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Research Paper

The Effectiveness of Authentic Short Movies in Enhancing Students Speaking Skill

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This study was to examine the effectiveness of audio-visual media in enhancing students speaking development. It was a quasi-experimental study with pre-test and post-test group design. The population of this study were 203 senior high school students in the second semester of academic year 2017/2018. The samples in the study were 33 students for the experimental class and 29 students for the control class. They were selected by convenience sampling from two classes. The instrument of data collection was oral presentation tests that were validated through content validity and experts' judgment. Multivariate Analysis of Variance was used in the data analysis. The result shows that there is a significant difference between the students who were taught by using audio visual media and those who were taught by using a traditional method in enhancing speaking development with Sig. is 0.000.

Keywords: audio-visual media, authentic short movies, speaking skill, ELL

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INTRODUCTION

The link between appropriate teaching media and students' speaking skill is indisputable (Yunus, Salehi, and John, 2013). Much research revealed effective learning media helped students to eagerly and actively participate in the learning process (Hashemi and Azizinezhad, 2011). Computer-based instruction, as one of the recent advances in technology, has been found to trigger a higher degree of students' involvement in the learning process than either video or lecture, while video based-instruction does not significantly generate different degree of involvement from lecture-based instruction (Rodgers & Withrow-Thorton, 2005). Also, computer-based instruction (CBI) generated higher enthusiasm and higher scores in the immediate recall compared to print-based instruction (PBI) (Yang, 1991). In addition, video has also been used to emphasize students' skills and participation.

Given this background, empirical studies have been

conducted to examine the relation between technology-based instruction and students' motivation in learning and speaking skill development. The majority of these studies found that technology-based instruction enhanced students' motivation in learning in both in-class activities and after-class activities (Barger, & Byrd, 2011). For example, a study by Fardy, Noori, Shorabi, and Mohammadi (2012) indicated that integrating computer-based materials in a classroom had a significant effect on students' motivation in learning speaking. Similarly with Ali-Zarei and Hashemipour (2015) also found that using CALL materials in teaching speaking enhanced Iranian EFL students speaking. In the same Kargozari and Tafazoli (2011) found that podcasts proved to be efficient to improve Iranian EFL learners' motivation in learning English. The study showed that podcasts generated students' feeling of satisfaction and confidence. Moreover, podcasts also provided a positive feeling in the

class. Fatemi et al (2015) found that the use of computer had a significant role in the improvement of EFL learners' motivation in learning and speaking development.

Despite the many studies investigating the effectiveness of technology-based instruction in enhancing students' speaking skill development, the majority of studies in Thailand showed that English teachers have not made use of video-based instructional media in their teaching and learning process because of the inadequate supplies of computers and language laboratories to facilitate teaching (Ghalami, Nobar, and Ahangari; 2012). The study was examine the causes of difficulties in English language teaching and learning in Thailand especially in senior high schools seen from the teachers and the students (Noom-Ura, 2013). Problems related to the teachers include: teachers' heavy teaching tasks, insufficiently completed classrooms and education technology, teachers' insufficient English language skills and cultural knowledge. Problems related to the students include: challenging interference from Thai language for those who wished to speak English fluently, unchallenging English learning materials, lack of opportunity to implement the English technology in their daily activities, being too shy to speak English inside and outside the classroom, being low-motivated in learning speaking and lack of responsibility for their own learning process. These problems are the reasons of students' problem in speaking and undeveloped English language speaking inside and outside the classroom.

Considering the role of authentic short movies as audio-visual media materials in motivating, stimulating and facilitating the teaching and learning of foreign language, a study on the effectiveness of audio-visual media in enhancing students' speaking skill in Thailand settings is worth-conducting. Specifically, this study is conducted to examine the effectiveness of using audio-visual media in enhancing speaking skill with the context of grade VII students in an Islamic High School, Thailand.

