The Use Of "Movie Watch" Activities In Improving Students' English Speaking Ability In the Front of Class

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Abstrak

English language skills are very necessary to face the era of society 5.0. Currently, Indonesia is ranked 81st out of 111 countries in the world, so there is an urgency to improve students' English-speaking skills. The aim of this research is to improve students' English-speaking skills through watching movies. This research activity involved 24 third-grade students at Pajang III State Elementary School Laweyan. This research was carried out for one month, from October 10 to November 7, 2023. The research method was classroom action research (CAR), with a qualitative and quantitative approach. The data analysis technique used in this research uses the Miles and Huberman model, which consists of: 1) data collection; 2) data reduction; 3) pre-presentation or display of data; and 4) drawing conclusions. The result of this research shows that students English speaking skills improved in every aspect from the pretest to posttest stages through the use of movie watching activities. The implementation of this research was carried out by asking students to read one sentence of dialogue in the movie, then the researcher would show the movie so that students knew the correct way to pronounce it. By utilizing movie watching activities, it can stimulate students ability to pronounce words more crearly and with this activity students have new experiences in learning english at school.

Kata Kunci: english, movie watching activities, speaking skills

1. Introduction

Education is an important aspect of life and one aspect that influences the quality of human resources (Anjarwati et al., 2022; Cahyaningsih & Assidik, 2021; Hilman et al., 2023). This education allows

an individual to adapt quickly and also be prepared to face all the changes that occur. Likewise, challenges in the world of education are now increasingly complex and rapidly developing, including universities in Indonesia (Jannah et al., 2024). Therefore, to improve and build higher-quality education, a good education system is needed (Camelia, 2020). Education, of course, continues to develop, especially with the rise of digital systems in the era of society 5.0. Along with developments over time, many challenges and changes will arise that humans must face. This is happening because the world is currently entering the era of society 5.0, which has a big influence on various aspects of life (Megawati et al., 2021). In this era of society, the development of technology and information cannot be doubted. This era of society can be interpreted as preventing innovation that can cause massive changes (disruption) due to the era of the industrial revolution 4.0 (Subandowo, 2022) (Rayyani et al., 2020). This creates various complex and ambiguous uncertainties when facing life. Therefore, to face this era of society, you certainly need adequate provisions in various aspects of life. One of the provisions needed to face challenges from the era of globalization to the era of society is the provision of foreign language skills (Hasibuan et al., 2022). Currently, foreign languages have become an important provision or aspect of life that can support human performance in various aspects of life. Of all the languages spoken around the globe, English is one of the foreign languages that different

groups need to become proficient in in order to survive in the period of civilization 5.0 (Thariq et al., 2021) . Apart of that, (Chalisyah et al., 2023), also believe that English is a language that must be mastered in order to meet advances in technology and information. The rationale for this is because English is a worldwide language that is widely studied and utilized across many nations (Anisa & Febriani Sya, 2022) (Handayani, 2020). Among the various other (foreign) languages that are most extensively spoken worldwide, English now holds the top spot (Dessy Wulansari et al., 2023; Wahyuni et al., 2016). Around 1.4 billion individuals in 60 nations will speak English as their first language in 2020 (Ferry Surya Gemilang, 2020). However, from the survey results released by EPI 2022, Indonesia was ranked 81st out of 111 world countries in the context of English language mastery (Pauziyah et al., 2023). From the survey results, there is an urgency to immediately learn and apply English in order to anticipate global competition in the era of society 5.0.

In Indonesia, although English is included in the foreign language category, English itself plays various important roles, especially in various scientific disciplines, such as in the fields of technology and education (Chalisyah et al., 2023). Therefore, the use of English is not just a learning tool but a necessity so that every individual can communicate globally. In order to fulfill these goals, learning English should be done from an early age (Zaiturrahmi et al., 2022). To welcome English language learning from

an early age, the Indonesian government itself has certainly taken serious steps. Currently, the government is taking steps to determine English as a mandatory subject at various levels of education (elementary, middle, high school, even college) (Henry et al., 2023) (Setiawan, 2021). Initially, the government introduced English subjects in elementary schools through the use of the 1994 Basic Education Curriculum (Akhyar et al., 2020). Since the implementation of this curriculum, English is a local content lesson that is studied starting in fourth-grade of elementary school. Even though in the 2013 curriculum English lessons were excluded, this does not mean that English lessons are prohibited (Maduwu, 2016). However, learning English is still permitted, but the learning is provided through extracurricular activities (Faridatuunnisa, 2020). However, currently in the Merdeka curriculum, the English language subject has been made mandatory again and is taught starting in third-grade of elementary school (LIE, 2023).

By implementing policies related to English subjects, the government hopes that this implementation can provide support and increase students' abilities and competitiveness in English language skills. Considering the importance of early childhood in shaping children's development, education is needed that is able to provide the right stimulation to guide children, especially in linguistic aspects (Yusuf & Rahmat, 2020). This is because at an early age, children's brains are good at receiving stimulation;

therefore, it is very appropriate to provide various kinds of stimulation to hone language skills and other aspects of children's development (Umi et al., 2020; (Na'imah, 2022). One of the language developments in question is speaking and conversing, or, in English, better known as "speaking." The word "speaking" itself comes from the word speak, namely to express opinions, to say, and to converse (Sari & Lestari, 2019). So, speaking here is a way of expressing opinions and conveying ideas using English . In dialogue or conversation in English, there are definitely differences from dialogue using Indonesian in various ways, for example, pronunciation, sounds, and words. In English itself, incorrect pronunciation can cause differences in the meaning of words in communication (Boers & Faez, 2023). Therefore, to anticipate mistakes and stimulate these abilities, the role of parents and teachers is very important. The role of parents is to provide appropriate stimulation but not force their abilities on their children. If there is a mismatch in roles, both from teachers and parents regarding children's basic stimulation, it can result in the impression of being pushy and assuming that they have to provide various facilities that children do not necessarily need or like (Solichah et al., 2022). Because, basically, every child certainly has different abilities in various things. This stimulus can be given painstakingly and as often as possible (still within reasonable limits) by parents so that children are able to practice it themselves. Apart from that, parents also play an important role in

supervising and creating an environment that supports learning at home (Na'imah, 2022).

