AN ANALYSIS OF STUDENT IN SPEAKING THROUGH FILM DISSCUSSION AT STUDENTS ENGLISH DEPARTMENT FKIP UIR

A THESIS

Intended Fulfill One of the Requirement for the Award of Sarjana Degree in English Language Teaching and Education

By:

DINA RAHMADANI
NPM: 166310313

ENGLISH LANGUANGE EDUCATION FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS ISLAM RIAU PEKANBARU

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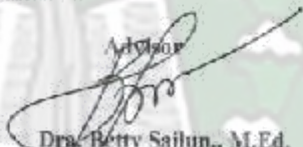
Name : Dina Rahmadani

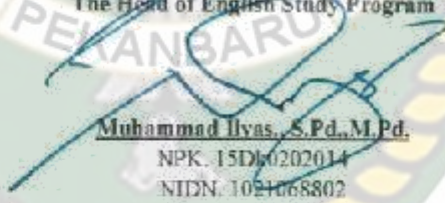1998 Index Number : 166310313

place/date : Sekeladi, 24 Januari

Faculty : Teachers Training and Education Faculty

Study Program : English Education

Advisor

Dra. Betty Sailun., M.Ed.
NIPK. 19600427198032000
NIDN. 0027046002

The Head of English Study Program

Muhammad Ilyas., S.Pd.,M.Pd.
NPK. 15DI0202011
NIDN. 1021068802

This thesis has been accepted to be one of requirement for the Award of Sarjana Degree in English Study Program Faculty of Teaching Training and Education Islamic University of Riau

Pekanbaru, September 2020
The Vice Dean of Academic

Dra. Hj. Sity Hastuti., M.Pd
NIF: 195921091987020002
NIDN: 001109590411

THESIS

AN ANALYSIS OF STUDENTS IN SPEAKING THROUGH FILM DISCUSSION AT STUDENTS ENGLISH DEPARTEMENT FKIP UIR

Name   : Dina Rahmadani

Student Number : 166310313

Study Program   : English Language Education

Faculty   : Teachers Training and Education Faculty

THE CANDIDATE HAS BEEN EXAMINED

THURSDAY, 24 SEPTEMBER, 2020

THE EXAMINER COMMITTEE

ADVISOR

Dra. Betty Sailun., M.Ed

NIDN. 0027046002

EXAMINERS

Prof. Dr. Seno Himala Putra, M.Pd

NIDN. 1025086701

Miranti Eka Putri, S.Pd. M.Ed

NIDN. 091102367

Thesis is submit in partial fulfillment of the requirements for the Degree of Sarjana of Education in Universitas Islam Riau

Pekanbaru, 27ᵗʰ September, 2020

The Vice Dean of FKIP UIR

Dra. Hj. Tity Hastuti., M.Pd

NIP. 195911091987032002

NIDN. 001109590411

THE LATTER OF NOTICE

We, the sponsor and co-sponsor hereby notice that:

Name	:	Dina Rahmadani
Index Number	:	166310313
place/date	:	Sekeladi, 24 Januari 1998
Faculty	:	Teachers Training and Education Faculty
Study Program	:	English Education

Has completely written a thesis entitled:

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It ready to examine

This latter is made to be used, as it is needed

Pekanbaru, September 2020

Advisor

Dra. Betty Sailun., M.Ed.

NIDN. 0027046002

THESIS GUIDANCE AGENDA

Thesis guidance has been done to:

Name : Dina Rahmadani

Index Number : 166310313

Study Program : English Education

Faculty : Teacher Training and Education

Advisor : Dra. Betty Sailun., M.Ed

Title : AN ANALYSIS OF STUDENTS IN SPEAKING THROUGH FILM DISCUSSION AT STUDENTS ENGLISH DEPARTEMENT FKIP UIR

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The Vice Dean of Academic

Dra. Hj. Tity Hastuti., M.Pd

NIP. 195911091987032002

NIDN. 001109590411

DECLARATION

This under signed researcher.

Name	: Dina Rahmadani
Index Number	: 166310313
place/date	: Sekeladi, 24 Januari 1998
Faculty	: FKIP UIR
Department	: English S1

I truly confees that this paper writing derived from my own ideas, except some question (directly or indirectly) which were adopted or taken from various source included in the "References". Scientifically, I look responsible for truthfulness of the data presented in this paper.

Pekanbaru, September 2020

The Writer

Dina Rahmadani
166310313

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Finally the researcher really realizes that there are many weaknesses on this paper, therefore, constructive critiques and suggestion are needed on order to improve this thesis.

May Allah Almighty of universe bless you all. Aamiin.

Pekanbaru, 1 September 2020
The Researcher

Dina Rahmadani
NPM.166310313

ABSTRAK

Dina Rahmadani, 2020, ANALISIS MAHASISWA BERBICARA MELALUI PEMBAHASAN FILM PADA MAHASISWA JURUSAN BAHASA INGGRIS FKIP UIR.

Kata Kunci: Berbicara, Film

Berbicara sebagai keterampilan produktif terdiri dari produksi ucapan verbal yang menarik perhatian baik dalam bahasa pertama dan kedua, tujuan berbicara adalah untuk berbagi ide atau makna. Keterampilan berbicara membutuhkan beberapa pembunuhan seperti pengucapan yang benar, intonasi, tekanan dan pola struktur agar dapat dipahami oleh orang lain dengan jelas.

Metodologi penelitian adalah studi kualitatif deskriptif. Teknik pengumpulan data berupa angket untuk mengetahui tingkat berbicara siswa melalui diskusi film.

Penulis menemukan bahwa Menonton film Inggris lebih menarik bagi siswa daripada menghafalnya. Hal ini dikarenakan melalui film, selain belajar mereka juga mendapatkan hiburan dari film dan Films memiliki nilai lebih dari pada metode pembelajaran lainnya seperti kosakata yang mereka peroleh lebih kompleks karena menyentuh banyak hal dan mereka juga mendengarkan pengucapan asli.

ABSTRACT

Dina Rahmadani, 2020, AN ANALYSIS OF STUDENTS IN SPEAKING THROUGH FILM DISCUSSION AT STUDENTS ENGLISH DEPARTEMENT FKIP UIR.

Keyword: Speaking, Film

Speaking as a productive skill consists of verbal utterance production which derives attention both in first and second language, the purpose of speaking is to share idea or meaning. Speaking skill require some kills like correct pronunciation, intonation, stress and structure pattern in order to be understood by others clearly.

The research methodology is descriptive Qualitative study. Data collection techniques are questionnaire to determine the level of students' speaking through film discussion.

