

IMPROVING STUDENTS' SPEAKING ABILITY THROUGH MOVIE

A RESEARCH PAPER

Submitted to the English Education Study Program
Language and Arts Department of STKIP Siliwangi Bandung
in Partial Fulfillment of the Requirements for
the *Sarjana Pendidikan Degree*.



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SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO:

"A Goal without any plans is only wish"

"Sebuah tujuan tanpa ada perencanaan hanyalah sebuah harapan"....

Dedicated to

For MyBeloved Family

STATEMENT

I hereby certify that this research entitled “Improving Students’ Speaking Ability Through Movie” is submitted in partial fulfillment of requirements for Sarjana Pendidikan Degree is Completely own my work, except where due references are made in the text and that contains no materials which has been submitted for the award of any Degree of Diploma in any University or the Insitution. I’m fully aware that I have cited some statments and ideas from many resources, and all of citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, May 2017

Neni Noviani

ABSTRACT

This study aimed to solve the problems that were found in preliminary study. This research problem that was formulated was “How the movie can effective to improve speaking ability?”. This research focussed on improving students’ speaking ability through movie. This study used Classroom Action Research (CAR) as the research method. The subject of this study was the second grade students of SMP Sebelas Maret that consist of thirty students’. The step of cycle 1 and cycle 2 were:(planning, implementing, observing, and reflecting). The instrument of this research are: Observation, Interview and Test. The data analysis used qualitative. The data that is obtained from the test, interview and observation. The criteria of success is improving the students’ mean become KKM score 73. The researcher used scoring rubic to measure the students’ score and the calculate the mean score.

Key Words: *Speaking Ability, Movie, and Classroom Action Research.*

PREFACE

Alhamdulillah Robbil'alamin. By the grace of Allah SWT For guidance and bless to the writer on completing this research report. She has finally finished writing paper entitled "Improving Students' Speaking Ability Through Movie". This paper is submitted to the English Department of STKIP Siliwangi Bandung in partial fulfillment of requirements for Sarjana Pendidikan Degree.

She would find guidance difficulties to get this work done without academic and psychological guidamce from Anita Anggraeni, S.Sos.,M.Pd and Iman Santoso, S.Pd.,M.Hum as the first and second supervisor to help her finish this paper. For the reason, there is no other words but deep and profound gratittude for ther assistance.

The writer of this paper is far from being perfect because her knowledge and her experience are not supporting enough to make a perfect paper. Therefore the writer hopes sugestion and advice from every side for the better improvement of this paper.

Bandung, May 2017

The Writer

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CHAPTER 1

INTRODUCTION

In this chapter consists of the background of the research, research question, objective of the research, limitation of the problem, benefit, definition of key term, and the organization of the research paper.

A. Background of The Research

Human is the social creature who always making interaction and communication among other. The interaction process plays very important role when they want to promote their existence. Furthermore, their social culture needed force them convey something to other and ask them to comprehend the message that is conveyed by other as well, to facilities their communication process human need communication device called language.

The use of language in the communication process will be more effective by using oral activity, the oral language form is used in the direct communication process, in case of communication process through oral form, the message conveys through oral form must be mastered some speaking skill including the ability pronouncing and composing sentences and the vocabularies because speaking is productive and expressive activity. The speaking skill will not master by the earner automatically, it needs to be practiced regularly and continually.

In the modern era, speaking ability is needs because it describe an educated and civilized country. Furthermore, the speaking ability is used by educate person

to express their idea, feelings, opinions, and influence others. However, for language skills, speaking is the most complicated language skill. Because it is not only transforming the word and sentences into spoken language but also expanding and expressing the idea in the sentences into spoken language but also expanding and expressing the idea in the appropriate speaking activity.

In the classroom learning activity, speaking ability is taught with other language skills. Through speaking activity, the student are expected to be able to express and convey their ideas and feelings to others directly. According to Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 *“Learning English in Junior High School targeted so that learners can achieve a functional level that is one of them is able to communicate orally to solve everyday problems”*. Based on the statement above, it is obvious that the students at the secondary school are expected to be able to express their ideas, feelings, and opinion through oral activity to interact in the daily life.

In fact, in the real learning teaching process at the classroom. The students at the secondary school commonly get big problem, when they have to learn speaking skill is one of language skills. It many happens because most if the students do not have strong motivation and willing to learn, Therefore, an English teacher has to create a good learning process which can give the students' motivation and willing the study. One way English teacher can use to create a good learning process is by using the suitable teaching movie media for the students'. Because through suitable teaching movie media, the English Teacher will guide the students' to learn unconsciously, Beside that, the suitable teaching

movie media also invite the students' interest to study in longer period and finally, they will be able to improve their skill.

Based on the situation of teaching learning process is conducted at the second year of SMP Sebelas Maret Bandung, the writer assumed that the students' do not interest in the teachers explanation because if two main reason, First, the English teacher never uses his medium in teaching and explaining the materials to the students. Second, the English teacher at the second year of SMP Sebelas Maret Bandung.

Movie is a kind of media that the researcher believe will make students interest, because most of teenagers like to watch movie. Some factors that create positive learning environment are the plot, actors or actresses, and the dialogue as well. All of these will influence them during learning in the class and they will not feel bored. Also from the movie, they will automatically learn about the foreigner's culture, get knowledge, and know how the foreigners pronounce the words. Interesting movie will support the students to imitate what they see and listen, so it will influence their understanding in communication by using English. During learning activity, teacher guides and corrects the students' errors, so the result of teaching and learning activity by using movie as media will succeed. Based on the background of study above, the researcher conducts the study related to the English teaching under the title "Improving Students' Speaking Ability through Movie at Second grade of SMP Sebelas Maret Bandung."

The writer decided to search about the role of Movie as Video Media in improving the students' speaking ability, because in the writer's opinion speaking is the most important language element among others, the people main goal in learning foreign language including English. Is the ability in speaking. To reach this goal. The English teachers a teaching facilitator should create a good teaching and also use the appropriate teaching video media in teaching speaking.

B. Research Question

There are one research question as follow :

How is the effectiveness of movie in improving students' speaking ability?

C. Objectives of the Research

Based on the research question above , there is one objectives of research :

To know the effectiveness of movie in improving students' speaking ability?

D. Limitation of the Problem

The writer limits this study by the following limitation :

1. The subject of research is the second year student of SMP Sebelas Maret Bandung .
2. The Implementation of English movie technique to improve the students' speaking ability.

E. Benefits

The results of the study are hoped to give benefits for teachers, and the student's :

1) For Teacher

Through this study, the teacher will be able to increase in teaching speaking, give inspiration to the teacher to know the strategies for the students learning in speaking skill.

2) For Students

Through movie, they are expected to have good development in speaking skill. By using movie, they will feel happy to learn English since they are put in an enjoyable situation.

F. Definition of Key Terms

In order to clarify what variables are involves in the study some definition are put forwards:

1. Teaching

“Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Our understanding of how the learner learns will determine our

philosophy of education, teaching style, approach, method, and classroom technique (Brown,2001:7)

2. Speaking

“Speaking is the most often used skills in the classroom activities, It is recognized as critical for function in an English language context both by teacher and primarily by students. Therefore, many languages students consider speaking as the measuring of knowing a language (Brown, 2001:267”

3. Movie

A Series of moving pictures with sound that you can watch at the cinema or at home (MacMillan Dictionary)

G. Organization of the Research Paper

The research is organized into five chapters as follow:

Chapter 1

This chapter contains the background, research questions, objectives of the research, limitation of the study, benefits, definition of key terms, and the organizations of the research paper.

Chapter 2

It Contain of definition of speaking the importance of speaking, and relationship between speaking and watching movie improve students' speaking ability.

Chapter 3

Research methodology include: design of research, method of research, instrument of research, data collection of research, data analysis of research, procedure of research.

Chapter 4

Research finding and discussion, which includes: the pre-test and post- test score data, determining the difficulty level or each item, the result of the study, research discussion.

Chapter 5

Chapter contain : conclusion and share the suggestion based on the results.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses several related theories, in detail, this chapter elaborates about definition of teaching, definition of speaking, definition of teaching speaking, definition of media and definition of movie.

A. Theoretical Framework

1. Definition of teaching

Language as a means of communication plays an important role in human life. People use language to express their feelings, ideas, thought and convey messages to others. Learning is a process of knowing something and further knowing to do something. Brown (2001:7). State that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Learning cannot be separated from teaching. In this case, teaching is an activity of helping the learning process. Brown (2001:7) states: Teaching is showing or helping someone to learn how to do something, giving, instruction, guiding in the study of something providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning, Our understanding of how the learner learns will determine our philosophy of education, teaching style, approach, methods, and classroom technique. Based on the theories above, that language learning and teaching is an interaction between someone who tries to

understand a language. Teaching is not easy not only make the students focus on what teacher give and explaining the content of the lesson but also should know how to face the students', help them to solve the problem manage class, organize lesson, organize assessment and decide method or media. Based in the explanation, teaching is important part to help students un mastering knowledge, culture, and attitude. Teaching will be successful when the students get meaningful lesson.

2. Definition of Speaking

Speaking has been gotten since childhood. it can be begun from listening and then try to imitate what is listened until they know what the meaning of words. Speaking is a way of expressing ourselves in whatever language we use. The most motivating language to learn therefore enables us to talk in a way that is true to our personality. Learning speaking is an important part of human interaction. Therefore, teachers have responsibility to prepare students to be able.to speak English fluently and comprehensively. Moreover, Brown (2001:267) states that speaking is the most often used skills in the classroom activities. It is recognized as critical for function in an English language context both by teacher and primarily by students. Therefore, many languages students consider speaking as the meaning of knowing a language. According to Brown, (2001:270), there are some characteristics of spoken language that can make the oral performance easy, clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction the function is:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contraction, elision, reduced vowels, etc. all form special problems in teaching spoken language English. Students who don't learn colloquial can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. Performance variables

One of the advantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitations. Pauses, backtracking, and corrections. Learning can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent. We insert certain "fillers" such as "uhh, umm, well, you know, I mean, like, etc.". One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, and will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum - without interlocutors - would rob speaking skill of its richest component: the creativity of conversational negotiation.

Speaking is a key to communication with others by conveying the message to the listener in intention to be understood by the listener, as well as the capability of expressing idea, thoughts, feelings, emotions, and reactions in spoken language. It is certainly needed by everyone, particularly by the students. In addition, based on Thornbury (2001:1) "speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. Therefore, natural and integral to speaking is that we forget how we once struggled to achieve this ability - until, that is, we have learned how to do it all over again in a foreign language.

