


GROWING STUDENTS' SPEAKING SKILL TO LEARN ENGLISH THROUGH FILMS WITH THE FUN ENGLISH TEACHING METHOD FOR SENIOR HIGH SCHOOL

Asrul Bin Rustam¹, Nurdevi Bte Abdul², Junaid³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 29, 2023 Revised: July 7, 2023 Accepted: September 8, 2023 Published: August 15, 2024</p> <p>Keywords: Films Speaking Skill Fun English Teaching Method</p>	<p>The objective of this research is to find out students' speaking skill through films with the fun English teaching method at SMA Muhammadiyah Makassar. The methodology of this research was a pre-experimental method. The subjects of this research were the tenth-grade students of SMA Muhammadiyah Makassar. The research instrument for data collection used in this research was the test to determine students' speaking skill before and after treatment. The result of this research showed that the t-test value was higher than t-table value. The t-test value of speaking skill is greater than t-table (-14.749 > 2.160), and the mean score of the students' post-test (75.64) is higher than the mean score of the students' pre-test (50.14), the mean score increased by about 25.5 points. The mean score of the post-test is higher than the mean score of the pre-test. It means that the null hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. In other words, there is significant difference between the result of the pre-test and post-test in growing students' speaking skill. Based on the findings, the researcher concluded that the films with the fun English teaching method grew students' speaking skill.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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<p>Corresponding Author: Asrul Bin Rustam, English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: asrulbinrustam@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

A school is a place to learn, from academic to non-academic, with hundreds of outstanding students in their different disciplines. Furthermore, schools are classified as either high schools or vocational high schools. Natural sciences, social sciences, mathematics, civic education, Indonesian, and English are all taught at both schools. Because these six disciplines are required in all schools,

There are students who succeed in each of these fields of study, as well as those who are uninterested in specific fields. Why is this possible? This is because students have difficulty understanding the concepts taught by subject teachers. English is one of the subjects in which students struggle to understand. Students' lack of comprehension of English is caused mostly by a lack of study time, trouble with pronunciation, the effect of the surrounding environment, insecurity of studying grammar, a lack of vocabulary, and a lack of confidence. As a result, English will be highly important in the future when looking for jobs.

Asep & Inayah (2019) stated that one of the language abilities that focuses on communicating verbally is speaking. This can properly and smoothly create, transfer, or receive data. The speaker must focus on vocabulary, grammar, and pronunciation. Therefore, students are taught from the beginning that English is also very important in the world of work; therefore, by teaching high school students to learn English, film can be used as a very good medium because not only will they learn the vocabulary they will need, but they can also directly listen to the way English is narrated properly and correctly.

According to Tsuda (2003), "Two thirds of a group of students do not like to study English because they did not have much feeling of success in their learning experience." As a result of not spending enough time learning English, students lack confidence in their speaking ability. That is why teaching English with a fun method is important for students who want to grow their interest in learning English.

The researcher posits that one of the concepts would be helpful to grow students' speaking skill to learning English through films with the fun English teaching method. The Fun English teaching method is a teaching process that is not monotone. Students will not have a learning process just by opening a book and reading or something, but instead the students and the teachers will actively participate in class with guessing games and re-telling stories about films that have been given by the teacher to students. The researcher believes that it would be possible to conduct this research under the title "Growing Students' Speaking Skill to Learn English through Films with the Fun English Teaching Method for Senior High School."

RESEARCH METHOD

Result

1. Score of the Students' Speaking Test

Table 1. The Classification of Students' Pre-Test and Post-Test Scores

No	Classification	Range	Pre-Test		Post-Test	
			Frequency	%	Frequency	%
1.	Excellent	96 – 100	0	0%	2	14.3%
2.	Very Good	86 – 95	0	0%	1	7.1%
3.	Good	76 – 85	0	0%	3	21.4%
4.	Average	66 – 75	3	21.4%	7	50%
5.	Poor	36 – 65	11	78.5%	1	7.1%
TOTAL			14	100%	14	100%

Table 1 shows that prior to treatment, no student improved from an average to an excellent score; 11 students received a poor score in the 36 – 65 range. After giving treatment, there is 2 (14.3%) students who gained an excellent score, 1 (7.1%) student who gained a very good score, 3 (21.4%) students who gained a good score, 7 (50%) students who gained an average score, and 1 (7.1%) student who gained a poor score. From this result, it can be seen that there is a significant improvement in growing students' speaking skill after using films with the fun English teaching method. According to the representation above, the students' speaking skills are characterized as poor classification before to treatment using films with the fun English teaching method. After giving treatment using films with the fun English teaching method, the students' speaking skill are categorized as excellent, very good, good, average, and poor classification. It can be seen that the rate percentage from the speaking test in the post-test is higher than the rate percentage of the pre-test. It means that students grew their speaking skills by implementing film with fun English teaching method.

