

ENHANCING PUPILS' SPEAKING PROFICIENCY WITH MOTIVATIONAL SHORT MOVIE

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ABSTRACTS	ARTICLE INFO
<p>Students' interest in learning is significantly impacted by their inability to speak English fluently. The assumption that English is a difficult subject reduces pupils' enthusiasm in learning it. The study discovered that pupils had difficulties pronouncing English words, leading them to become inactive when speaking English. This study is aimed at enhancing pupil's speaking proficiency with motivational short movie. This study was conducted through action research method. The subject of this study was class VII-B MTS Negeri 3 West Lombok which consisted of 20 students. They learned how to speak by watching motivational short movie. Diary notes, interview forms, and observation sheets were the instruments employed. Speaking tests were administered by the researcher to gather data. To examine the data, the researcher used quantitative analysis. The study's results showed that the average 1st proficiency score was 55,5 and for the 2nd proficiency score was 64. Meanwhile the 3rd proficiency score was 79,5. However 70 % represented the overall progress percentage from the first proficiency test to the third proficiency test. Consequently, it can be inferred that by using Motivational Short Movie, pupils' speaking proficiency scores increased. The improvement in pupils' speaking proficiency categorization is disclosed and it went from having an average score to a good score. As the logical consequence they start speaking English more frequently.</p>	<p>Article History: Received: July 22th, 2024 Revised: July 24th, 2024 Published: July 2024</p> <p>Keywords: <i>Pupils' Speaking Proficiency, Motivational Short Movie</i></p>

INTRODUCTION

The researcher is interested in taking an active role in making efforts to enhance pupils' Speaking proficiency by applying motivational short movie at MTS Negeri 3 West Lombok. In addition to listening, one of the useful abilities is speaking. It is a means of communicating ideas, expressing our feelings, and more than just speaking a phrase or making a sound. The process of comprehending the speaker's message exists. Speaking in a second or foreign language has frequently been considered the most difficult of the four talents, yet speaking is still seen by many as the primary skill. We try to talk clearly and smoothly because we want to interact with people, often in person and in real time. However students occasionally struggle or make mistakes when speaking English fluently (Putri et al., 2015).

One of the useful skills is speaking in (History, 2021) addition to listening. It is a way to convey thoughts and emotions as well as do more than merely say words or make noises (Yulia & Prasetyawati, 2022). Understanding what the speaker is saying is a process. Although speaking is still seen by many as the major skill, speaking in a second or foreign language has often been thought to be the most difficult of the four talents, according to

Bailey and Savage (1994:7). We strive for lucid and fluid speech because we want to communicate with others, frequently face-to-face and instantaneously. Next, pupils occasionally have difficulty or make blunders when speaking English fluently (Sartika & Amin, 2014).

A movie is a type of media which will pique students' interest because most teenagers enjoy watching them. A movie's plot, actors or actresses, characteristics, and dialogue are some of the elements that offer that create a positive learning environment. In the meantime, pupils will naturally learn about the culture of foreigners, gain knowledge, and understand how foreigners pronounce words. In this research motivational short movie was applied considering the duration of movie is better 10- 15 minutes. A movie is chosen to anticipate the pupils have uninterested when they watch it. Besides that, the pupils can comprehend the whole movie either its character, setting, issues of story contentiously. The pupils receive essential clues to retell the movie. From the generosity of short movie, the pupils have more possibilities to perform.

A movie is the medium chosen for teaching speaking due to the fact that it conveys picture animation or audio-visuals, which will stimulate the curiosity of learners in the subject. If teachers select videos or films that are suitable for their pupils, they will pique their curiosity, offer feasible listening practice, stimulate the use of language, and increase their understanding and enhance their saying. The researcher chose this motivational short movie for the object, because it had conversation of main character and representative our daily life, also the movie was one of the media that reflected human social life or history (Sembiring & Ambalegin, 2019).

Speaking is one of the four skills required to speak. Harmer (2003:40) revealed communication happens because there is a communicative purpose within the speaker and the listener. It is a productive ability in that it means that a speaker generates sounds of the language. Essentially, speaking is meant for two-way interaction. Both the speaker and the listener negotiate the meaning of what they say (Sari, n.d.). The communication purpose for the speaker could be: They have something they would like to express. They provide some sort of communicative function; speakers communicate with the intention of causing an outcome. They choose from their linguistic inventory. It takes creativity for speakers to come up with new sentences. They will use the words they believe are suitable for achieving this communicative goal.