Speaking in second or foreign language is difficult, Brown (1994) and Celce-Murcia mention a number of features that interact to make speaking as challenging language skills as it is. From the definition above, it can be concluded that speaking is an interactive process with other people for communication in which the speakers express their ideas to the listeners. Speaking ability refers to the skill of the students' to communicate or say anything orally in transferring their ideas by using English and which is emphasized in the students' skill to use the second language efficiently contributes to the success of students in their future. Therefore, it is essential that English language teachers more pay attention in teaching speaking class.

3. Definition of Teaching Speaking

There are many definitions of speaking that have been proposed by experts in language learning. Brown (2001: 267) states that when someone can speak a language it means that he/she can carry on a conversation. In addition, he states that the standard of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other languages speakers. Moreover, Richards and Renandya (2002: 204) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech. Furthermore, as mentioned by Cameron (2001), speaking

is the active use of language to express meaning so that other people can make sense of them. A speaker needs to find appropriate words and grammatically correct to convey meaning accurately. Harmer (2001:46) says that speaking happens when two people are communicating to each other. It is clear that the people have reasons to communicate, may be to say or express something. Based on some definitions above, it can be concluded that speaking skill is important in communication. Speaking itself can be said as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people without neglecting language accuracy

4. Objectives of Teaching

The objectives of teaching speaking is at junior high school as indicated in the previous background of the problem, we could say that primary purposes of speaking are of communicating language by true type language with fluent and accurate. Communication, which is two way process, occurs in an orderly and systematic sequence that involves giving and receiving ideas, feeling and attitude between two or more persons and it results in a response, in the course of speaking material seriously, because when a speaker turns to become an interlocutor he or she has to change his role from the subject of speaking into the object of speaking who should always pay his full attention on what the speaker talks in the speaking activity. According to Widdowson, H.G, that “the act of speaking involves not only gestures, the movements of the muscles of the face and indeed of the whole body.”

5. Definition of Media

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer et al (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did. According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process,

media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

a. Functions of Media in Teaching and Learning Process

The function of using media is meaningful and clear for the students. Teaching and learning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students' motivation. Students develop based on their interest and speed conveying direct interaction with the environment, and having the same experience. Smaldino et al (2007:12) explains five roles of media in learning as follows:

1) Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content. These units provide a rich environment of focus within which learning takes place. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

3) Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media. Based on the discussion above the media serve many functions in the teaching and learning process. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Therefore, it is clear that media are very useful and really needed for the teaching and learning process.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the “live” instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

5) Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided. Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are not only able to be the teacher’s language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. It is clear stated that media are very useful and really needed for the teaching and learning process. There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. According to Smaldino et al (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. However, the researcher chooses movie

as media in the teaching and learning process. The use of movie in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, videos can make students motivated and attracted to the teaching and learning process. It will be discussed in details in the following section.

6. Definition of Movie

Drama or film is a piece of work consisting of literary aspect and aspect performed Abrams (1999:69) states that "drama is the form of composition designed for performance in the theater, in which actors take the roles of the characters, perform the indicated action, and utter the written dialogue."

"Movie is a story or series of events recorded by a camera and shown as moving picture on screen in a theater or on television" (Macmillan Dictionary: 2012). According to (<http://en.wikipedia.org/wiki/Film>) a film, also called a movie or motion pictures, is a series of still or moving images. It is produced by recording photographic image with cameras, or by creating image using animation techniques or visual effects. The process of film making has developed into an art form an industry. Film are cultural artifacts created by specific cultures, which reflect these cultures, and in turn, affect, them. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating or indoctrinating citizens. The visual elements of cinema give motion pictures a universal power of communication. Some film have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue into

the language of the viewer. Films are made up of a series of individual images called frames. When these images are shown rapidly in succession, a viewer has the illusion that motion is occurring. The viewer cannot see the flickering between frames due to an effect known as persistence of vision, whereby the eye retains a visual image for a fraction of a second after the source has been removed. Viewers perceive motion due to a psychological effect called beta movement. The origin of the name “film” comes from the fact photographic film (also called film stock) has historically been the primary medium for recording and displaying motion pictures. Many other terms exist for an individual motion picture, including *picture*, *picture show*, *moving picture*, and *photo-play*. A common name for film in the United States is *movie*, while in Europe the term *film* is preferred. Additional terms for the field in general include *the big screen*, *the silver screen*, *the cinema* and *the movies*.

1. Genres of Movie

Based on http://en.wikipedia.org/wiki/Drama_film (2012), the are types of movies, those are:

a. Drama is a film genre that depends mostly on in depth development of realistic characters dealing with emotional themes. Dramatic themes such as moral dilemmas, racial prejudice, religious intolerance, poverty, class divisions, violence against women and corruption put the characters in conflict with themselves, others, society and even natural phenomena. Drama is the most broad of movies genres and includes subgenres as romantic drama, sport films, period, drama,

courtroom drama and crime. At the center of a drama is usually a character or characters that are in conflict at a crucial moment in their lives. They often revolve around families; movies like *ordinary people* dig under the skin of everyday life to ask big question and touch on the deepest emotion of normal people. Dramas often, but not always, have tragic or at least concern the survival of some tragic crisis, like the death of family member (*Terms of Endearments*), or a divorce (*Kramer versus Kramer*). Some of the greatest screen performance come from dramas, as there is ample opportunity for actors to stretch into a role that most other genres cannot afford.

b. Action Movies are a film genre where one or more heroes are thrust into a series of challenges that require physical feats, extended fight and frenetic chases. They tend to feature a resourceful characters struggling against incredible odds, which may involve life-threatening situations, an evil villain, and being pursued ,with victory achieved at the end after difficult physical efforts and violence. Story and character development are generally secondary to explosions, first fights. Gunplay and car chases.

c. Buddy movies involve 2 heroes, one must save the other, both must overcome obstacle. Buddy movies often involve comedy, but the is also some emotion, because of the close friendship.

d. Western movies are a story that centers on the life of a semi-nomadic wanderer, usually a cowboy or g gunfighter. Western movie commonly feature as their protagonist stock characters such as cowboys, gunslingers, and bounty hunters, often depicted as semi-nomadic wanderers who wear Stetson hats,

bandannas, Spurs, and buckskins, use revolvers or rifles as everyday tools of survival, and ride between dusty towns and cattle ranches on trusty stees.

e. Horror movie are a movie genre seeking to elicit a negative emotional reaction from viewers by playing on the audience's most primal fears. They often feature scenes that startle the viewer through the means of macabre and the supernatural, thus they may overlap with the fantasy and supernatural genre. Horrors frequently overlap with the thriller genre. Horror films deal with the viewer's nightmares, hidden worst fears, revulsions and terror of the unknown. Although a good deal of it is about the supernatural, if some films contain a plot about morbidity, serial killers, a disease or virus outbreak and surrealism, they may be termed "horror". Plot within the horror genre often involves the intrusion of an evil force, event, or personage, commonly of supernatural origin, into the everyday world. Themes or elements often prevalent in typical horror films include ghosts, torture, gore, werewolves, ancient curses, Satanism, demons, vicious animals, vampires, cannibals, haunted houses, zombies, sadism, and serial killers. Conversely, stories of the supernatural are not necessarily always a horror movie as well.

f. Documentary movie constitute a broad category of nonfictional motion pictures intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record. A 'Documentary film' was originally shot on film stock, the only medium available, but now includes video and digital productions that can be either direct-to-video, made as a television

program or released for screening in cinemas. “Documentary” has been described as a “filmmaking practice, a cinematic tradition, and mode of audience reception” that is continually evolving and is without clear boundaries.

g. Animated movies use childish image like talking pigs to tell a story.

Animation designate any style of illustrated image seen in rapid succession to give the impression of movement. The word “cartoon” is most often used in reference to TV programs and short films for children featuring anthropomorphized animals, superheroes, the adventures of child protagonists and related genres.

Based on some explanations above writer chose animated movie for analyzing. The movie entitled “Beauty and The Beast” by Jeanne-Marie Leprince de Beaumont at November 13, 1991 in *United State and Garfield*.

B. The Previous Studies

As evidenced the writer took the previous studies from Imayati Kalean entitled “*Speaking Skill Improvement by Using Movie as Media*, FKIP Unisma, 2013” she was indicated that Movie was effective in improving students’ speaking ability. In addition, as observed in teaching-learning process in classroom there are two points related that effectiveness.

Firstly, Watching Movie is interesting for most students. This can happen because this speaking activity made an opportunity for students in exploring their ideas, Meanwhile, the ideas here were meant to be description of characteristics identified the thing, students might explore their feelings spontaneously. This exploration was good at improving their speaking ability.

However, language learning was about to explore ideas and knowledge, therefore, sharing ideas in speaking activity was expected to make students to speak fluently and actively, Moreover, there was a satisfaction for students if they can speak fluently in order to share their ideas in front of other students.

This technique force students to speak, As mentioned before, Through Movie attracted students to ask the question as much as possible, therefore, this Movie make students to show their best ideas. Furthermore, this condition was continued to the fact that one question should be answered correctly by one students, Based on that fact, there was a situation in which students were forced to speak whether they liked it or not.

Meanwhile, the process of arranging words into a question started when a students to think a word in his or her mind, he or she arranged into correct question to be asked to the chairperson. When the question was not appropriate, students, started to think with the same way by considering another students question. This whole process made students arrange the word appropriately, and made an opportunity to speak correctly.

Second, Diyah Rumpinuji, Improving Students' Speaking Competence Using Visual Media (Peneitian Tindakan Kelas pada Kelas X SMA Negeri I Ngraho Bojonegoro Tahun Pelajaran 2009 2010)The result of this study shows that there is improvement speaking skill after using media. It can be seen from the result of computation of students' score on using media. It shows that the mean is 39.52. Based on calculation of students' score on English.

CHAPTER 3

RESEARCH METHODOLOGY

Chapter three provides the methodology in conducting the research and description of research procedure in order to find out the answer form research question stated in Chapter one. This chapter presents four main parts of the investigation: Research Design, Research Method, Research Instrument, Data Collection, and Data Analysis.

A. Research Design

The research uses the data observation toward teaching speaking through movie, the data was analyzed through two cycles in action. movie, the data was analyzed through two cycles in action.

