

The Use of Authentic Short Movies in Enhancing Students' Motivation in Learning Speaking

Ruspee Madiyoh¹, Nur Hidayanto Pancoro Setyo Putro²

^{1,2}Yogyakarta State University, English Education Department, McMahon Road, Frankston 3199, Indonesia

Abstract: *This study set out to examine the effectiveness of audio-visual media in enhancing students speaking development and learning motivation. It was a quasi-experimental study with pre-test and post-test group design. The population of this study was 203 senior high school students in the second semester of academic year 2017/2018. The samples in the study were 33 students for the experimental class and 29 students for the control class. They were selected by random sampling from two classes. The instruments of data collection were questionnaires of the students' motivation that were validated through content validity and experts' judgment. Data analysis technique was Multivariate Analysis of Variance. The result shows that there is a significant difference between the students who were taught by using audio visual media and those who were taught by using a traditional method in enhancing motivation in learning with Sig. is 0.004.*

Keywords: authentic short movies, motivation

1. Introduction

It is widely accepted that student motivation is a key element within the process of learning speaking. The extant educational literature has proven the positive effect of using new technologies as a support tool for enhancing learning efficacy [1]. According to [2] said that these technologies capture students' attention as students are familiarized with them and they can easily use these tools.

Among these tools, authentic short movies have been used for many years to support student learning in a variety of settings [3]. Nowadays, a new concept called "low-cost educational short movies" has been defined as a short demonstration stream video which has a very specific goal and has been created in a very short period of time, with few resources and that can be combined or embedded within other materials of a learning process [4]

These show that learning is created from the interaction between motivational and cognitive variables [5]. The authors who analyze the use of video streaming as a learning tool have centered their research efforts on analyzing the advantages and the disadvantages of using this new technological tool [6].

The role of authentic short movies materials in motivating, stimulating and facilitating the teaching and learning of foreign language, a study on the effectiveness of audio-visual media in enhancing students' motivation in Thailand settings is worth-conducting. Specifically, this study is conducted to examine the effectiveness of using audio-visual media in enhancing motivation in learning speaking with the context of grade VII students in an Islamic High School, Thailand. The purpose of the study was to examine the difference between students the use of authentic short movies and traditional method on enhancing motivation in learning speaking.

2. Review of Literature

2.1 The Concept of Speaking Skill in English Language Learning

Understanding the concepts of speaking is very essential to achieve success in English language learning. To communicate and interact each other, the students must be able to speak. Speaking is one of the productive skills to be completed in which some experts in English language learning define what it is meant by speaking. The first definition is [7] who stated that speaking is the active use of language to propose meanings to other people. Another definition of speaking is said by [8] that speaking is the process of building and sharing the meaning through the use of verbal and non-verbal in a variety of contexts. In addition, [9] points out that speaking is interactive activity that requires the ability to cooperate in the management of speaking turns. [10] adds further statement that when people are able to speak a language, it means that they can communicate reasonably competently. It can be concluded that speaking is one of the language skills for communicating and interacting in the learning process. Therefore, successful language learning is also determined by being able to speak.

2.2 The Use of Authentic Short Movies in English Language Learning

In the leaning process, the use of authentic short movies can motivate the students to enhance their ability in the speaking skill. This section will elaborate the use of authentic short movies in speaking class. Harmer suggests a variety of viewing techniques when watching films and videos, including 1) silent viewing, 2) freeze framing, 3) partial viewing of the screen, 4) picture or speech, 5) subtitled films, and 6) picture-less listening. Those six viewing techniques can be applied by the teachers in using the authentic short movies in teaching. There are some activities that can be done while showing authentic short movies in the classroom that are general comprehension; working with aspects of language; and video as a springboard to creativity [9].

2.3 Motivation in Learning Speaking

As a factor that affects students' learning of speaking skill, it is necessary to understand how the term motivation is defined. There are some definitions aroused by several experts in foreign language learning. According to Gardney [10], motivation means to be moved to do something which implies that there is a desire of a person to learn a language. [11] also defines motivation that it is objective-oriented manners inspired and maintained by exceptions concerning the anticipated outcomes of actions. Moreover, [12] says that motivation influences the process of people to learn as well as their ability. Furthermore, [13][14] classify motivation into two main categories: extrinsic and intrinsic motivation. Extrinsic motivation refers to a desire of the students to get rewards. Intrinsic motivation refers to learning itself having its own reward and stimulates [15]. The teacher needs to give motivation to the students by persuading them to take part in learning activity such as doing homework or assignments.

3. Related Research

The first research that is related to the present study is about the role of motivation in learning English language for Pakistani learners conducted [15]. On the basis of finding, a number of generalizations were made regarding to the importance of motivation in learning English for Pakistani learners. The finding of this research shows that motivation is regarded as an influential element in the success of any activity in language learning. It plays a crucial role in achieving the learning goals.

Another study was done by [8] who investigated the use of short movie as media to improve students' achievement in speaking skill. The score of this study showed that students' achievement in speaking skill and improved by using the short movie. For the first competency test, the second competency test and the third competency test which the total percentage of improvement from the first competency test to the third competency test was 68,75%.

