


IMPROVING THE SPEAKING ABILITY OF GRADE SEVEN STUDENTS OF
SMPN 1 MEPANGA THROUGH ENGLISH MOVIES

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 16, 2025 Revised: June 26, 2025 Accepted: June 27, 2025) Published: June 30, 2025</p> <p>Keywords: English Movies Speaking Ability Pre-experimental</p>	<p>The objective of the study is to find out the effectiveness of the <i>English movie</i> in teaching English speaking to grade seven students of SMPN 1 Mepanga in the academic year 2024/2025. The sample of this pre-experimental research was grading seven students of SMPN 1 Mepanga which consisted of 28 students of the VII D class chosen by using the <i>purposive sampling</i> technique. The data were collected by using a speaking test conducted before and after the treatment, or pre-test and post-test. The data was analyzed by using statistics methods. The result shows that there was a significant improvement in the student's speaking ability. It was proved by the result of the t-counted (19.13) which was greater than the t-table (1.703) in the significance degree, (0.05). The conclusion of this research indicated that the English movie is effective in teaching English speaking in the classroom and provides a significant effect to improve the students' speaking ability.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Speaking is one of the four basic skills which have the important role in human activities to communicate with other people. Hornby (2015) explains that speaking means utilizing words in a normal voice, uttering them, understanding and being able to utilize language, expressing oneself verbally, or giving a speech. Humans are able to maintain relationships with people in society by using verbal or nonverbal cues. When individuals interact with one another, speaking is the most common way they share their thoughts, feelings, and ideas about

particular topics. Speaking ability is regarded as one of the most crucial talents for improving communication.

English is a foreign language used all over the world, and it is taught in every country. Students are advised to acquire four abilities in order to grasp the English language which is listening, speaking, reading, and writing. Students are urged to acquire the four abilities of hearing, speaking, reading, and writing in order to learn the English language. Akhyak & Indrawan (2013:19) state that Indonesian students studying English should be able to communicate effectively and fluently based on the social environment. According to Fachrurrazy (2012:79), speaking is an active and useful ability. The ability to articulate thoughts easily and spontaneously is the goal of speaking ability. Additionally, even though students are expected to speak clearly, many of them consistently utilize the language incorrectly.

According to Kurikulum merdeka, junior high schools in Indonesia should require English teachers to teach speaking as a productive language skill. Based on Phase D, developing communicative competence is the main goal of junior high school English instruction. Students are expected to use English to communicate and exchange ideas, experiences, interests, opinions and perspective with teachers, friends, and others in an increasing variety of familiar environments, both formal and informal. In this instance, the Core Competence and Basic Competence are delivered to the students

Based on the researcher's preliminary observation, the researcher identified that the students had difficulties in speaking skill was difficult and thought speaking was a challenging skill. When speaking in English with their partners, some of the students felt insecure, uneasy, and terrified of making a mistake and receiving criticism and humiliation in front of their partners. In addition, the students frequently made mistakes while pronouncing English words and had a restricted vocabulary, poor pronunciation and grammatical knowledge. As a result, students shied away from participating in these activities. Because of the habit of teaching and learning, this issue gets worse. Therefore, they could not communicate fluently and accurately. It can be identified that the students of SMPN 1 Mepanga still poor in speaking skills. The development of students speaking abilities also depends on their interests and learning motivation. As a result, the teacher should make the classroom lively, incorporate enjoyable activities, and present the content using engaging teaching tools. The more motivated students are the more eager they are to enroll in English classes. Thus, the teaching and learning process will be successful in achieving its purpose of helping students improve their speaking abilities.

To overcome the above problems, the researcher tried to find learning media that can make them interested and able to speak English fluently and accurately. For these reasons, it is necessary to implement an innovative investigation research project that fosters the improvement of oral ability. There are a lot of ways in teaching speaking. The researcher assumes that one of them is using English movie. As Dudeney and Hockly (2010:272) mentioned that one of the ways to learn English quickly is by watching movies or DVD.

