

THE EFFECTIVENESS OF MAKING SHORT FILM FOR STUDENTS' SPEAKING ABILITY

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ABSTRACT

As far as the researcher's knowledge, the research of "The Effectiveness of Making Short Film for Students' Speaking Ability" is still difficult to find, the researcher formulates the statement of the research, Making Short film is effective for students' speaking ability and the objective of research is to find out whether making short film can effective for students' speaking ability. This research uses experimental design and quantitative method, it is suitable with this research. The subjects are eighth graders of VIII^A as control class and VIII^C as experimental class at SMP Muhammadiyah 4 Gadung Surabaya. The data collection uses test, post-test only design as instrument to count the compared score of the difference classes. The result of post test score is counted using SPSS 1.6 Software to know the significant different between control and experimental class. Based on the last counted, the researcher count T-test to know the effectiveness of making short film for students' speaking ability and Eta-square to know the effect size of T-test result. T-test result was shown significance between those classes from Equality of variances test is 0.000, whereas P-value is more than 0,05 or P-value > α (0.05), so H_0 is pushed away. So, the ability of those classes is difference. The result of Eta-square was shown 0.40 which is higher than 0.14. It means the result is very high because 0.40 was exceed the aspect scale 0.14 is large effect. After counted done, making short film proven effective for students' speaking ability.

Keywords: making short film, speaking ability, control and experimental class

English is one of important language in learning language. Learning English is requirement for students in learning language. It needs the teacher role in teaching English. In learning English, it has four important skills. Listening, Speaking, Reading and Writing as important skills to learning English (Depdiknas, 2006:1). It is important for students to master the whole skills because all of those skills are interdependent to support.

Speaking is one of the most important skills in learning English. Speaking is one of weakness skills for students to learning English. That skill is not easy for students to practice English. Brown (1983:43) Stated that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help students. That also comes from habit the teaching English at school, because in our country, students speak English in the class rarely when learning English. They always learning English in reading and writing. They also only focussed on book material.

Based on pre observation in junior high school, the students are mostly still difficult to learn English especially in speaking. It is because they do not familiar to speak English either in the class or outside of the class and cannot express their idea during learning English. Often times the students only listen to their teacher and answer the question in patch up. The test is often given such writing test or completing sentence. The result of the researcher's observation is the student will be silent during in English class. So, there is no atmosphere in speak English in the class. They do not familiar to speak English because they do not use English as active in the class. In fact, the mastery of speaking English is really important. In this era, the effect of globalization influences people who want to communicate with foreigners in other countries, such as in business, in industry, and even in education. The People need a language for a communication. Having the ability in speaking English is urgent in order they can keep pace with the advancement of the era.

There are two kinds to Communication, they are oral and written. It can start in orally than written. In fact, students learn English from Written than Oral. The teachers must have strategies for teaching speaking. Rivers (1968) stated that the material in teaching speaking should be proper for the student ability, interest and need. It supports students to speak English actively either in the classroom

or in the outside of classroom. The researcher hopes students can speak English well. It means that students can speak English fluently. To make the students speak, English teachers can apply some techniques to teaching speaking such as: guessing games, retelling stories, debate, small group discussion, and role-play (Lubis, 1988: 40-45). So there are many kinds of techniques for teaching speaking. There are many other techniques can be used. Related with those techniques, the researcher offers role-play with using media in group working to making short film as selected technique to apply in teaching speaking. The purpose of role-play is to practice inviting and responding to invitations (Dougill1987:18-19). Role-play here as practice conversation in daily activities and express real situation. This is applying in making short film in teaching speaking.

Role-play is the appropriate choice for students to expressing their mind, idea, and expression without afraid with their friends and their teacher when making mistakes. That can be a good alternative technique to be applied in teaching speaking. According to Hattings (1993:165) based on his observation in the conversation class, the role play seem to be the ideal activity in which students might find themselves and give them an opportunity to practice and develop their communication ability. In the role-play the students are put in a certain atmosphere outside of the class atmosphere. The students will be confidence without feeling clumsy with their friends, because in group working every student has the same work to role and speaking fluency. Kao & O'Neill (1998) propose that confidence levels increase when students have something to talk about and, most importantly, when they know how to express their ideas. Enjoy to learning is one of the keys for students follow to speak English.