Meanwhile, the role of teachers in building English language learning, especially in elementary schools, certainly requires various stimuli to encourage children's language skills. In this case, the stimulus needed to encourage children's language skills can be carried out concretely by using interesting media, activities, and games (Udjir & Watini, 2022). Teachers are also required to be creative in developing games and media that will be used for English learning materials. As is known, there are currently two types of learning media, namely concrete (conventional) media and digital media (Khairunnisa & Ilmi, 2020) . Concrete media is a learning process that moves from concrete things, namely things that can be seen, heard, smelled, touched, and tampered with, with an emphasis on using the environment as a learning resource (Mis & Kupang, 2023). Although concrete media is thought to be somewhat beneficial for learning, it is less useful for learning English, particularly when speaking the language. This is due to the fact that the teacher will direct the pronunciation of each word if you use traditional media.

Meanwhile, digital media is a medium that can attract students' attention and liven up the classroom atmosphere (Garini et al., 2020) . One of the media that can be applied and considered interesting as a support for learning is movie. As stated by (Trianton, 2013) in a book entitled "*Movie sebagai*

media Pembelajaran", movie is something that has a big influence even though it is only limited to viewing. This is because movies have many functions in various aspects. Movies function in the areas of education, entertainment, and driving creative industries (Arifah, 2022). In contrast to songs, which usually do not show existing emotions and feelings, the use of movies as a medium in the learning process actually gives students the opportunity to express themselves by showing various existing emotions (Hakim et al., 2020). Apart from that, therefore, movie media is a learning medium that is considered interesting because movies contain beauty, sound effects, and animation so that they can foster interest in learning English (Apriliany, 2021). Apart from that, the pronunciation of each word in the movie is considered clearer and easier to understand so that students can easily imitate and learn a word or sentence. It is hoped that this research regarding the use of movie watching movie to improve English speaking skills can provide new experiences for students in learning English and can train students confidence in speaking English, Apart from that, this research can be an alternative learning media to stimulate interest, motivate, and also be able to entertain students so that students English language skills continue to improve.

2. Method

In order to enhance English-speaking abilities, this study used the Classroom Action Research (CAR) research

technique, which is reinforced by viewing movies. According to Sukarno & Sukaryana (2001), one tactic for raising the standard of instruction through more fruitful classroom activities is classroom action research (Rukminingsih et al., 2020). Classroom action research is an activity of observing or examining objects using certain rules to obtain useful information, with the aim of increasing and improving the quality of learning (Noviana & Huda, 2022). The research procedure that will be used in classroom action research (CAR), namely Kemmis and Taggart in Arikunto et al. (2019), has four stages in one cycle, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting to develop and improve the learning process. The population of this study was all third-grade students at Pajang III State Elementary School. The research sample was selected purposefully, namely third-grade students who already had basic skills but were not yet fluent in speaking English. Meanwhile, the number of samples selected will be adjusted to the needs of this research (Purwanti & Pratiwi, n.d.). In this research, the sample to be studied is all 24 students in third-grade.

This research uses qualitative and quantitative approaches. Qualitative research aims to understand a phenomenon in depth through interpretation, while quantitative research aims to measure and analyze data statistically (Creswell, 2009). The qualitative data collection techniques used in this research are interviews and observations to obtain the sample's understanding and views regarding the research topic (Merriam, 2013). Meanwhile, quantitative data collection techniques are carried out using tests and questionnaires to measure research variables (Sihotang, 2023). Meanwhile, the research instrument consists of assessing and developing English-speaking skills. There are three aspects of speaking skills: pronunciation, clarity, and fluency. The data collection techniques used were classroom observations, interviews, English-speaking ability tests, and questionnaires. Class observations were carried out to find out how the teacher taught English in the class. Interviews are used to obtain information regarding the challenges and difficulties experienced by teachers when teaching in class. The speaking ability test is used to measure students' abilities and improvements after being given treatment. The questionnaire was carried out after all cycles had been completed to find out students' opinions regarding the use of the "movie watch" activity using an ordinal scale. The data analysis technique used in this research uses the Miles and Huberman model, which was expressed by Rohmad and Nasuscha, which is called the flowing analysis model. . In this flowing analysis, components are intertwined with each other and carried out comprehensively. Activities in data analysis consist of: 1) data collection; 2) data reduction; 3) the presentation or display of data; and 4) drawing conclusions. Meanwhile, to test the validity of the data in this study, triangulation techniques were used. The triangulation technique is a technique of crossing information obtained from

various sources so that, in the end, only valid data is used to achieve research results (Wulandari et al., 2018). By using a PTK approach, relevant instruments, and appropriate data analysis techniques, this research aims to improve English-speaking skills by utilizing movie-watching activities at Pajang III State Elementary School.

3.   Result and Discssion

Research to determine whether there was an increase in English-speaking skills by utilizing movie-watching activities was carried out over two cycles over a period of one month, starting from October 10 to November 7, 2023, in third-grade of Pajang III State Elementary School. The implementation of cycle I actions was carried out on Tuesday, October 24, while cycle II actions were carried out on November 7, 2023, with an allocation of 2x35 minutes in one meeting. Within the specified time, the researcher not only carried out observations and interviews, but also acted as a teacher who taught in the classroom by referring to the learning planning guidelines that had been prepared for each cycle. After determining the researcher's position in the class, the researcher then conducted an interview with the class teacher to find out the problems and difficulties experienced by the teacher while teaching English subjects in third-grade.