REVIEW OF LITERATURE

The Concept of Speaking Skill in English Language Learning

In terms of English language teaching and learning, speaking is one of crucial skill for user interaction in the classroom. The successful of learning materials in learning process have to deal with the language and understand of used. In addition, there are several experts defined the definition of speaking in the differences filed.

The first the definition defines that speaking is a highly complex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language (Burns & Siegel, 2018). The second expert defines that Speaking is one of the most difficult aspects for

students to master (Pollard, 2008). The third definition defines that speaking is a productive skill in the oral mode. It is the same with learning the other skills, is more complicated than it seems at first and involves more than just pronouncing words (Bashir, Azeem & Dogar, 2011).

According to the definitions above, it can conclude that speaking is the complex skill for anxiety learner to using another language in interaction in the classroom. There are several aspects for consideration of using language. All of the consideration, it depends on the individual learner how much they are aware of the language used. However, speaking in terms of learning a foreign language was important to fluently.

Audio-Visual Media in English Language Learning

The audio-visual media play an excellent role in ELT. There are many experts who defined audio-visual media in ELT as follows: Sowntharya, Gomathi, and Muhuntarajan (2014) define that audio-visual media as instructional media when it is used to carry the message to the instructional purpose, for examples films, television, radio, audio recording, photographs, visual projects, and print materials. Daniel (2013) mentions that audio-visual media mean a tool to help in completing the triangular process of learning that is motivation, classification, and stimulation. Garzón (2012) states that audio-visual media are technologies which are presented through the multimedia presentation for improving the understanding level of the students. Mcnaught (2007) defines that audio-visual media is a tool for students to improve their skills several times over, more than other methods.

From the definition above, it is a tool for carrying out the message and enhancing students understanding of learning. As Daniel (2013) claims that audio-visual media can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate for students by activating more than one sensory channels. It is very crucial and helpful in education because of the most of the learners tend to use their preceptor functions like sight and hear to gain the understanding. Based on the opinions of the experts, we can say that audio-visual media is an important tool that can be used to deliver the message and stimulate thoughts, feelings, and motivation in speaking skill development. It can help the learning process becomes more concrete and meaningful for the students.

The Use of Authentic Short Movies in English Language Learning

In the interests of making the most of showing the authentic short movie to students, teachers should also familiarize themselves with the different techniques of

working with them. This section will analyse the use of authentic short movie places at the teacher's disposal. The advantages and disadvantages of different approaches to the authentic short movie will be discussed, such as the use of whole short movies or short sequences, captioned and non-captioned, and pre-viewing, while-viewing, and post-viewing activities. Harmer (2007) suggests a variety of viewing techniques when singing films and videos, including 1) Silent viewing, 2) Freeze framing, 3) Partial viewing of the screen, 4) Picture or speech, 5) Subtitled films, and 6) Picture-less listening. Those six viewing techniques can be applied by the teachers in using the authentic short movie in teaching. In addition, there are two video-based activities which provide in the video-based lesson (Harmer, 2001). One of them is video watching activities that match the study of language materials. A number of activities are planned for using video situations.

From the explanation above, there are several techniques in teaching by using the short movie. The teachers have to be able to select the appropriate technique based on the topic of the materials. It can improve the teachers' quality of teaching and also help students to reduce their boredom in the learning speaking. The authentic short movie is a story which is presented by some actors and it has been part of native's life and culture. It becomes an important source of education nowadays especially, for the English as a foreign language (ESL) student. As Louw (2006) states that there is no doubt that authentic short movie can be used to enhancing students' speaking in learning English. Then, to Louw (2006) adds that authentic short movie presented language which is more natural than found in course-books, the fantastic visual context aids understanding and the students like it. It means that by presenting the real of English language use, it can help the students to learn how to be a good speaker. Relating to this, authentic short movie can become good sources in enhancing students' motivation in learning and speaking as one learning process.

