

**THE USE OF SHORT ANIMATED MOVIES THROUGH  
COLLABORATIVE LEARNING TO IMPROVE THE SECOND-YEAR  
STUDENTS' SPEAKING ACHIEVEMENT AT SMAN 2 ABUNG SEMULI**

**(Undergraduate Thesis)**

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## **ABSTRAK**

### **PENGUNAAN FILM ANIMASI PENDEK MELALUI PEMBELAJARAN KOLABORATIF UNTUK MENINGKATKAN PENCAPAIAN BERBICARA SISWA KELAS 11 DI SMAN 1 ABUNG SEMULI**

**Giovanny Yumna Ubhayahita**

Penelitian ini bertujuan untuk mengevaluasi peningkatan pencapaian berbicara siswa melalui penerapan film animasi pendek yang dikombinasikan dengan pembelajaran kolaboratif. Penelitian ini menggunakan desain kuantitatif dengan model pre-test dan post-test. Subjek penelitian terdiri atas 31 siswa kelas XI di SMAN 2 Abung Semuli. Pengumpulan data dilakukan melalui tes berbicara yang diberikan sebelum dan sesudah perlakuan. Tes tersebut dievaluasi berdasarkan lima aspek kemampuan berbicara, yaitu pelafalan (pronunciation), tata bahasa (grammar), kosakata (vocabulary), kelancaran (fluency), dan pemahaman (comprehension). Analisis data dilakukan dengan menggunakan uji statistik T-Test untuk membandingkan hasil pre-test dan post-test. Hasil analisis menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara siswa pada setiap aspek, dengan tingkat signifikansi 0,05. Temuan ini mengindikasikan bahwa penggunaan film animasi pendek melalui pendekatan pembelajaran kolaboratif terbukti efektif dalam meningkatkan pencapaian berbicara siswa.

**Kata kunci:** *Pembelajaran Kolaboratif, Film Animasi Pendek, Pencapaian Berbicara*

## **ABSTRACT**

### **THE USE OF SHORT ANIMATED MOVIES THROUGH COLLABORATIVE LEARNING TO IMPROVE THE SECOND-YEAR STUDENTS' SPEAKING ACHIEVEMENT AT SMAN 2 ABUNG SEMULI**

**Giovanny Yumna Ubhayahita**

This study aimed to examine the improvement of students' speaking achievement through the implementation of short animated movies. The research employed a pre-test and post-test design. The participants were 31 second-grade students from SMAN 2 Abung Semuli. The data were collected through a speaking test administered before and after the treatment and they were analyzed based on five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The scores were compared using a statistical formula, the T-Test. The results showed that the students' speaking achievement significantly improved in each aspect, with a confidence level of 0.05. This indicates that the use of short animated movies, combined with collaborative learning, was effective in helping students improve their speaking achievement.

*Keywords: collaborative learning, short animated movie, speaking achievement*

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**By:**

**Giovanny Yumna Ubhayahita**

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**Submitted in a Partial Fulfillment of**

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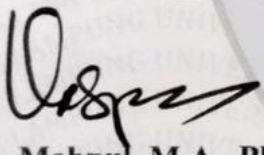
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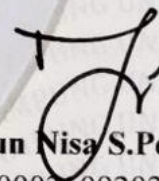
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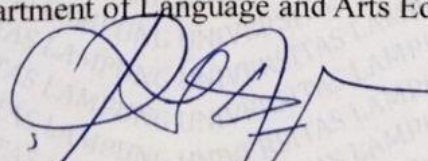
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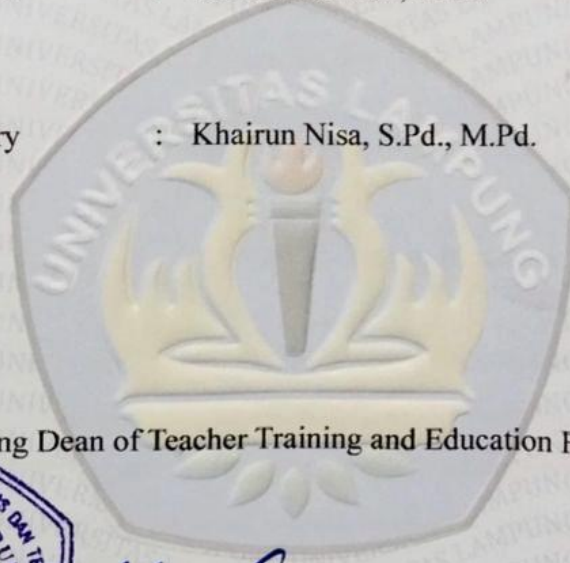
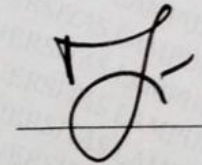
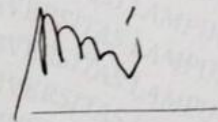
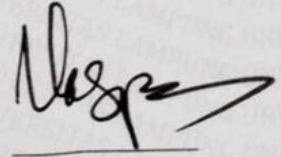
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 2 Juli 2025

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## **CURRICULUM VITAE**

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This undergraduate thesis is submitted as a partial requirement for the degree of Sarjana Pendidikan (Bachelor of Education) at the University of Lampung.

