Improving Students' Speaking Skills Through Alice in Wonderland Movie for Eleventh-Grade Students of MAS Maftahul Falah Sekacer Academic Year 2023/3024

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Abstract: The purpose of this study is to decide whether or not watching films helps students improve their speaking abilities. This research focused on how English movies' effects are applied to learning. Researchers used pre-experimental research, which included just one class in the study. MAS Maftahul Falah, who was in eleventh grade, was the population of this research. The researcher selected the sample using saturation sampling. The 18 students are the subject of the research in the academic year 2023/2024 to participate in a project to observe how their speaking ability develops. Testing of the instruments was conducted during the data collection process, before and after the treatment. The result showed that the mean score of the post-test was higher than score of the pre-test (72.50 > 61.33). This indicated that there was a significant effect on post-test results. Then, the result of the hypothesis analysis showed that the 2-tailed sig value was lower than alpha (0.000 < 0.05). This means that H0 is rejected and Ha is accepted. From these results, there were significant effects of the use of Alice in Wonderland movie as teaching media on students' speaking skills.

Keywords: Speaking skill, Alice in Wonderland Movie, Pre-Experimental Research.

Introduction

There are four skills required in an English teaching-learning program. They are reading, writing, listening, and speaking (Ruman, 2021). Those skills are important in our life (Prajapati, et al., 2017). One of the ways to communicate is through speaking (Saefullah et al., 2018). We use it to communicate and understand what people say. Speaking is the most crucial ability for second language learners in an academic context (Renandya & Nguyen, 2022). In the process of learning speaking should know the aspects or components of speaking itself. Those are pronunciation, grammar, vocabulary, fluency, and comprehension (Raruoalli Srinivas Rao, 2019).

In speaking teaching as an English subject plays an important effect in supporting the emotional, intellectual, and social development of students (Ravilovich, et al., 2023). This is the factor of supporting the success of students in studying all subjects but we know that speaking is not easy to understand. So therefore, learning to speak should be highly motivating, it must be fun and friendly to encourage all the students to participate. Asmari (2015) suggested that teachers' responsibility is to improve their knowledge, qualifications, and skills through professional development for language teaching and technology in the classroom environment. (Safitri et al., 2023) state that teachers must be able to master technology and must be creative in creating various learning media that follow the desired learning outcomes, effective learning media that can increase students' creativity, and critical thinking so that they can also increase student learning achievement. The teacher needs to create such an interesting strategy for teaching skills to get the students' satisfaction.

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Referring to the curriculum, we need to realize that the purpose of teaching English in school is to develop the potential of learners to have communicative competence in interpersonal, and transactional. In addition, this system missed the use of technology. It must be carried out in developments in modern technology tools. There are many choices of media or platforms for watching movies, for instance: Netflix, Disney Hotstar, YouTube, Bioskop Online, and Cinema Box. According to (N. Thi & My, 2021), a movie is a form conveyed by moving images, which contain ideas, stories, perceptions, feelings, and beauty that the author wants to impart to viewers. These visuals are frequently paired with audio to get viewers' attention (Butler, 2020).

Based on the preliminary observation in the XI class of MAS Maftahul Falah Sekacer, there are some problems in English learning, they a lack of Vocabulary to learn English. They lack motivation in English especially because they are not fluent in speaking and have low confidence in using English in class and they are too shy to speak English in front of their friend. Besides that, the researcher found there was a lack of using media in the teaching-learning activities. The activities in a class are students' focus on the teacher's explanation, students' imitating the teacher says, and students doing the task from the teacher. From the problems above, it can be concluded that the students needed more motivation and media to carry on their English lessons, especially in speaking skills.

(Hariati, 2022) says that teaching English by using movies, especially for foreign learners is a good strategy. Many people enjoy watching movies. Movies are not only entertaining but also valuable. For entertaining reasons, movies help teachers boost students' motivation and increase students' enthusiasm for language learning. In this research, the researcher used the animated movie Alice in Wonderland as the medium for teaching speaking. This movie contains many things like interesting pictures, a good story, enjoying sound, dialogues, expressions, and new vocabulary. The researcher aims to make it easier for students to speak English through movies.

So, English teachers can use a movie-based activity in their classroom and increase their creativity to have a great effect on their students' achievement. The reason why students are not able to speak naturally mainly happens because in learning speaking skills, especially public speaking, traditionally people are only interested in the "big" or seemingly extraordinary moments of human interaction, and they forget to connect them to everyday life and experiences (Duck & Mcmahan, 2018 in Kinasih & Olivia, 2022).

From the reason above, the researcher wants to know the effect of student's speaking ability through watching Alice in Wonderland movie. The use of that movie in the learning process could help the students to learn. There are audio, visual, audiovisual. (Arsyad 2017 in Safitri et al., 2023) defines one of the types of audio-visual learning media namely movies and video. Some techniques helped the use of English video that dialog conversation. The teachers or educators actually can teach speaking by utilizing technology especially English movies in the learning process in the class. It is not only using their native language in the classroom but also using technology especially English movies to encourage the student's speaking ability. It can increase vocabulary then students are more interested in speaking. It helps students be more active and enjoy participating in the learning process. The researcher expects this study will help teachers, especially those who teach English in senior high school. It also can contribute to all students improving their speaking ability. Particularly, in all aspects of speaking skills. So considering the study's background, the main problems of this research :

1. What are the differences between speaking ability achieved by students using English movie media and those taught using conventional teaching methods?
2. How is the effect of watching Alice in Wonderland improving students' speaking ability in eleventh-grade students?

Method

This study applied a quantitative method. Researchers use pre-experimental research to get research data. Students' speaking abilities are the dependent variable in this study, whereas English movies are the independent factor. The researcher only compared the scores of the pretest and post-test, where the first was before using an English movie and the second was after using the movie (Kabooha, 2016).