Related with role play, the teacher gives freedom for students to choose one topic for making conversation in real situation in group working. It mean they can make a topic by them self and they also can browse their topic from book or internet. After that, the students will record their performance for making short film and also practice in front of the class. It makes students more creative to learn. The students can express their idea and creativity in making script conversation and short film as an art. Moreover they can upload their short film in youtube as to be proud of student's creation. This role playing exercises can motivate them in learning the language and speak English. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. Role play hopefully can develop speaking skills in any situation and helps them to interact. One of the student weaknesses in speaking class is shy. Role play is one of strategy can help students to be daring to speak and they can open minded. In addition, it is fun and most learners will agree that role play can be better technique for learning speaking English.

Related with the explanation above, the researcher aimed that the students play in mini conversation and then it will become short film. Media is one of tools to support students expressing idea and developing their creativities. In this research media is to exploit the technologies modern as auxiliary learn. It is among related with this research as videotaping, browsing, editing and etc. Learning is two-way process and the constant exchange of ideas makes the classes interesting (Rao, 2014:142). It is better using students centered learning as teaching and learning in curriculum 2013 (2014). The point of the teacher is the student learning by them self to express many ideas, but the teacher role just controls student work. So it makes students freedom to develop their skills and ideas in making short film that can be effective for students' speaking ability.

REVIEW OF RELATED LITERATUR

Speaking, is one of the big influences of communication. Speaking is an important skill in communication with others people. Chastain (1976:332), "Speaking is a productive skill". It is to be the nature of speaking. Speaking as productive skill because speaking skill uses in daily activities when interact with every peoples in everyday, moreover it is to be requirement. Byrne (1998:8) also says "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding". Speaking is not only talk or produce a sound in communication so it needs coordination of conversation between speakers and listeners to be understanding. Channey (1998:13), "Speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts". Speaking as the prime tool in

communication to deliver the opinion and feeling. Keith and Morrow (1978:130) stated that speaking ability is an activity to produce utterances in oral communication.

Based on the definition above, the researcher concludes that speaking is a skill for interaction and communication directly and in real situation. Speaking needs understandable language, so that speaker and listener can catch the point of conversation. Speaking ability has some aspects they are; fluently, grammar, pronunciation, comprehension and understandable vocabulary. It needs listener can get the point what is speaker said. In generaly, speaking skill is related with real comunication in real situation in daily activities. So learning speaking is better to practice in oral performance in daily conversation.

Teaching Speaking, Teaching English is teaching and learning process that has the target to learning English as second language. Speaking skill is one of the most important skills such as listening, writing, and reading in teaching English. Anderson and Bachman (2009:1) claimed that speaking skill is an important part of the curriculum in teaching language, and it makes them an important object of assessment as well. So, speaking skill is the skill to use in interaction and communication with every people in oral situation. Speaking skill has five components in mastering learning second language. Brown (2004:172-173), "there are five components of speaking skill in oral speech that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension".

To be a good speaker, the English learners have to master all of the components. Pronunciation and fluency is one of the weaknesses students in learning speaking because mastery of the both components are they can speak fully similar with native speaker or pronounces similarly with native speaker and speak as fluent and effortless as that of a native speaker. The mastery of grammar in speaking is the meaning of the content is clear, so that speakers and listeners are easy to understand about the content of conversation. Mastery of vocabulary in speaking here is use of vocabularies and idioms that of a native speaker. Latest is about mastery of comprehension in speaking, it appears to understand everything without difficulty. Well teaching speaking uses those five components to measure speaking skill of the students in oral performance.