## **DEDICATION**

In the name of Allah, the Most Gracious and Merciful, I humbly dedicate this thesis to my beloved parents. To my father, whose unwavering support and sacrifices have been a guiding light throughout my life, and to my mother, whose endless love and encouragement have given me strength in every step of this journey. Their faith in me has been my greatest motivation.

I would also like to express my sincere gratitude to my lecturers and academic advisors for their invaluable guidance, patience, and wisdom. Their support has been instrumental in helping me overcome challenges and achieve my academic goals.

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## MOTTO

فَسَتَذْكُرُونَ مَا أَقُولُ لَكُمْ ۖ وَأَفْئُتُ وَضُءُ أَمْرٍ ۖ إِلَى اللَّهِ ۖ إِنَّ اللَّهَ بَصِيرٌ ۖ رِبَالْعِبَادِ ۖ ۖ

*“You will remember what I say to you, and I entrust my affairs to Allah. Surely Allah is All-Seeing of all ‘His’ servants.”*

Q.S Ghafir (40); 44

*“The scary news is you’re on your own now, but the cool news is you’re on your own now”*

Taylor Swift

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Finally, the writer expects this script will be meaningful for readers and will be beneficial as a reference for other researchers who want to conduct similar research. Therefore, the researcher is completely aware that this script is far from perfection.

Bandar Lampung, 27 Mei 2025

Giovanny Yumna Ubhayahita

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## **I. INTRODUCTION**

This chapter consists of several points to be investigated. They are background, research question, objective of the research, uses of the research, and scope of the research.

### **1.1 Background**

Speaking is a crucial skill in language learning, particularly when it comes to learning English. It helps learners communicate effectively in real-life situations. Speaking involves more than just knowing the right words or grammar rules. It includes correct pronunciation, using the right intonation (the rise and fall of the voice), speaking fluently without long pauses, and organizing sentences clearly during conversations.

To speak well, it's important to not only know words and grammar but also know how to use them quickly and correctly in real-life situations. Speaking helps learners practice communication in everyday situations, such as interacting with family, friends, or coworkers. It is also important in professional settings where good communication is necessary. When teaching speaking, the goal is to help students become confident and skilled at expressing themselves clearly in various situations, which means giving them chances to practice and encouraging them to speak naturally and with confidence.

As Brown (2004, p. 140) explained, speaking is an interactive way of creating meaning, which involves producing, receiving, and processing information differently than in writing. By speaking, students learn how to organize their ideas and communicate in real-time. Nunan (2013) also emphasized that speaking is an important skill for communicating effectively, especially for people learning a second foreign language.

Speaking is not only about vocabulary and grammar; it also requires the ability to express thoughts clearly, speak with correct pronunciation, and speak confidently.

Speaking is important not just in classrooms but also in daily life. It is needed for social interactions, work situations, and other conversations. When students have sufficient opportunities to practice speaking, they can become more fluent and confident in using the language. Without enough practice, students may struggle with anxiety, pronunciation, and fluency during real-life conversations. This illustrates why language teaching should prioritize speaking equally with reading, writing, and grammar.

In many classrooms, one of the biggest challenges students face is feeling not confident enough to speak English. Many students struggle with speaking because they don't have enough chances to practice or they feel anxious about making mistakes. Often, language classes focus more on reading, writing, and grammar, leaving speaking less emphasized. This makes it hard for students to use the language naturally and fluently in real conversations. Instead of practicing speaking, students may end up just memorizing words and grammar rules, which doesn't help them in everyday communication.

To fix this, teachers need to create a classroom environment where students can practice speaking regularly and feel safe making mistakes. This can be done by using fun and interactive activities, such as role-playing and group discussions. These activities allow students to practice speaking in different situations, helping them connect what they learn in class to real-life conversations. By focusing on meaningful communication, as Kayi (2006) suggests, students can learn to use language naturally, rather than just memorizing facts.

One way to make speaking practice even more effective is by using media, such as short animated movies, in the classroom. Students can learn English in an entertaining and engaging way by watching animated movies. Students are drawn in and learning becomes more pleasurable as a result of the captivating stories, vibrant characters, and moving images. Animated movies are more entertaining than textbooks, which keeps students' attention and concentration. They also demonstrate the practical usage of English. Students can listen to native speakers'

speech patterns, including their use of idioms, slang, and various accents. Students gain more natural speech patterns as a result of this.

Even if students don't understand every word, they can still grasp the meaning of animated movies because they depict actions and emotions. To make the lesson more engaging and enjoyable, teachers can pause the movies to pose questions, define terms, or have students practice speaking. After watching movies, students can discuss it in groups or role-play scenes, which gives them the chance to speak and practice in a fun and engaging way. This method encourages students to use the language in realistic situations, making it more relevant to their everyday lives.

Movies also make learning more interesting. When students enjoy the content, they are more likely to participate and practice speaking. By watching movies, they are exposed to new vocabulary and cultural aspects of the language that they may not encounter in textbooks. This keeps students motivated and helps them become more confident in using English.

Thus, using movies in the classroom can be a great way to help students improve their speaking achievement. It provides an opportunity to hear the language used naturally, while creating a fun and interactive environment where students can practice speaking confidently. With enough practice and encouragement, students can develop stronger speaking achievement and become more comfortable communicating in English in real-life situations.

