

**THE INFLUENCE OF MOVIES TO IMPROVE SPEAKING  
ABILITY AT THE 11<sup>th</sup> GRADE OF SMA N 1 PURWOKERTO**



**THESIS**

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Islamic Studies Purwokerto as a Partial Fulfillment of the Requirements for  
Degree of *Sarjana Pendidikan (S.Pd.)* in Teaching English**

**IAIN PURWOKERTO**

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 AT THE 11<sup>TH</sup> GRADE OF SMA NEGERI I PURWOKERTO**

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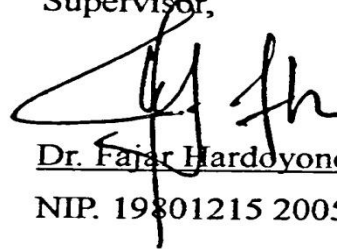
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AT 11<sup>TH</sup> GRADE OF SMA N 1 PURWOKERTO**

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## MOTTOS

**“I believe what I believe”**

*“My thoughts are stars, I can't fathom into constellations.”*

(John Green)

*“Nothing is impossible, the word itself says ‘I'm possible’ ”!*

(Audrey Hepburn)



## **DEDICATION**

*This thesis is dedicated to my beloved and dearest people in the world, my parents (Mama and Papa), my dear brothers, my kindred spirit sister, and to all the lecturers and friends (Via, Leea, Kel, Miskah, Ika) who had helped me a lot to finish this thesis. And last but not least for all the people who asked me “when do*

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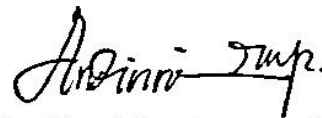
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**IAIN PURWOKERTO**



# **THE INFLUENCE OF MOVIES TO IMPROVE SPEAKING ABILITY AT THE 11<sup>TH</sup> GRADE OF SMA N 1 PURWOKERTO**

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## **ABSTRACT**

Speaking is one of the basic skills in English that everyone should learn and practice from elementary school until college. Unfortunately, there are so many students that have difficulty in speaking English. They do not listen a lot of English words, phrases, and sentences. Consequently, they are less in speaking ability. Furthermore, most of students of SMA N 1 Purwokerto have already mastered other English skills, but not speaking because they are rarely practiced it. This study aims to investigate the influence of movies to improve speaking ability. Movies are valuable sources to give language input. Through movies students will improve their listening comprehension and speaking ability based on the real-life conversation by native speaker.

This study was carried out at SMA N 1 Purwokerto especially at the 11<sup>th</sup> grade. This study was an experimental that belongs to quantitative approach. The total population of this research is 60 students. There were two groups in this study, the experimental group which was given the treatment by watching movies in two different styles (American, and British). The other one was control group which was not given treatment, only using the conventional teaching and learning process. In collecting the required data, the writer did the observation and test. Meanwhile, the writer use n-gain to analyze the data. This study was done by the writer in three meetings and consisting of doing pre-test and post-test. There are five indicators to measure the ability of speaking in this study; grammar, vocabulary, fluency, pronunciation, and comprehension.

The results of the pre-test and post-test are used to know the improvement of students' speaking ability. The average score of n-gain in experimental group for American English is 0.19, and British English is 0.11 while the average score of n-gain in control group is 0.17. It can be concluded that there is an improvement in both classes but there is small improvement in control group. As for experimental group, it indicates that American English is easier to listen and understand than British English. Factors such as the speed of speech, the use of idioms and slang words, and the use of grammar are being the influence of their listening comprehension and speaking ability to listen and understand native speaker.

***Key words: Movies, Speaking Ability, Improvement, English Styles, Teaching and Learning.***

## ABSTRAK

### PENGARUH FILM UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI KELAS 11 SMA NEGERI 1 PURWOKERTO

**Andinni Rachmania Nisa Pamula**  
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*Speaking adalah salah satu kemampuan dasar dalam bahasa Inggris yang siswa harus pelajari dan mempraktikan dari sekolah dasar sampai ke perguruan tinggi. Malangnya, ada banyak siswa yang masih kesulitan dalam berbicara bahasa Inggris. Mereka tidak terbiasa untuk mendengarkan kalimat, kata, ataupun frasa dalam bahasa Inggris. Sebabnya, kemampuan berbicara mereka masih kurang. Lebihnya, banyak dari siswa SMA N 1 Purwokerto yang sudah menguasai kemampuan bahasa Inggris lain tapi tidak dengan kemampuan berbicaranya dikarenakan mereka tidak terbiasa mempraktikannya. Penelitian ini bertujuan untuk menginvestigasi pengaruh film untuk meningkatkan kemampuan berbicara siswa. Film adalah sumber belajar yang bernilai untuk memberikan input bahasa. Melalui film siswa dapat meningkatkan kemampuan mendengar dan berbicara mereka berdasarkan percakapan langsung dari native-speaker.*

*Penelitian ini dilakukan di SMA N 1 Purwokerto khususnya di kelas 11. Penelitian ini termasuk kedalam penelitian eksperimen dengan menggunakan pendekatan kuantitatif. Ada dua grup kelas yaitu; grup eksperimen yang akan di berikan perlakuan (treatment) dengan menonton film dengan dua style bahasa Inggris (American dan British) dan grup control yang tidak diberikan perlakuan, dan menggunakan metode belajar-mengajar konvensional. Dalam pengumpulan data, penulis menggunakan observasi dan tes sedangkan untuk analisis data menggunakan n-gain. Penelitian ini dilakukan dalam tiga kali pertemuan dengan mengadakan pre-tes dan post-tes. Ada lima indikator untuk mengukur kemampuan berbicara yaitu; grammar, vocabulary, fluency, pronunciation, dan comprehension.*

*Hasil dari pre-tes dan post-tes digunakan untuk mengetahui peningkatan kemampuan berbicara siswa. Rata – rata skor n-gain di grup eksperimen untuk American English adalah 0,19, dan British English adalah 0,11 sedangkan rata-rata skor n-gain di kelas control adalah 0,17. Itu dapat disimpulkan bahwa ada peningkatan di kedua grup kelas, akan tetapi di kelas control masih kecil. Untuk kelas eksperimen, mengindikasikan bahwa American English lebih mudah untuk di dengar dan di pahami daripada British English. Factor seperti kecepatan berbicara, penggunaan grammar, dan penggunaan idiom dan kata slang menjadi pengaruh dalam pemahaman mendengarkan dan kemampuan berbicara siswa.*

**Kata Kunci:** *Film, Kemampuan berbicara, Peningkatan, Style Bahasa Inggris, Belajar dan Mengajar.*

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**LIST OF ABBREVIATIONS:**

AmEng	: American English
BriEng	: British English
EFL	: English as Foreign Language
ELT	: English Language Teaching
ESL	: English as Second Language
GAE	: General American English
NAmEng	: North American English



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Nowadays, technology in general or multimedia in particular has important role in education to make teachers and students learn easily. As in language teaching and learning process, multimedia technology help both teachers and students to acquire the language that they teach and learn. One of multimedia technology that often used in language classroom is movie. It can boost teachers by providing authentic materials which further promotes learners' language acquisition and learning, in order to make the ambiance of the classroom feel more relax and students can take a course enjoyably and enthusiastically. According to Krashen (2009:20), about input hypothesis, learners can learn a large amount of language unconsciously through ample comprehensible input. The input hypothesis is Krashen's attempt to explain how learners acquire second or foreign language –how foreign language takes place. This input hypothesis explain that the learner improves and progresses along the 'natural order' when he/she receives foreign language 'input' that is one step beyond his/her current stage of linguistic competence.

Based on Collin dictionary (1979), a film or movie consists of moving pictures that have been recorded so that they can be shown at the cinema or on television. A movie tells a story or shows a real situation. Movies as one of the multimedia, it can be used in English teaching and learning process because it helps to display the content, to deepen the comprehension and to enhance lexical and grammatical learning. Besides, it helps to improve limited vocabulary, poor grammar, listening and speaking skills. Fortunately, by watching movies students are not just study vocabulary and grammar, but also studying expression of someone within it, culture, and the story plot. In addition, British Council states that learning from movies is motivating and enjoyable, as in motivation is one

of the most important factors in determining successful foreign language acquisition. Movie, as a motivator, also makes the language learning process more entertaining and enjoyable. Moreover, movie has its origin, i.e., British movie, American movie, Canadian movie, Indonesian movie, Singaporean movie, Australian movie, and many more. It can be divided to many genres such as historical fiction, romance, mystery, thriller, drama, action, science fiction, etc.

Language is a thing to communicate what are on our mind and as a symbol of culture. It is the way we communicate as human being we speak a language in our culture, so people will understand what we want, feel, question, etc. Oxford dictionaries (1884 & 1989) defined that language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. It is a non-verbal method of expression or communication (body language) and used by a particular country or community. As we know that English is International language which is every country studying, including Indonesia. Lots of simple things use English within it and we encounter it in daily activities even though we use Indonesian as official language. Regardless, international connection always use English for communicate each other. We need to learn English because we need to make relation to other people overseas. However, Indonesians still do not concern about how important is English. Besides, Indonesians still find English-speaking is difficult because they do not use to adapt or even live in English-speaking circumstances.

In addition, many scholars have revealed that movies used in English as Foreign Language (EFL) classroom can become an important part of the curriculum. This is based on the fact that movies provide exposures to 'real language', used in authentic settings and in the cultural context which the foreign language is spoken. According to Ismaili (2013), movies catch the language learners' interest and it can positively impact their motivation to learn. In terms of developing critical thinking, making

learning more enjoyable, effective, and efficient for students to learn languages, movies also play important role in developing speaking ability.

Speaking is an act of making vocal sounds. It means that to converse or expressing one's thoughts and feeling in spoken language. Through speaking we have the ability to communicate and spill out our thought. Rivers (1978:162) said through speaking someone can express her or his ideas, emotions, and reactions to other person or situation and influence other person. When people speak they tend to showing different expression, and it based on what those people talk about, i.e., is it anger, happiness, sadness, condolences, etc. People speak in different language because it depends on where she/he lives. Therefore, speaking is one of the basic skills that students need to learn since elementary school until university. The key to know whether someone has mastered the language is by speaking. No matter how excellent you are in grammar or vocabularies but never try to speak them up, it will be no used. On the other hand, people seem to have difficulties to speak up as in to speak in English. Why? It is because they just learn English but not acquire English as well as learning. In this research, the researcher wants give 'natural order' or learning English unconsciously through movies to acquire English-speaking better.

Speaking English used in English spoken countries, but as we know that now, English has been learnt all over the world. Crystal (2003) stated that English as a global language has developed from being the language of small group of mother-tongue speakers to become a global language spoken by people all over the world. In addition, Harmer (2001:1) explained that English is not the largest number of native or first language speakers, but it has become a '*lingua franca*'. English seems to be one of the main languages of international communication, and even people who are not speakers of English often know the words from English such as *bank, taxi, hot dog, piano, radio, restaurant, and television*. Indonesian already familiar with those English words because

they have been used as well in Indonesia. That is why English is important language to learn because today, English is used to bridge the gap between people and cultures, applied as a toll for communication when people with different languages meet.

There are few factors affecting foreign language acquisition. One of the affecting factors is affective factors, empathy which has a big effect to acquire foreign language. Empathy is a feeling to open up a sense of a new culture (English-speaking countries culture).

“Teenagers are typically much more self-conscious than younger children. If there is strong element of unwillingness or embarrassment in attempting to produce the different sounds of another language, then it may override whatever physical and cognitive abilities there are. If this self-consciousness is accompanied by a lack of empathy with the other culture, then the subtle effects of not really wanting to sound like a Russian or a German or an American may strongly inhibit the learning process.”  
(Yule, 2008:188-9)

That statement means that willingness and empathy are crucial things that English learners should have willingness and adapting of English-speaking countries culture to make the process of learning is easier. By watching movies, students unconsciously attempt to adapt or acquiring in a sense, a new personality, and a new culture. Moreover, they will feel empathy to English-speaking countries culture and it will improve English learning process.

Besides factor of empathy, aural medium being crucial factors in building speaking ability. Richards & Renandya (2002:205) stated that there is little doubt that listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening, that precedes it. In fact, during interaction, every speaker plays a double role – both as a listener and a speaker. Moreover, there is a phrase that states “if you can listen well then the speaking will be good, if you read a lot then your writing will be good”. It expresses that to improve your speaking,

you have to listen over and over again because listening count in improving speaking.

This study intends to investigate about the role of movies to improve speaking ability at the 11<sup>th</sup> grade of SMA N 1 Purwokerto. As the writer has done the observation, that in this school have not used movies as an instructional media for English teaching and learning process. The teacher has ever had once using movie in teaching and learning process, but tended to teaching grammar and the story plot or moral value of the movie rather than to improve their listening comprehension and speaking ability, so that the students learnt about grammar and reviewing of the movie theoretically. Moreover, the teacher focused on teaching grammar and writing as the favorite materials in English teaching and learning process. Therefore, the students did not have practice enough in speaking and it decreased their speaking ability. They may have mastered other English skills such as reading and writing theoretically, but they were still less in speaking practically because they rarely practicing. This proved by the evidence of the average score of pre-test score of both experimental group (51.83) and control group (53.16). Their speaking skills were still moderate.

