

USING MOVIE AS AUTHENTIC MATERIAL TO IMPROVE STUDENTS' SPEAKING ABILITY

Aminah Ibrahim Abbad
STAIN Tulungagung, East Java

Abstract: English has four main skills that should be mastered by the students who learned it; they are listening, reading, speaking, and writing. This condition makes teacher try to find an appropriate teaching method for a better result in teaching English. Speaking is one of language skills that considered difficult to be learned by the eleventh grade students IPA 2 of GOC class MAN 2 Tulungagung. Sometimes teacher uses authentic material in the class to help the students in learning English and to bring a real condition in learning foreign language. In this study, the writer used movie as an example of authentic material. This study aimed to find out whether or not any significant effect of using movie in improving the students' speaking ability. The research design of the study was experimental research with quantitative approach. The subject of this study was all of the eleventh grade students of IPA 2 GOC class MAN 2 Tulungagung. The instrument used to collect the data was test. In analyzing the data, the writer used simple quantitative measurement to find out the result.

Keywords: Speaking, Movie, Authentic Material

In Indonesia, it is acknowledged that English is the first foreign language that must be learnt by students from elementary school level up to senior high school level because the government considers that mastering English is one way to absorb the sciences and technology in order to create great human resources.

As we know that there are four main skills in learning English, namely; listening, speaking, reading and writing. One of the skills that play the important rule in learning a foreign language, especially English, is speaking. Learning to speak foreign language requires more than knowing its grammatical and semantic rules language. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal changes, in which many teachers interact. The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process the information and language 'on the spot' (Harmer, 2000:269).

The importance of speaking skill in learning foreign language, especially English, demands the teacher to be a creative person in order to help his students in learning speaking in English. Unfortunately, up to now what happen

in the class is quite different where the teacher still dominant in the class and gives little chance to the students to speak up.

This condition was found in MAN Tulungagung 2, even though the teacher gives many chances to the students to express their ideas freely, but sometimes teacher still only pay attention on the students who are very active in the class but ignoring the students who really not quite active in the class, this condition makes some of the students did not feel interested in learning speaking, besides they prefer to do another activities with their friends; they just had chat and did not pay attention on what their teacher said.

In such a case above, at least teacher should provide a very attractive media and extra attention to all students so that all of the students feel more interested in learning speaking and their speaking ability in English will be more improved. In this study, the researcher would like to suggest the use of a kind of authentic material, in this case is movie, to help the students in improving their speaking ability. This material takes a real-life condition where there is a nature conversation happen among the characters where all of them are native-speakers, so that the students got many knowledge of a real conversation.

The use of movie as one of the authentic materials is believed that it can attract the students' attention because it has many colorful pictures, besides, movie is also an audio visual media, and it means that we can both see and listen it. By those reasons, the researcher is interested to conduct a study on improving speaking skill of the eleventh grade students of IPA 2 of GOC (Global Oriented Class) MAN Tulungagung 2 by using movie as authentic material.

METHOD

This study was conducted in experimental research with quantitative approach. In this study, the researcher was directly involved in the process of research with the help from collaborator teacher who was the English teacher of class XI in IPA 2 GOC (Global Oriented Class) MAN Tulungagung 2 and one of researcher's colleague. Researcher has a function as research mastermind and research practitioner. Collaborator teacher has function as an advisor during the study. While, the researcher's colleague has a function to observes the students' enthusiasm in the classroom.

The subject of the study was the eleventh grade students of IPA 2 GOC class of MAN Tulungagung 2 which consists of 31 students. This class is chosen due to the teacher's information that the class still has low speaking skill and that the technique proposed by the researcher had not been used in teaching speaking.

The procedures of this study were using experimental research that use One-Group Pretest-Posttest design. The first was administering a pretest with a purpose of knowing the speaking ability and determining the criteria of success, then applying the experimental treatment teaching speaking by using movie to the subjects. The last was administering a posttest with a purpose of measuring the improvement of students' speaking ability based on the criteria of success.

The criteria of success of this study adapted from Heaton (1988: 100). They are as follows:

Rating	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors (free of grammatical errors)	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two (not three) unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few natural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.	The listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker.

1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.
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The treatment was started on March 27th until April 10th 2012. In this study Pretest was given on Tuesday, 27th March 2012. The test consisted of 8 questions that should be answered orally by each student; the questions' topic was about films. The treatment of using movie as authentic material was conducted on Tuesday, 3rd 2012; before the researcher played the movie in the class, the researcher gave the instructions to the students to observe the story plot of the movie, observed the natural conversations among the characters in the movie and tried to find new vocabularies that might be found in the movie. The post-test was conducted on Sunday, 7th 2012. The post test consisted of two instructions that should be done by the students'.

To analyze those data, researcher used simple quantification to analyze quantitatively the students' score and the students' improvement. In analyzing the data, researcher took the formula as stated by (Sudijono, 2003: 305) that is:

$$t = \frac{MD}{SE_{MD}}$$

Notes;

M : the mean

D : difference between X and Y

SE_{MD} : the standard error mean X and Y

FINDINGS

As stated earlier, the criteria of success of this study covered three aspects that were; the students' speaking ability before being taught by using movie, the students' speaking ability after ability after being taught by using movie, and the student's significant different score before and after being taught by using movie. In this subheading, researcher will present the findings of the research.

