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ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

## A Classroom Action Research: Improving Speaking Skills through English-American Movies

Arrum Fathia Sari

Sekolah Tinggi Ilmu Ekonomi Dwimulya, Serang, Indonesia

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### Abstract

The research was based on students' difficulty in English speaking skills in class. The objectives of the research are to investigate students' improvement in speaking skills, to acknowledge the students' responds, and to find out the significant improvement of students' speaking skills through watching English – American movies as treatments. The researcher used the classroom action research design to this research by involving two cycles of planning, action, observation and reflection. The participants of this research were the first semester students of Diploma One BBC-ETS Serang To collect the data, the researcher used instrument of students' speaking tests, classroom observation, interview, and questionnaire. The data obtained was presented in two ways; quantitatively and qualitatively. The research findings showed that watching English – American movies were effective in improving students' speaking skills in class. This can be seen by the rise of students' speaking Mean scores in the test result: 12.38 in the first cycle and 15 in the second cycle. The improvement was also showed by significant changes of students' positive responses in classroom observation, the interview and questionnaire findings showed that most of students enjoyed watching English – American movies and they agreed by watching English – American movies help them in speaking skill, especially in gaining new vocabularies and pronunciation.

*Keywords:* Classroom Action Research; English – American movies; Speaking Skills

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### Introduction

Language is used to communicate with other people. It is to express thoughts, ideas and feelings whether in a way of spoken or written and it is important to be learned so one can understand what others have in mind. Skinner in Sumarsono (2004: 82) states that learning a language is something specific which is not the same with learning the other ability, means that every language has their own specialization and differences to be learned.

For some students, speaking skill is the most difficult skill to be mastered. The difficulties in speaking skill are; students have to find out what appropriate words to say at instant (vocabulary matters), they have to consider the intonation and stress when they speak it because Indonesian and English intonation is quite different, also they sometimes do not know how to pronounce the words correctly.

Due to students' difficulty in speaking skills, the researcher must help them to improve their speaking skills by using English-American movies in teaching-learning activities as one of method in teaching Conversation subject. Watching English-American movies was the researcher's experience in acquiring English as foreign language. She would like to share her experience to her Diploma One

students that in watching English-American movies one gains a lot of benefits such as new vocabularies, how to pronounce words, expressions, etc. As Ruusunen (2011: 8) cites that:

“The present study focuses on studying how movies are used in five different areas of language teaching: teaching oral communication, teaching writing, teaching vocabulary, teaching grammar and teaching cultural aspects. When teaching oral skills, it is important to notice that textbooks usually focus on more formal language and do not focus on, for instance, small talk or conversational interaction. Movies, on the other hand, can be a good way to teach these skills needed in everyday speech since the language used for instance in contemporary movies can be rather up-to-date and can thus motivate the pupils....”

## **Literature Review**

### *The Concept of Speaking Skill*

Hughes (2006: 7) explains that speech is primarily an aural/oral process which takes place through the dimension of time in a strictly linear time and cannot persist through time without a secondary recording apparatus such as a tape recorder. It may say that speaking is a direct way of giving information. As foreign language learners, one needs to acknowledge the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word. As Fulcher (2003: 25) notes that:

“The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. Second language learners therefore need acknowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and an understanding of intonation. “

According to Brown (2004: 141) there are five basic types of speaking performance:

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
2. Intensive. A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrates competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation, stress, rhythm, juncture).
3. Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.
4. Interactive. The difference between responsive and interaction speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

### *The Concepts of Movies*

King (2002) in Ebrahimi & Bazaee (2016: 286) states, “Films provide more pedagogical options and are a rich resource of naturally motivating materials for learners.” Then Ebrahimi & Bazaee interpret:

When learners are exposed to films, they can learn some words and phrases used in the films and ultimately improve their target language. Various types of films, such as soap operas, science-fiction, comic, horror and romantic movies, catch individuals’ interests and arouse learners’ motivation. Watching films is among learners’ favorite activities. As learners who lack

interest in learning a foreign language often fail to make progress, films of various types that arouse different individual's interests can be adopted as language learning materials. However, the way one watches movies has a particular effect on one's learning. One way is watching movies with subtitles either in L1 or L2.

