

The Improvement of English Speaking Skills Through Collaborative Learning Using Movie as Media Abstract (Action Research at the English Literature Study Program of Darma Persada University)

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Abstract: The purpose of this study is to determine in detail the process and results of the English speaking skills improvement through collaborative learning using movie as media. This research is an action research conducted in the English literature study program of Darma Persada University. Data obtained from the results of the English speaking skills test before and after the action. The results showed that the collaborative learning process using movie as media made students' speaking skills increase, they became more active during the learning process. It was indicated by the level of the participation in learning interactions. The results of the improvement in English speaking skills have increased quite significantly from the pre-action stage to the third cycle in the research process. This action research carried out with collaborative learning using movie as media significantly helps students to improve their skills in speaking English. This learning has also proven to be able to make students work well and shape their enthusiasm for learning.

Keywords: Action Research, English Speaking Skills, Collaborative Learning, Movie.

1. Introduction

Mastery of science requires language skills, so that what is learned will be easy to understand and apply. One of the languages that must be mastered in the 21st century, namely the era of revolution 4.0 is English. The Indonesian government has chosen English as the first foreign language to be taught in schools. Students who after graduating from college and will compete in the world of work competition will help get the job they dream of if their English skills are good, given that our country will face a free market and compete with workers from across ASEAN.

Entering the 21st century, it is felt that many things have changed in terms of various aspects of human life, including education. In the 21st century where globalization develops, education must be able to defend its culture and civilization from cultures and understandings that come from outside. As a multicultural country, where society and culture are heterogeneous,

Indonesia must be able to become an independent nation in the sense that it is able to meet the various needs of the community in accordance with their hopes, aspirations and dreams.

Based on the "21st Century Partnership Learning Framework", there are several competencies and / or skills that must be possessed by human resources of the XXI century, namely: (1) Critical-Thinking and Problem-Solving Skills - able to think critically, laterally, and systemic, especially in the context of problem solving; (2) Ability to communicate and collaborate (Communication and Collaboration Skills) - able to communicate and collaborate effectively with various parties; (3) Critical-Thinking and Problem Solving Skills - able to think critically, laterally, and systemically, especially in the context of problem solving; (4) Ability to communicate and collaborate (Communication and Collaboration Skills) - able to communicate and collaborate effectively with various parties; (5). The ability to create and renew (Creativity and Innovation Skills) able to develop their creativity to produce various innovative breakthroughs; (6) Information and Communications Technology Literacy - able to utilize information and communication technology to improve performance and daily activities; (7) Contextual Learning Skills - being able to undergo contextual independent learning activities as part of personal development; (8) Information and Media Literacy Skills - able to understand and use various communication media to convey various thoughts.

All this time, students' complaints in learning in class are boredom which makes them bored and discouraged, and there is no creativity during the learning process. In this case, students' English speaking skills are still relatively

weak, especially in terms of vocabulary and fluency. The learning that has been applied by lecturers who teach the Speaking subject has not been able to use a method that can be considered effective. The majority of lecturers still use learning models that cannot stimulate students to be active and creative or even think critically in learning interactions. The learning model is still a textbook, and only relies on the same syllabus from time to time where the lecturer gives lectures based only on material from the textbook in the form of speaking practice themes. Then also, the learning method still tends to be individual where students cannot cooperate with other students and do not make them more often interact with each other.

The researcher looked at the speaking skill problem above, so here a solution is needed to improve vocabulary mastery and good pronunciation in speaking skills by using appropriate, effective, and fun learning models. Based on the previous explanation, this is related to the low level of students' English speaking skills and the lack of interest and motivation of students in taking the Speaking course. These things make researchers interested in conducting research activities on collaborative learning in speaking skills using film media for students majoring in English Literature at the University of Darma Persada.

In this study, the method that will be used by researchers is collaborative learning in English speaking skills using film media. There are several factors that influence the improvement of English speaking skills through learning using film media, namely, among others, students will tend directly and naturally from the use of English in daily conversation and include listening to a lot of unofficial English vocabulary that was not previously found in dictionaries by foreign speakers in the film. Then, by watching films students will hear, learn the intonation and accentuation of words and sentences which will improve skills in pronouncing English words properly and correctly and add a lot of vocabulary. In addition, lecturers can apply fun learning that is not boring. A lecturer can use films that are student favorites that will make student enthusiastic in participating in the learning process, films that contain educational themes and are in accordance with the current digital era 4.0, namely the virtual era, where learning is expected to reduce the use of paper or paperless, while students can watch movies with their respective smartphones wherever and whenever they are.