Thus, in this research, the writer wanted to present a bit different teaching and learning process of English through movies. Learning English through movie will motivate students, besides it is entertaining, it is not threatening so that the students feel relax and enjoy the teaching and learning process. Additionally, movies also provide the students real conversation by native speaker in different styles based on the country that the movies from. It will give students the experience to know different styles of English. As Dudeney and Hockly (2010:272) mentioned that one of the ways to learn English quickly is by watching movies or DVD. Thereby, that is why the writer has chosen movies to improve the students' speaking ability. The writer would provide the students with two movies in different style of English; American and British. The students would listen

and write down the script that they have heard, after that the students would speak out or converse based on what they heard and wrote. For this case, the writer would explore further about the improvement or the progress of students' speaking skill based on the styles of English through movies.

This research tends to know the most listenable and understandable English style between American and British English through the movies. Furthermore, this research would also explore the reason why movies have influence to improve students' speaking ability and the connection or relation between listening comprehension and speaking ability at the 11<sup>th</sup> grade students of SMA N 1 Purwokerto.

## **B. Definition of Terms**

### **1. Movies**

The writer used three movies with different styles of English. The movies were American English (Gifted) and British English (Breathe).

#### **a. Gifted (2017)**

The genre of this movie is family-drama. The synopsis of this movie is about seven year-old Mary Adler lives with her uncle Frank Adler. On her first day for going to school as first grade, she shows remarkable mathematical talent which impress her teacher, Bonnie Stevenson. Mary is offered a scholarship to a private school for gifted children. However, Frank, her uncle turns it down. Based on his family's experiences with similar schools, he fears Mary will not have a chance at a normal childhood. This movie uses American English style.

#### **b. Breathe (2017)**

This movie based on the true event of English soldier and the genre of this movie is biographical-drama. The synopsis of this movie is about the inspiring true love story of Robin

and Diana Cavendish. In 1958 in Kenya, Robin Cavendish falls ill from polio at the age of 28, not long after marrying his wife, Diana. Paralyzed from the neck down and unable to breathe without assistance of a respirator, he is given only three months to live. Initially, he is depressed, refusing to see his wife or newborn son and wishing to remove from life support. However, Diana is persistent and slowly his spirits improve and he can live until his son turn 20 year-old with the help of his wife and his doctor. This movie uses British English style.

## 2. Speaking Ability

There are five abilities as the indicators that will be measured for the term of speaking ability. They are grammar, vocabulary, fluency, pronunciation, and comprehension.

### a. Grammar

Harmer (2003:12) stated that the grammar of the language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although creating a 'good' grammar rule is extremely difficult.

### b. Vocabulary

According to Neuman & Dwyer (2009) as cited in Alqahtani (2015:24) defined vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Alqahtani (2015:25) defined vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.



c. Fluency

Schmidt (1992) as cited by Nation and Newton (2009:151) described fluency as the planning and delivery of speech and it is extended to the comprehension of speech. In the other side, Gower et al. (1995) cited in Bashrin states “fluency is the ability to keep going when speaking spontaneously”. In addition to that, Nation and Newton (2009:152) added that fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

d. Pronunciation

According to Esling and Wong (1983) cited in Nation and Newton (2009:76) said that pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress and intonation. Attention to these aspects also requires attention to the blending and omission of sounds, and the effect of the various aspect on intelligibility.

e. Comprehension

Brown (2003:240) stated that comprehension in speaking is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed. Furthermore, Utami (2017:25) stated that comprehension refers to the understanding of language including comprehending what the speaker says.

### **C. Research Question of the Study**

Based on the background of the study above, the writer wants to explore the role of movies to improve speaking ability at the 11<sup>th</sup> grade of SMA N 1 Purwokerto. The aim of this research is to find out whether movies can improve students' speaking ability or not. The problems can be questioned as follows:

1. Why do movies have influence to improve speaking ability?
2. How is the improvement or progress of the students' speaking ability?
3. What is the easier style to listen and understand for students?

### **D. Objective of the Study**

Referring to the problems above, these objectives of the research is to find out:

1. Movies have influence to improve speaking ability.
2. The improvement of the students' speaking ability.
3. The easier style of English to listen and understand.

### **E. Significances of the Study**

This research will be expected to provide significant contribution both theoretically and practically.

#### 1. Theoretically

The researcher extremely hopes that readers can get knowledge of the influence of movies in improving speaking ability and the easier English style to teach or learn.

#### 2. Practically

The findings of this research can be beneficial to all people, engaged in English language teaching and learning including teachers and students.

- a. It helps teachers to gain knowledge about the influence of movies in improving speaking ability.

- b. As for students, movies can give influence to improve their speaking ability because movies help present the real-life contexts, accents, and dialect. It gives meaningful comprehensible input to students.
- c. For other researchers, this study can be used as a reference to conduct a relevant study.

#### **F. Systematical of the Study**

To make a logical and systematic discussion, it is necessary to frame a structure of this research. The structure of the research will explain, as follows:

Chapter I, explain introduction which is contain of background of the study, definition of key terms, research question of the study, objective and significances of the study and systematical of the study.

Chapter II, explain previous studies and literatures reviews. First, Theories of English as second and foreign language, it contained sub-chapter; Standard English and Non Standard English, varieties of English. Second, speaking, it contained sub chapter; definition of speaking, factors affecting adult EFL learners' oral communication, aspects of speaking, types of speaking, and the input hypothesis. Third, English language teaching contained sub chapter; definition of teaching and learning, Dale cone experience of learning, and teaching and learning through movies. Fourth, benefits of using movie in teaching and learning English. The last parts of these chapters are theoretical framework, and hypothesis.

Chapter III, explain about research method that include design of the research, subject of the research, place and time of the research, variables and indicators of the research, types of data, techniques of collecting data, instrument of the research, and techniques of data analyzing.

Chapter IV, explain findings and discussion of the research. Contain data description which contained four sub-chapters: description of

learning process of speaking, description of movie script, students' speaking skill, and the improvement of students' speaking skill after post-test and discussions of the research.

Chapter V contains about conclusion, suggestion, and closing remarks. The last part of this thesis contains about references, appendices, curriculum vitae, and bibliography.



## **CHAPTER II**

### **THE INFLUENCE OF MOVIES TO IMPROVE SPEAKING ABILITY**

This chapter discusses some issues and theories related to the role of movies to improve speaking ability as the focus of the research. There are some parts in this chapter, they are previous studies that relates to this research, review of related literature that contain some theories to strengthen the problem discussed here, theoretical framework and also hypothesis of the study.

#### **A. English as Second and Foreign Language**

English is a language which has more non-native speakers than native speakers. The non-native speaker can be divided into two types; they are English as a Foreign Language (EFL) and English as Second Language (ESL). Trudgill and Hannah (2013:127) explained that English as foreign language means that people do not speak English as natively as their mother-tongue and if they do speak English, they use it to speak to foreigners, as for instances people in Germany, Brazil, Morocco, including Indonesia. In the other hand, English as a second language meant to be found in those nations where English is used as an official language and/or as a language of education and/or as a means of wider communication within the country, by people who are not native speakers. There are many such countries in the world, such as; Philippine, India, Singapore, Pakistan, Puerto Rico, Ghana, Nigeria, etc.

The concept of EFL is similar to ESL, many theories of English as second language acquisition have used to study English as foreign language acquisition. They have the same term that both EFL and ESL consider that English is not the first language. On the other hand, Freeman (1998) as cited in Ruusunen (2011:11) pointed out that the main difference between EFL and ESL is that for EFL learners English is not their first language and they learn English in settings where English is spoken as a

foreign language. ESL learners for one, learn English for instance in the United States or Great Britain but English is not their first language either. Similarly, also Gebhard (1996:2-4) presented similar meaning to EFL and ESL as well as Freeman. According to his definition about EFL refers to “English as studied by people who live in places where English is not the first language of people who live in the country” and ESL refers to “English as studied by people who speak other languages as their first language – such as Spanish, Arabic, Chinese, or Swahili – but live in places where English is the first language”.

Based on Littlewood (1984:54) about learning situation in foreign language, states “the language has no established functions inside the learner’s community but will be used mainly for communicating with outsiders”. The term of second language itself indicates that the language has communicative functions inside the community where the learner lives. Otherwise, Prator (1979) as cited in Ruusunen (2011:11) pointed out that the term EFL may be confusing for those people who study English in foreign surroundings but still operate with the language so much that it is not “foreign” for them. Regarding both teaching and learning English as foreign or second language still need motivation and use authentic materials. The teacher motivates the learners and also provides them with the input needed. Thus, movies are useful and versatile way of ensuring also the students get to hear how foreign language (English) has spoken by the native speakers and besides they get to develop their listening and communication skills with authentic language as their model.

## **B. Standard English in the World**

Trudgill and Hannah (2013:1) mentioned that the type of English is called ‘standard’ because it has undergone standardization, which means that it has been subjected to a process through which it has been selected, codified, and stabilized, in a way that other varieties have not. Although Standard English is the kind of English in which all native speakers learn to read and write, most people do not actually speak it. Reflecting

Standard English's social origins, most of that 15 per cent will be concentrated towards the top end of the social scale, so that the Standard English is still quite clearly a social dialect—something which is true to a greater or lesser extent of all the English-speaking countries.

As far as codification is concerned, this refers to the fact that Standard English is the variety whose grammar has been described and given public recognition in grammar books and dictionaries, with its norms being widely considered to be 'correct' and constituting 'good usage'. Dictionaries also present norms for spelling. Stabilization means that this type of codification has the effect of ensuring that the variety takes on relatively uniform and somewhat stable form. However, this uniformity and stability are only relative. The Standard English used in different parts of the native English-speaking world differs noticeably from one place to another. To give some idea of how Standard English differs from other non-standard dialects of the language, besides Standard English has a number of grammatical peculiarities which distinguish it from most other varieties:

1. Standard English does not distinguish between the past tense forms of the auxiliary verb *to do* and those of the main verb *to do*. The past tense form in Standard English is '*did*' in both cases: *You did it, did you?*
2. Standard English does not have the grammatical feature which is called negative concord. In most nonstandard varieties, negative forms agree grammatically with one another throughout a clause as in *I couldn't find none nowhere*, where all the words that can take a negative form do so. In Standard English, grammatical agreement or concord of this type does not occur: *I couldn't find any anywhere*.
3. Standard English has an irregular way of forming reflexive pronouns, with some forms based on the possessive pronouns:

*myself, yourself, ourselves, yourselves;* and others based on the object pronouns: *himself, themselves.*

4. Standard English has irregular past forms of the verb *to be*, distinguishing between singular and plural, something which does not happen with other verbs: *I was, he was* but *we were, they were.* Most non Standard dialects have the same form for singular and plural: *I were, we was, and so on.*
5. For many irregular verbs, Standard English redundantly distinguishes between past tense and perfect verb forms by using distinct past tense and past participle forms as well as the auxiliary verb 'have'. *I could have seen him versus I saw him.* Many other dialects have no distinction between past tense and past participle forms.

### **C. Varieties of English Style (British and American)**

English has been spreading all around the world as Kachru (2006:22) stated that the profession of English language teaching (ELT) has not had to face this issue so far. Institutions of teacher education and publishing in the two powerful centers -the UK and the US- have relied on their own models of General American English (GAE) and Standard British English (BE). There are so many varieties or models of English, but American and British English are the most popular with the differences in the world among the others English. As well as Indonesians, British English and American English are very popular because there are several English course agencies that use British English and there are some agencies use American English.

That is to say, if the new context of America and Australia led to distinct Englishes in these regions in spite of shared ethnicity, culture, and civilization, it is reasonable to conclude that the same will apply in the very different socio-cultural context of Asia, Africa, and other parts of the world to have their own distinct ethnicities, cultures, and civilizations and



the fact that Singaporean English has been established beyond a doubt by users of this variety.

#### 1. British English

Trudgill and Hannah (2013:15) advocated that the accent which is normally taught students who are studying British English is the accent known as Received Pronunciation (RP). There are number of advantages to learning this particular accent. First, the accent is likely to be encountered throughout the country. Second, RP and accents similar to it are quite often used in radio and television broadcast in England, so a student will have many opportunities to listen to them.

There also disadvantages to learning only RP. First, it is accent used natively by only 3-5 per cent of the population of England. This means that the students may have difficulty – sometimes a great deal of difficulty- in understanding the other 95-97 percent of the population. Second, while RP is not a regional accent, it is a social accent associated particularly with the upper-middle and upper classes.

#### 2. American English

The standard of English that has been used in America is known as American English. As we know that American English has spread in worldwide including Indonesia. Trudgill and Hannah (2013:6) advocated that the form of standard English that is widely taught to students of EFL and ESL refers to North American English (NAmEng), meaning English as it is written and spoken by educated speakers in the United States of America or American English and Canada or Canadian English.

Until recently, many European universities and colleges not only taught British English but actually required it from their students. Lately, very many universities now permit students to

speak and write either British English or American English, so long as they are consistent (or that, at least, is the theory). It means that American English has taught widely including in Indonesia, that some of the books and learning sources are from America.