This study aims to demonstrate the effectiveness of using English movies to enhance students' speaking achievement. It will explore how teaching English through movies can significantly improve students' speaking achievement. The research is titled “ The Use of Short Animated Movies through Collaborative Learning to Improve the Second Year Students’ Speaking Achievement at SMAN 2 Abung Semuli”.

## **1.2 Research Question**

The aim of the study is to observe the impact of using English movie on student's speaking ability. It is targeted to examine students 'comprehension when using movies as a media to increase their speaking ability and to ascertain whether is it effective or not. The research question is: Is there any improvement of students' speaking achievement after watching English short animated movies through collaborative learning?

## **1.3 Objectives of the Research**

Seeing from the objective, the benefits that can be gained from this research is the potential advantage to uses movies as a media on teaching speaking. The variety of learning material also helps students to get various topic and learning material, so the students will be not boring and increase students' motivation and enthusiasm in learning so that students are able to absorb material and learn more quickly and effectively. In other words, this research intended to measure the improvement of students speaking achievement after watched a movie.

## **1.4 Uses of the Research**

Research plays a crucial role in exploring new educational methods, like using movies to teach speaking. This approach boosts student engagement by offering diverse learning materials and using visuals and sounds to make learning more enjoyable. For example, having students write movie reviews helps them practice using new words and improves their speaking. This shows how research helps turn new ideas into practical ways to teach that benefit teachers and students.

### **1. Theoretically**

The use of movies as a media makes the learning experience more engaging and enjoyable. Visual and auditory stimuli from movies can capture students' attention, making the learning process more interesting.

### **2. Practically**

The use of this research in speaking classes can involve assigning students to give oral reviews or reflections on short animated movies they watch. This encourages students to practice their speaking skills by expressing their

ideas, thereby promoting active language production in an engaging and interactive way.

### **1.5 Scope of the Research**

This research is focused on analyzing the effect of watching movie on students' speaking ability. This research was conducted at the second-grade of students of SMAN 02 Abung Semuli. Researcher used pre-test and post-test to find out the result of the research. Animated videos will be used in this study because they provide a dynamic and engaging approach to language acquisition, increasing students' motivation and attention over the course of three to six minutes.

### **1.6 Definition of Terms**

To specify the topic, the researcher will provide some definitions of the terms related to the research. These are related definitions of some terms:

#### **1. Speaking**

Speaking is an interactive process that involves producing, receiving, and processing information in real-time communication". (Brown 2004). Similarly, Nunan (2003) defines speaking as a productive skill that requires learners to use language to express themselves and communicate with others. He highlights the importance of fluency, pronunciation, and the ability to organize thoughts in a coherent manner during conversation."

#### **2. Movie**

"Is a collection of pictures showed rapidly in a special device thus giving an illusion of moving objects." (Anderson and O'connor 2016).

#### **3. Animation**

"A tool that enhances cognitive engagement in educational settings. animation, when paired with narration, helps learners visualize and better understand complex concepts by providing dynamic and visually engaging information." (Mayer, R. E. 2009).

It can be concluded that this chapter discusses several key points, including the background, research question, research objective, research applications, and research scope.

## **II. LITERATURE REVIEW**

This chapter will explore and review the previous study and add related research that is relevant to understanding and interpreting the result of this study. This chapter also presents the related literature and studies after the through and in- depth search done by the research.

### **2.1 Speaking**

One of the most important abilities for connecting with people and communicating effectively is speaking. It's how we converse meaningfully, share our thoughts, and express our emotions. Speaking with confidence and clarity is crucial for both understanding others and being understood ourselves, whether in formal or everyday contexts. Strong speaking abilities are essential in the classroom because they enable us to work with others, convey ideas, and take part in conversations. Gaining proficiency in speaking is essential for success in many facets of life as well as for personal development.

In education, speaking is part of what we call “communicative competence.” This means being able to speak well in different situations, not just using correct grammar, but also knowing how to use language appropriately for different contexts. Speaking involves many different skills—thinking, social interaction, and understanding language—making it a key part of learning any language. Being able to speak clearly and confidently helps students succeed both in school and in their social life, as it lets them share their ideas, take part in conversations, and understand others (Goh & Burns, 2012).

In the end, speaking is essential for developing deep connections, opening up new chances, and communicating effectively. We can connect with others on a personal level by using speech to communicate our ideas, feelings, and intentions. Speaking, as opposed to written language, enables real-time connection, emotional complexity, and instant feedback. Building trust, understanding, and cooperation requires the capacity to communicate clearly and confidently, whether in professional or informal settings. Gaining proficiency in speaking is essential for success in academic environment, where cooperation is frequently needed and ideas are shared.

In social situations, where our interpersonal skills determine the quality of our relationships, and in professional settings, where effective communication can lead to leadership and career success.

## **2.2 Teaching Speaking**

Second language learners are often acutely aware of how limitations in their speaking abilities can hinder their ability to communicate effectively in the target language. Speaking is the key to expressing ideas, emotions, and opinions, and without fluency and confidence, learners may struggle to fully participate in conversations or understand others. This makes speaking practice a central concern for language learners, often more pressing than other aspects of language acquisition. However, language teachers may sometimes be unsure of the best methods to help students improve their speaking achievement. Traditional approaches, such as rote memorization of phrases or focusing only on pronunciation, may no longer be sufficient in the context of modern, communicative language programs. Instead, more dynamic, interactive activities that promote real-life conversations and encourage students to engage in speaking naturally and confidently are essential for fostering improvement in this crucial skill.

