

Improving Students' Speaking Skills through Watching Western Movie at MA Islamiyah Ciputat

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Abstrak: Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) dengan subjek penelitian adalah siswa kelas XI IIS Islamiyah Ciputat. Adapun Tujuan dari penelitian ini adalah untuk mengetahui hasil peningkatan kemampuan kemampuan berbicara siswa melalui media film. Penelitian Tindakan Kelas ini menggunakan model Kemmis & Mc. Teggart, yang terdiri dari empat tahap yaitu perencanaan pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui observasi, tes, wawancara, dan dokumentasi. Penelitian ini dilakukan dalam dua siklus, dengan dua kali pertemuan per siklus. Hasil penelitian menunjukkan bahwa media film dapat meningkatkan kemampuan berbicara siswa kelas II C SDN Ciputat 01. Pada Pada siklus I, nilai rata-rata kelas adalah 68,08, dan 56% siswa tuntas. Berdasarkan Berdasarkan penjelasan tersebut, dapat dikatakan bahwa siswa kelas XI IIS Islamiyah Ciputat dapat meningkatkan keterampilan berbicara mereka dengan menggunakan media film.

Kata kunci: Berbicara, Media Film, Penelitian Tindakan Kelas

Abstract: This is a Classroom Action (PTK) type of research, and the subjects are students in class XI IIS Islamiyah Ciputat. The purpose of this study is to determine the results of improving students' ability to speak through movie media. Classroom Action Research uses the Kemmis & Mc. Teggart model, which consists of four stages: planning, implementation, observation, and reflection. Data were collected through observation, tests, interviews, and documentation. The study was conducted in two cycles, with two meetings per cycle. The results show that film media can improve the speaking ability of students in class II C at SDN Ciputat 01. In cycle I, the class average score was 68.08, and 56% of the students completed. Based on this explanation, it can be said that students of class XI IIS Islamiyah Ciputat can improve their speaking skills by using movie media.

Keywords: Speaking, Movie Media, Classroom Action Research

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INTRODUCTION

English has become an international language and serves as a lingua franca throughout the world. It is also used, learned, and understood in countries where the mother tongue is not English. Even in some educational institutions, English has become a compulsory language used on a basis.

English is very important for communication and has quite a huge role in many fields, such as medicine, engineering, education, business, technology, banking, and tourism (Pritin et al., n.d., 2022). English also has a lot of influence when we're going to apply for a job at any agency. because using it as a second or foreign language is what makes the world.

A student must master several aspects of English: Listening, Speaking, Reading And Writing. The four components above are divided into 2 aspects, the first is the productive aspect which includes speaking and writing skills while the second is the receptive aspect which includes listening and reading (Wulandari, 2013). This can occur

due to the lack of vocabulary that learners have so that it affects their confidence when speaking English.

Speaking itself has a meaning as a social tool which is a basic need for every learner and an educator where this is an important indicator to convey ideas and opinions of each, where basically communication is a social need. Speaking is a form of practical communication and one type of language skill.

Speech skills cannot be acquired simply or spontaneously. Humans don't have the direct ability to speak from birth. It can even be said to take a fairly long stage. Someone's not immediately skilled after learning to speak. People who are not good at speaking usually have difficulty communicating things well, even though they can pronounce things smoothly. Especially in complex matters such as science, thinking, and argumentation. While the main function of language is to communicate with each other.

According to Nunan in (Hariati, 2022) speaking can be understood as the ability to communicate based on situations encountered, as well as reporting behavior or disclosure of ideas in a concise and unambiguous manner. This can be interpreted that speaking is the ability to communicate based on what we experience and we feel that is spoken spontaneously and clearly expressions like this usually often occur in everyday life.

According to Afrizal Speaking is an interactive process in which it aims to generate and receive information (Maulidiyah & Qolbia, 2020). Fachrurrazy explains through a simpler language Speaking skills are considered as one of the most important skills to communicate between social beings one with the other with better (Zumam, n.d., 2020)

Several ways can be done to improve speech and increase vocabulary to become more and more widespread one of them is by using the Internet and the technology that exists today given the very rapid development of the Internet in this era of globalization. There are many methods that we can do to improve our English skills by leveraging the advances of the Internet. One of them is the way we watch western movies on legal platforms that are circulating today.

