

The Study of Using English Movie as Teaching Media to Improve Students' Speaking Ability

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Introduction

1. Speaking Skills and Media

Speaking involves more than just words; it requires effective expression, including pronunciation, vocabulary, and fluency. Using media like English movies enhances these skills through authentic language exposure.

2. Effectiveness of English Movies

Studies show that English movies improve students' speaking skills, particularly in pronunciation, grammar, and vocabulary, by providing models to emulate.

3. Engagement through Movies

Movies combine visuals and sound to capture students' attention, making language learning more engaging and motivating them to practice speaking.

Introduction

Research GAP

- Previous Research

Students' perceptions regarding the use of movies as a tool for enhancing English speaking skills. The findings reveal that students reacted favorably to the use of films for enhancing their English-speaking abilities, showing an interest in having more educational movie selections available. (Pratiwi et al., 2023)

- This research

The researcher will look into the use of English movies as a learning media for students at SMK Negeri 2 Buduran, specifically to improve their speaking ability.

Research Question

Can a Short English Movie be used as teaching media to improve students' speaking ability?

Methodology

Research Design: This study used a quantitative research methodology with a pre-experimental design, one-group pre-test and post-test approach.

Research Setting: This study was conducted at SMKN 2 Buduran

Research Subject: The subject of the study was class X-1 Accounting at SMK Negeri 2 Buduran, consisting of 38 students (35 girls and 3 boys), who were selected using purposive sampling. Thus, this study only involved students from class X-1 Accounting.

Data Analysis: The pre-test and post-test scores were analyzed to measure improvement in students' speaking skills using short English movies. A T-test was conducted to assess significant differences, and data distribution was checked for statistical assumptions. The analysis was performed using SPSS version 29.

Findings

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before treatment implemented	18.05 ^a	38	.868	.141
	After treatment implemented	18.05 ^a	38	.868	.141
Pair 2	Score before treatment	69.47	38	5.903	.958
	Score after treatment	90.26	38	4.341	.704

- The mean score of students' pre-test is 69.47
- The mean score of students' post-test is 90.26

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Before treatment implemented - After treatment implemented	-20.789	4.431	.719	-22.246	-19.333	-28.925	37	<,001	<,001

- The t-test results show that the Difference between the pre-test and post-test scores is statistically significant ($t = -28,925$, $p < 0.001$)

Discussion

Use of English movies:

- Grade 10 Accounting 1 students at SMK N 2 Buduran saw a significant improvement in their speaking skills (pronunciation, fluency, and vocabulary)

Consistency with previous research:

- Supports research that shows audiovisual media is a good way to learn a language.

Conclusion

Challenges faced by students:

- Students at SMK N 2 Buduran, especially X-1 Accounting, have a lot of trouble with contribution, being afraid of making mistakes, and pronouncing English words correctly.

Effectiveness of movies:

-Watching a movie with subtitles helped students get better at speaking and assisted them with pronunciation problems.

Contribution to education:

-Movies boost confidence, creativity, and participation, which makes learning more fun.

Future research:

- Future studies could look into how different types of films affect how well students can speak.

