

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH ENGLISH MOVIE

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Abstract

The Speaking is a complex language skill that involves not only articulating words and sentences but also expanding and expressing ideas meaningfully. This study investigates how using Disney's "Moana" as a teaching tool improves speaking skills in second-grade students at SMPN 1 Biboki Selatan, focusing on pronunciation, vocabulary, grammar, and fluency. Employing Classroom Action Research (CAR) and mixed methods, the study involved 16 students from class VIIIA. Initial speaking test scores averaged 59.06%, with only 37.5% meeting the Minimum Completeness Criterion (MCC) which is 75. After Cycle 1, scores rose to 73.12% with 56.25% meeting the MCC, and in Cycle 2, scores further increased to 86.25%, with all students meeting the MCC. Observations indicated that student activity improved from 72.72% in Cycle 1 to 83.63% in Cycle 2, demonstrating increased engagement. These findings show significant improvements in students' speaking skills and participation, validating the effectiveness of using English movies in language learning. The consistent score increases and enhanced student engagement highlight the success of the CAR approach, making further cycles unnecessary as all students achieved high mastery levels by the end of Cycle 2.

Keywords: Language learning, speaking skills, English movie

INTRODUCTION

Speaking is the most complicated language skill. Speaking is not only transforming words and sentences into spoken language, but also expanding and expressing ideas in sentences into spoken language and also expanding and expressing ideas in appropriate speaking activities (Brown, 2015). When people speak, people produce text and the text must be meaningful. Further, speaking cannot be separated from pronunciation as it encourages learners to learn the sounds of English.

An interesting movie will support students to imitate what they see and hear, so that it will affect their understanding in communicating using English (Roblyer, 2010). Movies are one of the media that researchers think can attract students' interest, because most teenagers like to watch movies. Some factors that can create a positive learning environment are the storyline, actors or actresses, and also dialog. All of that will affect them when learning in class and they will not feel bored. In addition, from movies, they will also automatically learn about foreign cultures, increase their knowledge, and know how foreigners pronounce words. During the learning activities, the researcher guides and corrects students' mistakes, so that the results of teaching and learning activities using movie media will be successful.

In previous research, Rasyid (2016) explored the use of English cartoon movies to enhance students' speaking skills. The study demonstrated significant improvements in grammar, vocabulary, and pronunciation aspects of students' speaking abilities. Specifically, there was a notable increase in grammar scores from 25 to 44 points, indicating that cartoon movies can effectively enhance students' speaking proficiency, particularly in grammar. Parmawati (2019) investigated the impact of English movies on students' speaking skills within the Speaking for General Communication course. Using Classroom Action Research, the study found that employing English movies was effective in enhancing students' speaking abilities. Results showed an improvement in speaking scores from an average of 70.5 pre-intervention to 81 after two teaching cycles, underscoring the efficacy of using English movies to elevate speaking proficiency and Wahyuni (2021) explored the use of English animated movies to bolster students' speaking abilities through e-learning. The study indicated a significant improvement in speaking skills, with student participation increasing from 25% to 100% during the

e-learning process using animated films. This underscores the effectiveness of animated films in enhancing student engagement and speaking skills in educational settings.

The skill of speaking has been acquired since childhood. It can start from listening and then trying to imitate what is heard until they know what the words mean. Based on Brown and Yule (1988), the speaking process involves not only the use of words, but also the interaction between the speaker and the listener. In a learning context, direct interaction with learning materials and peers can improve students' understanding and speaking skills. Students also learn language by imitating language models and through interaction with their language environment. By watching and participating in conversations in the target language, students can improve their speaking skills (Krashen, 1981). Therefore, social interaction and practical experience are essential in the development of students' speaking skills. Factors such as motivation, confidence and comfort in speaking can also affect students' speaking skills (Vygotsky, 1978). In this study, speaking skills will be used to refer to skills related to language teaching and learning by linking several elements of the skills.

