Watching Movie Everyday Can Improve the Foreign Language Speaking Skill

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Abstract

The purpose of this research is to find out in detail the process of the results of improving English speaking skills through collaborative learning using movie as a media. This research is an action research conducted at the English Literature study program at Darma Persada University with 30 participants. Data obtained from the results of English speaking skills tests. The results showed the learning process by using movie as a media made students become more active in the learning process of speaking skills, this is indicated by the level of their participation in learning interactions. While the results of increased learning skills and English speaking skills using movie as a media there was a significant increase from the pre-action stage to the third cycle in the research process. The average value of students in the pre-action stage was only 49 and then increased in cycle I to 53. While in cycle II the average value of students was 56.5 and increased in cycle III to 71. Thus it can be concluded that action research conducted with using movie as a media significantly helps students improve their English speaking skills.

Keywords: *Action Research; Movie; English Speaking Skills; Collaborative Learning Model*

Introduction

Learning English especially in the aspect of speaking skills has a very big influence for students, when they are able to communicate well using English, the learning process of English speaking skills can be categorized as successful learning.

During these time student complaints in learning in class is boredom that makes them bored and become less excited during the learning process. In this case, English speaking skills of students are still relatively weak, especially in the aspects of vocabulary and fluency in speaking. Learning that has been applied by lecturers in speaking courses is the teacher center method, where lecturers are the center of attention. The majority of the lecturers still use learning models that have not been able to stimulate students to be active in learning interactions. The learning model is only one-way, where lecturers provide lectures and students are only listeners, which should be in the course of speaking skills, two-way interaction between lecturers and students is a necessity to make teaching process effective. Then also, the learning method still tends to each individual - where students cannot cooperate with other students and do not make them interact more often with each other.

In this study, the method that will be used by researchers is collaborative learning using film media. As for several factors that influence the improvement of English speaking skills through learning using film media, among others, students will listen directly and naturally from the use of English in daily conversations and include listening to many unofficial English vocabularies that was previously not found in dictionaries by foreign speakers in the film. Then, by watching the film students will hear and will learn intonation and accentuation of words and sentences that will improve skills in pronouncing English words properly and correctly and adding a lot of vocabulary. In addition, lecturers can apply pleasant learning and can apply theory to practice. A lecturer can use films that are a favorite of students which will make students enthusiastic in participating in the learning process, and in accordance with the digital age of 4.0 at this time, where learning is expected to reduce paper or paperless use, while students can see films with their smartphones each wherever they are.

Methodology

This study uses action research methods, with a combined method approach based on data collected including two types of data, namely quantitative data and qualitative data intended to better understand the problem than if only using one type of data. According to Gay, et.al. (2010: 514), the literature on action research supports the opinion that qualitative data collection methods are more often applied to problems of action research than quantitative methods and designs.

Milis (2010: 51) states the power of acceptance between educators in general, and special action researchers (descriptive) qualitatively examining the problems reflected in the literature of action research that emphasizes data collection techniques. Whereas according to Martler (2010: 214) in the action research method used is qualitative and quantitative. Craswell (2010: 6) states that the method of action research can also be called Mix Method Research, which uses a quantitative and qualitative approach.

Findings

In this study, data were collected during the study. The study used an action research design to obtain research results in accordance with the research objectives. The exposure of the results of the study includes description of data, data analysis, interpretation of the results of the analysis, and discussion. Data analysis was performed using quantitative descriptive data analysis for the quantitative data that had been collected. Quantitative data obtained from the results of quantitative data that has been collected. Quantitative data were obtained from the results of the pre-test, the first cycle test, the II cycle test, and the third cycle test which was then interpreted in accordance with the research findings.

Whereas qualitative data analysis was carried out by means of a description of the data obtained in the study in the form of a learning process carried out to improve students' English speaking skills through collaborative learning using film media and also the learning outcomes data held by the students.

The research was conducted for one semester from September 2018 to February 2019 in the 2018/2019 school year. The results of the study are described chronologically according to a cycle of action design. The cycle carried out in this study consisted of three cycles in accordance with the characteristics of the action research chosen by the researcher using a model developed by Kemmis and Taggart in the form of Planning, Acting, Observing and Reflection. , and I as a researcher in this action research, as educators participated in developing and modifying appropriate and effective learning models.