Educating Speech Encouraging students to talk should be the aim of speaking instruction. It implies that pupils are able to communicate freely and learn how to abide by social and cultural norms that are suitable for every communication situation. It is required of students to be able to speak the language they have learned. Speaking instruction cannot be isolated from instruction in grammar, vocabulary, and pronunciation. "The ability to speak fluently is followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in," according to Brown (2003: 140). Speaking Activities There are numerous types of activities involved in speaking. One useful talent is speaking. Compiling and conveying the message are the involved tasks. When teaching and learning English, we must motivate the students to engage in both interaction and creation. Production has to do with the learners' capacity to generate sound and practice speaking. Interaction pertains to the ability of learners to engage, converse, or maintain relationships with others. Speaking exercises focus on teaching students to produce words, sentences, or grammar structures through teacher-controlled activities (Riskawati, 2019)

In their 1992 study, Sudjana and Rivai listed four benefits of using instructional media in the classroom such as: Students will find the learning process more engaging and motivated to learn. The learning material will be clearer so that students can understand it and become proficient in addition to achieving the learning objective. The teacher won't merely

communicate verbally; there will be a wider variety of teaching methods. As a result, neither the teacher nor the students will grow bored. As they not only pay attention to the teacher's explanations but actively engage in observation, action, demonstration, and other activities, the students will be given more assignments (Riskawati, 2019).

It is anticipated that the film will inspire pupils to study, focus on the assigned topic, and develop their speaking skills. It is anticipated that the film will inspire pupils to study, focus on the assigned topic, and develop their speaking skills. Because it encourages students to use both their productive (writing and speaking) and receptive (listening and reading) skills, movies can be a useful teaching tool. According to Kemp, movies have the potential to be more powerful than other educational materials when it comes to connecting concepts, fostering mental continuity, and producing dramatic effect. (Riskawati, 2019). Students will be more interested in learning to speak if movies are used in the process. In addition, they will consistently work on their speaking. It is believed that the instructor will be able to inspire the pupils to learn and pay attention to the subject presented by using movies during the teaching and learning process. The purpose of narrative speaking in this study was to increase students' confidence in their ability to communicate ideas orally (Riskawati, 2019).

Based on the explanation above, this study focus at enhancing pupil's speaking proficiency with motivational short movie at VII-B MTS Negeri 3 West Barat.

RESEARCH METHOD

Classroom Action Research was used to carry out this investigation. Classroom Action Research was a cooperative effort between colleagues to find answers to actual issues encountered in classrooms or to enhance instruction and raise student achievement. Classroom Action Research was applied to enhance the pupils' proficiency in Speaking. This study's data was gathered through observation, interviews, oral tests, and diary notes. The speaking test was the tool employed by the researcher to gather data. The pupils were examined by using speaking test referring to the speaking criteria. During this investigation, three experiments were conducted. They were cycle I, cycle II, and the orientation exam. The purpose of these exams was to statistically assess the pupils' abilities. The study was conducted at MTS Negeri 3 Lombok Barat. The data was collected during cycles I and II. The four phases of classroom action research planning, action, observation, and reflection were employed in each cycle.

RESEARCH FINDING AND DISCUSSION

The data data of Five meetings were held for this research. The orientation exam was the first meeting. The students took an oral exam on expressing opinions, and their grade was determined by addressing different ideas.

Table 1 The Students speaking proficiency.

No	Name	Orientation Score	score test cycle 1	Score test cycle 2
1	ARR	40	60	60
2	AAT	40	60	80
3	AA	40	70	80
4	A	50	70	90
5	AN	40	50	70
6	DF	60	60	60

7	FA	50	50	70
8	HA	70	70	80
9	II	60	60	70
10	JA	50	60	80
11	KA	50	50	60
12	NE	60	60	80
13	RW	70	70	80
14	RF	70	70	90
15	RAH	40	60	90
16	R	50	60	80
17	STT	60	60	70
18	SN	70	80	100
19	ZF	70	80	100
20	ZA	70	80	100
Total		$\sum x = 1,110$	$\sum x = 1.280$	$\sum x = 1.590$
Mean Score		$X = 55.5$	$X = 64$	$X = 79.5$

Based on the calculation above, it showed that the pupils' speaking proficiency were enhanced for each of them seen from the first speaking competency test to the third. It was revealed that there were 5 pupils enhanced their score at 40, however 2 pupils enhanced their score at 50 and 2 pupils enhanced their score at 60. Consequently, all the pupils enhanced their score significantly.

Table 2 Comparison of Pupils' Speaking Proficiency

Score	Speaking Proficiency Assessment		
	1 st Test (Orientation Assessment)	2 nd Test (Cycle 1 Assessment)	3rd Test (Cycle 2 Assessment)
Lowest Score	40	50	80
Highest Score	70	80	100
X (mean)	55,5	64	79.5
N(Number of pupils)	20	20	20

Table 2 has revealed the mean of the pupils' speaking proficiency has enhanced from 55.5 to 64 on the 2nd cycle became 79.5 on the 3rd cycle.