2. Methods

This study uses action research methods, with a combined method approach based on data collected including two types of data, namely quantitative data and qualitative data intended to better understand the problem than if only using one type of data. According to Gay, et.al. (2010:514), the literature on action research supports the opinion that qualitative data collection methods are more often applied to problems of action research than quantitative methods and designs.

Milis (2010: 51) states the power of acceptance between educators in general, and special action researchers (descriptive) qualitatively examining the problems reflected in the literature of action research that emphasizes data collection techniques. Whereas according to Martler (2010: 214) in the action research method used is qualitative and quantitative. Craswell (2010: 6) states that the method of action research can also be called Mix Method Research, which uses a quantitative and qualitative approach.

The formulation of the research problem

Based on problem identification and problem description, the main problems in research and translation are focused on "how to improve English speaking skills through collaborative learning using film?" The problem formulation in this study can be stated below.

1. How is the learning process in improving English speaking skills using film media?
2. Can English speaking skills be improved through learning by using film media?

3. Research purposes

The purpose of this research is to explain in detail about the process of learning to speak English through collaborative learning using movie as a media. The other goal is to find out and get a description of student learning outcomes about English speaking skills can be improved using this learning model, including the principles, characteristics, strategies, procedures, roles of lecturers and students, materials and assessment of speaking skills. While the specific objectives in this study are as follows.

1. Learning process that can improve English speaking skills through learning by using film media for students of the English Literature Study Program at Darma Persada University.
2. The results of improving English speaking skills using movie as a media.
3. Describe the development of learning models and strategies for effective and fun English speaking skills.

4. Findings

In this study, data were collected during the study. The study used an action research design to obtain research results in accordance with the research objectives. The exposure of the results of the study includes description of data, data analysis, interpretation of the results of the analysis, and discussion. Data analysis was performed using quantitative descriptive data analysis for the quantitative data that had been collected. Quantitative data obtained from the results of quantitative data that has been collected. Quantitative data were obtained from the results of the pre-test, the first cycle test, the II cycle test, and the third cycle test which was then interpreted in accordance with the research findings.

Whereas qualitative data analysis was carried out by means of a description of the data obtained in the study in the form of a learning process carried out to improve students' English speaking skills through collaborative learning using movies and also the learning outcomes data held by the students. The research was conducted for one semester from September 2018 to February 2019 in the 2018/2019 school year. The results of the study are described chronologically according to a cycle of action design. The cycle carried out in this study consisted of three cycles in accordance with the characteristics of the action research chosen by the researcher using a model developed by Kemmis and Taggart in the form of Planning, Acting, Observing and Reflection. , and is a research in this action research, as educators participated in developing and modifying appropriate and effective learning models.

Implementation of Cycle I

In the first cycle in this study was divided into three meetings, each meeting was carried out by applying a collaborative learning model using movie as a media. As for the research, the results of the research in cycle I are still not satisfactory and the level of student activity in the teaching and learning process is not too high, so the research needs to be carried out in cycle II as a follow-up to cycle I. The hypothesis of the action for the implementation of learning cycle II can be explained as follows.