Thereby, that is why the researcher has chosen movies to improve the students' speaking ability. The use of English Movie in the teaching and learning process has important roles to improve the four language skills, especially speaking. A movie tells a story or shows a real situation. Movies as one of the multimedia, it can be used in English teaching and learning process because it helps to display the content, to deepen the comprehension and to enhance lexical and grammatical learning. Besides, it helps to improve limited vocabulary, poor grammar, listening and speaking skills. Fortunately, by watching movies students are not just study vocabulary and grammar, but also studying expression of someone within it, culture, and the story plot. Movies also provide the students real conversation by native speaker in different styles based on the country that the movies from. It will give students the experience to know different styles of English. In addition, English Movie can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English.

RESEARCH METHOD

The researcher was conducted in a pre-experimental research design to find out the effectiveness of using the English movies in improving the speaking English ability to grade seven students. The researcher adopted a pre-experimental design because it provided one group as an experimental class and there was no a control class. The researcher used pre-test and post-test to see the result of the treatment. This research design proposed by Arikunto (2006) as follows:

Table I. Research design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

The researcher used the purposive sampling method to determine the sample. Kurniawan (2016) explains that sampling method based on certain criteria (considerations) from members of the population is a purposive sampling. Based on the preliminary research observation, there were four classes of grade seven in SMPN 1 Mepanga. In the preliminary research observation, the researcher interviewed and tested the students. Some of classes had similar problems, they still lack of some aspects in speaking especially in accuracy and comprehensibility.

For the treatments, after giving the pre-test, the researcher gave the treatment six times. One treatment was spent 80 minutes of each meeting. In the treatment, the researcher used English movies in the teaching and learning process. The students were watched an English short video and the students was listened to the audio, and then repeat a part of the movie. When the part of the movie was repeated, the students shadowed or imitated how the way speaker pronounced the dialogue of words and guess the meaning of the unfamiliar phrase with the subtitle of the context provided in the video, including the expression of characters, gestures, and so on right away as closely as possible in a short time. This activity was repeated two times with video and audio on. After that, the activity was repeated in one more time by the students but the students imitated or shadowed with the audio off.

RESULT AND DISCUSSION

The researcher presents and discusses the result of data obtained through the tests as the main instrument of the research. First, before treatment, the researcher gave a pre-test to measure the student's English in speaking a daily conversation that contained about asking and giving for information, describing an object or people. After the treatment, the researcher provided a post-test to find out the student's English speaking after the treatment given. Finally, the researcher analyzed the data to identify whether there was a significant difference between the pre-test and post-test after the application of the treatment. The results of the data present statistically.

Pre-test

The experimental class consisted of 28 students in the classroom. The pre-test total score of the students in speaking english that contain the accuracy is 432 out of 1120, while in speaking english that contain the comprehensibility is 463 out of 1120. The detail result of the students in the pre-test presents in the following table:

Table II. The Result of The Pre-Test

No	Initial Name	Accuracy	Comprehensibility	Raw Score	Max Score	Standard Score
1.	AA	11	11	22	80	28
2.	AHR	20	21	41	80	51
3.	AI	13	17	30	80	38
4.	CS	17	18	35	80	44
5.	DS	12	12	24	80	30
6.	DS	13	16	29	80	36
7.	ES	12	12	24	80	30
8.	I	10	11	21	80	26
9.	I	22	23	45	80	56

10.	IF	21	21	42	80	53
11.	IS	13	15	28	80	35
12.	JJR	10	10	20	80	25
13.	JMK	16	16	32	80	40
14.	MF	14	16	30	80	38
15.	MRJ	18	18	36	80	45
16.	N	12	12	24	80	30
17.	NMMN	19	20	39	80	49
18.	NS	19	20	39	80	49
19.	RCP	27	34	61	80	76
20.	RHD	13	13	26	80	33
21.	RKF	16	16	32	80	40
22.	RPH	13	13	26	80	33
23.	S	11	11	22	80	28
24.	SFA	15	19	34	80	43
25.	SN	16	16	32	80	40
26.	SR	24	25	49	80	61
27.	Y	11	11	22	80	28
28.	YJ	14	16	30	80	38
Total Score ($\sum X$)		432	463	895	2240	1119
Mean Score						39.96

The table shows that the highest standard score on the pre-test is 76, and the lowest score is 25. The percentage of students' pre-test total score in speaking in accuracy is 38.57%, while in speaking in comprehensibility is 41.34%. The speaking accuracy score is lower than the speaking comprehensibility. It means that most of the students had difficulty in speaking accuracy. After getting the total score of the students, to find out the mean score of the students in the pre-test, the researcher applied the formula purpose by Arikunto (2006:276) as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1119}{28}$$

$$M = 39.96$$

Based on the formula, the researcher obtain a mean score of pre-test (39.96). It shows that the students' English speaking is low.