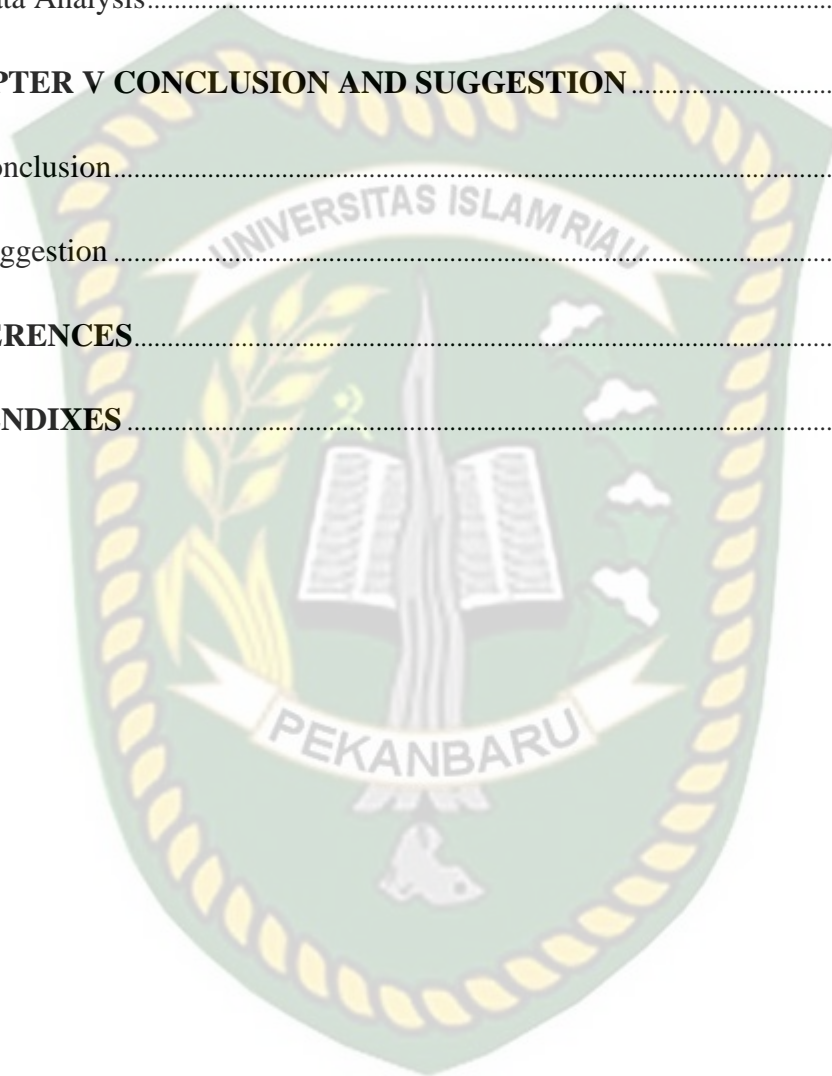The writer found that a Watching English film is more attractive to students than memorizing them. This is because through films, besides learning, they also get entertainment from the film and Films have more value than other learning methods such as the vocabulary they get is more complex because it touches many things and they also listen to native pronunciations.

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BAB I

INTRODUCTION

1.1 Background of the Problem

Communication is a process of exchanging information, ideas, thoughts, feelings, and emotions through speech, body language or written. In education field, English communication has one of the support the learning process. English communication is not easy for foreign language students who seldom used it in their society. Foreign language learning is more complex concept than simply mastering new information and knowledge because it involves variations of personality traits and social components, additionally, in human interaction, numerous attempts have been made to classify the functions of speaking.

Speaking as a productive skill consists of verbal utterance production which derives attention both in first and second language, the purpose of speaking is to share idea or meaning. Speaking skill require some kills like correct pronunciation, intonation, stress and structure pattern in order to be understood by others clearly.

Speaking represents a real challenge to most language learners. No wonder that, some people think that the ability to speak shows the competence of a person in language mastery. Because language is a habit, speaking skill, as a part of four major skills is language, must be practiced more in its frequency in order to be fluent with the target language that is being learned.

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However, many students still have problem in speaking among them incorrect pronunciation, intonation, stress and structure pattern in order to be understood by others not clearly. Media can help more interesting learning activities. Moreover, audio visual media standardized teaching instructions to the students. Media as supporting tools in teaching and learning process can make the materials clearer; give more in teaching more interesting. One of media that can be used is film. Film as multimedia can be used in teaching learning English. Especially when it comes to speaking class. There some benefits of watching various English film for learning. As the learners are accustomed to see how the native speaker speak English with native facial expression and gestures based on the situation that are encountered without facing native speakers directly.

Film is the interesting media in teaching and learning process, there some advantages involving film in teaching and learning activity. For example, it can persuade student' imagination and the characters of the story. By showing film, it can be effective by asking students watch and understand the story of film. Film also effective medium in teaching and learning language because it can stimulate students both receptive skill (listening and reading) and productive skills (writing and speaking).

Media will offer different situations in teaching and learning process by increasing students' interest of the lesson. Media can be used by teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. By using film as a media to improve students'

speaking skill, using media can help teacher's presentation in the classroom and also support teaching and learning speaking.

In teaching and learning in FKIP UIR also use media and technology where all technology-based learning makes it easier for students and lecturers in teaching and learning activities, using media can help students directly express what they see in a film or practice other body language directly so using media is very important role in learning to speak because students can directly hear and imitate it.

In learning English in this ability to speak I feel the things experienced by other friends when studying in class, because not everyone can understand what is conveyed by the teacher who is only limited to saying and cannot practice it, so I chose this research because I feel the media can help us understand and understand appropriately with the intention conveyed, by displaying a film so students should be able to pay attention to the correct spoken words, the accuracy of words, and practice it correctly and smoothly in their pronunciation

Many students have still problem in speaking, some examples are follows. (1). 'Not being brave to speak was caused by 'being afraid of making errors' was caused by 'being brave to speak. '(2). 'not being confident to speak' was caused by 'being afraid making errors' was caused by 'not being confident to speak. '(3). 'Being afraid of speaking was caused by 'being afraid of making errors. 'Was caused by 'being afraid of speaking.' (4). 'nervous to speak' was caused by 'not being confident to speak. 'By nervous to speak. '(5). 'Not used to talking in class'

was caused by 'being afraid of making errors. 'Being afraid of making errors 'was caused by 'not used to talking in class.

Based on phenomena above, the study aims to investigate whether the films can effectively improve the students speaking skill. Therefore, this study also aims to investigate **"AN ANALYSIS OF STUNDENTS IN SPEAKING THROUGH FILM DISCUSSION AT STUDENTS ENGLISH DEPARTMENT FKIP UIR".**

1.2 Identification of the Problem

From the background above, the researcher found students facing some problem. First, the students shy to speak in front in the class. They are nor express their opinion to the other people. They were afraid of making mistakes in grammar and they are also lack of confidence. So, most of them were passive in the classroom.

Second, the student's participation in speaking activities is low. Only some students were active, but other students just silent in participating at learning process. They are also used Indonesian language.

Third, the students have short time to practice their English. They are also do not have an opportunity to speak English. Only some students are able to give their free time to practice speaking in English and applying it in everyday life.

Fourth, they some got some difficulties in speaking. Some of students just kept quite in attending the class and they prefer to be listener better than to be speaker.

The lectures in than classroom talk too much than the students, so it is not effective for students.

The last problem is the students lack ability in vocabulary mastery. It is caused by two aspects. One of them is the meaning of the word in the dictionary dose not ensure to correct use of the word in a particular context. The meaning of word must be learned in context because different context can make different meaning for a word. The students usually match meaning from what they have found in the dictionary with word in a sentence without considering the word in its context. Another aspect came from their ability in mastering various vocabularies which were still low. When they spoke, they always stumble in a word that they did not know how to pronounce it in English.