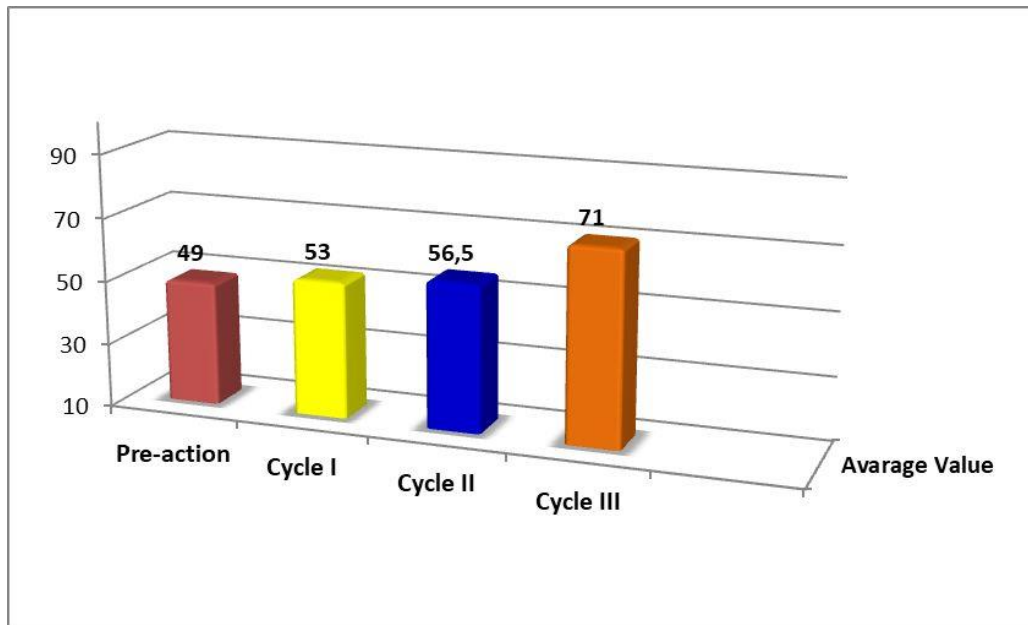
1. The process of habituation and clear instructions will make students able to carry out the assignments given by lecturers supporting the course.
2. The right stimulant can make students confident in speaking English in front of the class witnessed by all their friends
3. Appropriate and efficient time allocation can make students no longer in a hurry in doing the assignments given to them
4. Screening films as learning media can be shown along with subtitles/texts, so students can be helped to understand every conversation in the film.
5. Students are allowed to have a small note to help them speak fluently.
6. Students also need to pay attention to grammar, pronunciation, intonation and good expression when explaining or speaking in English.
7. Careful control from lecturers and collaborators will make the learning process take place effectively.

Implementation of Cycle II

Based on data from the results of the implementation of the actions in cycle II of the three meetings, it is necessary to reflect and improve after the first action of the events that occur during the learning process, related to various obstacles experienced by students as reference material for further actions.

From the results of the notes in the notes sheet of researchers and collaborators, some reflections can be obtained as follows.

1. There are a number of slang language sentences or culture from the films that are not well understood by students so the lecturer needs to explain again that is different from the formal language and everyday language.
2. Some accents used by the cast in the film being shown can vary, so students still need to be guided and explained about the pronunciation which can differ in one word or sentence according to the kind of accent from native speaker.
3. The need for stimulants that can foster the confidence of students to dare to speak English in front of the class witnessed by all his friends. So they can eagerly provide a description as requested.
4. The lack of mastery of English vocabulary that is owned by students so that when they want to apply it in speaking skills, there are still many students who are confused or not fluent in speaking. In this case, for the next cycle the researcher will show the subtitles with the choice of the translation language or Indonesian.
5. Researchers must be able to make available time allocations in accordance with the duration of available courses, so as not to interfere with the subsequent lecture process that is followed by students.
6. Researchers and collaborators must always supervise better so that they can do the assignments and tests given



in accordance with the allotted time.

Implementation of Cycle III

The results of the study on 3 learning cycles of English speaking skills using film media obtained the following results.

1. Students are able to make descriptions well and are able to work together with their respective partners.
2. The lecture process takes place very interactively with the high enthusiasm of students in attending lectures.
3. The less error rate made by students when giving descriptions in accordance with the assignments given to them.
4. Student scores tend to increase significantly from the first cycle to the third cycle conducted during the research process.
5. Student learning motivation increases with the presence of learning through movie as a media.
6. Each student is able to work well together when given assignments in groups. They can already respect each other's opinions and no longer argue about things that are not necessary when they do the tasks given.
 1. Learning by using movies can improve students' English speaking skills.
 2. Students are getting better at capturing or understanding the storyline of the film being aired.
 3. Lecturer-assisting subjects are no longer the sole source of facilitators they need to improve their English speaking skills.
 4. In an effort to do better learning, students can view any English-language films to improve their speaking skills.

Based on the results of research actions that have been carried out, researchers conclude that this research is satisfactory, in other words it does not need to be done in the next cycle, because the data from the research results obtained are in accordance with the target achievements of the research objectives.

Series of Results for Speaking Skills Improvement Charts

5. Discussion

This application of the collaborative learning model in speaking English using movie as a media has increased student involvement. Their involvement in learning tends to increase, this is indicated by the response they give to the lecturers who teach the course, actively asking questions when they still don't understand the material being studied, trying to pay attention and understand every conversation in the film being shown, doing the assignments given, seriously in doing, not forgetting to do homework assigned to them, and are able to work together and interact with each group.