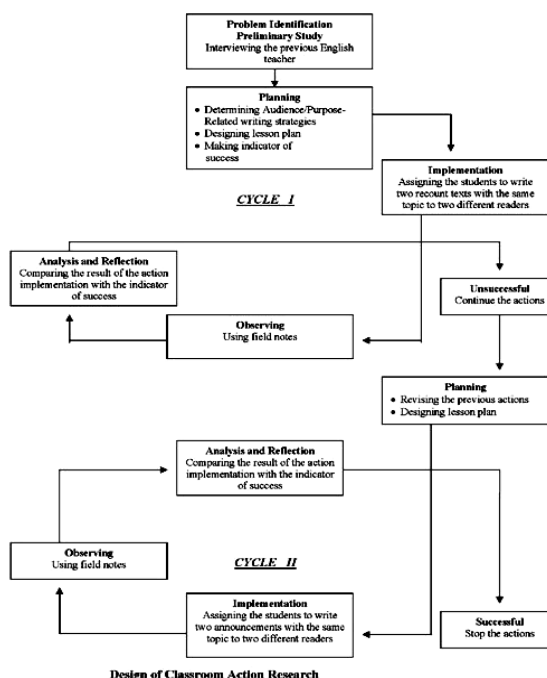


Figure 3.1
The Step of Action Research

B. Research Method

This study was conducted by using Classroom Action Research. Classroom Action Research was collaborative activity among colleagues searching for solutions, real problems experienced in schools or looking for ways to improve instruction and increase student's achievement. According to Wallace (1988:1), this action research was defined as a systematic collection and analysis of data related to the improvement of some area of professional field. Classroom Action Research was applied in this study in order to see the improvement of students's speaking ability through movie. There are four phase for each of action research cycles, namely planning, action, observation, and reflecting. If the result was failed, it should be continued to next cycle by renew the previous steps to find the problem solving. The new cycle should improve the teaching decision is the new planning increase students' learning achievement, the cycle has to stop. If it does not increase students' learning activity, the cycle should continue on and go to next cycle until result determined was reached.

C. Research Instrument

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed. An instrument could be in form of observation, interview, and test. In this study the researcher used observation, interview and test.

1. Observation

In this research, the researcher was a part of English learning activity and observed the students' interest and behavior in English language learning especially in their speaking activity. Participant observer in an observational role adopted by researcher when they take a part in activities in the setting they observe (Creswell, 2012). The observation was also intended to know how movie provides support for students in speaking English.

The researcher observed all of the activities done by the participants during the lesson included the nature of students' conversation during the lesson, speaking activity, sharing with friends about the movie given, discussing the movie. The result was elaborated descriptively and supported by some evidences to strengthen the result.

2. Interview

The interview was done with the students, are the teacher in the first meeting and the end of the research. The interview in the first time indicated that most of students felt that it was difficult and lazy to read and English. The teacher taught the students based on their text book.

The interview in the last meeting indicated that the students were interesting and enjoyed to speak English. They stated learning and teaching process through movie was so helpful in encouraging them to speak English.

Guidline Interview of English Students' Speaking Ability Through Movie:

- a. Response to the Important of English Learning.
- b. Response to the Implementation of English Learning.

- c. Response to the Difficulties of English Learning.
- d. Response to the Advantages of movie in English Learning.
- e. Response to the Method of English Learning.

3. Test

Test is sequence of questions or exercise that is used to measure achievement, personality, intelligence, attitude and talent of a person or a group of people. In this research, the test was conducted to know the students' achievements before and after treatment by using movie. Hence there will be pre and post cycle test. In collecting data, the researcher used oral test to get some information about students' ability to practice a speaking in every cycle. The tests were needed to find out some information from students; it was aimed to know the successful or not about treatment that had given by researcher in every cycle. It was also aimed to identify their problems of practicing a speaking. Moreover, it was used as reflection and to rearrange steps and plans in the next meeting or next cycle. In this research, tests were conducted at the last activities in every cycle. The kind of test applied was oral test. Students must present a speaking in front of the class. There were five criteria to be scored those are pronunciation, grammar, vocabulary, fluency and content.

D. Data Collection

The classroom action research need the data to support the investigation. There are several ways to collect data like observation, interview and test. In this research, the researcher to collect the data are observation and test.

1. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. In this classroom observation, the objects of observation are students' activities and response or happening which might happen, observation is intended to see and to know about the condition of class and students. Process of teaching and learning, the students' motivation. To see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

2. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Test may be constructed primarily as device to reinforce learning and to motivate the students' performance in the language. Test is an instrument of procedure designed to elicit performance from learners with the purposes of measuring their attainment of specified criteria. The researcher used an achievement test to measure the students' progress in speaking. The forms of test are spoken test in the form of movie. From those can be done quickly and easily. There are five aspect of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension. The table below shows the detail information on the data, instrument of the research and data collection techniques.

Table 3.1 The data and data collection techniques

No	Data Collection Techniques	Instrument	Data
1	Observation	Observation Sheets	Field Notes
2	Interview	Interview Guidelines	Interview Transcripts
3	Test	Test of Speaking	Mean Scores

E. Data Analysis

Data analysis comes from the interpretation of the data collection, in analysis the data, the researcher gets from observing the teaching learning process, and the students' test. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to described the success of the teaching learning process using watching movie in improving speaking ability. The data form observation are individual based on students' behavior and students' response that can be answer the question from movie. The result of observation is analyzed such as below:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

In this research, the researcher also use mean formula to know the average of students' score and to check students' improvement in speaking formula is as follow:

$$M = \frac{\sum X}{N}$$

Explanation :

M : The average of students' score

$\sum X$: Total Score

N : The number of students

The researcher gets score from the cycle conducted in the research. Mean of score from first cycle will be compared with mean of next cycle. It is know far the progress of students in this researcher.

F. Research Procedure

There are four components in one cycle for conducting classroom action research. It consist of planning, action, observation, and reflection, the four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one on the next. It means that the activities in the classroom action research were based on planning, action, and observation. Then, the researcher could make a reflection to determine the next cycle.

Cycle

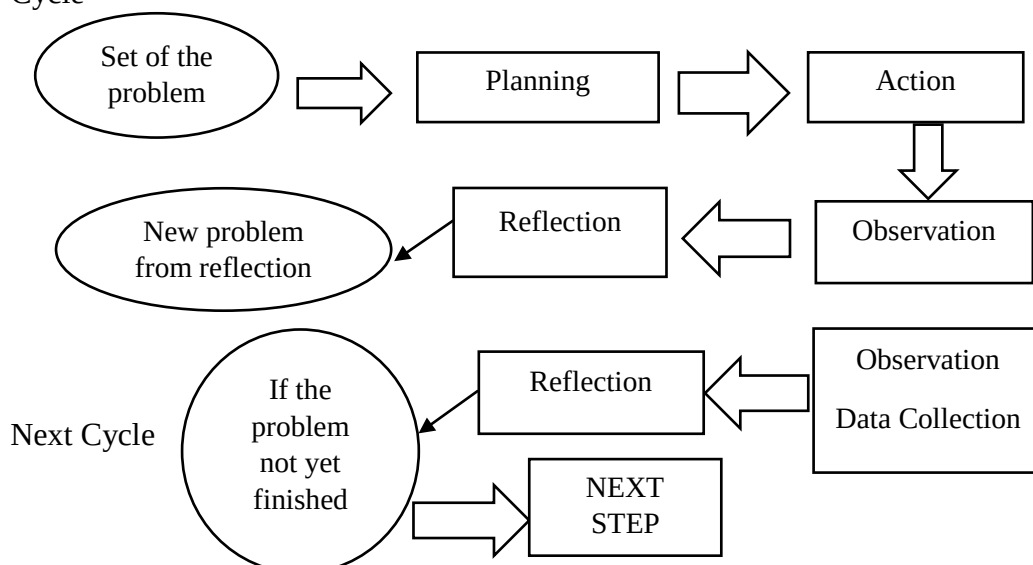


Figure 3.2
The Step of Action Research Supardi (2006, page. 16)

The problem of this researcher is students' speaking ability was still low, so researcher plans the action to improve it. In this research, the researcher plans to conduct two cycle in classroom action research. There are four steps process in each cycle for doing classroom action research.

1) Planning

In planning the actions, the writer plan for this action research was using movie to improve students' English speaking ability.

2) Action

In this stage, the writer carried out that had been panned before, the actions implemented in two cycles. All activities in the classroom during the of the actions were recorded and analyzed.

3) Observation

Observation is the next step to monitor and each closely teaching learning process and collect the data form result of action. The researcher prepares the observation paper to know class conduction when the action done. The researcher observes and takes notes during teaching learning process.

4) Reflection

The writer made notes and review on the changes during the implementation of the actions. The reflection was carried out to decide whether another cycle was need or not. If the actions were successful, the writer continued to implement the actions to the next cycle. However, if the actions were not successful, the actions

were modified or other suitable actions were implemented in the next cycle to solve the existing problems.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter explanation and discussion of the research findings. It consists of three main parts: research procedure and findings, the implementation of the action an discussion, and the result of pre-test and post-test on the students' speaking skills.

A. Result

How to give clear understanding in the research process, de description of steps in action research suggested by Kemmis and McTaggart (1988) with some modification as follows:

1. Reconnaissance

The research process began with the formulation of the formulation of the problem identified in the field. To identify the field problems, The researcher conducted some observation and interview with the English teacher and the students. The observation were done 31th March 2017, the field problems occurred during the teaching and learning process could be seen in Table 4.1

2. Identification of the field problems

From the observation and interview. It could be identified that there were many problems in the process of teaching and learning process of teaching and learning at class VIII of SMP Sebelas Maret Bandung, the problems were related to both the teacher and the students. To make it easier to analyze each problem, The researcher presented the in the following table can be seen in appendix.

After finding the field problems, the researcher and the English teacher had further discussions to figure out the manageable problems to be solved. The problems were related to the students' speaking ability and the practice of English teaching-learning. The students of Grade VIII had low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak in English teacher were not communicative and tended to be too teacher-centered. The teacher often employed reading and writing activities and seldom conducted speaking activities so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process from running effectively and successfully so that the researcher needed to solve them.

B. Determining the actions to solve the field problems

After The researcher had English teacher identified the most important problem that needed to be solved, they discussed the points of those problems again. After discussing the problem, The researcher and the English teacher agreed that those problems were the appropriate ways to improve the students' speaking ability.

At that time, The researcher purpose the movie to be used in the actions and the English teacher agreed with it, After that, The researcher and English teacher

decided to use the media in the speaking activity and they thought that the activity was new for the students and the students was expected to like it.

