

THE EFFECT OF FICTION SHORT MOVIE ON STUDENTS' ENGLISH SPEAKING ABILITY

Riswanto

UIN Fatmawati Soekarno Bengkulu, Indonesia
Email: riswanto@iainbengkulu.ac.id

Reko Serasi

UIN Fatmawati Soekarno Bengkulu, Indonesia
Email: reko.serasi@iainbengkulu.ac.id

Azzah Salandega

UIN Fatmawati Soekarno Bengkulu, Indonesia
Email: azzahazzah76@gmail.com

Kasmains

Universitas Bengkulu, Indonesia
Email: kasmains@unib.ac.id

APA Citation: Riswanto., Serasi, R., Salandega, A., & Kasmains. (2022). The effect of fiction short movie on students' English speaking ability. *English Review: Journal of English Education*, 10(2), 621-628. <https://doi.org/10.25134/erjee.v10i2.6282>.

Received: 02-02-2022

Accepted: 28-04-2022

Published: 30-06-2022

Abstract: The purpose of this research is to investigate whether or not students' speaking skills may be improved by watching short films. Quantitative research using a quasi-experimental design is the method that was used for the study. All of the pupils in the second grade at SMP A'isyiyah Pagaram in South Sumatra, Indonesia, make up the population. This research was conducted with the participation of forty different students. It was decided that 20 students from Class A would make up the experimental group, and the remaining 40 students from Class B would serve as the control group. The method of data analysis makes use of a prerequisite test, specifically the normality test and the homogeneity test, and the final test is hypothesis testing. According to the findings of the research that was carried out, there is an effect in the use of short movies as a medium for improving students' speaking ability.

Keywords: *fiction short movies; media; students speaking ability.*

INTRODUCTION

Speaking is a crucial ability to develop when learning English. It plays a crucial function since the primary purpose of language is the ability to transmit thoughts or information vocally in addition to written information. The most crucial active skill in learning a foreign language is the ability to communicate verbally (Rao, 2019; Zarifa, 2020). It's the act of putting words together to convey a message.

It signifies that speaking is the primary action of language. The majority of language activity is oral communication from one speaker to another in the context of daily living. Clompitt (2016) mentioned that speaking is an important part of daily life that shouldn't be taken for granted. Given that English is currently the most widely spoken language in the

world, it is without a shadow of a doubt the case that oral communication ability is an essential component of English language proficiency in the modern period (Islam, Ahmad, & Islam, 2022). Hence, Because of the importance of speaking skills in this international language, Usmonov & Usmonova (2020) argued that people of all ages, including students, must develop these foreign language abilities so that they are able to use English as a means of communication, particularly in their studies and job. Iftanti & Maunah (2021) implied that because students think that English is a path to academic and social success, they are challenged to become competent in English so that they may stay up with global innovation, compete in the global economy, and improve their quality of education in the face of global change.

As a result, speaking skills must be prioritized throughout English lessons so that students may use them in everyday situations.

Speaking has become one of the primary abilities in learning English in the Indonesian curriculum to make pupils learn it. At school, students study the four English skills including speaking. In order to be able to speak English well, the aspects of speaking must be considered. Students need to consider the accuracy which is the correct use of language related to grammar, vocabulary and pronunciation. Gower, Phillips, & Walter (1995) mentioned that accuracy requires making sure that one's vocabulary, grammar, and pronunciation are all correct. In fact, students in speaking class should expect to cover a wide range of material, but the speaking component is smaller than the reading comprehension portion.

