Using Film to Increase Motivation for Speaking in English Course Classroom

Siska, S.S., M.Pd.
Sekolah Tinggi Keguruan dan Ilmu Pendidikan
(STKIP) PGRI Sumatera Barat
siskafahlevi@yahoo.com

Abstract
Motivation is very essential aspect that can help the students to speak English as the foreign language. As the practitioner, the researcher becomes aware about the important of motivation so that she did the research by applying film as teaching media and this research aims to investigate whether the students’ motivation to speak could be increased by using this media. The type of the research is action research that was done in one cycle for 10 meetings in English course classroom that had 10 participants of senior high school students. All of the empirical data were collected through observation, field note and interview and then those data were described and interpreted by the researcher to find out the result of the research. Findings show that most of the students accept and agree on learning by using film and their high motivation could be seen from their desire and action in the discussion activity which is related to the film. Here, the students became active to give their opinion and point of view about the film and they could speak more fluently than before. It is hoped that the findings of this research create the new spirit of the teachers who teach formal or non-formal schools to apply or use film as teaching media in English classroom.

Keywords: Speaking, Film, Motivation

INTRODUCTION
One of the main purposes of the students for taking English course is that they want to elaborate themselves to speak English very fluently. Most of the students agree that by having good communication in English, they will be able to socialize with other people around the world and it will be ease them to get the challenging opportunity for their future. This belief makes most of students from formal school come to English courses to take more practices and to get fun or enjoyable learning activities. Besides, the students come to English course for the reason that they do not have good motivation to learn English at school since the teacher is still using text book as the learning material as well as less opportunity for practice because of the big number of the students in a class that become big obstacle for them to have good competence in English especially for speaking.
To study English as a foreign language, the students must have the internal ability which are from the students themselves like motor skill, intelligence, creativity, strategy, sense and personality and the external ability is that the ability gotten from teaching strategy and preparation and authentic material. Actually, those skills can be trained by applying the appropriate teaching media and technique. One of the authentic media which can be used in teaching speaking is movie or film that reflects the real use of English language in daily life. According to Ishihara and Chi (2004) students are more interested and motivated when they study by using film. Film is a media that provides both sound and visual effects which interacts the students to study. Through watching a short English film, the students can get the sense of the English language culture and how the language is used, they can learn directly the reality of the language, they can listen English pronunciation as well as intonation directly, they could learn many new vocabularies, like ‘slank’ words, also the students can learn many expressions for example, the way of the people angry, how to ask question and how to have chatting in fun condition. It is hoped that the students can be motivated to enjoy studying English in order to be able to practice English in real situation and to develop their creativities, ability and capability to use English correctly into communication.

Being aware with the students’ necessity to enter the English course, the researcher as the lecturer who found one of the small English courses willingly wants to find out the best solution to encounter the students’ hope that could not be gotten from school that they want to be good speaker in English. For the reason, the researcher did the research to use short film as media to motivate the students to speak in English course classroom in order to see whether film can give good effect to students’ motivation for speaking.

REVIEW OF THE RELATED THEORIES

Speaking

Speaking is one of the ways to build interaction process at constructing meaning that involves producing and receiving and processing information directly and orally. In the classroom situation, to have good communication especially in English of course the students must be able to speak clearly by considering the meaning of their utterances. In speaking, the speakers are not only concerning on producing the ideas or opinion but also on delivering it to the listeners in order to make them understand on the meaning of the utterances. If the listeners are able to understand what the speaker said, the successful interaction is ongoing between both of them.

According to Ur (2000 : 120) there are some characteristics of a successful speaking activity in the classroom such following:

1. Learner talks a lot. In learning and teaching process, learners are demanded to talk a lot, to understand the lesson well;
2. Participation happens: the students are talkative to answer and to give the questions even to have discussion in the groups;
3. Motivation is high: learners are eager to speak in the class. Of course, it is supported by their internal and external wish; and

4. Language is an acceptable level: learners express themselves in utterances that are relevant, easily comprehensible to each other and acceptable level of language accuracy.