The first element is pronunciation. Pronunciation refers to the ability to articulate sounds, words, and phrases clearly and accurately. It plays a crucial role in effective communication as it ensures that the speaker's message is understood by the listener. Good pronunciation involves mastering the sounds of the target language and understanding the rules of stress, rhythm, and intonation. As reported by Crystal (2018), the importance of pronunciation is ensuring intelligibility in spoken communication. The next aspect of speaking skills is with respect to vocabulary. Vocabulary encompasses the range and selection of words used in speech. A rich and varied vocabulary enables speakers to express ideas accurately and vividly, adapting their language to suit different contexts and audiences. The significance of vocabulary in enabling speakers to convey nuanced meanings and communicate effectively in diverse situations (Roach, 2009). Third aspect, grammar, refers to the knowledge and application of grammatical rules governing sentence structure, verb forms, tenses, and agreement. Proper grammar ensures coherence and fluency in spoken discourse, allowing speakers to convey their thoughts accurately and effectively. The role of grammar in providing a framework for organizing ideas and constructing meaningful sentences in speech (Thornbury, 2005). Fluency is the fourth part of speaking which is related to the smoothness and ease with which speech is delivered. It involves maintaining a steady pace, minimizing hesitations, and demonstrating confidence in expression. The importance of fluency in facilitating effective communication and engaging listeners' attention (Lynch, 2017). The variation in pitch, tone, and emphasis used to convey meaning and emotion in speech refers to intonation and pitch. They play a crucial role in expressing attitudes, highlighting important information, and signaling the structure of spoken discourse. The impact of intonation and stress on the interpretation of spoken messages and the effectiveness of communication (Pease, 2004). Further, clarity refers to the clear expression of ideas, while coherence pertains to the logical organization of speech. Clear and coherent communication helps listeners follow the speaker's train of thought and understand the message being conveyed. The importance of clarity and coherence in ensuring effective communication and engaging the audience's attention (Knapp and Hall, 2013). Moreover, body language and nonverbal communication encompass the use of gestures, facial expressions, posture, and eye contact to complement verbal communication. They convey additional meaning, emotion, and emphasis, enhancing the impact and persuasion of spoken messages. The significance of body language in influencing perceptions and building rapport in interpersonal communication (Carnegie, 1981). To capture and maintain the audience's attention as well as persuading or influencing them through compelling arguments, storytelling, or rhetorical devices, engagement and persuasiveness play crucial roles. The art of persuasion and the importance of engaging storytelling in conveying ideas effectively and inspiring action (Pink, 2012). The last element to consider is adaptability, which refers to the ability to adjust one's speech style, language register, and content according to the audience, context, and purpose of communication. It enables speakers to communicate effectively across diverse settings and with different interlocutors. The role of adaptability in facilitating successful intercultural communication and building rapport with others (Gudykunst and Ting-Toomey, 1988).

In the words of Thornbury (2005), speaking instruction as a process consisting of various learning strategies that aim to improve students' ability to convey messages orally. In the opinion of Brown (2015), the objectives of teaching speaking include students' ability to express ideas clearly, follow grammar rules, and interact effectively in communication situations. As mentioned by Richards and Rodgers (2014), methods of teaching speaking can include role-play, simulation, group discussion, and project-based activities, which aim to improve students' speaking skills through hands-on practice and social interaction. Based on Harmer (2015), speaking evaluation can be done through various means, including oral tests, presentations, role plays, and oral-based projects, which provide opportunities for students to obtain constructive feedback on their speaking

abilities. As stated by Nunan (2015), students need to be given opportunities to speak in a variety of real situations, both inside and outside the classroom, to improve their speaking skills naturally and authentically.

Media is a means or tool of communication used to convey information, ideas, and messages to an audience. Media has various forms, ranging from print media such as newspapers and magazines, electronic media such as television and radio, to digital media such as the internet and social media (McQuail, 2016). In the context of education, media has an important role in supporting the learning and teaching process. Media can be used to present learning materials visually, audio, or interactively, thus helping students understand the concepts better (Moore, 2014). Media also has a significant influence on people's behavior, values, and culture. Through the representations and narratives presented, the media can shape individuals' perceptions and worldviews, and influence their attitudes and actions in everyday life (Katz, et al. 1973).

A movie, also known as a movie or motion picture, is a work of art consisting of a series of still or moving images recorded using a camera or created using animation techniques or visual effects (Bordwell, et al. 2020). Movies have the ability to convey stories, emotions, and messages to audiences through the use of images, sound, and visual narrative, movies are not just entertainment they are also an important part of culture and the entertainment industry, movies can influence people's opinions, images and perceptions of various social issues and phenomena. In addition, the film industry also makes significant economic contributions through the production, distribution, and marketing of movies (Sobchack, 2006). Movie also involves various techniques and aesthetics in the creation and presentation of visual stories. From cinematography to editing, every aspect of movie production plays an important role in creating an engaging and compelling audiovisual experience for the audience (Barsam, et al. 2013). With the advancement of technology and globalization, movie has become a medium that has significant global influence, movie from different countries and cultures can be easily accessed and enjoyed by audiences around the world, allowing for a wider exchange of cultures and perspective, it also reflects the cultural phenomenon of connecting people from different backgrounds through shared audiovisual experiences (Hjort & MacKenzie, 2000).