Furthermore, several issues arise throughout the teaching and learning process. Some problems are usually found in speaking, such as feeling nervous when they try to speak in front of the class, lack of vocabulary, and feeling afraid of making mistakes. These problems belong to linguistics and psychological problems. Wulandari, Amalia, & Ramdhani (2022) implied that low levels of proficiency in vocabulary, grammar, and pronunciation were contributing linguistic factors in students' inability to communicate effectively at the medium level. Meanwhile anxiety, lack of practice and confidence were the psychological aspect that contribute to the students' difficulty in speaking. Moreover Pronunciation and fluency is one of the students' weaknesses in learning speaking because, mastery of the both components means they can speak fully similar with native speaker or pronounce similarly with native speaker and speak as fluent and effortless as that of a native speaker (DeLozier & Rhodes, 2017). Students should be given the opportunity to use their language orally whenever possible so they can express themselves verbally (Amalia & Apriani, 2016). As a matter of fact, it is essential to engage the students to the learning process where they can feel more motivated to learn and involve in the speaking activities. Other concerns, ineffective teaching methods and a boring classroom environment can lead to students being bored and disinterested. Because there is no new setting, students have a hard time honing their speaking abilities when using the strategy. Islam & Stapa, (2021) indicated that because the learners are

deprived of the opportunity to use the language and acquire the skills necessary for appropriate communication, their fluency suffers.

Using movie as a media in teaching speaking can be a solution. Movies are the type of media that will pique students' interest because most teenagers enjoy watching movies. Through movies, students will learn how foreigners use the language in different situation in daily life context. Movies can be used as a pedagogic means to improve language learning, based on the premise that they provide real life language input (Smaldino, Lowther, & Russell, 2012). Conversations in films occur in real life contexts, therefore learners explore how language is used by its native speaker. One of the major benefits of films is their contribution to the development of spoken language comprehension. Blasco, Moreto, Blasco, Levites, & Janaudis (2015) advocated that movies are helpful in teaching the human dimension, which is necessary for developing as a human being and for forming identity in early learners. Movies are comforting, evocative, and non-threatening. They are also based in both visual and emotion.

For teachers, the movies experience helps also to confirm and clarify their role to bring a new perspective in teaching. Kanellopoulou (2019) stated that movies are an excellent way to gain exposure to actual language. The production of authentic materials takes place more in the context of actual dialogue than in the context of language instruction. Because authentic materials include the qualities of language as it is used by a native speaker, using them can significantly contribute to the enhancement of language skills. Berk (2009) argued that, when you watch a movie or a TV show, emotions like excitement, rage, laughter, relaxation, love, whimsy, or even boredom are often omitted. All of these elements of filmmaking inspire audiences to express themselves verbally about the feelings they're experiencing. Bloomsbury International mentions that listening to native speakers will also help students improve their fluency in the language. Listen to how to connect their words and where to place intonation on specific words and sentences. Furthermore, through movies students and teachers can put the knowledge to practice. In English classroom they will learn a lot of vocabulary and grammar but they may not know how to use it in real life. Watching English movies will help them understand how use all

knowledge that has lean in everyday situation.

According to Lynch (2016), because of the variety of dialects they can show and the enjoyment they provide, movies are frequently used in the classroom. Other studies also reported the benefits of using movie in English language teaching classroom. It is more efficient and speedier for learners to acquire the English language by viewing a movie (Yaseen & Shakir, 2015). Goctu (2017) mentioned that students can learn a variety of accents and practice speaking in an authentic setting by watching films. Rao (2019) also argued that learning the English language in a real-world setting is made possible by the use of authentic materials and a wide range of language scenarios in English movies.

The findings of the studies showed that language students around the world believe that movies are credible resources for language learning and that watching movies is an efficient way to develop a variety of language skills, including reading, listening, vocabulary, and speaking (Albiladi, Abdeen, & Lincoln, 2018; Goctu, 2017; Kabooha, 2016). Both students and teachers viewed the usage of films in the classroom to improve language abilities as a positive development. Students' language learning might be enhanced and their motivation to study the target language could be increased by using carefully chosen film resources. Films and also are now an integral part of students' daily life, so incorporating them into the language classroom is only natural. The use of film as a motivator makes learning a language more pleasurable and interesting (Khan, 2015).