One of the most important indicators of both overall language competency and successful communication is speaking ability. Speaking fluency is a measure of general verbal ability, which forms the basis of many facets of interaction and learning. This is one way to look at this connection. Another crucial aspect of

speaking is the capacity to draw conclusions and modify speech in the moment. This talent is necessary for participating in discussions, deciphering meaning, and reacting to others in a suitable manner. Both are important because speaking effectively is essential for success in social and academic settings.

Pronouncing words correctly is only one aspect of effective speaking; learners must also employ language flexibly and contextually, depending on the occasion. For instance, learners must modify their vocabulary to fit the exact terminology unique to academic subjects like physics, social studies, or mathematics when having conversations about them. Switching between academic, professional, and informal speech registers is a crucial aptitude that helps students understand and succeed in a variety of subjects.

To improve verbal skills, an environment rich in language and that promotes speaking is necessary. Students have numerous opportunities to practice speaking in such settings through debates, discussions, and group projects. By modelling the use of complex language and empowering students to confidently and clearly articulate their thoughts, teachers can serve as role models for effective speaking. Teachers create an environment where students feel inspired to try new languages and develop their speaking achievement. by offering opportunities for both planned and unplanned speaking practice. Speaking is an important part of language learning and academic performance because it motivates learners to interact with and improve their verbal communication, much like vocabulary-rich contexts do.

### **2.3 Aspects of Speaking**

In learning speaking, there are some speaking aspects that teachers should convey to the students. According to Harris (1974), speaking skills consist of five key components, these aspects of speaking skills will be elaborated as follows:

#### **a) Comprehension**

Comprehension is essential for effective oral communication. It involves understanding what others say and being able to respond appropriately. This means that both speaking and listening are important parts of communication.

b) Grammar

Grammar helps students form correct sentences during conversations. Students need to know how to use grammatical structure correctly. Good grammar is important for mastering a language, both in speaking and writing.

c) Vocabulary

Vocabulary refers to the words we use in communication. Having a good vocabulary is crucial for expressing ideas clearly, whether in speech or writing. A limited vocabulary can make it hard to learn a language effectively. In short, without enough vocabulary, learners cannot communicate well in English.

d) Pronunciation

Pronunciation is about how clearly students can produce sounds when they speak. It involves understanding the sounds of a language and how they are organized. Good pronunciation helps make communication understandable. It includes two main aspects: individual sounds (phonemes) and features like intonation and stress.

e) Fluency

Fluency is the ability to speak smoothly and easily. A fluent speaker can read, understand, and respond clearly and quickly without many pauses or filler words like “um” or “ee.” Fluency is a goal for many language learners, as it indicates comfort and proficiency in speaking.

These five components comprehension, grammar, vocabulary, pronunciation, and fluency are all essential for effective speaking skills.

## **2.4 Media In Teaching Speaking**

Nowadays, peoples can get access to various media types that benefit both teachers and students in teaching and learning a foreign language. Students can interact with others via chatting or even calling videos, learning from watching videos, and searching for information effortlessly. Therefore, the importance of media cannot be denied and should be applied appropriately in education. The teachers also play a main role in selecting effective applications from different media to provide their

students with good learning conditions. Teachers should take some relevant applications into consideration that aim at motivating the learners' needs. Indeed, the learning activities of using media are abundant and attractive to learners as they involved live images, sounds, music, and even games related to learners' interest topics.

According to Faizi et al. (2014), students themselves take advantage of social media for their means of communication and entertainment, such as playing games and watching television. Another important factor of social media is providing meaningful and comprehensible input that proves successful learning outcomes. Speaking is a major aspect of learning a foreign language that has a close connection with other skills such as listening, reading, and writing skills. Compared with the use of traditional methods of teaching a foreign language that depends on textbooks and teacher-centred approaches, students recently have opportunities to acquire their ability by themselves with the help of media as well as teachers' facilitation. (Nguyen 2021).

One of the most important ways media helps in language learning is by improving students' speaking skills. Today, students can use many types of media—like animated videos, podcasts, language learning apps, and social media—to practice speaking English. These resources give students opportunities to speak in engaging and interactive ways, expose them to real conversations, and teach them proper pronunciation. Students can, for instance, act out dialogues, repeat sentences from a video, or even have online conversations. Students can practice speaking in a fun and relaxed environment with these activities, which makes them feel more at ease. Additionally, media facilitates learning through useful elements like pictures, subtitles, and repeated listening, which teach students how to speak in a natural way.

Out of all the media, animated movies are particularly effective at improving students' speech. With their vibrant characters and captivating tales, they are entertaining to watch and maintain students' interest. Animated movies frequently depict everyday speech patterns, including everyday expressions, phrases, and tones. In contrast to what they read in textbooks, this teaches students how English

is actually spoken. Students can enhance their speaking fluency, intonation, and pronunciation by

observing and imitating the characters. Teachers can also create speaking exercises like role-plays, story retelling, or discussions in the classroom by using scenes from these movies. Students gain self-confidence, learn new vocabulary, and enjoy speaking English more as a result of these activities. To put it briefly, animated movies provide a rich and entertaining learning environment where students can hear and use authentic English in a way that is both pleasurable and significant.