The population of this study was the students of MA Maftahul Falah Sekacer consisting of 18 students from grade XI, 14 female students, and 4 male students. The type of sample that the researcher used is a non-probability sampling technique with a saturation sampling type. According to (Fitria & Ariva, 2019) saturation sampling is a sampling technique which all members of the population are used as a sample because the population is relatively small.

To collect the data the researcher used pretest and posttest in the form of oral tests. The instrument used topics in the oral tests of expression of opinion: giving an opinion of Alice in Wonderland movie. To

collect the data, there were three sections with six meetings. They were pretest, treatment, and posttest. In the first meeting, the researcher conducted the pretest. Treatment was the focus of the second, third, fourth, and fifth meetings. In the sixth meeting, the researcher conducted the posttest.

Research procedures that were conducted in this research were as follows: in the first meeting, the researcher gave the test to the students for 40 minutes to know their previous knowledge of speaking and the fluency of the students then they gave opinions about English movies. In the second meeting, students form opinions from a picture screenshot of the movie and then are shown a 25-minute film. In the third meeting, divided into groups then the researcher was given 25 minutes to watch to continue about the movie, every group express about asking and gave opinions related to the movie. fourth meeting the researcher gives 25 minutes to continue the movie and then presents several statements about the film and students can agree with an opinion. fifth meeting, students watch the entire movie, and students can express disagreeing with an opinion from the statements presented in the film. At the last meeting, the researcher gave a post-test to the students. The researcher gave the question and answer related to the movie.

Result and Discussion

Based on the result of the data analysis, the researcher presented the research findings related to the effectiveness of the use of Alice in Wonderland movie in improving students' speaking skills ability in using expression of asking and giving opinions to eleventh-grade students of MAS Maftahul Falah in the academic year 2023/2024. The findings are as follows:

Table 1: The Normality of Data

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		18
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.38160379
Most Extreme Differences	Absolute	.158
	Positive	.130
	Negative	-.158
Test Statistic		.158
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Table 1 shows that the researcher's calculation of the normality in the significant value (Sig.) is 0.200 > 0,05. The interpretation is the normality test has a

normal distribution because the significant value is higher than 0.05. Therefore, the data can be continued to test for homogeneity.

Table 2: The Homogeneity of Data

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
pretest	Based on Mean	1.772	1	50	.189
	Based on Median	.785	1	50	.380
	Based on Median and with adjusted df	.785	1	44.892	.380
	Based on trimmed mean	1.509	1	50	.225

According to the homogeneity test, it has been determined that the significance valuations for both pre-test and post-test data are 0.225. Since these values are higher than 0.05 namely 0.225>0.05, it can be concluded that the data is homogeneous.

Table 3: Hypothesis Testing (Dependent Sample Test)

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	pre test - post test	-11.167	5.512	1.299	-13.908	-8.426	-8.595	17	.000

According to Table 3, a degree of freedom (df) of 17 shows that the T-test result, the score t(-8.595) is higher than the value in the T-Table 1.740. This indicates the difference. In addition, the significance of the score explains that Sig. (2-tailed) was 0.000<0.05. This means that there is a significant effect of using Alice in Wonderland Movie in improving students' speaking skills.

Based on the data analysis, the researcher found that the teaching and learning process influenced the students' achievement in speaking in using expression opinion of Alice in Wonderland movie. It was shown by the result of the post-test which was higher than the pretest. Before the treatment was given, the mean score of the pretest was 61.33. after they had been given the treatment, the mean score of the post-test was 72.50. It means that there was a significant score by applying the Alice in Wonderland movie in a learning activity on students' speaking skills. The students could increase their speaking skills significantly. It was proved from their mean score students post-test.

Based on the result above, a student must often practice speaking in English more fluently to perform public speaking. The research results indicated that film viewing is an effective method for enhancing

students' speaking skills. It can positively impact fostering students' motivation to practice speaking which starts from activities in the classroom, where there are significant changes before and after the implementation of the film. In line with (B. Thi & Giang, 2020) stated that learners feel very active and interested in learning media like this. who also found that films can be a valuable tool for improving speaking proficiency and creativity, this study concludes that eleventh-grade students at MAS Maftahul Falah can enhance their speaking abilities through watching movies. Through comparing pre-test and post-test results, the researcher observed that incorporating films into the learning process positively impacted students' speaking skills. The post-test results revealed improvements in speaking, including better pronunciation, grammar, vocabulary, fluency, and comprehension, reinforcing the effectiveness of this approach.

In conclusion, based on the research findings, the hypothesis of this research has been answered, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. So, there was a significant effect of the Alice in Wonderland movie as a medium for mastering materials on students' speaking skills in the eleventh grade of MAS Maftahul Falah Sekacer in the academic year 2023/2024.

Conclusion

Based on the data analysis, and research findings, the researcher concluded that there was an improvement in students' scores in the post-test after applying Alice in Wonderland movie as the media in teaching speaking in using expression of opinion. The mean score of the post-test is higher than the mean of the pre-test (70.25 > 61.33). It indicates that there is a significant difference between the Alice in Wonderland movie and the media on students speaking skills of eleventh-grade students of MAS Maftahul Falah Sekacer.

After getting the data, teaching speaking in the eleventh grade by watching films, the researcher attempts to offer recommendations, particularly to the English teacher, other researchers, and elements of education. The following is advised by the researchers: first, it is suggested that teachers employ various tactics, such as collaborative writing techniques, to support students' speaking abilities. Second, it is recommended that students use technology tools such as smartphones, computers, and laptops to access English movies to help their vocabulary and knowledge of English. The researcher also suggested

that other researchers investigate this approach further to make it applicable to subjects other than English.

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