhanced is by providing extensive input from fluent native and non-native speakers (such as via film or movie) [7]. Another reason is that teens find a film presented in an audio-visual format highly engaging. The researcher decided to use film watching as a medium to help the tenth-grade students at SMA Negeri 5 Palu become more creative and proficient speakers.

As a result, one helpful method for teaching students how to mimic the characters' speech in a movie is to use movie discussions in the classroom. Media technology can increase the student's interest in learning [8]. The movie is a one-of-a-kind kind of modern technology. It can be used as a suitable medium since it is enjoyable for students. Altun and Hussein [9] stated that the film also imparts the students valuable knowledge about history, culture, and other subjects. According to Yue [10], teachers and learners can use films as scenario simulations. Students engage in class activities because they love the teaching and learning process, and the researcher thinks that visually stimulating or audio-visual films can captivate students' attention and inspire them to learn more. Margono has taken several steps to use animation film as teaching media [11]. The teacher's preparation involves preparing for the class and engaging in continuous activities. For that reason, the researcher chooses watching films as a medium to improve the speaking abilities and inventiveness of the tenth-grade students at SMA Negeri 5 Palu.

2. METHOD

The researchers conducted their examination using a quantitative method because this study incorporated numbers. The researchers employed a pre-experimental study strategy. Best [12] states, "Pre-experimental research either provides no control group or no way of equating the used groups". The researchers used a pre-experimental study design

because they wanted to look at the effectiveness of the treatment in a single group rather than comparing the control and experimental classes.

The researcher administers a pre-test to determine the students' speaking proficiency before the treatment. Second, the researcher uses films to interact with the students. Lastly, the researcher gives a post-test to see how well this medium worked. The effectiveness of instructional treatment was measured by comparing if the average score was significantly more significant than the average score pre-test, which indicates that the instruction treatment is effective.

The design of this research proposes. The groups utilized in the pre-experimental research cannot be equalized, or there is no control group. To clarify, the research design is shown as follows:

Q1	X	Q2
----	---	----

Where: Q1= Pre-test
 X = Treatment
 Q2= Post-test

Purposive sampling is a technique used by researchers to pick samples based on their familiarity with the community and study questions. SMA Negeri 5 Palu students in the tenth grade participated in this study. There were nine classes for the tenth graders. Every class had between 28 and 35 students, as seen in table 1 below.

Table 1. Distribution of Population

No	Name of Class	Number of Students
1.	X M 1	34
2.	X M 2	35
3.	X M 3	33
4.	X M 4	32
5.	X M 5	35
6.	X M 6	28
7.	X M 7	34
8.	X M 8	31
9.	X M 9	34
Total Students		296

According to Crowl [13], samples are a subset of people used to represent the population. It means that a population sample has been selected for scrutiny and examination. Purposive sampling is a technique researchers use to pick samples based on their sample population and study questions. The researcher used X M 8, a class of 31 students, as the sample.

Since this is experimental research, the researcher employed a test as the instrument. The test aimed to measure the student's speaking abilities and gather data on whether watching films substantially impacts students' speaking abilities. The pre-test and post-test were the two sections of the test.

The pre-test evaluates the student's abilities before the treatment, which attempts to determine the student's knowledge. The pre-test was designed to determine the students' narrative text speaking competency level. The researcher invited the students to tell a story about one of their all-time favourite movies in their own words in response to an essay test.

The treatment was followed by the post-test. The most effective technique to assess students' narrative text viewing comprehension is with a post-test. The format of the post-test was identical to that of the pre-test. Although the post-test used different methodologies than the pre-test, it was of the same type and difficulty level.

In order to complete an essay test, the students had to write an original narrative about one of the movies they had seen over the six meetings. The purpose of this test is to determine whether or not students' speaking abilities improved after seeing the movie.

After giving the pre-test, the researcher gave the students the treatment. It was conducted in the second meeting. In the second meeting, the students watch a film the researcher has prepared. The researcher expected to improve the students' speaking skills by watching the films for six meetings; the researcher chose three films: *Beauty and the Beast*, *The Jungle Book*, and *Aladdin (Alibaba & the Forty Thieves)*.