## **D. Speaking**

### **1. Definition of Speaking**

There is a lot of definition of speaking. Many linguists define speaking in many ways. According to Harmer (2007:269) stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. Meanwhile, based on Byrne (1984) as cited in Wahyuni (2016:6) said speaking is oral communication. It is two ways process between speaker and listener and involved productive and receptive skill of understanding, moreover Huebner (1969) stated that speaking is the main skill in communication. Observe what Huebner states about the idea of speaking, it is understood that through speaking, someone can communicate and express what she or he wants in order to understand one another.

Rivers (1978:162) said that through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person. Furthermore, Johnson (1983:18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show, and to think about ideas, thoughts and feelings. Besides, speaking is the sign of someone acquiring language. People will notice someone’s speaking first to consider whether he or she can speak that language. It is no doubt that speaking being the main part of learning and acquiring language.

Speaking was not a popular activity to practice in the classrooms previously, but nowadays the process of speaking activity

in the classroom has changed a lot. Teachers try encourages the students to improve their communication skill through speaking. It is no doubt that speaking is one of crucial skills in learning language that students should mastery. Without practice to speak the target language, what they have learned will be no use. According to Nunan (1989) as cited by Bashrin (2013:5) wrote that to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed:

- a. “The ability to articulate the phonological features of the language comprehensively;
- b. Expertise on stress, rhythm, and intonation patterns,
- c. An acceptance degree of fluency,
- d. Transactional and interpersonal skill,
- e. Skills in talking short and long speaking turns,
- f. Skills in the management of interaction,
- g. Using appropriate formulae and fillers”.

## **2. The Input Hypothesis Theory**

This theory will answer the important question of how do we acquire language? Krashen (2009:20) claimed that acquisition is central and learning more peripheral, than the goal of our pedagogy should be to encourage acquisition. The question of how we acquire then becomes crucial. The input hypothesis runs counter to our usual pedagogical approach in second and foreign language. If we learn language, first we will learn the structure then practice using them in communication, and then this is how fluency developed, but the input hypothesis says the opposite. As Krashen mentions that it says we acquire by “going for meaning” first and the result is we acquire structure. As Krasen (2009:21) has stated to the case above that the input hypothesis relates to acquisition, not learning and we acquire by understanding language.

The next case of the input hypothesis is when communication is successful, when the input is understood and there is enough of it. The final part or case in the input hypothesis is that it states “speaking fluency cannot be taught directly. Rather, it “emerges” over time, on its own. The best way and perhaps the only way to teach speaking, according to this view, is simply to provide comprehensible input. Accuracy develops over time as the acquirer hears and understands more input. So that means production ability emerges, it is not taught directly.

### **3. Aspect of Speaking**

Based on Cambridge dictionary, aspect itself has a meaning of a particular feature of or way of thinking about something, especially something complicated. It means that when someone tends to speak languages, moreover speak in foreign languages need to concern some aspects. There are five aspects of this case:

#### **a. Fluency**

According to Gower et al. (1995:100), “fluency is the ability to keep going when speaking spontaneously”. As the main aim of fluency is to give the students the opportunity to speak, so the teacher should less at talking as Scrivener (2011) suggested that teachers should reduce their talking time (Teacher Talking Time, TTT).

#### **b. Grammar**

When dealing with grammar, students need to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. In addition, Gower et al. (1995) claimed, “Accuracy involves the correct use of vocabulary, grammar, and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important”. In speaking, grammar is important and teachers should encourage the

students to speak with grammar accuracy, but not too focused on it because students will be find difficulties when learn language because they need to be perfect in their speaking which is not the goal of learning foreign language. Teachers only make it clear in which areas accuracy is expected and to what extent.

c. Pronunciation

According to Esling and Wong (1983) cited in Nation and Newton (2009:76) said that pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress and intonation. Attention to these aspects also requires attention to the blending and omission of sounds, and the effect of the various aspects on intelligibility.

d. Vocabulary

Choosing correct vocabulary is also important for good speaking. Goswami (2001) as cited in Moody, Hu, Jen Kuo, Jouhar, Xu, and Lee (2018:1) stated that vocabulary has been found to predict the acquisition of critical aspects of metalinguistic awareness. For example, young children with large vocabularies tend to outperform their peers on measures of phonological awareness.

e. Comprehension

Comprehension is the ability of understanding something. Comprehension is needed when people talk to each other. They speak up to deliver information, so that is mean that the persons that they talk to should comprehend what are they talking.

#### 4. Types of Speaking

As Brown (2001:250) stated that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as presented by the figure 2.2:

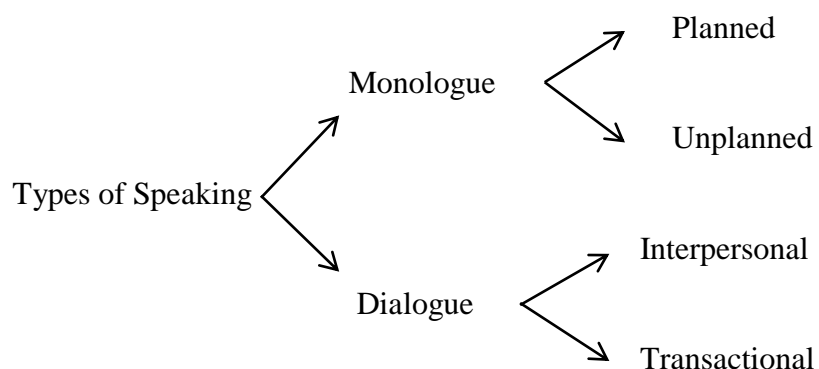


Figure 2.2 Types of Speaking

Brown as cited in Wahyuni (2016:7) stated that monologue is the speaking where one speaker uses spoken language for any length of time, such as; speeches, lectures, readings, news broadcasts, and so on, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means.

In the other side, the dialogue is different from monologue. Nunan (in Wahyuni 2016:7) said that dialogue is the speaking that involves two or more speakers. It can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propotional or factual information (transactional).

As further information, Broughton et al (2003:77) stated that recently through massive pattern practice in audio-lingual and audio-visual courses, there have been many students who could produce perfectly adequate responses in the classroom when given a clear stimulus by their teacher. Therefore, he explained that there are stages in speaking such as controlled, guided, and free practice whose should always be seen in relation to the functional use to which the student will have to put his or her oral fluency. The stages will explain further as follows:

a. Controlled Oral Work

One of the most versatile techniques for the presentation and practice of phonological, lexical and grammatical items is the dialogue. Broughton et al (2003:77) said it has the further advantages that it can be used for controlled, guided, or free work, and besides the dialogue is by its very nature language interaction between people, which fulfills the communicative criterion.

b. Guided Oral Work

Guided oral practice aims to give the students a limited freedom to use and practice what he or she has learnt, yet still be subject to some restraints. In general, it is best to provide the general situation and content of what is to be said, but allow some freedom in the mode of expression. By controlling the situation but allowing variety of expression of this kind, the dialogue has been changed from controlled to guided oral work.

c. Free Oral Production

It is important to a student should be able to produce naturally the language which has been presented to him or her and which he or she has practiced in various more or less controlled situations. Visual—maps, photographs, pictures, cartoons, even slides and films—are another useful source of oral language practice. They can be used simply as discussion starters or as the material for a short talk or as the first step to producing role-play situations or dialogues based on them.

d. The Conversation Class

Conversation classes are very common at intermediate and advanced levels, often with small groups and individuals rather than large classes. Usually it takes place in private schools or with private teachers rather than in state-run institutions. The

very term 'conversation class' is imprecise as it refers partly to the mode of teaching and may also refer to the content of what is taught. The idea is that, by simply conversing, the teacher shows the student how to hold a conversation him/herself.

In this case, the writer chose 'free oral production' for the research as for learning speaking through movies.

### **E. English Listening and Speaking**

Broughton et al (2003:65) stated that it is principle common to this and the previous chapter that listening should precede speaking. Clearly, it is impossible to expect a student to produce a sound which does not exist in his mother tongue or a natural sentence using the stress, rhythms, and intonation of a native speaker of the foreign language without first of all providing him with a model of the form he is to produce. It is not possible to produce satisfactorily what one has not heard. The logical first step, therefore, in attempting to achieve oral fluency or accuracy is to consider the learner's ability to listen.

In this case, Broughton et al (2003:76) claimed that however good student may at listening and understanding, it need not to follow that he will speak well. A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well. In many cases, listening should lead naturally on to speaking. Otherwise, Saur et al (2008) as cited by Kuhl et al (2016:1) observed about brain and language in listening and speaking of a second language that the streams originate from areas involved in the early processing of speech information in the general area of the superior temporal gyrus. A ventral stream, projecting to the middle and inferior temporal cortices, processes the conceptual meaning of phonological information and is involved in listening to and understanding speech. A dorsal stream, projecting towards inferior parietal and posterior frontal lobe regions, plays a role in integrating auditory information with motor system representation, and



allows for the production of speech sounds based on previous auditory input.

Imitation of sounds is one of the natural stages everyone experiences in the early days of acquiring one's first language. Adults also often repeat themselves as do their conversational partners. According to Chung (2010:98) stated that listening and speaking are simultaneously required in a shadowing task. Based what Richards (2005) stated that teaching in the past was equated with answering listening comprehension question. However, comprehension of content is not the only purpose of second or foreign language practice. From the speaking perspective, Osburne (2003) claimed that shadowing techniques have been recommended by many advanced English learners as an excellent strategy to improve one's speaking skill.

## **F. English Language Teaching and Learning**

There are several concepts about teaching and learning especially in teaching and learning English.

### **1. Definition of Teaching and Learning**

Teaching is an event inside or outside of the classroom that consist of teacher and student. According to Sequeira (2012:3) stated that teaching is set of events, outside the learners which are designed to support internal process of learning. In the other hand, learning is about developing a new skill and knowledge which has been taught. Sequeira (2012:2) said that learning is about a change: the change brought by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older.

Learning is a relatively permanent change, usually brought about intentionally. When someone attends course, search through books, or read discussion papers, it sets out to learn. In other way, learning can take place without planning, for an instances learning by experiences. The difference between teaching and learning is that

teaching (instruction) is outside the learner while learning is internal to learner.

## 2. Dale's Cone of Experience (Edgar Dale 1960s)

Cone of experience is a pictorial device use to explain the interrelationship of the various types of audio-visual media, as well as their individual 'positions' in the learning process. As Anderson says that Dale's cone of experience is a model that incorporates several theories related to instructional design and learning process. During 1960s, Edgar Dale theorized that learners retain more information by what they 'do' as opposed to what is 'heard', 'read', or 'observed'. His research led to the development of the 'Cone of Experience'. Today, this 'learning by doing' has become known as 'experiential learning' or 'action earning'. The cone is diagrammed and explained in the figure.

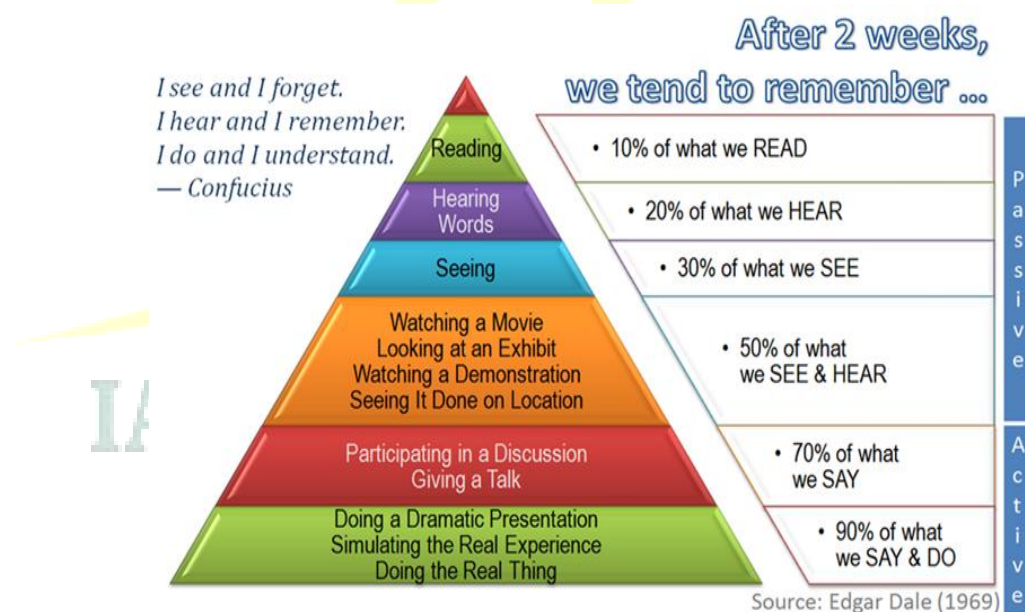


Figure 2.2 Dale's Cone of Experience

The cone charts the average retention rate for various methods of teaching. The further you progress down the cone, the greater the learning and the more information is likely to be retained, it also suggests that when choosing an instructional method, it is important to

remember that involving students in the process strengthens knowledge retention.

It reveals that ‘action learning’ techniques result in up to 90% retention. People learn best when they use perceptual learning styles. Perceptual learning styles are sensory based. The more sensory channels possible in interacting with a resource, are better chance that many students can learn from it. According to Dale, instructors should design instructional activities that build upon more real-life experiences.