This research focused on the utilization of short films as a movie format. This study calls for a video no longer than 15 minutes. To ensure that the students are not bored while watching the film, a short film is chosen. Students will desire to mimic the character in the movie in order to enhance their English skills. There have been few research studies covering the use of short movies in the field of the teaching of English (Audina & Ratna Suminar, 2018; Irmanda, Ahmad, & Al Baekani, 2021; Madiyoh, Hidayanto, & Putro, 2018; Masruddin, 2018; Tnomat, Densiana, Billik, & Banu, 2022). It is worthwhile to study the impact of short movies on students' speaking abilities because there are few studies on this topic. In addition, only few researches include junior high school students as a sample. It is important to put the students' level of

education, since different characteristics of the students influenced the choice of the materials as well as the teaching procedures. This study, on the other hand, focuses on the use of fiction short movie that depicts fictional characters, locations, or situations.

METHOD

This study applied quasi-experimental research design. The design was nonequivalent Groups pretest-posttest control group design. Due to the impossibility of randomly assigning individuals, pre-posttest control or comparison group designs with non-equivalent groups are quite common and beneficial in education. The researcher employs entire, previously created groups of individuals, administers a pre-test, administers the intervention condition to one group, and then administers a post-test (McMillan & Schumacher, 2014). The design is presented in Figure 1.

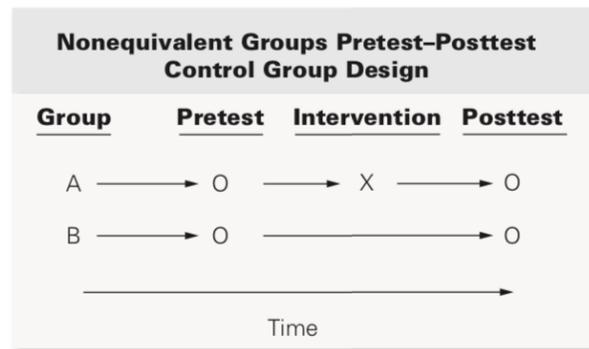


Figure 1. *The notation of nonequivalent groups pretest-posttest control group design*

There were total of 40 students participated in this study. Purposive sampling was used in order to select the participants. The students were chosen since they were in the same level of English achievement. Twenty students from class A were assigned as experimental class, while the rests of 20 students were assigned as control class. The students in experimental class were given the treatment of using fiction short movie in speaking class. While the students in control group were not exposed to any new treatment. During the interventions, the teacher applied several teaching procedures. The students were split into four groups. The researchers then, instructed the students to pay close attention to the movie. Then the researchers challenged the group to come up with ten words from the movie. The words then were

exchanged to other groups as the students practice to pronounce them. After then, each of the groups discussed about the movie. Finally, the researchers formed a brand new group without letting the students to join their previous group, then with the new group the students' practice speaking through retelling the story to each other.

The instrument used in this study was speaking test which was in the form of talk as performance. According to Richards (2008), talk as performance is a useful term for the third sort of talk that can be distinguished. This relates to public speaking, or speaking in front of an audience, such as school presentations, public announcements, and speeches. In order to collect the data of the students' speaking score objectively, the students' talks were analysed by using speaking rubrics that include four elements of speaking; pronunciation, grammar, vocabulary and fluency. The researchers used t-tests to determine whether or not watching fiction short movies improved the pupils' capacity to communicate verbally. A paired-samples t-test was used in order to determine whether or not there was a significant change in the level of achievement attained by the students in the experimental class either before or after the treatments. In the meantime, the researchers utilized an independent sample t-test so that they could examine the differences in outcomes between the two groups.

RESULTS AND DISCUSSION

After collecting the data on students' speaking performance, researchers conducted prerequisite test to makes sure that the data were normally distributed. The results of Kolmogorov-Smirnov Statistic of the whole collected data including pretest (Sig-Value =0,200)-posttest (Sig- Value = 0.074) in experimental group and pretest (Sig-Value= 0.200) -posttest (Sig-Value = 0.07) in control groups showed that the data were normally distributer, $P > 0.05$. Therefore, parametric statistics can be implemented.

