**Improving Speaking Skill Using Movie Discussion**

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**Abstract:** This article discusses a classroom action research using movie discussion to improve students‟ speaking skill and find out the situation in class when movie discussion is being conducted in class. The method used in the research is classroom action research conducted in two cycles. Each cycle consisted of four meetings including post test. The procedure of the research consists of identifying the problems, planning the action, implementing the action, observing or monitoring the action, reflecting the result of the observation, and revising the plan for the following steps. Documents, photographs, field notes, interviews, observation, and tests were used to collect the data. The qualitative data are analyzed by assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data are analyzed by comparing the mean scores of pre test and post test. The result of this research shows that movie discussion can improve students‟ speaking skill and classroom situation.

**Keywords:** *speaking skill, movie discussion*

# INTRODUCTION

Speaking is the activity of person in the productive way and it is not as easy as it seems. In speaking it needs not only the physical performance but also psychological performance in order to have communicative and also the correct way in speaking. Speaking takes an important role in English. It is used as the means of communication. In speaking, there are not only one person involved. It needs more than one participants.

Widdowson (2008: 58) states that speaking is simply the physical embodiment of abstract system in the usage sense involving the manifestation of the phonological system or of the grammatical system of language or both. The speakers have kept at least phonological system and grammatical system in themselves.

Thornbury (2005: 1) says that speaking is interactive and requires the ability to co- operate in the management of speaking turns. Speaking needs the feedback from both of the participants.In speaking it also needed to use the grammar, which is differ in numbers from the grammar of written language.

Jones in Richards (2008: 19) states that in speaking we tend to be get something done, exploring ideas, working out some aspects of the world or simply being together. It means that speaking is the result of doing something and making it into some ideas.

Based on the observation done to the students at one state senior high school in Surakarta, there are many problems in speaking English. The students were having difficulty in pronouncing the words, having

difficulty in using of vocabulary, having difficulty to function in the spoken language (appropriatenes), having difficulties in utterances helting and fragmentary (fluency), having difficulties in responding to the task set, and also having difficulty in using grammatically correct utterances. The students‟ motivation in speaking in the class using English was also low; they hesitated to speak in class. It was shown in the pre test, the mean score was 1.733 (5.799). It was below the standard that the students had to achieve which was 6.5.

The difficulties in speaking were caused by some reasons. The cause came from both the teacher and students. One of the reasons was the teacher could not make the comfortable situation for the students in order to express their feelings and opinions in oral English. The teacher gave a short time for the students to tell their ideas. The teacher did not use interactive way to communicate to the students in class. The cause that came from the students was the students did not feel secure to express their thoughts in oral English. The students also became passive during teaching and learning process.

In dealing with such problem, the writer attempted to overcome the problem by conducting an action research. This action research attempted to improve students‟ speaking skill through movie discussion. The writer believed that this technique can help students to speak more in the class during the lesson.

Zvavanhu (2010) states that discussion is the best way of promoting condusive learning and convenient teaching situation. The topic of the discussion is the most important thing in dealing with the interest of the student to speak. Ur (1998: 3) says that the most natural and effective way for learners to practice talking freely in English

is by thinking some problem together through verbal interchange of ideas or to discuss.

An interesting subject is needed in the discussion. The writer used movie to be discussed by the student. Ur (2009: 120) says that one of the characteristics of successfull speaking activity is motivation is high. The students are eager to speak, because they are interested in the topic. Movie discussion can make the students motivated in the teaching and learning process and make them to speak more in class.

Related studies about teaching speaking, for example Azis (2013) used group discussion and the result of the study showed that the students‟ speaking ability improved, Salim (2013) used discussion in improving speaking skill and the finding showed that discussion technique could improve students‟ speaking skill and most of the students were interested to study English, Semani (2009) used film in improving students‟ speaking ability and the the result showed that film could be used as the media to improve the students‟ speaking skill .

The writer proposed to use movie discussion in solving the problems in speaking. Discussion is one of the best ways to encourage the students to speak. In addition, movie is an interesting medium to use in teaching and learning process. High school students tend to like watching movie in their spare time. It can make them feel comfortable with the situation of the class.