### **3. Teaching and Learning Through Movies**

Using movies to teach can definitely be a challenge, but when carried out in proper manner, it boasts of numerous benefits. Unlike texts or any other media, movies enable students to learn visually. Movies can stimulate students’ interest which it is important in learning. On general level, many students respond better to watching movies than reading a texts or books which helps keeping them interested and prevent them from getting distracted. Greenaway as cited in Gonzalez (2015:1) claimed that movies are not entertainment. They are kind of language and reflection. Teaching with movies triggers that disclose emotions allow questions and dilemmas for arise for both teacher and learner.

The use of movies in language classroom provides a great number of advantages. King (2002:1) says that many researches such as (Cross, 2011; Stempelski, 2000; Mekheimer, 2011. As cited by Aliyev and Albay, 2016) investigated the role of movies in language teaching and majority of them agree on their benefits in language learning environment. Movies are essential materials in a language lesson that “provide more pedagogical options and are a rich resource of intrinsically motivating materials for learners”. Moreover, Scander, Balma, and Massa (2013:410) maintained that in terms of colloquial English, films become a valuable source as “they present real-life

contexts, an opportunity to be exposed to different voices, degrees of formality, reduced speeches, stress, accents, and dialects”.

### **G. Benefits of Teaching and Learning Speaking Through Movies**

Movies can be used as a pedagogic means to improve language learning, based on the premise that they provide real-life language input. Conversations in films occur in real life contexts, therefore learners explore how language is used by its native speaker. One of the major benefits of films is their contribution to the development of spoken language comprehension. Melvin and Stout (1987) as cited in Aliyev and Albay (2016:14), advocated the use of films in language learning because learners stand a better chance of practicing the language. Moreover, Blasco, Moreta, Levites, and Janaudis (2015:3) advocated that because movies are familiar, evocative, and non-threatening, grounded in both imagery and emotion, movies are useful in teaching the human dimension required for developing as human beings and for building identity in young learners. For teachers, the movie experience helps also to confirm and clarify their role to bring a new perspective in teaching.

Nunan (1999) stated that movies are valuable sources of authentic language. Authentic materials are produced in real communication rather than for the purpose of language teaching. As authentic materials include the characteristics of language used by the native speaker (Taylor, 1994), they have significant impact on the language improvement. Moreover, Li (2003), as cited by Aliyev and Albay (2016:14) stated that movies not only provide for learners linguistic information but also enable them to understand the social environment where the language is spoken. Berk (2009) argued that “when you watch a movie or TV program, superficial and even deep feelings and emotions are elicited, such as excitement, anger, laughter, relaxation, love, whimsy, or even boredom”. These aspects of movies encourage language learners to acquire vocabulary to express their emotions and feelings.

Based on Bloomsbury International mentions that teaching and learning through movies can help speaking skills, “hearing natives speak will also help your speaking skills, especially your fluency. You will hear how to link your words together and where to put intonation on certain words and sentences”. Furthermore, through movies students and teachers can put the knowledge to practice. In the English classroom they will learn a lot of vocabulary and grammar but they may not know how to use it in real life. Watching English movies will help them understand how to use all knowledge that has learnt in everyday situations.

#### **H. Conceptual Framework**

As Creswell (2014:86) stated that theory in quantitative research is an interrelated set of constructs (or variables) formed into propositions or hypotheses that specify the relationship among variables. Labovitz and Hagedom (19710 added to this definition as “specifying how and why the variables and relational statements are related”. In this research, the writer had theoretical framework for easier thinking of this research.

Nowadays, we know that English is an international language. People need to learn English, so that they could be connected to other people overseas. Besides, in English teaching and learning process, students learn four skills which are speaking, listening, reading, and writing skill. They all are important skill to learn and acquire language, but speaking as to communicate each other has a crucial role in learning and acquiring language. Through speaking, people would know if someone has mastered in his or her target language. Speaking itself has a meaning to express what we thought and to converse and communicate each other. If you learn a language but you do not practice it then it would go in vain.

Thus, improving speaking ability in learning English is needed. Besides, the goal of learning English is acquiring English and be able to speak it. Unfortunately, based on what researcher had observed in SMA N 1 Purwokerto, the students still had this kind of anxiety to speak English. Moreover, they themselves did not understand ‘why do speak English is

difficult?’ the answer is easy because they never accustomed to the English circumstances. They thought that English was boring and they do not get the enthusiasm in English class and had low interest toward English.

Therefore, the researcher had the idea to conduct the English teaching and learning had more fun and effective way to improve their speaking through movies which mostly students would have the English circumstances and how English native speaker had their conversation in the movies. Thereby, students got to accustom in listening English and then they could practice it in their daily conversation so that their English-speaking would improve. In this case, by using movies in English classroom would be more interested and the movies should be suitable for students in senior high school. Moreover, in this research the writer also observed about the easier style of English to listen and understand or even to learn.

### **I. Hypothesis of the Research**

Quantitative hypotheses according to Creswell (2014:188) are predictions the researcher makes about the expected outcomes of relationships among variables. The statement of the hypothesis of this study is as follow, “movies have a role to improve speaking ability in 11<sup>th</sup> grade of SMA Negeri 1 Purwokerto”. There is hypothesis that can be proposed:

1.  $H_0$  : Movies do not have role to improve speaking ability in 11<sup>th</sup> grade of SMA Negeri 1 Purwokerto.
2.  $H_a$  : Movies have role to improve speaking ability in 11<sup>th</sup> grade of SMA Negeri 1 Purwokerto.

### **J. Previous Study**

Concerning to the role of movies to improve speaking ability, there are several previous studies that relates to this research discusses as follows:

The first research is in the undergraduate thesis written by Lialikhova (2014). Under the title *“The Use of Video in English Language Teaching: A Case Study in a Norwegian Lower Secondary School”*. This thesis aimed at exploring the use of video in English Language Teaching (ELT) in a Norwegian lower secondary school (grades 8 to 10). Videos in the thesis were represented kind of feature movies, YouTube clips, and documentaries. In addition, the thesis aimed to find out how videos in English lesson helped to achieve the goals of the *LK06* English curriculum in Norway. The main hypothesis of this research was that teaching with video would develop pupils’ communicative skills, and therefore, was appropriate for the communicative approach to ELT. This thesis was carried on qualitative and quantitative research.

The similarities of this research with this study are doing research about audio-visual (movies) in ELT to communicative skills which the writer is focus on speaking and the objects of both the researches are high school students. The contradictions of this research are first, this research aimed to achieve the goal of Norway English curriculum, whereas the goal of the thesis of the writer is to make students get use to English speaking circumstances, so that they will unconsciously acquiring English. Second, this thesis use few kind of audio-visual teaching such as movies, YouTube clips, and documentaries, while mine just focus on presenting movies from different country (British, American, and Asian). The last contradiction is that this research used qualitative and quantitative methods, while the writer will carry on quantitative method to the research.

The second research is in the undergraduate thesis by Wijaya (2013). Under the title *“Improving the Speaking Learning Process of Seventh Grade Students of SMP N 1 Kebonagung Pacitan in the Academic Year of 2014/2015 Through Animation Movies”*. The aim of this research was to improve the speaking learning process of seventh grade students of SMP N 1 Kebonagung Pacitan through animation movies. The result of this research showed that the implementation of animation movies in the

speaking learning process was effective to make the students become enthusiastic in the English speaking activities. The research used qualitative method.

The similarity of this research is both this research and the writer's research is to find out the effectiveness of using movies in speaking class toward high school students. The differences of this research with the writer research are this research used animation movies while mine will use real-life movie and this research used qualitative method, while the writer used quantitative. Besides, this research is a case study, kind of classroom action research whereas this researcher's study is quantitative research about quasi experimental study.

The third research is in the undergraduate thesis by Wang (2016), under the title "*Effects of Watching Feature Films in English Learning for Chinese College Students*". This study aims to investigate how watching English feature films impact Chinese college students' perception in language learning. The result of this study indicated that most Chinese college students agreed that using feature films in English learning can improve their cultural awareness, pronunciation, English life understanding, and appreciation of filming arts. This research was carried out in mixed methods (qualitative and quantitative).

The differences of this research with the writer research are this research was conducted with Chinese college students, using mix methods, while the writer is conducted with senior high school students and using quantitative research. Besides, this research examined about the effect of watching feature films for language learning in every skills, while the writer is the effectiveness of using films in English learning, especially for English speaking's teaching and learning. The similarity of this research with the study is examine how films can be affecting in English language learning, especially for students non-native English speakers.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consists of some principle components of the research methods used in this research. They are design of the research, place and time of the research, subject of the research, variables and indicators of the research, types of data, techniques of collecting data, instrument of the research, techniques of data analysis.

#### **A. Design of the Research**

This research is experimental method. Experimental research is a research aimed to find out an effect from something given to the subject of the research. Suwartono (2014:134) said that experimental research can be divided into three types; they are pre-experimental, quasi-experimental, and true-experimental. The type of this research was quasi-experiment. It used two groups whose members were naturally collected like the students in the classroom. Based on the method design above, the writer will use non-equivalent design. It was based on the following requirements:

1. There were two groups and each group would be given pre-test and post-test.
2. There was one control group (class) without treatment, which was used to compare with the experiment class with the treatment.

According to Aliaga and Gunderson cited in Muijis (2004:2), quantitative research is 'explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). Furthermore, Creswell (2012:19) states research designs are the specific procedures involved in the research process; data collection, data analysis, and report writing. The sequence of this research therefore is:

$$\begin{array}{ccc} O_1 & X & O_2 \\ O_3 & & O_4 \end{array}$$

Where explained as follows:

$O_1$  = Pre-test for experimental group

$O_3$  = Post-test for experimental group

$O_2$  = Pre-test for control group

$O_4$  = Post-test for control group

X = Treatment

## B. Place and Time of the Research

### 1. Place of the Research

The research was conducted at SMA Negeri 1 Purwokerto. This school is located at Jl. Jenderal Gatot Subroto No. 73, Brubahan, Purwanegara, North Purwokerto, Banyumas Residence, Central Java. The subject of the research is eleventh-grade students of two science classes in the academic year of 2018/2019.

### 2. Time of the Research

The writer conducted the research definitely at the eleventh-grade of science class of SMA Negeri 1 Purwokerto on April 29<sup>th</sup> to May 15<sup>th</sup>, 2019. Precisely, the writer did the research into two weeks and divided sections, they are; pre-test, treatment (listening and watching to the movie) and post-test which the students would converse what they heard. In two weeks long, the writer had done different steps in learning English based on which the class and done the pre-test and post-test in every meeting of each class.

Table 3.1 First Research Schedule (week 1)

No.	Date	Time	Class
1	Monday, April 29 <sup>th</sup> , 2019	12.30 - 14.00	Science 7
2	Tuesday, April 30 <sup>th</sup> , 2019	10.15 - 11.45	Science 8
3	Wednesday, Mei 1 <sup>st</sup> , 2019	08.30 - 10.00	Science 8
4	Thursday, Mei 2 <sup>nd</sup> , 2019	11.00 - 12.45	Science 7

Table 3.2 Second Research Schedule (week 2)

No.	Date	Time	Class
1	Monday, Mei 6 <sup>th</sup> , 2019	12.30 - 14.00	Science 7
2	Tuesday, Mei 7 <sup>th</sup> , 2019	10.15 - 11.45	Science 8
3	Wednesday, Mei 8 <sup>th</sup> , 2019	08.30 - 10.00	Science 8
4	Thursday, Mei 9 <sup>th</sup> , 2019	11.00 - 12.45	Science 7

### C. Population and Sample

#### 1. Population

According to Sugiyono (2013:61), population is generalization area that consists of object or subject. It has special quality and characteristics based on the criteria decided by researcher, then to be learned and concluded. Population of this research was eleventh-grade students of science classes (IPA 7 and IPA 8) of SMA Negeri 1 Purwokerto in English specialization class that consists of 30 students of each class, in the academic year of 2018/2019. The total populations were 60 students.

#### 2. Sample

Sugiyono (2017:118) said “the sample is part of the number and characteristics passed by the population”. In addition to that, Arifin (2012:224) advocated that if the research population is 51-100, the sample would take 50-60% or used total population, but if the population more than 100, then the sample would take between 10-15% or 20-25% or more. In summary, the writer decided to take all of the population (total population) because the population was under 100.

### D. Variable and Indicators of the Research

A variable is defined as anything that has a quantity or quality that varies. Based on Sugiyono (2014:61), research variables are an attribute or the nature or value of people, object, or activity that have certain variations set by researcher to be learned then concluded. There are two variables in this research, they are; independent variable and dependent variable.

Independent variable is factor which is measured, manipulated, or selected by the researcher to determine its relationship to an observed phenomenon or antecedent conditions that are presumed to affect a dependent variable. Whereas dependent variable is variable that influenced by the independent variable and become the outcomes or results of the influence of the independent variable. The independent variable of this research is movies and the dependent variable of this research is speaking ability.

According to Brown (2004) cited by Wijaya (2015:23) stated about the aspects of assessing speaking; grammar, vocabulary, fluency, pronunciation, comprehension, and task.

1. Grammar

When dealing with grammar, students need to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. In addition, Gower et al. (1995) claimed, "Accuracy involves the correct use of vocabulary, grammar, and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important".