Sometimes the students are difficult to learn english especially in learning speaking. The students need motivation from the teacher for spontaneous speaking during learning English. In some ways the teachers still cannot handle the students in teaching speaking. In fact, to produce the spontaneous in oral speaking, there is need a little conscious reflection of learners become automatic speakers. In class, the important role is to provide an opportunities to practice in oral communication for speaking skill. The tips from Wharton and Race about teaching speaking related with this research (1999:33) they are (1) use plenty of group and pair work, (2) Use guided activities where necessary, (3) Consider role plays, (4) Use task-based activities, (5) Give some practice at long turns, (6) Create an atmosphere of acceptance.

Technique of Teaching Speaking, there are revolution of education from year by year. The revolution of education can be seen from the system and strategies of teaching and learning. There are mean curriculum scheme of education. In the previous year, curriculum KTSP was used and now it has changed with curriculum 2013. Curriculum 2013 is more complete than curriculum KTSP. This research uses concept scientific learning and authentic assessment of curriculum 2013.

The implementation of curriculum 2013 suggests that the students must bemore active, productive, inovative, creative and effective to developing their skills. So, curriculum 2013 needs applying student center learning as the method in learning English. It is because students can be more active learning English either in the class or in the outside of the class. Winter (2001:1) Learning is "student-centered" because the students are given the freedom to study those topics that interest them the most and to determine how they want to study them. It means that teaching speaking suggest the students must be active than the teacher. It is for improving the students' skill about English either in the class or in the outside of the class. However teaching technique is needed for achieving the purpose of learning process. In teaching speaking, the teachers have to find the most appropriate techniques for their students. The good technique will be able to increase and improve the students' ability. The various techniques in learning language of Brown (2000:133). It is based on taxonomy of language learning techniques. The researcher use one of following teachniques. They are free technique, such as: Role playing, games, report, problem solving, drama, interview, discussion, etc.

As there are kinds of those techniques, the teachers have to consider with the students' level and ability. It will be easy to accept the learning process. Related with those techniques, The students hope that they are able to communicate in English fluently. They will be able to interact with their friends in English fluently. Brown (1994:275) notes that there are some principles for designing speaking techniques. It can be seen from the quotation below:

1. Techniques should cover the spectrume of learner needs, from language-based focus on accuracy to massage-based focus on interaction, meaning and fluently.
2. Technique should be intrinsically motivating.
3. Technique should encourage the use authentic language in meaningful contexts.
4. Technique should provide appropriate feedback and correction
5. Technique should capitalize on the natural link between speaking and listening.
6. Technique should give students opportunities to initiate oral communication.
7. Technique should encourage the development of speaking strategies.

Role-play as a Technique to Teaching Speaking, Role play is activity in which students are assigned roles and improvise a scene. It is make students habitually to speak english in their activities. Thornbury (2005:96) Speaking activities is a drama element, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. It means drama is the general term encompassing role play. The students role play in conversations as real situation in daily conversation.

Paulson and Bruder (1976:70) define that role play are exercise where students are assigned a fictitious role from which they have to improve some kind of behavior toward the other characters in the exercises. Nunan (2003:57) says "in a role-play students are given roles in the target language". Wharton and race (1999:48) also said that where learners are willing to enter into the spirit of role play, such activities provide a valuable opportunity for them to use their language resources creatively in a wide variety of imagined situations. The tips about base role play exercise for learners from Wharton and Race (1998: 48-49) can be seen from the excerpt below):

1. Set out to make role play fun.
2. Keep role play relatively private.
3. Let learners themselves choose which groups to work in
4. Provide clear briefings for planned role play activities
5. Give learners sufficient time to get into role.
6. Legitimize acting
7. Think of real situations that learners can role play.
8. Get learners to extrapolate from a video extract
9. Allow time for learners to get out of role.
10. Get learners to devise their own role play scenarios.

