

Improving Students' Speaking Achievement by Using Short Movie Media

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ABSTRACT

This research concerns on improving students' achievement in speaking by using short movie media. The objective was to find out the improvement of students' achievement in speaking. This research was conducted by using action research method. The subject of the research was XI IPA-1 students of SMA Negeri 8 Medan. The numbers of students were sixteen students. They were taught speaking by using short movie media. The instruments used were diary notes, interview sheets, and observation sheets. In analyzing data, the mean of students' score for the first competency test was 42,5 for the second competency test was 61,25 and for the third competency test was 85 and the total percentage of improvement from the first competency test to the third competency test was 68,75%. The conclusion is that students' achievement in speaking can be improved by using short movie media. It is suggested that teachers should apply short movie media as one of media to improve students' speaking achievement.

Key Words: *Students' achievement, Speaking, Short Movie Media*

INTRODUCTION

As Brown (2000 : 118) stated that English is increasingly being used as a tool for interaction among non – native speakers Millions of people around the world use English as their second (foreign) language. Being able to communicate in English, non – native English speakers will be able to build a good relationship across countries and nations. In Indonesia, English has become one of few foreign languages (Germany, France, Japan, Mandarin) which are studied at school. Taking a deep concern on global competition where English competence is necessarily needed, government, which take responsibility for education fied, has included English as one of subjects tested on the National Exam. Thus, English is very necessary to learn.

Speaking as productive skill besides writing has been an important skill among four basic skills in English (Listening, Speaking, Reading, and Writing). Called

productive, speaking produces words orally without having much time to arrange the words. Those words are produced as a result of comprehending the language.

Clark (1977:223) stated that speaking is fundamentally an instrumental act. People use speaking to express what is on their mind and what they want their listener do for them. It can be stated that by speaking, speakers make a request, express their thought, and argue an issue in which the speakers try to affect their listeners.

Talk as Interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primary social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establishment a comfortable zone of interaction with others. The focus is more on the speakers Andrews how they wish to present themselves to each other rather than message. Such exchanges may be either casual or more formal depending on the circumstances and their nature. Some of the skills involved in using talk as interaction are:

- 1) opening and closing conversation
- 2) choosing topics
- 3) making small-talk
- 4) recounting personal incidents and experiences
- 5) turn-taking
- 6) using adjacency-pairs
- 7) interrupting
- 8) reacting to others

Talk as Transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus and making one understood clearly and accurately rather than the participants and how they interact socially with each other. According to Jones (1996, 14) in transaction, talk is associated with other activities. For example, students may be engaged in hand-on activities [e.g. in a science lesson] the explore concepts associated with floating and skinning. In this type of spoken language students and teachers usually focus on meaning or on talking their way understanding.

Some of the skills involved in using talk for transaction are:

- 1) Explaining a need or intention
- 2) Describing something
- 3) Asking questioning
- 4) Confirming information
- 5) Justifying an opinion
- 6) Making suggestion
- 7) Clarifying understanding
- 8) Making comparisons
- 9) Agreeing and disagreeing

Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, which is talk which transmits information before an audience such as morning talks, public announcements and speeches.

According to Jones (1996, 14), spoken texts of this kind

“...often have identifiable generic structures and the language used is more predictable. Because of less contextual support, the speaker must include all necessary information in the text-hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.”

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech welcome) and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate
- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving lecture

Among those three types of talk, in this study, the writer choose talk as transaction as the object of speaking function because the writer's topic, expressing opinions belong to talk as transaction.

Stating an Opinion

- In my opinion
- According to Lisa,
- The way i see it,
- As far as i'm concerned

Agreement and disagreement are part of opinion. They can be expressed through these expressions.

Agree with an Opinion

- I couldn't agree anymore
- That's absolutely true
- Absolutely
- I agree with your point
- I'd go along with your point
- I'm with you on that point
- That's just what i was thinking

Disagree Strongly with an Opinion

- I disagree with your idea
- I'm afraid I don't agree
- You can't actually mean that
- I wouldn't go along with your idea
- You can't be serious about that point

MEDIA

Sudjana and Rivai (1992: 2) stated four advantages of teaching media in learning process. They are:

- a) Learning process will be more attractive to students and motivate them to study.
- b) Learning material will be more obvious so that students can comprehend it and make them possible to master, moreover, to get the learning goal.

- c) Teaching method will be more various, there will not be just the teacher's verbal communication. Hence, the students will not fall into bore and the teacher will not be worn out.
- d) The students will get more activities since they not only listen to teacher's explanation but also do observation, action, demonstration, and so on.

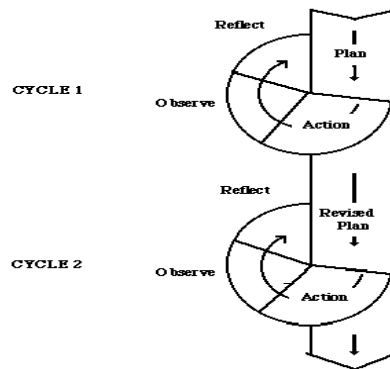
Brown (1977:235) stated motion pictures fulfill a variety of purposes: to communicate information, to change or strengthen attitudes, to develop skill, to whet interest, to raise problems, to invoke moods, to emotionalize learning. Short movie is one of motion pictures that can be used for teaching. Motion Picture arts and science defines a short movie or film as an original motion picture that has a running time of 40 minutes or less, including all credits.

METHODOLOGY

This study was conducted by using Classroom Action Research. Classroom Action Research was collaborative activity among colleagues searching for solutions, real problems experienced in schools or looking for ways to improve instruction and increase student's achievement. According to Wallace (1988:1), this action research was defined as a systematic collection and analysis of data related to the improvement of some area of professional field. Classroom Action Research was applied in this study in order to see the improvement of students' achievement in Reading Comprehension through Accelerated Learning.