Harmer (2003:12) stated that the grammar of the language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although creating a 'good' grammar rule is extremely difficult. In speaking, grammar is important and teachers should encourage the students to speak with grammar accuracy, but not too focused on it because students will be find difficulties when learn language because they need to be perfect in their speaking which is not the goal of learning foreign language.

## 2. Vocabulary

Choosing correct vocabulary is also important for good speaking. Goswami (2001) as cited in Moody, Hu, Jen Kuo, Jouhar, Xu, and Lee (2018:1) state that vocabulary has been found to predict the acquisition of critical aspects of metalinguistic awareness. For example, young children with large vocabularies tend to outperform their peers on measures of phonological awareness.

According to Neuman & Dwyer (2009) as cited in Alqahtani (2015:24) defined vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Alqahtani (2015:25) defined vocabulary is the total number of words that are needed to communicate ideas and express the speakers’ meaning.

## 3. Fluency

Schmidt (1992) as cited by Nation and Newton (2009:151) described fluency as the planning and delivery of speech and it is extended to the comprehension of speech. In the other side, Gower et al. (1995) cited in Bashrin states “fluency is the ability to keep going when speaking spontaneously”. In addition to that, Nation and Newton (2009:152) added that fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

## 4. Pronunciation

According to Esling and Wong (1983) cited in Nation and Newton (2009:76) said that pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress and

intonation. Attention to these aspects also requires attention to the blending and omission of sounds, and the effect of the various aspects on intelligibility.

#### 5. Comprehension

Comprehension is the ability of understanding something. Comprehension is needed when people talk to each other. They speak up to deliver information, so that is mean that the persons that they talk to should comprehend what are they talking.

### E. Types of Data

The types of the data of this study were used quantitative in the form of the results of the pre-test and post-test. The pre-test and post-test had done in order to recognize the students' ability in speaking English after watching and listening to the movie. Are they able to comprehend the different style of English (Singaporean, American, and British)? The writer also contrived the outline of the test as presented in table 3.3.

Table 3.3 Outline of test

Material	Indicators	Outcome
Mention the social function and the elements of linguistic of the movie that had been watched.	Grammar	Students able to communicate without an error in English speaking and able to speak grammatically correct.
	Vocabulary	Students able to identified the meaning of the words and the similar words.
	Fluency	Students could speak in English fluently without any difficulties.
	Pronunciation	Students able to pronounce correctly the words and they are understandable.
	Comprehension	Students able to make a dialogue or conversation without any difficulties.

## F. Techniques of Collecting Data

The first step to collect the data was choosing the participants. The participants of this research were the eleventh grade of senior high school. The next step was choosing the instrument. The instrument of this research was the test. The test was exercises of students' speaking to measure the skill, knowledge, intelligence, capacity, or attitude of an individual. The writer used post-test to get the data:

### 1. Pre-Test

Based on Creswell statement about pre-test (2012:297) stated that a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.

Before giving the treatment, the writer gave a test first to the students. The test was done for 30 minutes. The students would converse as could as they know in a pair, and they would give each pair two minutes to conversing. The test aimed to know the ability of their English speaking.

### 2. Treatment

The treatment was applied in experimental classes in the teaching and learning process which was by using movies in the English class in different level (basic, intermediate, and advance). The treatment was conducted three times by using movies in English class for speaking and it would play for 15 minutes long and will be repeated twice. Every meeting had gotten 90 minutes as 2 hours of teaching and learning process.

The procedures were:

- a. The writer explained how this research could be done and the steps of the test and the materials that would be learnt.

- b. Students were allowed to ask questions based on what the writer explained about the teaching materials.
- c. The writer explained about the social function and the elements of linguistic such as; expressions, greetings, short conversation, difficult words, etcetera.
- d. The writer played the movie and asked students to write down the script based on what they heard and wrote the unfamiliar words.
- e. The writer gave a chance for students to ask from the whole session.

### 3. Post-Test

According to Creswell (2010:297) stated that a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after treatment.

The writer had done the post-test after giving treatment to the students. The test was done for 30 minutes. The students would speak what they had written and began to converse with their partners of whatever they wrote. The aimed of this test was to know the speaking ability of the students after giving the treatment.

### **G. Instrument of the Research**

In doing research, instrument is being the fundamental thing to do before doing the research. In this research, the writer used movies as the instrument of the research. There were three movies with different English styles, so that the students would hear a different model of English of each movie. The movie would be played twice with the duration 15 minutes to watch and listen. Students would write what they heard at least five minutes long out of 15 minutes. In this case, the movies were American English and British English. The writer wanted to explore the students comprehension toward the varieties or styles of English based on its setting place, England and the US.



This research resorted to three movies; British movie with genre of romance-drama, American movie with genre of drama-family, and Asian movie (using English) with genre romance-comedy. Those movies were:

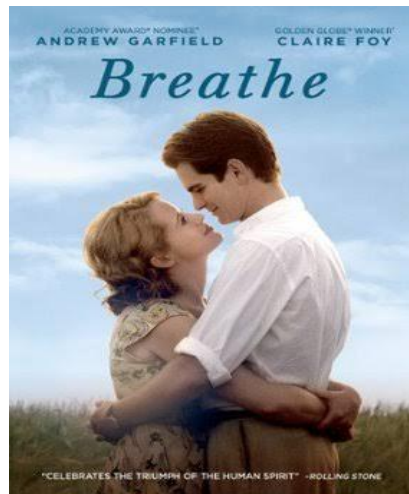
1. Gifted (American)



The synopsis of this movie is about seven year-old Mary Adler lives with her uncle Frank Adler. On her first day for going to school as first grade, she shows remarkable mathematical talent which impress her teacher, Bonnie Stevenson. Mary is offered a scholarship to a private school for gifted children. However, Frank, her uncle turns it down. Based on his family's experiences with similar schools, he fears Mary will not have a chance at a normal childhood.

The writer chose this movie to do the research because the writer wants students know that it does exist a gifted children. This movie belongs to family-drama. Besides, this movie has a good moral value not to disparage or bully others if you are a prodigy child, discerning that bully is very common in high school nowadays. However, this movie is American, so it a little bit hard to understand the conversation within the movie, but it still clears to listen.

## 2. Breathe (British)



This movie based on true event, the inspiring true love story of Robin and Diana Cavendish. In 1958 in Kenya, Robin Cavendish falls ill from polio at the age of 28, not long after marrying his wife, Diana. Paralyzed from the neck down and unable to breathe without assistance of a respirator, he is given only three months to live. Initially, he is depressed, refusing to see his wife or newborn son and wishing to remove from life support. However, Diana is persistent and slowly his spirits improve and he can live until his son turn 20 year-old with the help of his wife and his doctor.

This movie is biographical drama, the writer chose this movie because it told about a true story and it is good for students to know the kind of symptom (polio) and the biography of Robin Cavendish, a British soldier. Besides, this movie is from British, the English conversation would be difficult to understand because it got British accent, which is rare to be used here. Students found that British English is the hardest conversation to listen and this movie used British English in the dialogue.

The students watched all the three movies in step by step. They were watching movie which the dialogue is easy to listen and easy to comprehend, it is Asian movie and then next movie was American movie, so that it would be different from the first movie because it would be the dialogue of native speaker but it is familiar to listen, and the last movie is with the most difficult dialogue. It is from British, and as we know that British English is the hardest English to listen.

Overall, the writer chose different style of English to know how far the ability of students to listen and speak in different English style. In conclusion, the writer chose the movies based on the style of English and the way the dialogue or the conversation was carried out by the actors and actresses, so that the writer did not choose the movies based on its moral-value, story plot, etc. On the contrary, the writer had chosen the movies based on students' interest and the style of English.

#### **H. Techniques of Analyzing Data**

Before using the analysis, the writer used the pre-test and post-test assessment guidelines to assess the students' speaking abilities score as follows:

$$\text{Score} = \frac{\text{student's total score}}{\text{maximum score}} \times 100$$

After giving different treatment toward two classes (experimental and control class), the data were obtained from the pre-test and post-test result that the writer had been provided before and after learning were analyzed by using N-Gain. The N-gain provides information about improving the speaking ability of the students by using movies. Based on Hake (1997:65), the N-Gain score is determined using the following formula:

$$N - Gain = \frac{S_{Post} - S_{Pre}}{S_{max} - S_{Pre}}$$

Where:

$S_{Post}$  : Post-Test Score

$S_{Pre}$  : Pre-Test Score

$S_{max}$  : Ideal Score Maximum

Table 3.4 N-Gain Score Category

No.	Limitation	Category
1.	$N\text{-Gain} \geq 0.7$	High
2.	$0.7 > N\text{-Gain} \geq 0.3$	Medium
3.	$N\text{-Gain} < 0.3$	Low



IAIN PURWOKERTO

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

Concerning with the statement of the problems, in this chapter the writer describes and analyzes the findings during the research process conducted at eleventh grade of SMA Negeri 1 Purwokerto. It is intended to answer the problem of the research. In finding, the writer describes the process of calculation and presenting the result of the data. Furthermore, in the discussion the writer integrates and explains more about the finding of the research.

#### **A. Data Description**

##### **A.1 Description of Learning Process of Speaking**

The writer did the research and got the complete data from the test of two groups, they were experimental group and control group. Experimental group was a group that using treatment which was the learning process with movies. Meanwhile, the control group was a group which did not have treatment or the learning process still used conventional way.

To answer the problem of the research, the writer analyzed the data systematically and accurately. After analyzing the data, the writer was able to obtain the conclusion. The descriptions of the finding in this chapter are divided into three sections. This research aimed to know the role of using movies to improve speaking ability in 11<sup>th</sup> grade of SMA Negeri 1 Purwokerto.

Several steps were prepared and implemented by the writer for the treatment in the experimental class. The genre of the movies and durations were set up by the writer to get fun creation and efficient learning. The steps were as follows:

1. Pre-Teaching
  - a. The writer attracted the students on the topic that will be learned and also gave motivation toward the students about how important English especially for speaking.

- b. To obtain the students' basic skill of speaking, the writer conduct pre-test through speaking test without any treatment.
- c. The writer took the scoring of students' speaking ability.
- d. The writer explained to students the steps of the learning process from watching movies, listening and writing the dialogue of the movie, then do the post-test.
- e. The writer gave chances toward the students to ask question related to what the writer had explained about the steps of the learning process.

## 2. While-Teaching

- a. The writer asked students to prepare a pen and a paper to write down what they heard from the movie.
- b. The writer played the English movies with different style of English and they were Asian, American, and British.
- c. The writer ordered the students to write the dialogue in the movie according to their capability at least five minutes in the beginning while they were watching movie for fifteen minutes long with twice repeated.
- d. The writer asked the students if there was any difficult vocabulary or sentence that students did not understand.
- e. After watching the movie, they would do the speaking test in pair based on the dialogue that they wrote.
- f. The writer did the assessment and took the scoring of the students' speaking test with the help of teacher.

## 3. Post-Teaching

- a. The writer and the students together discussed the dialogue of the script to correct the mistaken dialogues.
- b. The writer gave conclusions and enclosed of today learning activities.

The learning process in the control class used a usual lecturing method, where the writer was being the center of the learning and did the explanation. In this conventional learning, students tended to be passive as they were just listening to the teacher explanation, so that made students felt bored. The steps of this control class conventional learning as follows:

1. Pre-Teaching

- a. The writer stimulated the students by giving a short conversation in the early of the lesson.
- b. The writer ordered some students randomly to speak based on previous speaking basic skill.
- c. Students did the speaking pre-test based on the words expression that students already knew.
- d. The writer did the assessment of the pre-test from the students.

2. While-Teaching

- a. The writer explained the speaking material that would be learned and gave the examples of the differences among English styles (Asian, American, and British).
- b. Students made conversation based on the material that had been learned in pair into role-playing and short conversation.
- c. Students (in pair) came forward to do the speaking test while the writer was scoring their speaking ability through role-play or the conversation that they did.

3. Post-Teaching

- a. The writer along with the students discussed the topic that mostly students had been written and spoken.
- b. The writer gave feedback to the students and enclosed the learning activities.

## A.2 Description of the Movies Script

In this research, the writer used three English styles of the movies, they are Singapore English which is English that spoken in Singapore, as we know that Singapore English has been known in Southeast Asia. The other is American English (the US) which is English that spoken in the US. The last one is English from England or it called British English. The movies are following:

### 1. Breathe (British English)

R : "Dear God!"

T : "Not a chance."

R : "And why not?"

T : "She's a famous heart-breaker."

R : "Do you know her?"

T : "No, but I know her brothers. Don't! Just stop it. I can't look at you."

R : "She's gorgeous. Sorry, my fault. Sorry."

D : "So, where are we going?"

R : "I thought Maidenhead. I know a rather jolly pub by the river."

D : "This doesn't look like a jolly pub by the river."

R : "No. We seem to have lost our way."

D : "What a surprise."

B1: "You can't possibly marry him, Diana. He's practically stranger. Is he a stranger than us, do you think?"

B2: "Not much in it?"

B1: "Has he got any money at all?"

D : "No."

B2: "It's not as if you don't have other options."

B1: "What about that Hugh? Didn't he have a castle in Scotland?"