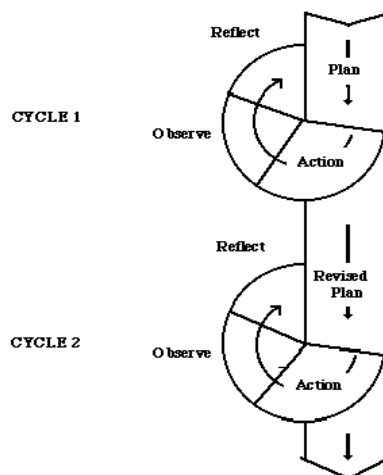
Ismaili (2013: 123) states that movies provide a wonderful opportunity for students to gain background understanding to combine with their own understanding about a story or concept. When reading a text, movie features can help students connect to new information they may have not had background in and adapt their new thoughts, images, and feelings to the text at hand (Gambrell & Jawits). Hibbing and Rankin-Erickson suggest using a Watch-Read-Watch-Read (W-RW- R) method in which students will build some background of the text, make predictions, watch part of the movie, read more of the text, confirm understandings, make more predictions, watch more of the movie, and continue reading the text.

### *The Concepts of Classroom Action Research*

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice. Costello (2003: 5) suggests that:

Action research is referred to variously as a term, process, enquiry, approach, flexible spiral process and as cyclic. It has a practical, problem-solving emphasis. It is carried out by individuals, professionals and educators. It involves research, systematic, critical reflection and action. It aims to improve educational practice. Action is undertaken to understand, evaluate and change. Research involves gathering and interpreting data, often on an aspect of teaching and learning. Critical reflection involves reviewing actions undertaken and planning future actions.

**Figure 1.** Action Research Process



(Image source: <http://physicsed.buffalostate.edu/danowner/actionrsch.html>)  
Note: adopted from Hopkins in Young, Rapp, & Murphy (2010)

Kemmis and McTaggart in Young, Rapp, & Murphy (2010: 2) states that the action research model illustrated in Figure 1 shows the process as iterative or cyclical in nature involving multiple cycles. The first cycle moves through the major steps of planning, action, observation and reflection, which are then used to revise the process in the next cycle.

### **Research Methodology**

The researcher used the Classroom Action Research (CAR) design to this research which was suitable to the condition of the problem that the researcher faced as a teacher, also appropriate in population and sample that was set in an English institution where the researcher teaches Conversation subject at Diploma One in BBC-ETS Serang. The research participants of this research were the first semester students of Diploma One at BBC-ETS Serang. The total students were 24 by dividing into two classes; morning class consists of 11 students and evening class consists of 13 students. The range of participants' age was from 18–30-year-old.

The data collection acquired in two cycles of CAR by using the instrument of students' pre-test and post-test of speaking ability, classroom observation, interview, and questionnaire. The data obtained was presented in two ways; quantitatively and qualitatively.

### **Findings and Interpretation**

The researcher conducted the research by planning, action (implementing), observing, and reflecting in two cycles of action research. She gave tests, interview, and questionnaires to the students as the instruments. The results of instruments were analysed in quantitative and qualitative data. The description of how the cycles applied is as below:

#### First Cycle

##### *Planning*

The researcher was the teacher of speaking subject or in this program called Conversation subject. The research started by planning the lessons of activities in several meetings of research. On the first meeting of research, the researcher introduced the research to the students; the purpose of research to improve students' speaking skills by using English – American movies in teaching-learning activities. The researcher informed the students for taking several tests of speaking ability, classroom observation, interviews, and questionnaires before and after watching English – American movies as collecting data of research.

On the second meeting of the research, the students were asked to do a pre-test of speaking ability; the speaking pre-test was making a dialogue about students' difficulty in English and performed their dialogue in front of the class while the researcher as the teacher recorded their performance.

### *Action (Implementation)*

The researcher examined students' pre-tests of speaking ability. After having the results, she continued the cycle in implementing English – American movies in teaching Conversation class on the third meeting of the research. The movie that the researcher played was *Hunger Games* by using Indonesian subtitle to let students know the meaning of the story in their mother tongue. Then, on the fourth meeting, the researcher played the same movie in English subtitle to give the students information of English vocabularies, expressions, pronunciation, and intonation. During the movie played, the researcher also asked students to take some notes for their understanding in English based on the movie's story.

### *Observing*

On the fifth meeting of the research, the researcher took some notes as classroom observation of Conversation subject activity during the class. The researcher acknowledged students' difficulty in learning English especially in speaking skill by observing students' ability based on their behaviour towards the teaching-learning process.

