



FANTASY MOVIE IN SPEAKING ACHIEVEMENT OF INDONESIAN EFL LEARNERS

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Abstract

This study shed light on proofing whether or not fantasy movie used as audio-visual media helped the students in improving their speaking achievement. This quantitative pre-experimental research involved 36 students of 8th grade of SMPN 24 South Tangerang as the samples. Both speaking pre- and post-tests were used as the instruments in collecting the data. The data were analyzed quantitatively In four steps; 1) assessing each student's speaking performance based on the scoring rubric; 2) comparing students' achievement in the pre-test and in the post-test; 3) presenting the comparison into percentages, and 4) determining the hypothesis. The analysis data showed that most students reached higher achievement in the post-test or after the treatment. In the percentages, 22.2% of the students fell in 'excellent' level in the post-test while in the pre-test none of the student was categorized in this criterion. Also, 44.4% of the students who sat in 'bad' level in the pre-test, decreased into 11.2% in the post-test. These results indicated that the students made good improvement in their speaking achievement after being taught by using fantasy movie. From those results, this study accepted H_a and rejected H_0 . To conclude, this research confirmed that fantasy movie used as audio-visual media helped the students in improving their speaking achievement.

Keywords: audio-visual media, fantasy movie, movie genre, speaking achievement

Introduction

Speaking is the essence of learning a language since this skill let the learners able to convey their thoughts and express their ideas to build effective communication (Koşar & Bedir, 2014). Speaking is also used as the indicator of the successful language learning (Brown & Yule cited in Kuning, 2019). In the context of

learning English as a foreign language (EFL), speaking is considered as the most difficult skill to acquire.

A study of Franscy & Ramli (2022) reported both linguistic and non-linguistic facets Indonesian students experienced in speaking skill. Linguistic aspect was including: vocabulary, pronunciation, comprehension, grammar and fluency.

Meanwhile, non-linguistic aspect consisted of; low motivation, nervous to speak, low participation in the class and afraid of making mistakes. Among these two aspects, linguistic factor was higher than the non-linguistic one in which 77% students struggled for the linguistic part and the rest of 23% dealt with non-linguistic one.

Due to various issues the students countered in speaking class, Yusuf & Zuraini (2016) put their focus on finding out the problems faced by the teachers in teaching speaking skill. Their research analysis showed that the challenges covered students' lack of motivation, limited vocabulary, pronunciation issue, nothing to say and interference of mother tongue (L1).

In respond to students' difficulties in speaking skill and also teachers' challenges in teaching speaking skill discussed by previous studies, Ratnasari (2020) did her research on investigating students' difficulties and what strategies they used to overcome those problems. She found four problems that the students dealt with, namely: lack of grammar knowledge, nervousness, inadequate vocabulary, and unsupportive environment. These students used five strategies to solve their problems, i.e., using google translate, building personal approach to their English teacher, code-switching, considering the audiences as statues, and having self-encouragement.

Summarizing from several sources, there are several factors that influence students' speaking ability; affective, cognitive, linguistic, grammar, discourse, and interaction. According to Tuan & Mai (2015), *affective* is the first main factor affecting student's skill in oral language. This factor exists due to unsuccessful English learning in the classroom. Whereas, *cognitive* factor is the one related to student's knowledge of English. This factor

is the main cause of students' nervousness and anxiety (Hanifa, 2018). *Linguistic* factors can be explained as students' knowledge of English that inhibit them to speak.

In terms of *grammar*, Fareed (2015) expressed his ideas that in English, tenses in grammar are the main vehicles for the learners to lead them building a good correct structure. Tenses used to differentiate time and or event while the speaking takes place. Thus, being knowledgeable in English grammar is generally related to the knowledge of understanding and using the tenses correctly. In order to keep, expand, initiate, and complete the communication process effectively, English learners are affected by *discourse ability*. Discourse helps them able to use the language appropriately in any given situation. Communication itself will happen if there is an *interaction* between two people or more. Those who have good ability in speaking will obviously build good interaction in their communication process.