Post-test

The researcher obtain a post-test to the students after applying the treatment. It was to measure the student's English speaking and whether the treatment applied to the experimental class was successful or not. The post-test total score of the students in speaking in accuracy is 755 out of 1120, and for speaking in comprehensibility is 833 out of 1120. The details result of the students in the post-test is presented in the following table.

Table III. The result of the post-test

No	Initial Name	Accuracy	Comprehensibility	Raw Score	Max Score	Standard Score
1.	AA	21	28	49	80	61
2.	AHR	28	34	62	80	78
3.	AI	27	27	54	80	68
4.	CS	24	28	52	80	65
5.	DS	30	30	60	80	75
6.	DS	22	25	47	80	59
7.	ES	25	27	52	80	65
8.	I	26	29	55	80	69
9.	I	35	35	70	80	88
10.	IF	31	32	63	80	79
11.	IS	27	25	52	80	65
12.	JJR	19	23	42	80	53
13.	JMK	27	27	54	80	68
14.	MF	28	27	55	80	69
15.	MRJ	32	39	71	80	89
16.	N	21	26	47	80	59
17.	NMMN	32	39	70	80	88
18.	NS	28	27	55	80	69
19.	RCP	39	39	78	80	98
20.	RHD	29	37	66	80	83
21.	RKF	24	27	51	80	64
22.	RPH	24	26	50	80	63
23.	S	20	22	42	80	53
24.	SFA	23	26	49	80	61
25.	SN	31	37	68	80	85
26.	SR	32	36	68	80	85
27.	Y	24	30	54	80	68
28.	YJ	26	26	52	80	65
Total Score ($\sum X$)		755	833	1588	2240	1985

Mean Score**70.89**

From the data above, the score gained by the students increases significantly. The highest standard score of the students is 98, and the lowest score of the students is 53. The percentage of students' post-test total score in speaking in accuracy is 67.41%, while in speaking in comprehensibility is 74.38%. Speaking comprehensibility obtain higher score than speaking accuracy. The researcher calculated the mean score of student's English speaking by using the formula purpose by Arikunto (2006:276) as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1985}{28}$$

$$M = 70.89$$

Based on the calculation above, the mean score of students in post-test is (70.89). It indicates significant progress of 28 student's English speaking from 39.96 on the pre-test and become 70.89 on the post-test after giving treatment.

Deviation and Square Deviation

After obtaining the mean score of the pre-test and post-test, the researcher counts the mean deviation of the student's scores in the pre-test and post-test. It is presented in the following table:

Table IV. The results of the deviation and square deviation

No	Initial Name	Pretest (O_1)	Posttest (O_2)	Deviation ($O_2 - O_1$)	Square Deviation (d^2)
1.	AA	44	98	54	2916
2.	AHR	82	124	42	1764
3.	AI	60	108	48	2304
4.	CS	70	104	34	1156
5.	DS	48	120	72	5184
6.	DS	58	94	36	1296
7.	ES	48	104	56	3136
8.	I	42	110	68	4624
9.	I	90	140	50	2500
10.	IF	84	126	42	1764
11.	IS	56	104	48	2304
12.	JJR	40	84	44	1936
13.	JMK	64	108	44	1936
14.	MF	60	110	50	2500

15.	MRJ	72	142	70	4900
16.	N	48	94	46	2116
17.	NMMN	78	140	62	3844
18.	NS	78	110	32	1024
19.	RCP	122	156	34	1156
20.	RHD	52	132	80	6400
21.	RKF	64	102	38	1444
22.	RPH	52	100	48	2304
23.	S	44	84	40	1600
24.	SFA	68	98	30	900
25.	SN	64	136	72	5184
26.	SR	98	136	38	1444
27.	Y	44	108	64	4096
28.	YJ	60	104	44	1936
Total Score ($\sum X$)		1790	3176	1386	73668