As Klean suggested, "teaching English through movies is a smart tactic, especially for international students who want to learn a foreign language" (Hariati, 2022). In other journal Brown argued that "The most common method of producing oral productions is the use of visual images, photographs, diagrams, and graphs. (Zumam, n.d., 2020). Other opinions say that, "connecting technology with education is very important" (Jarrín & Kim, 2019).

According to the researchers' observation, each time a researcher visits and teaching and learning activities performs with a student of 9th grade students MA Islamiyah Ciputat, they find the facts of the field, that is, at the time of the teaching activity, the researcher observes a large number of students who have less speaking skills, There was no enthusiasm from the students after the lesson, as can be seen, this is the unenthusiasm that then provokes students to be inactive in speaking such as expressing opinions or simply asking about things that they do not know so that the class feels quiet and boring because of the absence of dialogue between teachers and students. Even some of them seemed to be busy with their own world, only a few students were aware of what the teacher was telling.

Then after the researcher made several visits and observations, the researcher found a description of the condition of the 2th grade students of MA Islamiyah Ciputat where they each felt unfamiliar with the use of English in their environment this was because their school only focused on memorizing students and Then the researcher found that during learning activities. Especially in English learning researchers found when asked to read a dialogue the first thing they spoke was the fact that they could not even read English-language texts and at the time of conducting questioning activities between teachers and students at the end of English learning most of them were stuck and impressed indifferent, This was due to their lack of listening and listening to dialogues in English so it also affected their speaking skills. Therefore, using the advancement of the Internet and the sophistication of technology we can create more effective, use innovative and creative learning approaches so that students are not bored and are more interested in continuing learning activities in the classroom One attempt to solve such problems is by showing students examples of English-language dialogues by watching western movies so that they can listen and sense the correct English speaking directly from the countries of their native language or their mother tongue using English to train the four above components speaking, listening, writing and reading especially in speaking and listening.

Referring to the above description of researchers interested in conducting research Improving Student Speaking Skill Through Western Movie MA Islamiyah Ciputat 9rd school year 2023-2024. This research answers three main questions: (1)How can Western films be used as a tool to improve English speaking skills? (2)What are the advantages and challenges in using Western films in the development of fluency of speech? (3)How can participants utilize Western films effectively to improve their speaking skills?

METHODS

This study used classroom action research (car) following the model proposed by kemmis and mctaggart. Ptk was chosen because it allows researchers to identify problems in the classroom, implement actions, and observe the results in real-time. The theory of ptk according to kemmis and mc. Taggart emphasizes the importance of self improvement, work experience, systematic approach, planning, and introspection in conducting action research in the classroom. This approach provides a clear and structured framework for improving the quality of learning and professional development. The purpose of this study is to improve students' speaking skills' through watching western movie. The participants of this study were of class XI of MA Islamiyah Ciputat Senior High School in the academic year 2023/2024

In this study, there will be two cycles: cycle I and cycle II. Each cycle will consist of four main activities: planning, actiont, observe, and reflection. The model proposed by Kemmis and McTaggart is used as the research model, which consists of four stages, as follows:

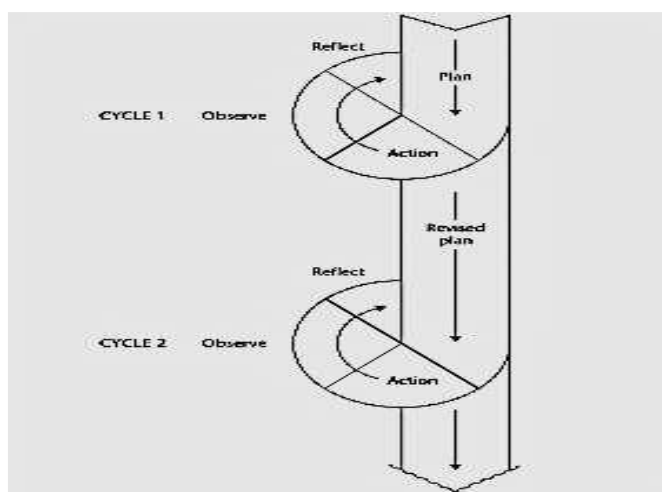
The planning stage is the initial phase of preparation, which involves formulating the problems related to implementing speaking skills using Western movie media. During

this phase, the researcher also prepares evaluation tools, such as questions for the final test, to assess the students' progress.

