

**THE IMPLEMENTATION OF MOVIE-BASED CLASSROOM ACTIVITY  
TO IMPROVE STUDENTS' SPEAKING ABILITY  
An Action Research at Class I B First Year Students  
of English Department of UNP**

**THESIS**

*Submitted As a Partial Fulfillment of The Requirements  
For Strata One (SI) Degree*



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## ABSTRAK

**Elvina, Aminah (2008) : The Implementation of Movie-Based Classroom Activity to Improve Students' Speaking Ability – An Action Research at Class I B First Year Students of English Department of UNP**

Penelitian ini pada dasarnya bertujuan untuk menerapkan pembelajaran berbasis film untuk meningkatkan kemampuan berbicara mahasiswa. Peningkatan kemampuan speaking mahasiswa dilihat dari kenaikan skor kemampuan berbicara pada setiap tes yang diberikan. Penilaian kemampuan berbicara dilakukan berdasarkan *Clark Four Scale System*, dengan komponen penilaian; pengucapan, kosakata, tata bahasa, dan kelancaran.

Penelitian ini merupakan penelitian tindakan kelas (*action research*), yang dilakukan di Jurusan Bahasa Inggris FBSS UNP. Penelitian ini dilakukan pada Semester Januari – Juni 2008, pada mata kuliah Speaking I. Sebagai objek penelitian ini adalah mahasiswa tahun satu pada kelas IB tahun ajaran 2007/2008.

Penelitian ini terdiri dari dua siklus, dimana pada setiap awal siklus dilakukan penilaian kemampuan awal mahasiswa (*pre-test*), dan setelah diberikan perlakuan (*treatment*) kemampuan berbicara mahasiswa dinilai kembali (*post-test*). Kemudian dari hasil tes pada masing-masing siklus dapat dilihat peningkatan kemampuan berbicaranya.

Temuan penelitian ini membuktikan bahwa pembelajaran berbasis film dapat meningkatkan kemampuan berbicara mahasiswa, khususnya untuk komponen pengucapan, kosakata, dan kelancaran. Untuk komponen tata bahasa, teknik ini tidak memberikan kontribusi yang begitu berarti.

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Padang, July 2008

The researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English has been taught as foreign or second language all over the world for many decades. In Indonesia, English has been taught from elementary school to junior high school and senior high school, and further more in the university. Unfortunately, in many cases, not only students but also teachers have frequently faced various problems in the teaching learning process. Therefore, many educators have always been trying to develop the way of teaching learning English both as second language and as foreign language. From time to time the curriculum, method, technique, and strategy have always been changed for improvement based on different approaches.

In the early 1980s, Communicative Approach was issued by many language experts, that later popular as Communicative Language Teaching (CLT). Based on the communicative approach, the aim of language teaching is the communicative competence. The main purpose of language learning is to be able to use the language communicatively in real-life communication. In other words students are expected to be able to speak the target language communicatively in their real life.

In implementing CLT in the classroom, there have been many theories and practices developed for more than two decades. Many educators have always been trying to discover a new innovative way to achieve the maximum result of their teaching. The teachers are demanded to bring the real life context into the

classroom because the CLT approach emphasized the communicative activities that involve the real use of language in daily life situation.

In line with the development of language teaching method, the technology has also always been developed. Nowadays, multimedia sources and internet are world-wide available and more user-friendly. Many educators have taken and attested advantages of the use of multimedia in language teaching. There are many choices of multimedia for language classroom practice, for instance: DVD/CD-ROM, audio/ video player, website, on-line journal, cyber-lab, voice chat, mailing list, and movie clips/ movie trailer, and full-length English language feature movies.

As one of authentic language teaching multimedia, English language feature movies are now available in many countries around the world. The fact shows that many people, including language learners, simply enjoy watching movies in spending their spare times. Unfortunately, very few of them realize and know how to take advantages of such activity to improve their English. As a matter of fact, some research results showed that watching movies is refreshing valuable language learning.

Colwell (2006) states that movies are not only entertaining, but also valuable. For their entertaining reason, movies help teachers to boost students' motivation and increase students' enthusiasm in language learning. For their valuable reason, movies help teachers to develop their language skills by providing language input, such as; vocabulary, model of pronunciation, and language use in real-life context, moreover insight to cultural aspects of language.

Hence, English teachers should bring movie-based activity into their classroom and increase their creativity in using the activity to take great effect on their students' achievement.

Ideally, through the communicative and multimedia approach, students should have acquired speaking ability more easily. Unfortunately the fact shows that still many students cannot speak English fluently, even the students of English department. This dilemmatic problem is caused by many factors; the student have lack of motivation even though they are expected to be able to speak English communicatively, the students are lack of vocabulary, there is very little contact with English, the classroom activities developed by the teacher are not interesting for them so that they are lack of motivation, some teachers frequently use their native language in the classroom to avoid students' misunderstanding in making the same perception. Moreover it is not easy for teachers to bring real-life context into the classroom.

