

## Enhancing Speaking Ability through Short Movie

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### Abstract

Speaking is one difficult element in English Language Education. It is complex and need some practice for developing this skill. Speaking also uses for communication. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. One of the techniques is movie. Movie is interesting media for student to learn English language and developing their speaking ability. Movie can be effective media for teaching activity in the class, because movie is one of interactive media which can be used for teaching student understanding and comprehension of their ability besides that watching films or movies is a fun way to improve our English especially speaking ability. the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus.

**Keywords:** *Communication, Film, Media, Movie, Speaking Ability, Syllabus.*

### Introduction

Speaking is one of English language skill. According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To increase the skill in communicating in English, it is not enough in the classroom but practice out side of the classroom. It will be influenced our speaking skill. In line with that, Media (2013) speaking could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking is one difficult element in English Language Education. It is complex and need some practice for developing this skill. Speaking also uses for communication. Pollard (2008: 34)

states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English. Because of that, English teacher must have many interesting ways for teaching English and developing their students' speaking ability.

According to Rivers in Erwadi (2004: 7), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

One of the techniques is movie. Movie is interesting media for student to learn English language and developing their speaking ability. Movie can be effective media for teaching activity in the class, because movie is one of interactive media which can be used for teaching student understanding and comprehension of their ability besides that watching films or movies is a fun way to improve our English especially speaking ability. Sani (2014) said Effective learning cannot be separated from effective teacher roles, effective learning conditions, student involvement, and learning resources and a supportive learning environment. Effective learning conditions should include three important factors, namely learning motivation, learning objectives, and how to learn. Besides that, films can also attract students' empathy and make it easier to understand the content of the story. Moreover Brown(2004: 180)says one of the most common techniques for producing oral production is through visual images, photographs, diagrams and graphs.

In line with that Johanson from British Council (2012) said Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool:

**a. Learning from films is motivating and enjoyable**

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

**b. Film provides authentic and varied language**

Another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

**c. Film gives a visual context**

The visuality of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

**d. Variety and flexibility**

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials. However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's sometimes difficult for teachers to see the wood for the trees.

**e. Lesson plans**

There are many websites and blogs which provide detailed and well-structured lesson plans based on film and television clips, short films and viral videos, which save the busy teacher a lot

of time. Therefore in this article, the writers will define enhancing speaking ability through short movies.

### **The concept of speaking ability**

English there are four skills that must be known based on the school curriculum that is listening skills, speaking skills, reading skills, and writing skills. Each skill is interconnected with one another (Mardiah, 2013). Each skill certainly has a different level of difficulty and each student also has different skills and problems in mastering skills in English. Speaking is one of important elements in studying English. Students have to be able to speak English.

Based on research of Harahap, Antoni, Rasyidah (2015) students are not interesting study English because they think that English is difficult, especially in speaking. They said that speaking are difficult because in speaking there make grammatical sentence so students were worried if their sentence were not correct. They said that English are difficult and very complicated because the material used were not interesting and the material were also difficult to understand by students. So they felt difficult to create their idea to speak up.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. According to Laksana (2016) speaking is a skill to use language appropriately to express someone' idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication. There are four aspects below has a great influence in speaking skill as Hormaililis (2003 : 6), they are:

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis2003 : 6).

b. Grammar

Warriner in Ramli (2003 : 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

c. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003 : 17) states that the fluency is the quality or condition of being fluent. It is skill to use the

language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000 : 11) says that to use the stress and the intonation inaccurately can cause problem.

Moreover, Brown (2001. p.406-407) in speaking, there are some aspect that must be fulfilled by the learners:

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a students competence to comprehend all of the speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

### The concept of Short Movie

According to British Council (2014) Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Movie is a kind of media that the researcher believe will make students interest, because most of teenagers like to watch movie. Some factors that create positive learning environment are the plot, actors or actresses, and the dialogue as well (Noviani, 2017). In line with that, a writer choose to use a short movie as a media for teaching and learning. According to Stein in Filmdaily.co, (2020) Short films, a genre that has become popular in recent times, are films that can be any length between 20 to 40minutes, depending on the critic asked. The earliest short films were usually simple, usually comicbut with time, short films have evolved into a genre of their own and are now more about the controversial or the obscure topic.

Moreover, The Sheffield Institute for The Recording Arts state that A short film is basically any film that is too short to be considered a feature film. There are no set boundaries on this, although the Academy of Motion Picture Arts and Sciences [defines a short film](#) as "an original motion picture that has a running time of 40 minutes or less, including all credits. Using short movie is more fun because a short movie is not length only 14 until 40 minuteswe can know whole the story of the movie. Besides that When you learn English with movies, you're taking a wild adventure. We're learning new words from pirates. We're practicing pronunciation with animated fish. We're falling in love with the language while characters fall in love on screen. (FluentU.org, 2020)

Based on that FluentU.org also states the reason why we must learn using movie, such as:

- **You'll get to learn *real* English... not textbook English.** The English we learn through textbooks or in ESL class is not what we'll hear people say on the street. For example, in beginner English classes, we might have learned how to say "nice weather we're having" or "it's raining cats and dogs." While these phrases are technically correct, we almost *never* say these in real life.