In the action phase, the study aims to improve the speaking skills of ninth-grade students at MA Islamiyah Ciputat by using Western movie media. This method is employed as a teaching tool to enhance the students' speaking abilities in English.

The observation stage involves recording the learning process during the action phase. The results obtained from these observations reflect the effectiveness of the method used. The success of the learning process and its outcomes are measured by the improvements seen in the students' speaking skills.

Finally, the reflection phase is crucial for evaluating the success of the actions taken during the study. This reflection helps the researcher assess whether the intervention was effective and serves as a guide for improving lesson planning in future cycles, with the goal of enhancing both the learning process and its results.



(Figure 1. CAR Procces)

The use of appropriate data collection techniques and tools allows objective data to be obtained. In this study, researchers used several types of data collection as follows: Observation. Data collection techniques by observation are used if, research is related to human behavior, work processes, natural symptoms and when the observed respondents are not too large (Sugiyono, 2022). Observations were made to observe activities in the classroom during learning activities to observe the quality of learning. Students engage in the learning process with Western movies. This visual documentation serves as additional evidence to support the study's results and illustrate how this method is applied to enhance speaking skills.

The primary assessment tool in this study is an oral test. The results from these tests are used to measure students' progress in understanding and improving their speaking abilities. The data collected includes students' speaking test scores and their participation during the learning process, providing a comprehensive view of their development.

Data was gathered from both students and observers through interview sheets, observation records, and speaking performance tests. To evaluate students' speaking abilities, the assessment follows Brown's (2004) criteria, which include fluency,

pronunciation, vocabulary, grammar, and comprehension. These factors help provide a detailed analysis of the students' speaking skills throughout the study.

RESULT AND DISSCUSION

The initial activity carried out in this series of studies is that the researcher first came to the school on July 1, 2024 to deliver a research permit to the principal of MA Islamiyah Ciputat, namely Mr. Parjuangan, M., A and explained the plan to carry out research activities at MA Islamiyah Ciputat. The principal allowed and supported researchers to carry out research activities at the school. The researcher also met with the homeroom teacher of class XI IIS, namely Abdul Latif Awaludin S.Pd, the researcher explained the research activities that would be carried out in the class and made the students of class XI IIS as the research subject.

On Monday, JULY 8, 2024, researchers came back to school to make initial observations of the speaking skills of students in class XI IIS MA Islamiyah Ciputat. A pre-cycle test was conducted by researchers to assess students' speaking skills by means of a speaking performance test.

Based on the results of the study, it can be seen that students' speaking skills in English subjects in class XI IIS MA Islamiyah Ciputat when before the action The number of students who passed is known by everyone (≥ 75) is 16% totaling 4 people, while the percentage of students who have not completed 84% totaling 25 people with an average class score of 56.64 (the results of research data can be seen in the attachment). Based on these results, it can be concluded that the completeness of speaking skills of students in class XI IIS MA Islamiyah Ciputat has not reached 70% and the completeness results are still relatively low.

As for the results obtained from the researcher's observation activities and the results of the speaking test score sheet During the planning stage, students' speaking ability in the class XI IIS MA Islamiyah Ciputat are still quite low, Students can be seen if asked to come forward sequentially in front of the class. to retell with their own language, most students still do not understand the material taught so that they have difficulty in composing sentences, the words used are repetitive, In addition, during the learning process, there were still some students who were less focused, passive, busy by themselves and less active in asking what they had not understood. In addition, Certain students are not focused during the learning process, passive, busy by themselves and less active in asking what they have not understood.

Thus, the provision of action in this study is focused on improving students' speaking skills by using more interesting learning media so that it can attract students' attention and focus more on following the learning process and is expected to improve students' speaking skills.

