

# Effectiveness of Watching Movie of Students' Speaking Ability at the Twelfth Grade of Man Singkil

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## ABSTRACT

The research is aimed to find out the effectiveness of watching movie of students' speaking ability at the twelfth grade of MAN Singkil. The subject of this research was a class XII IPA 1 as an experimental class and class XII IPA 2 as a control class. This thesis applied Experimental research. The research instrument is the speaking test in the form of a pre-test and post-test. The data analyzed by T-test. To analyze the data, the researcher determined the scoring classification which includes pronunciation, grammatical, vocabulary, fluency and comprehension. The population of the research was the twelfth-grade students of MAN Singkil. The sample was class XII IPA 1 and XII IPA 2 the total of samples is 58 students. The results of this study indicate that there is a significant influence from the use of watching movie media. This can be seen from the difference in the average scores of students from the pre-test and post-test in the experimental class which increased from 62 to 89. The average post-test score in the control class was 53 while the post-test score in the experimental class was 89 is higher than the average value of the control class. This means that watching movie media can be applied to improve students' speaking ability.

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## INTRODUCTION

English is one of international languages used for communication in many countries. English is one of the popular languages that is learned and taught in both formal and informal education. Learning a second language is an integrated process that the student should consider the four basic skills: listening, speaking, reading, and writing.

Using English, especially in speaking skills is very important and necessary for students to enable them to communicate with others globally. Speaking is one of the four basic language skills that are very important to master. The success of students in speaking English can be seen from their ability to use English to communicate effectively. In Indonesia, English has been determined by the government as a subject in the curriculum that must be taught to SMA, SMP, and even Elementary Schools (SD).

Speaking is the common way to communicate with others with a purpose to supply critiques, questions, and others. But, many students additionally have several issues in improving their speaking capabilities. The troubles that are usually confronted by means of the students in enhancing their speaking ability are the students feel shy and frightened while they are speaking in the front of the elegance, the students are loss of confidence to reply teacher's question, the students are nervous after they need to present some thing, the students cannot use the perfect vocabulary and accurate grammar while they are speaking (Kristiani, 2021). Many factors can cause the trouble of the beginners speaking skill specifically the students interest, the material, and the media among others together with the technique in coaching english. Many strategies can be carried out along with looking movie that's the primary manner of communication in teaching speaking.

Students could not avoid the problems in speaking in English. There are two factors in communicating in English; that is, the problem can come from their environment or themselves. Because of our environmental factors, which use their mother tongue or Indonesian daily, and English is still a foreign language, it is challenging to start speaking in English. Simultaneously, the factor of themselves is because there are still many of them who think that speaking in English is complex and there is still little motivation to learn to speak in English. That is why students find it challenging to say in English because they have a common reason, and English is still a foreign language (Asilestari et al., 2021).

Problems related to the teachers include: teachers' heavy teaching tasks, insufficiently completed classrooms and education technology, teachers' insufficient English language skills and cultural knowledge. Problems related to the students include: challenging interference from Indonesian language for those who wished to speak English fluently, unchallenging English learning materials, lack of opportunity to implement the English technology in their daily activities, being too shy to speak English inside and outside the classroom, being low-motivated in learning speaking and lack of responsibility for their own learning process. These problems are the reasons of students' problem in speaking and undeveloped English language speaking inside and outside the classroom (Madiyoh et al., 2018).

From the explanation above, speaking is one of the important skills that need a lot of practical use. By speaking the students can express their ideas to others. Language is not only taught and learned, but it is used as a habit. That is why the students must be able to speak in English because students will need English in the future. In speaking, the students will study about components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension.

In teaching speaking English, the students need a special learning method or technique to improve their ability, because most of Indonesian does not use English as their main language to communicate in daily life. Thus, English speaking have some components to be mastered by the learners to understand all of the components in speaking English, such as grammar, vocabulary, pronunciation, and spelling.

English teachers should activate the students' speaking ability by providing communicative language activities and interesting media in the classroom, and then giving them the opportunities to practice their speaking skills as much as possible. A good learning media can certainly support the learning process. Audio-visual media characteristic that has several advantages over other media such as media images, print media, and hearing media clearly become an attraction that is so strong for students. The use of audio-visual media that is easily understood by students then facilitates the process of teaching and learning, it also can motivate children to understand the subject matter.

Movie is one of the audio-visual resource. Using movie may be very attractive and interesting for the students especially for younger learners, furthermore, movies can be instead and can encourage the scholars (Nuansari & Sriyanto, 2021). Movie has a very significant role to motivate the student to learn speaking and to make the atmosphere of teaching and learning more interesting. Students can know how to express their feeling with some expressions by imitating the movies which have been played for them. Students will make their own visualization from any movie which they have watched. They will learn to be their own character based on the movie given.

Based on the opinion of experts, it can be said that audio-visual media is an important tool that can be used to convey messages and stimulate thoughts, feelings, and motivation in developing speaking skills. This can help the learning process become more concrete and meaningful for students. The researcher assumes that one of the audio-visual media that makes students interested and competent in speaking skills is using movies. Presenting a learning media such as using a movie in the classroom will be very useful if it is integrated with several learning activities. Some activities such as discussions or language skill exercises based on movie can increase students' learning motivation. By using movie, teacher and students are expected to achieve and to improve their speaking abilities.

