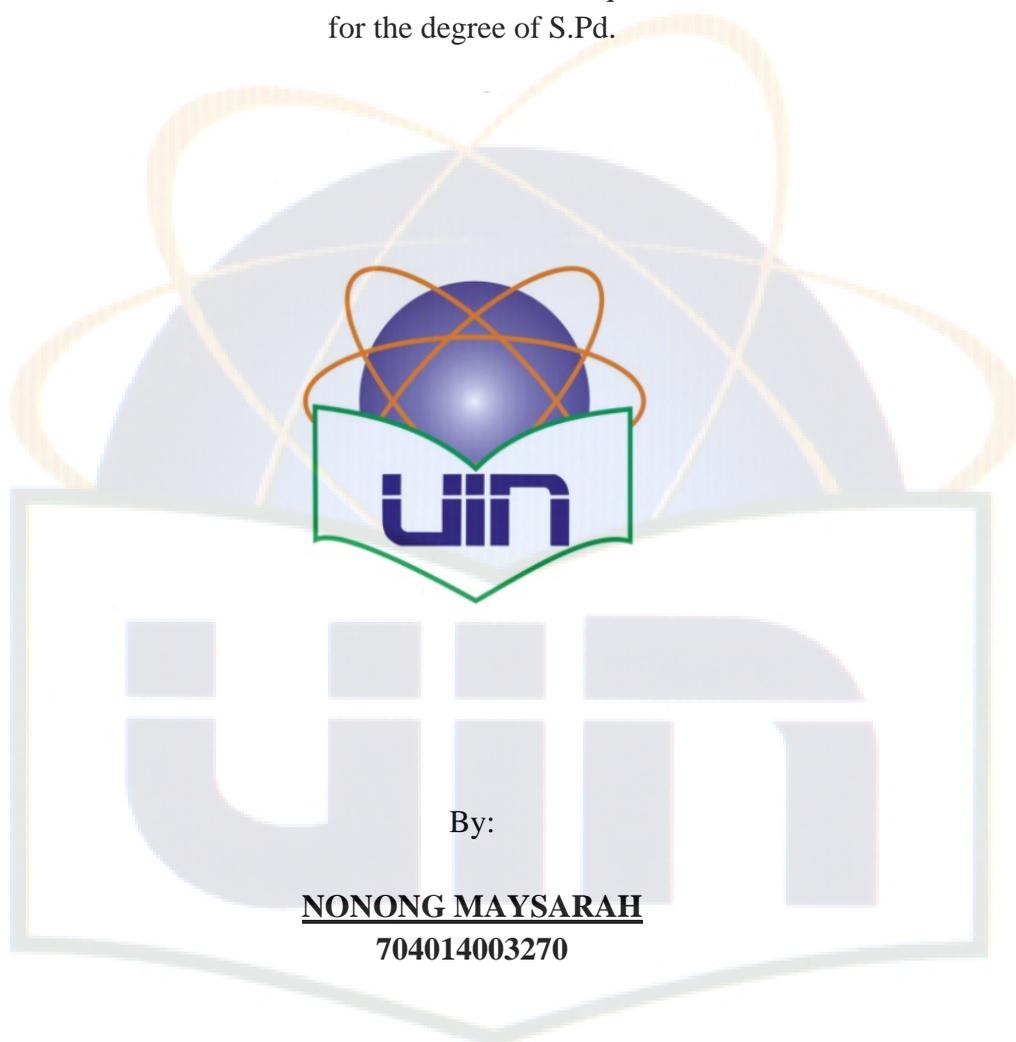# USING ENGLISH FILM IN TEACHING SPEAKING
*(An Experimental Study at SMA PGRI 3 Jakarta)*

## A SKRIPSI

Presented to the Faculty of Tarbiyah and Teacher's Training
in Partial Fulfillment of the Requirements
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# APPENDIX

# CHAPTER I
# INTRODUCTION

## A. The Background of The Study

Speaking is an essential tool of communicating, thinking, and learning. It is an essential profiency to be acquired in learning a language. Speaking as a basis of communication becomes an important element in a language learning. Bricki states that one's capability of expressing her/himself orally is a first sign of her/his language competence. That's why speaking is the competence which is more valued and desired in learning a language including in learning English.[1]

The problem arouses since teaching English as a foreign language in our country mostly emphasizes on literary skills such as reading and writing but less on oral skills. The learners can often read or even write better than they can speak in English. Nonnative speakers often know more grammar or at least grammatical terms than the average native speakers.

Learners who learn English as a foreign language often face difficulties to speak in English. Speaking a language is actually difficult for foreign language learners since effective oral communication requires the ability to use the language appropriately in social interaction. Learners' performance in speaking English is influenced by personality and language factors. The personality factors are motivation, self-confident and anxiety. The influence of personality factors can facilitate the learners' progress.[2] One of the obstacles form the language factor is the lack of vocabulary for learners to speak in the target language.

Every learner who wants to speak English has a great intention to master the language as soon as possible. Learners have little patience to let timework in language acquisition process. In other words they want to talk fast, for time is running out. One of the ways to master the language itself is by practicing. Therefore, the one who wants to speak English fluently should practice the

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[1] Daoud Hour Bricki, "*Using Proverbs, Popular Saying, and Maxim as Conversation Topics"*. (Teaching English Forum, 1987,Volume 25 No.1) p.21
[2] H.D. Brown, *Principles of Language Learning and Teaching.* (New Jersey: Prentice Hall, 1987), p.106

language in daily communication so that he/she will get accostumed to using the language that leads to fluency in speaking the target language.