# RESEARCH METHODS

This research is a classroom action research in implementing the use of movie- discussion to improve students speaking skill. The subject of this research was the tenth grade students at one state senior high school in Surakarta.

Kemmis (in Hopkins, 2008: 48) proposes that action research is a form of self-reflective inquiry conducted by participants in a social interaction situation (including education) in order to improve educational practice by group or participants and by means of own reflection upon effects of these actions.

Kemmis and McTaggart (in Burns, 1999: 32) state that action research occurs through a dynamic and complementary process consisting of four essential moments of planning, action, observation, and reflection.

Burns (1999: 80-188) has set out possible action research methods which can be used to collect the data in action research. The methods are notes / field notes, diaries, recordings, transcripts, diagrams, observations, photographs, interviews, surveys, questionnaries, and documents. These methods are used for getting the qualitative data. Techniques used in this action research are: documents, photographs, field notes, interviews, observation.

To take the quantitative data, the writer uses a test as the technique. There are tests that can be done (Heaton, 1990: 90-103), such as conversational exchanges, using pictures for assessing oral production, oral interview. In this research, the writer used oral interview in collecting the data of the ability of the students in speaking.

In analyzing the data, the writer used qualitative and quantitative ways. In analizing the qualitative data, the writer used assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes by Burns (1999: 156).

The quantitative data were analyzed by calculating the mean of pre test and post test. The writer also used the scoring rubrics

to help in giving score for the students in the test. The assessment criteria for the oral test, which are used in this research, are taken from “The Associated Examining Board Test in English for Educational Purposes” by Weir (1998: 147-148). The indicators to assess the oral performance are appropriateness, adequacy of vocabulary for purpose, grammatical accuracy, intelligibility, fluency, relevance, and adequacy of content. The writer used the indicators as the rubric score to take the students‟s score in test. Then, the scores were converted from the score from the rubric, which had range from 0 to 3, to the score from 1 to 10 to find out whether the research had accomplished the criteria of success or not.

# RESEARCH FINDINGS AND DISCUSSIONS

The main problem was the students‟ speaking skill was low, the indicators were some students had difficulty in making themselves comfortable in speaking English; they had difficulty in vocabulary; they had difficulty in grammatical utterances; and they had difficuty in pronuncing some words. The cause of the problems came from the teacher and the students. The teacher could not make the class comfortable for the students to express their feelings and the teacher did not use the interactive way to communicate to the students. The students did not feel secure to tell their thoughts in orall English and the students became passive during teaching and learning process.

This action research was conducted in two cycles. Each cycle consisted of three meetings plus one meeting for the post test. In cycle 1, in the first meeting, the researcher asked the students to make a simple dialogue with their partners by using asking and aswering questions. The

researcher gave the students handout about asking and answering questions, the handouts showed the structures that are used in conducting sentences about asking and answering questions. This action was trying to help the students to improve their grammatical accuracy. It also helped the studens to use the appropriate words in making the sentences without misunderstandings. The researcher asked the students whether they had watched a movie entitled “Laskar Pelangi” or not. Most of the students answered that they had watched it in the theater and the rest answered that they watched it on TV. The researcher asked the students to mention the characters in the movie and also the characteristics of each character. The researcher wrote the answers on the board and she asked the students to pronounce the words correctly. It helped the students in improving the intelligibility indicator. The students discussed in group about movie entitled “Laskar Pelangi”. They were given some questions about the movie; like what the students would do if they were like the kids in “Laskar Pelangi”. It helps the students to improve their relevance and adequacy of content indicator.

In the second meeting, the students made sentences using words that related to movies. The words were given by the researcher, the examples of the words were actor, director, costumes, etc. Besides the words, there were also expalantions of the meaning of each words. It helps the students to get new vocabularies and they were urged to make relevant responce in the task set They watched a movie entitled “Up” with Indonesian subtitle. In watching the movie, the students could hear the right pronounciation of some words in English. After watching the movie, they were asked to discuss about the movie in groups. They had to discuss about the characters and their

characterisics, their favourite scenes, the setting, and also the messages of the movie

In the third meeting, the students presented the result of the discussion in class. One of the members of the groups presented the result in class. This action helped the sudents in improving the fluency indicator. The groups did the presentation well enough. The other groups that did not do the presentation asked to note some important words of the presentation. They were also given times to ask and also comment about the presentation.