On the sixth meeting, the researcher delivered questionnaires to the students about their speaking ability. While they fill the questionnaires, the researcher asked students to have an interview regarding their difficulty and experience in learning English especially in speaking skills.

The researcher analysed the interview and questionnaires results of their experience in learning English especially in speaking ability during their study in Diploma One English Program at BBC – ETS Serang.

### *Reflecting*

The researcher reflected of what had happened during the activities of applying speaking pre-test, classroom observation, interview, and questionnaire. The results of students' observation, interview, and questionnaire led to the implementation of using English – American movies in teaching speaking skills activities.

After the pre-test of speaking skills applied, the researcher acknowledged that most of students' ability score in speaking tests were below average. According to students' interview, most of students had difficulty in speaking skill especially in replying questions or to make words instantly during conversation. However, the classroom observation result showed positive attitude of most students during classroom activities.

During the implementation of watching English – American movies, the researcher observed that most of students enjoyed watching English – American movies, which was ensure the researcher to continue the research in improving students' speaking skills by watching English – American movies.

The researcher planned the next activities to know if there is any significant improvement of students' speaking ability by watching English – American movies. The researcher reflected the next activities based on the results of speaking pre-test, students' observation, interview, and questionnaire, also students' reaction after watching English – American movies.

## Second Cycle

### *Planning*

After reflecting the first cycle, the researcher decided to do the action of watching English – American movies as the implementation first, and then do the speaking posttest. And then do the classroom observation, interview, and delivering questionnaires. In that way, the researcher believed she can see clearly the improvement of students' speaking skills through watching English – American movies.

So that, on the seventh meeting of the research, the researcher informed the students that they would watch English – American movies as research implementation, then they would have speaking posttest afterwards. They also had second cycle classroom observation, interview and questionnaires.

### *Action (implementation)*

On the eighth meeting of the research, students were given the treatment of watching English-American movies. The movie that the researcher played was the sequel of *Hunger Games; Hunger Games Catching Fire* with Indonesian subtitle to let students know the meaning of the story in their mother tongue. Then, on the ninth meeting, the researcher played the same movie in English subtitle to give the students information of English vocabularies, expressions, pronunciation, and intonation. During the movie played, the researcher also asked students to take some notes for their understanding in English based on the movie's story.

On the tenth meeting of the research, students were taking speaking ability post-test; the students had to make an English dialogue which the topics were provided by the researcher and they had to choose one topic, after that they had to perform their dialogue in front of the class while the researcher recorded their performance.

### *Observing*

On the eleventh meeting of the research, the researcher took some notes as a classroom observation of Conversation subject activity during the class. The researcher acknowledged students' attitude in learning English especially in speaking skill by observing students' ability based on their behaviour towards the teaching-learning process after giving the treatment of watching English – American movies.

On the twelfth meeting, the researcher delivered questionnaires to the students about their respond in learning English after giving the treatment of watching English – American movies. While they fill the questionnaires, the researcher asked students to have an interview regarding their experience in learning English especially in speaking skills after giving the treatment of watching English – American movies.

The researcher analysed the interview and questionnaires results of their experience in learning English especially speaking skills after given the treatment of watching English – American movies during their study in Diploma One English Program at BBC – ETS Serang.

### *Reflecting*

The researcher reflected her research by knowing the results of students’ progress in speaking pretest and posttest, and students’ interview on first and second cycles of the research after watching English – American movies. Also, she acknowledged the possibility significant improvement of students’ speaking skills before and after the researcher used English – American movies in teaching speaking skills.

In this research, the researcher was the teacher and observer; she conducted the research by planning, action (implementing), observing, and reflecting in two cycles of action research. Based on speaking posttest, the researcher found that; students had more confidence in replying questions in English; they got new vocabularies and pronunciation.

Based on interview and questionnaire, most of students agreed that they enjoyed watching English – American movies to improve speaking skills; improved their vocabularies and pronunciation. During the classroom observation, it showed that most of students gave positive attitude towards Conversation class.