B2: "Mind you, who wants to live in Scotland?"



B1: “Oh, do shut up! She’s talking about going to live in Kenya. For God’s sake!”

B2: “Don’t tell me to shut up!”

As we know that there are some differences between American English and British English. Trudgill and Hannah (2013:59) claimed that all the level educated speech and writing, there are relatively few differences in grammar and spelling between EngEng (English from England or British English) and NAmEng (North American English). Here some differences among the three styles of English:

Table 4.1 Differences among Asian, American, and British Sentences

American English	British English
1. I don’t wanna go!	1. I know a rather Jolly pub by the river.
2. Gonna be fine.	2. Has he got money?
3. Gonna be fun.	3. She’s talking about going to live in Kenya.
4. Gonna be great.	
5. Try bein’ a kid.	
6. You look beautiful.	

To begin with the analysis of the table 4.1, it can be concluded that there are some differences between American English and British English. The differences can be seen as follows:

1. Lacking of grammar within the dialog

Based on the sentence of the table, it can be seen that American English is good with the use of grammar, it can be seen from the sentence “*you look beautiful*”. As for British English has good grammar as well as American English, it can be seen from the sentence “*she’s talking about going to live in Kenya*”.

2. The use of slang words

Slang words are often used by American, as we can see from the table that there are a lot of slang words in American movie for example from the words “gonna (going to), wanna (want to), and bein’ (being)”. In

the other hand, British English has the most perfect sentence, good grammar and no slang words, it can be seen from the sentences “I know a rather Jolly pub by the river” and “she’s talking about going to live in Kenya”.

### 3. Listenable and understandable by the listener

American English is easy to listen but hard to catch up the conversation because the speakers speak too fast. Although the words are familiar for the listener but if they speak quickly it will hard to understand. As for British is the most difficult to listen and understand because its accent and the sentences rarely heard by non-native speakers. It can be seen from the sentences “I know *a rather Jolly pub* by the river” which means “I know Jolly *pub* by the river *enough*”, and the word “pub” which means “bar”. Another example is from the sentence “*has* he *got* the money?” which means “*does* he *have* money?”. Those are the characteristic of British English because British people still use traditional English.

Based on the analysis above, it can be summarized that American English is often use slang words, it means that Americans like using slang words in their conversation, and for British English is the accent and the use of the words are hard to listen and understand. Overall, those explain that English has their own styles in every different country.

### A.3 Students’ Speaking Skill

In this section, the writer compared the increase of speaking ability in two groups, i.e. experimental group and control group. Hence, the writer presents the data of students’ speaking ability before and after treatment in two different groups. The data of speaking ability were obtained from pre-test conducted in two different groups. Meanwhile, the data of the students’ speaking ability after treatment were obtained from the post-test.

Measurement of students’ speaking abilities utilized with five indicators refers to Kemendikbud, 2014, i.e. grammar, vocabulary, fluency, pronunciation and comprehension.

### 1. Grammar

Harmer (2003:12) stated that the grammar of the language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although creating a 'good' grammar rule is extremely difficult.

### 2. Vocabulary

According to Neuman & Dwyer (2009) as cited in Alqahtani (2015:24) defined vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Alqahtani (2015:25) defined vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning.

### 3. Fluency

Schmidt (1992) as cited by Nation and Newton (2009:151) described fluency as the planning and delivery of speech and it is extended to the comprehension of speech. In the other side, Gower et al. (1995) cited in Bashrin states "fluency is the ability to keep going when speaking spontaneously". In addition to that, Nation and Newton (2009:152) added that fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more complicated constructions, such as subordinate clauses.

### 4. Pronunciation

According to Esling and Wong (1983) cited in Nation and Newton (2009:76) said that pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing aspiration, voice-setting features, stress and intonation. Attention to these aspects also requires attention to the blending

and omission of sounds, and the effect of the various aspect on intelligibility.

#### 5. Comprehension

Brown (2003:240) stated that comprehension in speaking is the ability to use normal communication, stress, intonation, grammatical structure, and vocabulary of a language to express meanings so that other people can make sense of them and it can be directly and empirically observed. Furthermore, Utami (2017:25) stated that comprehension refers to the understanding of language including comprehending what the speaker says.

There are 4 points (1,2,3, and 4) in assessing students' speaking to each indicator. The writer will explain the measurements of speaking ability as follow:

Table 4.2 Measurements of Speaking Abilities

Indicators	Scores			
	4	3	2	1
Grammar	There is almost no error.	There are some errors but it does no effect toward the meaning of the sentence.	There are so many errors that effect the meaning of the sentence and sometimes need to rearrange the sentence.	The grammar is very bad so that the sentence is hard to understand.
Vocabulary	Sometimes the pronunciation is not true and needed the explanation because of the wrong vocabulary.	Often use wrong vocabulary so that the dialog is limited.	Use the wrong vocabulary and often repeat the same vocabulary that causes the sentence hard to understand.	The vocabulary is very limited so that the possibility no dialog.
Fluency	The dialog were spoken	Not too fluent	Often hesitated to	Often stop during the

	fluently, no difficultness.	because some difficultness in finding words.	speak because of limited vocabulary.	conversation so that the dialog is not created.
Pronunciation	The pronunciation can be understood even though with certain accent.	There is error in pronouncing the words and sometime could create misunderstanding.	The pronunciation is hard to understand because the wrong pronouncing.	Almost every pronunciation pronounced in a wrong way so it is hard to understand.
Comprehension	All the content of the dialog can be understood by the listener despite there are some repeating words.	Some dialog can be understood even though there is some dialog with many repeating words.	The dialog is hard to be followed and there are many repeating words.	The dialog cannot be understood even with the short dialog.

Based on those indicators, the students' speaking abilities before the treatment in two different groups are presented below:

Table 4.3 Pre-Test Score of Students' Speaking Skill in Experimental Class

No.	Name	Scoring					Total	Score
		A	B	C	D	E		
1	Dewi F. T	2	2	2	3	2	11	55
2	Nisa Nur Laela	2	2	2	2	2	10	50
3	Rineta Mahacitra	3	3	3	4	4	17	85
4	Zulfa Aulia Shalsabila	2	3	3	3	3	14	70
5	Wicaksono	1	2	2	2	2	9	45
6	Rahardian Panji	1	2	2	2	2	9	45
7	Fajar Ragil Y.	1	2	2	2	2	9	45
8	Muhammad G. Nur	1	2	2	2	2	9	45
9	Afranza Falazain A.	1	1	2	2	2	8	40
10	Naufal S. H.	1	1	2	2	2	8	40
11	Ezar Tsany	2	2	2	3	3	12	60
12	Medhia M.	2	2	2	3	2	11	55

13	Valian Davin	2	2	2	2	2	10	50
14	Andre Nara I.	2	2	2	2	2	10	50
15	Annisa N	1	1	2	2	2	8	40
16	Alya Rahma A.	1	1	1	2	2	7	35
17	Salma Pandya Kossa	2	3	3	3	3	14	70
18	Divina Diananda	2	2	2	2	2	10	50
19	Anastasya F. Putri	2	2	2	2	2	10	50
20	Anindya Ayu S.	1	2	2	2	2	9	45
21	Shafira Latifa Dinar	2	2	3	3	3	13	65
22	Anita Khairunnisa	2	3	2	3	3	13	65
23	Wira Maulana Ashar	2	2	2	2	2	10	50
24	Firdaus	1	2	1	2	2	8	40
25	Ali Nur Hidayat	2	2	3	3	3	13	65
26	Vittorio Z.	2	2	2	3	3	12	60
27	Dian Nur Hasanah	2	2	2	2	2	10	50
28	Annisa Rizky N.	2	2	2	2	2	10	50
29	Raihan Rafi'I H.	1	1	1	2	2	7	35
30	Jihan Iftina Hidayanti	1	2	2	3	2	10	50

Table 4.4 Pre-Test Score of Students' Speaking Skill in Control Class

No.	Name	Scoring					Total	Score
		A	B	C	D	E		
1	Saifudin Zein	2	2	2	3	2	11	55
2	Tegar Danu P.	2	2	2	3	2	11	55
3	Naufal Ramadhani D.	2	2	2	2	2	10	50
4	Mohammad Ilham N.	2	2	3	3	3	13	65
5	Fadillah F.	2	2	3	3	2	12	60
6	Atika Yulia Rachma	2	3	3	3	3	14	70
7	Shalsabillah	2	2	2	2	2	10	50
8	Riski Tania	2	2	2	2	2	10	50
9	Vania Azra F.	1	2	2	2	2	9	45
10	Alyya Zaenurahma	1	2	2	2	3	10	50
11	Raden Clio M. A.	1	2	2	3	2	10	50
12	I Gede Marcel	1	2	2	3	2	10	50
13	Aliyya Cahya	2	2	2	3	3	12	60
14	Vabela M. K.	2	2	2	2	3	11	55
15	Awang Restu	2	2	2	2	2	10	50
16	Denayya	2	2	2	2	3	11	55

17	Fillah Haidar Ibda B.	1	2	2	2	2	9	45
18	Moh. Elkhan	1	2	2	3	2	10	50
19	Gagas Satria	1	2	2	2	3	10	50
20	Firdaus Nurfuadi	1	2	2	2	2	9	45
21	Alda Tri W.	2	2	2	2	3	11	55
22	Sarah Al-Hamasah	2	2	2	2	3	11	55
23	Etika Warda V.	1	2	2	2	2	9	45
24	Isna Izzati Yumna	2	2	2	2	3	11	55
25	Mohammad Ilham N	1	2	2	2	2	9	45
26	Krisna Maulana	3	3	3	3	3	15	75
27	Syahdiva D. P.	2	2	2	2	2	10	50
28	Alyya Meigira K.	1	2	2	2	3	10	50
29	Zulfatis S. A.	2	2	2	2	3	11	55
30	Farah Az-Zahra	2	2	2	2	2	10	50

Mark: A = Grammar

D = Pronunciation

B = Vocabulary

E = Comprehension

C = Fluency

Table 4.5 Comparison of the Pre-Test Scores Between Group of Experimental Class and Group of Control class

No.	Indicators	Group of Experimental Class	Group of Control Class
1.	Average score of students	51,83	53,16
	a. Highest score	85	75
	b. Lowest score	35	45
2.	Average score in grammar	1,63	1,67
3.	Average score in vocabulary	1,97	2,06
4.	Average score in fluency	2,07	2,13
5.	Average score in pronunciation	2,40	2,33
6.	Average score in comprehension	2,30	2,43

According to the table 4.5, it can be concluded that the comparison between experimental class and control class is not different. The average score of pre-test in control class (53.16) is little bit higher than in experimental class (51.83) but both experimental class and control class

almost have similar ability in speaking. Additionally, both classes have the lowest average score in grammar, it means that grammar is the most difficult to learn. The second lowest score in both classes is vocabulary but the highest score is different in both classes. In experimental class, the highest score is pronunciation, meanwhile in control class the highest score is comprehension.

#### A.4 Improvement of Students' Speaking Skill Using Post Treatment by Movie in Three Different English Styles

The results of students' speaking abilities after using treatment in experimental class by watching two different styles of English movies, they were American English, and British English. In the other side, the control class was without using treatment or using conventional teaching and learning process as usual. The results of the post-test score are presented as follows:

Table 4.6 Post-Test Score of Students' Speaking Skill (American English) in Experimental Class

No.	Name	Scoring					Total	Score
		A	B	C	D	E		
1	Dewi F. T	2	3	3	3	3	14	70
2	Nisa Nur Laela	2	2	3	3	3	13	65
3	Rineta Mahacitra	3	3	4	4	4	18	90
4	Zulfa Aulia S.	3	3	3	3	3	15	75
5	Wicaksono	2	2	2	2	2	10	50
6	Rahardian Panji	2	2	3	3	2	12	60
7	Fajar Ragil Y.	2	2	2	2	3	11	55
8	Muhammad G. Nur	2	2	3	2	2	11	55
9	Afranza Falazain A.	2	2	3	3	3	13	65
10	Naufal S. H.	2	2	2	3	2	11	55
11	Ezar Tsany	3	3	3	3	3	15	75
12	Medhia M.	2	2	2	2	2	10	50
13	Valian Davin	2	2	2	2	3	11	55
14	Andre Nara I.	2	2	2	3	3	12	60
15	Annisa N	2	2	2	2	2	10	50
16	Alya Rahma A.	2	2	2	3	2	11	55
17	Salma Pandya K.	3	3	3	3	3	15	75



18	Divina Diananda	2	3	3	3	3	14	70
19	Anastasya F. Putri	2	2	2	3	3	12	60
20	Anindya Ayu S.	2	3	3	3	3	14	70
21	Shafira Latifa Dinar	2	3	3	3	3	14	70
22	Anita Khairunnisa	2	2	2	3	2	11	55
23	Wira Maulana A.	2	2	2	2	2	10	50
24	Firdaus	2	2	2	3	3	12	60
25	Ali Nur Hidayat	2	3	2	3	3	13	65
26	Vittorio Z.	2	2	3	3	2	12	60
27	Dian Nur Hasanah	2	2	2	2	2	10	50
28	Annisa Rizky N.	2	2	3	2	2	11	55
29	Raihan Rafi'i H.	2	2	3	3	2	12	60
30	Jihan Iftina H.	2	2	2	3	3	12	60