In contrast, the English spoken in movies is very natural. It's also very close to what you'll hear if you speak with native English speakers too. This will help improve your spoken English.

- **You learn English words in *context*.** Let's say that we like watching crime films (these are great!). After watching 10 or 20 movies, we'll start to learn vocabulary related to the context, or subject, of crime.

Usually, when we learn words traditionally (e.g. in school), we study things like vocabulary lists. The problem with learning new words with vocabulary lists is that you can learn what words mean, but not *where* and *how* they are used.

For example, let's say we learn the new word "detective." From the dictionary, we'll know what that it means "a person who investigates crimes". But unless we use it, it can be easy to forget. It also doesn't give you an idea *where* the word is used most frequently, and *how* it is used. On the other hand, if we learn the word "detective" through watching crime films, we'll know "detective" can mean many things. For example, it can be a title in front of a person (e.g. "Detective Beckett"). Or maybe it's the noun referring to the job (e.g. he's a detective). And maybe you'll even hear things that will let you form opinions about the word (e.g. "you lousy detectives").

This way, you won't *only* learn *what* each word means, you will also know *how* it's used.

- **You hear *how* things are said.** In English, people often say that [only 7% of our communication is expressed through our words](#). And 93% *how* our expression.

Well, it's all about *how* we say it. We know, things like [our body language](#), our expressions (like a smile, a frown) and our tone of voice (like when we sound angry, or when we sound sad). As we can guess, the *how* is often more important than the *what* to English people.

### How Learn English with Movies

There is some tips for learn English well:

- Choose an interesting movie.
- Select a movie that matches your *current* English level.
- Bring your dictionary.
- Repeat short phrases!

- Watch with and without subtitles.
- **Learn how to learn better.**
- It's okay to miss words... just let it go

But when we learn English with movies also have some problem. There is some advantages we must face it. Here's a few problems we may run into when learning English through movies:

- **There are no subtitles.** This is pretty rare nowadays. But if we watch a film without subtitles, it can be difficult to understand what's going on.
- **You have to keep on pausing and playing to understand.** It can take we many times to understand something said on screen, because sometimes, the film might be easy. But at other times, it might be hard to understand. (As an example, characters who play "professors" in films can be difficult to understand. They use some difficult words, which you may have neverheard of before.)
- **You have to keep on checking up words.** For every word we don't know, we might want to look it up in the dictionary. While it's a lot faster to check up words nowadays on our phones, it can be annoying to keep pausing and checking up words.
- **You can't remember these words afterwards.** It can be difficult to keep track of what we've learned, because it takes time and effort to take notes, and we want to have an enjoyable experience in watching the movie, without having to be interrupted every minute to write down a word!
- **You don't know if you remember these words after.** After a week, or a month, or even threemonths, we might forget what we've learned!

### Using Movie for Enhancing Speaking Skill

Brown ( 2004:180) stated the most common techniques for producing oralproduction are through visual images, photographs, diagrams and graphs. Based on the Zumam and Fujiono (2015) research finding it can be concluded that the implementation ofEnglish Movie to Enhance Students's Interest in Speaking Skill at SMAN 1 GalisPamekasan was using English movie is wellenough and significant develop student speaking skill.

Zumam and Fujiona (2020) have also produced speaking learning strategies through the English Movie such as:

1. Selecting English Movie selection. Researchers were looking for good movies to beused in teaching material for speaking.

2. Comprehending the movie content. Researchers and students tried to understand the contents of the story in the movie.
3. Recognizing the new vocabulary. Researchers and students must have been noted about new vocabulary in the contents of the movie.
4. Retelling the contents of the movie briefly. The researcher asked the students to speak in front of the class based on the movie's content.
5. Conveying the moral message. Students were asked to convey the moral message contained in the movie. Then the researcher or teacher explained the meaning of the moral message contained in the movie.

## **Conclusion**

Laksana (2011) Speaking is important tool communicate or to deliver mind things about what the speaker will be said with their society. Teaching speaking should be fun and attractive, it means when the teacher wants to teaching speaking, there must be use an attractive and interested media for getting students' attention because speaking English is hard for students. English is not our native language so students get trouble for learning English. Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool. Besides movie or film is a entertainment media, it is also an interesting media for learning. According to Firby in OTUK an English Learning School Online (2020) state if sitting through a full movie in English seems too difficult, then it might be a good idea for us to start by watching short films. There are many short films in English, which can range from just a few minutes long to about half an hour. Young students can improve their English on this community website, which uses clips from film, short films and TV series.

Movie is good media for teaching speaking. students can get the emotion, meaning, gesture also learn the culture of native also learn how to pronounce the word when their watching a movie. It is very useful when student can concentrate in whole movie. Given the benefits of using film in the language learning classroom, it is not surprising that many teachers are keen to use film with their students, and an increasing number of them are successfully integrating film into the language-learning syllabus.

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