To identify the mean score of the pre-test and post-test, the researcher applied the formula as follows:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{1386}{28} = 49.5$$

After obtaining the result, it shows that the mean deviation score of the pre-test and post-test was 49.5. Then, the researcher calculated the sum square deviation as known below:

$$\begin{aligned}\sum X^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 73668 - \frac{1386^2}{28} \\ &= 73668 - 68607 \\ \sum X^2 d &= 5061\end{aligned}$$

Moreover, to prove the significance difference between the student's score in the pre-test and post-test, the researcher analyzed the t-counted by using the t-test formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{49.5}{\sqrt{\frac{5061}{28(28-1)}}}$$

$$t = \frac{49.5}{\sqrt{\frac{5061}{756}}}$$

$$t = \frac{49.5}{\sqrt{6.694}}$$

$$t = \frac{49.5}{2.587}$$

$$t = 19.13$$

Testing Hypothesis

The hypothesis intends to find out whether the hypothesis of this research is accepted or rejected. Based on the result of the data analysis and found that the t-counted is (19.13). The researcher compared the value of the t-counted with the value of the t-table to find out the significant difference in the test. Since the degree of freedom (df) = N-1 = 28-1 = 27 by applying a 0.05 level of significance, the researcher found that t-counted (19.13) is higher than t-table 27 (1.703). So, the hypothesis is accepted. In other words, the English movie is effectively applied in teaching English speaking to grade seven students of SMP Negeri 1 Mepanga.

Discussion

In conducting this research, the researcher focused on teaching English speaking using the English movie. And also, the researcher only focused on accuracy and comprehensibility. In this study, the researcher applied pre-experimental research design using one group as the research sample it is class VII D consist of 28 students.

Before conducting the treatment, the pre-test was given to the students in the first meeting before the implementation of the English movies. It was conducted to know the students' initial ability in speaking. The pre-test result showed that most students obtain low scores in speaking. It happened because they had lack of vocabulary, unfamiliar words, and lack of students' motivation in learning English. They are too shy and too afraid to take a part in the conversation. Students were afraid of making mistakes in speaking English. Besides, they rarely practice to speak. During the pre-test, students seemed confused and frequently asked their friends or teacher about the questions. According to Wang (2020), the primary issue with learning English is having trouble memorizing word, which takes up most of the learning. In addition, Husnawati (2017:13) mentioned that vocabulary is important in people are unable to understand others or express their ideas if they do not have a sufficient vocabulary. To improve the students' speaking ability, the researcher provided the treatment to class VII D for six meeting by applied English movies.

At the first meeting, the researcher taught the material based on the lesson plan (modul ajar) that align to Kurikulum Merdeka. Before starting the activity, the researcher explained the steps about the learning procedure through English movie to the students. Furthermore, the researcher plays the movie which is contains expression of the first topic about thanking

and apologizing. First, students watch the movie that displayed on the LCD projector related to the topic. Next, the researcher asks to them pay attention to the movie. After paying attention to the movie, students and teacher analyzed the movie together. Here, teacher helps students to identify general structure and language characteristics of Thanking and Apologizing. Researcher and students review the vocabulary that used in descriptive text by selects the word to be discussed and repeated by shadowing the words spoken from the movie. Researchers provide insight into the meaning of the sentence. "Thanking" is used when we are grateful and want to thank people for assisting us or supporting us. On the other side, "Thanking" should also express gratitude by responding with "You are welcome, Do not mention it, No problem, All right, Never mind". Furthermore, we should say "Apologize" when we feel guilty and wish to apologize to others for our mistakes. In short, we accept "Apologize" and say "That's all right, That's okay, It's all right, It's okay, It's fine, Forget it, Never mind, Do not apologize, It does not matter". Last but not least, repeat the steps until the students could follow the speaker correctly at almost the same time. Last, some students still have not been able to practice their speaking English. Students looked nervous and shy even though they understand the conversation, but their pronunciation was not satisfactory yet. In this case, the steps repeat five times until they could speak English and have a conversation in front of the whole class with pronouncing the sounds better than before and correctly. During the performance the researcher corrected the mistake happened directly.

