



## Increasing Students' Ability in Speaking through Film Conversation

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### Abstract

*This study aimed at finding out whether the use of Film Conversation can increase speaking ability. This study was conducted by using pre-experimental research. The population and the sample were the second grade students of SMAN 4 Palopo in 2022/2023 academic year. This research applied quantitative method. The analytical comparison result showed improvement using t-test. The output shows the average before and after the test (-25,640), standard deviation (10,222), mean standard error (2,044). The bottom difference (-29.859), while the top difference (-21,420). The result of the t test = (-23.983) with a df of 24 and a significance of 0,000. Mean score were higher after teaching using Film Conversation. This means that  $H_a$  is accepted and  $H_o$  is rejected. In conclusion, the use of Film Conversation is an effective strategy that is used to teach class XI of Senior High School Students.*

**Keywords:** *speaking, students' ability, film conversation.*

### Introduction

Technological advances have made English proficiency very important. This is because the use of English is no longer just for greeting, but also for other needs to support activities, job, education, and improve self quality. Even if you don't have plan to travel or study abroad, English is still a priority to study. This is because now the world has entered a digital era filled with advances in information technology. (Yang, 2013) stated that the research findings technology has already been fully utilized in educational contexts.

Speaking is perceived as the most prominent skills compared to three other language skills: reading, listening, and writing. Anyone can speak, but only several

people can combine words into sentence. Speaking has a huge role in English. Speaking involves more than just one person. There must be multiple participants. According to (Fulcher, 2014) speaking is the verbal use of language to communicate with others.

As pointed out by (Dewantara, 2012) that the most dominant factor causing students' learning difficulties in speaking skills is the mental attitude factor. Shyness, fear, anxiety and lack of confidence resulted in students being very depressed in following the lessons. Therefore, finding a solution for speaking issues is crucial. This is important so that the student can speak English fluently. With the lack of speaking ability, they are very likely to fail in their

study, or at least they will have difficulty in making progress in those skills.

To minimize those issues, English teachers in schools should made creative methods in learning speaking. According to (Baidawi, 2016) using visual media in teaching speaking such as pictures, television, videos, etc., can makes learning activities is more various, interesting and motivates students to participate actively.

Films conversation can definitely help students a lot in learning English because the conversation are memorable, which makes vocabulary easier to remember. (Hutapea et al., 2019) stated that short film is able to ease teacher in teaching English, short film also gives students the oppurtunity to be focus. Students should watch short films meant for native English speakers in order to learn speaking. For beginner, short films can help students learn a lot such as phrases and vocabulary words in a short amount of time.

## Method

The researcher employed a pre-experimental design that included one group pre-test and post-test with seven meetings, where five meetings for the treatment and two meetings for pre-test and post-test. In the pretest, the researcher give oral test such as conversational exchanges, oral interview, and self introduction. In each meeting, the researcher give treatment and reflecting at the end of class. In the post test the researcher evaluated students speaking ability. The researcher choose "Moana" movie and cuts scene that related to the material.

The indicators to asses the oral performance are compprehensibility, pronunciation accuracy, and fluency by J.B Heaton. Rating 6-1 for accuracy, rating 6-1 for fluency, and rating 6-1 for comprehensibility.

The subject of this research was the second grade students at SMAN 4 Palopo. There are 25 students in total. The researcher conducted pre-test and post-test tests to collect data. The purpose of doing

the pre-test to know students speaking ability. While the post-test was carried out with the aim of knowing students' ability in speaking after the film conversation treatment. To calculating the data score, the researcher analyzed the data with using SPSS V.25 from windows.

## Result and Discussion

### Result

#### Pretest data score of the experiment

The purpose of doing the pretest in order to know students speaking ability. In the pretest data score showed that there is 12 students that get score under 44 (48%) and categorized as very poor. Then, 5 students get score interval 51-56 (20%) categorized fair. Also, one student get interval 63-68 (4%).

Based on the pre-test results obtained, the lowest pre-test data score was 33, the highest score was 68, the mean (mean) was 49.16 and the standard deviation was 9.12. The distribution of the frequency and percent score of the pre-test English speaking ability of the pre experimental class students can be seen in the following table.

No	Score Interval	Category	Frequenc y	Percent
1	63-68	Excellant	1	4%
2	57-62	Good	4	16%
3	51-56	Fair	5	20%
4	45-50	Poor	3	12%
5	<44	Very Poor	12	48%
			25	100%

#### Posttest data score of the experiment

After being given 5 times treatment using film conversation in the experimental class. While the post-test was carried out with the aim of knowing students' ability in speaking after the film conversation treatment.