This research also focused on the observation in the first meeting of the action and took a look at the pre-test result and the Questionnaires distributed in the first meeting before the researcher went further to talk about the problem. The data from observation and pre-test the researcher have some note the students often made mistake in pronouncing some words. They also did not perform correct intonation. Beside that, they were less active and still nervous when they were asked to speak before the class. However, most students were still unfamiliar with the use of English as a medium of instruction.

From the questionnaires the researcher found that some students suggested me not to speak in English for the whole time during the class because they were not familiar with that, they also suggested me to teach more slowly and use interesting activities in teaching so that the lessons would be more enjoyable. They suggested no to speak loudly, so they could listen better when the researcher explained the material. They prefer the teacher to apply various activities to the stressing and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped in designing activities which the students would enjoy much. As follow table on appendix:

English speaking skill through movie to give an appropriate speaking model to the students. The action designed were expected to create the following situations.

1. Students could actively participant in the classroom activities.
2. Students could be more confident In speaking English.
3. Students could improve their vocabulary mastery.
4. Students could communicate fluently and accurately in English.

C. Action Plans

The field problems the researcher using some steps. The first step was writing a course grid. The course grid. The course grid consist of the basic competency, example language, key vocabulary, media, and indictors. The basic competency for the cycle the researcher was conversation to asking and giving opinion. The

cycle the researcher conducted in two meetings. The basic competency for the cycle II was about descriptive text. The cycle II was conducted in two meetings. The media consisted of dialog transcript, course book, the teacher's explanation, and handouts. The movie media related to the activities do in every meeting. The researcher used movie to improve students speaking ability. The second step was writing lesson plans for every meeting. There are three lesson plans in this research. Because the researcher entered the class to do the activities in four meeting, there were two meetings in cycle I and two meetings in cycle II, The lessons plans were made according to the course grid made before.

D. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session. The researcher determined the form of the pre-test and the post-test of movie technique which would be applied in Cycle I the researcher designed the assessment instrument, the lesson plan and the materials, After that, the researcher discussed the lesson plan and the materials by reviewing whether they suited the syllabus. The pre-test designed was in the form performing a simple dialogue. The students were required the perform their dialogue in pairs in front of the class, while recorded their performance by using rating scales modified previously. The pre-test was aimed at gathering information on the students' current speaking proficiency

Moreover, the English teacher and the researcher decided to apply a movie teaching technique called listening and reading comprehension techniques. In this type of movie teaching technique, students watched the movie to comprehend and to get as much information as possible based on what they had seen. In this listening and reading comprehension technique, the movie played in normal speed normal sound, In this cycle the movie were used as the media to give appropriate speaking model of the language functions. Thus, the student knew how to express how to giving opinion. The students watched the movie to identify the language functions presented in the movie.

The actions enabled the students to improve the students motivation to learn and to speak in English and to improve their speaking skill. Regarding the

problems identified above, The researcher planned some actions as effort to solve the problems. These were described as follow:

b. Using classroom English

In the action. The researcher acted as the teacher in the class. Planned to use classroom English in the teaching learning process in order to make the students familiar with the English words and also gave every students opportunity to speak using English during the teaching learning process. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give instruction of the task or activities, to give feedback, and also to end the lesson. Based on the observation, the students said that they do not understand when the researcher spoke English therefore, during this cycle, the researcher planned to translate word, so the could understand the English words.

c. Improving students' motivation and involvement

Movie was used attract the students' in English learning process. They would be motivated in learning speaking using this media. These activities involved the students to work in pairs and in groups to discussed the movie. Through this activity the students' speaking competence could be built because in this activity they had to communicate with their partner to find out the information that they needed.

d. Improving students' self – confidence through a small group activity

A small group activity was planned to improve the students' self confidence in learning speaking. The students were asked to perform a dialog in front of the class in pairs.

E. Action and Observation in Cycle I

The pre-test was carried out on Wednesday, March 1st 2017, the implementation of the actions in Cycle the researcher was conducted in two meetings. The first meeting was conducted on Wednesday, March 8th 2017 and the second meeting was conducted on Thursday, March 9th 2017. Based on the English teacher's explanation, the students had already learned all the materials from the course book. Therefore, the English teacher suggested the researcher to used the material they had already learned. One theme could be reviewed in two English teacher as collaborator sometimes took notes at the back of the class and also observed the English teaching and learning process. In the first meeting, when the pretest was held, the researcher applied performance assessment approach to gather the data about the students' speaking skill. The components being assessed were fluency, accuracy, pronunciation, and vocabulary. Fluency includes the students' ability to speak with a good but not necessarily perfect. Accuracy includes the accurateness and appropriateness use of syntactic form. Pronunciation includes the students,' spelling. Vocabulary is related with the appropriate use of vocabulary and the choice of words. These communication skills cannot be ignored when the speakers intend to improve their speaking skill. Beside that, the students speaking skills were assessed based on what he

performed and what the assessors observed. The assessors were the researcher and the teacher who assessed different students by using the same assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the student's performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate. Related to the efforts which were implemented in this cycle, the following discussions are presented:

1. Using classroom English

The classroom English was used to familiarize the students with English in the classroom. The students were greeted at beginning and the end of the class. For example, "Who is absent today?" was used when the teacher checked the students' attendance, and also "See you next meeting" was used for leave taking. Most of the students could respond to those expressions well and correctly. To maintain the students' motivation to learn and to speak, those expressions were repeated twice until all the students answered them well. The students were asked to say "May I wash my hands?" when they wanted to go to the bathroom. In the first time they could not say it. The researcher also used other expressions in the teaching and learning process, such as "Sit down please!," "Look at the White board", "Close the door, please" etc. In the first meeting, the students did not know what they had to do. The researcher often translated the expressions into Indonesian. Here is an example of the use of the classroom English.

The teacher asked: “Hi, guys ... How are you?”

some of the students just kept silent and some of the students answered:

“Hello, I’m fine. And you?”

The teacher asked: “Who is absent today?”

some of the students just kept silent, and

some of the students answered: “*Tidak ada bu*”. Nobody Miss.

(Field note 2, Tuesday, March 8th, 2017)

Based on the open-ended questionnaire 95% or 30 students stated that this movie could improve their classroom English. They said that this movie media made them understand how to speak in English correctly. As follow:

R : *Menurut kamu, apakah film yang di tayangkan di kelas efektif untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda?*

(Do you think that the use of movie media can improve your speaking ability effectively?)

S1 : *ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris.*

(Yes, of course. Now, we understand how to speak in English correctly)

S2 : *iya. Membantu sekali.*

(Yes, it helps so much)

S3 : *sangat ya. aku jadi bisa bicara ini itu.*

(Yes, it is very useful. I can speak longer sentences now)

S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.*

(It helps so much. Usually I can't speak English well, but I can understand now)

(Interview Transcript 5. 2nd meeting)

2. Improving students' motivation and involvement through movie.

To improve students' motivation and involvement, the researcher asked the students to have a discussion with their partner after the movie session. The movie media was implemented in every action of the cycles. And movie also implemented in almost every activity in the lesson. The first cycle was conducted on Tuesday, March 16th, 2017. The theme was about opinion. In this meeting, the teacher focused on opinion, asking, and giving an opinion. Before explaining the materials, The researcher asked the students about their experiences in inviting and their friends.

Only three students answered my question, the other students were only silent. The researcher called some of the quiet students to give their ideas, but some of them were still quiet and only smiled. Then, the researcher asked the students to be more active because he would give rewards to the most active students in the end of the lesson. After having the warming up, the researcher explained the materials of opinion, asking and giving opinion. After that, The researcher and one of the students performed a dialogue in front of the class as an example for the students. It made them become more enthusiastic in joining the lesson. After explaining and giving an example, the researcher asked the students whether they would ask some questions about the materials explained, but only

one student asked the question. It seemed that most of the students were still passive in joining the teaching and learning process.

After explaining the materials, the researcher gave the students the dialogue transcripts to perform in front of class. The students had time to think around 10 minutes, after that they worked in pairs with their friend and shared their dialogue. Because the students had to talk with their partner, they became more active. They were not really shy anymore because they interacted with only one person. But when the students had to perform the dialogue in front of the class, most of the students still seemed reluctant to speak. They just read the dialogue all the time without appreciating the dialogue. In the end of the meeting the researcher gave the summary about what they had learned on that day. Here is the interview transcript about the students' activity.

R : *Bagaimana dialognya? Mudah kan?*

(How is the dialogue? Is that easy?)

S1 : *Susah Bu... nanti pas maju, kertasnya boleh dibawa ?*

(It is so difficult, Miss. When I perform it, could I bring this paper?)

R : *Ya, tapi nggak semua dibaca,, harus dihafalkan, tadi kan sudah diberi contoh. (Yes, but you are not allowed to read it all, you should memorize it, I already gave you an example, right?)*

S2 : *Iya Bu ini lagi nyoba ngafalin*

(Yes Miss, i'm trying to memorize this) I asked another student that seemed the most active from the beginning.

R : *Bagaimana dengan Tahajudin? Mudah kan dialognya?*

(How about you, Tahajudin? Is the dialogue easy?)

S3 : *Lumayan Bu... tapi aku ga bisa ngafalin.*

(it's OK Miss, but I can't memorize the text)

R : *Nggak apa-apa, coba dihafalkan dulu saja.*

(No problem, you have to try to memorize it first)

(Interview Transcript 5. 2nd meeting)

The second meeting was conducted on March 23th, 2017. The theme was still about asking and giving opinion. In this meeting, the researcher focused on how to asking and giving opinion, discussed the previous materials before starting the lesson to make sure that all of the students understood the previous material. Before explaining the materials, the researcher showed a movie to the students and asked the students about their experiences in asking someone. Some of the students mentioned them enthusiastically, then explained how to use past continuous tense. The researcher also gave the example about how to read the sentences. Some students were willing to ask some questions about the materials when the researcher finished explanation. After explaining all the materials, the researcher gave the tasks to the students. In this meeting, the researcher gave the students hand out. One student got one handout. The handout contained a situation and some vocabularies about opinion, especially asking and giving opinion, agree and disagree an opinion. The students had to fill the expression in the dialogue and then make a simple dialogue according to the situation. The researcher allowed the students to ask something that they did not understand. After they finished their work, they had to perform the dialogue in front of the class. They

were not allowed to bring their paper. The students became more active in joining the lesson because they wanted to get the reward like their active friends who had already got it in the previous meeting. Some of the quiet students also started to speak. It was because they had seen movie with native English. The researcher also observed how the students participated and spoke in English. The students were able to work with their classmates without any problem. The students seemed to be more motivated in learning and they also involved themselves more in the learning process. The researcher also invited some students to be interviewed after the lesson with movie was played.