In this research researcher will use movie as a media. So that the teaching and learning process of speaking English can be carried out well. During the learning process the teacher does not use media in teaching speaking English, so students become confused with the material and cannot understand how to speak English correctly and fluently.

Watching movies can make students more interested in learning to speak English. Furthermore, from watching the movies they will be able to speak English better than the movie they saw. So the researcher chose the title " The Effectiveness of Watching Movie of Students' Speaking Ability at The Twelfth Grade of MAN Singkil". Researcher hope that through watching movies, it can be more effective in improving students' speaking ability and will be more motivated, relaxed and interested so that they can develop their English speaking skills.

## METODE

In this research, researcher uses quantitative through experimental design. According to Sugiyono (2013) quantitative research method is a method to test certain theories by testing the relationship between variables. These variables are measure so that the data consists of numbers that can be analyzed based on statistical procedures. Experimental is the best of the quantitative designs which is used to decide probable cause and effect. Experimental research is the way to find a causal relationship (relationship clause) in determining cause and effect (Rusiana, 2021). Therefore, this research uses an experimental research, because the researcher find out the effectiveness of watching movie of students' speaking ability.

The researcher took two groups as samples of this research, were experimental class using watching movie media and control class without using watching movie media. Before doing treatment, both groups were given a pretest to determine their ability in speaking ability. Then the researcher give treatment using watching movie media for the experimental class, while the control class does not. At the end, both groups gave a post test. In this research, pre-test and post-test comparing order to find out the effectiveness of watching movie of students' speaking ability.

The population in this research were all students of class XII MAN Singkil totaling 84 students.

**Table 3.2 Research Population**

<b>No.</b>	<b>Class</b>	<b>Total Population</b>
<b>1.</b>	XII IPA 1	29
<b>2.</b>	XII IPA 2	29
<b>3.</b>	XII IPS	26
	<b>Amount</b>	<b>84</b>

The researcher used a total sampling technique which took all classes as samples which were divided into experimental class and control class. So the researchers chose two classes, namely class XII IPA 1 and XII IPA 2. So the number of samples is 58 students.

The test instrument is used to measure students' knowledge of skills, intelligence and abilities. The instrument of this research is an English speaking test. Speaking test was given as pre-test and post-test. Pre-test was intended to know the prior knowledge of the students' speaking ability before giving treatment and

post-test was given to know the students' ability after treatment. The test materials were self-introduction and introduce someone. During the test, the researcher will record the students' voices to be given a score based on the speaking assessment rubric. Researcher also will use lesson plans as a guide when teaching using movie media in the classroom.

In this research, The data from the observation will be analyzed by using qualitative method and the data from the test will be analyzed by using quantitative method. The technique in analyzing the data used by t-test is aimed to examine the difference between the experimental class and control class before and after being taught by watching movie media. The formula of the t-test that is stated by Arikunto (2010) is following.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{nx + ny - 2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

Where :

Mx : The mean of experimental group

My : The mean of control group

x<sup>2</sup> : The deviation of experimental

y<sup>2</sup>: The deviation of control group

Nx : The total sample of experiment group

Ny : The total sample of control group

## PEMBAHASAN

In this chapter that in collecting the data, the researcher used an instrument, it was the observation checklist and speaking test. The highest total score is 100. The test namely pre-test and post-test were conducted in both the experimental class and control class.

In the pre-test highest score was 55 and the lowest score was 20, while in the post-test highest score was 70 and the lowest was 40 . it could be counted that the total of Y= T2-T1 was 490, in the order to find out the mean of the control class the score was calculated as below:

$$\begin{aligned} MY &= Y/NY \\ &= 490/29 \\ &= 16,89 \end{aligned}$$

From the result of the calculation above that obtain a mean score of the control class was 16,89

**Table 4.6**The Calculation to Find the T-Test

No.	X	Y	X = (X-MX)	Y = (Y-MY)	X <sup>2</sup>	Y <sup>2</sup>
1.	25	15	-1	-1.86	1	3.4
2.	20	30	-6	13.11	36	171
3.	35	20	12	3.11	144	9.6
4.	25	20	-1	3.11	1	9.6
5.	20	20	-6	3.11	36	9.6
6.	30	15	4	-1.86	16	3.4
7.	40	10	14	-6.89	196	47

8.	45	15	19	-1.86	361	3.4
9.	20	30	-6	13.11	36	171
10.	10	20	-16	3.11	256	9.6
11.	40	20	14	3.11	196	9.6
12.	35	10	12	-6.89	144	47
13.	30	5	4	-11.89	16	141
14.	20	10	-6	-6.89	36	47
15.	25	25	-1	8.11	1	65
16.	35	25	12	8.11	144	65
17.	5	20	-21	3.11	441	9.6
18.	35	15	12	-1.86	144	3.4
19.	35	5	12	-11.89	144	141
20.	30	15	4	-1.86	16	3.4
21.	20	10	-6	-6.89	36	47
22.	10	20	-16	3.11	256	9.6
23.	30	5	4	-11.89	16	141
24.	30	25	4	8.11	16	65
25.	20	25	-6	8.11	36	65
26.	35	5	12	-11.89	144	141
27.	35	15	12	-1.86	144	3.4
28.	20	25	-6	8.11	36	65
29.	20	15	-6	-1.86	36	3.4
TOTAL					3085	1510