There are seven types of movies from the perspective of Giannetti (2015). Drama is a type of movie that often features stories that focus on interpersonal and emotional conflicts between characters. The goal is to evoke emotion and reflection in the audience, often by presenting a deep story and complex characters. Drama films often explore universal themes such as love, loss, personal growth, or life struggles. They can address relevant social, political, or cultural issues, or tell powerful personal stories. Some famous examples of drama films include "The Godfather", which depicts the story of a mafia family in America, "The Shawshank Redemption", which tells the story of friendship in prison, and "Schindler's List", which tells the story of a German man who saves Jews during the Holocaust. Drama movies often capture the attention of viewers with complex characters and heartfelt conflicts. They often feature deep and meaningful dialog, as well as strong acting from the cast. By diving into the lives of its characters, drama films can provide an in-depth perspective on the human condition and the complexities of human relationships. Action movie is a type of movie that features scenes of fighting, chasing, or explosive action with a focus on the protagonist facing various challenges. Examples of action movies include "Die Hard" which features Bruce Willis as the protagonist who must face armed criminals in a skyscraper, "Mad Max: Fury Road" which features breathtaking action in a post-apocalyptic wasteland, and "The Dark Knight" which features Batman battling villains like The Joker and Two-Face in Gotham City. While action movies are often known for their adrenaline-fueled scenes and spectacular fights, they also have strong story elements and complex characters. Buddy movie is a type of movie that features a close relationship between two main characters who often have opposing or complementary traits. Buddy movies often feature a unique dynamic between the two characters, which often results in funny, moving, or thrilling moments. Buddy movies include "Lethal Weapon" featuring a duo of opposing detectives, "Rush Hour" featuring cops and detectives from different cultures, and "Thelma & Louise" featuring two women who form a strong friendship. While buddy movies are often action movies or comedies, they can appear in a variety of genres and themes. Western movie set in the Western United States in the 19th century, often featuring stories about cowboys or gunslingers. Westerns usually feature protagonists such as cowboys, gunslingers, and bounty hunters, who are often portrayed as semi-nomadic wanderers wearing Stetson hats, bandanas, Spurs, and sheepskins, using pistols or rifles as daily survival tools, and riding between dusty towns and ranches with trust. Horror films are a type of film that aims to induce fear or suspense in the audience through the use of eerie atmospheres, supernatural creatures, or tense situations. Horror films also often explore the inner fears of humans, and how this genre has played an important role in the film industry as a popular and influential genre. Horrors frequently overlap with the thriller genre. Horror films deal with the viewer's nightmares, hidden worst fears, revulsions and terror of the

unknown. Although a good deal of it is about the supernatural, if some films contain a plot about morbidity, serial killers, a disease or virus outbreak and surrealism they may be termed "horror". Plot within the horror genre often involve the intrusion of an evil force, event, or personage, commonly of supernatural origin, into the everyday world. Themes or elements often prevalent in typical horror films include ghosts, torture, gore, werewolves, ancient curses, Satanism, demons, vicious animals, vampires, cannibals, haunted houses, zombies, sadism, and serial killers. Conversely, stories of the supernatural are not necessarily always a horror movie as well. Documentary films are a type of film that aims to document real events, subjects, or events. Documentary films also often use a narrative approach that informs or educates the audience, as well as how this genre has played an important role in the film industry as a tool to convey information, investigate social issues, or provide a different perspective on reality. "Documentary" has been described as a "film making practice, a cinematic tradition, and mode of audience reception" that is continually evolving and is without clear boundaries. Animated films are a type of film that uses animation techniques to create its world and characters. Animated films also cover a wide range of genres and themes, as well as the ways in which animation has influenced and been influenced by the development of the film industry as a whole. Based on some explanations above writer chose animated movie for analyzing. The movie entitled "Beauty and The Beast" by Jeanne-Marie Leprince de Beaumont at November 13, 1991 in United State and Garfield.