4. Methodology

4.1. Population and Sample

The population of this study was 203 in senior high school students in the second semester of academic year 2017/2018 in an Islamic High School. The samples in the study were 33 students for experimental class and 29 students for control class. They were selected with convenience sampling.

4.2. Duration of study

The study was conducted during the second semester of academic year 2017/2018. It involved 26 periods of an hour each. Two periods were used for the pre-test and post-test and the other 24 periods were used for the experiment which divided in to two class. There were 12 periods for the experimental class and 12 periods for control class

4.3. Research Instruments

Since this study was quasi-experimental, the instrument to collect the data was in the form of a pre-test and a post-test. The questionnaires of students' motivation were used for pre-test and post-test in order to examine the progress of students' learning achievement before and after they studied authentic short movies.

4.4. Validity and Realibility

Validity criteria used in this study were content validity. The validity was done by doing several steps: (1) preparing the test items developed in reference to the standard of competence and basic competence of senior high school students in the second semester of English subject at Darunsat Witya Islamic High School, (2) consulting the questionnaires items to an expert. However, the reliability of questionnaires test in this research used alpha Cronbach. The questionnaire was considered as reliable if the score coefficient was more than 0.7. The output reliable of instrument is alpha Cronbach .915.

4.5. Data Collection Techniques and Instruments

The instrument to collect the data was in the form of a pre-test and a post-test. The collected data was the scores obtained from the pre-test and the post-test of both experimental and control classes. The scores from the post-test were used to examine whether the implemented method affected the experimental group or not before and after applying authentic short movies in teaching English.

4.6. Research Prosedure

The learning procedures of this study were done by several steps: 1) objectives were described to the students step-by-step, 2) they took the pre-test, 3) they learned with the audio-visual media for experimental class and the traditional method for the control class, 4) the group was assigned to do the post- test, and 5) the scores on the pre-test and post-test were statistically analyzed.

4.7. Data Analysis

The descriptive statistic will be used as data analysis technique in this research. The researcher was use Statistical Package for the Social Sciences (SPSS) to analyze the data collected from speaking test and questionnaire by using Multivariate Analysis of Variance (MANOVA). It was a test of multivariate analysis will be used to analyze the data that involves more than one dependent variable in research [16]. In this research, there is one dependent variable that is tested of the students' motivation.

4.8. Results

The hypothesis test was used to know the significance and non-significance difference of the students in using authentic short movies in enhancing students' motivation in speaking skill. The hypothesis was that there is improvement of

students' motivation in speaking after using authentic short movies.

Table 1: The Test of Between – Subjects Effects of Motivation

Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Posttest Motivation	628.568	1	628.568	9.205	.004

Table 1 shows that the F-value is 9.2057, and the value of Sig. is 0.004 which is lower than 0.05. Then, H_0 is rejected and H_a is accepted. In this case, H_a is accepted. It means that there is a significant difference between the use of authentic short movies and the traditional method on enhancing motivation in learning speaking.

5. Discussion

The result of the students' motivation in speaking shows that the mean of pre-test and post-test of experimental group increases. The mean increases from 41.75 to 64.48 or increases 22.73 point. The mean of learning motivation scores of the students of experiment group improves from the poor motivation category to good motivation category. However, the mean of pre-test and post-test students' motivation in speaking of control group increases from 42.17 to 49.17 or increases 7 point. The mean of the students of control group is from the poor motivation category to poor motivation category. So the researcher concludes that the use of audio-visual media can enhance the students' motivation in speaking better than conventional class. However, this study had already proved that there a significant difference between the use of audio-visual media and conventional method on enhancing motivation in learning. In addition, the result of MANOVA shows that the F-value is 9.2057, and the value of Sig. is 0.004 which is lower than 0.05. Then, H_0 is rejected and H_a is accepted. In this case, H_a is accepted. It can conclusion, that there is a significant difference between the use of audio-visual media and the conventional method on enhancing motivation in learning.

To justify the results above, there are some researcher's arguments that the use of authentic short movies can motivate the learners to learning speaking. It is in line with the research result done by [17]. They found out that watching movies can enhance students' motivation in learning listening as well as learning speaking skills. In addition, movies can develop the atmosphere for enhancing motivation as well. Besides that, [18] argued that film can affect the learners' motivation to learn the language. Moreover, [19] said that films can help them comprehend to listen to exchanges and see the visual supports the expression that use in the real-life. Therefore, [20] proposes that learners' motivation will increase when they learn language using video.

6. Conclusion

The findings of this study revealed that the use of authentic short movies materials to enhance students' motivation in learning speaking seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-

test score. Analysis of the students' responses from the questionnaire indicated that they were more motivated in learning speaking if the teacher used English short movies as teaching materials. In addition, the keyword preview before watching short movies motivated them to learn English. They explained that it was easier for them to remember and understand vocabulary in the short movies which they had previously taught by the researcher during the pre-viewing stage. Overall, the students agreed that authentic short movies were beneficial in motivation in learning English speaking.