3. RESULTS AND DISCUSSION

The researcher analyzed the statistical data to explain students' pre- and post-test scores. First, the researcher calculated individual scores using the following formula proposed by Arikunto [14]:

$$\Sigma = \frac{x}{N} \times 100 \quad (1)$$

The students' mean scores for the pre-test and post-test were determined by the researcher using Arikunto formula, which is as follows:

$$M x = \frac{x}{N} \quad (2)$$

Following a comparison of the students' pre- and post-test means, the researcher calculated the mean deviation:

$$M d = \frac{d}{N} \quad (3)$$

Next, the derivation score (d^2) minus the deviation value (Σd^2), which was then divided by the number of study objects (N), is how the researcher calculated the square deviation.

$$\Sigma x^2 d = \Sigma d^2 - \frac{(d)^2}{N} \quad (4)$$

After computing the square deviation, to determine the significant changes between the pre-test and post-test suggested by Arikunto [15], the researchers computed and examined the data as follows:

$$t = \frac{Md}{\sqrt{\left(\frac{x^2d}{N(N-2)}\right)}} \tag{5}$$

3.1. Result

3.1.1. The Result of the Pre-test

The researcher employed a test as the data collection tool in this study. The group was given a pre-test and post-test to see if the strategy of watching the film might improve the speaking abilities of the SMA Negeri 5 Palu tenth-grade students. This group received treatment from the researcher during the study.

Before giving treatment, during the first meeting, the researcher conducted a pre-test. The researcher gave them a pre-test to determine what the students already knew about their speaking abilities. The pre-test results are shown in the following figure:

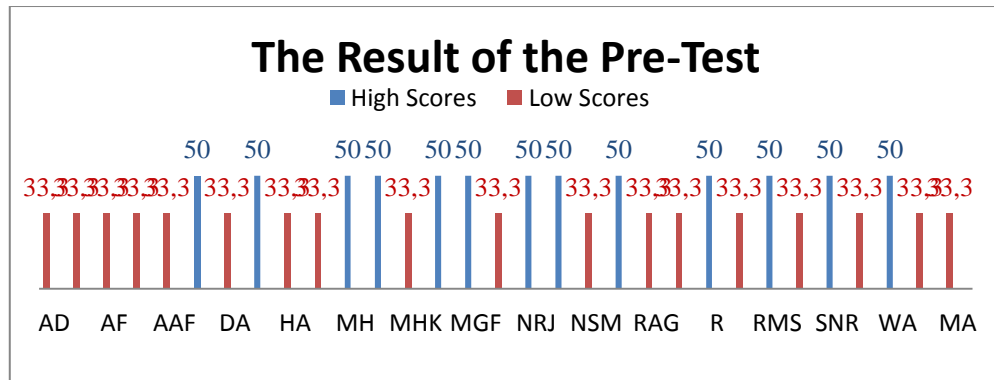


Figure 1. Pre-Test result

Figure 1 above indicates that the students received a total score of 1249.4. Some students got high and low scores. The maximum score is 50, and the lowest score is 33.3. Using a technique developed by Arikunto, the researcher calculated the pre-test mean score after obtaining the students' overall score. The result was 40.3.

3.1.2. The Result of the Post-test

The researcher also computes the post-test after learning about the group pre-test. The researcher also computes the post-test after learning about the group pre-test. The score is shown in the following figure:

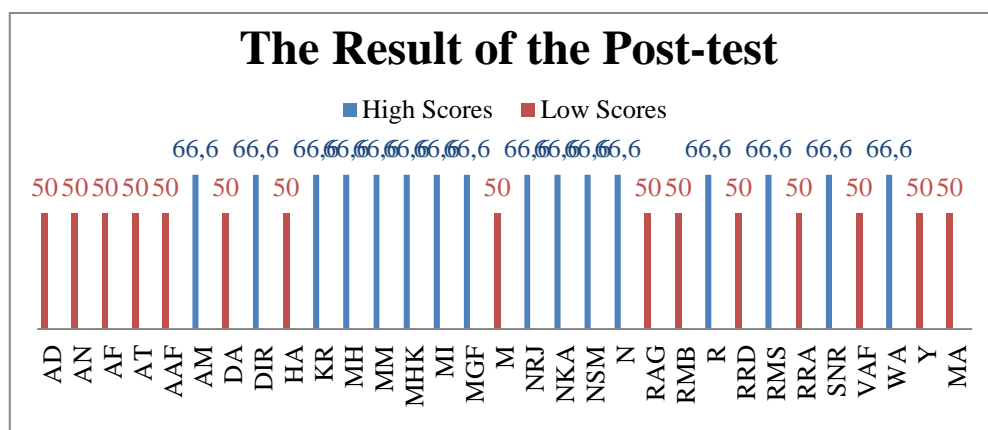


Figure 2. Post-Test result

Figure 2 above indicates that the students received a total score of 1815.6. Some students got high and low scores. The maximum score is 66.6, and the lowest score is 50. Using a technique developed by Arikunto [14], the researcher calculated the pre-test mean score after obtaining the students' overall score. The result was 58.57; it is evident that the post-test score is higher than the pre-test score. The researchers concluded that the experimental group's treatment was successful.

3.1.3. Deviation and Square Deviation

The researcher computed the deviation and square deviation after obtaining the mean scores for each group. The researcher determined the deviation after revealing each student's score and the group mean. Based on the pre- and post-test findings, the students' overall deviation is 566.2, and their total square deviation is 11092.3.