The keystone of education is communication. However, being able to communicate in English is not only mastering its vocabulary and structure but also mastering how native speakers use the language in the real context. Carroll notes the ability to speak the language fluently and to understand it when spoken by native speakers is the kind of competence that most valued and designed, with reading and writing being important secondary goals. Therefore, it is very difficult for foreign language learners to speak in the target language fluently and appropriately. Moreover, learners have to understand that learning the language also means learning how native speakers speak the language in the real communication.[3]

For decades, languages experts have tried to make innovation after innovation in the method of teaching speaking to help the learners with their communication skill. Allan believes that in teaching speaking, generally learners are introduced and trained with dialogues or narratives to present the language of the unit. This technique has weaknesses since a number of expressions of daily conversation cannot be found by referring only the books.[4]

Meanwhile, there has been a lot of talk in recent years about the impact of technology in language learning. The use of audiovisual equipment, English Films, can be an audiovisual aid in the language teaching learning. Smith finds the students of today are truly a television generation, accustom to gaining knowledge about the world from TV screen instead of from newspaper and magazine.[5]

Unlike printed materials, film viewing provides greater chance for students to get the knowledge of how native speakers of English use the language in the real communication. Therefore, seeing film will develop speaking skill and speaking skill itself will be improved through some communication activities conducted by

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[3] Jane Caroll, *Characteristic of Successfull Second Language in Marina Burt*. (Heidi Dulay and Mary Fin : Occhiaro, 1977) p.4
[4] Margaret Allan, *Teaching English with Film*. (England: Longman, 1986), p.48
[5] Wm.Flints Smith, *Modern Technology in Foreign Language Education: Application and Projects,* (Chicago: National Texbooks Company, 1989), p.4

the teacher. The activities are held to encourage learners to be ready to communicate in the target language. Some of these activities depend on information gaps so that an individual viewer can get the full message only by communicating with another viewer. It will make students to talk. Takashima believes that the best way to teach speaking is simply by giving more opportunity to the learners to be active to talk in the target language.[6] Seeing English film makes it possible.

When the writer did teaching practice at SMU PGRI 3 Jakarta she found some students have some difficulties in expressing their ideas in English, they often make mistakes while trying to communicate in English. This school also has an audiovisual library to facilitate the writer doing the research. Therefore, from the personal experience above, she would like to know the result if the students is taught by using English film.

Regarding the background above, the writer chooses the title of this skripsi: " Using English Film in Teaching Speaking (An Experimental Study at SMU PGRI 3 Jakarta)".

## B. Statement of the Problem

Based on the background above there is problem that arises. The problem is : Does English film have an effect in teaching speaking?

## C. Method of the Study

In order to see the effectiveness, the writer did experiment in teaching speaking using English film for 10 meetings from February, 26th untill April 23rd 2009. Pre-test is given before the experiment and post-test after the experiment. The result of both scores are then formulated by using of t-test calculation to see whether or not there is an effect of the teaching technique by using English film.

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[6] Hideyuki Takashima, "Using Telephone to Practice Speaking and Listening Comprehension". (*English Teaching Forum,* Volume 24 No.4, 1989), p.3

## D. Limitation of the Study

To avoid misunderstanding and clarify the problem, it is necessary to make limitation of study. There are aspects in improving speaking ability, the writer will not discuss all the aspects in improving speaking ability but only discuss the effect of English film in improving speaking ability.

# CHAPTER II
# THEORETICAL FRAMEWORK

## A. Speaking

## 1. Definition of Speaking

Speaking is seen as the most important instrument of communication. People almost use it constantly. Speech is the basic language activities by which people relate themselves to one another. There is a great need in this day for speech skill that go beyond the individual, because it enable him to lives as a man among men, not only part of them.[1]

According to Oxford dictionary, the definition of speaking is to make the use of language in ordinary, not singing, voice, to state view, wishes etc or act as a spokesman for.[2]

Richards and Rodgers offer four characteristic of communicative view of language, they are:

a. Language is a system for the expression of meaning.

b. The primary function of language is for interaction and communication.

c. The structure of language reflects its functional and communicative uses.

d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.[3]

From the characteristics that Richards and Rodger give, the view of language that they mean has a similar meaning with speaking. Here, they said language as a system for expressing of the meaning, for interaction and communication; it is just the same as speaking which mean as a medium to communicate with other. In other words, when we are speak with others, it can mean that want to express

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[1] Nessa and Elthon Jadd, *Sociolingustic and Language Acquisition Series: An Issue as A Second Language Research,*1983. p. 19

[2] AS. Hornby, *Oxford Advance Learners' Dictionary*, (Oxford: Oxford University Press, 1897), p.827

[3] JoMcDounagh and Christopher Shaw, *Materials and Methods in ELT*, (Oxford UK&Cambridge USA, 1993), p.152

something or maybe we can say that we want to get a feedback or respond from others.

Theodore Huebener stated that speech is the essence of the language and speech is basically communicated by sound.[4] That is why speaking in a second or foreign language has often been viewed as the most demanding skill. Without doubt, the ability to speak foreign language is the most highly prize language skill.

Referring to theories above, the writer can concludes that speaking is the process of using language in order to share with other person about opinions, attitudes, ideas or knowledge using words or sounds.

## 2. The Types of Speaking Activity

There are many ways to get students practice the knowledge of language. Here the writer has tried to find out some activities in order to help the students speaking effectively, there are lots of activities that will encourage students speaking, they are:

a. Communication Games

Speaking activities by using games is often useful way to encourage students practice speaking because games are implying fun. Communication games activity can involve practice of oral strategies such as describing, predicting, simplifying and asking for feedback.

For example, "just a minute" game, it is a long running comedy contest where each participant has to speak for sixty seconds on a subject which are given by the chair person/teacher without hesitation, repetition or deviation. If the contestant interrupts, he/she will get one points and the person who is speaking at the end of sixty second gets two points.[5]

b. Simulation/Role Play

Role play is an excellent way to stimulate students in the classroom. In role play, student can have the opportunity to use their knowledge of

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[4] Theodere Huebener, *Audiovisual Technique in Teaching Foreign Language*, (New York: New York University Press, 1976), p.4

[5] Jeremy Harmer, *How to Teach English,* (New York: Longman, 1990) p. 272

vocabulary, narration, speech acts, discourse fillers, and turn taking, pause and so forth.[6] Students are usually given some information about a role so that the students can prepare before the role pay activity.