There are four phase for each of action research cycles, namely planning, action, observation, and reflecting. If the result was failed, in should be continued to next cycle by renew the previous steps to find the problem solving. The new cycle should improve the teaching decision is the new planning increase students' learning achievement, the cycle has to stop. If it does not increase students' learning activity, the cycle should continue on and go to next cycle until result determined was reached.

The model cycle of Classroom Action Research can be drawn as follows:



Action Research Protocol after Kemmis (cited in Hopkins, 1985)

The Time, Location and Subject of Research

This research conducted at SMA Negeri 8 Medan Jln. Sampali No.23 Medan. The subject of the study was the second year students. The class chosen was XI IPA-1 that consists of 16 students. The reason for choosing this class was because the research found some students' problem in reading.

The Instrument for Collecting Data

The data in this research was collected by using oral test, observation, interview, and diary notes. In collecting data, the researcher used reading test as the instrument.. The students are studied in reading descriptive text by applying accelerated learning. There were three tests done during this research. They were orientation test, test cycle I, and test cycle II. These tests were done to measure the ability of students statistically.

The research was done in SMA Negeri 8 Medan. The data was during the action of cycle I and cycle II. Every cycle consisted of the four steps of classroom action research which included planning, action, observation, and reflection. The first cycle including the 1st competency test (Orientation Test) and 2nd competency test (Test Cycle I) was conducted in three meetings. The second cycle including 3rd competence test (Test Cycle II) was conducted in three meetings. The data were acquired from diary notes, observation sheets, interview sheet, and test of result (students' score).

Observation Sheets

Based on the observation, the teacher prepared the media and interesting teaching learning activities. The teacher design the teaching and learning better than the

first meeting and using a song to attract the students' attention to read the text. The suitable media is the main point to get the students attention.

Interview

The interview was done to the students and the teacher in the first meeting and the end of the research. The interviews in the first time indicated that most of students felt that it was difficult and lazy to read English. The teacher stated that she did not have some method to be applied in the classroom. The teacher taught the students based on their text book.

The interview in the last meeting indicated that the students were interesting and enjoyed to write English. They stated that learning and teaching process through film was so helpful in encouraging them to write English.

Tests

This research conducted five meetings. First meeting was the orientation test. The students were given an oral test about the expressing opinion followed by some arguments for getting their score. In the orientation test, the students' score was low. In the first cycle, the score of the test was improved and up to the end of second cycle the students' speaking achievement were improved. The students score increased from the first competence test to the last competence tests. It can be seen in this table below:

The Score of the Students in Test I until Test III

No.	Students' Initial	The Score in Orientation Test	The Score in Test Cycle I	The Score in Test Cycle II
1.	DCC	20	60	80
2.	SA	20	60	80
3.	OAS	40	80	100
4.	MPS	20	60	60
5.	AS	20	60	80
6.	DDH	40	40	80
7.	RP	20	40	60
8.	RR	40	60	80
9.	MFH	40	40	80
10.	RA	80	80	100

11.	CD	40	60	80
12.	DA	40	40	80
13.	SE	80	100	100
14.	AG	80	80	100
15.	LV	60	60	100
16.	DS	40	60	100
	Total	$\Sigma x = 680$	$\Sigma x = 980$	$\Sigma x = 1360$
	Mean	$X = 42,5$	$X = 61,25$	$X = 85$

After analyzing all the data, it was conclude that students' speaking achievement had improved for each student from the first competence test to the third competence test. It was described as follows.

- There were 7 students who got improvement at 60 points
- There were 6 students who got improvement at 40 points
- There were 3 students who got improvement at 20 points

It conclude that all of the students improved their score significantly

Comparison Score of the Students' Reading Competence

Score	Competence Tests		
	1st Test (Orientation Test)	2nd Test (Test Cycle I)	3rd Test (Test Cycle II)
Lowest Score	20	40	60
Highest Score	80	100	100
X	42,5	61,25	87,5
N	16	16	16

Where: X= Mean

N= Number of students

It concluded that the students' reading achievement in descriptive text through accelerated learning had increased from 42,5, 61,25 to 87, 5

The students were said mastering the lesson if they got score up to 80. The percentage of the students who got the score up to 80 also showed the improvement of

students' score from the first meeting to the last meeting. It can be seen in the table below:

The Percentage of the Students who got score up to 80

Competence Test	Percentage
1 st test (Orientation Test)	18, 75 %
2 nd Test (Test Cycle I)	25 %
3 rd Test (Test Cycle II)	87, 5 %

CONCLUSION AND SUGGESTION

Based on the result of the study, the conclusions are drawn as follows:

- a. There is an improvement of the students' achievement in speaking by using short movie media. It showed by the mean of the students Orientation Test (42, 5), the second test in cycle I (61, 25) and the third test in cycle II (87, 5).
- b. The students more interested and enjoyable in learning speaking by applying the Short Movie Media. It showed by their enthusiasm in studying speaking and expressing their ideas in the two cycles. They were motivated to get a good score and active in answered the question on the whiteboard.

Therefore, by using Short Movie Media significantly improved the students' achievement in speaking especially for students in SMA Negeri 8 Medan.

The result of this research showed that the usage of Short Movie Media can improve students speaking achievement. These following suggestions are offered:

- a. It is suggested that English teacher apply Short Movie Media as one of the medium used at the classroom to improve their students' speaking achievement. It will build a good atmosphere and enjoyable learning activities in the classroom.
- b. It is also suggested to the readers who infers for further study (university students) related to this research should explore the knowledge to enlarge their understanding about how to improve speaking skill and search another reference.

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