From the results of interviews with class III teachers, it was found that learning English was still experiencing difficulties. These difficulties in learning cause a lack of learning outcomes, student

abilities, and self-confidence in speaking English (Dalilah & Sya, 2022). These difficulties are mainly in the ability to speak English and difficulties in adding new vocabulary (Hidayati, 2022). This is in accordance with research conducted by (Febriyanto & Yanto, 2019), who found that there are still many students who experience problems adding and pronouncing the vocabulary they have acquired. Teachers are of the opinion that there are factors that influence these difficulties, including student factors (internal) and external factors. Internal factors that influence students' difficulties in speaking English include a lack of talent, interest, and student motivation. Meanwhile, external factors that influence the lack of English language skills include school factors, family factors, and society. These two factors can influence students in learning of English. Apart from that, students think that English is a language that is difficult to pronounce, and the pronunciation of each word is different from what is written. The use of regional languages is also one of the causes of difficulty speaking English. The rare use of English in everyday life is also a factor that influences students' difficulties in pronouncing English (Ilham Taufiqurrochman, 2018). Apart from that, students' lack of interest in English is an important factor in mastering English itself. The high difficulty and interest in learning English among students can also be influenced by the choice of media for learning that is less supportive (Hadist dan Nurhayati, 2012; (Muhria, 2020).

English learning in third-grade still uses the lecture method and does not use digital media. This is motivated by the availability of equipment and also by the condition of the students at the school. Although, in fact, there are several alternative media to improve students' speaking skills, such as songs, movies, games, concrete, and digital media (Sari & Lestari, 2019). Learning in the present needs to be improved in order to produce quality generations in the future (Asrial et al., 2023; Sutopo et al., 2021). At Pajang III State Elementary School, especially in learning English, digital media is rarely provided because, when using digital media, students tend to pay less attention and are busier with their own friends. Research conducted by (Wina Heriyana, 2020) shows that when using digital media, there are still many students who don't pay attention. Therefore, teachers choose concrete media and lecture methods for learning. However, with the development of technology, teachers still have to provide digital media so that students understand technology better. In this case, the use of movies through movie-watching activities is one option that can be chosen to improve students' English language skills (Anindyta et al., 2023) (Hidayati, 2022). Apart from that, there has been a lot of research that has made watching movies the object and activity of increasing understanding of language and culture. (Laili, 2020)

presents the results of a project carried out at the University of Pisa Language Center with the University of California Language Center, which had the aim of promoting language learning through movie. Therefore, the use of movies through movie-watching activities is considered capable of improving students' English-speaking skills.

After conducting interviews with teachers, researchers found that third-grade students still experienced difficulties with their English-speaking skills. Students' difficulties in English language skills can be seen from academic scores that are less than the Minimum Completeness Criteria (KKM) determined by the school. However, at Pajang III State Elementary School itself, students' English-speaking skills can be said to be "pretty good." However, it cannot be denied that there are still many students who experience difficulties in pronouncing words, fluency in reading, and clarity in reading. After knowing the difficulties experienced by students, the researchers then found and formulated an instrument for assessing English-speaking skills that consists of three aspects, namely, pronunciation, fluency, and clarity. These various aspects are grouped into three criteria, namely very good, sufficient, and poor. The following are indicators of English proficiency in the table below:

Table 1. Research Indicator

No.	Aspects	Indicator	Criteria	Score Range
1.	Pronounciation	Pronounce words and sentences well and correctly.	Very good	81-100
		The pronunciation of words and sentences is good, but the pauses are not correct.	Enough	61-80
		The pronunciation of words and sentences is incorrect.	Less	40-60
2.	Fluency	Fluent in reading dialogue or story sentences.	Very good	81-100
		Not fluent in reading and requires teacher assistance.	Enough	61-80
		Difficulty in pronouncing words or sentences.	Less	40-60
3.	Clarity	Loud voice in pronouncing letters and words in each sentence.	Very good	81-100
		The sound when pronouncing sentences is only heard by the teacher.	Enough	61-80
		The voice when pronouncing sentences or dialogue is less audible to teachers and friends.	Less	40-60

From the table above, it can be seen that the indicators chosen are aspects that are considered difficult for students to master. From the results of the interview, the teacher stated that the students' pronunciation level was still relatively low. This is because students have difficulty distinguishing between pronouncing the alphabet in English and Indonesian. In fact, one of the important aspects of communicating in English is learning good and correct pronunciation (Putri Khoirunnisa, 2023). Apart from pronunciation, from the results of interviews and observations, it turns out that students still experience difficulties in aspects of fluency in reading dialogues or the vocabulary they acquire. In terms of fluency, the average student is less fluent when reading dialogue or words in sentences. An example of disfluency is when students read but there are the words "...eeee," "...mmm," or "...rrrr" (Kasenda et al., 2019). Therefore, the fluency aspect is considered important by researchers as an aspect of the indicators of students' reading skills. Apart from that, there is one more important aspect to the difficulty of speaking English. This aspect is the clarity aspect. The clarity aspect is an important aspect because when reading dialogue, sometimes the student's voice is not heard clearly (Arwita Putri et al., 2023). Therefore, according to researchers, pronunciation, fluency, and clarity are determined as indicators of English language skills.

After determining these indicators, the researcher continued the research by giving a pretest to third-grade students.

The pretest was carried out to measure students' initial abilities in reading and speaking English. To attract students' interest, researchers used the short movies like "Mousedeer and Crocodile," "Lucas the Spider," and "Cars." The movie was chosen because it was considered suitable for third-grade material. The pretest was carried out by asking students to read the story about "Mousedeer and Crocodile."