Media on Teaching, The process of teaching and learning in curriculum 2013 gives suggestion it is better using media or technology to support the students learning activities (2014). The role of using media in teaching and learning process has a big influence. It can help the students in learning process. Media can be easy and interest in learning process. So, the teacher should have smart solution for teaching strategy. In addition, the media must be appropriate with learning target. Wright (1976:11) mentions some considerations of instructional media as follows:

1. It is very easy to prepare. If it difficult to prepare, the teacher will not do it. However, if it also takes a lot of time to prepare the teacher can use the media in other class, it is worth of it.
2. It is easy to organize in classroom. The teacher has to determine wheter the organizing is a complicated activity or not since there are still many other activities that he has to do in classroom.
3. It is interesting to the teacher especially to the students. An interesting media is a good way to make students not feel bored in teaching learning process.
4. The language experience, which are carried out through the use of media.

5. The effectiveness conducted with use media provides a sufficient. In teaching speaking process is very effective by using media. It can help teachers to convey their materials to students.

Short Film, Fink (2005) said that there is not any real definition for ‘short film’. It is generally considered to be a video that is shorter than 40 minutes, and made with a low budget. Barrance (2014:1) “making films at school doesn’t have to be really complicated and expensive and you’ve probably already got enough basic gear in your school to get started”. Students can use the simple tools when they are making a short film. They can use all their properties that they have, such as hand-phone. The students can take their video in anywhere. There are three main steps of Barrance for making any film (2014:6):

- **Pre-production** is the bit that happens before you start filming. This is where you get ideas and work out how to make the film. If you spend plenty of time on this stage, you can save hours or days later on.
- **Production** is the actual filming part.
- **Post-production** is where you edit the film together, add or edit sound and titles, and get it ready to show to people.

METHOD

The purpose of this research is to find out the effectiveness of making short film for students’ speaking ability. This research can be called the experimental research. Experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationships between independent and dependent variables (John and James 2006:177). This research is using snowball sampling to classify between experimental group and control group. This research uses true experimental design as the design. This research uses post-test only design. Myers (2006) said that the aim of using post-test only design is to know an impact of treatment with comparison of samples after conducted treatment.

The researcher applied quantitative strategies for this research. Creswell (2012:140), the process of collecting quantitative data consists of more than simply collecting data. The researcher will get the data after doing research process and it is end in post-test. The scores are taken after students conducting making short film in speaking. The researcher did the research at the second grade of SMP Muhammadiyah 4 Gadung Surabaya.

RESULT AND DISCUSSION

After conducted the research, the researcher obtained two data; the scores of only post-test with standard of minimum completeness (75). The data of two different classes are A as control class and C as experimental class.

The Post-test Score of Control Class

post-test score of Control class after the students’ performance in the class. The data shown that the median is 68, the highest score is 84 and lowest score is 56 with standard of minimum completeness (75)

The Post-test Score of Experimental Class

The score in table 2 above is post-test score of experimental class after the students’ performance in the class. The data shown that the median is 76 , the highest score is 92 and lowest score is 72 with standard of minimum completeness (75).

The presentation of students’ post-test score of passing grade

The presentation of post-test from the both class between controlled and experimental class are shown as below:

Table 3

Passing grade	Both of classes		Precentage of test	
	Controlled	Experimental	controlled	experimental
Complete (grade ≥ 80)	7	25	24,14	86,21

Based on the percentage in table 3 The total number of standard minimum compliteness are 24,14% from control class and 86,21% from experimental class. The best standard of minimum compliteness in control class is 84 and experimental class is 92.

DATA ANALYSIS

Test of varians homogeneity

The homogeneity test was counted using SPSS software 16.0. The test here for knows the variants of the data is homogen or equal. This is the data of control and experimental class after counted scores of the speaking daily of the students score in descriptive place. It was shown on the table below:

Table 4
Test of Homogeneity of Variances

Levene Statistic	Contrl	Exper	Sig.
.125	1	56	.725

The definition of the test above :

Decision: accepted H_0 , because $Pvalue > \alpha$ (5%) that is $0.725 > 0.05$

Based on the result of test homogeneity on the table 4 above, H_0 is accepted because $P\text{-value} > \alpha$ 0,05 that is $0,725 > 0,05$. There is no difference between control and experimental classes; therefore the data is homogen or equal.