A statistical analysis called a paired-sample t-test was carried out in order to determine whether or not there was a significant difference in the level of achievement exhibited by the pupils either before or after they were given access to the intervention. In the pretest the highest score in experimental group was 70 while the lowest score was 20 (M= 42). In the post test, the highest score was 85 while the lowest score was 55 (M= 73). The statistical

analyses of Paired-Sample t-test showed that there was statistically significant difference on students' speaking score before the intervention (M= 42), SD= 14.27) and after the intervention (M= 73, SD= 10.183), $t(19)= 20.976$, $p < 0.0005$. The results indicated that there is significant improvement on the students' speaking ability.

Figure 2 Illustrates the distribution of the score in experimental group.

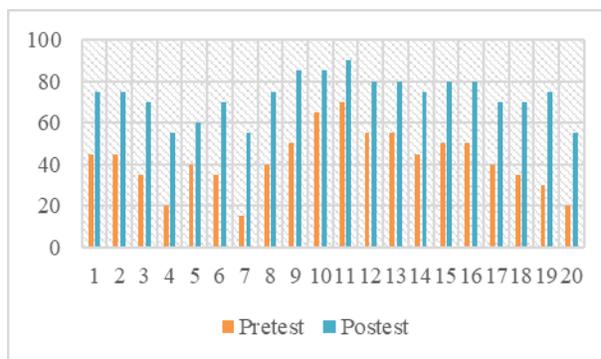


Figure 2. *Experimental class speaking score distribution*

The results of the test based on an independent sample demonstrated positive achievement as well. Independent-samples t-test was conducted in order to compare the speaking score obtained by the students in experimental group and control group. There was significant difference in score for experimental group (M= 73, SD= 10.183), and control group [M= 66, SD= 9.542; $t(38)= 2.243$, $p= 0.03 < 0.05$. Table 1 and 2 illustrated the analyses.

Table 1. *Independent group statistic*

	Class	N	Mean	SD	Std. Error Mean
Speaking Ability	Exp	20	73	10.183	2.277
	Cont	20	66	9.542	2.134

Table 2 *Independent sample t-test*

		Speaking Ability	
Levene's Test for Equality of Variances	F	.12	
	Sig.	.913	
t-test for equality of Means	T	2.243	2.243
	Df	38	37.841
	Sig. (2-tailed)	.031	.031
	Mean Difference	7.000	7.000
	Std. Error Difference	3.120	3.120
95% Lower		.683	.682

Confidence Interval of the Difference	Upper	13.317	13.318
---------------------------------------	-------	--------	--------

The findings of the statistical studies suggested that the utilization of a fiction short film brought about a considerable effect on the students' ability to communicate verbally. It is possible that the students' overall performance would benefit by incorporating media into their speaking class. The findings lend themselves to a number of interpretations.

Firstly, the result indicated that there was improvement on the students' English speaking ability after the students taught by using fiction short movie. The presence of short movie as learning media has an important role in achieving learning objective. The presence of learning media can be able to bring and arouse students' interest in participating in the learning process, which in the end arose the students' motivation. This is in line with what Masruddin (2018) found during his study that the use of short video in teaching speaking was effective. Besides, there is evidence that short videos can help students get excited about learning a new language (Madiyah et al., 2018). Hameed (2016) also reported that even with a small sample size of only fifty students, the study shows that the use of short films in English language education has a significant impact on students' learning results.

Irmanda et al. (2021) revealed that students became interested in English short films because of the film's audio-visuals. According to majority of them, they were able to overcome their apprehension and stiffness when it came to practicing their English skills. In addition, movies in English might encourage students to participate actively and enthusiastically in the teaching and learning process. Hassan, Murshidi, & Al Murshidi (2020) also added that the students' English listening and speaking abilities improve as a result of watching English films, and this positive link is strengthened by the students' increased enthusiasm to learn.

Furthermore, during the study, it was found that practically, almost all of the students' engaged in the teaching and learning process. The movie attracted the students' attention since it brings story line. It presented the whole language used in the real context in which the learners could get the real example with the real expression. Madiyah et al.

(2018) also implied that authentic short movies present the real language used, new words, phrases, and expressions. Students' capacity to communicate in English is enhanced through the use of short films, which provide a rich context for language learning. Short English movies are an excellent teaching tool because they keep students interested in what they are learning and help them enhance their vocabulary through active listening (Tnomat et al., 2022).