METHOD

This research used a Classroom Action Research (CAR) approach that allowed teachers to be directly involved in improving learning practices and student learning outcomes (Mills, 2014). Classroom action research was a collaborative reflective process conducted by educational practitioners (such as teachers) to improve learning practices and student learning outcomes. They developed the concept of an "action-reflection cycle" consisting of four main stages: planning, action, observation, and reflection. In the planning stage, teachers planned the actions to be taken to improve the learning situation. The action stage involved implementing the planned action. The observation stage involved collecting data on the results of the action. The reflection stage involved data analysis, reflection on learning practices, and adjustments (Kemmis & McTaggart, 2014).

Respondents

In this section, the researcher took 16 students from class VIII A as the sample at SMPN 1 Biboki Selatan. The reason why the researcher chose class VIII A is because at the time the researcher conducted the research all students at SMPN 1 Biboki Selatan had finished conducting school exams and were just waiting for the report card receipt schedule so that students who were more present at school were class VIII A. Because of such consideration, the researcher decided to conduct research on class VIII A. The technique in this research was purposive sampling. Creswell (2017) mentions that purposive sampling was one of the techniques in taking samples of data sources which had special considerations; therefore, this technique was appropriate for the second grade students at SMPN 1 Biboki Selatan

Instruments

An instrument could be in the form of observation and oral test. In this study, the researcher applied an Observation Checklist, which was used to systematically observe and record students' behavior, level of participation, engagement, and interaction during the Disney movie "Moana"-based learning sessions. This helped in assessing the intervention and identifying areas for improvement. Secondly, Cycle 1 dan Cycle 2 Speaking Assessments were conducted. Structured tests were administered to measure students' speaking skills before and after the intervention using movies. These assessments included presentations and were evaluated based on criteria such as fluency, pronunciation, vocabulary, and grammar. The Cycle 1 dan Cycle 2 assessments were designed to reflect the learning objectives and language proficiency levels of second-grade students at SMPN 1 Biboki Selatan.

Procedures

The researcher carried out the action research following four steps. To begin with, the researcher designed the lesson plan, prepared instructional media, developed the procedure for the teaching strategy, established criteria for success, and prepared the necessary instruments. Subsequent to the completeness of the preparations, the researcher implemented the teaching scenario exactly as planned. During the implementation, the researcher taught in the classroom, accompanied by a collaborator. The collaborator was the English teacher, who acted as the researcher's teammate in teaching the class that was the subject of the study. Further, observation was used to collect data on the effectiveness of the strategies used to address student problems. Throughout the implementation of the action, observation in this study was conducted using prepared instruments. The instrument used was a performance test designed to measure students' speaking skills across four aspects: fluency, vocabulary, pronunciation, and grammar. As mentioned previously, during the observation stage, the researcher collaborated with other English teachers, and these collaborators assessed students using the same instrument—the student performance assessment. Finally, the researcher collected all information recorded from observation and assessment rubrics as the basis to be revised for the next cycle. This last step is also called reflection.

Data analysis

In processing the data, the researcher categorized the data into two types: qualitative data and quantitative data. Qualitative data included observations gathered throughout the teaching-learning process from planning, acting, observing, and reflecting stages. These qualitative data were analyzed to gain insights into the effectiveness of the strategies used.

On the other hand, quantitative data were obtained from the speaking tests administered after each cycle. These data were analyzed numerically to assess the impact of the English movie implementation on students' speaking skills. Specifically, the researcher calculated the average scores of students' speaking skills before and after each cycle to determine the effectiveness of using the English movie in the classroom.

It is the formula (Subana et al. 2015):

$$P = \frac{F}{N} \times 100$$

Explanation:

- P : The Class Percentage
- F : Total Percentage Score
- N : Number of Class

Then the researcher attempted to calculate the class percentages that achieved the target score. The target score for the speaking subject was set at 75, as agreed upon by the collaborator teacher and the researcher. The percentages were determined based on the number of students who attained or exceeded this score out of the total number of students in the class.

It is the formula (Sudijono et al. 2000):

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

- X : Mean
- $\sum x$: Individual Score
- N : Number of Students

This study will be considered successful if it exceeds the predetermined criteria. The researcher collaborated with the English teacher to establish the criteria for successful learning outcomes. In this study, success is defined as students achieving a score of at least 75, which is the passing score (KKM), agreed upon by the researcher and the collaborator teacher. Both the researcher and the collaborator teacher aimed for students to demonstrate significant improvement in their speaking skills, aiming not just to meet but to exceed the minimum score of 75. This criterion was set to motivate students to strive for better results in their speaking skills.