Related to the data above table known standard deviation of the experimental and control groups the calculated below :

**SDx**

$$\begin{aligned}
 &= \sqrt{\sum \frac{x^2}{nx}} \\
 &= \sqrt{\sum \frac{3085}{29}} \\
 &= \sqrt{106,37} \\
 &= 10,31
 \end{aligned}$$

**SD**

$$\begin{aligned}
 &= \sqrt{\sum \frac{Y^2}{NY}} \\
 &= \sqrt{\sum \frac{1510}{29}} \\
 &= \sqrt{52,06} = 7,21
 \end{aligned}$$

The data above was calculated by applying the T-test as follows :

$$t = \frac{mx - my}{\sqrt{\left(\frac{x^2 + y^2}{nx + ny - 2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

Where :

t : Total score

Mx : The mean of experimental group

My : The mean of control group

X2 : The deviation of experimental

Y2 : The deviation of control group  
 Nx : The total sample of experimental group  
 Ny : The total sample of control group

Mx : 26,89  
 My : 16,89  
 X2 : 3085  
 Y2 : 1510  
 Nx : 29  
 Ny : 29

$$t = \frac{mx - my}{\sqrt{\left(\frac{x^2 + y^2}{nx + ny - 2}\right)\left(\frac{1}{nx}\right) + \left(\frac{1}{ny}\right)}}$$

$$t = \frac{26,89 - 16,89}{\sqrt{\left(\frac{3085 + 1510}{29 + 29 - 2}\right)\left(\frac{1}{29}\right) + \left(\frac{1}{29}\right)}}$$

$$t = \frac{10}{\sqrt{\left(\frac{4,595}{56}\right)\left(\frac{2}{58}\right)}}$$

$$t = \frac{10}{\sqrt{(82,05) \cdot (0,034)}}$$

$$t = \frac{10}{\sqrt{2,78}}$$

$$t = \frac{10}{\sqrt{1,66}} \quad t = 6,02$$

The score of the result above shows that the students' scores increased from pre-test to post-test. Based on the comparison, students' understanding of speaking has increased since they received treatment. This means that the watching movie media was successful in effect students' speaking ability understanding. This can be seen in the t-observed. The t-observed shows that the t-table was 1.67 while the t-observed was 6.02.

Showed that tes significance testing result. For the significance level (P) 0.05 and degree (Df)(Nx + Ny) – 2 = (29+29) – 2 = 56, showed that value of the T-test was higher than T-table. The result of the test clearly showed that there was a significant difference between the students' scores in the experimental class and control class after the treatment of the watching movie media. It indicated that the watching movie media was effective in effect students' speaking ability. It means that H0 was rejected and Ha was accepted because the T-test is higher than the T-table (6.02 > 1.67). Therefore hypothesis of the research was accepted.

In this part, the researcher discussion about the significant effectiveness of watching movie of students' speaking ability and teaching without watching movie media on students' speaking ability to XII grade students of MAN Singkil.

After conducting the experiment, it can be found that there is a significant effect of watching movie media on students' speaking ability. The researcher used the t-test formula with a level significance of 0,05 and a degree of freedom is 56. Based on the t-table with df 56 at t-critical 0,05, it is obtained 1,67. If compered the value of t-observed and the t-table, it shows that the value of t-observed is higher than the value of t-table or 6,02 > 1,67 and it means that t-observed is higher than the critical region. Therefore, the null hypothesis states there is no significant effect of watching movie media on students' speaking ability at MAN Singkil.

Based on previous research, from Nuansari and Sriyanto entitled "The Effectiveness of Using Animated Films in Improving Students' Speaking ability", and from Vebri Stevani, Ika Handayani "Effectiveness of Using Short Animated Subtitle Film Towards Speaking Skills XI SMA Negeri 8 Serang City", and from Kurniati "Effectiveness of Animated Video in Teaching Speaking at Junior High School" shows that teaching speaking ability through watching movie media was effective and there is a significant influence from use of watching movie.

## SIMPULAN

Based on the result of the analysis, the researcher got concluded that watching movie media on students' speaking ability in the post-test of the experimental class showed that the highest score was 100 and the pre-test of the experimental class lowers score was 50. It concluded that watching movie media on students' speaking ability was effective to enhance learners' speaking, using watching movie media has a great and positive influence on teaching speaking. The students who are taught by using movie media have a higher score than the students taught without movie media, so it shows that the value of t-observed is higher than the value of t-table or  $6,02 > 1,67$ . It was seen from the difference between the experimental and control class from the result of the post-test where the mean of the experimental class (X) is 26,89 meanwhile, whereas the mean of the control class (Y) is 16,89 that hypothesis ( $H_a$ ) of the research was accepted. It means there is a significant effect of using watching movie media on students' speaking ability.

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