In simulations, students can bring items to the class to create a realistic environment. For instance, if a students is acting like a singer, he/she brings a microphone to sing and so on.[7]

c. Discussion

Discussion is maybe the most commonly used in oral skill activity. Typically, the students are given a topic from reading or pictures and then the students are asked into pairs or group to discuss a related topic in order to find out the solution and response.

The examples of discussion activity are discribing pictures, determining picture differences, make a shopping list and solving a problem.[8]

d. Retelling the Story

Retelling a story in a foreign language is a very demanding task. The demands of retelling story after listening and understanding should not be underestimated: language needed a word, sentence and discourse levels must be found and produced. If students are to retell the story, they are asked to work at this level in production.[9]

e. Conversation

One speaking ability which is particularly suited in order to become a competent speakers in English is conversation.

One way to approach this activity is to assign students to find a native speaker or near native speaker. The role of native speakers is asked all of

[6] Marianne Celce-Murcia & Elite Oshtain, *Discourse and Context in Language Teaching; Aguide for Language Teachers,* (New York; Cambridge University Press, 2000), p.177

[7] Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, http://unr.edu/homepage/hayriyek, (17 November 2008)

[8] Penny Ur, A Course in Language Teaching: Practice an Theory, (London: Cambrigde University Press, 1996), p. 125

[9] Lynne Cameron, *Teaching Languages to Young Learners*, (Cambrigde: Cambrigde University Press, 2001), p. 40

the questions and the non-native speaker (students) are merely respond the native speaker said.[10]

f.  Information Gap Activities

In this activity, students are supposed to be working in pairs. All of the students have the same task but each task has different information so that students are working in pair in order to complete or share the information each others. These activities are effective because every student has the opportunity to talk extensively in the target language.

## 3.  Elements of Speaking

There are five components are generally recognized in analysis of speech progress:[11]

a.  Pronunciation

According to  Martin Hewings, "Pronunciation is a feature of speech."[12] That includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, words and intonation. This particular component range from the individual sound that make up speech, to the way in which pitch, the rise and the fall of the voice.

b.  Grammar

In defining grammar, H. Douglas Brown states that, "Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence."[13]

In order to speak well, especially in formal situation, the learners have to master grammar.

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[10] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language,* (Boston: Heinly and Heinle, 2001), p. 107

[11] Shareesh Chauday, *Testing Spoken English*, English Teaching Forum, Volume 36, 1997, p. 22

[12] Martin Hewings, *Pronunciation Practice Activities,* (London: Cambridge University Press, 2004), p. 9

[13] H.D., Brown, , *Principles of Language Learning and Teaching.* (New Jersey: Prentice Hall, 1987), p.36

c. Vocabulary

Vocabulary is defined as the "words" in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary may be more than a single word. For example, police man and father-in-laws which are made up of two or three words but express a single idea. There are also a multi-word idioms such as "call it a day", where the meaning of phase cannot be deduced from an analysis of the word components.[14]

d. Fluency

This refers to the ability to talk with normal levels or continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear making of stages in a discussion, narration or argument, and the use of cohesive devices, for example: connectors, pronouns and conjunctions within and between sentences.[15]

e. Comprehension

The last speaking element is comprehension. Comprehension can make people get the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

## B. Film

## 1. Definition of Film

Many experts define film in different ways. Tickton states: A motion pictures taken in rapid succession usually on 8 mm or 16 mm film stock which when projected through a motion of picture. Projector give the viewer an illusion of motion.[16] Lonergan notes that film is photographic process, involving the effects

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[14] Penny Ur, A Course in Language Teaching... , p. 60
[15] Rebecca Hughes, *Teaching and Researching Speaking*, (Longman, 2006), p. 86
[16] Sydney G Tickton, *To Improve Learning: An Evaluation of Instructional Technology*. (New York and London: R.R Bowker Company, 1970), p. 218

of light and chemical on sensitive paper.[17] Wanadilok says that film is an authentic medium which carry true impressions and concepts with animation.[18] Robert Lado states that the video movie or the motion pictures is in theory at least the most powerful of visual aids; it combines pictures with movement, color and sound.[19] Meanwhile, according The American Heritage Dictionary of English Language, film also called a motion picture. Motion pictures is a series filmed images viewed in sufficiently rapid succession to create the illusion of motion and continuity.[20]

From several definition states about, the writer has found several term about film. Film is also called moving pictures, movie, cinema or in formally called motion pictures. The term of film that is used here is English film, film in which the character use or speak English in the dialogue.

Caroll asserts that the ability to speak the language fluently and to understand it when spoken by native speakers is the kind of competence that is most valued and designed, with reading and writing being important secondary goals.[21]

## 2. The Strengths and The Weaknesses of Film

Beside all of the above discussion of using film, there are some experts discussed about the strengths as well as the weaknesses of using film.

### a. The Strengths

Focusing on students' attention on the given lesson is one of the advantages in using English film in speaking skill. There is direct influence from the sound, picture motions, and also colors that indirectly give attractive elements to the students. Motion picture can "grab" the learner and hold his attention, presenting

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[17] Jack Lonergan, *Video in Language Teaching.* (Cambridge University Press: Cambridge, 1984), p. 7
[18] Kosum Wanadilok, "Towards more effective language teaching through educational films". *Guidelines for Audio-Visual Aids*, (Singapore: Regional Language Centre, 1981), p. 59
[19] Robert Lado, *Language Teaching: A Scientific Approach*, (New Delhi: Tata McGraw-Hill Publishing Co. Ltd, 1974),p. 201
[20] The American Heritage Dictionary of The English Language, New College Edition, p. 856
[21] Jane Caroll, *Characteristic of Successful Second Language Learning in Marina Burt*. (Heidi Dulay and Mary Fin: Occhiaro, 1977), p.4

him with changing scene.[22] The motion and the use of color are able to heighten reality. Especially in trying to describe how to present the life in foreign country or outside classrooms or school.[23]

On the other hand, Quabbemann emphasizes more on the benefits of oral activities that can be exploited through the use of English film. There are numbers of oral activities that can be done in relation to a movie. Having the students do the general discussion of the movie is valuable. In this case teacher can see whether or not the students enjoy the film and to clarify parts they might not have understood by asking questions. He also suggests the teacher to walk around the class and ask each student to continue the narration of the plot for one or two sentences or to summarize the movie. These activities allow students to speak and express what they have in mind in oral form. Each student will have different style in summarizing the movies or get the general picture of the movie.