Review of Related Studies

The first research that is related to the present study is about sought to examine the attitudes of Saudi English as a foreign language (EFL) learners as well as teachers towards the integration of English movies in their classes as a tool to develop students' language skills was conducted by Kabooha (2016). Questionnaires were administered to the students to investigate their perceptions towards the integration of English movies in their classes to develop their language skills and conducted semi-structured interviews with both students and teachers to explore their perceptions towards the use of movies in their classes. The findings of the study

Indicate that both students as well as teachers had positive attitudes towards the use of movies in their classes to improve students' language skills.

The second study was done by Elezabeth and Sumarsih (2012) who 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. They were taught speaking by using short movie media. The instruments used were diary notes, interview sheets, and observation sheets. In analysing 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 finding in this study is that students' achievement in speaking can be improved by using short movie media. It is suggested that teachers should apply short movie.

The last study was studied by Thammineni (2016) who focused on how they are used effectively for improving English speaking and listening skills apart from the prescribed syllabus to prepare the students communication skills. So, the English class room is now becoming a workshop of doing various activities for improving the learners' basic communication skills creatively. In such practice, several movie pieces and media clippings are there for ready use to supplement the class room activity in enhancing the above discussed skill set. The natural approach in the class room of this paper presenter is designed to develop basic communication skills involve three stages: Comprehension (preproduction), Early Production and Speech Emergence. This approach to teaching language is believed to be effective particularly to the students having limited English proficiency.

METHODOLOGY

Population and Sample

The population of this study was 203 in senior high school students in the second semester of academic year 2017/2018 in an Islamic High School. The samples in the study were 33 students for experimental class and 29 students for control class. They were selected with convenience sampling.

Duration of the Study

The study was conducted during the second semester of academic year 2017/2018. It involved 26 meetings. Two of the meetings were used for the pre-test and post-test

and the other 24 meetings were used for the experiment, i.e. 12 meetings for the experimental class and 12 meetings for the control class.

Variable

- 1) Independent variable: Authentic short movies
- 2) Dependent variables: speaking skill development.

Research Instruments

Since this study was quasi-experimental, the instruments to collect the data were in the form of a pre-test and a post-test. The oral presentation test which was used as a pre-test and post-test to study the progress of students' learning achievement before and after they studied audio-visual media.

Validity and Reliability

Validity

Validity criteria used in this study were content validity. The validity was done by doing several steps: (1) preparing the test items developed in reference to the standard of competence and basic competence of senior high school students in the second semester of English subject at Darunsat Witya Islamic High School, (2) consulting the test items to an expert.

Reliability

Inter-rater reliability was used in the present study. To do so, the researcher involved two ratters to assess students speaking performance. The score is considered to be reliable if the reliability coefficient is more than 0.7 (Lim, 1989). The output reliable of oral speaking test is intraclass correlation .733a and Sig.000.

Data Collection Technique

Since this study was quasi-experimental, the instruments to collect the data was in the form of a pre-test and a post-test. The collected data were the scores obtained from the pre-test and the post-test of both the experimental and experimental control classes. The scores from the post-test was used to examine whether the implemented method affected the experimental group before and after applying authentic short movies in teaching English

Research Procedure

The learning procedures of this study were done by several steps: 1) objectives were described to the

students step-by-step, 2) they took the pre-test, 3) they learned with the audio-visual media for experimental class and the traditional method for the control class, 4) the group was assigned to do the post- test, and 5) the scores on the pre-test and post-test were statistically analysed.

Data Analysis

The inferential statistic was used as data analysis technique in this research. The researcher was use Statistical Package for the Social Sciences (SPSS) to analyse the data collected from speaking test and questionnaire by using Multivariate Analysis of Variance (MANOVA). It was a test of multivariate analysis will be used to analyse the data that involves more than one dependent variable in research (Tabachnick, and Fidell, 2012). In this research, there is one dependent variable that is tested of the students' speaking skill development.