Each student reads one sentence aloud in front of the class, and then the teacher observes the students' mistakes and shortcomings in each word. From the pretest results, it is known that each student has deficiencies in different aspects. Data from pretest results regarding student deficiencies in speaking skills are listed in the table below.

Table 2. Pretest Results for third-grade Speaking Skills

No.	Name	Aspect	Descriptions
1.	AB	Pronounciation	Students still have difficulty reading the word "mouse." Students read the word with a pronunciation like "mos."
2.	AS	Clarity	Only the teacher can hear the student's voice as they read.
3.	AD	Pronounciation and Fluency	When students read, they experience difficulty placing pauses when there are punctuation marks. Apart from that, students are not fluent in reading and have to be helped by the teacher with the words "warm," "I'll," and "find.".
4.	AG	Pronounciation	The student's pronunciation is good, but the student pauses too much in each word.
5.	AL	Pronounciation	The student's pronunciation is good; only when there is a period (.), the student's tone is still the same.
6.	AV	Clarity	When pronouncing sentences, only the teacher can hear them. However, pronunciation and fluency are good.
7.	AN	Clarity	When pronouncing sentences, the student's voice cannot be heard by the teacher or other students. When asked to read harder, students actually cried.
8.	AR	Clarity	When pronouncing sentences, the student's voice cannot be heard by the teacher or other students.
9.	AA	Clarity	When reading sentences, the student's voice can only be heard by the teacher.
10.	AO	Pronounciation	The student's pronunciation of words is correct, but at the point (.), the student continues to read aloud and does not stop.
11.	AS	Pronounciation	The pronunciation of words and sentences is unclear. The sentence "crocodile" is read as "cro-di-lek," and the sentence "floated" is read as "flo-a-ted.".
12.	AZ	Pronounciation and Fluency	The pronunciation of words and sentences is unclear. Students read the word "idea" with "idea" instead of "ai-di-ei." Difficulty in pronouncing words or sentences in the story because student AZ is still not fluent in reading.
13.	BI	Fluency	Fluent in reading with the help of the teacher.

No.	Name	Aspect	Descriptions
14.	BG	Pronunciation and Fluency	Students' pronunciation is good, but when there are punctuation marks, students tend to ignore the punctuation marks. In other words, students still need teacher help.
15.	FI	Clarity	When reading dialogue, the student's voice can only be heard by the teacher.
16.	HA	Pronunciation and Fluency	The pronunciation of words and sentences is not clear, and besides that, students have difficulty pronouncing words or sentences. The word "invite" is pronounced "in-vi-te," so the teacher must give an example of how to read this word.
17.	NA	Pronunciation	The pronunciation of words and sentences is good, but the pauses are not correct.
18.	NL	Fluency	Fluent in reading sentences, but with the help of the teacher.
19.	NH	Clarity	When speaking dialogue, students' voices are less audible to teachers and friends.
20.	NU	Pronounciation	The pronunciation of words and sentences is unclear, especially the word "across." Students still read the word "across" with "ac-ross.".
21.	RE	Pronunciation and Fluency	The pronunciation of words and sentences is good, but the pauses are not correct. Apart from that, in speaking, students still need teacher help.
22.	RY	Pronounciation	The pronunciation of words and sentences is incorrect. For example, in the word "counted," students still use the Indonesian alphabet "co-unted." The word "jumped" is still read as "jum-ped.
23.	ST	Fluency	Students still have difficulty pronouncing words or sentences, even though the teacher has helped them.
24.	AK	Clarity	The voice when pronouncing sentences or dialogue is less audible to teachers and friends.

From table 2 above, it can be concluded that there are 13 students who still experience difficulties in the pronunciation aspect, 8 students experience difficulties in the fluency aspect, and 3 students experience difficulties in the clarity aspect. From this table, it can be concluded that the number of students who experienced difficulties in pronunciation reached 54.1%. Apart from that, the diagram above also explains the weaknesses and difficulties of each student in reading the dialogue. The existing difficulties written in the table above are taken from each student's lowest score after the pretest. From the pronunciation indicator, there are still many students who have difficulty pronouncing some of the words in the dialogue. For example, like NU students (20), these students still have difficulty pronouncing or saying the word "across." Students still read the word "across" with "ac-ross." Apart from that, in the fluency indicator, students have difficulty stating the correct intonation when certain punctuation marks are present. For example, student BI (13) is still fluent in pronouncing words but can read with the help of the teacher. On average, students who still have a low level of fluency also have a low level of reading ability. Next is

the clarity indicator. In the clarity indicator, there are several students who still have difficulties reading the dialogue clearly. This can be seen in several students, for example, student AN (7). When he reads the dialogue, his voice is less audible to both the teacher and other students. When asked why the student's voice was less audible when reading the
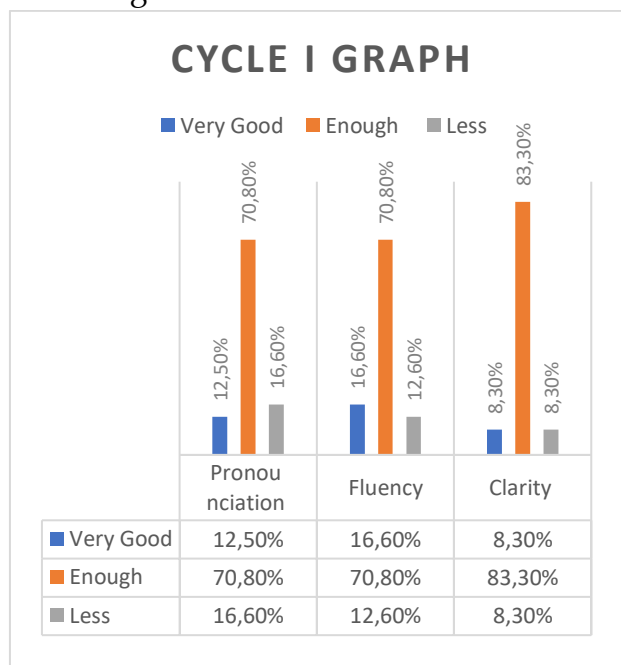
dialogue, the student said that he lacked confidence in reading the dialogue. As per research conducted by (Oktaviana, 2023), this was because the student also had a fairly poor level of pronunciation from table 2. It can be illustrated in the table by the percentage of success scores in the pretest in each aspect of the diagram below.