In conclusion, the contemporary accessibility of diverse media types has ushered in a transformative era for teaching and learning foreign languages. This technological landscape empowers both teachers and students by facilitating interactive communication, video-based learning, and effortless access to information. The paramount importance of integrating media into education cannot be overstated, as it opens up new avenues for effective language instruction.

## **2.5 Animated Movie**

A film or movie is a collection of pictures showed rapidly in a special device thus giving an illusion of moving objects. Anderson & O'Connor (2016) states that unlike what we see, a movie was made off a huge number of pictures that are displayed rapidly thus causing an illusion of a moving object or whatever was being filmed. Moreover, according to Cloete (2017) in order to create a movie with a meaningful story, a few important elements such as images, story, and a sound must be implemented. Furthermore, a movies is usually produced for the purpose of entertainment or to tell a story. Ultimately, the primary purpose of producing a movies is to entertain and engage viewers while conveying stories or messages. Whether for the sheer joy of entertainment or the profound art of storytelling, movies serve as a powerful medium that not only captivates but also educates, inspires, and moves audiences, making an integral part of modern culture and artistic expression.

This research is based on Vygotsky's Sociocultural Theory (1978), which explains that learning, including language learning, happens best when it involves social

interaction. According to Vygotsky, students learn more effectively when they communicate and collaborate with others, especially with people who are slightly more advanced in knowledge or skills. He introduced the concept of the Zone of Proximal Development (ZPD), which is the gap between what a learner can do independently and what they can achieve with help from others. In this study, students work together in speaking activities, helping one another improve their speaking achievement through conversation, discussion, and peer feedback.

In addition to the importance of social interaction, this study also uses animated movies as learning media. The reason for choosing animated movies is explained by Mayer's Cognitive Theory of Multimedia Learning (2009). Mayer believes that people learn better from a combination of words and pictures than from words alone. According to this theory, when learners watch animated movies with spoken dialogues and visual scenes, their brains can process the information more easily and understand the meaning better. This combination of images and sound helps students improve their language comprehension and makes it easier for them to produce spoken language in English.

Furthermore, the learning process in this study applies the Collaborative Learning Model (Dillenbourg, 1999). Collaborative learning is a teaching method where students work together in small groups to complete tasks, discuss ideas, and solve problems. This method encourages students to interact, share knowledge, and learn from each other. It also helps create a supportive learning environment where students feel more confident practicing their speaking skills. By combining collaborative learning with animated movies, this study provides students with opportunities to improve their speaking abilities through both interesting learning materials and meaningful social interaction.

## **2.6 Movie in Teaching Speaking**

Teaching speaking through movies is an engaging and effective approach that harnesses the power of visual and auditory stimuli to enhance language learning. When students watch movies in the target language, they are exposed to a rich context where language are used naturally in real-life situations. This exposure helps learners grasp not only the meanings of words but also their pronunciation,

intonation, and usage in context. Additionally, movies offer a diverse range of speaking, from everyday conversational language to specialized terms and idiomatic expressions. Teachers can complement movie-based speaking lessons with activities like pausing the movies to discuss unfamiliar words, or encouraging students to speak using the newly acquired terms, and at the end of the activity teacher can add another engaging activity such as role play and group work. By immersing students in authentic language experiences, teaching speaking through movies not only makes learning more enjoyable but also fosters a deeper understanding of language in its real-world context.

According to Brown (2007:1720), there are five elements in speaking, if the five elements of speaking ability are fulfilled, the students has already had good English to speak from words and sentences shown in movie. In conclusion, teaching speaking through movies is a highly effective method that capitalizes on the visual and auditory appeal of movies to enhance language learning. Exposure to the target language within authentic contexts presented in movies facilitates a comprehensive understanding of words, encompassing meanings, pronunciation, intonation, and contextual usage. Moreover, movies offer a diverse of words, ranging from everyday language to specialized words and idiomatic expressions.

By incorporating some engaging activities educators can further enrich the learning experience. while movies can be entertaining and provide exposure to spoken language, there are challenges when it comes to using them as a tool for improving speaking achievement. Limited context, time consumption, passive learning, and varied language use can make it difficult for students to develop their speaking abilities effectively. To address these challenges, this research will utilize short animated movies with a duration of 3-6 minutes. These shorter movies are designed to provide focused content that can enhance engagement and comprehension, making it easier for students to practice and improve their speaking skills in a more effective manner. In this study, animated movies will be employed since they offer a dynamic and captivating method of language learning, boosting students' motivation and interest. By reciting the movies in their own words, students get more involved and enthusiastic, which boosts their self-esteem and speaking

achievement. Students can better comprehend material through both visual and aural senses when they watch and listen to animated movies.