While students watching and listening to the narrative, the students realized that native speakers speak in the real English that they usually use in their daily communication. There are rhymes, intonation and emotion. McCarty claims that making a habit of listening to the native speakers and train themselves the utterances spoken by the native speakers can reduce their native tongue when they are required to produce the utterances in the target language.[24] In other words, they have a good model from the characters in terms of pronunciation.

Joseph E. Champoux mentions some the advantages of using English film as a teaching resource:

1. Films are a comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
2. Films also are an economical substitute for field trips and other real world visits. While most films are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel.
3. Students can hone their analytical skills by analyzing film scenes using the theories and concepts they are studying. Students also can see and

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[22] Sydney G Tickton, *To Improve Learning...,* p.218
[23] Theodhore Huebener. *Audiovisual Technique in ...,* p.50
[24] Peter McCarthy, *The Teaching of Pronunciation.* (Cambridge University Press, 1987 ), p.2

experience worlds beyond their own, especially if the scenes sharply differ from their local environment.

4. Films offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.[25]

Overall, the advantages of English film are that a film can amuse student and offer a visual portrayal of abstract theories and concepts taught in class. Through the use of film students can see and feel how feelings are poured into utterances or sentences which is followed by the changing of mimic.

**b. The Weaknesses**

The use of films also have some limitations. Audiovisual technology can easily master its viewers. The great attractive points that are occupied by the film sometime can cause teacher and student alike to lose sight of instructional objectives. They will pay attention more on the characters or color and technique in the film instead of the content of the film or even the material.

The subtitle on the film also may distract learners' attention. It will also interfere their attempt to listen. Usually the learners try to translate or compare the native language and the target language that finally make them get completely lost. These films take more effort to follow because of the need to read the subtitles and watch the scenes.

Using film scenes in class takes time away from other classroom activities. Teachers will need to decide whether a scene makes its point efficiently and with enough effect to warrant the use of class time.[26]

From the side of the teachers using such media requires extensive teacher preparation. It will be difficult to find the time needed for film selection and lesson planning.[27]

It is clear that in the teaching of English through films should be followed by good introduction since giving no guidance and explanation can be useless, Tickton claims that using film in the teaching of English takes teachers' time.[28]

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[25] Joseph E. Champoux. *Film as a Teaching Resource,* (New Mexico, 1999), p.11-12
[26] Joseph E. Champoux. *Film as a Teaching Resource...,* p.12
[27] Frederica L Stoller, "Film and Videotape in the..., p.14

However, movie language is an ordinary language which spoken on daily life, the rich-content of which contain phrases and idioms, and the fast speed, all of these would make some difficulties for students to understand even to teachers. The form of movies are all-inclusive, that means to comprehend the whole content of the movie is not very easy without enough knowledge about western countries' cultures, religious, policies etc. All above made more challenges for students and teachers  to overcome the difficulties.

## C.  The Use of English Film in Teaching Speaking

## 1.  Film Selection Criteria

The careful selection of film is crucial when teachers decide to use one of the audiovisual equipments to be applied in the teaching learning activities since not all English films are suitable to all students, level of ability or educational objectives. Stoller finds that careful selection of film is the utmost importance.[29] Donley also adds that the genre of the movie the teacher chooses is important. He also writes that in choosing films the teacher should bear in mind the target.[30]

Film can be used for both self-study and in the classroom. Doye recommends that film look like a wonderful way to practice English; they are fun, they are real and they are easily available.[31]

Learner can watch a lot of films to practice English. But to develop speaking skill, some experts suggest many factors. Doye suggests six factors that make film easier to understand:

a) The story is clear and easy to follow. The storyline that is told in chronological order is much easier to follow than a story with several subplots, flashback or lots of complicated information that has to be stored and pieced together.
b) The main characters speak clearly and not too fast. It is important to select films that the characters are fairly easy to understand in terms of enunciation, speed and accent.

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[28] Sydney G Tickton, *To Improve Learning...,* p.218

[29] Frederica L Stoller,  "Film and Videotape in the Content-Based ESL/EFL Classroom". (*English Teaching Forum,* vol.28 no.4, 1990), p. 11-12

[30] Kate M, Donley, "Films for Fluency". (*English Teaching Forum,* vol.38 no.2, 2000), p.25

[31] Chris Doye,  "Films for Self Study ". (*English Teaching Forum*, vol.38 No.4), p.60

c) Some aspects of films are familiar. If the setting, the characters, the kind of story or the type of film is familiar or easy for learners to relate to, they can use their knowledge and experience to help them to understand.

d) A lot of story is told visually. Teachers need to find out the films that the action carries the storyline forward: the actors use a lot of expression and gestures. Music and other sound effects can also help as long as they do not drown out important language.

e) There is not so much slang or specialized language. This should be considered since too much idiomatic language will only make student confused.

f) There are parts of the film that do not have much speaking. This will give time for student to have a break and have a chance to relax and just watch.

Meanwhile, Massi and Merino add that the selection of films must also consider with respect to accent since some problems may arise. They also propose that the duration of films is another aspect to be kept in mind.[32] Moreover a film must be rich in content to stimulate thought and discussion. Entertainment should not be the main goal.[33]

Based on the experts' criteria above, the writer chose the films that are appropriate, culturally and interesting to both boys and girls and also suitable for educational purpose.