2. The mean score and standard deviation of the pretest and posttest

Tabel 2. Paired Sample Statistics

Tests	N	Mean
Pre-Test	14	50.14
Post-Test	14	75.64

Table 2 shows that from pre-test to post-test, the speaking skills of the tenth-grade students of SMA Muhammadiyah Makassar improved from 50.14, classified as a poor score, to 75.64, classified as average score, after giving treatment. It means that the mean score increased by about 25.5 points. The mean score of the post-test is higher than the mean score of the pre-test.

3. The significant differences of the pre-test and post-test

Tabel 3. Paired Sample Test

Tests	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test – Post-Test	-25.50	6.47	1.73	-29.24	-21.75	-14.729	13	0.000

Tabel 4. T-test and T-table value of the students' pretest and posttest

Variables	T-test Value	T-table Value
X	-14.729	2.160

It can be seen from Table 3 and Table 4 through inferential statistics that t-test value (-14.749) is greater than the t-table value (2.160). Besides, the significant difference is lower than 0.05 which is 0.000. It means that the null hypothesis (H0) was rejected while the alternative hypothesis (H1) was accepted. In other words, there is a significant difference

between the result of the pre-test and post-test of students' speaking skill by using films with the fun English teaching method.

Discussion

This part dealt with the interpretation of statistical analysis findings, as well as the description of data gathered from students' scores before and after treatment to grow students' speaking skills. The discussion provides a description and interpretation of the further explanation of the findings.

The findings of the researcher reported in this chapter were based on the research question, which is: "Are the films with the fun English teaching method growing students' speaking skill in learning English in senior high school?" Four skills, listening, speaking, reading and writing are available in English. Ideally, the teacher must integrate all four skills so that students have good English skills, whether in written language or in spoken language (Yudar et al., 2020). The researcher was more focused on teaching speaking skills to tenth grade students. As is known, speaking skills are abilities that focus on public speaking in expressing opinions and also conveying something. They teach how to make students able to speak in front of the class without shame or fear of making mistakes.

The researcher specified in growing students' speaking skill in learning English by using films and fun English teaching method in teaching and the focus of this research was the speaking skill of the students, therefore the test was given based on the students' speaking skills. And after giving treatment to the students there are significant improvement to their speaking skill between the pre-test and the post test. The score before the treatment which is the pre-test is 50,14% and after giving the treatment there are significant improvement to the students and the score of the post test is 75,64% which is mean there are 25,5% improvement. Before the treatment there are no students gain excellent, very good, and good score. There is only 3 of the students got average scores and 11 of the them got poor score, and it is been proved after using films with the fun English teaching method there was an improvement to the students and score is 2 two students got excellent score, 1 student got very good score, 3 students got good score, 7 students got an average score, 1 student got poor score and no one got a very poor score so that is mean the method that has been implied is effective.

From the explanation above means that using films with the fun English teaching method is effective and it proved by **Rahmawati (2020)** in her thesis found that the fun teaching method can be used as a way in the process of teaching activities, especially in English. In the process of learning, students not only sit still and concentrate on paying attention to the teaching of the teacher, but there is interaction between the student and the teacher.

RESULT AND DISCUSSION

Conclusion

According to this research, the tenth-grade students of SMA Muhammadiyah Makassar in the academic years 2023/2024 growing the students' speaking skill after being taught using films with the fun English teaching method.

The sample were the tenth-grade students of SMA Muhammadiyah Makassar in the academic years 2023/2024 improved their speaking skills after being taught films with the fun English teaching method. It can be seen by the t-test result being significantly greater than the value displayed in the t-table, and the students' post-test mean score (75.64) appearing higher than the students' pre-test mean score (50.14).

The outcomes of the tests taken before and after the treatment presented a significant improvement. Additionally, the research goal could be accomplished if the students' speaking skill grew in learning English. Moreover, as indicated in the discussion part, this research has improved teaching methodology in teaching English. So, the using of film with the fun English teaching method is effective.

Suggestion

For the teacher based on the findings of this research it is really important to using this method in teaching to growing the students' speaking skill in the class. The teacher should be more active in teaching by always communicating with the students in the class. For the researcher if the researcher wants to be a teacher someday, they should know how to make the students more comfortable in the class when the learning is start and always communicate with the students.

The suggestions for the students are to show more respect to the teacher and be more attentive to the teacher when given explanations about the material. And don't be shy to asking a question to the teacher if they don't understand the subject and that will help the students to learn and understand the subject easier.

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