

## **A Study on Students' Perception of Using Movies to Improve English Speaking Skill (A Descriptive Study at Year-11 of SMA Negeri 2 Mempawah Hilir)**

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### **ABSTRACT**

This research was to identify what is the students' perception of using movie to improve students' speaking skill of SMA Negeri 2 Mempawah Hilir. This research design was a descriptive study and the participants were 60 students of year-11 of SMA Negeri2 Mempawah Hilir. The data were obtained using questionnaires. The data analysis is focused on students' perception as the main component supporting compelling education and learning. Learning can happen after openness to stimuli, and every individual is presented day by day to various upgrades that influence the various faculties in Jacob, Pinto and Shiffar's conducted study (2004). The result of this research were analysed qualitatively. The findings showed that the students have mostly been positively responded. It can be seen from the highest percentage of each question of the questionnaire. For positive response, the students expect it would give them more many educational movies published that can help them supplement their education. Overall, it can be simplified that using movie had been contributed to improve the students' English speaking skill.

**Keywords:** *Students' Perception, Movie, Speaking Skill*

### **INTRODUCTION**

As a part of the teaching-learning process, media plays a significant role as a communication process. In learning English, the process of communication that requires the speaker to interact, communicate and interpret their feeling and ideas. The students' improvement in SMA Negeri 2 Mempawah Hilir can be seen from their ability to use English to communicate effectively. Students might directly exchange knowledge, ideas, thoughts, feelings, and emotions through speaking. However, speaking is a communication process that is not as simple as it appears. It involves various aspects like pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, other aspects can be acquired when the speaking is good. To deliver the messages successfully, the teacher can employ media.

During the pandemic of Covid-19, the teaching-learning process in SMA Negeri 2 Mempawah Hilir was delivered through the online mode. This online-based teaching activities forced the teachers to find out the effective teaching-learning ways. Some of the teachers do not have enough time to develop their materials, thus of this making, the students do not get enough exposure in learning English, especially in improving English speaking skill. Because of this, one of the most interesting media to improve English speaking skill is using a movie. The use of English movies as a learning medium is not a new concept in the teaching-learning process. Movies as media are one effective way that makes the teaching-learning process easier for students to understand the subject. It can provide students with opportunities to involve their experience in the learning process. Movies certainly help the students to improve their English speaking skill and speak confidently, the way it's spoken in the movies. It would give students a more enjoyable experience to gain more vocabulary that might not include in their textbook. The students can learn different pronunciations because they are listening to what the actors are saying in the movies.

There have been some studies on this issue. (Rasyid, 2016, pp. 161-168), have done a classroom action research entitled Using Cartoon Movie to Improve Speaking English. The researcher used experimental design one group pre-test and post-test. In this research, oral test is used. He reported the result that the students' speaking score increased in all aspects such as pronunciation, vocabulary, fluency, comprehension, and grammar. The grammar aspect noted as the significant improvement before and after using movie in learning. It increase from 25 to 44 or 19 points. Another research was (Ismaili, 2013, pp. 121-128) doing research entitled The Effectiveness of Using Movies in the EFL Classroom. The researcher analysed the effect of using movie in EFL classroom. This research conducted on a sample of two groups, an experimental and a control group. The sample of the research is pre-intermediate level students, age 18-25. This study found that the movies attracted students' attention and presented language more naturally than in coursebooks. Movies offer visual context aids which help students understand and improve their speaking skills. In conclusion, the movie-assisted students improved their English speaking ability significantly more than those who did not. (Pahlevi, 2016, p. 40) of the Islamic University of As-Syafi'iyah researched students' perception of Movie as a media used in English language teaching. He reported that movie media are more beneficial than drawbacks, and it could be an alternative method of teaching English in the classroom.

