# STUDENTS' SPEAKING SKILL UTILIZING SHORT MOVIE *"THE PRESENT"* AT SMA NEGERI 1 KOTA TERNATE

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## Abstrak

Tujuan dari penelitian ini adalah untuk mencari tahu kemampuan berbicara siswa dalam bahasa inggris melalui media film pendek animasi yang akan diceritakan kembali oleh siswa. Sampel dari penelitian ini adalah 20 siswa dari kelas X SMA Negeri 1 Kota Ternate. Metode yang digunakan dalam penelitian ini adalah Metode Campuran. Instrumen yang digunakan pada penelitian ini adalah film pendek berjudul "The Present". Data dianalisis menggunakan rubrik penilaian berbicara dengan menghitung nilai siswa secara individu dan mencari nilai rata-ratanya. Data disajikan dalam bentuk deskripsi, tabel dan grafik. Berdasarkan hasil yang didapatkan dari penelitian, kemampuan berbicara siswa kelas X SMA Negeri 1 Kota Ternate adalah cukup (average) dengan nilai keseluruhan adalah 52. Hasil dari kemampuan siswa pada aspek tata bahasa mendapatkan nilai 47, pada aspek kosa kata adalah 55, pada aspek komprehensif adalah 58, pada aspek kefasihan adalah 52, dan pada aspek pengucapan adalah 48. Berdasarkan hasil tersebut, disarankan agar siswa dapat lebih melakukan praktik berbicara dalam bahasa inggris baik diluar maupun didalam kelas guna untuk meningkatkan kemampuan mereka dalam memahami dan menguasai aspek-aspek dalam berbicara bahasa inggris. Guru disarankan untuk lebih memperhatikan kemampuan berbicara siswa dalam bahasa inggris serta memberikan kesempatan pada siswa dengan menciptakan berbagai aktivitas menarik yang memungkinkan siswa untuk melatih keterampilan berbicara mereka dalam bahasa inggris.

**Kata kunci**: *Film animasi, Kemampuan berbicara, metode campuran*

## Abstract

The objective of this research is to find out the students' speaking skill through the medium of animated short movie that will retold by students. The sample of this research was 20 students from X grade of SMA Negeri 1 Ternate City. The method in this research was mixed method. The instrument used in this research was a short movie entitled "The Present". The data were analyzed by using the speaking scoring rubric by calculating student scores individually and looking for the total score. The data was presented in the form of descriptions, tables and graph. Based on the results obtained from the research, the speaking ability of X grade students of SMA Negeri 1. Ternate City is in Average level with the total score was 52. The results score of students' abilities in the grammatical aspect of speaking was 47, in the vocabulary aspect was 55, on the comprehension aspect was 58, on the fluency aspect was 52, and on the pronunciation aspect was 48. Based on these results, it is suggested that students should practice speaking in English both outside and inside the classroom in order to improve their ability to understand and master the aspects of speaking English. Teachers are advised to pay more attention to students' speaking skills and provide opportunities for students by creating various interesting activities that allow students to practice their speaking skills in English.

**Keywords**: *Animated film, speaking ability, mixed method*

## INTRODUCTION

Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching, quarreling, and of course speaking to ourselves. Nowadays, the ability of speaking is essential in all aspects of our lives. People communicate with each other to express their ideas, feelings, thoughts, etc. In English, speaking includes the four important skills that must be mastered besides reading, listening and writing. Moreover, Norhendriady (2017) explained that in curriculum 2013 speaking skill is include in core competency of English subject that the goal is to express meaning orally in simple terms to expressing ideas, feeling s or opinions.

The role of speaking English is essential, especially for students. Students have to be able to speak and communicate both inside and outside the classroom. . The ability to speak English also becomes a duty that should be mastered by a student. But the reality is not expected. Students still have difficulty catching up on the spoken performance. Students still have not been able to express their feelings and ideas on speaking.

In the other hand, the researcher believe that to inspire and encourage students in speaking English, a lot of aspects could be used to influence students' speaking skills, one of them is Audio visual media especially video. Purnaningsih (2017) stated that videos could present information, describe processes, teaching skills, and even influence attitude. Video could be a great medium to teach students' speaking skill in various ways, such as retelling skills from the video that is being shown or even just expressing students' opinions and ideas about the video.

