

ARTICLE

**THE EFFECT OF FILM ON THE STUDENTS' SPEAKING ABILITY AT
THE TENTH GRADE OF SMKN 1 NGASEM IN ACADEMIC YEAR
2016/2017**



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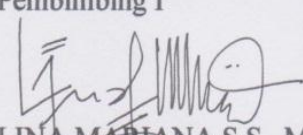
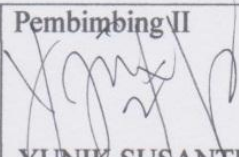
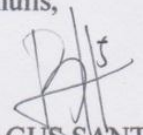
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THE EFFECT OF FILM ON THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMKN 1NGASEM IN ACADEMIC YEAR 2016/ 2017

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ABSTRACT

Speaking is one difficult part in language teaching and learning. Speaking is also the most important skill that should be mastered by student to communicate with others. As a skill, speaking is the most used skill of the other skills, but students faced difficulties in speaking, such as: good pronunciation, grammar vocabulary, and fluency. In regard to the Speaking is one difficult part in language teaching and learning, then the researcher used film to find the effect of film in language teaching and learning by the problem of the research is "Is there any effect of film as media on the student' speaking ability at the tenth grade of SMKN 1 Ngasem in academic year 2015/2016.?" The research used quantitative approach and experimental design was used. The research was conducted at SMKN 1 Ngasem Kediri. The subjects of this research were the tenth grade students, especially X JB 1(JasaBoga 1) one class consist of 38 students .The student were given pre-test, post-test and two meeting of treatment to know the effect of film as media on the student' speaking ability. Score of pre-test is 1287.5 and post-test is 1480. In analysed t-test, t-score is higher than t-table. The score of t-test was 3.660 at the degree of freedom 37 and t-table is 2.026 at the level of significance of 5% (0.05). The study found that according to the research finding as explained before, the writer concludes that there is effect film on the students' speaking ability of tenth grade at SMKN 1 Ngasem, because the score of post-test in experiment class is higher than post-test. The researcher concludes that using film for teaching speaking is effective in increasing speaking ability. The researcher suggests to the teachers, teachers must pay close attention to the duration of film. Better teacher choose the film that don't have long duration, teacher must be able to make situation of class conducive when the film playing.

Keywords: Teaching Speaking, Film

I. INTRODUCTION

Speaking is one of the four-macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Moreover, speaking is a way to communicate with others in form of spoken. It is supported by (Brown, 2004: 140) who states that speaking is an interaction process of constructing meaning that involves, producing, receiving and processing information.

Speaking is one difficult part in language teaching and learning. Speaking is also the most important skill that should be mastered by student to communicate with others. Furthermore, speaking is a means to relate one country and others in communication. By mastering speaking skill, people can carry out conversation with others, give ideas and exchange the information. As a skill, speaking is the most used skill of the other skills. Ur (1996: 120) states that, “All of the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of

that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”. The explanations above emphasize about people are primarily interested in learning to speak. They regard speaking ability as the measurement of knowing a language more than the other three skills, listening, reading, and writing.

In spite of speaking plays an important role many problems are faced by the students in speaking stage. Problems happen because they do lack of practice in speaking English. Students will think thousand times about their grammar and translate what they want to talk to from Indonesian to English.

In fact, in SMKN Ngasem 1 vocational high school, the tenth grade students of this school faced many difficulties in speaking, such as: good pronunciation, grammar, vocabulary and fluency. Some difficulties above commonly faced by students, especially when they are asked to speak. Also, the English teacher is less creative to get the students’ interest in learning speaking. The teacher was too serious and monotonous during English teaching learning process. Some strategies that are available are not used by the teacher to help in teaching speaking.

Besides that, in teaching speaking, teacher can employ various teaching media such as pictures, realia, puppets, songs, flash cards, video, and film. Film is one of the medium in teaching speaking through its conversations and authenticity, the teachers are rarely use this means in the speaking sessions because it needs LCD and speakers. Cultural study is really indispensable. Many researchers have studied the ways of teaching culture in the ESL classroom, and the use of movies in the culture classroom is not new. According to Chenchen see Hu (2011: 4), film provides both audio and visual materials that help the students understand the language more easily. When watching a film, students not only listen to the characters, but also watch their movements. In addition, the scenes, the props and other aspects make the communication so real that, by watching the film, students seem to almost interact with the activities in the film.

In addition, Chenchen see Sarah and Patricia (2011:3) stated that, the imagery and sound of film has the power to capture attention and spur thinking in a way that words don't, viewing an entire film is necessary to explore a multi-layered issue such as cultural proficiency. Chenchen see Xing (2011:4) stated that a movie has quite a unique advantage in introducing foreign culture; it could show the actual situation

of a city or a country, and the real structure of a culture. The impression and vividness are outstanding compared with other media. The implementation of English instruction at the vocational high school starts at tenth grade. The researcher chooses the tenth grade students because they have experiences in learning English for five years, 2 years on primary school and 3 years on junior high school. The objective of the English instruction is to improve the students for the basic skills of speaking English so that the vocational school students will achieve the objectives in learning English.

In line with the problem above that the Film effective in teaching speaking, the writer wants to write the research with the title "The Effect of Film on the Students Speaking Ability at the Tenth Grade of SMKN 1Ngaseem in Academic Year 2016/ 2017".