During the online teaching and learning process, the students in SMA Negeri 2 Mempawah Hilir learned through zoom-meeting. Since then, they have limited space and access to improve their English speaking skill. It is believed that movie is a better way to improve English speaking skill. Thus, considering the reality, the researcher is interested to research to know how the Students' perception of the use of movie. This research is important to be analyzed to find the benefit of the use of movie to improve English speaking skill. In this research, the gap between the previous studies with this study is on the

research method that the researchers analysed the students' perception qualitatively in SMA Negeri 2 Mempawah Hilir. This Perception can be used to describe how students in SMA Negeri 2 Mempawah Hilir perception the use of movie in their teaching-learning process, especially in improving their English speaking skill.

## **METHOD**

The research design uses a simple questionnaire related to this research, which aims to know the students' perception of watching English movies in improving speaking skills. This research was conducted in the eleventh-grade students of SMA Negeri 2 Mempawah Hilir in the academic year of 2021/2022. The researcher used purposive sampling to choose the students. The participants in this research are 60 students as sample participants. The researcher collected the data using a questionnaire, which was served in Bahasa Indonesia to make students easier to understand the question and to minimise students' misunderstanding. The researcher used this type of questionnaire because it helped the researcher categorise the students' opinions about the use of movies as a medium in improving speaking skills in the classroom—the questionnaire was adapted by changing the positive sentence into an interrogative sentence.

The researcher started this research after the headmaster approved to obtain in the school. After that, the researcher asked the English teacher's permission to ask the students willingness to fill out the questionnaires as my participants. Then, the researcher spread out the link of the questionnaires through the Whatsapp group to sixty students of eleventh-grade students of SMA Negeri 2 Mempawah Hilir, which were taken from two different classes. After that, the students downloaded the link and filled out the questionnaires that the researcher shared. The researcher kept up students by remembering them to answer the questionnaires. After all the questionnaires had been sent back, the data were downloaded from google-form to be compiled and analysed. The data analysis technique used in this research was a descriptive study and used qualitative research data analysis.

## **FINDING AND DISCUSSION**

This research is conducted by applying a descriptive study method. It is done to the Year-11 students of SMA Negeri 2 Mempawah Hilir. There are 60 students from 2 classes, XI IPS 3 and XI IPS 4, to be the research participants. Furthermore, the intended goal of this study is to find out students' Perceptions of using the movie to improve speaking skills. The 60 students must fill a questionnaire related to their opinion of using movies in the classroom and how it affected their speaking skills. It is believed that by using a questionnaire, the researcher can obtain the intended goal of the study.

First, the Students' Interest, this part of the questionnaire is made to see the opinion of each students about how they feel after watching movie and how it affect to

their English speaking skill. The biggest amount of students' answer difference is very high, which means that averagely the research participants agree with the statement written in the questionnaire. To make it clear, based on the chart 1 and chart 2, the students think positively about the use of movie to improve English speaking skill. It can be seen from XI IPS 3, there are 29 students answer "Yes", while only 1 student answer "No". It goes the same from XI IPS 4 that shows 29 students choose "Yes" as their answer and 1 answer "No". It confirms that the students think the use of movie is interesting to improve their English speaking skills.

For the second question of the questionnaire, most of the students answer "Yes" that movie help them to learn and social and moral value in real life situation. In XI IPS 3, there are 24 students choose "Yes" as their answer, while there are 6 students answer "No". In XI IPS 4, there are 26 students answer "Yes" while there are 4 students answer "No". From these data, it can be concluded that the students can learn something about their social life and moral value through the educational movie.

The third question of the questionnaire is English movie help you learn and see the real-life conversation by a native speaker.. There are 25 students of XI IPS 3 answer "Yes" and 5 of the students answer "No. Meanwhile, from XI IPS 4, there are 26 students answer "Yes" and the rest 4 students answer "No". The movie gives a real example of how things pronounce by the native speaker and help the students with their pronunciation and fluency From these data, it can be concluded that the movie can improve the students' speaking by imitating the native speaker through the dialogue in the movie.