1.3 Limitation of the Research

Based on the identification of the problem, there are some difficulties that students faced in the learning speaking and it is caused by some factors. One of them, teachers do not appreciate method in teaching speaking. As commonly known, there are some strategies that may use in the teaching speaking.

In this research, film is used to improve the students speaking. There are some indicators in speaking; they are pronunciation (Intonation), Grammar (tenses), Fluency. In this research the limitation of problem is in speaking indicator in English.

1.4. Formulation of the problem.

From the background, identification, and limitation of problem stated before, the problem of this research can be formulated into "What are English Film Contribution on English Students' Speaking at English Language Education FKIP UIR?"

1.5 Objective of the Research

The objective of this research is to find out what are the problems in self-confidence on speaking skill of students English Language Education FKIP UIR.

1.6 Significant of the Problem

This research hopefully could give contributions to parties related to English teaching and learning process.

1. For the students, it would be an effort to improve their learning motivation and speaking skills. The implementation of using video clips as learning media is hoped to be one of the ways to develop their communicative competence to face global communication.

2. For the English teachers, it would be a broad opportunity to improve the English teaching and learning process by using film. The implementation of using video clips as learning media is hoped to be 10 continuously performed to create enjoyable atmosphere in the classroom and to provide appropriate models of English to learn speaking.

3. For English Department of Islamic University of Riau, it can be used as a research reference for other researchers who have similar topic and purpose.

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1.7. The definition of the Key Terms

1. Speaking

(Trigon, 1990) Defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

2. Analysis.

(robert, 1999) Defines analysis is the process of breaking up a concept, proposition, linguistics complex, or fact into its simple or ultimate constituents.

3. Film

Understanding film according to Effendi is the result of culture and art expression tools. Film as mass communication is a combination of various technologies such as photography and sound recording, fine arts and literary theatre arts and architecture and music art (Americana, 1986).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Speaking

Speaking of language is part of an activity, or of a form of life. ((brom, 2002) If speaking is part of an activity, or of a form of life, so we clearly need to know more about what types of speech, there are also certain techniques in speaking so that what we want to convey clearly and easily understood by our interlocutors.

Speaking is one of man's most complex skills. It is a skill which is unique to our species. Each normal child starts acquiring it in infancy, clearly driven by a genetically given propensity for language. The mature skill takes all of childhood to develop. It requires extensive interaction between the child and its parents, peers, teachers and other members of the language com- munity. There is, in fact, never a steady state. The mature language user keeps expanding his lexicon as new words are needed or arise in the language. There is also often a continuing growth of rhetorical and narrative abilities in the adult speaker (Willem J. M: 1938).

Generally, Speaking is a productive skill which requires the learners to retrieve almost instantaneously the precise sound, from, word-order, arrangement and content vocabulary which will express what he wants to say in unanticipated situations. "It is clear that speaking comprises unpredictable matters. The natural conversation automatically flows out of the mouth of the speaker, not memorized or learnt like poems. Therefore the hearer cannot always anticipate the speaker's

utterances. Successfully coping with such unanticipated situations means mastering both linguistic aspects and language functions for certain situations (Grater's: 2018:3).

Harmer (1991) added that when two people communicate, each other of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people, communicate because there is an information gap between them, and they genuinely need information from other people.

Based on the theories above, it can be summarized that speaking is where a person knows the language since he was born and how his environment communicates well so that he is involved in speaking well, but in speaking a foreign language, one also needs to learn and communicate with an environment that does use that foreign language in order to be more quick to understand and speak fluently so speaking is not difficult if we are really committed to learning especially if it was sharpened since we were little.

2.2. Element of speaking

In teaching and learning, speaking a process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts. In speaking English not only lack pronunciation is of the factors students do not speak English well. There are some problems is:

1. Accuracy

According to Anne Burns (2012) state that accuracy is speech where the message is communicated using contact grammar. The nation of accuracy can also be expanded to include correct pronunciation according to target language norms.

Recognizably, accuracy is one of the most important criteria to measure one's linguistics ability and to shelter language users from communication break downs. Speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also set the clear scale for assessment of accuracy.

2. Grammar

According to Hopper (2009) Grammar is not prerequisite for generating discourses, but rather, it is rooted in and evolves from discourse. Neither is it not complete trained, but instead, its structure Students use correct words order, tense, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses is open and in flux.

3. Vocabulary.

Vocabulary is comprehension: Getting to the roof of text complexity (Laura Robb, 2014). Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

4. Pronunciation.

Students speak and most people understand. Even broader than that, Lim (Liao: 2009) defined accuracy as "the ability to use correct forms in which

utterances do not contain errors effecting phonological, syntactic, semantic and discourse features of the language."

5. Fluency

Fluency is also used as a criterion to measure one's speaking competence. One of the goals fluency is to road smoothly, at a manageable speed. Readers who are fluent do not stumble over each word (Owen J, 2009).

2.3 The Function of Speaking

Mastery of speaking skills in English is a priority for many second and foreign language learners. Some linguists have tried to categorize the function of speech in human interaction. According to Brown and Yule there are three functions of speech, "three versions of the framework version of Brown and Yule (after Jones 1996 and Burns 1998): talk as interaction: talk as transaction: talk as performance. Each speaking activity is very different in terms of form and function and require a different teaching approach. "

1) Speaking as an interaction

Our daily communication continues to interact with others. This refers to what we say as a conversation. This is interactive communication that is done spontaneously by two or more people. This is about how people try to convey their message to others. Therefore, they must use speaking skills to communicate with others. The main objective in this function is social relations.

2) Speak as a transaction

In conversation as a transaction more focused on the message conveyed and makes others understand what we want to convey, clearly and accurately. In this type of spoken language, students and teachers usually focus on meaning or speak what their understanding is.

3) Speak as a show

In this case, speaking activities focus more on monologues better than dialogue. The function of speaking as a show takes place in speeches, public talks, public announcements, retelling stories, television stories and so on.

Brown and Yule in (2012, p.4) also describe as useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional functional, in which the primary purpose of speech is the maintenance of social relationship.

2.4 The Characteristics of Successful Speaking Skill

In our life, communication is very important. In communication requires language, language is used by almost all over the world, it enables us to make friends, to express idea and opinion, to conduct business and especially to interact among people, they have some thinking. Communication only takes place when we make of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify, and so on.

To support the teaching learning process of speaking skill, the teachers must know about the characteristics of students and also the characteristics of successful speaking activity. If the teacher knows about the characteristics of each student, the teacher can easily give the material to students. According to Underhill (1987; 120), there are some characteristics of successful speaking activity:

1. Students talk a lot

    As much as possible period of time allotted to the activity occupied by students talk. This is obvious, but often most time is taken up with teacher talks or pauses. It means the students must be active to speak with their friends as much as possible. It is very clear that the students are busy, but they seldom spent their time to talk with their teacher.

2. Participation is even

    Classroom discussion is not dominated by a monitory of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. It means that the classroom discussion is not dominated by one participant only, but all of participants get a same chance to speak.