The researcher then used Arikunto's procedure to count the students' mean deviance. The mean deviation score is 17.95 based on the outcome. Following acquiring the control group's mean deviation, the researcher employed Arikunto's technique to determine the sum of squared deviation. This resulted in a sum-squared deviation for students of 750.93. Next, to determine the significance of the difference between the pre- and post-test results, the researchers calculated the t-count, which was 5.16.

3.1.4. Testing Hypothesis

The previous hypothesis stated that developing students' speaking skills through Watching Films as a content of teaching enhances the tenth-grade SMA Negeri 5 Palu pupils' speaking abilities. The hypothesis must be tested to determine whether it is accepted or rejected. The hypothesis testing guideline is that the t-counted value is higher than the t-table using a 0.05 significance threshold and 60 degrees of freedom (df).

The researcher discovered the t-table 2.000. Finally, by using the 0.05 level of significance with the degree of freedom (df = 60), the researchers find that the t-counted (5.16) is higher than the t-table (2.000). This indicates that the study's hypothesis is either accepted or successful. In short, SMA Negeri 5 Palu students in the tenth grade can improve their speaking abilities by viewing movies.

3.2. Discussion

This study analyzes the two components to enhance students' speaking skills. They are fluency and comprehension. The results of this study show that the students struggled to communicate in English during the pre-test. They were able to speak English more fluently after the treatment, especially in those two areas. The study is accomplished when the group's pre-test, post-test, treatment, computation, and data collection are all completed.

First, the students still required assistance with their new approach and learning process after the pre-test. English classes need to thrill students more, especially when it comes to speaking. According to Bahrani [16], students found it challenging to communicate in English, convey their ideas naturally, and perform with the necessary accuracy. According to Lewis [17], fear of making a mistake often causes them to try to find the right words and hold back while expressing their emotions. Wahyuningsi [18] states that motion pictures can “grab” the learner, hold his attention, and rest with the changing scene. In addition, the researcher urged them to speak English without hesitation so they could boldly convey their opinions. The pre-test results indicate that most pupils hesitated to talk and often took their time.

Firstly, after the pre-test, the students still needed help in the learning process and new methods. Students need to be more excited about English lessons, especially speaking. It was difficult for students to speak and express their ideas in English fluently and use appropriate accuracy in speaking performance [19]. Brown [20] explains, “Accuracy is one of the two speaker goals of language which is focused on the correct use of grammar and pronunciation with clear articulation”. They tend to make an effort to search for the proper words and hesitate to express their feelings because they are afraid of making mistakes. Furthermore, the researcher encouraged them not to hesitate to speak English so they could express their ideas confidently. The outcome of the pre-test showed that most of the students hesitated to speak and regularly took long, unnatural pauses while seeking the correct words, and a few pupils still utilized Bahasa.

Second, the researcher treats the students by having them watch a film following the pre-test. The students paid attention to the video and were assigned to take notes for unfamiliar vocabulary they might encounter while viewing the video. Next, the students practised to imitate the exact pronunciation, stress, pauses, and intonation, as the native speaker said. Then, the students and the researcher discussed topics related to their own experiences. Lastly, in the activities, the researcher and students reflected on what they had done during the lesson, the researcher gave reinforcement for the students to practice at home, and the researcher closed the teaching and learning process.

Lastly, students' fluency and comprehensibility are developed after the pre-test and post-test. The students know more about the correct pronunciation of words and sentences whose previous pronunciation still had errors, and students are also more courageous in speaking in front of the class and more excited about learning English. After watching films, students also learn new vocabulary. Thornbury [21] states, “The exact definition of fluency is how the people speak fast without long pauses”, expressing thoughts orally, such as arguing or expressing opinions to a person, group, or organization. According to Liao

[22], a student must often practice speaking in English more fluently to perform public speaking. It proved that teaching and learning using this technique positively affects students' learning progress.

The findings of this study support earlier research by Reke [23], which found that using film viewing to help students with their speaking is more successful. Similar to the findings of Fikriyadi [24], watching films is a tactic to help students improve their speaking abilities and originality. In conclusion, SMA Negeri 5 Palu students in the tenth grade can improve their speaking abilities by viewing movies. Through comparing the pre-test results, the researcher discovered that watching films as part of the treatment can help students improve their speaking abilities, supported by Silfana [25]. Their post-test findings, which showed improvements in speaking skills, including comprehension and fluency, demonstrate this. The t-table (2.000) is less than the t-count number (5.16). The hypothesis is accepted based on the statistical analysis.