FINDINGS AND DISCUSSION

Findings

The finding of this research was broken down into two parts based on the research questions.

How the use of English movie improving the students' speaking skills at SMPN 1 Biboki Selatan?

Table 1.

NO	Cycle 1	Cycle 2
1.	65	80
2.	60	75
3.	70	85
4.	85	90
5.	60	75
6.	65	80
7.	55	75
8.	60	75
9.	85	95
10.	75	90
11.	85	95
12.	75	90
13.	85	95
14.	75	90
15.	85	95
16.	85	95
Total	1,170	1,380
Score		
Average	73,12%	86,25%

Table 1 showed that the average value of Cycle 1 was 1,170 (73,12), and Cycle 2 was 1,380 (86,25). After obtaining the average result of the students' score in cycle 1, it is obvious that the score does not achieve the *Minimum Completeness Criterion* (MCC), which is 75. Therefore, the researcher decided to go on to the second cycle. After conducting treatment in the second cycle, the average score improved 13,13% becoming 86, 25 %. Hence, it is concluded that the target has been achieved.

To compare the test results between Cycle 1 and Cycle 2, the researcher implemented several steps, namely, calculating the average value of student tests, calculating the percentage of the class, and calculating the increase in student scores from Cycle 1 and Cycle 2 in percentage form class. Subsequently, the researcher determined the percentage of students who passed the MCC (75). According to the calculations, 37,5% of students scored above 75, with 6 students meeting or exceeding this benchmark, while 10 students scored below it.

Furthermore, in Cycle 1, the researcher calculated the Pre-Cycle results to assess the improvement in student scores from the first cycle. This improvement score was calculated to derive a percentage and evaluate the overall class performance. The way to calculate it was as follows:

$$P = \frac{F}{n}$$

$$P = \frac{6}{16} \times 100\%$$

$$P = 37,5\%$$

Based on the results of cycle 1, the class average score was 56,25%, with 9 students passing the MCC score of 75. This indicates an improvement from the pre-test average score. The pre-test average value increased from 37,5% to the Cycle 1 average value of 56,25%.

Based on the computation, it was observed that there was improvement in the Cycle 2 scores. In the last, the researcher calculated the class percentage of students who passed the MCC, which was 100%. This means that in the last cycle, all students passed or achieved scores above the MCC threshold. The calculation is as follows:

$$P = \frac{f}{n}$$

$$P = \frac{16}{16} \times 100\%$$

$$P = 100\%$$

How is the teacher and the students' performance during the implementation of Classroom Action Research using English movie at SMPN 1 Biboki Selatan?

Table 1.

Activities	Cycle 1	Cycle 2
Percentage	72,72%	83,63%

Based on the observation results in Cycle 1, when the researcher implemented the English Movie technique for teaching speaking, students' activity percentage increased to 72.72%. In Cycle 2, this percentage further improved to 83.63%. These increases indicate that students became more active in each cycle as they became accustomed to learning through English movies. The observation results clearly demonstrate that students' engagement levels improved with each cycle when taught using the English Movie technique. The researcher then concluded that the teacher and the students' performance during the implementation of Classroom Action Research using English movies improved and was able to pass the minimum completeness criteria determined by researchers and collaborators in the teaching and learning process.

Discussion

This research aimed to investigate the effectiveness of using English movie as a teaching media to improve the speaking skills of second-grade students at SMPN 1 Biboki Selatan. The findings reveal significant improvements in students' speaking abilities, as evidenced by the comparison between the results from the first and second Cycle. In the first Cycle, the average class score was 73.12%, and in the second Cycle, it increased to 86.25%. These improvements demonstrate that the use of English movies positively impacted the students' ability to articulate ideas, enhance their vocabulary, and improve their pronunciation and grammar.

The use of movies as a media in this study provided an immersive language experience, which encouraged students to become more engaged with the learning material. As noted in the observation results, student activity levels improved from 72.72% in the first Cycle to 83.63% in the second Cycle. This indicates that the students were increasingly motivated and interested in participating in the lessons, likely due to the engaging and relatable nature of the movie content. By using movies, students were exposed to authentic language usage, including natural conversation patterns, idiomatic expressions, and varied intonations, which contributed to the enhancement of their speaking abilities.