Table 3. The Percentage of Students Who Achieve the Criteria is Lacking

No.	Aspect	Pretest Presentage
1.	Pronounciation	54,1%
2.	Fluency	33,3%
3.	Clarity	12,5%

From the table above, it can be concluded that the percentage of students who received a poor predicate in the pronunciation aspect was higher than in the other two aspects, namely 54.1%. Pronouncing words from the current lexicon might be challenging due to the sounds that make them up (Putri & Sya, 2023). After obtaining and conducting a pretest on students, the researcher then continued to the next stage, namely cycle I. In cycle I, the researcher began showing and focusing on the movie "Mousedeer and the Crocodile" and tested students by asking them to read the dialogue in the movie. During the animation, several students found it difficult to focus and chose to chat with their classmates. However, there were two students who were still actively asking the teacher about how to pronounce words that they thought were difficult. It turned out that when the researcher asked the class teacher about these 2 students, it was found that these students were students

who had good English grades in class. From the implementation of cycle 1, the following data was obtained:

CYCLE I GRAPH

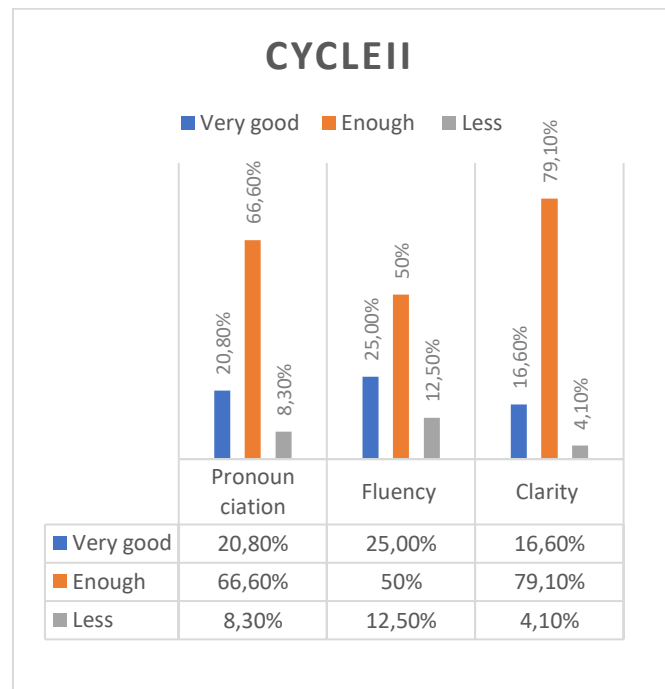|	Pronounciation	Fluency	Clarity
Very Good	12,50%	16,60%	8,30%
Enough	70,80%	70,80%	83,30%
Less	16,60%	12,60%	8,30%

Figure 1. Results of Assessment of Cycle 1 Student Activities

From the graph above, it can be concluded that students' mastery of speaking skills in English can be categorized as sufficient. From the

research results and test results for cycle I, it was found that third-grade students implemented indicators of English-speaking skills in three activities. In the pronunciation aspect, students who got very good scores were 12.5%, or 3 students. The three students were very good at pronouncing the words in the dialogue. Meanwhile, 70.8%, or 17 students, still experienced problems pronouncing the words in the dialogue. There are 16.6%, or 4 students, who are still in the poor category. This is because the student cannot yet pronounce words or read. In the fluency aspect, there were 16.6%, or 4 students, who got the very good category. The four students are students who read fluently, do not need help from the teacher, and are already fluent in reading dialogues that contain punctuation. Students who received the sufficient category had reached a percentage of 70.8%, or 17 students. Students who get the sufficient category still have problems reading dialogue in the form of short length or tone when there are punctuation marks. As many as 12.6%, or 3 students, are still in the poor category. Students who are in the poor category still have difficulty pronouncing sentences or dialogue. The next aspect is clarity; the percentage of students who got the very good category was 8.3%, or 2 students. These students already have high self-confidence, so they are able to read aloud clearly. As many as 83.3%, or 20 students, were still in the sufficient category because the majority of students lacked self-confidence, so when reading dialogue, their voices could only be heard by the

teacher. As many as 8.3%, or 2 students, are still in the poor category. This is because the students' voices are not heard by teachers or friends

After carrying out cycle I, the researcher then continued to cycle II to determine any improvement from cycle I to cycle II. In cycle II, researchers still used the movie "Mousedeer and Crocodile" as a reference and also for the second English-speaking ability test. From the results of tests carried out in cycle II, it was found that there was an increase, which can be seen in the following cycle II diagram:

CYCLE II

	Very good	Enough	Less
Pronunciation	20,80%	66,60%	8,30%
Fluency	25,00%	50%	12,50%
Clarity	16,60%	79,10%	4,10%