Therefore the pupils' scored 79.5 or higher declared that they had mastered the speaking material. The proportion of pupils who achieved a score at 79.5 or higher additionally showed an increase of score from the 1st meeting to the last meeting. The percentage can be seen as follows:

Table 3 Percentage of the Pupils' Proficiency

Pupils' Proficiency	Percentage
1 st Test (Orientation	30 %

Assessment)	
2 nd Test (Cycle 1 Assessment)	40%
3 rd Test (Cycle 2 Assessment)	70%

Before the treatment was put into place, there were some issues with the way that English was taught and learned in the classroom. The majority of pupils found it challenging to participate in speaking activities successfully, despite their still-low speaking abilities. Their fear of making mistakes prevented them from speaking English confidently. Less variety was also seen in the media and resources used in the teaching and learning process (Riskawati, 2019). They become easily distracted and bored as a result. Consequently, to address those issues, some sort of treatment has to be put in place.

The researcher then suggested that the primary medium for helping the pupils' speaking abilities be animated movies. It was anticipated that the utilization of an animated film together with other engaging activities would aid the pupils in developing their speaking abilities (Rahmah & Sari, 2012). There would be additional opportunities for the pupils to practice speaking. The benefits of watching movies include helping students achieve the crucial objectives of piquing their attention, offering realistic listening practice, encouraging language use, and raising their knowledge of specific language points or other communication-related topics. Harmer (2001: 284) notes that employing movies in the teaching and learning process has several benefits, including allowing students to observe language in action. Students also experienced shyness when speaking in class and when expressing their opinions and ideas because they were nervous about pronouncing words incorrectly. Thus, students started to lack confidence. (Nurazizah et al., 2023).

The following cycles provide a description of the research implementation outcome.

The First Cycle

The First Cycle was completed in four meetings as follows:

Planning:

The plan was set up before to conducting the research. Firstly, spoken expressions linked to the lesson and the lesson plan were produced. A contentious matter was ready for the pupils demonstrations. The topic of discussion was a motivational short movie "HOPE." There was also a diary note and recorder ready.

Action

The students were split up into groups for the first cycle, with four students in each group. There were twenty students in all. The teacher organized speaking exercises. The teacher then went over the steps of speaking assignments. Each student group was required to present in front of the class at the conclusion of the 1st cycle. The other pupils then took on the role of the audience, asking the group presentations questions or making pro-con arguments. Three meetings were used for the teaching and learning process in the first cycle, while the fourth meeting was used for group work.

Observation

The observation was conducted to observe the pupils' behavior and what their problems during and teaching learning process. They were enjoyed the movie. Most of the pupils participated in this speaking tasks. However, they continued to present with a lack of

vocabulary, cadence, and accent. It was revealed that the pupils' speaking proficiency there none of pupils got score 79,5. Meanwhile on the 2nd cycle the pupils' speaking proficiency there were three pupils who got score above 79.5.

Reflection

Improvement measures were required in light of the test score and observation results. In the second cycle, speaking instruction would involve practicing speaking exercises. To address the students' difficulty in mastering speaking, the first cycle's procedures would be repeated.

The Second Cycle

The second cycle was conducted in four meetings as follows:

Planning

The plan was set up before to conducting the research. Firstly, spoken expressions linked to the lesson and the lesson plan were produced. A contentious matter was ready for the pupils' performance. The topic of discussion was a motivational short movie "Umbrella." There was also a diary note and recorder prepared.

Action

The students were split up into groups for the first cycle, with four students in each group. There were twenty students in all. The teacher managed the speaking assignment. The teacher then went over the steps of speaking assignments. Each student group was required to present in front of the class at the conclusion of the 2st cycle. The other pupils then took on the role of the audience, asking the group presentations questions or making pro-con arguments. Three meetings were used for the teaching and learning process in the first cycle, while the fourth meeting was used for group work.

Observation

The observation was conducted to observe the pupils' behavior and what their problems during and teaching learning process. They were enjoyed the movie. Most of the pupils participated in this speaking tasks. However, they continued to present with a lack of vocabulary, cadence, and accent. It was revealed that the pupils' speaking proficiency was enhanced.

Reflection

Improvement measures were required in light of the test score and observation results. In the second cycle, speaking instruction would involve practicing speaking exercises. To address the students' difficulty in mastering speaking. The pupils' speaking proficiency on the 2nd cycle was significantly increased rather than on the 1st cycle. After completing speaking exercises, it was revealed 40% of pupils in the 1st cycle and 70% of students in the 2nd cycle enhanced their speaking proficiency. Because of this enhancement, the researcher decided to end the cycle's research.

CONCLUSION

Referring to the speaking proficiency criteria, it was revealed that the pupils' score were increased from the orientation assessment to the 1st cycle and the 2nd cycle. This implied that there was an increase on the pupils' speaking proficiency by using motivational short movie.

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