## 2. The Approaches of Using Film in Teaching Speaking

Selecting approach depend on the teaching objectives and the target of teaching. According to Jane King in her aticle, Using DVD Feature Film in EFL classroom, there are two approaches namely short sequence approach and whole film approach.[34]

a) Short Sequence Approach

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[32] Massi, Maria P and Merino, Andriana G. "What's playing in the Language Classroom". (*English Teaching Forum*, Vol.34 No 21, 1996), p.21

[33] Gretchen, Goette, "Movies and EFL Teaching". (*English Teaching Forum,* Vol.30 No.3, 1992), p. 42

[34] Jane King, *Using DVD Feature Film in The EFL Classroom*, http://eltnewsletter.com/art882002.htm (17 december 2008,)

Presenting the entire feature of film has the problem of length for less advance learners. Short sequence approach is present scene-by-scene or a single scene from different parts of film.

Short sequence approach can be used for theme-based discussion. A theme-based discussion makes students to explore relevant issue that can develop critical thinking.

b)   Whole Film Approach

If in the short sequence approach present scene-by-scene, the whole film approach presents all of the entire movie features and studied as a whole. Showing a whole of movie enhances students' motivation. Students will get their confidence when they realize that understanding a movie is not as difficult as they had originally imaged.

In this skripsi, because the limitation of time in classroom, the writer used only short sequence approach. For example, King of California when the writer taught about expression sorrow and attention or Harry Potter and The Chamber of Secrets to teach students about narrative tenses.

## 3.   Integrative Activities

Although some experts suggest some criteria of good film to watch for educational purpose, however, using film for both classroom use and self study is not as simple as viewing the film only. There must be some preparations that should be done by teachers to create supporting viewing activities in order to have a successful learning. Watching films without any supporting activities will be useless as stated by Doye that trying to use films in the wrong way can lead to utter frustration.[35]  Nevertheless, he suggests that the right films used in the right way can be fun and effective way for learners to develop their speaking skill. It is teachers' duty to provide a good learning condition in order to develop speaking skill.

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[35] Chris Doye, "Films for Self Study "...., p.60

One of the alternative ways that could be taken by teachers in teaching speaking using films is integrative activities. The activity consists of three parts: pre-viewing, viewing and post viewing activities.

a. Pre-viewing

The purpose of pre-viewing activity is to prepare learners for the actual viewing of a film. In this step teacher introduces and discusses a glossary of key words, difficult expression, useful vocabulary and also the subject being studied in advance. A list of characters should also be included.

Teachers may also introduce learners with vocabulary before showing films. It is needed when there is a real need for words or phrase for better comprehension so that learners will not get confused on the utterance spoken by the characters.

In previewing activity, teachers must allow learners to read over the questions on the viewing sheets and ask student to predict the answer. The activity is held since not all learners have the knowledge on the topic of English films selected by the teacher.

1) Learners Interview

This activity can poll the member of the class about the issues related to the film. By asking question direct by the teacher and discussion on the issue of the film, learners will be prepared for the content of the film.

2) Problem Solving

In this activity learners can be presented with a problem that highlights issue from the film. Learners can discuss and use their effort to solve the problems. Teachers may ask some questions and assign learners to come forward to give their opinion and answer the questions. Here are the examples of the questions: Do you have any suggestion? What do you think are some options for the characters? By doing this, it is hoped that each learners are to do the task so that they will be prepared for the actual viewing of a film.

3) Vocabulary Work

Students can be introduced to important word or phrase needed for better comprehension of the film through vocabulary exercises. Teachers may ask learners to work in pairs. Student A may ask about the difficult vocabulary on the film. Student B must try his best to explain by his own word first and then if they are finding the dead end they can consult to the teachers or dictionary

b. Viewing

The primary purpose of viewing activity itself is to facilitate the actual viewing of film. Watching films for language learning purposes should be an active process by the learners. Yet most language learners will be experienced in passive viewing. The support materials made by teachers or supplied with the films should encourage positive viewing by the learners; they must participate so that the output from film is not just one-way, to unresponsive audience.[36] Viewing sheets are useful for private work by individual learners or groups of learners. Wanadilok recommends that viewing sheets provide pertinent information about the subject matter of the film and offer suggestion concerning related projects for further study. Each student should have a copy of the viewing sheets. As the students watch the program, they answer the questions. Learners can work with films on their own, completing the sheets. When discussing the contents with the teacher later, attention is again well focused on the films material.[37]

There are obvious reasons why these sheets should be simple if learners are using them without any help from their teacher or fellows. In self-study, it is important to feel confident, successful and that progress being made.[38] These sheets are not mean to tests progress, but encourage it. Learners must feel at ease working with this medium and be assured that this is a positive gain for learning.

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[36] Jack Lonergan, *Video in Language Teaching...*, p.6
[37] Kosum Wanadilok, "Towards more effective language...,p. 59
[38] Jack Lonergan, *Video in Language Teaching...*,p.16

In this stage films can be interrupted in progress to clarify key points in the language function on the film. In addition, films can be interrupted so that learners can discuss the content of the film up to that point and required to predict what will happen next. Discussion can be held after the show in order to discover whether there are questions that remain unanswered. Teachers can interrupt viewing when they believe that the characters on the screen use the intended language function in oral communication. Moreover, learners will recognize and also realize that they are watching for educational purpose, which finally require them to posses progress.

Films can also be shown in their entirely a second time if in the discussion of the film the teacher finds a lot of unanswered questions. Learners watch part or all of the film first, concentrating on the native language subtitles, to cover them up and watch the movie in English only. However, the length of the film and the previewing also post viewing activities may make this option undesirable. The activities are as follow:

1. Directed Listening

   Students can be asked to listen to general information or specific details considered crucial for comprehension. Similarly, students can be asked to consider questions while viewing film.

2. Information Gathering

   This is almost the same as the precious activity. Learners can be asked to gather important information while viewing film. Information gathering are crucial to answer the questions content of the film.

c. Post-viewing

This activity stimulates oral use of the target language by utilizing information from the films. Stoller believes since the entire class now has a shared experience, designing post viewing activity that extract main ideas, concepts or issues from the film is effective (since the small details may have been missed).[39] Film related questions focusing on issue, personal experiences can be raised to

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[39] Frederica L Stoller, "Film and Videotape in the..., p.13

stimulated small group discussion. Similarly, learners who have been introduced with the example of likes and dislikes and also the expression of giving opinion, in this stage they may be required to practice the expressions they have just learnt in oral form such as small discussions. They are expected to be able to use those expressions in the real life.