Students who have difficulty speaking English find it easier to speak English, they are more able to work together during the learning process and the lecture process becomes more enjoyable. The teacher can do with selected the simulation, role-play, discussion, debate and discussion method to practice students' speaking (syarfuni; Nuruddin & Rafli, 2019). The problems that cause low English speaking skills can be resolved after researchers carry out a process of diagnosing the problem and trying to provide solutions related to these problems.

At the pre-action stage, the researcher got the results of the English speaking test score which was in the very poor category, the students' skills were still very minimal in speaking English, to solve the problem of the lack of English speaking skills, the researcher chose to use collaborative learning using movie as media. The learning process is carried out for three cycles. Before the action was held, the researcher carried out pre-observation activities.

From the results of questionnaires and tests at the observation stage, it is known that the mastery of English speaking skills of third semester students of class 5.1 English Literature Study Program is still in the very poor category. The majority of students said learning English speaking skills was a difficult subject with a percentage of 75% and it was not fun, even though they actually realized that English speaking skills were one of the skills they had to master as an English Literature Study Program.

After the observation stage, the researcher then identifies the problem and looks for a solution through a collaborative learning model using film media that can make students take lectures with fun. Each cycle consists of a test and reflection stage. The material given is adjusted to the speaking skill level of students at the intermediate level. The mastery of English speaking skills consists of five aspects, namely pronunciation, vocabulary, grammar, fluency and style. The results of the students' pre-action test showed a percentage of 46.5% which was still in the unsatisfactory category.

In the implementation of the first cycle through collaborative learning using film media, students are expected to be able to make descriptions when speaking English even though the skills expected in the first cycle students can describe in simple terms the themes and assignments that have been selected by the lecturer who teaches the course. After being given the action in the first cycle, the general results obtained by the students had increased, but the increase was still not sufficient for the target achievement which was the aim of the study, namely 70% of the total score of the test results given by the students.

Due to the increase obtained in the first cycle of only 52.86%, it still did not meet the desired target, a further cycle was carried out which aimed to get better English speaking skills improvement. The results of observations on student activities in cycle I compared to cycle II generally have a sufficient increase in the five aspects of the assessment of English speaking skills as a reference.

Even though the results in cycle II have increased with a total student score reaching 56.55%, it is still in the satisfactory category, so a further cycle is needed to get better results. This is due to the low level of mastery of the five aspects of speaking skills which are the criteria for assessment in this study, it is hoped that the follow-up cycle will provide results in accordance with the research objectives.

Based on the findings in cycle III, it shows an increase in all aspects that become the assessment criteria and make the student's scores up to 70.22%, this has slightly exceeded the target achievement specified in this study, therefore, no further cycle is necessary. In cycle III, it appears that students are actively participating in the lecture process, motivation is more visible and the lecture process becomes more enjoyable.

6. Conclusion

The students' English speaking skills showed an increase from cycle I to cycle III. There is a significant difference between students' English speaking skills before and after applying the collaborative learning model using film media, the description of student skill improvement can be explained as follows. The results of the first cycle action obtained from 30 students showed that there had been an increase in the students' English speaking skills test scores. If the pre-action initial test obtained an average score of 46.5% in the final test cycle I the average score has reached 52.86%. In this assessment cycle those who get a score with very satisfying criteria are 0% (0 students), while those who get a score with satisfactory criteria are 16.65% (5 students), followed with the unsatisfactory category as much as 60% (18 students), and the last one who got a very poor score was 23.31% (7 students). The results of the second cycle action obtained from 30 students showed that there had been an increase

in the students' English speaking skills test scores. If the test in cycle I obtained an average score of 52.86%, at the end of the test cycle II the average score has reached 56.55%. In this assessment cycle those who get a score with very satisfying criteria are 0% (0 students), while those who get a score with satisfactory criteria are 13.32% (4 students), while those who get a score with a satisfactory category are 33.3% (10 students), followed by those who get a score in the unsatisfactory category is 53.28% (16 students), and the last one who gets a score in the very poor category is 0% (0 students). The results of the action cycle III obtained from 30 students showed that there had been a significant increase in the scores of students' English speaking skills tests. If the test in cycle II obtained an average score of 56.55%, then in the final test cycle III the average score has reached 70.22%. In this assessment cycle those who get a score with very satisfying criteria are 3.33% (1 student), while those who get a score with satisfactory criteria are as much as 50% (15 students), while those who get a score with satisfactory criteria are 46.62% (14 students), followed by those who got a score in the unsatisfactory category as much as 0% (0 students), and the last one who got a score in the very poor category was 0% (0 students).

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