Here is an excerpt from the interview:

R : *Menurut kalian bagaimana pelajarannya tadi? (In your opinion, how is the lesson today?)*

S : *Lumayan asyik bu pelajarannya. Aku jadi cepat paham sama materinya. (It is quite fun, I quickly understand the material)*

R : *oh iya? Kok bisa cepet paham? (Really? What do you mean by quickly understand?)*

S : *Ya kan pakai movie tadi, jadi menyenangkan. Gak ngebosenin. (I think it is fun, because you use the video, so that the speaking activity is not boring)*

(Interview Transcript 5. 2nd meeting)

From the interview transcript above, the student felt that the teaching learning process was more fun and enjoyable so that it was easy for them to memorize words faster although not really fast because the teaching-learning process was

not stressful. The researcher added that their friends improved their speaking skills because teaching-learning process was more fun and enjoyable than usual. They felt that the movie could improve their ability in practicing speaking. They also enjoyed their performance. They really interest learned English with The researcher because learning was fun and easy. It motivated the students to study. The students said that they were really motivated in learning speaking by using movie, so that they did not get bored as they did in the previous. And then the researcher asked to teach in their class again. Here is interview transcript:

R : *Gimana filmnya tadi?*

(How about the movie?)

S : *Lumayan asyik bu. Kita langsung bisa menerapkannya di depan kelas.*

(That was interesting Miss, we can apply it in front of the class.)

R : Jadi berani?

(Are you brave?)

S : *Iya bu kan mau gak mau kita tetep harus maju. Asyik bu kalau ada movie gitu.*

(Yes, we should perform in front of the class. It was very interesting to use the think-pair-share in learning speaking.)

(Interview Transcript 5. 2nd meeting)

3. Giving feedback on students' pronunciation

In Cycle the researcher found that the students made mistakes in pronouncing some words and making the sentences, so that she trained to give feedback on the students' pronunciation and vocabularies. It would not be of any objection if the

teacher gave a little while extra lesson on guidance in public speaking and motivating them to perform in front of the class better. After the teacher gave the feedback, The researcher asked the students to check their work again before they submitted their answer in order that they did not make a mistake next time.

F. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class VIII students. In the reflection, the research members gave their responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1. Using classroom English

Using classroom English was effective to improve the students' motivation and involvement in leaning speaking skills. The students got many opportunities to communicate in English during the teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulties to understand a word. The teacher tried to paraphrase the difficult sentences in order to make the students understand the sentences. She also gave the synonyms of the difficult words so that the students were familiar with the words. Moreover, he tried to repeat the unfamiliar greetings in order to make the students familiar with the expressions.

2. Giving feedback on the students' pronunciation and vocabularies

The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words. The students were more

enthusiastic when The researcher asked them to repeat the words after me. They felt that they got

3. The Result of Speaking Test

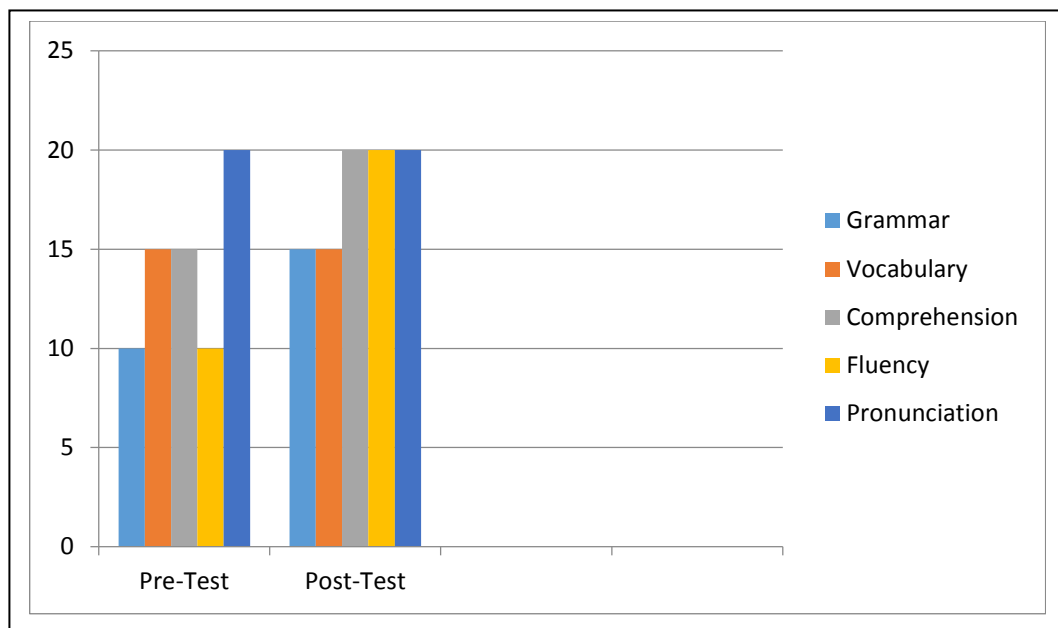
The implementation of the movie media and its accompanying actions were successful in improving the students' speaking skills in two cycles with previous cycle 73 (KKM). That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The topic of the test was asking and giving information form of making dialogue. In this speaking test, the students were asked to make and perform a simple dialogue in front of the class. The topic was written in the handout, and then the students were asked to choose one of the topic provided. They should make a simple descriptive text and perform the result in front of the class to assess the students' speaking skills in the pretest and post-test, the researcher and English teacher used a table of data which involved four aspects of speaking, such as fluency, accuracy, pronunciation and intonation. Meanwhile, the summary of the result of the pretest and posttest could be seen in Table above:

Table 4.1: The Result of the Data of Pretest and Posttest

No.	NAME	Score	
		Pretest	Posttest
1	Students 1	55	65
2	Students 2	60	70
3	Students 3	40	75
4	Students 4	55	70
5	Students 5	60	60
6	Students 6	50	85
7	Students 7	55	65
8	Students 8	60	70
9	Students 9	50	75
10	Students 10	55	75
11	Students 11	65	80
12	Students 12	55	70
13	Students 13	50	80
14	Students 14	45	70
15	Students 15	50	80
16	Students 16	55	70
17	Students 17	50	75
18	Students 18	60	70
19	Students 19	55	80

No.	NAME	Score	
		Pretest	Posttest
20	Students 20	60	70
21	Students 21	65	80
22	Students 22	60	60
23	Students 23	55	70
24	Students 24	60	80
25	Students 25	55	75
26	Students 26	55	80
27	Students 27	50	60
28	Students 28	55	75
29	Students 29	50	80
30	Students 30	55	70
	Total	1645	2195
	Average	55	73

From the table above, it could be seen that each indicator used to measure the students' speaking skill was improved. The improvement of students' English speaking skill can be seen in the following chart:



5.1.1 Table Chart of Pre-Test and Post-Test

D. DISCUSSIONS

Speaking has an important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed. The ability to speak effectively cannot be separated from the role of language in communication. Language is a communication tool used to understand and express information, ideas, feelings, and as a tool to develop knowledge and culture.

In our country Indonesia, English is a foreign language. It is a compulsory subject taught in junior and senior high schools aimed at preparing the students to be able to communicate and access knowledge in English in the communication context to meet their need. Moreover, it is also aimed at preparing the students to be able to communicate in the daily life based on the global needs.

The students should have good speaking skill to be able to transfer knowledge and exchanging knowledge and information in English effectively. In line with that, the students should be able to use language to communicate ideas, knowledge, and information to other people and to respond other's ideas in interaction process based on certain context in which the language is used.

In this research, the PPP (Presentation, Practice, and Production) technique was used combined movie teaching techniques with pre-viewing, while viewing and post viewing activities. It was decided based on the result of the discussion with the English teacher.

In the presentation stage, before the students before the students watched the movie, they did vocabulary task; matching and finding the Indonesian equivalents. The vocabularies listed in the task taken from the movie. The aim was to help the students in comprehending the movie. The movie were played twice. After watching the movie, they identified the language expressions used in the movie. The English teacher and the researcher decided to use different movie teaching techniques. In the first cycle, the movie teaching technique used was Listening comprehension technique. The purpose of this technique was to help the students comprehend the movie and get as much as information from what they had seen. In this technique, the movie were played at normal speed and normal sound. On the other hand, in the second cycle, the students completing dialogues then act out the dialogues with their partner. The last, for production stage, the students had role-play. The researcher gave the students were given more time to prepare and practice before performing their works in front of the class. In addition, movie as

authentic material provides a list of vocabularies that students can acquire. After a series of treatments, students seemed to have more various vocabularies particularly related to material given. Based on the questionnaires, students felt that their vocabularies were improved after learning through movie in several meetings and their speaking results proved it. Vocabularies gained from movie are presented in context. While learning the language, the students could get the visual context provided by the pictures in the movie which portray the situation, environment, gesture, and other visual clue which can help students to understand the message. movie gives contextual learning and can increase comprehension of spoken language. movie can be a good model in speaking practice since it can present native speaker into the class. Students will be encouraged to imitate what they see or hear and movie provides both of them to make their learning more interesting which leads students to be more active in classroom participation, particularly when they were practicing the dialogue or monologue given based on movie. In addition, because of the interesting learning experience tends to lead the students to have the long term memory about what they have learned. movie help students establish auditory, visual and mental links that help students improve their long term memory. Besides, it requires a lot of repetitions to make them common to use and pronounce the vocabularies they have got. Moreover, movie provides repetition. Repetition is important in learning; in term of speaking students need more than once to get the clear pronunciation to be imitated by themselves. Although, when they were speaking, their local accent still has big influence to their speaking. The following table portrays some pronunciations that

commonly occur in their speaking. The last, movie provided Cross-cultural awareness. It was allowing students a look at situations for beyond their classroom. Movie also gave students a chance to see such things as what kinds of food people eat in other countries and what they wear. This research conducted in two cycles. There were two meetings for each cycle. In cycle 1, the action was success to attract the students' attention and success to improve the students' speaking skill, but there were still some weakness and obstruction. The goal of using movie as the media to give an appropriate speaking model was successfully achieved. The students were interested in learning through movie.

CHAPTER IV

RESULT AND DISCUSSIONS

This chapter copes with explanation and discussion of the research findings. It consists of three main parts: research procedure and findings, the implementation of the action an discussion, and the result of pre-test and post-test on the students' speaking skills.