The previewing, viewing and post viewing activities listed above represent a sample of the types of classroom activities that can be utilized with film. Teachers who recognized the needs of their students and have clear instructional objectives should be able to make productive use of these activities.

The activities are:

1) Polls or Interview

Learners are able to interview classmates to find out reactions to film or to explore issue raised in the film. The results are reported.

2) Alternative Endings

Learners are able to work together with their classmates to come up with an alternative ending of the film and report the result orally.

3) Discussion

Learners can examine problems related to the theme and have discussion with their friends by asking questions. Through discussion learners can share insight and propose solution.

4) Retelling story

Retelling seems to be another favorable way to develop students' oral English ability. By summarizing the main idea with precise language, it can deepen their understanding of the movie and develop their practical ability to use English. And some discussion after the appreciation of the movie can also be helpful.

## D. Conceptual Framework

Films contain motion pictures. The motion pictures are combined with sound and light effect so that it gives interesting influence for learners to learn. Besides the combination of the series of pictures, sound and light effect that gives viewers

an illusion of live motion, film also have characters and dialogues as the main points of the film themselves. The characters pronounce utterances, statement and also expressions in the dialogues. In addition, the use body language to strengthen their mood and what they feel toward the dialogues. Vicarious experience can be achieved through the use of films, they can see, hear and feel as if they were there together with the characters of the films.

The use of films can be an alternative in teaching learning activity since they can give information to learners through their sight and hearing. Films make clear unexplained statement the viewers hear from the dialogue by showing the events on the screen. This will avoid misunderstanding and give relating equal benefit to both passive and active viewers.

In terms of vocabulary, films will be an effective medium of teaching vocabularies to the learners. Learners' vocabulary will add. While watching the movie the student will hear and find many vocabularies that they might not find in the textbooks.

In terms of pronunciation, learners will have the right model from native pronunciation. In most cases non-native teachers teach pronunciation by using printed materials. Teachers read some words with their correct pronunciation while learners pay attention and then read after teachers modeling them. The use of films serve other alternatives for learners to learn English pronunciation by providing the positions of the mouth to pronounce certain words correctly live from native speakers.

Massi and Merino state that one possible use of film in the language program is to promote new ideas and expand the learners' horizon.[40] Films can be used to vividly illustrate situation, which are unfamiliar or inaccessible and provide the learners with a stimulus, which serves as a springboard for further discussion of an issue. The speaking skills are promoted through viewing interesting materials; discussion is stimulated when the students ask questions based on a desire to know facts about the content of the films. The learners will triggered to ask

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[40] Massi, Maria P and Merino, Andriana G. "What's playing in the..., p. 20

question due to the difficulty to comprehend the dialogue. That is why it is crucial for a teacher to choose the right films for their learners.

However, it does require some preparation from the teachers on order to have a successful learning. The teachers must provide students with structured activities and discussion used in combination with the English film while during the process of discussion the learners are given more chance to talk to the teachers. Students will argue on the answer and give their opinion about the films.

Teachers play an important role in providing their learners with English film. They are fully responsible for the selection of the film as the most crucial of the activity because not all films are suited to all learners' level of ability or educational objectives.

Based on experts' theories, the writer assumed that film can be very helpful to be used for teaching learning English especially in speaking. The teacher may use English film to give students chance to see and learn to speak from the film.
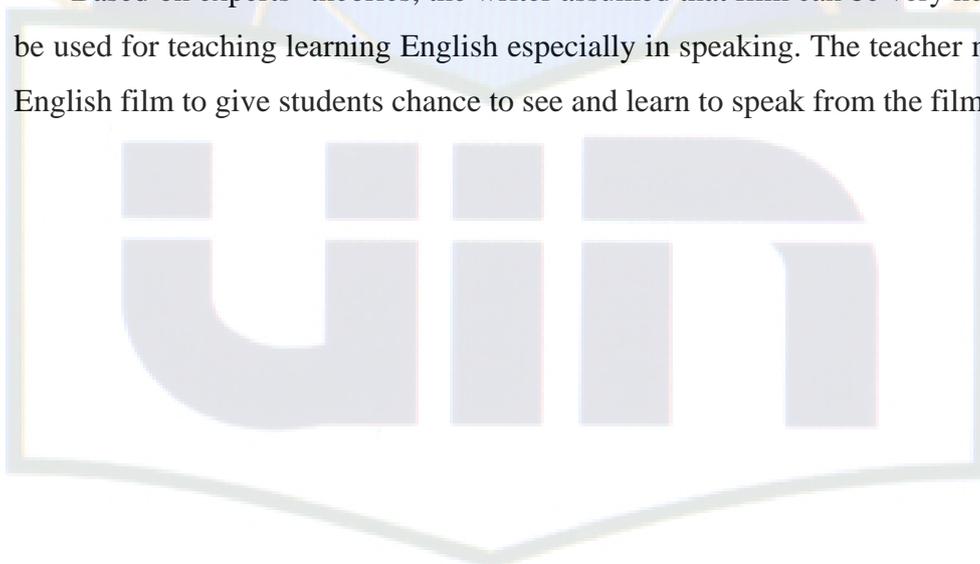
## CHAPTER III
## RESEARCH METHODOLOGY

### A. Purpose of the Study

The purpose of the writer doing the research is to find out the effectiveness of English film when it was used to teach speaking skills at the second year of SMA PGRI 3 Jakarta.

### B. Place and Time of the Study
### 1. Location of the Research

The writer took her research at the second year of SMA PGRI 3 Jakarta, it is located at Jl. Pondok Labu I.B No. 29A, Pondok Labu, Cilandak, Jakarta Selatan.