The researcher used quantitative and qualitative data as the data analysis techniques in this research. Here are the findings of quantitative and qualitative data:

**Table 1.** Quantitative and qualitative data findings

Quantitative Data	Qualitative Data
<p>1) Validity and Reliability</p> <p>The researcher had given the test to students and it had been measured to get a good validity and reliability. To determine the validity of the instrument, the correlation value item (r) compared with critical values of the Pearson Correlation Coefficient (r-table) at df =</p>	<p>1) Classroom observation</p> <p>The comparison results of first and second cycles showed that there were some significant changes of students’ attitude towards the learning process before and after the classroom observation. On the first cycle, students showed 27 points on</p>

<p><math>N-1 = 24-1 = 23</math> and Level of Significance for a One-Tailed Test <math>\alpha 0.05</math> means that <math>r_{0.05,23} = 0.337</math>. It can be concluded that the data contained the validity, since all the results are more than 0.337; Speaking Test Validity = <math>0.905 &gt; 0.337</math>. The data calculation of Speaking test's reliability by the subjects (N) of 24 and the results of reliability is reliable since the result of the reliability is more than 0.337; Speaking test Reliability = <math>0.905 &gt; 0.337</math>.</p>	<p>Conversation class. On the second cycle, students showed 35 points on Conversation class (Maximum score is 40 points).</p>
<p>2) Average Score To acknowledge the differences between students' speaking ability before the treatments (first cycle) and after the treatments (second cycle) in the classroom action research cycles, the researcher used non independent test analyses to the students' pretest and posttest results in teaching and learning activities. The Average score (<i>Mean</i>) of Speaking tests were converted in Saukah's speaking proficiency test method by the Average score of Pretest = 12.38 and posttest = 15 (Maximum score is 25).</p>	<p>2) Interview The researcher concluded several findings from the interview on the second cycle of students' respond after watching English – American movies as follow; most of students enjoyed watching English – American movies, students think that by watching English – American movies help them in learning English well. Most of students agreed that by watching English – American movies help them in speaking skill, especially in gaining new vocabularies and pronunciation.</p>
<p>3) Percentages The researcher calculated the percentage of students' pre-test and post-test related to speaking ability. The percentage showed that speaking pre-test percentage is 45.2 % before given the treatment and speaking post-test percentage is 54.7 % students which has the speaking ability.</p>	<p>3) Questionnaire Based on the questionnaires result on the first cycle; most of students have difficulty in learning speaking skill in catching the meanings of what the speakers say due to their limitation of English vocabularies, speakers' speaking speed, grammatical rules in English, and limitation of their</p>



	<p>understanding in replying questions instantly. The questionnaire on the second cycle showed that most of the students enjoyed watching English – American movies, most of them agreed that by watching English – American movies help them in gaining new vocabularies, English expressions, pronunciation, and intonation, it also helps them in building confidence in speaking skill, and they also would like to continue watching English – American movies to improve their English ability.</p>
<p>4) Hypotheses Testing The significant test (t-test) compared with t-table at <math>df = N-1 = 24-1 = 23</math>, <math>t_{0.05.23} = 2.069</math>; <math>8.22 &gt; 2.069</math> for Speaking skill. Therefore, <math>H^0</math> is denied and <math>H^a</math> is received. In conclusion, there was a significance improvement of students' speaking ability by the use of English-American Movies to improve Speaking skills.</p>	

### Conclusion and Suggestion

In conclusion, based on the calculation of quantitative data, there are significant improvement of students' speaking ability by using English – American movies as a treatment of classroom action research in teaching speaking skills of Conversation class at Diploma One students, BBC-ETS Serang. Based on the qualitative data, students' respond and attitude towards the treatment of using English – American movies to improve students' speaking skills at Diploma One students, BBC-ETS Serang are mostly positive and they agreed that by watching English – American movies help them in gaining new vocabularies, English expressions, pronunciation, and intonation, it also help them in building confidence in speaking skill, they also would like to continue watching English – American movies to improve their English ability.

After the research was conducted and a satisfying result appears, there were some suggestions related to the use of English – American movies to improve students' speaking ability that the researcher would like to share. In teaching English especially in speaking skill, teachers should encourage their students to be brave to express themselves in English. They also should encourage their students to be more intensive and active in learning English through any kind of way to improve their speaking ability, especially through watching English – American movies. However, to teach their students, teachers should not push their students to only learn the language (English) but they should encourage their students to use it in daily life.

Richards and Rodgers (2001: 1) stated that language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century, as applied linguists and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields and linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching method.

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