A. Identification of the field Problem

How to give clear understanding in the research process, de description of steps in action research suggested by Kemmis and McTaggart (1988) with some modification as follows:

1. Reconnaissance

The research process began with the formulation of the formulation of the problem identified in the filed. To identify the field problems, I conducted some observation and interview with the English teacher and the students. The observation were done 31th March 2017, the field problems occurred during the teaching and learning process could be seen in Table 4.1

2. Identification of the field problems

From the observation and interview. It could be identified that there were many problems in the process of teaching and learning process of teaching and learning at class VIII of SMP Sebelas Maret Bandung, the problems were related to both the teacher and the students. To make it easier to analyze each problem, I presented the in the following table.

4.1: The Field Problems Found During the Teaching and Learning

Process.

No.	Problem Found	Indicators
1	The students had low motivation to learn and to speak English	1. Some students did not answer the question from the teacher. 2. Some students did not do the task that were given by the teacher.
2	The Students had difficulty in following the lesson.	1. The teacher explains the materials more than once. 2. The students gave wrong answers when the teacher asked.
3	The students were shy and afraid to speak in English	1. Some students kept silent when being asked by the teacher. 2. When I asked the students why they kept silent in the speaking process, they said that they were shy and afraid of making mistakes.
4	The students vocabulary mastery still low	1. The students kept silent when being asked by teacher. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English word.

5	Some students tended to be noisy in the teaching and learning process	1. Some students chatted with their friend during the teaching and learning process. 2. Some students walked around their friend' desk.
6	Some students were not familiar with the classroom English in the English teaching and learning process.	1. students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Indonesian.
7	The English teaching and learning activities were monotonous.	1. The teacher only asked the students to read some text, translate some sentences, and do some tasks on the course book or "LKS"
8	There were limited media in teaching and learning process	1. The teacher only used course book, "LKS", and white board without any other media
9	The English teaching and learning process was teacher-centered	1. The teacher often only gave presentation and explanation in front of the classroom without giving more

		opportunity ti the students to do some activities.
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Table 4.2 The students' Pre-test Means Scores

Indicators	Mean Scores
Grammar	2,5
Vocabulary	2,8
Comprehension	2,7
Fluency	2,3
Pronunciation	2,8

from the identified problem above, then the writer decided some crucial problems that were feasible and manageable to solve as follows:

Table 4.3 : The Feasible Field Problems to be Solved

No.	Problem Found	Indicators
1	The students had low motivation to learn and to speak English	1. Some students did not answer the question from the teacher. 2. Some students did not do the task that were given by the teacher.
2	The Students had difficulty in following the lesson.	1. The teacher explains the materials more than once. 2. The students gave wrong answers

		when the teacher asked.
3	The students were shy and afraid to speak in English	1. Some students kept silent when being asked by the teacher. 2. When I asked the students why they kept silent in the speaking process, they said that they were shy and afraid of making mistakes.
4	The students vocabulary mastery still low	1. The students kept silent when being asked by teacher. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English word.
5	Some students tended to be noisy in the teaching and learning process	1. Some students chatted with their friend during the teaching and learning process. 2. Some students walked around their friend' desk.
6	Some students were not familiar with the classroom English in the English teaching and learning process.	1. students asked the teacher to translate some classroom English tat was used by the teacher. 2. The students asked the teacher to

		use Indonesian.
7	The English teaching and learning activities were monotonous.	1. The teacher only asked the students to read some text, translate some sentences, and do some tasks on the course book or “LKS”
8	There were limited media in teaching and learning process	2. The teacher only used course book, “LKS”, and white board without any other media
9	The English teaching and learning process was teacher-centered	1. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to do some activities.

2. Research Problems

After finding the field problems, I and the English teacher had further discussions to figure out the manageable problems to be solved. The problems were related to the students’ speaking ability and the practice of English teaching-learning. The students of Grade VIII Had low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class. Moreover, they did not

actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak in English. The teacher was not communicative and tended to be too teacher-centered. The teacher often employed reading and writing activities and seldom conducted speaking activities so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was not running effectively and successfully so that I needed to solve them.

3. Determining the actions to solve the field problems

After I had English teacher identified the most important problem that needed to be solved, they discussed the points of those problems again. After discussing the problem, I and the English teacher agreed that those problems were the appropriate ways to improve the students' speaking ability.

At that time, I Proposed the audio and video media (movie) to be used in the actions and the English teacher agreed with it, After that, I and English teacher decided to use the media in the speaking activity and they thought that the activity was new for the students and the students was expected to like it.

This research also focused on the observation in the first meeting of the action and took a look at the pre-test result and the Questionnaires distributed in the first meeting before I went further to talk about the problem. From the observation and pre-test I note the students often made mistake in pronouncing some words. They also did not perform correct intonation. Besides, they were less active and still nervous when they were asked to speak before the class. However, most students were still unfamiliar with the use of English as a medium of instruction.

From the questionnaires I found that some students suggested me not to speak in English for the whole time during the class because they were not familiar with that, they also suggested me to teach more slowly and use interesting activities in teaching so that the lessons would be more enjoyable. They suggested no to speak loudly, so they could listen better when I explained the material. They prefer the teacher to apply various activities to the stressing and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped I in designing activities which the students would enjoy much.

Teacher's Activities	Students' Activities
Opening • Teacher greets the students. • Teacher asks whether the students are ready for the lesson or not. • Teacher and students have a prayer. • Teacher checks students' attendance and conditions. • Teacher asks question related to the today's lesson	• Students greet the teacher. • Students answer the teacher's question. • Students have a prayer with the teacher. • Students answer the teacher question • Students guess the topic of lesson.

• Teacher states the topic of the lesson. • Teacher states the learning objectives.	• Students pay attention to the learning objectives.
Main Activities 1. Presentation - The teacher gives the handouts. - The teacher asks the students to find the Indonesian equivalents of some word in the table. - Teacher discusses the answer with the students. - Teacher plays movie and asks questions to the students. - Teacher asks the students to identify the expressions used in movie. - Teacher shows the other expressions. - Teacher pronounces the	- Students get the handouts - Students do the exercises. - Students discuss the answers with the teacher. - Students identify the expressions. - Students study other. - Students repeat the teacher.

expressions. 2. Practice - Teacher asks the students to work in pair. - Teacher asks the students to do the exercise in the handout, - Teacher and students discuss the answer. - Teacher asks the students to act the dialogues out.	- Students work in pair. - Students do the exercise. - Students discuss the answer with.
Closing • Teacher summarize the lesson. • Teacher has a reflection. • Teacher states the upcoming material. • Teacher close the lesson.	• Students summarize the lesson. • Students have a reflection. • Students listen to the upcoming material. • Students respond the teacher leave taking.

After determining the field problems to be solved and designing the actions, I designed a course grid that could be seen on the Appendices, As stated above, the actions in this research focused on improving the students' English speaking

skill through videos as media to give an appropriate speaking model to the students. The action designed were expected to create the following situations.

- a. Students could actively participant in the classroom activities.
- b. Students could be more confident In speaking English
- c. The students could improve their vocabulary mastery
- d. Students could communicate fluently and accurately in English.

4. Action Plans

I Tried to solve the field problems by using some steps. The first step was writing a course grid. The course grid. The course grid consist of the basic competency, example language, key vocabulary, media, and indictors. The basic competency for the cycle I was conversation to asking opinion, and giving opinion. The cycle I conducted in two meetings. The basic competency for the cycle II was about descriptive text. The cycle II was conducted in two meetings. The media consisted of dialog transcript, course book, the teacher's explanation, and handouts. The audio and video media related to the activities do in every meeting. I used movie to improve students speaking ability. The second step was writing lesson plans for every meeting. There are three lesson plans in this research. Because I entered the class to do the activities in four meeting, there were two meetings in cycle I and two meetings in cycle II, The lessons plans were made according to the course grid made before.

A. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session, I determined the form of the pre-test and the post-test of movie technique which would be applied in Cycle I. Then, I designed the assessment instrument, the lesson plan and the materials. After that, I and the collaborator discussed the lesson plan and the materials by reviewing whether they suited the syllabus. The pre-test designed was in the form of performing a simple dialogue. The students were required to perform their dialogue in pairs in front of the class, while I and collaborator recorded their performance by using rating scales modified previously. The pre-test was aimed at gathering information on the students' current speaking proficiency.

Moreover, the English teacher and I decided to apply a movie teaching technique called Listening and Reading comprehension techniques. In this type of movie teaching technique, students watched the movie to comprehend and to get as much information as possible based on what they had seen. In this Listening and Reading comprehension technique, the movie played in normal speed and normal sound. In this cycle, the movie was used as the media to give appropriate speaking models of the language functions. Thus, the student knew how to express how to give an opinion. The students watched the movie to identify the language functions presented in the videos.

The actions enabled the students to improve the students' motivation to learn and to speak in English and to improve their speaking skill. Regarding the

problems identified above, I and the collaborator planned some actions as effort to solve the problems. These were described as follow:

1. Using classroom English

In the action. I acted as the teacher in the class. I Planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. I also gave every students opportunity to speak using English during the teaching learning process. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to explain the materials, to give instruction of the task or activities, to give feedback, and also to end the lesson. Based on the observation, the students said that they do not understand when I spoke English therefore, during this cycle, I Planned to translate word, so the could understand the English words.

2. Improving students' motivation and involvement

Movie was used attract the students' in English learning process. They would be motivated in learning speaking using this media. These activities involved the students to work in pairs and in groups to discussed the movie. Through this activity the students' speaking competence could be built because in this activity they had to communicate with their partner to find out the information that they needed.