After implemented the cycle 1, there were improvement in speaking indicators. They were the students‟ vocabulary improved from 1.707 (5.69) to 1.951 (6.504), the students‟ grammar accuracy improved from 1.731 (5.77) to 1.975 (6.585), the students‟ appropriatenes improved from 1.807 (6.01) to 2.036 (6.788), the students‟ releavance and adequacy of content improved from 1.756 (5.85) to 1.975 (6.585). The strenghts from cycle 1 were: 1) the mean score of the post test 1 was 1.957 (6.524) which was higher that the mean score of pre test that was 1.733 (5.779), 2) the students had tried to speak English better, and 3) the students did the task and assignment actively.

The weaknesses were 1) the intelligibility and fluency indicators improved from 1.707 (5.69) to 1.926 (6.422) for intelligibility; fluency indicator improved from 1.695 (5.65) to 1.878 (6.260) both of the indicators‟ improvement were considered as small improvement and still below the score that students needed to achieve which was 6.5, 2) the students rarely speak English, and 3) only few students were active in the discussion.

In cycle 2, in the first meeting, the researcher asked the students to answer some questions related to movie in groups.

The worksheet consisted of some questions related to the students‟ opinion about movie in general, for example: do you have a favorite movie star, does your country have a movie industry, etc. This helped the students in making sentences based on the right grammar. Some of the students told the result of the task in class. Sometimes, the researcher correct the pronunciation of the words. The students were asked to discuss about the best movie that they had ever watched in group. They had to discuss about the story line, the characters and characteristics.

In the second meeting, the students presented the result of the discussion from the previous meeting in class. The group made presentation about the best movie that they had ever watched. In this presentation, all of the members of the groups had the chance to tell the result of the presentation. It helped the students to improve their fluency. The other group could ask or gave comments to the group who did the presentation. The researcher tried to make as many as possible the involvement of the students in class.

In the third meeting, the students watched movie entitled “Tangled” with English subtitle. It could help the students to get new vocabularies and also help them to listen to the right pronunciation of words in English. The students did an open discussion about the movie that they watched. They gave comments about the storyline, the characters and many things related the movie. There were no groups involved. The researcher tried to make no gap to all of the students. They were free to tell their opinions about the movie that they just watched.

After implemented the cycle 2, there were improvement in speaking indicators. They were: the appropriatenes improved

from 2.036 (6.788) to 2.146 (7.154), the

vocabulary improved from 1.975 (6.504) to

2.097 (6.991), the grammar accuracy improved from 1.975 (6.585) to 2.121 (7.073), intelligibility improved from 1.926 (6.422) to 2.109 (7.032), fluency improved from 1.878 (6.260) to 2.073 (6.910), relevance and adequacy of content improved from 1.975 (6.585) to 2.109 (7.073). The stenghts were: 1) the mean score of the post test 2 2.109 (7.032) improved from the post test 1 which was 1.957 (6.524), 2) the students were more motivated in following the teaching and learning process, 3) the students‟ participation in the discussion was good enough.

The indicator of the improvement of students‟ speaking skill is their score of the tests. It means that students‟ speaking skill improved from time to time. The improvement in their speaking skill includes the appropriatenes, vocabularies, grammar accuracy, intelligibility, fluency, and relevance and adequacy of content. The researcher used those aspects of speaking skill based on indicators to assess the oral performance by Weir (1998: 147-148). Dealing with the improvement in appropritenes, the students tried to use appropriate language in having conversation with their friends. It made there were no misunderstanding in the conversation. Thornbury (2005: 12) states that sociocultural knowledge can be both extralinguistic and linguistc, knowing what they say when they greet each other is clearly linguistic.

The adequacy of vocabulary purpose, also showed improvement. They got many new vocabularies that could be used in their daily life, when they watched the movie and discussed about it. Barsam and Monahan (2010: 7) say that we experience a movie shot, each of which is capable of delivers

multiple layers of visual and auditory information.