Table 4.7 Post-Test Score of Students' Speaking Skill (British English) in Experimental Class

No.	Name	Scoring					Total	Score
		A	B	C	D	E		
1	Dewi F. T	2	2	2	3	2	11	55
2	Nisa Nur Laela	2	2	2	2	3	11	55
3	Rineta Mahacitra	2	3	4	4	4	17	85
4	Zulfa Aulia S.	2	3	3	4	4	16	80
5	Wicaksono	2	2	2	2	2	10	50
6	Rahardian Panji	1	2	2	2	3	10	50
7	Fajar Ragil Y.	1	2	2	2	3	10	50
8	Muhammad G. Nur	2	2	2	2	2	10	50
9	Afranza Falazain A.	2	2	2	3	3	12	60
10	Naufal S. H.	2	2	2	3	3	12	60
11	Ezar Tsany	2	2	2	2	3	11	55
12	Medhia M.	1	3	2	2	3	11	55
13	Valian Davin	2	3	2	2	3	12	60
14	Andre Nara I.	2	3	2	3	3	13	65
15	Annisa N	2	2	2	2	2	10	50
16	Alya Rahma A.	2	2	2	2	2	10	50
17	Salma Pandya K.	2	3	2	3	3	13	65
18	Divina Diananda	2	2	2	3	3	12	60
19	Anastasya F. Putri	2	2	2	3	3	12	60
20	Anindya Ayu S.	2	2	2	2	2	10	50

21	Shafira Latifa Dinar	2	2	3	3	3	13	65
22	Anita Khairunnisa	2	3	2	3	3	13	65
23	Wira Maulana A.	2	3	2	3	2	12	60
24	Firdaus	1	2	2	2	2	9	45
25	Ali Nur Hidayat	2	2	3	3	3	13	65
26	Vittorio Z.	2	3	2	3	3	13	65
27	Dian Nur Hasanah	2	2	2	3	3	12	60
28	Annisa Rizky N.	1	3	1	3	2	10	50
29	Raihan Rafi'i H.	1	2	2	2	2	9	45
30	Jihan Iftina H.	2	2	2	3	3	12	60

Table 4.8 Post-Test Score of Students' Speaking Skill in Control Class

No.	Name	Scoring					Total	Score
		A	B	C	D	E		
1	Saifudin Zein	2	2	2	3	3	12	60
2	Tegar Danu P.	2	3	2	3	3	13	65
3	Naufal Ramadhani D.	2	2	2	3	3	12	60
4	Mohammad Ilham N.	3	3	3	3	3	15	75
5	Fadillah F.	2	3	3	3	3	14	70
6	Atika Yulia Rachma	2	3	3	3	3	14	70
7	Shalsabillah	2	2	2	2	3	11	55
8	Riski Tania	2	2	2	2	2	10	50
9	Vania Azra F.	2	3	2	3	3	13	65
10	Alyya Zaenurahma	1	2	2	2	2	9	45
11	Raden Clio M. A.	2	2	3	3	3	13	65
12	I Gede Marcel	2	2	2	3	3	12	60
13	Aliyya Cahya	2	2	2	3	3	12	60
14	Vabela M. K.	2	2	2	2	3	11	55
15	Awang Restu	2	2	2	3	2	11	55
16	Denayya	2	2	2	2	2	10	50
17	Fillah Haidar Ibda B.	1	2	2	3	3	11	55
18	Moh. Elkhan	2	2	2	3	2	11	55
19	Gagas Satria	2	2	2	3	3	12	60
20	Firdaus Nurfuadi	2	2	2	2	2	10	50
21	Alda Tri W.	2	2	2	2	3	11	55
22	Sarah Al-Hamasah	2	3	3	3	3	14	70
23	Etika Warda V.	2	3	2	3	3	13	65
24	Isna Izzati Yumna	3	3	3	3	3	15	75

25	Mohammad Ilham N	2	2	2	3	3	12	60
26	Krisna Maulana	3	3	3	4	3	16	80
27	Syahdiva D. P.	2	2	2	3	3	12	60
28	Alyya Meigira K.	2	2	3	3	3	13	65
29	Zulfatis S. A.	2	3	2	3	3	13	65
30	Farah Az-Zahra	2	2	2	3	3	12	60

Mark: A = Grammar

D = Pronunciation

B = Vocabulary

E = Comprehension

C = Fluency

Table 4.9 Comparison of the Students' Post-Test Average Scores between Experimental Class and Control Class

No.	Indicators	Experimental Class		Control Class
		AmEng	BriEng	
1.	Average score of students	61,50	58,17	61,16
2.	Average score in grammar	2,13	1,80	2,03
3.	Average score in vocabulary	2,30	2,30	2,33
1.	Average score in fluency	2,53	2,10	2,27
2.	Average score in pronunciation	2,73	2,63	2,80
3.	Average score in comprehension	2,60	2,73	2,80

Mark: AmEng = American English

BriEng = British English

Based on the table above, it shows that there is an improvement in the speaking abilities of the students of both classes. In the experimental class which is using treatment by listening and watching movie, there are two results based on the styles of English i.e American English and British English, the highest average score has got in the American English, the average score is 61.50 and British English got lower than American, the average score is 58.17. After the treatment in the experimental class, the abilities of the students' speaking skill is improving, as it can be seen the average of the speaking's abilities are increasing. Fortunately, the average score of the students' speaking abilities in control class is also improving

but there is some different improvement in both classes, as we can see in the table.

In experimental class, the improvement has been obtained in American English and for British English got decreasing from the average score of control class. It means that the style of English has influence towards students' speaking ability.

The results of N-gain score of students' speaking skill in both classes are presented below:

Table 4.10 N-Gain Score of Students Speaking Skill in Experimental Class

No.	Name	N-Gain Scores	
		AmEng	BriEng
1	Dewi F. T	0,3	0
2	Nisa Nur Laela	0,3	0,1
3	Rineta Mahacitra	0,3	0
4	Zulfa Aulia Shalsabila	0,2	0,3
5	Wicaksono	0,1	0,1
6	Rahardian Panji	0,3	0,1
7	Fajar Ragil Y.	0,2	0,1
8	Muhammad G. Nur	0,2	0,1
9	Afranza Falazain A.	0,4	0,3
10	Naufal S. H.	0,3	0,3
11	Ezar Tsany	0,4	-0,1
12	Medhia M.	-0,1	0
13	Valian Davin	0,1	0,2
14	Andre Nara I.	0,2	0,3
15	Annisa N	0,2	0,2
16	Alya Rahma Az-Zahro	0,3	0,2
17	Salma Pandya Kossa	0,2	-0,2
18	Divina Diananda	0,4	0,2
19	Anastasya F. Putri	0,2	0,2
20	Anindya Ayu S.	0,5	0,1
21	Shafira Latifa Dinar	0,1	0
22	Anita Khairunnisa	-0,3	0
23	Wira Maulana Ashar	0	0,2
24	Firdaus	0,3	0,1
25	Ali Nur Hidayat	0	0
26	Vittorio Z.	0	0,1

27	Dian Nur Hasanah	0	0,2
28	Annisa Rizky N.	0,1	0
29	Raihan Rafi'I Herminasa	0,4	0,2
30	Jihan Iftina Hidayanti	0,2	0,2

Table 4.11 N-Gain Score of Student's Speaking Skill in Control Class

No.	Name	Pre-Test	Post-Test	N-gain
1	Saifudin Zein	55	60	0,1
2	Tegar Danu P.	55	65	0,2
3	Naufal Ramadhani D.	50	60	0,2
4	Mohammad Ilham N.	65	75	0,3
5	Fadillah F.	60	70	0,3
6	Atika Yulia Rachma	70	70	0
7	Shalsabillah	50	55	0,1
8	Riski Tania	50	50	0
9	Vania Azra F.	45	65	0,4
10	Alyya Zaenurahma	50	45	-0,1
11	Raden Clio M. A.	50	65	0,3
12	I Gede Marcel	50	60	0,2
13	Aliyya Cahya	60	60	0
14	Vabela M. K.	55	55	0
15	Awang Restu	50	55	0,1
16	Denayya	55	50	-0,1
17	Fillah Haidar Ibda B.	45	55	0,2
18	Moh. Elkhan	50	55	0,1
19	Gagas Satria	50	60	0,2
20	Firdaus Nurfuadi	45	50	0,1
21	Alda Tri W.	55	55	0
22	Sarah Al-Hamasah	55	70	0,3
23	Etika Warda V.	45	65	0,4
24	Isna Izzati Yumna	55	75	0,4
25	Mohammad Ilham N	45	60	0,3
26	Krisna Maulana	75	80	0,2
27	Syahdiva D. P.	50	60	0,2
28	Alyya Meigira K.	50	65	0,3
29	Zulfatis S. A.	55	65	0,2
30	Farah Az-Zahra	50	60	0,2

Table 4.12 Comparison N-Gain Averages between Experimental Class and Control Class

Classes	N-gain Average	
	AmEng	BriEng
Experimental Class	0,19	0,11
Control Class	0,17	

Mark: AmEng = American English

BriEng = British English

Table 4.13 N-Gain Score Category

No.	Limitation	Category
1.	$N\text{-Gain} \geq 0.7$	High
2.	$0.7 > N\text{-Gain} \geq 0.3$	Medium
3.	$N\text{-Gain} < 0.3$	Low

Based on the table 4.12, it can be seen that the comparison of N-gain average in experimental class between AmEng, and BriEng were different. The higher average of N-gain in experimental class is AmEng and the lower is BriEng. Those mean that the most listenable movie and the easier style of English to learn, listen, and understand is American English than British English. In the other side, the average of N-gain in control class is 0.17. It means that the teaching and learning process using conventional way is low to improve speaking ability students. For further analysis the writer displayed graphs for post-tests and n-gain scores:

Figure 4.1 Post-Tests Score of Students' Speaking Skill in Experimental Class

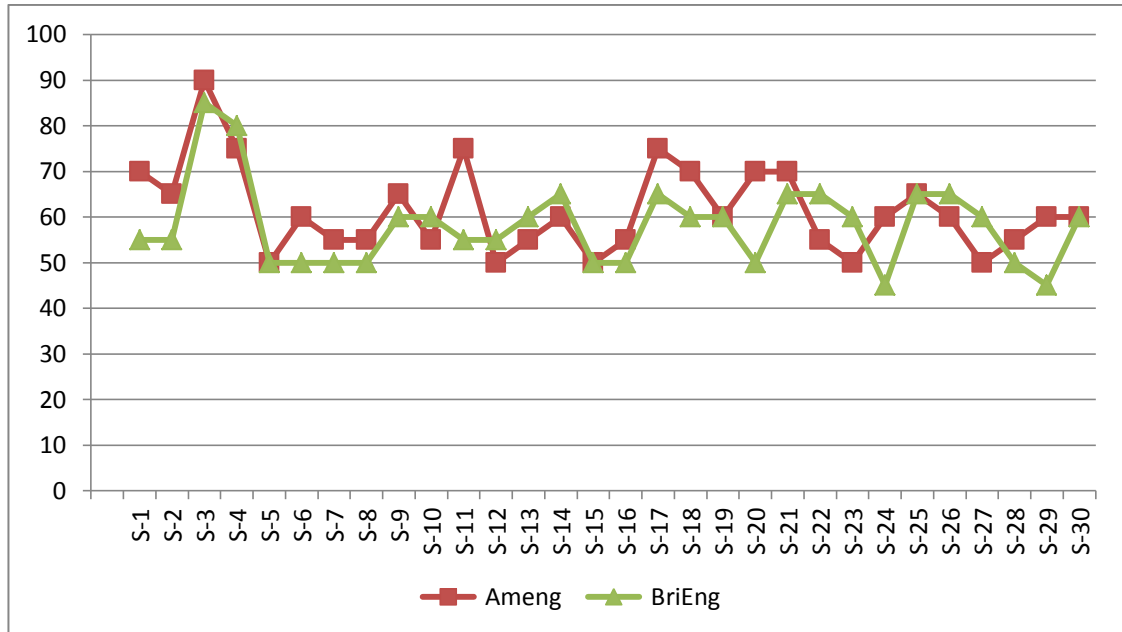


Figure 4.2 N-Gain Scores of Students Speaking Skill in Experimental Class

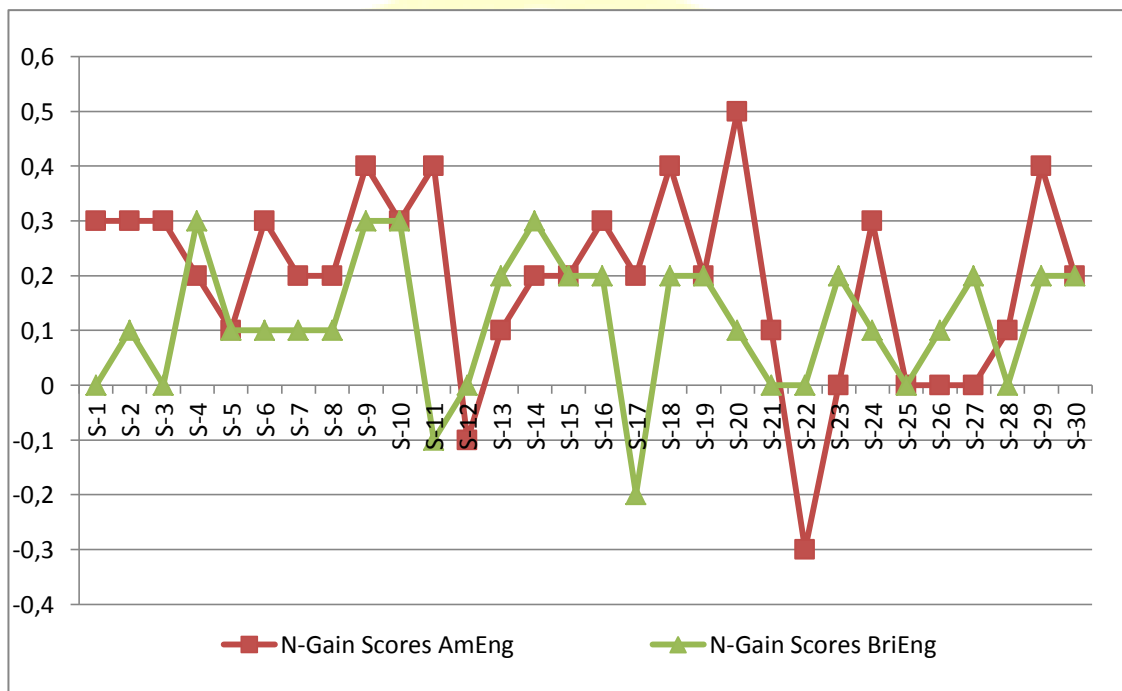
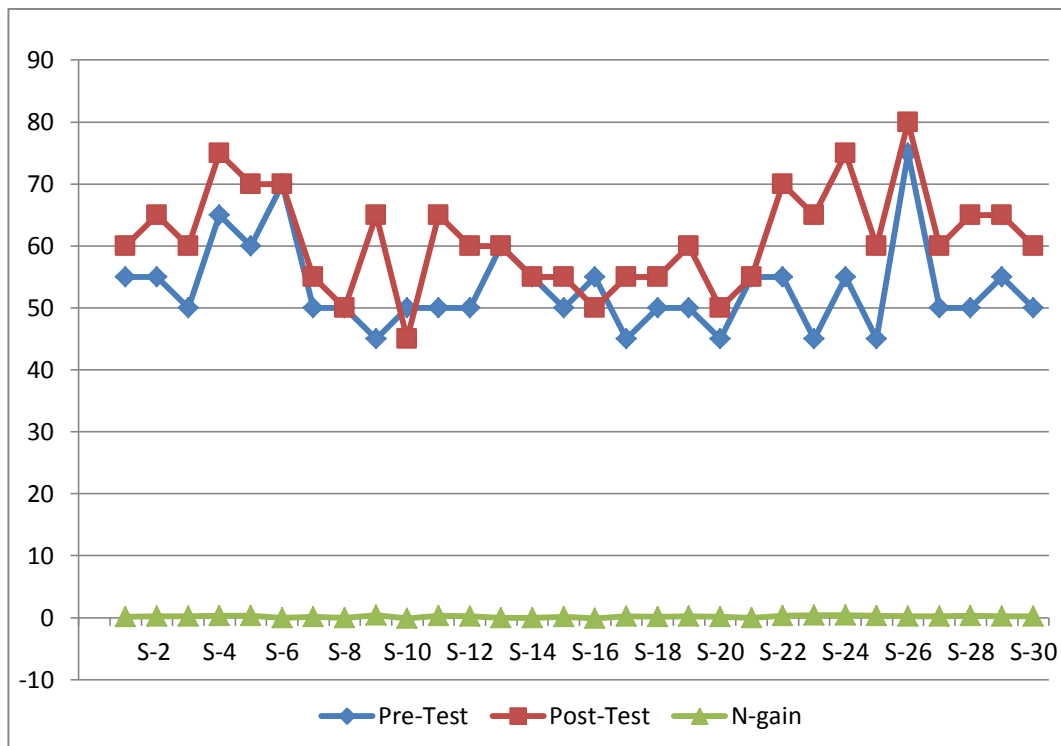


Figure 4.3 Post-Test and N-Gain Scores of Students' Speaking Skill in Control Class



For further analysis of the figures 4.1, 4.2, and 4.3 about the progress of speaking ability, the writer makes the description of both class experimental class and control class to compare pre-test and post-test scores of the students.

#### 1. Experimental Class

As it can be seen in the figure 4.1, that post-test score of students in experimental class among the two styles of English (American English and British English) are different. The scores of the students in American and British English have slightly different, as we can see that the scores of both American and British English almost on the same averages (American English 61.50 and British English 58.17) that showed by red line and green line respectively.

Based on the result of n-gain score and post-test in figure 4.1 and 4.2, it can be showed that the progress of students in speaking after



treatment by watching movies in American English is easier to listen and understand than British English.

## 2. Control Class

According to the figure 4.3, it can be seen that the result of the students' post-test and pre-test scores in the control class has a low improvement with the average score of n-gain 0.17. There are some students that got higher score in pre-test and lower score in post-test. Fortunately, mostly the students got the higher score in post-tests. It means that the treatment of conventional teaching and learning was not successful enough to improve the ability of students' speaking in high level.

## B. Discussions

The discussion of this study is presented based on the result of findings and also discusses the review of related theory and analysis of the data to clarify the findings. The writer focuses on the role of the movie to improve speaking ability at 11<sup>th</sup> grade of SMA Negeri 1 Purwokerto and the sociocultural and the language attitude of the students toward varieties of English.

The findings show that the  $H_a$  (alternative hypothesis) of the research is accepted that the movies do improve students' speaking ability. The n-gain score proves that there is an improvement in students' speaking ability. For further discussions, the writer will explain as follows:

### 1. The Influence of Movies to Improve Speaking Ability

Hearing natives speak will also help your speaking skills, especially in the fluency. Students will hear how to link the words together to make sentences and also they will learn the stress and intonation of the sentence. As Krashen (1985) about the input hypothesis claims that humans acquire language by understanding messages or receiving comprehensible input. Furthermore, he emphasizes the importance of comprehensible input and states that "input is the essential environmental

ingredient”. Since input is an essential part of language learning, movies are good option to provide the students with this comprehensible input. However, he also states that even though television and films are good sources of input, the input in question should be at right level, not too demanding for the students but not too easy either.

According to Nunan (1999), movies are valuable sources of authentic language. Authentic materials are produce in real communication rather for the purpose of teaching. As authentic materials include the characteristics of language used by the native speaker and they have significant impact on the language improvement. Those theories by Krashen and Nunan were proved by this research that movies can improve language learning especially in speaking. Additionally, movies can represent the real-life context, real conversation by the native speaker and the cultural background that students can learn by it how the West cultures really are. Besides giving real-life context, movies also give students to learn new vocabularies, fluency, and pronunciation also listening comprehension. Therefore, the speaking ability of the students can improve by learning through movies those proved by the result of data analysis in table 4.10 that shows the improvement of the each ability.

In this research, the writer gave the students with three different styles of English movies i.e., American and British to represent the varieties of English style so that they will know which the most difficult English to listen and understand. In addition, the students can learn some styles of English through those two movies. Moreover, as Bidawi stated (2016) that movie is one of the audio-visual media that presents complete communicative situation. The students can be easy to

understand the facial impressions, gestures, physical background shown and learning becomes closer to real-life situation. In order to teach speaking effectively, there are principles for teaching speaking English, they are; provide intrinsically motivating techniques, encourage the use of authentic language in meaningful context, and capitalize on the natural link between speaking and listening.

Movies provide those three principles of teaching speaking, so that is why movies have influence to the students by watching it. If the students often watching movies in their free time, it will improve their speaking time by time until they are really able to speak English. This research was done by Bidawi (2016) were proved in this research.

## 2. The Difference of Speaking Ability Improvement in Two Different Groups of Student

In this research, the writer have already explained that the experimental class is a class with treatment by watching movies in learning speaking and the control class is a class without treatment or using usual conventional learning. According to the result of the data analysis, the students in control class got the average pre-test 53.16 and pot-test 61.16 and the experimental got the average pre-test 51.83 and post-test for AmEng, 61.50, and BriEng 58.17. Those averages show that there is improvement in both classes.

The difference of both classes experimental and control class is the treatment. In the experimental class, the students were given treatment by watching movies, and they will listen and write down what they heard, thus will help students' listening comprehension. After that, the students will converse or speak what they have written, in three different English styles. The result proved that the average of each abilities of

students' speaking have improved after doing the post-test and this show in the table 4.10.

In this case, this phenomenon about listening has the influence in speaking has been described by Richards and Renandya (2002:205) who stated that listening is important factor to improve speaking ability. Additionally, Broughton stated (2003:65) that listening should precede speaking. Clearly, it is impossible for students to produce words or sentences without providing them first the model of the form they are to speak. Therefore, through watching English movies in three different styles will provide the students the model of the form that they are to speak and also they will aware of what the easiest English to listen and understand and also to be learned.

Generally, listening is essential in development of speaking abilities. Speaking is closely related to listening, which is the basic mechanism through the rules of language are internalized. This proved by some students' result of the writing. They are more aware and understand the words that they already heard with the familiar accent than the new words with unfamiliar accent. Furthermore, the students will improve their speaking ability if they often watch movies because it gives them some new vocabularies, pronunciations, grammar, and other abilities.

However, in the control class, there is low improvement of each abilities, this can be seen in the table 4.5 and 4.10. The comparison of post-test and pre-test is still low. There are some factors based on the writer observation in process of teaching and learning. Mostly of the students, get bored easily and have low enthusiasm to listen when the writer explain the materials. There are some students that busy themselves with talking too

much and it was very disturbing for other students who pay attention to the writer explanation. Moreover, there are some students that prefer to sleep in the class doing the learning process.

Those factors are inefficient to do the teaching and learning process, as the result students did not comprehend the materials that the writer explain. In addition, when the writer gives a task, they used their phone to browse the materials in the internet. In the end, the students did not get fully understand the materials of learning, thus make the low progress of students in speaking ability.

### 3. The Progress of Students in Speaking Using Two Styles of English

In this research, the writer provided the students with three different English styles of movies; American English and British English. Among those styles, the students prefer American English as the easier English to listen and understand. This proved by blue line on the figures 4.1 and 4.2. Meanwhile, American and British English are almost in the same level of difficulty, but British English has the higher level of difficulty, this proved by the red and green line on the figures 4.1 and 4.2.

There are some factors why do American English is easier than British English to listen and understand. They are as follows:

#### a. The Speed of Speech

American and British tend to speak fast and how they speak the sentence, it is like they merge the words together and they look like speak quickly but American English has familiar accent and speak clearer than British English. Moreover, British have

the unfamiliar accent that students were difficult to listen to.

b. The use of Idioms and Slang Words

Based on the movies, Americans are often to use slang words. In the movie, the actors used slang words almost in every sentence. Conversely, British are rarely using slang words but they often use idioms that the students did not acquire the meaning of the idiom.

c. The Use of Grammar

As we know that grammar is important to learn languages. In this case of speaking, grammar does not have really important role, because the students still have to speak English in spite of the errors in grammar. Based on the movie, British has the perfect grammar because they did not use slang words in the movie and for Americans, they often use slang words so, it makes grammatically error even though they speak with a good grammar.

Those factors are why American English is easier to listen and understand by the students of SMA Negeri 1 Purwokerto.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

The writer conducted an experimental study using two groups of students; experimental group and control group. Based on the result of the research, it can be concluded that movies have influence to improve speaking ability at the 11<sup>th</sup> grade of SMA N 1 Purwokerto. It is because movies are valuable resources and present real-life contexts, an opportunity to be exposed to different voices and its style, reduce speeches, the use of grammar and slang words, etc.

The progress of students' speaking both experimental and control groups has different improvement. It can be seen from the data analysis that the average n-gain score of experimental groups in two different styles of English, American English got the average score of n-gain is 0.19 and British English 0.11. In conclusion, American English is the easier English to listen and understand by students. In the other hand, the control group get the average n-gain score 0.17, which in low category of n-gain. This caused by the negative factors such as boredom and low enthusiasm. Students in control group tend to get bored easily with the conventional method in teaching and learning process.

To summarize all of the issues, movies can improve students' speaking ability but not all English movies has high opportunity to improve speaking, this prove by the average score of n-gain in experimental class. Additionally, factors such as the speed of speech, the use of idioms and slang words, and the use of grammar have influence toward the students in learning speaking and also the unfamiliar vocabularies and accent have influence in student's listening comprehension, and those make the students difficult to produce and understand what words that have been said by the native speaker.

**B. Suggestions**

1. For the teachers, teaching and learning by movie can improve the speaking skill of English and the students also get the entertainment by watching movie so that they will not get bored of the learning process.
2. For the students, watching movies will improve their skills in learning language time by time especially in speaking skill, because they will get to know how English is spoken by native speaker.
3. For other researchers, who wants to develop further about teaching and learning process through movies, this research can be used as reference to conduct deeper and further of finding the role of movies to improve speaking ability.



IAIN PURWOKERTO



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