Implementation of Cycle I

In the first cycle in this study was divided into three meetings, each meeting was carried out by applying a collaborative learning model using film as a media. As for the research, the results of the research in cycle I are still not satisfactory and the level of student activity in the teaching and learning process is not too high, so the research needs to be carried out in cycle II as a follow-up to cycle I. The hypothesis of the action for the implementation of learning cycle II can be explained as follows.

1. The process of habituation and clear instructions will make students able to carry out the assignments given by lecturers supporting the course.

2. The right stimulant can make students confident in speaking English in front of the class witnessed by all their friends

3. Appropriate and efficient time allocation can make students no longer in a hurry in doing the assignments given to them.

4. Screening films as learning media can be shown along with subtitles / texts, so students can be helped to understand every conversation in the film.

5. Students are allowed to have a small note to help them speak fluently.

6. Students also need to pay attention to grammar, pronunciation, intonation and good expression when explaining or speaking in English.

7. Careful control from lecturers and collaborators will make the learning process take place effectively.

Implementation of Cycle II

Based on data from the results of the implementation of the actions in cycle II of the three meetings, it is necessary to reflect and improve after the first action of the events that occur during the learning process, related to various obstacles experienced by students as reference material for further actions.

From the results of the notes in the notes sheet of researchers and collaborators, some reflections can be obtained as follows.

1. There are a number of slank language sentences or culture from the films that are not well understood by students so the lecturer needs to explain again that is different from the formal language and everyday language.

2. Some accents used by the cast in the film being shown can vary, so students still need to be guided and explained about the pronunciation which can differ in one word or sentence according to the kinds of accent from native speaker.

3. The need for stimulants that can foster the confidence of students to dare to speak English in front of the class witnessed by all his friends. So they can eagerly provide a description as requested.

4. The lack of mastery of English vocabulary that is owned by students so that when they want to apply it in speaking skills, there are still many students who are confused or not fluent in speaking. In this case, for the next cycle the researcher will show the subtitles with the choice of the translation language or Indonesian.

5. Researchers must be able to make available time allocations in accordance with the duration of available courses, so as not to interfere with the subsequent lecture process that is followed by students.

6. Researchers and collaborators must always supervise better so that they can do the assignments and tests given in accordance with the allotted time.

Implementation of Cycle III

The results of the study on 3 learning cycles of English speaking skills using film media obtained the following results.

1) Students are able to make descriptions well and are able to work together with their respective partners.

2) The lecture process takes place very interactively with the high enthusiasm of students in attending lectures.

3) The less error rate made by students when giving descriptions in accordance with the assignments given to them.

4) Student scores tend to increase significantly from the first cycle to the third cycle conducted during the research process.

5) Student learning motivation increases with the presence of learning through film media.

6) Each student is able to work well together when given assignments in groups. They can already respect each other's opinions and no longer argue about things that are not necessary when they do the tasks given.

7) Learning by using film media can improve students' English speaking skills.

8) Students are getting better at capturing or understanding the storyline of the film being aired.

9) Lecturer-assisting subjects are no longer the sole source of facilitators they need to improve their English speaking skills.

10) In an effort to do better learning, students can view any English-language films to improve their speaking skills.

Based on the results of research actions that have been carried out, researchers conclude that this research is satisfactory, in other words it does not need to be done in the next cycle, because the data from the research results obtained are in accordance with the target achievements of the research objectives.