The first meeting of cycle I was held on Monday, July 8, 2024 at 08.20 - 09.40 WIB in the XI IIS MA Islamiyah Ciputat classroom. The duration of time for implementing the action for 72 minutes includes 10 minutes of opening activities, 60 minutes of core activities and 10 minutes of closing activities. This action is carried out in accordance with the action planning guidelines that have been planned, namely in accordance with the

lesson plan using western movie media. During the PTK process, the performance of the researcher as a teacher was observed by the class teacher and recorded on the observation sheet.

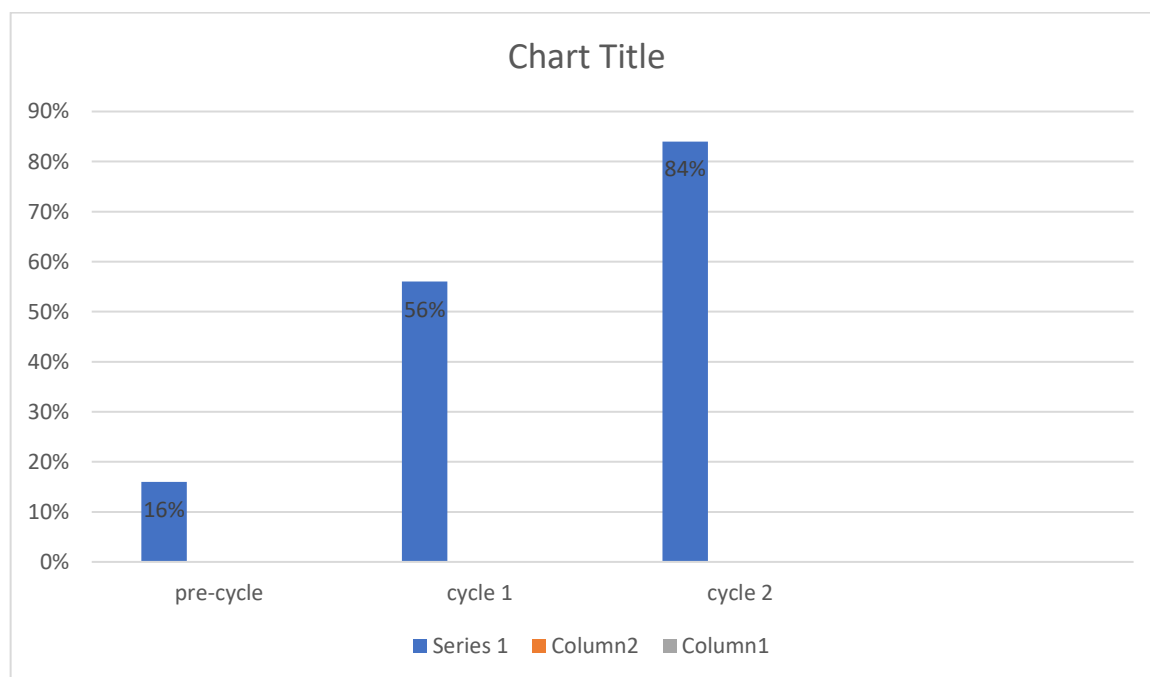
In this section the writer collects and categorizes data from the beginning of pre-cycle learning, cycle 1 and cycle 2. The collected data is then organized into the following table:

Table 1. Percentage Score Student Increase

No	Cycle	Student score speaking skill		Percentage
		Lowest	Highest	
1	Pre-cycle	20	74	16%
2	Cycle 1	40	70	56%
3	Cycle 2	83	60	84%

Table 2. Student Classical Completion Level

No	Activities	Number of Completed Students	Average Percentage Class
1	Pre-cycle	4	16%
2	Cycle 1	14	56%
3	Cycle 2	21	84%



(Figure 1. Result of pre-cycle, cycle 1 and cycle 2.)

Based on the results of observations of student activity in the first meeting of cycle I, it was noted that student participation in the learning process was around 50%, indicating that the learning process was still less effective. Many students were observed not paying attention to the material being presented as they were engaged in conversations with their classmates. Additionally, students had not yet developed the confidence to actively ask questions and had difficulty focusing on the video shown. This led to hesitation and difficulty when asked to retell the video content, as they struggled to

find examples of invitation sentences. At the second meeting, improvements were made to make the learning process more appropriate and efficient. Observations revealed an increase in student participation to 80%, demonstrating progress in engaging students more effectively (Nunan, 1991; Mulyatiningsih, 2011).