However, not all the students show the capability to be the successful speakers in the classroom interaction as described above because each of them must have different problems to face. Ur (2000:121) adds that some problems of learning difficulties to speak in the classroom such below:

1. Inhabitation: learners are often inhabited about foreign languages that worry about mistake, fearful of criticism or losing fact.
2. Nothing to say: even if they are not habited, they have no motivation to express themselves beyond the guilty feeling that should be spelt.
3. Low participation: sometimes the students are trapped by limitation vocabularies and make then do not want to participate in the classroom.
4. Low pronunciation: this case is the one of the main factor to make students loss their selves confidence to utter foreign language.
5. Lose motivation: the teacher is demanded to motivate students to be active in the class.

These problems are always encountered by the students in unsuccessful classroom interaction so that the teacher must realize and learn those problems to find out good solution. As the person who has important role in the classroom process, the teacher must do some attempts to help the students to set the achievement or the goal in speaking interaction. Dewis (1999) gives the solution to make students willingly to speak in the classroom by giving good motivation for students to speak. Here, the teacher in the classroom must be able to find many ways and apply such the ways to motivate students to be active and success in speaking.

**Motivation**

Motivation is one of the important things to make someone be able to do something that they supposed as their inability before. Motivation helps someone to try the new things, to have good spirit to change to be better and the best. Elliot (1999:33) says that motivation could arouse the internal and external desire to produce the integrated behavior. So, Motivation is a good concept to provoke teacher to get the successful teaching in the classroom. It can also stimulate students to explore their ability and wish to study. Ur (1991:274) also supports that motivation is strongly related to achievement in language learning. Being motivated in the classroom, the students can achieve the goal of lesson acquisition easily. Beittiol (2001) points out that the students who are motivated will get better result in learning foreign language than the students who are not motivated well. Motivation is very important aspect to do by teacher in the class to ease the learning – teaching process. William and Bardan
(1997-120) states that motivation as a state of cognitive and emotional approval, which leads to a conscious and emotional and which gives to rise period of physical effort in order to get the goal. Then, Garner and Smythes (in Hedge 2000:20) categorize motivation as the followings:

1. Motivation that involves desire to learn a language, intensity of effort to achieve this and attitude toward learning of language;
2. An integrative which involves attitude toward the target language group which touch on the effective factor of ethnocentricity;
3. Involve attitude toward the language teaching and language course; and
4. Concerns measure of anxiety in classroom situation and in using language.

From the explanation above, it can be concluded that having good motivation the students can get the wishful result of learning and teaching process. The stimulus of high internal motivation will help the students have special capability to try and to do the new things for better achievement. However, how to stimulate the students’ internal motivation is the teacher’s responsibility. The teacher must be creative to find teaching technique, material or media to be applied in order to build positive classroom atmosphere in which the students have desire to be active and to get involve in learning activities.

**Film**

Film is a story which is presented by some actors. And it has been part of people’s life and culture and it becomes an important source of education nowadays especially, for the English as second language (ESL) students. As Louw (2006) states that there is no doubt that film can be used to encourage students’ motivation in learning English. Then, to Louw (2006) adds that films present language which is more natural than found in course-books, the fantastic visual context aids understanding and the students like it. It means that by presenting the real of English language use, film can help the students to learn how to be a good speaker, to talk and to pronounce the words as good as the native speakers.

Relating to this, film can become good sources in teaching process. As Higgins and Lemier in Stoller (1995:63) have noted that:

“Films... do not stand alone in the instructional process. Its productivity depends on great measure on how ably it is used. Its potential is attained when it serves as a rich experience, interpret, generalize, talk back to, think critically about and respond to in other intellectuals’ ways. The instructor who understands this principle does not “show” movies but uses them, making them a vital part of the course and a memorable learning experience for students.”
From those ideas above, it can be concluded that film has two dominants functions those are as a mean of entertainment and source of teaching material which provides students with learning experience.

Actually, if the teachers want to present their lesson to their classes by using film, there are main considerations that should be considered carefully. First, the appropriateness of the film’s theme with curriculum demand. It means that the topics of the film must be related to what has been stated in the syllabus and based on the students’ needs. Second, the chosen film must be suitable with the students’ age. The teacher should be very selective in using film because film can give big influence on students’ psychology. As stated by Massi (1996) that the students’ age and psychological maturity must be considered when one decided what film can be used. Perhaps, before playing the film for teaching media, the teacher must ensure that the film has benefits for the students’ achievement.

