

ARTICLE

THE EFFECT OF SHORT FILM TO THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMKTI PELITA NUSANTARA KEDIRI IN ACADEMIC YEAR 2018/2019



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UNIVERSITY OF NUSANTARA PGRI KEDIRI
2018**



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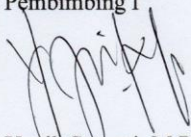

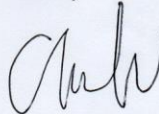
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Fakultas – Program Studi : FKIP - Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
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THE EFFECT OF SHORT FILM TO THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMKTI PELITA NUSANTARA KEDIRI IN ACADEMIC YEAR 2018/2019

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ABSTRACT

Speaking becomes one of the skills which is important to be learnt, it is a way to communicate with other people. In fact, there are many students get difficulties in speaking. They are poor in grammar and pronunciation, and they do lack of practice in their speaking English. The students also are not that confident to speak and unmotivated. Film is the solution to improve students' speaking ability, especially short film. This research aims to explain about how is the students' speaking ability before and after being taught using short film, and the effect of short film to the students' speaking ability at the tenth grade of SMKTI Pelita Nusantara Kediri in academic year 2018/2019.

This research uses pre-experimental quantitative research with one group of pre-test and post-test design. The population of this research was 55 students at 3 programs at SMKTI Pelita Nusantara Kediri in academic year 2018/2019. The sample of this research was 15 students consist of 13 males and 2 females of RPL class. The speaking test was used to collect the data. The data analyzed using paired sample t-test of IMB SPSS Statistic version 23.

The result showed that the mean score of pre-test was 55 and post-test was 75 with the t-score was 11.502. Therefore this study showed that short film has significant effect to the students' speaking ability of SMKTI Pelita Nusantara Kediri. it helps students' with their speaking aspect. From the result above, it is suggested that short film can be used as an alternative media in teaching speaking and improve students speaking ability, especially in speaking aspect such as pronunciation, fluency, grammar, and vocabulary.

Key words: Short Film, Speaking Ability

I. BACKGROUND

Speaking is one of the ways to communicate with other people. It is the basic skill that the students should master in order to be able to access other knowledge and information. It is supported by Brown, (2004: 140) who stated that speaking is an interaction process of constructing meaning that involves, producing, receiving and processing information. Meanwhile according to Cameron (2001:40), speaking is the active use of language to express meaning so that other people can make sense of them. It means that speaking is used to convey meaning which make other people know what we are talking about clearly.

Generally, people agree that speaking is an important skill to be learnt. It is stated by Ur (1996) that speaking is the most important skill among four skills those are listening, speaking, reading, and writing, because people who know a language are referred to as speaker of that language. This indicates that using a language is more important than just knowing about it. Students need to use the language to get success in speaking activities.

But, 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 (Cahyono & Widiati, 2010:5).

Considering those problems, short film can be the solution in teaching speaking, As it stated by Stempleski and Tomalin (2001:1) that film encourages students to improve their English by watching film, observing what goes on, hearing what is said, and describing what happen in their own words. Film can keep students' interest in learning English. Mirvan (2013) also stated that using English movies in the EFL classroom was new and very pleasant experience for the students. Students enjoyed the assigned activities in the classroom. Students are more motivated to see and hear real life situation than to follow the activities in the textbook. They gave impression that movies also provide a relaxed atmosphere.

In another hand, Stempleski and Tomalin (2001:7) stated that short film clips of two or five minutes are going to be more useful than longer sequences. And this shows that short film will be a good selection in teaching speaking in the classroom because it has short duration.

II. RESEARCH METHOD

. In this research, the researcher decided to use quantitative research design. The aim of this research is to improve students' speaking ability by using short film. The technique used is pre-experimental quantitative design, namely one group pre-test post-test design. The population of this research was X-RPL students of SMKTI Pelita Nusantara Kediri. The sample was 15 students consisting of 2 females and 13 males. The researcher used cluster sampling because the school had classified the students into some classes in the same level of ability. The researcher conducted the technique of collecting data by using test distributed into pre-test and post-test. The test intended to know the effect of short film. The data analyzed using Paired Sample T-test of IBM SPSS Statistics version 23.

III. FINDING AND DISCUSSION

Based on the data that has been analyzed by using SPSS Statistics version 23, the aim of this research was to find out the answer to the research question, that is the students' speaking ability before and after being taught using short film, and whether there is a significant effect of using short film to

the students' speaking ability at the tenth grade of SMKTI Pelita Nusantara Kediri.

The first finding is students' pre-test score was poor in grammar and any other aspect of speaking. It is supported by Richard (2008:09) that students' difficulty in speaking is in their English production, it does not sound natural, poor in grammar and pronunciation. It means that grammar is the most difficult aspect for students. But as it is lined by Amalia (2017) in her research that vocabularies is very difficult for students, many students find problem to master it. From those statements it can be concluded that learning speaking aspect such as pronunciation, grammar. Fluency and vocabulary are difficult for students.

The second finding showed that students' score of post-test was increased from pre-test. It is lined with Sari and Sugandi (2015) movie helps to improve students' speaking skill, especially their fluency and pronunciation. And also English short film with an English subtitle can help students to see how words are written, and by watching a film students listen to many new words and phrases. In line with Putra (2012) finding on his research that when students are

watching English movies with subtitles, they can learn some new words and phrases used in the movies, and also help them to acquire new vocabulary and idioms. It is also supported by Gelfgren (2012:1) that film can be used for advanced language training in vocabulary, pronunciation, grammar, and fluency. This is proved by this research which showed that film increased students' vocabulary, pronunciation, grammar and fluency.

In the third finding, there was a significant effect of short film at the tenth grade students' speaking ability. It was proven by the result of t-score which is higher than t-table. It is supported by Ismaili (2013) that movies have a positive effect on students' language learning process, and also improve learners communicative competence and provide students' with more opportunities to use English.

IV. CONCLUSION

This research, researcher found that short film has effect to the students speaking ability at the tenth grade of SMKTI Pelita Nusantara Kediri. First, the score of students' speaking ability was low before using short film, and it increased after being taught using short film. Also the result

of t-test is higher than t-table. It means there was significant effect to the students' speaking ability after being taught using short film at the tenth grade of SMKTI Pelita Nusantara Kediri. and it means short film is good to use and improve students' speaking ability.

Meanwhile, film also has weaknesses that the students paid attention more on the characters, color and technique in the film instead of the content of the film or even the material. And also has weaknesses that the students paid attention more on the characters, color and technique in the film instead of the content of the film or even the material.

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