From that explanation, it could be concluded that speaking is a skill for students to be able to express their feelings, thoughts, suggestions, or experiences in their real- life activities. This skill also could be a benchmark to check students' ability in speaking English. Therefore, this research focuses on the skill of students in speaking English utilizing audiovisual media: video in the form of a short movie.

## 1. Definitions of speaking

Speaking skill is the most important skill to acquire foreign or second language learning (Srinivas, 2019). The level of learning in the practice of speaking ability will continue to increase at each stage of education, the higher the level of education the more aspects of speech must be mastered. Speaking in English has its unique technique, the speaker is not only producing sound but is needed the meaning in every word, the correlation among the words, intonation, and even body language convey the speaker's ideas to be easily understood by the listeners.

Moreover, Louma (2004) explained that Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. it can be concluded that, Speaking requires good skills, experience and knowledge therefore the message or idea people want to convey can be conveyed properly by the listener.

## 2. Basic Types of Speaking

Brown (2004) provides the types of classroom speaking performance, there are six types of oral productions that students have to carry out in the classroom:

a. Imitative: At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While it is the purely phonetic level of oral production, several prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

b. Intensive: A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive: Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive: Interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

e. Extensive (monologue): Extensive oral production included speeches, oral representation, story-telling, but the learners do it only in one direction.

**3. Aspects of Speaking**

a. Pronunciation means how a word is spoken in a particular way. It involves consonants and vowels of a language (segments), aspects of speech, such as stress and sound of a language.

b. Grammar is the rules of how words and their parts are combined to make sentences. This means grammar is the way for students to organize the words and correct the mistakes in the sentences.

c. Alizadeh (2016) stated that Vocabulary is a word, in most linguistic analyses, is described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency.

d. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined as the ability to speak fluently and accurately.

e. Comprehension according to the Oxford Dictionary is the capability of understanding something. In speaking, comprehensions refer to one's understanding in receiving information through the verbal form.

**4. Teaching Speaking**

According to Gulnoz, et al (2020), teaching a foreign language involves the formation of communicative competence - the ability to communicate in a foreign language, necessary for intercultural communication. Consequently, one of the main tasks of a higher education teacher is to form students' communicative skills such as understanding and creating foreign-language expressions by a specific communication situation, speech task, and communicative intention. This is in line with teaching English as a foreign language in Indonesia, teachers should have many innovations and techniques to teach learners to communicate or speak in English. Sari and Sugandi (2015) stated that to deepen teaching reform and improve teaching quality, a wide variety of teaching methods should be used in the EFL classroom.

**5. Movie as a Teaching Media**

Anggraeni et al. (2018) stated that movies are one of the literary forms which contain the story, play, history, culture, incidents, science, etc. That is recorded as a video and shown in cinema, television, theaters, or other broadcast media which is as entertaining as the main purpose. Movies are one of a million ways that can create an enjoyable feeling in students' minds and can achieve the desire of the teacher to make the students achieve a good improvement in learning. Movie is one of the kinds of modern technology, it can be used as good media since it is an enjoyable thing for students.

Rafsanjani (2015) explained that movies have a special attraction for people. Some movies are made based on a true story that makes the audience feel intrigued. There are also several comedy movies that can make us feel comfortable or romantic drama movies that are supported by the dramatic storyline. However, Candra (2011) agrees that for students, animation movies can be a good choice that can entertain the students and bring relaxing and fun situations of learning, the students might also become enthusiastic to contribute to it. Additionally, Bordwell and Thompson (1997) explained that animated movies are distinguished from live-action ones by the unusual kinds of work that are done at the production stage. Instead of continuously filming an ongoing action in a real lifetime, animators create a series of the image by shooting one frame at a time. Between the exposures of each frame, the animator changes the subject being photographed.

Movie provides students with examples of English used in real situations, particularly interactive language or other words the language of real-life conversation. Movie exposes students to natural expressions and the natural flow of speech. It also provides a great visual that enables students to understand it by interpreting the language in a full visual context. It enables the students to listen to the language and see the visual facial expression and gestures.