### 2. Time of the Research

The writer began her research by doing an observation at 17 to 20 of February 2009. Then, the writer did experiment in teaching speaking using English film for 10 meetings from February, 26th untill April 23rd 2009.

### C. Population and Sample of the Study

The writer did the experiment at second year students of SMA PGRI 3 Jakarta that involved in the process of teaching speaking using English film as an experiment. The population of the research is the second year of SMA PGRI 3 Jakarta. There are three classes consist of XI Science, XI Social I and XI Social II, so there are 79 students in all. The sample of research is only one class, that is XI Science, which consists of 27 students and the writer make a comparison of the result of pre-test and post-test form science class only.

### D. Technique of Data Collecting

Collecting data is important thing in this research that can be determined. The result of the research such as:

1. Pre-test

   The pre-test for the students is carried out to get their score. The students retell the film by using their own language based on the film given by the writer and followed by question and answer.

2. Post-test

   The post-test is given by asking student to retell the film by using their own language based on the film given by the writer and followed by question and answer.

**E.  Technique of Data Analysis**

   To find out how significance the influence of English film in teaching speaking, the witer used statitical calculation of t-test to determine the final calculation $t_o$ (t observation) that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states no significant differences between the results of two samples from a same population. It is useful to describe and to find out the effectiveness one of method or technique used in an experiment.

   The writer used the formula that compares two samples that have a relationship each other[1]:

$$t_o = \frac{MD}{SE_{MD}}$$

MD     Mean of differences; the average score from the differences gained scores, between X variable and Y variable, which are calculated with formula:

$$MD = \frac{\sum D}{N}$$

$\sum$ D     The total score between X variable and Y variable. D is gained with the formula : D = X – Y

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[1] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2003), p.289.

N     Total of students

$SD_D$    The standard deviation from the differences between scores of X variable and Y variable, which is gained with the formula:

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$SE_{MD}$    The standard error deviation from the differences scores of X variable and Y variable, which is gained with formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

# CHAPTER IV
# RESEARCH FINDINGS

## A. Description of the Data

As previously stated, the writer conducted the field research at the second class students of SMA PGRI 3 Jakarta senior high school. To find a valid data, the writer gave test to provide data. This test was given to know the speaking ability of the students when the students perform their story described in the teaching learning process. And to get the validity of the result, the writer uses some books as speaking test references.

The writer used one of the ways in grading speaking scale by David P Harris. It is the most applicable in our rating system since we would have 1-10 or 10-100 range points. Harris has catogerized five component in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. All good speaking tests must be rated by the following criteria:

## Table 1
## The criteria of speaking test

**Pronunciation**

| Score | Note |
|-------|------|
| 5 (80-100) | Has few traces of foreign accent. |
| 4 (68-79) | Always intelligible, through one is conscious of a definite accent. |
| 3 (56-67) | Pronunciation problems necessity concentrated listening and occasionally leads to misunderstanding. |
| 2 (25-55) | Very hard to understand because of pronunciation problem must frequently be asked to repeat |
| 1 (below 45) | Pronunciation problems to severe as to make speech virtually. |

**Grammar**

| Score | Note |
|---|---|
| 5 (80-100) | Makes few (if any) noticeable errors of grammar or word order. |
| 4 (68-79) | Occasionally makes grammatical or word order, which do not, however, obscure meaning. |
| 3 (56-67) | Makes frequent errors of grammar and word order which occasionally obscure meaning. |
| 2 (25-55) | Grammar and word orders make comprehension difficult, most often word order as severe as to make speech virtually intelligible. |
| 1 (below 45) | Rephrase sentences and or restrict to basic pattern errors in grammar. |

**Vocabulary**

| Score | Note |
|---|---|
| 5 (80-100) | Use of vocabulary and idioms is virtually that of native speaker. |
| 4 (68-79) | Sometimes uses inappropriate terms and or must rephrase ideas because of lexical inadequacies. |
| 3 (56-67) | Frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary. |
| 2 (25-55) | Misuse of words and very limited vocabulary make comprehension quite difficult |
| 1 (below 45) | Vocabulary limitation so extra as to make conversation virtually impossible. |

**Fluency**

| Score | Note |
|---|---|
| 5 (80-100) | Speech as fluent and effortless as that a native speaker. |
| 4 (68-79) | Speed of speech seems to be slightly affected by language limitation. |

| 3 (56-67) | Speed and fluency are rather strongly affected by language limitation. |
|---|---|
| 2 (25-55) | Usually hesitant; often forced into silence by language limitation. |
| 1 (below 45) | Speech is so halting and fragmentary as to make conversation virtually impossible. |

**Comprehension**

| Score | Note |
|---|---|
| 5 (80-100) | Appears to understand everything in that difficulty. |
| 4 (68-79) | Understand nearly everything at normal speed, although occasional repetition may be necessary. |
| 3 (56-67) | Understand most of what is said at slower -than- normal speed with repetition. |
| 2 (25-55) | Has great difficulty following what is said or comprehend only "social conversation" spoken slowly and with frequent repetition. |
| 1 (below 45) | Cannot be said to understand even simple conversational English.[1] |

Based on the criteria above, the writer gave the pre-test and post-test then compared the scores both from 27 students of the second class students SMA PGRI 3 Jakarta and to know the result of the test, the writer makes the table of the students' score of pre-test (score X), post-test (score Y) and the comparison scores of X and Y.