Figure 2. Results of Assessment of Cycle 2 Student Activities

From the screening and implementation of Cycle II, it can be concluded that English-speaking skills have increased quite a bit. As happened in the pronunciation aspect, in the previous cycle I, it was only 12.5%, or 3 students, but after implementation in cycle II, the

number of students who got the very good category in the pronunciation aspect increased to 20.8%, or 5 students. This is in line with students who received the less than adequate category. Initially, there were 4 students who got the poor category in the pronunciation aspect, but in the second cycle, there were only 2 students who got the poor category. In the fluency aspect, there was an increase in student presentations who received the very good category. In the first cycle, the number of students who received the very good category was 16.6%, while in the second cycle, the percentage of very good students increased to 25%. This is because in cycle II, students begin to enjoy learning English. In the poor category, during cycle I, the percentage of students was 12.6%. However, during cycle II, the percentage

of students decreased to 12.5%. Meanwhile, in the aspect of clarity, the number of students who received the very good category increased by 8% from cycle I. This happened because students began to be confident, and their mastery of English began to improve. After completing the test in cycle II, the researcher then proceeded to the final stage of the research, namely posttest activities. In this activity, the researcher asked students to read the dialogue text one last time. From the posttest results, there was an increase in various aspects for each student. Furthermore, these improvements can be categorized in the table. According to the data, the posttest results can be classified into several indicators of students' speaking abilities in the table below.

Table 4. Results of Posttest Analysis of Third-Grade English Speaking Ability Using Movie Media

NO.	Nama	Speaking Ability Indicator			Description
		Pronoun	Fluency	Clarity	
1.	AB	Enough	Enough	Very good	Student are able to read words in movie dialogue correctly.
2.	AS	Very Good	Very Good	Very Good	In the aspect of clarity, students experienced an increase in voice and self-confidence.
3.	AD	Enough	Enough	Enough	Student are able to read and stop right at the punctuation marks; besides that, students' pronunciation is better than before.
4.	AG	Very good	Very good	Enough	Student are able to pronounce words correctly.
5.	AL	Enough	Enough	Enough	When reading dialogue, student can pay attention to punctuation marks correctly.
6.	AV	Very good	Very good	Very good	Student feel more comfortable and that they can be heard by both the instructor and other students when they read aloud from conversation.
7.	AN	Very good	Very good	Enough	The teacher and other student can plainly hear the student's voice when they are reciting lines from a movie.
8.	AR	Enough	Enough	Enough	The student can confidently read conversations, and both the instructor and other student can hear them.

NO.	Nama	Speaking Ability Indicator			Description
		Pronoun	**Fluency**	**Clarity**	
9.	AA	Very good	Very good	Very good	When students read the dialogue in the movie, the teacher's voice can be heard.
10.	AO	Enough	Very good	Very good	When reading dialogue in movie, students are able to recognize punctuation marks and pitch.
11.	AS	Enough	Enough	Enough	When reading dialogue in movie, students are able to pronounce each word correctly.
12.	AZ	Enough	Enough	Enough	When reading dialogue, students' pronunciation is better than before. Apart from that, students also experienced an increase in their reading abilities.
13.	BI	Very good	Very good	Very good	When reading dialogue, students are fluent in reading every word.
14.	BG	Enough	Enough	Very good	When reading dialogue, students are able to understand punctuation. In addition, students experienced improvements in pronunciation.
15.	FI	Very good	Very good	Enough	Student feel more comfortable and that their voices are heard by the teacher and other students when they read aloud conversation.
16.	HA	Enough	Enough	Enough	When students read dialogue in movies, the pronunciation of words and sentences is clear. Apart from that, students no longer experience difficulty pronouncing words or sentences in dialogue.
17.	NA	Very good	Very good	Enough	When reading dialogue, the pronunciation of words and pauses in each word are good.
18.	NL	Enough	Enough	Enough	When pronouncing words in dialogue, students no longer need help from the teacher.
19.	NH	Very good	Very good	Enough	When reading dialogue in a movie, the student's voice can be heard by the teacher and students.
20.	NU	Enough	Enough	Enough	When reading dialogue, the pronunciation of words and sentences is very clear.
21.	RE	Enough	Enough	Very good	When students read dialogue, the pronunciation of words and pauses is good, but the pauses are not correct.
22.	RY	Enough	Enough	Very good	When students read dialogue in movies, the pronunciation of words and sentences is correct.
23.	ST	Very good	Very good	Enough	When reading dialogue in movie, students no longer experience difficulty pronouncing words or sentences.
24.	AK	Very good	Very good	Very good	The teacher and other students can plainly hear the student's voice when they are reciting lines from a movie.

From the results of observations, interviews, and tests carried out from pretest to posttest by implementing movie watching activities to improve English speaking skills in third-grade at Pajang III State Elementary School, there has been a significant increase. Initially, the students' pronunciation level in third-grade only reached 45.9%, but in the posttest, the students' pronunciation level reached

almost perfect. In carrying out this research, of course, each student has different difficulties according to each student's abilities. However, each student has the opportunity to be guided and directed one by one by the teacher to read and listen to every dialogue in the movie medium. However, obstacles cannot be avoided. These obstacles include problems with pronunciation; students still have difficulties, so the teacher has to repeat the pronunciation of difficult words. Apart from that, obstacles in aspects of fluency and clarity certainly do not escape the teacher's attention. However, to deal with the obstacles experienced by students, teachers can use digital media in the form