Test of normalitas distriubution

The test of normalities distribution was counted the post-test data of controlled and experiment class. The standard of significance 5% alpha (α) 0.05 with the criteria the data distribution is normal if $P\text{-value (sig.)} > 0.05$ and the data distribution is not normal if $P\text{-value (sig.)} < 0.05$. Test of normalities distribution was used Software SPSS 16.0 of Kolmogorof-smirnov test. The hypothesis formulation and the result can be shown below:

H_0 : the data is normality distribution

H_1 : the data is not normality distribution

Table 5
The result of kolmogorov-smirnov (K-S)
One-Sample Kolmogorov-Smirnov Test

	kelas_A	kelas_C
N	29	9
Normal Parameters^a	Mean	79.4483
	Std. Deviation	8.66679
Most Extreme Differences	Absolute	.240
	Positive	.148
	Negative	-.139
Kolmogorov-Smirnov Z	.798	1.293
Asymp. Sig. (2-tailed)	.548	.070

a. Test distribution is Normal.

Decision: accepted H_0 because $P\text{value} > \alpha$ (0.05) that is $0.070 > 0.05$

The table 5 was shown that the result of kolmogorov-Smirnov is significant because the value of controlled class is 0,548 and experimental class is 0,070. The significant of those classes are more than the significant value (0,05). Therefore H_0 is accepted and the data is normal.

T-test

Related with this data, the researcher was measured the effectiveness of making short film in teaching speaking using T-test with SPSS 16.0. The hypothesis formulation can be shown below:

H_0 : making short film is not effective for students' speaking ability.

H_1 : making short film is effective for students' speaking ability.

Based on the T-test, The result of post-test value are the significance of post-test between those classes from Equality of variances test is 0.000, whereas P-value is more than 0,05 or $P\text{-value} > \alpha$ (0.05), so H_0 is pushed away. Meanwhile, the ability of those classes is difference. Therefore, this research can interpret that making short film for develop students' speaking ability is more effective than without using this method because there are differences in result.

Eta Squared

The researcher was measured eta squared to know the effect size of making short film for students' speaking ability. The aspect scales was of Pallant (2010:243) they are , 0.01 is small effect, 0.06 is moderate effect, and more than 0.14 is large effect. The calculation of this research as seen below:

$$\begin{aligned} \text{eta square} &= \frac{t^2}{t^2 + (N1 + N2 - 2)} \\ &= \frac{(6.187^2)}{(6.187^2) + (56)} \\ &= 0.40 \end{aligned}$$

Based on the calculation above, the eta squared value was shown 0.40 which is higher than 0.14. It means the result is very high because 0.40 was exceed the aspect scale 0.14 is large effect. So, the researcher can concludes that the method is effective with the rejection of null hypothesis.

CONCLUSION

In this research, the researcher found out whether the researcher's hypothesis is proven effective or not. The result of the students taught by making short film is effective for students' speaking ability. In chapter IV has been discussed, the result of the both classes was shown different. It is proven after the researcher done some calculations. The percentage from standard of minimum completeness of post-test are 24,14 % of control class and 86,21 % of experimental class.

For prove result whether the making short film is effective, the researcher was done some test. The tests are used T-test with SPSS software 16.0 the result was $P\text{-value} 0,00 < \alpha 0,05$, it means pushed away H_0 and accepted H_1 . Therefore that result was shown different between control and experimental class. The last the researcher was made sure the data to prove, if the data is really effective and that was used Eta Square to measure how effective the making short film for students' speaking ability. The result of eta square of this research is 0.40 which is higher than 0.14. It means the post-test score of the both class between control and experimental class are difference large.

The result of making short film is to make the students proud to their selves that became their art work in applying technology. They also show their short film to their friends and family proudly or publish that short film in the social media such as in youtube to make their short film can be enjoyed by peoples in other countries also.

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