3. Motivation is high

    Students are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve an objective task. It means that the students have high motivation to speak English. By having a high motivation, the students will be interested in learning

English, especially in speaking. They often try to deliver their own idea confidently

4. Language is of an acceptable level

Students express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. It means that they use the components of speaking which are relevant with the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. So, the students often try to speaking English correctly in real communication.

2.5 Types of Speaking Performances

Brown (2004:141) describes six categories of speaking skill. Those six categories are as follows:

a. Imitative

At one end of a continuum of types of speaking performances is the ability to simply parrot back (imitate) a word phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be include in the criterion performances. We are interested only in what is traditionally labeled "pronunciation", no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. They only role of listening here is in the short- term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language the must be imitated.

b. Intensive

A second type of speaking frequently employed in assessment contexts is
the production of short stretches of oral language designed to demonstrate
competence in a narrow band of grammatical, phrasal, lexical, or phonological
relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The
speaker must be aware of semantic properties in order to be able to respond, but
interaction with an interlocutor or test administrator is minimal at best. Examples,
of intensive assessment tasks include directed response tasks reading aloud,
sentence, and dialogue completion; limited picture-cued tasks including simple
sequences; and translation up to the simple sentence level.

c. Responsive

Responsive assessment tasks include interaction and test comprehension
but at the somewhat limited level of very short conversations, standard greetings
and small talk, simple requests and comments, and the like. The stimulus is almost
always a spoken prompt (in order to preserve authenticity), with perhaps only one
or two follow up questions or retorts

d. Interactive

The difference between responsive and interactive speaking in the length
and complexity of the interaction, which sometimes includes multiple exchanges
and/or multiple participants. Interaction can take the two forms o transactional
language, which has the purpose of exchanging specific information or
interpersonal exchanges, which have the purpose of maintaining social
relationships. In interpersonal exchanges, oral production can become

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pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during, during which the opportunity for oral interaction from listeners is eithers highly limited (perhaps to nonverbal response) or ruled out altogether. Language style frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologue such as casually delivered speech.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.6 Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as "Instruction", it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

Teaching is a complex and controversial profession, and the educational literature is full of teaching models that present varied conceptualizations of the nature of teaching. Language teaching as the relatively limited set of activities

involved in implementing a language curriculum at the classroom level. However, when I refer to teaching as a distinct activity the systematic curriculum model, I will be using a narrow definition of teaching includes only those activities (techniques and exercise) rationally selected by the teacher to help students achieve learning.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Noonan, D, 2003). Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

2.7 Classroom Speaking Activities

Harmer (2001: 348-352) states six classroom speaking activities. They are acting from scripts, communication, games, discussion, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts activities that should be considered by the teacher in the teaching and learning

process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as a theatre director who draws attention to appropriate stress, intonation, and speed. This means that the lines speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they time are given time to rehearse their dialogues before performance. The students will gain much more from the whole experience in the process.

b. Communication games

Game are designed to provoke communication among students. The games are made based on the principle of the information gap so that one student has to talk to his/her partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between picture. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion id probably the most commonly used activity in the real skills class. Here, the students are allowed to express their real opinions. According to harmer (2001: 272) discussion ranges is divided into several stages from highly interactions, whole-group staged events to informal small-group interaction.

d. Prepared talks

The students are asked to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more. However, if it is possible, the students should speak from notes rather than from scripts.

e. Questionnaires

Questionnaires are very useful because they ensure that both the questionnaires and respondent have something to say to teach other. Students can design questionnaires on any topic that appropriate. As they do so the teacher can act as a resource, who helps them in the design process.

f. Simulation and role play

Simulation and role play can be used to encourage general oral fluency or train the students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. The teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expression. The teachers can ask them to write some dialogues and after that they have to act them out in front in the class. It may be used by the teachers in using acting from scripts. In discussion, the teachers can use some pictures or may be videos in a certain situation. These activities can be used as the way measure how far students can speak, say and express their feeling in English.

Courtland L Bovey (2003) states that presentation in public speaking class in due soon and you know you need to perform well. The grade on this speech could really affect your final grade in the class. Unfortunately, you don't have time to research and plan an original speech as thoroughly as you'd like. However, you could use information and a speech outline from another presentation you gave in another class.

2.1.1 Using Film

2.1.2 Definition of Film

Film is nation picture. It is just like other literary work such as a song, novel, and poetry which also above have message of moral valves inside. It recounts human beings conflict and life around. They story has its own characteristics according to the direct and the player (actor and actress).

Film as a series of connected cinematography image projected on screen. Film can record cultures, and they can thread social or political issue and other aspect of societies to capture relationship difficult to communicate by other means (Encyclopedia Americana vole 19, 1986: 505).

Watching a film make the viewer understand, communicate, and familiar with something informed in the story. Film has a fantastic way in conveying the theme. People who watch film can learn theme easily and reflected the things that are useful to their life. Film can portray a clear description about the situation or event that often made into a film are as follows: culture, social events, political issues, personal life, war and so on.

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2.1.3 Kinds of Film

Some of the most basic types of film line up as distinct alternative, we commonly distinguish documentary from fiction: like action to animations: and mainstream for experimental or Avant – grade film making. Birdwell and Thomson (1997: 42 – 51) state that there are four types of film, they are:

1. Documentary Film

A documentary film purpose to present factual information about the world outside the film. As a type of film, documentaries present themselves as factually trust worthy. There are two types of documentary, they are:

Complication Film: produce by assembling mages from archival sources.

Direct Cinema: recording an ongoing event "as its happens", with minimal interference by film maker.

2. Fictional Film

A fictional film present imaginary being, plates, or events. Yet if a film fictional, that does not mean that is completely unrelated to actually.

A typical fictional film suggest it events: they are designed, planned, rehearsed, filmed. In a fictional film the agents are portrayed or depicted an intermediary, not photographed directly (as in documentary).

3. Animated Film

Animated films are distinguished from lie-action ones by the unusual kinds of work that one done at the production stage. Animators do not do

continuously filming and ongoing action in real time, but they create a series of images by shooting on a frame at a time.

4. Experimental or Avant – Grade Film

Experimental basic types of filmmaking is wilfully non-conformist. Some film makers set out to create films that challenge orthodox notion of what movie can show and how it can show it.

Experimental films are mode for many reason, they are (1) The filmmaker wish to express personal to express personal experience or view points, (2) the filmmakers may also want to explore some possibilities of the medium itself, (3) the experimental film maker may tell no story but they may create no story fictional story that will usually challenge the viewer.

2.1.4 Type of film

There are type of films:

1. Realism

This type of film focuses on the real. Movies and TV take us to many different places, but to fall into this category, the piece has to be dedicated to showing the unfiltered world. Realism strives to show the real world for what it is. It's get down and dirty. The ability to shoot and create movie using phones and digital cameras has brought back a recent surge in realism film. Some recent movements is realism are Mumble core films and Modern Realism.

2. Classical

This falls between the two extremes of Realism and formalism. Classical film still wants to emphasize authentic moments between real people but with the manipulation of is creative production elements. Most drama movies you watch falls into the classical category. Remember, this is classical in form, not to be confused with the kinds.