Table.1. Students' Improvement in Speaking

No	Code	Pre-Test (X)	Post-Test (Y)	D (Y-X)	$D(Y - X)^2$
1.	A	83	100	17	289
2.	B	67	83	16	256
3.	C	67	83	16	256
4.	D	67	83	16	256
5.	E	83	100	17	289

6.	F	83	100	17	289
7.	G	67	83	16	256
8.	H	67	83	16	256
9.	I	67	83	16	256
10.	J	67	83	16	256
11.	K	67	83	16	256
12.	L	83	100	17	289
13.	M	67	83	16	256
14.	N	67	83	16	256
15.	O	83	100	17	289
16.	P	83	100	17	289
17.	Q	83	100	17	289
18.	R	67	83	16	256
19.	S	67	83	16	256
20.	T	83	100	17	289
21.	U	67	83	16	256
22.	V	67	83	16	256
23.	W	67	83	16	256
24.	X	67	83	16	256
25.	Y	83	100	17	289
26.	Z	67	83	16	289
27.	AA	67	83	16	289
28.	AB	83	100	17	289
29.	AC	67	83	16	256
30.	AD	83	100	17	289
31.	AE	67	83	16	256
		$\Sigma X= 2253$	$\Sigma Y= 2760$	$\Sigma D= 507$	$\Sigma D^2=8365$

Identify mean:

$$MD = \frac{\Sigma D}{N} = \frac{507}{31} = 16.35$$

Mean from X and Y

$$MX = \frac{\Sigma X}{N} = \frac{2253}{31} = 72.68$$

$$MY = \frac{\Sigma Y}{N} = \frac{2760}{31} = 89$$

Identifying T Test score (t_0)

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2} \\
 &= \sqrt{\frac{8365}{31} - \left[\frac{507}{31}\right]^2} \\
 &= \sqrt{269.84 - [16.35]^2} \\
 &= \sqrt{269.84 - 267.32} \\
 &= \sqrt{2.52} \\
 &= 1.58
 \end{aligned}$$

$$SE_D = \frac{SD_D}{\sqrt{N-1}} = \frac{1.58}{\sqrt{31-1}} = \frac{1.58}{\sqrt{30}} = \frac{1.58}{5.5} = 0.28$$

$$t_0 = \frac{MD}{SE_{MD}} = \frac{16.35}{(0.28).16.35} = 3.57$$

From the result above, to know the value degree of freedom (df) the formula is $N-1 = 31-1 = 30$, with $df = 30$ so, T-Table 5%=2.07. From the result and compared with T-Table conclude there is significant difference between the two means, before and after being taught by using movie.

DISCUSSION

In this study, there were some findings will be discussed by the researcher in this study, the researcher uses the formulation T-Test from Sudijono.

The computation showed that the result is 3.57 and to know whether the difference was significant or not, the writer used the T-Table. If $t_0 > T$ -Table in $N=31$ significant 5%, the alternative hypothesis (H_a) is accepted; it means that there is significant difference to the eleventh grade students before and after being taught by using movie. The difference is significant. While if $t_0 < T$ -Table in $N=31$ significant 5%, the Null Hypothesis (H_0) is accepted; it means that there is no significant difference to the eleventh grade students before and after being taught by using movie. The difference is not significant.

Based on the statistical test by using T-test, it showed that score after being taught by using movie is 3.57 and the T-Table is 2.07, meaning that t_0 is bigger than T-Table and H_a is accepted.

From the result, it can be concluded that "Teaching speaking by using movie has significant effect on the students' speaking ability".

CONCLUSION

Reviewing at the result of the study, researcher concluded that the increase of the students' speaking ability had happened after being taught by using movie as authentic material. It was proven by the comparison between the result of pre-test and post-test and the students' improvement before and after being taught by using movie where the student's ability in speaking before being taught by using movie was generally low. It can be seen in the score obtained by the students before being taught by using movie more than half of the sample (21 students) generally their score obtained only 4; it means that their speaking

ability is low. And only 11 students who obtained 5; it means that their speaking ability is high. Then, the student's ability in speaking after being taught by using movie is better than before. It was shown in the table of score obtained by the students after being taught by using movie, where 11 obtained 6 as the highest score and 21 students obtained 5 as a very good score, and no student obtained 4. It means that, there are significant differences of the student's improvement in speaking before and after being taught by using movie. The total score after being taught by using movie is higher than the total score before being taught by using movie. It is showed by the result of T-Test that the result of T-Test 3.57.

Based on the above conclusion, the English teachers are suggested to give variations on their teaching technique so that the students always have an interest to come to the next meeting, always give direct feedback to give motivation, suggestion, or solution toward the students' problem, give variations on the problems given in order to widen the students' horizon and in order to prepare them to be able to be skillful in solving a various problems, know the characteristics each of the students in order to help them to solve their learning problem, and maximize the students' capability by using teaching technique which provides them with a lot of activities in which directly involve the students during the process of teaching and learning.

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