METHOD OF THE RESEARCH

Type of the Research

The research was classroom action research that was done into one cycle. Classroom action research is a research that can be conducted to help classroom teacher to solve the students’ problem that occur in the teaching and learning process of particular subject (Carter in Yasin, 2010:3).

Participants

The participants of this research were the students who took English course in “Simple English Course” for senior high school level that consist of 10 participants.

Location and Time of the research

The researcher did the research in Simple English Course at Ampang Timur Street Padang, West Sumatera in the level of senior high school students. This research was done for about two months from January until March 2014.

Technique of Collecting the Data

The data were collected or gathered by using observation, field note and interview. In doing observation, the researcher was helped by collaborator who gave an intensive observation toward students while the researcher was teaching. The collaborator would observe whether the students made a progress on their motivation for speaking and whether the teacher had done successful teaching process. Then, the researcher together with collaborator would fill field note to write all the important information gotten as long as the learning process. After doing some meetings of teaching, the researcher needed to know or to measure how far the students did the progress on their speaking through the interview.
**Technique of Analysing the Data**

The researcher collected or gathered the data by using observation, field note and interview. The results of the data were interpreted descriptively so that the research used qualitative data. Gay (in Zainil : 15) that there are five steps to analyze qualitative data; reading, data managing, classifying, describing, and interpreting.

**FINDINGS AND DISCUSSION**

Although, the research was only done in one cycle exactly for ten meetings but the researcher found the significant result of the using film to motivate the students to speak English. The result could be taken after the researcher described and interpreted the data from the instruments of the research; observation checklist supported by field notes, and interview. From observation checklist, the researcher found that about 80% of the students showed high motivation in speaking that was measured by the indicators of motivation. Most of the students got high concentration and gave full attention for watching the short film that was played by the researcher as the teacher and then they would see the provided vocabularies related to the film if they did not understand some utterances in that film. When the researcher paused the film, the students attempted to pronounce each word of the sentences correctly. The high motivations of the students are shown from their discussion about the film. They had been very talkative in giving their opinion and point of view about the film story. They had high self-confidence to speak although once they did some mistakes to pronounce some words but they kept getting involved in discussion.

From field notes for each meeting, the researcher could conclude that most of the students loved studying by using the film because they always looked happy, had high spirit to study and tried to be active by getting involved in each discussion and no students took permission for going out of the classroom as long as learning process. Although there were two students still had difficulties to understand the film and not enthusiastically speak in discussion, they kept following the learning process without getting absent as long as the process of the research. From interview, the researcher got positive answers from the students about using film in studying. They said that film gave them new spirit in learning English because they felt enjoyable and they could learn many things from the film besides the language itself and it enriched their knowledge. Then, it affected their achievement in their school that they could get better mark for speaking.

From the result of the research, the researcher believes that film can give good motivation for the students to learn English. Wright (1995) states that the story that is presented through media like film gives motivation and enriches the students’ language experiences. Studying by using film offers the new teaching environment for the students because it gives different atmosphere compare to study by using printed materials. In this case, the students could experience the real situation and catch the sense of the language themselves and it motivates and activates them to practice English.
CONCLUSION AND SUGGESTION

There is no doubt that motivation is very important aspect to encourage the students to speak English so that the teacher as the practitioner who has big role for students’ success must think and be creative to find the way to motivate the students in learning. Applying media like film is appropriate way to increase the students’ motivation to speak as the researcher did in the research. Furthermore, the researcher’s findings showed that most of the students in the classroom become excited to learn by using film and they had high desire to speak that is proven from the discussion activity in which the students got involved in each activity of speaking.

Based on the findings, it is suggested for the teacher in formal schools to try this media in the classroom mainly in speaking activity to stimulate the students to speak. However, the teacher must select firstly which film that is suitable with the students’ age, and the theme that can improve students’ knowledge about the language. Besides, the teacher should not only prepare vocabulary lists to support students’ understanding about the story but also design challenging speaking activities related to the film to evoke them to speak.

REFERENCES