3. Formalism

Formalism focused on the Director bringing the audience an altered reality that they have created. Lucky for us there's no actual showing up to wipe out the Earth's. But Formalism seeks to shows us a completely artificial world. A lot times these movie are why we go to the theatre.

2.1.5 Elements of film

There are five elements of film, they are:

a. Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

b. Character

A character is a person or sometimes events an animal, who takes part in in action of a story or other literary work. There are two character of story:

(1). Protagonist, the protagonist character is the central character or the hero, also called as good guy.

(2). Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

c. Plot

A plot is series of event and character actions that relate of the central conflict, it is sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end. There are five essential parts of plot:

1. Introduction is the beginning of the story characters and the setting is revealed.

2. Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.

3. Climax, this is highest point of interest and the turning point of the story.

4. Falling action, the events and complication begin to resolve themselves.

5. Denouement, this is the final outcome or untangling of events of the story.

c. Conflict

The conflict is a struggle between two people or things in a story. These types of conflict:

1. External, a struggle with a force outside one's self.

2. Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quite their temper, resist an urge, etc.

d. Theme

The theme is the central ides of a film in the story. Through recognizing the important elements of a film, students are expected to be able to master the material related to speaking effectively. Besides that, by recognizing the elements of film, students will be easy to arrange their idea in retelling the movie to the others.

2.1.6 The use of Films in Teaching Language.

Using film to teach English in classroom needs some appropriate techniques. This term makes the students could understand of what the meaning of the film well. As a teacher, have to be able to vary our teaching method in order to anticipate students' boredom our teaching method. For instance, we can vary our media in teaching in order to give something new to the students so that they will be more interested in our teaching.

They also add that film potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use film as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the film to introduce or to expand on a theme or topic that is already the part of the curriculum.

By gate Martin (2003:4) state that a scheme for teaching language in a process of continual professional development. So as to guide teachers towards the critical appraisal of ideas and the informed application of these ideas in their own classroom. The scheme provides the means for teachers to take initiative themselves in pedagogic planning. So the teacher can be using film to the teaching English in classroom.

2.1.7 Technique of Using Film

Using the film to teach English in the classroom needs some appropriate techniques. This terms makes the students could understand of what the meaning of the film well. The familiar three technique of film are: pre-viewing/plan, while-viewing/do, post viewing from Ellis (2003:205).

- Pre viewing

1. Contextualizing the film sequence

2. Motivating pupils to view

3. Focusing the pupils "attention on the topic or specific language items

4. Activating prior knowledge about a topic

5. Making predictions about content and language

6. Eliciting or pre-teaching key language

7. Explaining the reason for viewing and purpose of task

- While viewing

1. Global viewing or viewing for general understanding

2. Viewing for detail. The following typical activities are taken from Ellis (1997) :

3. Watch and complete the picture

4. Watch and number Watch and tick

5. Watch and write

6. Watch and sort

7. Viewing for pleasure

- Post Viewing

The activities to provide opportunities for language presented and practiced through the video sequence to be consolidated, extended and personalized or to provide opportunities to research further information.

2.1.8 The Advantages and Disadvantages of Using film

Wanda (2005) states there are many advantages and disadvantages of using Film in the teaching and learning process:

a. Advantages of Using Film

1. Films can show movement.

2. The audience can be vicariously transported to another location, another time in history.

3. The film can serve as launching pad for discussion.

4. Watching a film or can provide a common experience for the audience.

5. Many types of film are available for rental or for purchase at varying cost.

6. Film may be shown to a very large group of people although additional speakers may be necessary in large auditorium.

b.   Disadvantages of Using Film

1. The room must be darkened.

2. A professional projectionist is necessary.

3. The speaker loses rapport with the audience since, as a rule, the film or video is self-contained, and the speaker cannot interact.

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So to overcome the lack of use of film in the teaching and learning process, tips that will make these shortcomings can be easily overcome, the tips are as follows:

a. Projectors should never be left to run alone.

b. The film should be carefully introduced to prepare to viewer to what is important or of particular interest to the group.

c. Highlight of the film should be summarized afterwards.

d. The film may be used as an excellent vehicle to launch a group discussion.

From the explanation above, it is clear that film have many advantages. Film can support the teaching learning process. The students can learn language not only by listening to how practice the students speaking skills.

Film, also called movie or motion picture, is a visual art used to simulate experiences that communicate ideas, stories, perceptions, feelings, or atmosphere by the means of recorded or programmed moving images along with other sensory stimulations. Before we know advantages And disadvantages of using film in teaching speaking we can make teach more interesting and effective, students also more understand.

2.8 Assumption

This research is conducted on basic the following assumption:

1. Discussion film in speaking at FKIP UIR PEKANBARU is not well pronunciation.

2. The speaking conducted on students.

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CHAPTER III

RESEARCH METHOD

3.1. Research design

This research was aimed for the students English Department of FKIP UIR. The design of this research was qualitative research. This study operationally described the data collected based on the variable of the research. This research consist one variable. In the research, I write used two films as media to improve students speaking skill. The film entitled "Toy Story", Toy Story is a 1995 American computer animated buddy comedy film produced by Pixar Animation Studios and released by Walt Disney Pictures. The feature film directional debut of John Lasseter, it was the first entirely computer animated feature film, as well as the first feature from Pixar. The screenplay Waa written by Joss Whedon.

3.2 Location and Time of the Research

The location in this research at FKIP UIR in 2020 academic year. It is located in Marpoyan Damai on JL.Kaharuddin Nasution.

3.3 Participants

The amount used total sample, participants of this research on students of English Department of FKIP UIR. The amount of participants were 23 students.

3.4 Instrument of the Research

The most important instrument for qualitative research is the researcher herself. In this opportunity the researcher used a questionnaire to get the data he wanted to get. The most important instrument of qualitative research was the

researcher herself. The instrument used by the researcher is questionnaires, which are distributed to 23 students of English Department of English Department of FKIP UIR.

3.5 Technique of Collecting Data

The researcher collected data online by sending questionnaire files to all participants who have previously been briefed on the aims of the study. Then participants were given half an hour to answer question. After all the data were collected, the researcher analyzed and processed the data based on the theory. The result of the data was presented by the writer in chapter IV.

3.6 Data Analysis Technique

The data of this research is presented to qualitative research. The writer collects the data as follow:

1. The researcher observed the students first.

2. Then the researcher chooses the data which supports the purpose of this research. It must limited to avoid overlapping data to be analyzed

3. And then, the researcher arranged the data obtained from the questionnaire that was filled in by the students English Department of English Department FKIP UIR.

CHAPTER IV

RESEARCH FINDING

This chapter presents and discusses the research results and the analysis of the data which have been collected by applying the research instruments, namely questionnaire. The findings will show the levels and the problems faced by students when the students speaking.

4.1 Data Description

This research was conducted with qualitative research. The objective of this study is to know the level of student's speaking through film discussion in speaking on students English Department of FKIP UIR. The result of this data taken from students English Department of FKIP UIR.

4.2   Data Analysis

In this sub-chapter, in order to answer the question, the data have been gathered from questionnaire would be presented and analysed by using descriptive analysis method. Furthermore, the data analysis would be divided in to two indicators: Pronunciation, Lack Vocabulary.