The first meeting of cycle II was held on Monday, July 15, in the XI IIS Islamiyah Ciputat classroom, with the learning duration divided into 10 minutes for opening activities, 60 minutes for core activities, and 10 minutes for closing activities. This session followed the previously planned lesson plan, utilizing movie media to enhance learning. During this cycle, the researcher's performance as a teacher was observed by the class teacher and recorded on an observation sheet. The observation process was carried out simultaneously with the learning activities using film media. The purpose was to gather data on the effectiveness of the researcher's teaching and the alignment of the lesson plan with the actual teaching process (Miftah, 2013; Sudjana & Rivai, 2015).

Observations of teacher activity in cycle II showed that all aspects of the planned learning process were successfully implemented. The teacher conducted the lesson according to the plan, starting with prayers, followed by delivering learning objectives, presenting the material, utilizing film media, and concluding with a summary and evaluation. The results of the teacher activity observations in cycle II were optimal, with a 100% success rate, indicating significant improvement in the teaching process (Miftah, 2013; Purwaningsih, Sari, & Purwandari, 2017).

After the use of movie media, a speaking performance test was conducted to assess the students' speaking abilities. In the first cycle, many students lacked confidence, had unclear voice intonation, limited vocabulary, and difficulty retelling the content of the movie in their own words. However, after reflection on cycle I, adjustments were made in cycle II, resulting in a more conducive and enjoyable learning environment. Students began to demonstrate greater confidence, clearer voice intonation, and a fuller understanding of the movie's content, showing improvement in their speaking skills (Berne & Blachowicz, 2008; Hu & Nation, 2000; Nation, 2001). By using movie media, the learning process became more active, helping to improve students' focus and concentration, which in turn enhanced their speaking skills and learning outcomes.

The success of this research is measured by the teacher's ability to carry out the learning process effectively and by the active involvement of most students during the learning process. Student learning outcomes are demonstrated through improved speaking skills and increased participation (Wehmeier et al., 2005; Nuryani, 2018).

Research in cycle II, the results obtained were better and the learning atmosphere in the classroom was also more conducive and more fun. Students began to be brave in retelling the contents of the story in the movie shown in their own language in front of other students, clear voice intonation and the content of the conversation covers the whole, it indicates that there is an increase in students' speaking skills.

By using movie media, the learning process takes place more actively so that it can increase the value of students' speaking skills. The movie can also increase students' concentration in understanding the content of the story so that they can retell it with good and correct language.

The research is said to be successful if the teacher has carried out the learning process as well as possible, namely by fulfilling all indicators of teacher activity that have been planned. In addition, most students are also actively involved during the learning process. The success of student learning outcomes can be shown by an increase in student speaking skills and student activity in participating in the learning process.

CONCLUSION

Based on the research results that have been presented, it can be concluded that the use of film media is able to improve the speaking skills of students in class XI IIS Islamiyah Ciputat in the 2023/2024 school year. This improvement can be proven by the following points: The low average value of speaking skills of students in class XI IIS Islamiyah Ciputat before the application of film media is known through pretest activities at the pre-action stage of research. The test results showed that the class average score was 48.13 and only 4 students (16%) reached mastery out of 25 students. The use of movie media can improve the learning process and increase students' motivation and activeness. By using movie media, the learning process is more interesting and students are also actively involved in learning activities so that it can improve student learning outcomes. This is evidenced by the increase in the average score and the number of students who completed each cycle. In cycle I, the class average score was 68.08 with the highest score of 79 and the lowest score of 40, with a percentage of students who completed 56% totaling 14 people. In cycle II, the class average value increased to 76.00 with the highest score of 83 and the lowest score of 60, with a percentage of students who completed 84% totaling 2 people. Based on the final results of cycle II, it can be concluded that the use of film media can improve the speaking skills of students in class XI IIS Islamiyah Ciputat.

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