Based on the post-test results obtained, the lowest post-test data score was 61, the highest score was 88, the mean

(mean) was 74.80 and the standard deviation was 7.38. The distribution of the frequency and percent score of the post-test English speaking ability of the pre experimental class students can be seen in the following table.

No	Score Interval	Category	Frequency	Percent
1	91-96	Excellent	0	0%
2	85-90	Good	1	4%
3	79-84	Fair	6	24%
4	73-78	Poor	5	20%
5	<72	Very Poor	13	52%
			25	100%

Data score showed that there is 13 students that get score under 72 (52%) and categorized as very poor. Then, 6 students get score interval 79-84 (24%) categorized fair. Also, one student get interval 85-90 (4%) as a good category.

### Paired Sample Correlation

Table 1.1 The result of paired samples statistics

Score Pretest and Post test	n	Mean	
		Before Treatment	After Treatment
	25	49.1600	74.8000

Based on the results of the data paired samples statistics, pre-test score is 49,1600 and post-test score is 74,8000 showed that after experiencing treatment had a significant increase.

Table 1.2 The result of paired samples correlations

Before Treatment	N	Correlation	Sig.

and After Treatment	25	.247	.234
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Based on the results of the data paired samples correlations on the SPSS V.25 for windows software, the correlations between the two variables in 0,247 with a sig. of 0,234. This shows the correlations between the two mean pretest is strong and significant because < (less than) 0,05.

### Paired Samples T-test

The paired sample T-test is a test of the difference between two paired samples are the same subject but in different treatment. Researchers tested the paired sample T-test on SPSS V.25 for windows software. The paired sample T-test was used to determined whether there was a difference in the mean of the two paired samples. The results of analysis are shown in the:

Table 2.1 Paired Sample test T-test Result

The table below shows Pair 1 before and after treatment.

Paired Differences			
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference (Lower)
-25.6400	10.22204	2.04441	-29.85945

Paired Differences			
95% Confidence Interval of the Difference (Upper)	t	df	Sig. (2-tailed)

-21.42055	-23.983	24	.000
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Based on the table above, the result of the paired sample test shown the result of the analytical comparisons using the t-test. The output shows the average before and after the test (-25,640), standard deviation (10,222), mean standard error (2,044). The bottom difference (-29.859), while the top difference (-21,420). The result of the t test = (-23,983) with a df of 24 and a significance of 0,000.

### Mean Score and Standard Deviation

The mean and standard deviation scores pretest and posttest can be presented in the following table:

Class	Mean Score	Standar Deviation
Pre-test	49.1600	9.12268
Post-test	74.8000	7.38241

The table above showed that the relationship between the mean value of the pretest is 49.16 and the posttest is 74.80 while the standard deviation value of the pretest is 9.122 and the posttest is 7.382.

### Discussion

The results of this study relatively comparable to those of studies by (Nafiaah, 2016) who discovered that movie discussion can improve speaking skill. When teaching speaking with film conversation, students' vocabulary, speaking skills, students focus has improvement. Film Conversation gives student various word and interesting visual so that the word easy to remember. (Hariati, P. 2022) also concluded the result that English movie is a good strategy to be used in teaching speaking skill. Film conversation help students a lot in speaking such as vocabulary and pronunciation.

Considering any previous findings are combined with the results of the current

study, it can be said that film conversation can help students become more able in pronunciation and speaking. Additionally, students more interesting to learn English. But, this method have advantages and disadvantages. The advantages are great visual and make students happy while learning while disadvantages are too long duration and hard to match with the material. The goal of employing film conversation is to provide attract students to be focus while learn. It demonstrates that film conversation may be used effectively in the classroom. The researchers used the Film Conversation as an useful method of teaching speaking at SMAN 4 Palopo.

### Conclusion

Media technology has an influence in the learning process especially in learning English. one of them is visual media. Film conversation is able to increase speaking ability and definitely help students a lot in learning English because the conversation are memorable, which makes vocabulary easier to remember. Also can makes learning activities is more various, interesting and motivates students to participate actively.

Using film conversation in the process of learning speaking is a good method, because there is an evidence to increase students' in speaking ability based on data. English teachers should increase attention to students pronounce and speaking with the aim of anticipating misspelled words. If teachers do not pay attention to misspelled some word then students may think they are pronouncing words correctly.

The researcher would like to propose some suggestions for the English teacher. For the english teacher can use film conversation in order to make the student enjoy in joining the lesson. And also create fun circumstance of teaching and learning process.

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#### Writer's Profile



The writer, Tianshy Ridwan, was born in Masamba on March 23, 1998. The writer's parents named Ridwan Halik and Kartini. The writer has two brothers and one sister. The writer is living in Masamba.