of movies. The use of movies is considered more effective and efficient in improving speaking skills by watching and listening to movies (Riswanto et al., 2022). Apart from that, Bloomsbury International also states that listening to native foreign language speakers will help students improve their English-speaking skills. The implementation of learning cannot be separated from the teacher's role as a guide and supporter in mastering English-speaking skills. In general, the average results of third-grade speaking skills at Pajang III State Elementary School from pretest to posttest can be seen in the graph below:
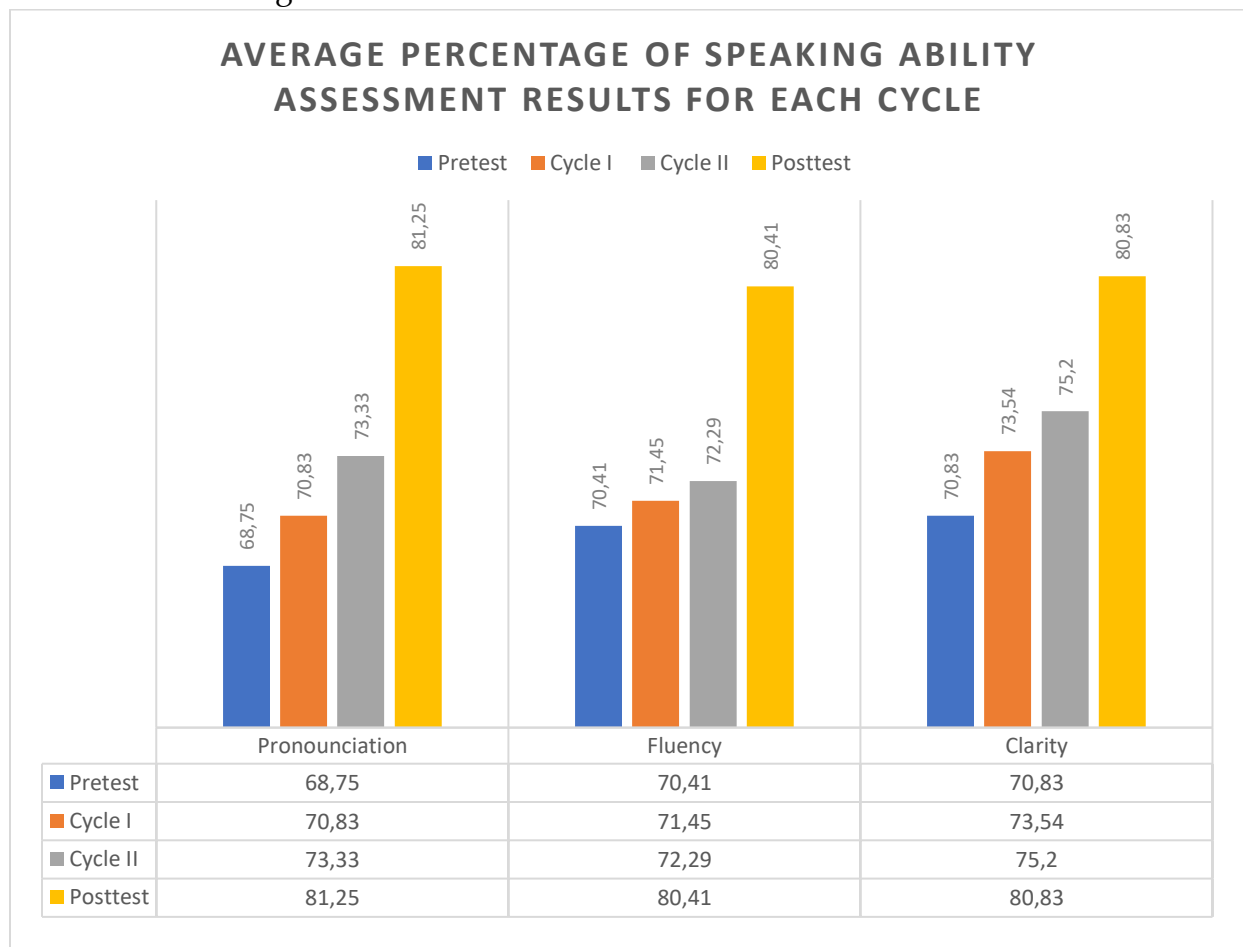
AVERAGE PERCENTAGE OF SPEAKING ABILITY ASSESSMENT RESULTS FOR EACH CYCLE

■ Pretest ■ Cycle I ■ Cycle II ■ Posttest

	Pronounciation	Fluency	Clarity
■ Pretest	68,75	70,41	70,83
■ Cycle I	70,83	71,45	73,54
■ Cycle II	73,33	72,29	75,2
■ Posttest	81,25	80,41	80,83

Figure 3. Assessment Results of Student Activities Each Cycle

Figure 3 shows the assessment in the form of the final percentage of students. In the first aspect, namely pronunciation, in terms of the way students speak, the percentage has reached 81%. In this case, students often read the words in the dialogue according to the original words or according to how the words are written. This is influenced by students' habits of using Indonesian since birth, or what is usually called their mother tongue (Megawati et al., 2021). For example, the word "crocodile" students read according to the word instead of "kräkəˌdīl". The use of movie media is certainly able to guide children in pronouncing words according to spelling because there are native speakers in the movies shown (Sari & Lestari, 2019). By getting used to listening to and watching native speakers, it is hoped that it will increase vocabulary and make it easier for students to pronounce every word in English (Muliana, 2020).

The second aspect is fluency; in practicing English dialogue, the percentage reached 80.4%. From the pretest to posttest results, there was an increase of 10%. Although there was a significant increase, there were still students who were not fluent in reading dialogue. This is because the student previously did not read fluently, even in Indonesian. Teachers (researchers) try to improve students' fluency in reading by familiarizing students with the reading dialogue contained in movies used as English learning media (Haryadi, 2020). During the cycle, students were able to read dialogue fluently, but until the posttest was completed, there were still

students whose intonation was not quite right (sufficient). For example, when an RE student reads a dialogue, the pronunciation of words and pauses is good, but the pauses are not correct. Therefore, using movies can increase students' fluency because it can increase emotional stability and provide students with an understanding of the importance of punctuation in movie dialogue (Haryadi, 2020).