II. METHODOLOGY

This research used quantitative research. According to Creswell (2014: 32) quantitative research means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. The final written report has a set structure consisting of introduction,

literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings. And this research focuses on improving students' speaking ability using media film.

The writer used quantitative approach since she needed to find out whether there is the effect of Film in teaching speaking toward the tenth grade students'. This research was conducted at SMKN 1 Ngasem. This research was conducted from 12 November until 22 November 2016. The writer used quantitative data, the sources of the data were the X-JB 1 grade students of SMKN 1 Ngasem. Because the writer tried to get the data about the effect of film, thus, the writer used pre- test, treatments, and post-test.

In the pre – test the first researcher greeted the students, checked the attendance and prepared them to be ready to join the class. Then, he started the class by reminding the last material which taught by the teacher in the last meeting. Their last material was about narrative text. After that, the researcher gave a handout to 38 students. The handout was about a text, entitled “Monkey Wants to be

a King”. Here, the students were asked to read the text. Then, he played a recording about the text that was given to the students. They also were asked to discuss the recording and the text that they got with their friends. They should find the information that they got during listening the recording, then compared the information to the text that already given to them. In discussion, they were given a limited time, it was about 5 minutes. They should last, they were asked to retell what they got in the recording and the text in front of the class.

The researcher conducted the same activities in the treatment. While, the difference of first and second treatment is only treatment was only on the film which used by the researcher. The first treatment, it was played a film entitled “The Golden egg. Then, in the second treatment, the researcher played a film entitled “finding nemo”. The purpose in giving a treatment was to teach the film media in learning speaking before researchers give post-test to students. Before the researcher conducted the treatment, researcher prepared tools and material in order to support the treatment, such as: film from the internet, work sheets, student attendance, LCD projectors, cables, cameras, pens, paper, and tools support in performing the treatment. In the first or second treatment, students seemed excited

with the media provided by the researcher because they had not been provided and obtained media such as films for learning speaking in schools. Students were very interested to join the learning process in schools because the media provided by the researcher, namely films. By using a film, students got a high motivation to speak. Therefore, by having a strong interest, the learners will try to give great attention to improve their speaking. They will manage some activities that enable them to increase their skill. Besides, the desire to learn is strength.

Post-test was conducted on November 22, 2016, to measure how well the students' speaking ability increasing after being taught by using Film. The step in post-test was similar with the steps in pre- test.

After getting the data, the writer analysed the data. To know the significant difference, the data were analysed by using following formulation of T-test. All the data collected from the pre-test score and post-test score were analysed using SPSS version 17. The data which got from the pre-test score compared with the post-test score using the formula of paired sample t-Test with the significance 5% (0,05). To know the difference students' speaking ability before and after being taught using Film and to prove the hypothesis. If there is the students score average is not

significance difference, the (Ho) is accepted and (Ha) is rejected, but if the students score average is significance difference the (Ho) is rejected and (Ha) is accepted.

III. RESULT AND DISCUSSION

A. RESULT

The data were analysed by using t-Test. The data from pre-test and post-test have to compare and analysed by using compare means- paired sample t-Test formula in SPSS version 17 to find the differences of the score.

1. Is there any effect of film as media on the student' speaking ability at the tenth grade of SMKN 1 Ngasem in academic year 2016/2017?

According to the result of students' achievement in pre-test, the total students' score in experiment class was 1287.5 and the mean was 33.8816 mean while in post-test the students' total score was 1480 and the mean was 38.9474. It shows that the students' achievement of pre-test is lower than post-test.

Table 4.10. Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair before	33.8816	38	4.98977	.80945
after	38.9474	38	8.10888	1.31543

Related to the hypothesis and data, the result of analysis is showed in the table below:

Table 4.13. Testing Hypothesis

Df	t-score	t-table	Sing. (2-tailed)	Ha	Ho
		95% confidence interval of difference			
37	3.660	2,026	0,001	Accepted	Rejected

The calculation of the result of t-value is 3.660 at the degree of freedom 37 with t-table 2.026. The t-value is higher than the t-table ($2.401 > 2.026$). The score of sig (2-tailed) is 0.001 is lower than the significance 5% ($0.001 < 0.05$). It means that, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Finally the conclusion is effect of using film on students' speaking ability to the tenth grade students of SMKN 1 Ngasem in academic years 2016/2017.

B. DISCUSSION

In this research the researcher found many advantages of using film in teaching speaking such as, film increase the students' speaking ability and make them creative in thinking, film makes the students more interesting, active and focus. It was supported by Maysarah see Joseph

E. Champouk (2010: 11) state that films are a comfortable, familiar medium to contemporary student that can keep student interest in the theories and concepts in action. In more than a figurative sense, theories and concepts lead from the screen.

Besides the advantages, the researcher also found some disadvantages of using film media. The disadvantages are Using film in class takes time away from other classroom activities. And class became crowded when the student got the situation in film like kissing, funny or huge and using film in the class takes time away from other classroom activities.

This finding showed that teaching media using film could help the English teacher to promote the students' speaking ability. It is supported by the previous research which conducted by Abbad (2012). His research was about the effectiveness of using film as authentic material to improve students' speaking ability of the eleventh grade students of GOC (Global Oriented Class) XI IPA 2 of MAN 2 Tulungagung. It was found that students enjoyed the teaching learning process because the teacher was using of film to teach the students in speaking activity. The results showed that by using film, they easily understood in learning the material given by the teacher and they got better in speaking. It is mean that the



finding which has been found by the researcher could support the previous research and some theories.

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