4. CONCLUSION

The researcher concluded that watching movies can help the tenth-grade students at SMA Negeri 5 Palu become more fluent speakers after studying the data. It may be seen from the mean score of the pre-test (40.3) to the post-test mean score (58.57). The tenth-grade students at SMA Negeri 5 Palu have substantially improved their speaking abilities while using film-watching. Students also appear to appreciate the lessons and become more engaged. They struggle with basic English but improve as they learn and perform better on tests.

After researching teaching speaking through watching film strategy in the tenth grade, the researcher tries to give suggestions, especially to the English teacher, further researchers, and other elements of education. The researchers recommend the following: First, as part of the teaching and learning process, it is advised that teachers use a variety of strategies, such as collaborative writing techniques, to help students' speaking abilities. Second, it is recommended that students actively participate in the learning process to make it easier to understand the material in English. In addition, the researcher advised other researchers to conduct further research on this method so that this method can be used in other subjects, not only in English.

REFERENCES

- [1] J.B. Heaton, *Writing English language test. Longman: England.* 1998.
- [2] M. A. Khan, "Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners," *ELT Voices-International J. Teach. English*, vol. 52, no. 54, pp. 46–52, 2015.
- [3] Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, "Factor Effecting Students ' English Speaking Skills," *Br. J. Arts Soc. Sci.*, vol. 2, no. January 2011, pp. 35–50, 2016.
- [4] J. Harmer, *The Practice of English Language Teaching. Cambridge: University Press.* 2001.
- [5] Y. Nita and R. D. Dewanti, "Watching Movie Everyday Can Improve the Foreign Language Speaking Skill," *Int. J. Multicult. Multireligious Underst.*, vol. 7, no. 8, pp. 138–144, 2020.
- [6] S. Luoma, *Assessing Speaking. Cambridge: Cambridge University.* 2004.
- [7] S. Bahrani, T., & Tam, S, "Technology and language learning: Exposure to TV and radio news and speaking proficiency. *Kritika Kultura* .2 (17). 144-160." 2011.
- [8] M. Masruddin, "The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students," *Arab World English J.*, vol. 9, no. 3, pp. 282-293–293, 2018, doi: 10.24093/awej/vol9no3.19.

- [9] M. Altun and K. O. Hussein, "The Impact of Watching Movies on Students' Speaking Ability," *Can. J. Lang. Lit. Stud.*, vol. 2, no. 5, pp. 14–31, 2022, doi: 10.53103/cjlls.v2i5.52.
- [10] J. Yue, "Use of foreign films in cultivating intercultural communicative competence in elt—a case study," *Theory Pract. Lang. Stud.*, vol. 9, no. 2, pp. 198–203, 2019, doi: 10.17507/tpls.0902.09.
- [11] Margono, *Metodologi Penelitian Pendidikan*. Jakarta: Rineka Cipta. 2010.
- [12] J. Best, *Research in Education*. New Jersey: Prentice Hall. 1AD.
- [13] Crowl, *Educational Psychology, Windows on Teaching: Times Mirror Higher Education Group, Inc. England*. 1996.
- [14] S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Asdi Mahasatya. 2006.
- [15] S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek. Edisi V*. Jakarta: Rineka Cipta. 2002.
- [16] T. Bahrani, "How to Teach Speaking Skill?," *J. Educ. Pract.*, vol. 3, no. 2, pp. 25–29, 2012.
- [17] J. Lewis, M., & Hill, *Practical techniques for language teaching*. Hove, England: Language Teaching Publications. Oxford university press. 1985.
- [18] Wahyuningsih, "The Impact of Watching Movies on Students' Speaking Ability. Canadian Journal of Language and Literature Studies, 2(5), 14–31.," *Can. J. Lang. Lit. Stud.* 2(5), 14–31., 2011.
- [19] S. Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners," *Int. J. Stud. English Lang. Lit.*, vol. 2, no. 6, pp. 22–30, 2014.
- [20] H. D. Brown, *Language Assessment Principles and Classroom Practices*. London: Pearson Edition. 2004.
- [21] S. Thornbury, *How to teach speaking*. Longman: England. England., 2005.
- [22] G. Liao, "Improvement of Speaking Ability through Interrelated Skills," *English Lang. Teach.*, vol. 2, no. 3, pp. 11–14, 2009, doi: 10.5539/elt.v2n3p11.
- [23] Reke, "Stimulating Speaking Creativity of Grade X Students of SMA Negeri 8 Palu through Film Discussion. Research in English and Education Journal. 1(2). 161-168. <https://doi.org/10.51181/bikfokes.v1i3.4662>." 2020.
- [24] Fikriyadi, "Developing Student's Speaking Skill through Animation Video: a research at XI grade students of SMA Negeri 2 Palu.," 2018.
- [25] Silfana, "Silfana. (2019). Developing listening skill of grade eleven students of man 2 palu through watching animated English movies. Research in English and Education Journal. 1(1). 58-75." 2019.
-