At the next meeting, in every meeting the researcher did the same thing as the first meeting by explaining first the topic they were going to learn about that day. The researcher also got the result of the pre-test so that the researcher found out how many students had good and poor in speaking English. The researcher gave more attention to students because almost all of them had poor in speaking English especially with accuracy and comprehensibility. However, students' speaking ability in comprehensibility is bettered than their speaking ability in accuracy. To address this, researcher providing effective feedback for students while teaching by repeat what they said correctly or reduce article errors "a, an, the" in picture descriptions. The plan should be continual, adaptive, and supportive, with an emphasis not only on correctness but also on increasing students' confidence and understanding of their spoken language. The goal is to make students clearer and more confident, even if they still make occasional grammar errors. The researcher asked them to repeat more than three times. Students repeated immediately after the researcher so they got the right pronunciation. Soon after the students understood, the researcher asks the student to perform in front of the class. Here, they could enjoy the learning process and they felt more relaxed. They seemed to be interested, motivated, and happily take part in the activities. The reason was that the English movie was very interesting and funny to watch. It was shown by their willingness to do what the researcher asked them to do.

At the third, fourth, and fifth meetings they had good improvement in speaking English. In these meetings, students have already more enjoyed the class and getting more motivated

to practice speaking English. Therefore, they could speak confidently without much guidance from the researcher. Furthermore, most of them appear to have started taking their own notes without being reminded. They also enthusiastically responded to each question from the researcher. When researcher gives vocabularies or sentences to translate into English or into Bahasa and pronounce it, related to the material about Telling the Time, while more than five students raise their hands and take turns answering. However, researcher still guided them to keep the class running smoothly. Thereafter, at the sixth meeting they were already familiar, comfortable, and feel easy to take a part in the conversation through English movie. They became more willing to speak in front of others. During the treatments, researcher discovered that there were students that cared outside of the classroom. Some even requested to be able to participate the researcher's class at the following meeting. They supposed that what the researcher and the students of VII D were doing was both interesting and enjoyable. Students reported that learning English in class especially to improve their speaking ability through watching English movies made learning fun and less stressful. Many students improved their intonation, stress, rhythm through shadowing.

After the treatment, the post-test given to students in the last meeting after implementing the English movies during six-time treatments to measure students' speaking ability. Most of them were able to increase their score. Regarding the result showed that students' score on the post-test was higher than their score on the pre-test. So, there was a significant improvement after the treatment by applying the English movies in teaching speaking. However, the researcher assumes that if the English teacher keeps using the English movie as one way to improve students' speaking ability, it can also increase their score to pass the passing grade score. In other words, the English movie is effective in improving the students' ability of grade seven students of SMPN 1 Mepanga and the result of this research has answered the research question and also directly proportional to the hypothesis.

Based on the first research, this finding is in line with the result of research done by Zumam and Fujiono (2020) stated that the movie is effective in improving the students' speaking ability, motivation, and confidence in practicing their speaking in front of the class. The researcher agreed with this statement because the result of her research also showed that the implementation of the English movie in the learning process was able to improve students' speaking ability. Furthermore, another previous study conducted by Matondang (2021) also mentioned that there was a high correlation between watching English movies and the teaching skills of students. The study aimed to determine whether there is a significant correlation between the two variables and to what extent watching movies could improve students' speaking ability. The researcher also agreed with this statement that the English movie has a very positive impact on the English learning process and speaking fluency of students.

English movie as one of the way and guideline of English learning process that could make students be motivated, be active, be interested in following learning process. It is how English learning as a teaching media to improve students' speaking ability in accuracy and comprehensibility of grade seven students of SMPN 1 Mepanga

CONCLUSION

After discussing and analyzing the data in the previous chapter, the researcher concludes that the English movie is significantly improves students' speaking ability of grade seven students of SMPN 1 Mepanga. Data analysis reveal that the students' post-test score is higher than their post-test score. Specifically, the mean pre-test score is 39.69, whereas the mean post-test score increases to 70.89 after the treatment that has been given. By the result of the t-counted (19.13) which is higher than the t-table 27 (1.703). These results indicates that the hypothesis tested in this study is accepted.

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