## **2.7 Collaborative Learning**

Collaborative Learning (CL) is a student-centered instructional approach that emphasizes group interaction and mutual support to achieve academic goals. It has been widely promoted as an effective method for enhancing communication skills, especially in language learning contexts. According to Gokhale (1995), CL involves students with varying levels of ability working together in small groups to accomplish shared learning objectives. In such settings, learners are not only responsible for their own understanding but also for helping their peers succeed, creating a learning environment where cooperation and mutual support are essential. Srinivas (2011) adds that in CL environments, students engage in meaningful dialogue, present and defend ideas, exchange diverse perspectives, and actively participate in learning. This approach is particularly beneficial in speaking lessons, where many students struggle with anxiety, lack of confidence, or difficulty expressing themselves in front of others. By working collaboratively, students feel less pressure, are encouraged to speak more freely, and are supported by their peers in a low-risk, interactive environment. CL fosters critical speaking-related skills such as active listening, turn-taking, and constructive feedback. Moreover, it promotes social interaction and helps learners develop the confidence needed to use language in real-life contexts.

One effective way to enhance the impact of collaborative learning in speaking activities is through the use of media, such as animated movies. Animated movies provide engaging, context-rich content that students can relate to and discuss in groups. These movies expose learners to natural spoken English, various accents, intonation patterns, and cultural references, making them excellent tools for developing speaking fluency and comprehension. When integrated into collaborative tasks, such as retelling stories, discussing characters, or analyzing events in the movie, animated movies serve as a shared resource that sparks communication, critical thinking, and collaborative dialogue. By using animated movies within a CL framework, students not only improve their speaking abilities

but also enhance their teamwork, creativity, and ability to express personal opinions in a supportive and engaging learning environment.

## **2.8 Procedure of Teaching Speaking by Using Short Animated Movie**

Using movies as a tool to improve students' speaking ability can be an engaging and enjoyable method in the language classroom. Short animated films, in particular, offer rich visual and contextual cues that make it easier for students to understand and remember new vocabulary and expressions. Beyond simply watching, the real value of this approach comes when students interact with the content and each other. In this setting, learning becomes more than just individual practice—it becomes a shared experience. Through group discussions, role plays, and creative tasks based on the movie scenes, students are encouraged to participate actively and support one another. This is where collaborative learning plays a key role.

Rather than working alone, students learn in groups, exchanging ideas, solving problems together, and building their speaking confidence in a meaningful and supportive environment. As MacGregor (1990) explains, collaborative learning is a teaching approach where students work together to complete a task, solve a problem, or produce something collectively making it a powerful complement to media-based learning.

Collaborative learning emphasizes the importance of peer interaction, communication, and collective knowledge. It allows students to work together to understand the context in which certain words are used, discuss their meanings, and practice how they might use them in their own conversations. In a classroom setting, movies provide rich, real-life contexts where students can hear new vocabulary used naturally in different situations. By watching movies as a group, students can focus on the language used by characters in various scenarios, which helps them connect words to emotions, actions, and environments. Following the movie, students can engage in discussions, both in small groups and as a class, to analyze the words and language structures they've encountered. This collaborative approach

allows students to learn from each other's insights and interpretations, reinforcing their understanding of the words and phrases.

When it comes to speaking practice, working together in groups offers students valuable opportunities to practice speaking in a low-pressure setting. Whether students are re-enacting scenes, summarizing plot points, or discussing character motivations from a movie, they are using new words and expressions in meaningful, authentic contexts. This collaborative environment also promotes peer feedback, where students can correct each other's pronunciation, suggest alternative vocabulary choices, and help each other build more complex sentences.

According to Dillenbourg (1999), when using collaborative learning, several steps can be followed, as outlined below:

1. Pair or group work

In pairs, students follow a course or engage in learning activities such as problem-solving.

2. Face-to-face speaking practice

Students practice speaking face-to-face. Working in groups provides valuable opportunities for students to speak in a low-pressure setting.

3. Movie-based tasks

By re-enacting scenes, summarizing plot points, or discussing character motivations from a movie, students use new words and expressions in meaningful, authentic contexts.

These steps serve as a reference for the researcher in determining the procedure for the research process.

## **2.9 Advantages and Disadvantages**

Humans do need to keep up with the times, including in the field of education. The use of English short animated movies as one of the supporting tools to improve students speaking has several advantages:

- a. Enhances Speaking Fluency and Accuracy

Animated movies offer rich, authentic language input that helps learners enhance their fluency, pronunciation, and vocabulary acquisition. The visual and auditory stimuli make language learning more natural and memorable. “Students exposed to animation movies showed significant improvement in speaking performance, including pronunciation accuracy and vocabulary retention” (Wang et al., 2024).

b. Increases Motivation and Engagement

The entertaining and colorful nature of animated movies attracts students’ interest and motivates them to participate actively in speaking activities. This enjoyment reduces anxiety and encourages more spontaneous language use. “Good graphics and stories in animation movies entertain and motivate students to learn as if they experience real situations” (Nuansari & Sriyanto, 2021); (Alsabbagh & Al-Rashidy, 2023).

c. Facilitates Pronunciation and Intonation Improvement

Hearing native-like speech patterns in animated movies enables students to imitate correct pronunciation and intonation, improving their spoken English. “Students demonstrated 45% improvement in pronunciation accuracy after animation-based instruction” (Wang et al., 2024).

There is also disadvantage of using short animated movies as a tool for this purpose: While short animated movies offer engaging and effective input for developing speaking achievement, their implementation is not without challenges. One significant limitation involves technical accessibility and pedagogical preparedness. Teachers may face difficulties such as limited access to digital infrastructure, time constraints in lesson planning, or insufficient training in integrating multimedia resources into communicative language teaching. On the pedagogical side, if movies are not accompanied by structured speaking tasks or guided reflection, students may consume the content passively, missing the opportunity to develop their oral skills meaningfully.