Below will be seen the results of my research on respondents in the form of a diagram:

1. I watch movies to improve my pronunciation in English

The data above shows that more than 80% of students learn through watching films to improve proper and correct English pronunciation in order to get even better. This shows that almost all students use watching films as an educational tool for them to support their ability in speaking English.

2. I watch movies in English without using subtitles
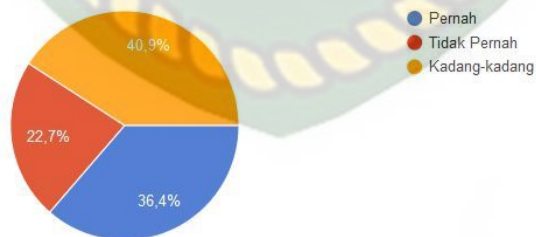
One thing that can be learned through film is adding to English vocabulary. Based on the diagram above, almost 80% of students watch English films without using subtitles, with details; 36.4% of students always watch

without subtitles and 40.9% do it sometimes. This shows that films become "teachers" who can improve students' English language skills.

3. I regularly watch English films

Pernah
Tidak Pernah
Kadang-kadang

81,8%
18,2%
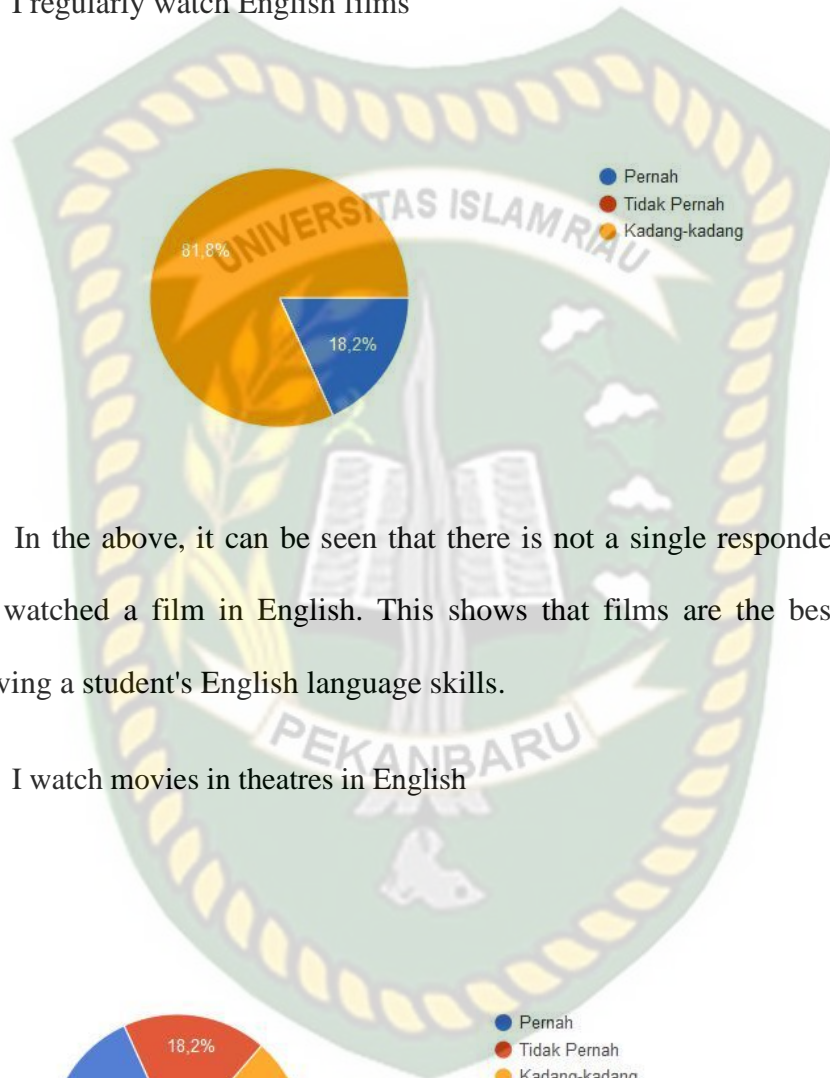
In the above, it can be seen that there is not a single respondent who has never watched a film in English. This shows that films are the best means of improving a student's English language skills.

4. I watch movies in theatres in English

Pernah
Tidak Pernah
Kadang-kadang

18,2%
13,6%
68,2%
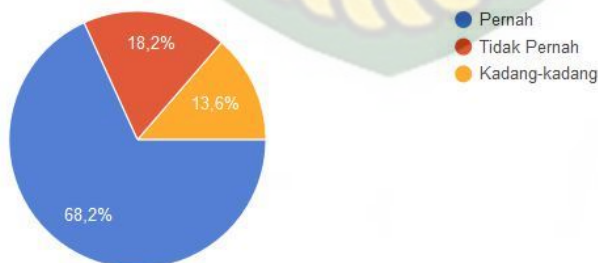
The diagram above, if accumulated, shows that 80% of the respondents watch English films in English-language cinemas. In that sense, respondents are very interested in learning through the medium of film.

5. I practice speaking after watching movies in English
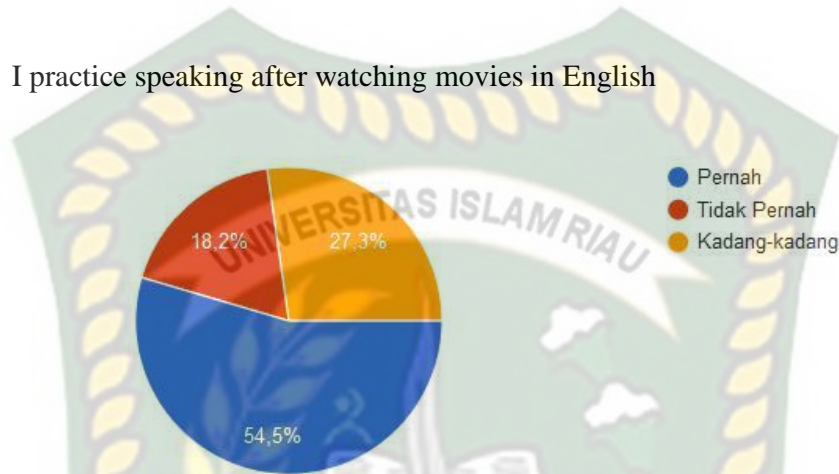
Listening to the words of each character's words in the film makes respondents more motivated to directly practice the vocabulary they get, different when compared to when a student memorizes through a dictionary, for example. This is proven by looking at the results of data from respondents, which is 95% indicating that they practice what the characters say in the film.

6. I get new vocabulary after watching English language films
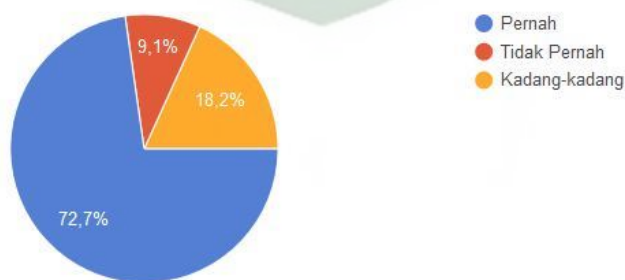
The percentage of 72.7% as seen above shows that respondents watch a film not only because they fill their spare time or because they like the film, but they do use film as a means to increase their English vocabulary. 18.2% of the data shows that not all respondents get new vocabulary from watching movies. This is only natural, because not all respondents deliberately make films to increase their vocabulary, but indirectly a film will increase their English vocabulary because they repeatedly listen to conversations in the film.