The fourth question is Do you think English captions are good in explaining story. To make it clear, it can be seen from the chart 1 and 2. The results are 22 students from XI IPS 3 answer "Yes" and 8 students answer "No". Meanwhile, there are 24 students from XI IPS 4 answer "Yes" and 6 students answer "No". From the results, the researcher considered that the English captions in movies help students understand the movie story and plot more. Meanwhile, some students disagree with the English captions used in the movie. From these data, it can be concluded that the English captions on the movie give the students a better understanding of the story.

The fifth question is English movies help the students be more active in the classroom. The result from the chart shows that from XI IPS 3, 18 students choose "Yes" as their answer and the rest 12 students choose "No" as their answer. In addition, there are 19 students from XI IPS 4 and 11 students answer "Yes" and 11 students answer "No". In this question, not all of the students from two classes are agree that movie is help them to be more active in the classroom and some of the students are agree that movies help students enjoy the teaching-learning process and keep them active in the classroom or online classroom.

The sixth question shows that English movies do not help them improve their pronunciation skills. To make it clear, based on the chart 1 and chart 2, the students think

positively about the use of movie to improve English speaking skill. It can be seen from XI IPS 3, there are 23 students answer “Yes”, while 7 students answer “No”. It goes the same from XI IPS 4 that shows 27 students choose “Yes” as their answer and 3 students answer “No”. The movie gives a real example of how things pronounce by the native speaker and help the students with their pronunciation and fluency. From these data, it can be concluded that the students can improve their pronunciation to improve their speaking skills through the movie.

The seventh question shows that English movies help the student's critical thinking in improving and expressing words in English. In XI IPS 3, there are 28 students choose “Yes” as their answer, while there are 2 students answer “No”. In XI IPS 4, there are 26 students answer “Yes” while there are 4 students answer “No”. From these data, it can be concluded that students can use movies to improve their speaking skills in expressing words more effectively and influencing their critical thinking.

The eight question shows that English movie is easier to improve speaking skills through a movie than learning activity as usual. The results are 25 students from XI IPS 3 answer “Yes” and 5 students answer “No”. It has the same results, there are 25 students from XI IPS 4 answer “Yes” and 5 students answer “No”. In conclusion, most students agree and have positive thoughts towards the movie as media to improve speaking skills.

To make it clear, based on the chart 1 and chart 2, the students think positively about the use of movie to improve English speaking skill. It can be seen from XI IPS 3, there are 25 students answer “Yes”, while 5 students answer “No”. It goes the same from XI IPS 4 that shows 25 students choose “Yes” as their answer and 5 students answer “No”. In conclusion, there should be still students who will find the other way to help them improve their speaking skills.

This last part of the question is do you agree that English movies can help in improving speaking skills. . The result from the chart shows that from XI IPS 3, there are 29 students choose “Yes” as their answer and only 1 student choose “No” as their answer. The same result from XI IPS 4, there are 29 students from XI IPS 4 “Yes” and 1 student answer “No”. In conclusions, from all the table showed, it confirmed that most of the students agree with movies to improve their speaking skills.

## **CONCLUSION**

Based on the findings, it can be concluded that students in SMA Negeri 2 Mempawah Hilir year-11 have a positive perception of using movies to improve their speaking skills. Students are engaged in the learning process when they watch movies to improve their English speaking skills. The movie encouraged students in learning social and moral values in real-world situations. A native speaker navigated students in learning and witnessing real-life conversations. The use of English captions or subtitles assists students in understanding the movie. Students are taking a more active role in the teaching-learning

process. The use of movies to improve pronunciation is extremely beneficial to the students. The movies aided students in developing critical thinking skills. The students are eager to improve their English speaking skills by watching a movie. The final finding revealed that almost all of the students agree that watching movies helps them improve their English speaking skills.

Finally, students' perceptions of using movies to improve English speaking skills are useful in the teaching-learning process. Furthermore, there are some limitations to this study. The first is that, due to the pandemic, this study only had a small number of participants. Sixty students took part. In the future, it is critical to determine whether using a movie to improve speaking skills improves teaching learning quality.

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