These challenges align with observations made by Mantulameten (2023), who notes that “technical constraints and pedagogical challenges exist but can be overcome with careful planning.

### **2.10 Theoretical Assumption**

Speaking is one of the key components of language as a means of communication, as previously stated. It's an important aspect of learning a language that may be honed through practice and instruction. Students require practice to develop fluency. This is why language instruction needs to be prioritized. Learning a language can be quite challenging if it is not yet grasped. Using English movies can empower ELLs with extensive speaking skills that enable them to improve their English proficiency. Even though much research has been done to understand the importance of integrating media into the language classroom and the language learning experience teaching speaking effectively can be accomplished if a fresh approach is taken. Then, students will have mastered speaking.

### **2.11 Hypothesis**

The use of English movies as an English learning tool should be encouraged and implemented by language teachers. There are several advantages inherent in the use of English movies as means to develop language competency. These benefits include increasing students' motivation, enhancing students' oral and communication skills, and developing their cultural awareness thereby allowing for a more authentic language learning experience.

It can be concluded that use of English movie as a valuable learning tool hold immense potential for language teacher. Teacher not only improve students' motivation but also cultivate essential oral and communication skills. Furthermore, the exposure to diverse cultural contexts enriches the learning experience, fostering a more authentic language development. As we reflect on these advantages, it becomes evident that using movies in learning foreign language contributes significantly to the enhancement of students' speaking and overall language competency. Therefore, using English movies in the classroom is not just a recommendation but a strategic move towards fostering an effective language learning.

### **III. METHODS**

This chapter provides an overview of the research design, variables, data source, instrument, data collection, and data analysis.

#### **3.1 Research Design**

This study adopts a quantitative research design, which involves the systematic investigation of phenomena through the collection and analysis of numerical data. Quantitative research emphasizes objectivity and relies on statistical, mathematical, or computational methods to interpret data. Its objectives are measurable and closely tied to variables and hypotheses. Variables refer to concepts that can vary and assume different values, while hypotheses are testable statements that propose a relationship between these variables.

In this study, the researcher employed a quantitative approach to examine the effect of using short animated movies in the classroom on improving students' speaking achievement. The research design involved administering both a pre-test and a post-test to the students. This design aimed to measure the students' progress and the impact of the instructional treatment using the animated movies.

Before the pre-test, the teacher explained the purpose of the activity, which was to assess the students' prior knowledge and their ability to describe a movie in detail. The teacher presented three movie genres, labeled as fairy tale, friendship/family, and adventure. Each student was asked to choose one genre from the list, preferably the one they were most familiar with or interested in. After selecting a genre students were instructed to describe what they knew about it. They were encouraged to include details such as the plot, main characters, setting, themes, memorable scenes, and even their personal opinions or experiences related to the movie. Each student spoken for a minimum of three minutes and a maximum o

five minutes. After all students completed their descriptions, the teacher asked follow-up questions or provided brief feedback as needed. This pre-test was carefully designed to evaluate students' background knowledge, comprehension, and their ability to express their thoughts verbally about a chosen movie.

Following the instructional period, the teacher conducted the post-test to evaluate students' understanding and retention of the movie content. The same three movies from the pre-test were presented again, labeled as fairy tale, family/friendship, and adventure. Students were asked to select one genre, preferably the one they had focused on during the lessons. They were then instructed to describe the movie in detail, incorporating any new information they had learned, such as plot developments, character insights, themes, or other relevant aspects. Students were given the same time frame of three to five minutes to deliver their descriptions. After all presentations, the teacher provided feedback and clarified any misunderstandings. The post-test was designed to measure students' progress, comprehension, and their ability to articulate their knowledge about the selected movie after the treatment.

According to Hatch and Farhady (1982, p. 20), the use of both a pre-test and a post-test was a common design in experimental research. Following their approach, this study employed the same design, represented as:

### **T1 X T2**

Notes:

T1: refers to the pre-test average score T2: refers to the post-test average score X: refers to the treatment

T2: refers to the post-test average score

X: refers to the treatment

In this research, a pre-test (T1) was administered before the researcher conducted lessons using English short movies, in order to measure the students' speaking abilities prior to the treatment. The treatment was then conducted using English

short movies to help improve the students' speaking achievement. After the treatment, a post-test (T2) was administered to assess the students' progress and measure the final outcomes of the speaking test.

### **3.2 Variables**

In this study, the variables of interest were X and Y, where X represented the independent variable, "English short animated movies," and Y for the dependent variable, "speaking." The use of English short animated movies (X) was considered the independent variable because it was the factor manipulated or introduced to the students as part of the treatment. The dependent variable, speaking (Y), was the aspect under observation, and any changes in it were expected to be influenced by the introduction of short movies as an instructional tool. By examining the relationship between these variables, the research aimed to assess whether the use of English short animated movies led to an improvement in students' speaking (Y). This analysis provided insights into the effectiveness of this teaching approach in enhancing students' language skills.