7. I watch movies in English
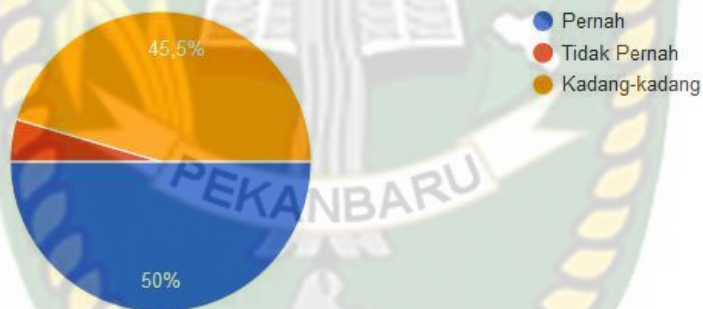
From the data above, it can be said that all respondents watch films in English, there is not one who has never done it. In this case, films really attract a student's interest in learning English.

8. I feel that by watching English films my English skills are getting better
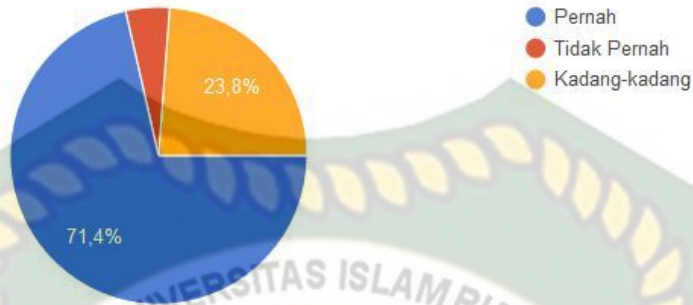
Based on the data above, only 4.8% of respondents stated that their English language skills were not getting better after watching movies. While others replied that they felt this way - their English speaking skills are getting better.

9. I prefer English-language films to Indonesian-language films
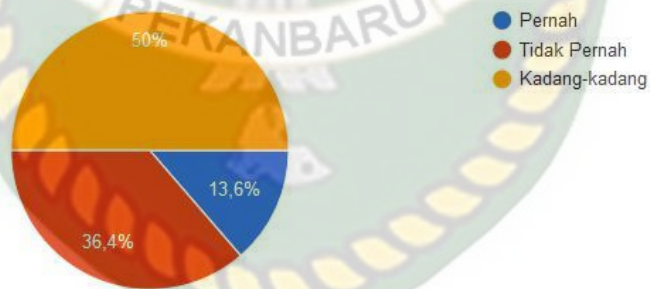

The percentage of 36.4% of respondents chose to speak Indonesian and 50% chose sometimes. This is because a film will feel more fun when we understand the story of a film. However, if it is accumulated, 63.6% of respondents prefer films in English. This shows that the film's influence only applies to those who are interested in learning English.

10. I repeat what the characters or characters in the film say
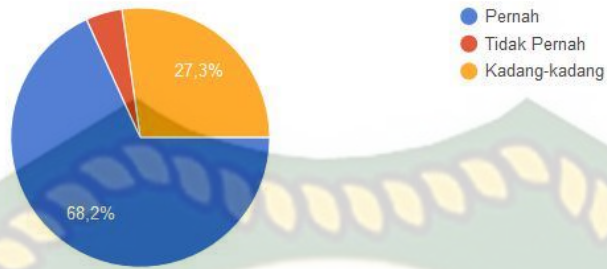
The difference that is very pronounced with watching movies to learn English is that someone can immediately practice the vocabulary they hear. This is the main attraction for respondents to learn from films.

11. I write down new words that I find in the films that are easy to put into practice
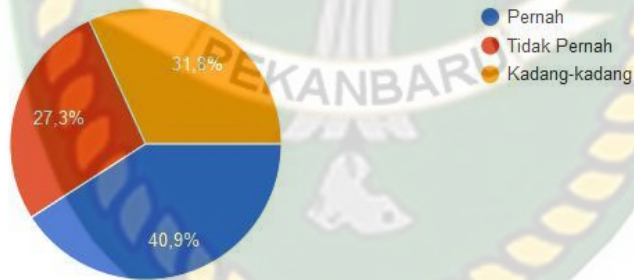
Through the film, one can get new words and it is not limited to just one theme but is complex. Because of the conversations in the film, it provokes many things according to the scene being done. By respondents who can record the words they get. Through the data above, it can be seen that 40.9% of the records, 31.8% sometimes and 27.3% who do not.

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12. I watch movies to improve my pronunciation in English
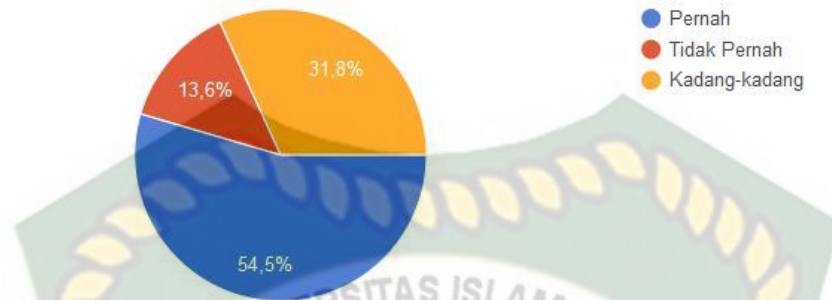
From the data above, it shows that only 13.6% of respondents answered no, other respondents used films as a means to further improve the quality of their English pronunciation. Therefore, films are very helpful in learning English for a student because we can hear the correct speech directly from the native.

13. Watching movies is easier to increase vocabulary than memorizing
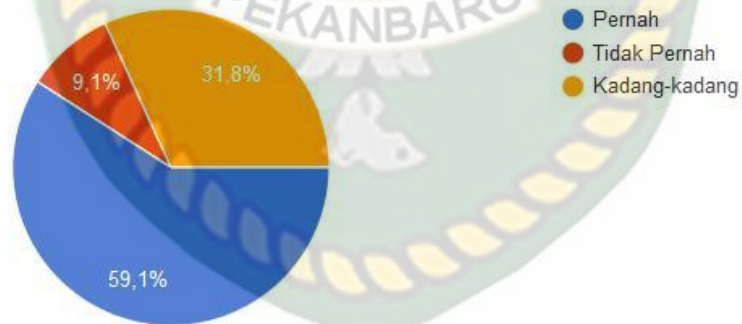

Based on the diagram above, only 9.1% of respondents answered no. This shows that films make it easier for someone to learn English compared to memorizing through a dictionary. Because film is more fun with the stories contained in them, so they can entertain someone even though they are learning too, of course.