At English Department of State University of Padang (UNP), unlike listening classes, speaking classes are lack of the use of multimedia. Whereas in fact, the use of multimedia helps teachers to bring real-life context into the classroom. As mentioned before, using movie is one example of the use of multimedia in language classroom. Some teachers and lecturers had proved that movie is a valuable multimedia which provides some language input. There are many kinds of movie-based classroom activities that are appropriate for language classroom, including speaking class.

Based on background and rationale above, the researcher was interested to solve such students' speaking ability problem by implementing movie-based classroom activity. The researcher believes that a well structured movie-based classroom activity can be used in speaking classes to improve students speaking ability.

## **B. Identification of the Problem**

Based on the background explained above, the researcher can identify the problems as follows. Many students' still cannot speak English fluently due to several causes. The main cause is that the students have very little contact with English. Besides, most students are not eager to practice English due to the lack of vocabulary and motivation. Moreover, they tend to get bored easily during the teaching learning process because the activity used by the teacher is not interesting and motivating.

Meanwhile, in contrary with CLT theory and practice, many English teachers still frequently use their native language in the classroom, some argue to avoid students' misunderstanding in making the same perception. In some cases, teachers do not use interesting and motivating activity in the classroom, so that the students get bored easily and lack of motivation. Moreover, most teachers face difficulty to bring a real-life context into their classroom. Thus, an effective media is needed to provide students with a real-life language use.

Furthermore, unlike listening classes, the speaking classroom practices are lack of the use of multimedia. Even though, the use of multimedia helps teachers to bring the real-life context into the classroom, but still many teachers do not

know how to take advantages of watching movie activities; hence the researcher wanted to reintroduce movie-based classroom activity as an alternative choice, effective as well, to develop students' speaking ability.

### **C. Limitation of the Problem**

From the problem identified above, the researcher was interested in conducting a classroom action research in implementing movie-based classroom activity. The researcher limited the study on implementing movie-based classroom activity in speaking class to improve students' speaking ability for the first year students of English Department of UNP.

### **D. Formulation of the Problem**

Related to the limitation of the problem above, the problem is formulated as follows: "To what extent does the implementation of movie-based classroom activity improve the students' speaking ability?"

### **E. Research Question**

The research question of this research was as follow:

1. To what extent does the implementation of movie-based classroom activity improve slow students' speaking ability?
2. To what extent does the implementation of movie-based classroom activity improve bright students' speaking ability?

## **F. The Purpose of the Study**

The purpose of this study was to implement movie-based classroom activity in speaking class and to find out whether or not movie-based classroom activity can improve students' speaking ability.

## **G. The Significance of the Study**

This study is considered important because it can be expected as a consideration for English teachers to use the movie-based classroom activity as an alternative activity in teaching speaking.

## **H. Definition of Key Terms**

There are some important terms related to the content of the study which can be described as follows:

### **1. The Implementation**

The implementation is the act of providing a practical means for accomplishing something; carrying into effect. In this study the researcher implemented movie-based classroom activity to improve students' speaking ability.

### **2. Movie-based Classroom Activity**

Movie-based classroom activity is an alternative classroom activity where the teacher uses movie as the media. In this case, the researcher used movie clips in the classroom.

### 3. Speaking ability

Speaking ability is the ability to speak the language to express one's ideas in order to perform a natural communication. In this study, the students' speaking ability was indicated by the scores of the test given.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The main findings of this research are as follow. The research result shows that the implementation of movie-based classroom activity can improve significantly slow students' speaking ability. The data analysis shows that this activity contributes significantly for the improvement of pronunciation, vocabulary and fluency. But however, on the other hand, this technique does not contribute much on structure.

The data shows that movie-based classroom activity contributes more for slow students in improving their speaking ability. But however, the activity also contributes for bright students in improving their speaking ability, even though their progress percentage is less compared with slow students. In line with the result of slow students, the activity gives much contribution on pronunciation, vocabulary, and fluency, but not necessarily for grammar.

Based on the interview result of this research, it can be concluded that most students, both slow and bright students, enjoy watching movie, and realize that such activity is good for their English development, especially speaking ability.

#### **B. Suggestions**

Based on the result of this research, the researcher suggest for English teachers/ lectures to implement movie-based classroom activity in speaking

classes. So that the students learn English with great interest in a non-threatening environment.

Before implementing this technique in the classroom, the teacher should make a great preparation and should consider several aspects such as: movie genre, sound system, and lesson plan. The movie genre used should fit the students' age, the sound system should be well-set so that all the students can watch the movie in comfort, and the topic of the lesson plan should meet the syllabus.

Finally, since the researcher was just concerned about the improvement of students' speaking ability toward implementing movie-based classroom activity, and there were still some limitations found in this research, the researcher suggests to people who are interested in this subject to conduct other related research in a larger scope.

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