The next improvement is the grammar accuracy. After the research was implemented, the students used the right tense to describe the present event. They also used the correct grammar. The movie showed the students how to use the correct grammar in the conversation. Gebhardt (2000) states that movies presents visual context in which the dialogue takes place, action accompanying speech and also movies are popular and have universal appeal across cultures, providing current language usage.

In improvement of the intelligibility, the students who usually pronounced the sound as its letter that made their speech unintelligible can pronounce better. Their rhythm and intonation are not much interfered by Javanese language. Gebhardt (2000) says that movies presents visual context in which the dialogue takes place, action accompanying speech.

The next improvement is fluency. Bordwell and Thompson (1997: 30) state that the art of motion picture is evceedly complex, requiring constributions from nearly all the other arts as well as countless technical skills (for example, in sound, photography, and optics). This aspect also showed improvement. The students used fewer pauses when they were expressing their ideas using oral English. They were also able to choose the other words which were able to replace some words with the same meaning to tell their ideas.

The improvement also happened in the aspect of the relevance and adequacy of content.The students could correctly do the tasks that were given. That is because the students tought that disscussing about movies somehow got their interest. It is stated by Brown (2000: 275-276) that the

teacher must try to appeal the students‟ interest in order to achieve competence.

According to Ur (1994: 2) the most natural and effective way for learners to practice talking freely in English is by thinking out some problem together through verbal interchange of ideas. It is clear that the discussion is the effective way to practice talking in class. By discussing movie, the students were able to share their ideas or thoughts to the others. They felt secure to tell it to the others. Ur (1994: 13-

17) states that the task must entail the interaction, most open-ended task lends the students themselves to interaction. They can gather the ideas with another student.

Movie is one of the topics that the students like. It comforts the students to enjoy following every single activity and to share their ideas. Like Ur (1994: 13 – 17) says that students‟ motivation and performance are dependent to the large extent on the interest and enjoyment generated by the activity. They were also more actively involved in group discussion. That is also because every student got their own chance to speak. In the discussion of the class, the students also had many chances to share their ideas or thoughts.

By implementing the movie discussion in the class, the students were interested in learning speaking. They were more motivated in the teaching and learning process. They felt happy during the teaching and learning process. Brown (2000: 275) says that teacher should try at all times to appeal to students‟ ultimate goals and interest, to their need for knowledge, for status, for achieving competence, autonomy, and for „being all that they can be‟.

The students paid attention more, when the writer played a movie during the teaching and learning process. They were also excited to watch it. The students did the

discussion in groups more actively than before. They felt secure to share their thoughts in the discussion. When they were given an opportunity to ask or give comment during the discussion in class, they would ask something to the group which did the presentation in the class.

During implementing the research, it could be found that the time arrangement sometimes became the problem. That was how to use the time well according to the lesson plan. To control the class during the group discussion was another problem that happened.

# CONCLUSIONS AND SUGGESTIONS

After the researcher analyzed the result of research, it can be concluded that using movie discussion can improve the students‟ speaking skill. The improvement of students‟ speaking skill was supported by the result of the test score. The mean score of pre-test was 1.733 (5.779) which was far from passing grade which was 6.5; and it improved to 1.957 (6.524) in the post-test 1. It increased up to 2.109 (7.073) in the final post-test.

Movie discussion can improve students‟ speaking skill, by giving the secure and comfortable situation for the students to speak. By doing the discussion, the students are able to share their ideas in group and then tell it in the class. Discussion helps the students to communicate with the others. Movie is just the material used in order to make the situation of the class become livelier, because most of the students like watching movie.

Movie discussion improves the situation in class. The students are more enoy the class. They speak up freely in the group discussion. They can do the task better than before. They also ask many questions when there are discussion in class.

They are trying to use English in answering the questions in class.

Having concluded the result of the research, the writer would like to propose some suggestions for the English teacher, the students and to other researchers. For the English teacher, the teacher can use movie discussion as a technique in teaching English in order to make the students to be more involved and motivated in joining the lesson. They also should create an enjoyable situation of teaching and learning process in order to improve the students‟ ability in learning English. For the students, the students should be more active to practice their English skill and movie discussion is one of alternative ways that can be chosen by them since movie discussion provides the students opportunities to share information and ideas with others. For other researchers, the result of this research is expected to encourage other researchers to conduct study dealing with the movie discussion.

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