3. Improving students' self – confidence through a small group activity

A Small group activity was planned to improve the students' self confidence in learning speaking. The students were asked to perform a dialog in front of the class in pairs.

a. Action and Observation in Cycle I

The pre-test was carried out on Wednesday, March 1st 2017, the implementation of the actions in Cycle I was conducted in two meetings. The first meeting was conducted on Wednesday, March 8th 2017 and the second meeting was conducted on Thursday, March 9th 2017. Based on the English teacher's explanation, the students had already learned all the materials from the course book. Therefore, the English teacher suggested I to use the material they had already learned. One theme could be reviewed in two English teacher as collaborator sometimes took notes at the back of the class and also observed the English teaching and learning process. In the first meeting, when the pretest was held, I applied performance assessment approach to gather the data about the students' speaking skill. The components being assessed were fluency, accuracy, pronunciation, and vocabulary. Fluency includes the students' ability to speak with a good but not necessarily perfect. Accuracy includes the accurateness and appropriateness use of syntactic form. Pronunciation includes the students' spelling. Vocabulary is related with the appropriate use of vocabulary and the choice of words. These communication skills cannot be ignored when the speakers intend to improve their speaking skill. Besides, the students' speaking skills were assessed based on what he performed and what the assessors observed. The assessors were I and the teacher who assessed different students by using the same assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the student's performance to minimize the time elapsed between the performance and

its records so that the assessment result would be more accurate. Related to the efforts which were implemented in this cycle, the following discussions are presented:

1. Using classroom English

The classroom English was used to familiarize the students with English in the classroom. The students were greeted at beginning and the end of the class. For example, “Who is absent today?” was used when the teacher checked the students’ attendance, and also “See you next meeting” was used for leave taking. Most of the students could respond to those expressions well and correctly. To maintain the students’ motivation to learn and to speak, those expressions were repeated twice until all the students answered them well. Besides, the students were asked to say “May I wash my hands?” when they wanted to go to the bathroom. In the first time they could not say it. I also used other expressions in the teaching and learning process, such as “Sit down please!,” “Do not make a noise”, “Please work in pair”, “Look at the White board”, “Close the door, please” etc. In the first meeting, the students did not know what they had to do. I often translated the expressions into Indonesian. Here is an example of the use of the classroom English.

I asked “Hi, guys ... How are you?” some of the students just kept silent, and some of the students answered “Hello, I’m fine. And you?” (Field note 2, Tuesday, March 8th, 2017) I asked “Who is absent today?” some of the

students just kept silent, and some of the students answered “*Nihil Miss*”.

Nobody Miss.

(Field note 2, Tuesday, March 8th, 2017)

Based on the open-ended questionnaire 95% or 30 students stated that this movie could improve their classroom English. They said that this movie media made them understand how to speak in English correctly.

R : *Menurut Yankky, apakah film yang di tayangkan di kelas efektif untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda?*

(Do you think that the use of movie media can improve your speaking ability effectively?)

S1 : *ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris.*

(Yes, of course. Now, we understand how to speak in English correctly)

S2 : *iya. Membantu sekali.*

(Yes, it helps so much)

S3 : *sangat ya. aku jadi bisa bicara ini itu.*

(Yes, it is very useful. I can speak longer sentences now)

S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.*

(It helps so much. Usually I can't speak English well, but I can understand now)

(Interview Transcript 5. 2nd meeting)

2. Improving students' motivation and involvement through movie.

To improve students' motivation and involvement, I asked the students to have a discussion with their partner after the video session. Audio and video media was implemented in every action of the cycles. Audio and video media were also implemented in almost every activity in the lesson. The first cycle was conducted on Tuesday, March 16th, 2017. The theme was about opinion. In this meeting, the teacher focused on opinion, asking, and giving an opinion. Before explaining the materials, I asked the students about their experiences in inviting and their friends.

Only three students answered my question, the other students were only silent. I called some of the quiet students to give their ideas, but some of them were still quiet and only smiled. Then, I asked the students to be more active because he would give rewards to the most active students in the end of the lesson. After having the warming up, I explained the materials of opinion, asking and giving opinion. After that, I and one of the students performed a dialogue in front of the class as an example for the students. It made them become more enthusiastic in joining the lesson. After explaining and giving an example, I asked the students whether they would ask some questions about the materials

explained, but only one student asked the question. It seemed that most of the students were still passive in joining the teaching and learning process.

After explaining the materials, I gave the students the dialogue transcripts to perform in front of class. The students had time to think around 10 minutes, after that they worked in pairs with their friend and shared their dialogue. Because the students had to talk with their partner, they became more active. They were not really shy anymore because they interacted with only one person. But when the students had to perform the dialogue in front of the class, most of the students still seemed reluctant to speak. They just read the dialogue all the time without appreciating the dialogue. In the end of the meeting I gave the summary about what they had learned on that day. Here is the interview transcript about the students' activity.

R : *Bagaimana dialognya? Mudah kan?*

(How is the dialogue? Is that easy?)

S : *Susah Bu... nanti pas maju, kertasnya boleh dibawa ?*

(It is so difficult, Miss. When I perform it, could I bring this paper?)

R : *Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi*

contoh. (Yes, but you are not allowed to read it all, you should memorize it, I already gave you an example, right?)

S1 : *Iya Bu ini lagi nyoba ngafalin*

(Yes Miss, i'm trying to memorize this) I asked another student that seemed the most active from the beginning.

R : *Bagaimana dengan Tahajudin? Mudah kan dialognya?*

(How about you, Tahajudin? Is the dialogue easy?)

S2 : *Lumayan Bu... tapi aku ga bisa ngafalin.*

(it's OK Miss, but I can't memorize the text)

R : *Nggak apa-apa, coba dihafalkan dulu saja*

. (No problem, you have to try to memorize it first)

(Interview Transcript 5. 2nd meeting)

The second meeting was conducted on March 23th, 2017. The theme was still about asking and giving opinion. In this meeting, I focused on how to asking and giving opinion. I discussed the previous materials before starting the lesson to make sure that all of the students understood the previous material. Before explaining the materials, the teacher showed a movie to the students and asked the students about their experiences in asking someone. Some of the students mentioned them enthusiastically. I then explained how to invite someone. I also gave the example about how to read the sentences. Some students were willing to ask some questions about the materials when I finished my explanation. After explaining all the materials, I gave the tasks to the students. In this meeting, I gave the students hand out. One student got one handout. The handout contained a situation and some vocabularies about opinion, especially asking and giving opinion. The students had to fill the expression in the dialogue and then make a simple dialogue according to the situation. I allowed the students to ask something that they did not understand. After they finished their work, they had to perform the dialogue in front of the class. They were not allowed to bring their paper. The students became more active in joining the lesson because they wanted to get the

reward like their active friends who had already got it in the previous meeting. Some of the quiet students also started to speak. It was because they had seen movie with native English. I also observed how the students participated and spoke in English. The students were able to work with their classmates without any problem. The students seemed to be more motivated in learning and they also involved themselves more in the learning process. I also invited some students to be interviewed after the lesson with audio and video was played.

Here is an excerpt from the interview:

R : *Permisi, mau tanya-tanya sebentar, boleh ya? Menurut kalian bagaimana pelajarannya tadi?* **(Excuse me, I want to ask you, may I? In your opinion, how is the lesson today?)**

S : *Lumayan asyik bu pelajarannya. Aku jadi cepat paham sama materinya.*

(It is quite fun, I quickly understand the material)

R : *Kok bisa? Kok bisa cepet paham?* **(How come? What do you mean by quickly understand?)**

S : *Ya kan pakai movie tadi, jadi menyenangkan. Gak ngebosenin.*

(I think it is fun, because you use the video, so that the speaking activity is not boring)

(Interview Transcript 5. 2nd meeting)

From the interview transcript above, the student felt that the teaching learning process was more fun and enjoyable so that it was easy for them to memorize words faster although not really fast because the teaching-learning process was not stressful. I added that their friends improved their speaking skills because

teaching-learning process was more fun and enjoyable than usual. They felt that the audio and video media could improve their ability in practicing speaking. They also enjoyed their performance. They really learned English with I because learning with I was fun and easy. It motivated the students to study. The students said that they were really motivated in learning speaking by using movie, so that they did not get bored as they did in the previous. They also asked I to teach in their class again.

R : *Gimana filmnya tadi?*

(How about the movie?)

S : *Lumayan asyik bu. Kita langsung bisa menerapkannya di depan kelas.*

(That was interesting Miss, we can apply it in front of the class.)

R : Jadi berani?

(Are you brave?)

S : *Iya bu khan mau gak mau kita tetep harus maju. Asyik bu kalau ada video gitu.*

(Yes, we should perform in front of the class. It was very interesting to use the think-pair-share in learning speaking.)

(Interview Transcript 5. 2nd meeting)

3. Giving feedback on students' pronunciation

In Cycle I the teacher found that the students made mistakes in pronouncing some words and making the sentences, so that she trained to give feedback on the students' pronunciation and vocabularies. It would not be of any objection if the

teacher gave a little while extra lesson on guidance in public speaking and motivating them to perform in front of the class better. After the teacher gave the feedback, I asked the students to check their work again before they submitted their answer in order that they did not make a mistake next time.

c. Reflection of Cycle II

Some actions had been implemented as the effort in improving the speaking ability of class VIII students. In the reflection, the research members gave their responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1. Using classroom English

Using classroom English was effective to improve the students' motivation and involvement in leaning speaking skills. The students got many opportunities to communicate in English during the teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulties to understand a word. The teacher tried to paraphrase the difficult sentences in order to make the students understand the sentences. She also gave the synonyms of the difficult words so that the students were familiar with the words. Moreover, he tried to repeat the unfamiliar greetings in order to make the students familiar with the expressions.

2. Improving students' self-confidence by preparing the students to speak spontaneously

The implementation of audio - video media was successful to improve the

students' readiness in presenting their result. Based on the open-ended questionnaire some students stated that this media could improve their preparation to speak spontaneously. They said that this media made them ready for their turns. They should be ready with their work result.