7. Acknowledgments

I would like to offer earnest gratitude all those people who made this thesis possible. Firstly, I would like to say Alhamdulillah praise to Allah SWT, who has given me a chance to finish this thesis.

Secondly, I would like to convey millions appreciations to who gives me an opportunity to study at Yogyakarta State University. Thirdly, I would like to express my sincere gratitude to my supervisor Nur Hidayanto Pancoro Setyo Putro, Ph.D., whose valuable guidance and expertise has guided me until the end of this thesis.

Finally, I would like to thank my family, my dear parents for being there behind my dreams, my sister, brothers, friends that gave me lots of support during this study.

References

- [1] Targamadze, and R. Petrauskiene, "Impact of Information Technologies on Modern Learning", *Information Technology and Control.*, vol. 39, no.3, pp. 169-175, 2010.
- [2] Y. L. Sowtharya, S. Gomathi and C. Muhuntarajan, "Audio Visual Media and English Learners", *International Journal on Recent and Innovation Trends in Computing and Communication.*, vol. 2, no. 2, (2014), pp. 384 – 386.
- [3] Bravo, B. Amante, P. Simo and M. Enache, "Video as a new teaching tool to increase student motivation", *Proceedings of Global Engineering Education Conference (EDUCON)*, Amman, Jordan, (2017) 4-6 April 2011.
- [4] P. Simo, V. Fernandez, I. Algaba, N. Salan, M. Enache, M. Albareda-Sambola, et al., "Video Stream and Teaching Channels: Quantitative Analysis of the Use of Low-cost Educational Videos on the Web", *Procedia Social and Behavioral Sciences.*, vol. 2 pp. 2937-2941. 2010.
- [5] R. Palou, A. Munteanub, L. Costeac, and L. Macsinga, "Motivational and Cognitive Variables with Impact on Academic Performance Preliminary Study", *Procedia Social and Behavioral Sciences.*, vol.15, no. 2, (2011), pp. 138-142.
- [6] Isiaka, "Effectiveness of Video as an Instructional Medium in Teaching Rural Children Agricultural and Environmental Sciences", *International Journal of Education and Development using Information and*

- Communication Technology (IJEDICT), vol.7, no.3, (2003), pp. 105-114.
- [7] M. Bashir, M. Azeem and A. H. Dogar, "Factor Effecting Students' English Speaking Skills", British Journal of Arts and Social Sciences., vol. 2, no.1, (2011), pp. 36-37.
- [8] Elezabeth and S. Sumarsih, "Improving Students' Speaking Achievement by Using Short Movie Media", TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED., vol.1, no.2, (2012).
- [9] Harmer, "The Practice of English Language Teaching (4th ed.), Pearson Education Limited, Harlow, (2007).
- [10] D. Brown, "Teaching by Principle", San Fransisco State University, San Fransisco. 2001.
- [11] N. Kitjaroonchai, "Motivation toward English Language Learning of Students in Secondary and High Schools in Education Service Area Office 4, Saraburi Province, Thailand", International Journal of Language and Linguistics., vol.1, no.1, (2013), pp. 22-33.
- [12] S. S. Siska, "Using Film to Increase Motivation for Speaking in English Course Classroom", TELL – US Journal., vol. 1, no. 2, (2015), p. 53.
- [13] R. Nichols, "Motivating English Language Learners: An Indonesian Case Study", Master of Education Program These., no. 52, (2014).
- [14] M. M. Yunus, H. Salehi, and D. S. A John. "Using Visual Aids as a Motivational Tool in Enhancing Students' Interest in Reading Literary Texts", Recent Advances in Educational Technologies., (2013).
- [15] Rehman, H. Bilal, A. Sheikh, N. Bibi, & A. Nawaz, "The Role of Motivation in Learning English Language for Pakistani Learners", International Journal of Humanities and Social Science., vol. 4, no. 1, (2014), pp. 255, 254-25.
- [16] G. Tabachnick and L. S. Fidell, "Using Multivariate Statistics (6th ed.)", Pearson, Boston, (2012).
- [17] Yaseen, and H. Shakir, "Movies Effects on EFL Learners at Iraqi School in Kuala Lumpur", International Journal of Education and Literacy Studies., vol. 3, no. 3, (2015), pp. 31-36.
- [18] R. Haghverdi and S. Abdpur, "The Effect of Song and Movies on High School Students' Language Achievement", Journal of Language, Culture, and Tradition., vol. 2, no. 29, (2013), pp. 27-38.
- [19] Stephens, et al. "Film circles: Scaffolding speaking for EFL students", English Teaching Forum., vol. 2, (2012), pp. 14-20.
- [20] Harmer, "English language teaching", Pearson Education Limited, Harlow, (2001).

Author Profile



Ruspee Madiyoh, The first author is a post-graduate student majoring in English Department in Post-Graduate Program, State University of Yogyakarta, Indonesia.



Nur Hidayanto Pancoro Setyo Putro, The second author is a lecturer in English Department in Faculty of Languages and Arts in State University of Yogyakarta, Indonesia.