Eshboeva (2021) concluded that the screening of an original feature-length motion picture, when incorporated into a lesson on a foreign language, not only assists students in effectively developing their spoken communication abilities, but it also makes the session more instructional, cognitive, and intriguing for the learner. This is real when the researchers observed the students' behaviour in the classroom. The level of the students' passion was reflected in their level of active participation in the process of teaching and learning. Those students who had a history of experiencing shyness during the learning process made a concerted effort to participate actively in the various learning activities.

CONCLUSION

This study brings empirical evidence of the effectiveness of using short movie in English Speaking class. The study emphasized on the use of movie to improve students speaking ability. This study contributes to the growing body of research that demonstrates the efficacy of watching movies to enhance one's linguistic skills. The first thing that the research found was that when students were shown an activity that was familiar to them which is watching movie, it was much easier for them to become interested in what was going on in the classroom. Those individuals who had been reluctant to talk were now able to speak freely as a result of this. The students are driven to enhance their general fluency as they hear native English speaking in an authentic accent since it inspires them to have more practice in pronouncing the words and to extend their vocabulary, both of which assist them improve their pronunciation.

Because of the many advantages that may be gained from utilizing fiction short movies in English classrooms, the investigators hope to persuade language teachers of the English language to adopt this instructional strategy. The choice of the movie is something else that needs to be taken

into account. This study, on the other hand, did not focus on the particular instructional strategy or method that need to be applied. As a result, a subsequent study might desire to incorporate the particular instructional approach that should be integrated in the utilization of instructional media.

ACKNOWLEDGEMENT

The researchers give many thanks to The Rector of UIN Fatmawati Soekarno Bengkulu. The researchers also give many thanks to all of the respondents from UIN Fatmawati Soekarno Bengkulu who were involved and directly supported this research.

REFERENCES

- Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through movies: adult English language learners' perceptions. *Theory and Practice in Language Studies*, 8(12), 1567. <https://doi.org/10.17507/tpls.0812.01>
- Amalia, S., & Apriani, D. (2016). Project-based instruction: integrating technology in speaking instruction. *The English Teacher*, 45(2), 64–73.
- Audina, A., & Ratna Suminar, A. (2018). The influence of subtitles in short movies on students' listening comprehension (a quasi-experimental study in one of state junior high schools in Garut). *English Education and Applied Linguistics (EEAL) Journal*, 1(3), 192–196.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and MTVU in the collage classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1–21.
- Blasco, P. G., Moreto, G., Blasco, M. G., Levites, M. R., & Janaudis, M. A. (2015). Education through movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning through the Arts*, 11(1).
- Clampitt, P. G. (2016). *Communicating for managerial effectiveness*. SAGE.
- DeLozier, S. J., & Rhodes, M. G. (2017). Flipped classrooms: A review of key ideas and recommendations for practice. *Educational Psychology Review*, 29(1), 141–151.
- Eshboeva, D. A. qizi. (2021). Using authentic feature films in speaking activities in early stage of learning. *Thematics Journal of English Language Teaching*, 5(1), 41–45. <https://doi.org/10.5281/zenodo.5724094>
- Goctu, R. (2017). European journal of language and literature studies using movies in EFL classrooms. *European Journal of Language and Literature Studies*, 3(2), 121–124.
- Gower, R., Phillips, D., & Walter, S. (1995). *Teaching practice: A handbook for teachers in training*. Macmillan.
- Hameed, P. F. M. (2016). Short films in the EFL classroom: Creating resources for teachers and learners. *International Journal of Applied Linguistics and English Literature*, 5(2), 215–219. <https://doi.org/10.7575/aiac.ijalel.v.5n.2p.215>
- Hassan, G., Murshidi, A., & al Murshidi, G. (2020). Effectiveness of movies in teaching and learning English as a foreign language at universities in UAE. *Review Article Psychology and Education*, 57(6). <https://www.researchgate.net/publication/344880376>
- Iftanti, E., & Maunah, B. (2021). Belief, perception, and challenges of non-English department students to learn English in globalization era. *Indonesian EFL Journal*, 7(1), 1–12. <https://doi.org/10.25134/iefj.v7i1.3985>
- Irmanda, I., Ahmad, Y. B., & al Baekani, A. K. (2021). Students' perspectives towards English short movies as media to assist their vocabulary mastery in online learning. *Edukatif: Jurnal Ilmu Pendidikan*, 3(4), 2081–2091. <https://doi.org/10.31004/edukatif.v3i4.1151>
- Islam, M. S., & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: Reasons and remedies. *Language Testing in Asia*, 11(1), 1–31. <https://doi.org/10.1186/s40468-021-00139-0>
- Islam, W., Ahmad, S., & Islam, Md. D. (2022). Investigating the problems faced by the university EFL learners in speaking English language. *International Journal of TESOL & Education*, 2(2), 47–65. <https://doi.org/10.54855/ijte.22223>
- Kabooha, R. H. (2016). Using movies in EFL classrooms: a study conducted at the