According to Leong & Ahmadi (2017), the utilization of technological media can bridge the interactions between student-teacher becomes more comfortable. One of the most effective media that give effect to the classroom is audio-visual media (Kafila, 2018). This was proven by the study of Wandira & Hadiyansah (2022) who did an experimental study of using audio-visual media in teaching speaking. The results of their research showed that the students made a significant improvement after being taught by using audio visual media, measured from their pre-test and post-test results. Besides, the students also gave positive responses to the questionnaire related to the used of audio-visual media in their speaking class. Syamsuardi, et.al. (2021, p. 1394) defined audio-visual media in learning as "an involvement of audio-

visual technology which is interpreted as a way of producing or delivering material using mechanical and electronic machines to present audio and visual messages”.

There are several examples of audio-visual media as the aids in teaching and learning, such as LCD project, film projector, TV, computer, VCD player, virtual classroom, multimedia, etc. Under these different types, one media that can also be used is movie. Movie is an entertaining media used to deliver a certain message or lesson or only to amuse people. Movie has various genres including horror, comedy, drama, documenter, action, romance, mystery, thriller, and fantasy. In the last several years, movie has been researching to be used as one of teaching and learning media in education, as well as in English subject. However, those prior studies mostly used movie to be analyzed from various aspects of linguistics or literary. For example, the analysis of discourse used in a certain movie title, and or the analysis of tenses used in one movie title. Despite of this, movies used in experimental study mostly focused on using short video with no specific genre. In accordance to this, the researchers intended to fill this gap by scrutinizing the utilization of Fantasy movie as visual-media in teaching speaking skill.

Fantasy movie is quite popular since this genre fits all ages depending on the film chosen. This genre belongs to fantastic themes such as mythology, folklore, supernatural events or exotic fantasy that is considered as speculative fiction science. Referring to definition given by Wikipedia, 'Fantasy' is a genre of speculative fiction involving magical elements, typically set in a fictional universe and usually inspired by mythology or folklore. There are several examples of fantasy movie: 1) Magic movie that exposes magical spells and deed for a certain purpose such as Narnia, Fantastic

Beast, Harry Potter; 2) Supernatural movie that tells about incident or unpopular things contain extra-ordinary abilities such as Enchanted, Lord of the Rings, Coraline; 3) Mythology movie which presents a fairy-tale about spirits or culture or gods, such as The Mummy; 4) Folklore movie which contains a story of ancient times passed down from generation to generation such as *Danau Toba*, *Timun Mas*, *Sangkuriang*; 5) Musical movie that covers a fiction story with the companion of music or song such as Barbie or other cartoon films.

In this research, the researchers did their study by formulating a question: “Does the use of fantasy movie as audio-visual media help the students in improving their speaking skills?” Thus, the objective of this research work was to experimentally explore fantasy movie used as teaching and learning media in improving students’ speaking skills. This research was guided by the formulation of two hypotheses as follows:

Ha: Fantasy movie audio visual media helps the students in improving their speaking achievement.

H₀: Fantasy movie audio visual media does not help the students in improving their speaking achievement.

Research Method

This research was carried out in the even semester of academic year 2022/2023. The research took place at SMAN 24 South Tangerang. The population of this study was all 8th grade students at this school consisting of 360 pupils spreading into 10 classes. In selecting the sample, the researchers used cluster sampling technique. Sugiyono (2013) explained that cluster random sampling is a technique used when the objects or sources are wide, thus, these populations are grouped into clusters before being

selected. In this research, 10 classes of 8 grade students refer to 'clusters'. The researchers only selected 1 class out of those 10 occupied by 36 students.

The method applied in this study was quantitative approach with pre-experimental research design. One group of pre-test and post-test was used as the research framework. Therefore, the tools used to collect the data were pre-test and post-test. Since this research aimed to measure students' speaking skills, in the two tests the students were asked to speak about one topic chosen from their English text-book with the duration between 2-3 minutes in each test. In assessing students' speaking performance, a speaking rubric adopted from: <https://www.scribd.com/document/324973046/Scoring-Rubric-for-Speaking-Test> and <https://www.scribd.com/document/424158165/Rubric-for-scoring-speaking-test>.