The third aspect is the aspect of clarity, reaching a percentage of 80.8%. When a student reads aloud and neither the instructor nor the other students can hear them, the teacher's evaluation is significantly impacted by the student's voice. Of the 25 class III students, female students tend to have softer voices than male students. When the teacher asked why their voices were small (not clear) and not audible, the students answered that they did not feel confident and were afraid of making mistakes in pronunciation. Therefore, the teacher's role is needed in motivating students to be more confident in themselves (Damayanti & Anando, 2021). Because without the teacher's role in increasing students' self-confidence, students will always think that they are wrong. Teachers here are certainly not alone; teachers need to choose media that can increase students' confidence in speaking English, such as movies. Using movie media to increase self-confidence has proven to be effective for students (Studi Psikologi, 2021). Because in movies, the pronunciation of each word is, of course, clearer and easier for students to understand. Therefore, students will be

more confident in pronouncing every word in the dialogue. The increase in speaking ability occurred because movies became an important part of students' daily lives (Hanafiah, 2019). From the results of the research conducted, it was found that by using movies through movie-watching activities, students' English-speaking skills in these three aspects improved well. The findings of this study are consistent with those of (Ula & Nugraha, 2020) research, which discovered that students' speaking abilities increase when exposed to animation medium (movie), as opposed to solid learning materials, which are frequently employed by teachers.

The researcher then asked students to provide responses regarding the implementation of the movie-watching activities that had been carried out. From the results of the questionnaire given to students, positive responses were obtained from students, concluding that the "movie watch" activity was an activity that helped in learning English. The following are students' responses to the "movie watch" activity in class to help improve their English-speaking skills.
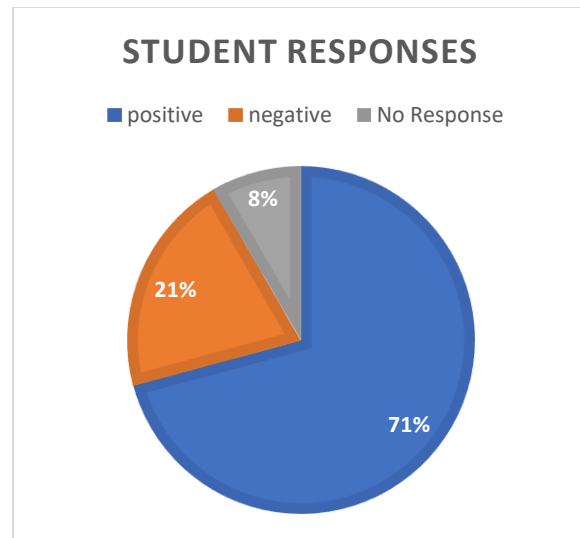

Figure 4. Students' Responses to the "Movie Watch" Activity In Improving Speaking Skills

Figure 4 shows the percentage level of student responses to the implementation of movie-watching activities to improve students' speaking skills. Of the 24 students in class III, there were 15 students, or 71% of students, who gave positive responses. Students who gave positive responses thought that using movies as a learning support really made it easier for students to memorize vocabulary that was often heard or not. This is in line with research conducted by (Kismoko & Roni, 2021), who found that movies as an audio-visual medium really help students increase their limited vocabulary. In this case, the vocabulary that is often used is simple conversations such as getting acquainted, asking for news, and also other words. In movies, especially English-language movies, there are also subtitles, which can improve listening and speaking skills. This is because with subtitles, if students have difficulty hearing the pronunciation, they can read the subtitles to help understand

the word (Raniadi et al., 2023). Apart from that, students also think that by using movies, learning English becomes more interesting because in movies there are cute characters, and there are also subtitles that students can learn every word of. This is reinforced by research conducted by (Marguri & Pransiska, 2021) on the subject of early childhood, which found that movies present an attractive appearance with cute characters so that they can increase students' enthusiasm for participating in English language learning.

Apart from positive responses, in graph 2, there are also negative responses and no response regarding the use of movie-watching activities. As many as 21%, or 5 students, gave negative responses. This is because students think that by using movies, there are differences in pronunciation between the teacher and the native speakers in the movies used. This is confirmed by research conducted by (Sulistyawati Eka et al., 2020) that there are differences in word pronunciation between teachers and native speakers, which results in pronunciation errors that are susceptible to being imitated by students. Apart from that, students think that sometimes in movies there are different accents for each character. This is enough to make it difficult for students. As in research conducted by (Rizqika Amalia, 2023) where one of the respondents argued that in movies, podcasts, or songs, sometimes there are accent differences, which are quite an obstacle. There were 8%, or 2 students, who did not provide responses regarding the use of movie-watching activities. This is because

students can learn using movie media or not. Therefore, from the presentation in the questionnaire, it can be concluded that the majority of students are very happy with the activity of watching movies to improve their English-speaking skills. Apart from that, there is hope that watching movies will be done more often during learning so that learning English is more interesting and not boring.

4. Conclusion

From the results of the research that has been carried out, it can be concluded that the use of movie-watching activities can improve the English language skills of third-grade students at Negeri Pajang III State Elementary School. The research was carried out by collecting data and analyzing it according to three aspects: (1) pronunciation aspect, (2) fluency aspect, and (3) clarity aspect. The use of this movie-watching activity was said to be successful because the ability to speak English increased in each of these aspects. In the pronunciation aspect, the average percentage of students' pretest results was 68.75%, and the final posttest results were 81.25%. In the aspect of clarity of results, the average percentage of students' pretest results was 70.41%, and the final posttest results were 80.41%. In the aspect of clarity of results, the average percentage of students' pretest results was 70.83%, and the final posttest results were 80.83%. From these results, the students' English-speaking abilities have exceeded the specified KKM. Thus, this research was declared successful because there was improvement in all aspects. The activity of

watching movies has the potential to be implemented in every English learning activity. This is proven by the positive response of students, which is more than 50%. Because by using and applying movies through movie-watching activities, students are more entertained, which makes learning less boring.

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