- English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248.
<https://doi.org/10.5539/elt.v9n3p248>
- Kanellopoulou, C. (2019). Film subtitles as a successful vocabulary learning tool. *Open Journal of Modern Linguistics*, 9(2), 145–152.
<https://doi.org/10.4236/ojml.2019.92014>
- Khan, A. (2015). Using films in the ESL classroom to improve communication skills of non-native learners. *ELT Voices- International Journal for Teachers of English*, 5(4), 46–52.
- Lynch, L. M. (2016). *5 reasons to use popular movies for English language teaching*. https://EzineArticles.Com/Expert/Larry_M._Lynch/14967 Article Source: <http://EzineArticles.Com/287405>.
- Madiyoh, R., Hidayanto, N., & Putro, P. S. (2018). The effectiveness of authentic short movies in enhancing students speaking skill. *International Journal of English Literature and Culture*, 6(3), 44–49.
<https://doi.org/10.14662/IJELC2018.030>
- Masruddin, M. (2018). The efficacy of using short video through group work in teaching speaking to Indonesian English as foreign language (EFL) students. *Arab World English Journal*, 9(3), 282–293–293.
<https://doi.org/10.24093/awej/vol9no3.19>
- McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry*. Pearson.
- Rao, P. S. (2019). The impact of English movies on learning English in ESL/EFL classrooms. *Research Journal of English Language and Literature (RJELAL)*, 7(4), 430–438.
<https://doi.org/10.33329/rjelal.74.430>
- Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. Cambridge University Press. www.cambridge.org
- Smaldino, S., Lowther, D., & Russell, J. (2012). *Instructional technology and media for learning*. Boston, MA: Pearson. Pearson.
- Tnomat, Densiana., Billik, M. O., & Banu, T. B. J. (2022). The implementation of short English movie to improve students' vocabulary mastery in interpretive listening class. *Saga: Journal of English Language Teaching and Applied Linguistics*, 3(1), 59–68.
<https://doi.org/10.21460/saga.2022.32.121>
- Usmonov, A. Q., & Usmonova, U. B. (2020). Linguopragmatic characteristics of the Uzbek language equivalent. *Theoretical & Applied Science*, 5, 855–858.
- Wulandari, N. A., Amalia, S., & Ramdhani, M. I. (2022). Investigating speaking difficulties of senior high school students: linguistics and psychological problems. *English Franca: Academic Journal of English Language and Education*, 6(1), 151–166.
<https://doi.org/10.29240/ef.v6i1.4271>
- Yaseen, B. H., & Shakir, H. (2015). Movie effects on EFL learners at Iraqi school in Kuala Lumpur. *International Journal of Education and Literacy Studies*, 3(3), 31–36.
<https://doi.org/10.7575/aiac.ijels.v.3n.3p.31>
- Zarifa, I. (2020). The importance of speaking skill in the classroom. In Proceedings of 3rd International Multidisciplinary Scientific Conference on Innovative Technology (Ed.), *Proceeding of 3rd International Multidisciplinary Scientific Conferemce on Innovative Technology* (pp. 3–4). <https://conferencepublication.com>