Series of Results for Speaking Skills Improvement Charts
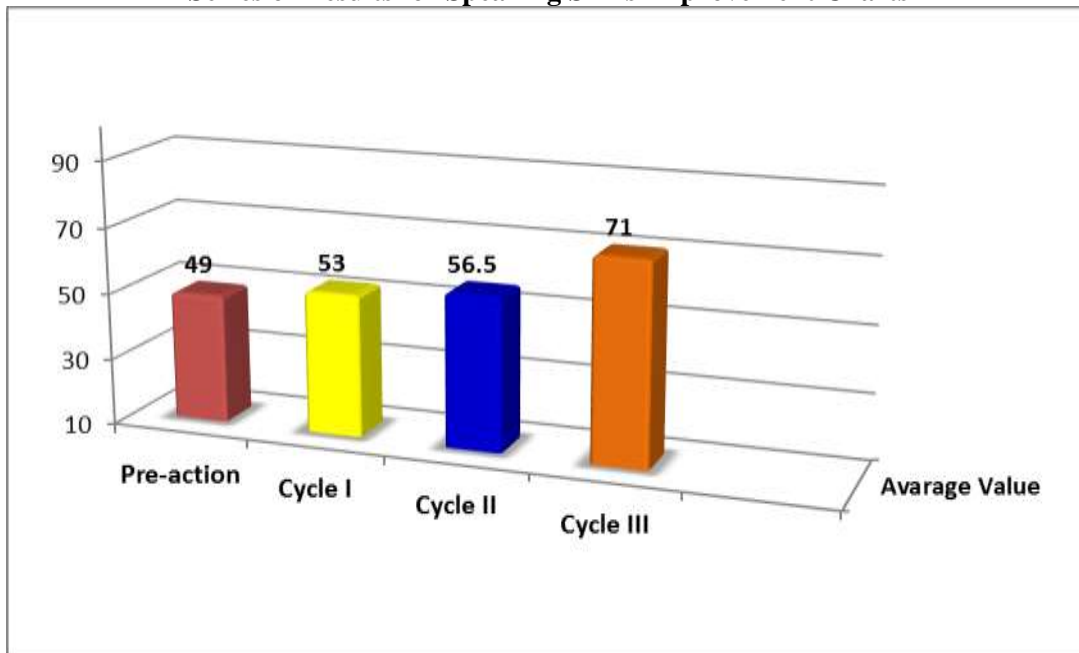
Conclusion

The application of the collaborative learning model of speaking English using film media has increased student involvement. Their involvement in learning tends to increase, this is indicated by the response they give to lecturers, actively asking questions when they don't understand the material being studied, trying to pay attention and understand every conversation in the film being shown, doing the assignments, seriously in doing, and do not forget to do the homework given to them.

Students who experience difficulty in speaking English make it easier to speak English and the lecture process becomes more enjoyable. The problems that are the cause of the low English speaking skills can be overcome after researchers make the process of diagnosing problems and trying to provide solutions related to these problems.

a. The results of the first cycle of action obtained from 30 students showed that there had been an increase in the scores of students' English speaking skills tests. If the initial pre-test tests obtained an average score of 46.5% at the end of the first cycle test the average score had reached 52.86%. In this assessment cycle those who get scores with very satisfying criteria are 0% (0 students), while those who get scores with criteria are satisfying as much as 0% (0 students), while those who score with criteria are quite satisfying as many as 16.65% (5 students), followed with the unsatisfactory category as much as 60% (18 students), and the last to get a score with the category is very less as much as 23.31% (7 students).

b. The results of the second cycle of action obtained from 30 students showed that there had been an increase in the scores of students' English speaking skills tests. If the first cycle test obtained an average score of 52.86%, at the end of the second cycle test the average score had reached 56.55%. In this assessment cycle those who get scores with very satisfactory criteria are 0% (0 students), while those who score with satisfactory criteria are 13.32% (4 students), while those who score with satisfactory categories are 33.3% (10 students), followed with those who score in

the unsatisfactory category as much as 53.28% (16 students), and finally those who score in the very poor category are 0% (0 students).

c. The results of the third cycle of actions obtained from 30 students showed that there had been a significant increase in the scores of students' English speaking skills tests. If the second cycle test obtained an average score of 56.55%, then at the end of the third cycle test the average score had reached 70.22%. In this assessment cycle those who score with very satisfying criteria are 3.33% (1 student), while those who score with satisfactory criteria are 50% (15 students), while those who score with satisfactory criteria are 46.62% (14 students), followed by those who score less than 0% (0 students), and finally those who score less than 0% (0 students).

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