## METHODOLOGY

This Thesis use mixed method sequential exploratory design, with the samples was 20 students of Tenth grade class of SMA Negeri 1 Ternate. And, the technique of analysis data are:

1. Data Reduction: in this process the researcher will sorting and focusing only on the speaking aspects according to the speaking scoring rubric. And will classify the data and discard unnecessary data in accordance with the research objectives.
2. Data Display: next step, the data will be presented in the form of tables, chart and in the brief description.
3. Conclusion and Verification: as the last step, the research concluded the result of the data analysis of students speaking abilities and will ask for the consideration from various parties related to this research.

## DISCUSSION

Based on the results, the researcher presented the data to identify how students' speaking skills at X grade students of SMA Negeri 1 Ternate, the discussion could be described that from the points obtained by each respondents, the highest point of grammar assessment's scores just got by one respondents who got 4 points of value which is the highest point from all respondents. Some of them are dominated by getting 2, 3 values and 1 value as the lowest point that the respondents got for grammar scores in speaking English. The results of these data shows that, the total score of students' grammar in speaking English was 47 (18%) from all the total score of all speaking aspects. Therefore, it indicated that students' understanding of grammar in speaking English still needs to be improved in order to get maximum results.

Then for the assessment of students' vocabulary in speaking had better results where 4 respondents got the highest points of values from all the respondents and no one got 1 point of value for vocabulary assessment. Others got 3 and 2 values for their vocabulary assessment in speaking English. From the data, it could be calculated that students' score of vocabulary was 55(21%) from all the total score of all the speaking aspects. It indicated that students' vocabulary mastery is quite good in telling stories, although some of them still often forgot several vocabularies they wanted to use.

On the other hand, based on the data the results score of students' comprehension in speaking English was 58(22%) highness than the others scores, based on the data for comprehension assessment, the average majority of respondents got 3 points of value, it shows that students' understanding in capturing English speaking points is still quite good because they are still able to understand the speaker's talk at a normal speed of speaking.

Moreover, in the assessment of students' fluency there were 4 respondents got 80 scores (4 values) and 4 respondents got 60 scores, while the rest the respondents got 40 score (2 values) for their fluency in speaking English. From that result the score they got for fluency was 52(20%) from all the total scores of all the speaking aspects. Students' fluency in speaking English is still below average and still needs to be improved.

The assessment of students' pronunciation became more varied. Several respondents still got the lowness score (20) for their pronunciation. Many errors still occur in their pronunciation in speaking English. Respondents with the best score (80) were only achieved by 4 respondents, the other were got 60 score and the rest were dominated by the standard score, which is 20. From that data, the total score for pronunciation assessment was 48(19%) from all the total score of all the speaking aspect that indicated their performance of pronunciation was still in the lowness score of speaking English.

**Table 1. The Level of students' speaking ability**

| No | Test Score | Total Score | Level of ability |
|----|-----------|-------------|------------------|
| **1** | 80 - 100 | - | **Excellent** |
| **2** | 60 -79 | - | **Good** |
| **3** | 50 - 59 | 52 | **Average** |
| **4** | **0 - 49** | - | **Poor** |

Based on all the information above, it was found that the total score of students' speaking skill was 52 with the level of ability was in Average level. This total score is obtained from the sum of all the  total scores of speaking's aspects, which was 260 scores then being divided by the number of  speaking's aspects that were been assessed (5) namely grammar, vocabulary, comprehension,  fluency,  and pronunciation to find out the range of ability total score of students' speaking skills in English.

## CONCLUTIONS

This study is intended to answer the research question. Based on the result question of the study, it could be concluded that, students' speaking skill of X grade students at SMA N 1 Ternate was in Average level with the total of score was 52. There were several students from the whole sample who could tell the story clearly, some were good and others were in the poor point because there were still a lot of errors in their speaking while delivering their story. Several factors that could affect students' speaking ability are exposure to English, the practice of speaking English inside or outside the classroom, understanding the aspects of speaking in English, and good demonstrations from the teacher.

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