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[1] David P Harris. *Testing English As a Second Language,* (Washington, DC: George Town University, 1969), p. 81-82

**The Comparison Scores of X to Y**

| Students | X | Y | D | D² |
|----------|------|------|-----------|------------|
| | Pre-test | Post-test | (X - Y) | (X - Y)² |
| 1 | 60 | 68 | -8 | 64 |
| 2 | 72 | 80 | -8 | 64 |
| 3 | 60 | 64 | -4 | 16 |
| 4 | 68 | 72 | -4 | 16 |
| 5 | 72 | 76 | -4 | 16 |
| 6 | 60 | 64 | -4 | 16 |
| 7 | 80 | 84 | -4 | 16 |
| 8 | 76 | 78 | -2 | 4 |
| 9 | 80 | 88 | -8 | 64 |
| 10 | 64 | 68 | -4 | 16 |
| 11 | 72 | 76 | -4 | 16 |
| 12 | 60 | 64 | -4 | 16 |
| 13 | 64 | 68 | -4 | 16 |
| 14 | 68 | 72 | -4 | 16 |
| 15 | 64 | 72 | -8 | 64 |
| 16 | 72 | 76 | -4 | 16 |
| 17 | 68 | 76 | -8 | 64 |
| 18 | 64 | 72 | -8 | 64 |
| 19 | 76 | 84 | -8 | 64 |
| 20 | 80 | 88 | -8 | 64 |
| 21 | 64 | 72 | -8 | 64 |
| 22 | 60 | 68 | -8 | 64 |
| 23 | 60 | 64 | -4 | 16 |
| 24 | 64 | 72 | -8 | 64 |
| 25 | 76 | 78 | -2 | 4 |
| 26 | 60 | 68 | -8 | 64 |
| 27 | 80 | 84 | -4 | 16 |

| N = 27 | 1844 | 1996 | ΣD = -152 | ΣD2 = 984 |
|--------|------|------|-----------|-----------|

Based on the data above, the writer has calculated the result of $\Sigma D = -172$ and $\Sigma D2 = 984$. Then the writer tried to find out the standard deviation with formula :

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$= \sqrt{\frac{984}{27} - \left(\frac{-152}{27}\right)^2}$$

$$= \sqrt{36.44 - (5.62)^2}$$

$$= \sqrt{36.44 - 31.58}$$

$$= \sqrt{4,86}$$

$$= 2.20$$

Then the writer tried to calculate the Mean of Differences (MD) between variable X and Y with the formula:

$$MD = \frac{\Sigma D}{N}$$

$$= \frac{(-152)}{27}$$

$$= -5.6$$

After gaining the result of $SD_D = $ the writer calculated the standard errors from Mean of Differences ($SE_{MD}$) between variable X and variable Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{2}{\sqrt{(27-1)}}$$

$$= \frac{2.20}{\sqrt{26}}$$

$$= \frac{2.20}{5.09}$$

$$= \mathbf{0.43}$$

The last procedure of the calculation is determining the result of $t_o$ (t observation) of the tests with the formula:

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{-5,6}{0.43}$$

$$= \mathbf{-13.02}$$

The result (-13,02) indicates that there is a difference of degree as mush as 13,02, regardless the minus, for it does not indicate negative score. Then in order to complete the result of this research, the writer tried to find out the degree of freedom (*df*) with the formula :

$$Df = N - 1$$

$$= 27 - 1$$

$$= \mathbf{26}$$

Based on the table, *df* 26 at significant level of 5% and 1 % are:

$t_{table}$ at significant level of 5% = 2.056

$t_{table}$ at significant level of 1% = 2.779

So, the result is = 2.056 < 13.02 > 2.779

It means that $t_o$ (t observation) is higher than $t_t$ (t table).

## B. The Test of Hypothesis

Before deciding the result of hypothesis, the writer proposed interpretation toward $t_o$ (t observation) with procedure as follows:

1. Formulating alternative hypotesis ($H_a$): there are significant mean differences between variable X and Y.
2. Formulating null hypotesis ($H_o$): there are not significant mean differences between variable X and Y.

Furthermore, the writer has the assumption as the statistic hypotesis states:

1. If the result of calculation $t_o$ (t observation) is bigger than $t_t$ (t table), $t_{o > t_t}$ ;the null hypothesis ($H_o$)is rejected. It means that the experiment technique is **accepted.**
2. If the result of calculation $t_o$ (t observation) is smaller than $t_t$ (t table), $t_{o < t_t}$ ;the null hypothesis ($H_o$)is accepted. It means that the experiment technique is **rejected.**

Based on the result of calculation, the writer obtained value of $t_o$ 13,02 and degree of freedom $df$ =29. To know whether it is significant or not we have to look at the t table in appendix. The result of $t_t$ on significant 5% = 2.056 and 1% = 2.779. It indicates that $t_o > t_t$ or 13.02 > 2.056 and 13.02 > 2.779 or (2.056 < 13.02 > 2.779), so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore the writer hypothesis is accepted, it means that there is a significant affective of using English film in teaching speaking.

## C. Interpretation of Data Analysis

From the explanation about the analysis of the result on the table, we can see that there is effectiveness of using English film in teaching speaking. It can be seen that the score of post-test is higher than pre-test. It means teaching speaking using English film is more effective than teaching speaking without english film. so, the writer can conclude that there may have effective teaching speaking by using English film at the secong year of students at SMA PGRI 3 Jakarta.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion:

Based on the data analysis and the interpretation in the previous chapter, the writer would like to make a conclusion. After analyzing the result of the experimental research, the writer got the data about teaching speaking using English film that has been compared with the teaching speaking without using English film. From the explanation about the analysis of the result on the table, we can see that there is effectiveness of using English film in teaching speaking. It can be seen that the score of post-test is higher than pre-test. It means teaching speaking using English film is more effective than teaching speaking without english film. so, the writer can conclude that there may have effective teaching speaking by using English film at the secong year of students at SMA PGRI 3 Jakarta.

## B. Suggestion:

From the conclusion above, the writer would like to give some suggestions on teaching speaking using English film as follows:

1. The English film that will be used should be carefully selected. The film must be appropriate to use as a media to teach in school.
2. The teacher should do more preparations before screening, so that students could catch the development of the plots, and understand the whole story.
3. Teachers have to use different techniques in using English film in order not to make the students feel bored.
4. Many students find difficulties in speaking English. Some factors are fear making mistakes, fear of being laughed at by their friends and having less confidence on their own ability. Therefore, teachers should help the students to overcome this problem by motivating them.

5. The students have to memorize and enrich their vocabulary everyday and practice it in daily activity, anywhere and anytime with their teacher, friends and other.

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