In analysing the data, four quantitative steps were taken. First, after each of the student was assessed based on the scoring rubric, the researchers calculated the achievement by using the following formula:

$$t = \frac{x}{y} \times 100\%$$

In which,

X = the number of students per grade

y = total of the students

After each student's score was obtained, the researchers classified the achievement in the qualification criteria as presented in Table 1 below:

Table 1. Students' speaking qualification

Score Interval	Qualification
91-100	Excellent

81-90	Good
70-80	Moderate
<69	Bad

Second, comparing the achievement gained by the students in the pre-test and post-test seen from the qualification stated in Table 1 above. Third, putting the achievement into percentages. Fourth, determining the hypothesis.

Findings and Discussion

Based on the data analysis steps above, the findings of the research were as follows:

First, the following Table 2 and 3 presented the results achieved by the students in both pre and post-tests:

Table 2. Students' speaking achievement in the pretest

Score Interval	Total of the Students	Remarks
91-100	0	Excellent
81-90	9	Good
70-80	11	Moderate
<69	16	Bad

Table 3. Students' speaking achievement in the post-test

Score Interval	Total of the Students	Remarks
91-100	8	Excellent
81-90	10	Good
70-80	14	Moderate
<69	4	Bad

Second, comparison results of students' achievement in pre-test and post-test were as follows:

Table 4. Students' speaking achievement in the pre-test and post-test

Tests	Qualification			
	E	G	M	B
Pre-test	0	9	11	16
Post-test	8	10	14	4

E = Excellent, G = Good, M = Moderate, B = Bad

From the table above, it can be seen that the students made significant improvement in their speaking achievement after they were taught by using fantasy movie. Before the treatment, none of the students fell in the criteria of 'excellent' while after the treatment, 8 students' achievement were classified as 'excellent'. The other significant improvement can be seen in the qualification of 'bad' in which before the treatment, almost half of the students, i.e., 16 persons performed bad and this number decreased in the post-test into 4.

Third, overall, if students' speaking achievement were put into percentages, the results were as in below Table 5:

Table 5. Students' speaking achievement percentages in pretest and posttest

Tests	Qualification Achievement in Percentages			
	E	G	M	B
Pre-test	0%	25%	30.6%	44.4%
Post-test	22.2%	27.7%	38.8%	11.2%

E = Excellent, G = Good, M = Moderate, B = Bad

The progress achieved by the students for their speaking skill in the post-test was described in Table 5 above. In pre-test, 0% of the student achieved "excellent", but in the post-test, there were 22.2% students achieved this level. This achievement showed that there were 8 students made good improvement. For "good" level, there were 25% students achieved this level from the pre-test, while 27.7% students from the post-test. For "moderate" level, in pre-test, there were 30% students in this level. And in the post-test, there were 38.8% students achieved this level. For "Bad" qualification, most of the students or 44.4% of them fell into this level. But in the post-test, there were just 11.2% students sat in this level.

From the results of data analysis, students' speaking achievement in the post-test outperformed their pre-test. This also confirmed that the used of fantasy movie as audio-visual media in learning speaking skill gave positive impact to students' improvement.

Fourth, thus, the analysis of this research accepted H_a which stated that "The used on fantasy movie as audio-visual media in teaching and learning speaking skill helped the students in improving their speaking achievement."

Conclusion

This pre-experimental research was aimed to determine whether or not fantasy movie used as audio-visual media helped the students in improving their speaking achievement. The results of data analysis revealed that the students performed better in the post-test. Students' speaking achievement were not only seen from the qualification of their speaking score but also from the percentages they achieved in the post-test. In short, students' speaking performance in the post-test were better than their achievement in the pre-test.

Thus, this study concluded that fantasy movie used as audio-visual media in teaching speaking skills helped the students in improving their speaking achievement.

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