3. Giving feedback on the students' pronunciation and vocabularies

The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words. The students were more enthusiastic when I asked them to repeat the words after me. They felt that they got

C. The Result of Speaking Test

The implementation of the audio and video media and its accompanying actions were successful in improving the students' speaking skills in two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported

by the result of pre-test and post-test of the students' speaking skills. The topic of the

test was Invitation in the form of making dialogue. In this speaking test, the students

were asked to make and perform a simple dialogue in front of the class. The topic was

written in the handout, and then the students were asked to choose one of the topic

provided. They should make a simple descriptive text and perform the result in front

of the class To assess the students' speaking skills in the pretest and post-test, I and

English teacher used a rubric which involved four aspects of speaking, such as fluency, accuracy, pronunciation and intonation. The students' speaking scores in the

pre-test could be seen in Appendix. Meanwhile, the summary of the result of the pretest could be seen in Table above:

Table 5.1: The Result of the Data of Pretest and Posttest

NOMOR		NAMA SISWA	L/P	NILAI	
Urut	Induk			Pretest	Posttest
1	151607073	ALAN NURJAMAN	L	57	88
2	151607039	ALI DZULFIKOR MUWAHIDIN	L	60	90
3	151607040	ANANDA RIFTI AKBAR	L	65	83
4	151607041	ASTRI NURFADILAH	P	75	90
5	151607075	AZRUL HAPIZH	L	69	69

		AWABIN			
6	151607044	DILAN FIRMANSYAH	L	73	73
7	151607048	FASYA FATAHILLAH	L	74	74
8	151607050	FIRMAN FEBRIANSYAH	L	80	89
9	151607051	HERMAN HIDAYATULLOH	L	90	90
10	151607052	IKBAL HERMAWAN	L	78	86
11	151607053	INDI RIYANTI	P	85	95
12	151607014	KARTIKA SARI	P	78	89
13	151607083	KURNIAWAN	L	80	91
14	151607015	LISNA MAESA	P	81	93
15	151607091	MUHAMMAD TEGAR S	L	70	88
16	151607020	NARLAN BARMANSYAH	L	70	83
17	151607058	NURI ARDIANTI	P	75	83
18	151607059	PUJAWATI EMAN SAPUTRA	P	83	90
19	151607028	ROSANDI	L	70	83
20	151607101	SALZABILA DINAR RAFIANI	P	78	88
21	151607030	SEPTIAN	L	67	93

22		SETIAWAN NUR RIZKI	L	70	85
23	151607102	SILVIA NUR PATIMAH	P	90	95
24	151607103	SUCI RAHMAWATI ASYIFA	P	80	90
25	151607032	SYAHRIL MARDIAN	L	70	95
26	151607067	SYAHRUL ALDIANSYAH	L	65	78
27	151607068	TAHAJUDIN JANUBA ASHAR	L	98	98
28	151607033	TRIANA RAYI FIRDIA	L	75	94
29	151607107	WIMAR WIRANGGA	L	70	86
30	151607035	WULAN LESTARI	P	69	93
31	151607036	YANKKY KARLINA	P	80	98
		Jumlah		2328	2720

D. DISCUSSIONS

Speaking has an important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed. The ability to speak effectively cannot be separated from the role of language in communication. Language is a communication tool used to understand and express information, ideas, feelings, and as a tool to develop

knowledge and culture.

In our country, Indonesia, English is a foreign language. It is a compulsory subject taught in junior and senior high schools aimed at preparing the students to be

able to communicate and access knowledge in English in the communication context to meet their need. Moreover, it is also aimed at preparing the students to be able to

communicate in the daily life based on the global needs.

Students should have good speaking skill to be able to transfer knowledge and exchanging knowledge and information in English effectively. In line with that, the

students should be able to use language to communicate ideas, knowledge, and information to other people and to respond other's ideas in interaction process based

on certain context in which the language is used.

In this research, the PPP (Presentation, Practice, and Production) technique was used combined video teaching techniques with pre-viewing, while viewing and

post viewing activities. It was decided based on the result of the discussion with the

English teacher.

In the Presentation stage, before the students before the students watched the videos, they did

vocabulary Task; matching and finding the Indonesian equivalents. The vocabularies

listed in the Task taken from the videos. The aim was to help the students in comprehending the videos. The videos were played twice. After watching the movie,

they identified the language expressions used in the movie. The English teacher and I decided to use different movie teaching techniques. In the first cycle, the movie teaching technique used was Listening comprehension technique. The purpose of this technique was to help the students comprehend the movie and get as much as information from what they had seen. In this technique, the movie were played at normal speed and normal sound. On the other hand, in the second cycle, the English teacher and I agreed to apply fast-forward and silent movie teaching techniques. For the fast-forward video-viewing technique, I pressed the 'Play' button and then fast forwarded the videos, so that the sequences passed silently and the students had to guess what extract were all about and what were their opinions related to the situation. However, for silent viewing, the videos were played at normal speed but without sound and then the students had to guess what the speakers or characters were saying. In Practice stage, the students completing dialogues then act out the dialogues

with their partner. The last, for production stage, the students had role-play. I gave each group or pairs a situation card. The students were given more time to prepare and practice before performing their works in front of the class. In addition, video as authentic material provides a list of vocabularies that students can acquire.

After a series of treatments, students seemed to have more various vocabularies particularly related to material given. Based on the questionnaires, students felt that their vocabularies were improved after learning through movie in several meetings and their speaking results proved it. Vocabularies gained from movie are presented in context. While learning the language, the students could get the visual context provided by the pictures in the movie which portray the situation, environment, gesture, and other visual clue which can help students to understand the message. movie gives contextual learning and can increase comprehension of spoken language.

movie can be a good model in speaking practice since it can present native speaker into the class. Students will be encouraged to imitate what they see or hear and movie provides both of them to make their learning more interesting which leads students to be more active in classroom participation, particularly when they were practicing the dialogue or monologue given based on movie. In addition, because of the interesting learning experience tends to lead the students to have the long term memory about what they have learned. movie help students establish auditory, visual and mental links that help students improve their long term memory. Besides, it requires a lot of repetitions to make them common to use and pronounce the vocabularies they have got. Moreover, movie provides repetition. Repetition is important in learning; in

term of speaking students need more than once to get the clear pronunciation to be imitated by themselves. Although, when they were speaking, their local accent still

has big influence to their speaking. The following table portrays some pronunciations

that commonly occur in their speaking. The last, movie provided Cross-cultural awareness. It was allowing students a look at situations for beyond their classroom. Videos also gave students a chance to see such things as what kinds of food people eat in other countries and what they wear. This research conducted in two cycles. There were two meetings for each cycle. In cycle 1, the action was success to attract the students' attention and success

to improve the students' speaking skill, but there were still some weakness and obstruction. The goal of using videos as the media to give an appropriate speaking model was successfully achieved. The students were interested in learning through

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions, and suggestions relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The action research in this study was implemented to the eight grade students of SMP Sebelas Maret on March, 2017, during the first semester of the academic year of 2016/2017. This study was aimed to investigate the improvement of students' speaking ability by using movie in teaching learning process. The actions carried out in two cycles were effective in improving the students' motivation, self-confidence, vocabularies and pronunciation. The actions consisted of the use of movie as modelling of the input text combining with the use of classroom English, discussions and role plays. After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the eight grade students at SMP Sebelas Maret Bandung by using movie media. First, the action using movie could attract students' attention and motivation in the teaching and learning process. The use of movie also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident. Second, the combination of the use of movie and the classroom English activities were able to make the students speak English. They were able to make the students

more active in joining the group discussion or sometimes giving instant comments in some cases.

B

. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teacher

The teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide movie media in the teaching and learning process because movie helps the teacher deliver the materials easily.

2. For the School

The school can apply some efforts to improve the quality of the students' speaking skill considering the problems that occur in the school, for example, they provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For other researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to

improve the students' speaking skill by using movie media. Moreover, they also should make sure that the teaching aids used could work well. In addition, they should be more creative in designing the techniques and activities to accompany the videos so that the teaching and learning could be more enjoyable.

Interview Guidelines

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

Interview : Students

Questions:

- 1) Menurut kamu, bahasa Inggris itu gampang atau susah?
- 2) Kesulitan apa yang dihadapi dalam belajar bahasa Inggris?
- 3) Apakah Ibu Guru selalu menjadi contoh ketika mengucapkan kata atau melakukan percakapan di kelas?
- 4) Media apa yang biasanya dipakai di kelas saat belajar speaking?
- 5) Menurut kalian, media yang dipakai harus yang seperti apa agar belajar jadi lebih menarik?
- 6) Kegiatannya apa saja ketika belajar speaking di kelas?
- 7) Apakah kamu menyukai belajar speaking dengan film? Mengapa?
- 8) Apa dengan menonton film dapat membantu belajar speaking?

Interview transcript 1

R : Researcher

S1 : Student1

S2 : Student2

R : Bagaimana dialognya? Mudah kan?

S1 : Susah bu... nanti pas maju, kertasnya boleh dibawa kan?

R : Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh

S1 : Iya bu ini lagi nyoba ngafalin

R : Bagaimana dengan Nabila? Mudah kan dialognya

S2 : Lumayan bu... tapi aku ga bisa ngafalin.

R : Nggak apa-apa, coba dihafalkan dulu saja.

Interview transcript 2

R: Researcher

S: Student

R : menurutmu bagaimana pelajarannya tadi?

S : Lumayan asyik bu pelajarannya. Aku jadi cepat paham sama materinya.

R : Kok bisa? Kok bisa cepet paham?

S : Ya kan pakai film tadi,jadi menyenangkan. Gak ngebosenin.

R : Ooo, gitu... Kalau teman yang lain gimana tadi?

S : Ya kayaknya mereka juga suka, gak kaya biasanya. disuruh maju aja susah.

R : Sip kalo gitu, terima kasih.

1. Pre test



- Make a dialogue asking and giving opinion based on the movie

“Beauty and The Beast”

Dialogue :

S2: What do you think about Beauty and the Beast?

S1: “You know, I think Beauty and the Beast is very interesting cartoon movie . Don’t you agree?”

S2: “Well, I’m not sure. Why do you say that?”

S1: “The story of the movie is very Romantic. Don’t you think so?”

S2: “No, Not really. I disagree. In my opinion, Beauty and the beast is bad cartoon movie”

S1: “Oh? What make you say that?”

S2: “The story of the movie monotouns. ”

S1: “Hmmm. Maybe you are right”

2. Post Test

- Dialog

Make a dialog about character of movie "Beauty and The Beast"

S1 : Hi...

S2 : Hi...what's up?

S1 : Do you watch the Beauty and the beast movie ?

S2 : Yeah.. of course, and you?

S1 : Yes, but I don't very interest.

what do you think about character Belle the movie?

S2 : I Think she is a funny girl and No denying. And what is your favorite character?

S1 : my favorite character is Gaston

S2 : What? Gaston? What do you think about gaston?

S1 : I think he is such a tall,dark, strong and handsome. Do you agree with me?

S2 : I don't think so. I Disagree with you.

S1 : Why?

S2 : because, I think Gaston like a scary people.

S1 : may be you are right.

3. Pedoman Penilaian

Jumlah skor keseluruhan maksimal = 100

4. Rubric Penilaian

Indicators	Mean Scores
Grammar	20
Vocabulary	20
Comprehension	20
Fluency	20
Pronunciation	20

Picture of Occupations

1. Belle



2. Beast



3. Gaston



Photographs





AUTOBIOGRAPHY



The writer's name is Neni Noviani. She was born in Bandung, on November 13th. 1995. She is the second of two's children of Mr. Usep Saeful Rohman and Mrs. Euis Sumiati.

She was sent to SDN Karangsari Ciranjang in 2001, when she was six years old. After finishing her Elementary School in 2007, she entered SMP PGRI ciranjang.

In 2010 she entered of SMKN 3 Bandung, graduated from SMKN 3 Bandung in academic years 2012/2013

In 2013 she continued her study at English Education Stdudy Program Language and ART Department of STKIP Siliwangi Bandung.