14. I provide a dictionary every time I watch a film in English
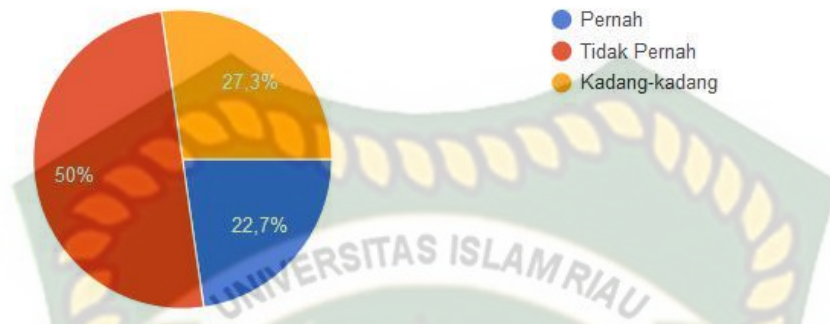
More of the questions above answered no, with a proportion of 50%, but the other respondents did that. This becomes normal because everyone has a taste and a way of learning. There is a way that immediately searches for the vocabulary they get, there are also those who write them down and there are also those who immediately memorize the vocabulary.

15. I pay attention to the pronunciation of the characters speaking while watching movies that use English
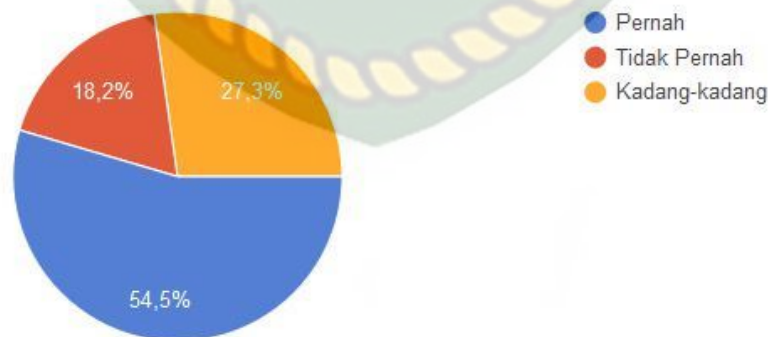
As many as 54.5% of respondents pay attention to the pronunciation of characters or characters in the film and only 18% do not. So it can be

concluded that through the film someone is not limited to getting new vocabulary, but they can immediately see how to pronounce a vocabulary that is obtained. This shows that films are very efficient in supporting one's English language skills. So the Students English Department of FKIP UIR Every pay attention to the pronunciation of the characters speaking while watching movies that use English
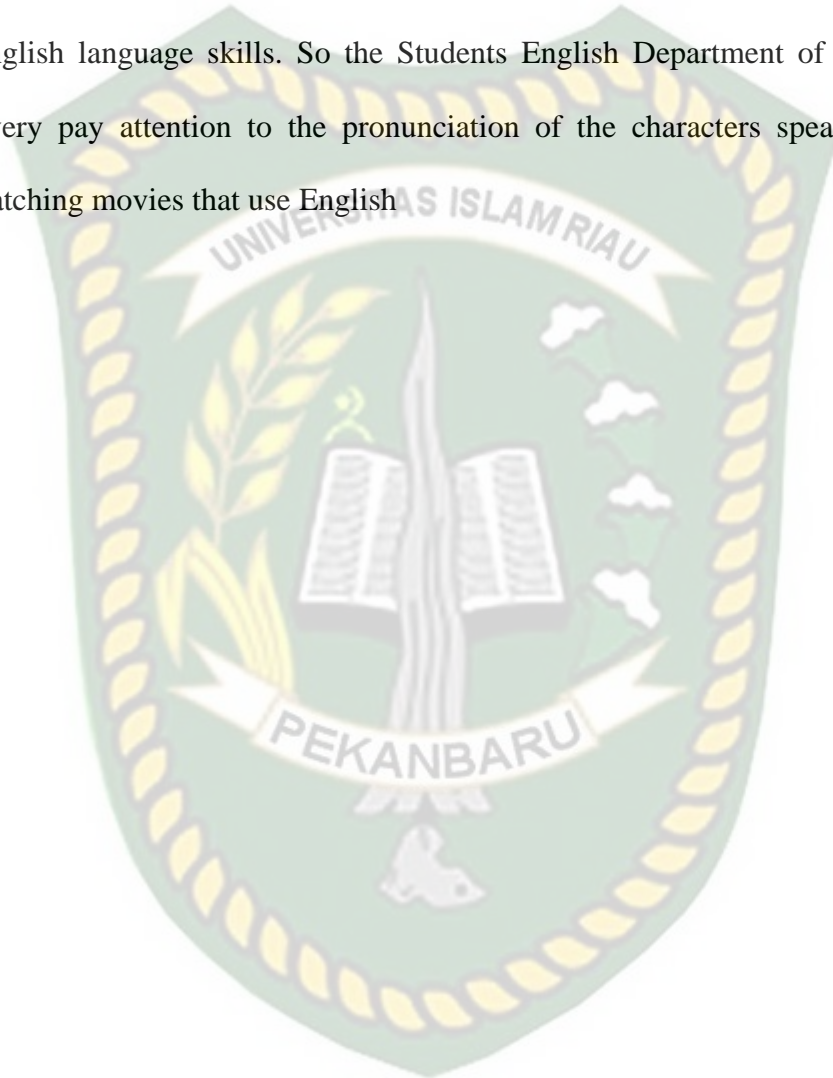
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusions and implication. In conclusion, the author will clarify the results of analysis students in speaking through film discussion at students English Department FKIP UIR. The advice section contains the suggestions of researchers for students, future researchers, and teachers / lecturers.

5.1 Conclusion

Based on the data and explanation above, it can be concluded as follows:

1. Watching English films is more attractive to students than memorizing them. This is because through films, besides learning, they also get entertainment from the film.

2. Films have more value than other learning methods such as the vocabulary they get is more complex because it touches many things and they also listen to native pronunciations.

5.2 Suggestion

1. For Teacher

In teaching speaking as a teacher must be better able to use media that is able to understand what they see and it is easy to determine what they hear, by watching English films seem to be able to make students understand how to pronounce correctly so that learning to speak through films students do not feel bored and It is easier to learn casually, because learning with direct practice will

stimulate the brain to understand and understand what students see and feel. After conducting this research, the researcher hopes that the teacher can make more interesting material such as learning to speak through films so that the material presented is not oblivious and makes students not bored to continue learning and practicing speaking.

However, media like this cannot be done by all teachers because there are still schools that do not support learning through films, especially films that use English, but if the schools are supportive they can try this way of learning.

2. For Students

The writer hope that learning speaking through films that use English can help students to better take advantage of the time to study, not only watching, but students can practice pronunciation in pronunciation without having to memorize new vocabulary every day, students can correct wrong pronunciations through watching and reading The speaking style of the characters or characters in the films they watch, students can also practice directly what they hear and know what the characters mean in the film by preparing an English dictionary every time they watch a film that uses English so that it can add new vocabulary.

3. For further researcher

The writer hopes that the future writers conduct a better research about analysis students in speaking through film discussion and develop the research with other skills such as reading, writing and listening

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