FINDINGS

The hypothesis test was used to know the significance and non-significance different of the students in using audio-visual media in enhancing speaking skill development. In this study, there is a hypothesis.

Hypothesis: there is a significant difference between the use of audio-visual media and the conventional method in speaking skill development. The outputs of these hypotheses were obtained from the pre-test and post-test of the speaking development test.

Ha: There is a significant difference between the use of audio-visual media and the conventional method in speaking skill development.

Ho: There is no significant difference between the use of audio-visual media and the conventional method in speaking skill development.

If $P < 0.05$, it means that Ho is rejected but Ha is accepted. If $P > 0.05$, it means that Ho is accepted but Ha is rejected

Table 1. The Test of Between – Subjects Effects of Speaking skill development

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Post-test Speaking	109.162	1	109.162	73.037	.000

Table 1 shows that the F-value is 73.037, and the value of Sig. is 0.000 which is lower than 0.05. Then, Ho is

1 rejected and H_a is accepted. In this case, H_a is accepted. It means that there is a significant difference between students' use of audio-visual media and conventional method on speaking skill development.

DISCUSSION

1 Using audio-visual media in the teaching speaking is an interesting media because they make the learners more interested in learning using language inside and outside the classroom. This media can help them comprehend the materials especially in spoken language. Based on the result of using audio-visual media in the teaching speaking skill development, there are some researchers who assert that audio-visual media can affect students' achievement in learning speaking such as Daniel (2013), he finds out that using audio-visual help the students in verbalization. However, the most of the teachers in our school do not use these materials which have great educative value. These are not the ordinary materials rather these are teaching materials. Audio-visual aids give direct sensory experience to the students in speaking. Then, Ismaili (2013) finds out that using movie in the classroom not only enhancing speaking but also listening, it can increase learning interests and motivation and also improve listening comprehension and speaking ability. The learners can learn from the context and it can let them understand the character of the actors. However, Harmer (2007: 308) states that using film to teach speaking can allow the learners to see the language in use and how people in the world communicate.

Moreover, one interesting finding found out when using movies as audio-visual media in learning speaking could motivate and stimulate the learners in learning. It was in line with the research result done by Yaseen and Shakir (2015: 34). They found out that watching movies could enhance students' motivation in learning listening as well as learning speaking skills. In addition, movies could develop the atmosphere for enhancing motivation as well. Besides that, the findings of the study are consistent with the results of previous studies by Stempleski, (1992), Haghverdi & Abdpur (2013: 27-38), who concluded that film could affect the learners' motivation to learn. On the other hand, films could help them comprehend to listen to exchanges, and they could see the visual supports of the expression that use in the real-life.

Teaching Implications and Recommendations

Based on the result of the study, the implications of the research are presented below:

1) The use of authentic short movies in teaching speaking skill is able to improve students' involvement

and enthusiasm in the teaching and learning process. It is because authentic short movies could stimulate students' interest and motivation in using the language.

2) The use of authentic short movies in teaching speaking is able to enhance students' speaking ability. It is because authentic short movies present the real language used, new words, phrases, and expressions. Short movies also provide a full context of language to help students improve their ability in speaking English.

3) Based on the findings, it could be seen that boring activities in the class affected students' motivation and score. Teacher must be selective and creative in designing teaching media to improve English teaching and learning. It is important to use various and interesting media to support class activities.

CONCLUSION

The using authentic short movies activities are effective in teaching speaking. It can be seen from the data of result of MANOVA test. It has a significant difference (F value is 73.037) and sig 0.000 < 0.05. Furthermore, the mean score of pre-test of the experimental class is 12.59 and the post-test is 15.96. It means that the score is increases 3.37 points. The mean score of the students in experimental class improve from the poor category to good category. In contrast with the score of pre-test and post-test of the control class are 10.93 and 13.31. It mean that score is increases 2.38 points. The category of this class is improved from very poor category to poor category.

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