In particular, the movie "Moana" was chosen as one of the learning media due to its rich language content, engaging storyline, and the use of various idiomatic expressions. The movie features not only entertaining dialogue but also incorporates several common idioms and natural expressions used by native speakers. By using a familiar and popular movie like Moana, students were able to connect emotionally with the characters, making the language learning process more relatable and enjoyable. Moana's journey of self-discovery and leadership also provided opportunities for students to engage with moral lessons while improving their language skills.

The inclusion of idiomatic expressions in Movie "Moana" also played a significant role in enhancing students' comprehension and speaking skills. For instance, phrases like "You're welcome," which in the movie is used both literally and idiomatically, or "When you use a bird to write with, it's called tweeting" (a humorous take on modern social media language) offer examples of how idioms can be used playfully or figuratively. These idiomatic expressions helped students understand how language is used beyond its literal meanings, allowing them to grasp nuances and improve their fluency in casual conversation.

Furthermore, the success of this Classroom Action Research (CAR) method can be seen in the final results, where all students passed the minimum completeness criteria (KKM). Initially, only 37.5% of students met the required score of 75, but by the end of the second Cycle, 100% of the students had surpassed this threshold. This outcome highlights the effectiveness of repeated exposure to the movie-based learning material, which allowed students to gradually build their speaking confidence and competency.

A notable aspect of this research is the improvement in classroom dynamics. The students' increased participation, as observed during the lessons, reflects the effectiveness of visual and auditory stimuli in capturing their attention. The use of movies created a more dynamic and interactive learning environment, in which students felt more comfortable practicing their speaking skills. This also aligns with the overall objectives of CAR, which focuses on fostering an active and collaborative learning process through continuous reflection and adaptation.

This study shares similarities with previous research in the use of movies as a teaching medium to enhance students' speaking skills, but it also presents some distinct differences. For instance, Rasyid (2016) used cartoon movies to improve speaking skills, focusing primarily on grammar, vocabulary, and pronunciation. Both studies show that movie-based learning can enhance various aspects of speaking, but the current study emphasizes a broader improvement in overall speaking performance, not just specific components. Unlike Rasyid's study, this research also integrates a stronger focus on classroom dynamics and student engagement.

Meanwhile, Parmawati (2019) also investigated the use of English movies in speaking classes and found a consistent improvement in students' performance across multiple cycles of CAR. However, this research only required one cycle to achieve complete success, with all students passing the KKM by the end of the second Cycle. This suggests that the choice of movies, as well as the implementation strategy, was particularly effective in this context, making further cycles unnecessary.

Wahyuni's (2021) study used animated movies in an e-learning environment, which differs significantly from the current research conducted in a traditional classroom setting. Although both studies show positive outcomes, the e-learning environment in Wahyuni's study presented unique challenges such as technological barriers and limited interaction, which are absent in this research. The traditional face-to-face setting allowed for more direct engagement and immediate feedback, which may have contributed to the faster improvement observed in this study. Thus, while the underlying methodology of using movies to enhance speaking remains consistent, the context and medium of delivery vary across studies, leading to different outcomes.

Therefore, the choice of Movie "Moana" for language teaching proves to be an effective media for introducing authentic language usage and idiomatic expressions, engaging students in a fun, meaningful, and culturally rich learning process.

CONCLUSION AND SUGGESTION

Conclusion

After conducting all the steps of this Classroom Action Research, the researcher has drawn conclusions based on the results. First, based on the results, the researcher concludes that the Cycle 1 was 73,12%, and Cycle 2 was 86,25% after implementing the English Movie method. This indicates a consistent increase in scores. The researcher utilized the English Movie method to enhance students' speaking skills, and in both Cycle 1 and Cycle 2, the average scores of all students not only met but also exceeded the MCC threshold. Second, based on the observation Cycle 1 and were completely resolved by Cycle 2. The data indicates an improvement from 72,72% in Cycle 1, and 83,63% in the final Cycle. Therefore, the researcher as the teacher and the students' performance during the implementation Classroom Action Research was very high. It is evident from the data that achieved the above scores..

Suggestion

After presenting the results of the study, the researcher would like to suggest some aspects to take into account. The English movie would be very helpful in improving students' speaking skills and improve the teacher and the students' performance during the implementation of Classroom Action Research. Hence, English teachers should continue to use it as an alternative technique in the teaching process, especially fo Junior High School level. The teacher should also provide clear explanations and instructions to guide students in using English movies effectively. Furthermore, it is envisaged that research to follow should cover how English movie is implemented in Senior High School Level as well.

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