### **3.3 Data Source**

The selection of a specific target group for a research study played a crucial role in shaping the scope and objectives of the investigation. In this study, the researcher chose to focus on second-grade students of Senior High School 2 Abung Semuli as the population of interest. The rationale behind this choice was based on several key considerations. Firstly, the second grade of high school represented a critical stage in a student's educational journey, where they were expected to further develop their language and speaking achievement. Secondly, this age group was often characterized by distinct cognitive and educational needs, making it an appropriate stage to explore the potential benefits of innovative teaching methods, such as the use of English short animated movies to enhance speaking.

Senior High School 2 Abung Semuli was chosen as the research site because of its supportive learning environment and diverse student population. The following section describes the research design and methodology, including the selection process for the students to ensure the study's validity and reliability. The population

for this study consisted of 31 second-grade students at Senior High School 2 Abung Semuli, with the sample drawn from one class within this group.

### **3.4 Instruments**

In this study, the researcher used two key instruments: a pre-test and a post-test, to measure the impact of using short animated movies on students' speaking achievement. Both tests were carefully designed to ensure valid and reliable assessment of students' abilities before and after the treatment.

#### **1. Pre-Test**

Before administering the pre-test, the teacher explained the purpose of the activity, which was to evaluate the students' ability to speak clearly and organize their ideas when retelling a story in English. Students were instructed to choose one of the following themes: fairy tales, family/friendship, or adventure. Then, they were asked to tell a story from one of the animated movies in English that they had previously watched, and that matched the theme they selected. The storytelling task was limited to a minimum of one minute and a maximum of three minutes. During their presentation, students were asked to include specific information such as the title of the story, the main characters, the main events, and what they liked or learned from the story. They were encouraged to think for a moment before speaking, and to speak clearly and confidently. This pre-test was used to establish a baseline of the students' speaking proficiency and their ability to express ideas verbally in English using familiar content.

#### **2. Post-Test**

After the treatment, which involved the use of short animated movies, the teacher administered a post-test to evaluate students' progress and understanding of the movie content. The same three themes/genres from the pre-test were presented again with the same labels. Students were asked to select one. They were then instructed to describe the movie in detail, incorporating any new information or insights gained during the treatment, such as a deeper understanding of the plot, character development, themes, or other relevant aspects. Students were given the same time frame of one to three minutes to deliver their descriptions. After all presentations, the

teacher provided feedback and addressed any misunderstandings. The post-test measured the students' improvement in speaking achievement and their ability to articulate their knowledge more comprehensively after the treatment.

Together, these pre-test and post-test instruments provided a systematic and valid framework to assess the effectiveness of integrating English short animated movies into the classroom as a tool to enhance students' speaking abilities. The pre-test served as a baseline measure, while the post-test captured the students' growth and development following the treatment.

### **3.4.1 Validity**

#### **a. Content Validity**

According to Setiyadi (2018), content validity pertained to the test's suitability as a representative and thorough measure. In other words, the content offered was considered to fit the curriculum. The speaking test used in this study was designed to be understood by second-grade senior high school students. Because it provided a sample of language abilities and structures, the test was regarded as valid in terms of content validity. Additionally, the material selection was based on the Merdeka Curriculum and the objectives of the second-grade students' syllabus at SMAN 2 Abung Semuli, which specified that the students had to be able to describe aspects of movies.

#### **b. Construct Validity**

According to Brown (1996), construct validity refers to the accumulation of evidence that supports the interpretation of what a measure reflects. According to this theory, a test used to measure the students' cognitive knowledge and skills had to cover construct validity. If the test had construct validity, it was capable of measuring the students' achievement. In evaluating the students' speaking scores, the scoring rubric by Harris (1974) is used. According to Harris (1974), speaking skills consist of five key components: comprehension, grammar, vocabulary, pronunciation, and fluency. These aspects serve as the basis for construct validity, as they

represent the important parts of speaking proficiency in comprehensive way. By assessing using these five aspects, the rubric for evaluating speaking performance accurately measures the intended construct of speaking ability. Brown (2004) supports this method of speaking assessment, highlighting the importance of vocabulary, accuracy (including grammar and pronunciation), and fluency in assessing speaking abilities.

### 3.4.2 Reliability

The researcher employed inter-rater reliability, also known as inter-observer reliability, in this study. This reliability, as the name suggests, involves two raters or observers evaluating the students' spoken performance. The researcher and an English teacher rate. In addition, this study used inter-rater dependability. Using Cohen's Kappa or Kappa statistics in SPSS 27 to obtain students' speaking scores from two raters (an English teacher and a researcher), the data's reliability was examined. The dependability computation's outcome is displayed in tables 3.1 and 3.2.

Table 3. 1 Reliability of Pre-Test

| Symmetric Measures   |       |       |                                        |                            |                          |
|----------------------|-------|-------|----------------------------------------|----------------------------|--------------------------|
|                      |       | Value | Asymptotic Standard Error <sup>a</sup> | Approximate T <sup>b</sup> | Approximate Significance |
| Measure of Agreement | Kappa | .707  | .087                                   | 10.973                     | <.001                    |
| N of Valid Cases     |       | 31    |                                        |                            |                          |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table 3. 2 Reliability of Post-Test

| Symmetric Measures   |       |       |                                        |                            |                          |
|----------------------|-------|-------|----------------------------------------|----------------------------|--------------------------|
|                      |       | Value | Asymptotic Standard Error <sup>a</sup> | Approximate T <sup>b</sup> | Approximate Significance |
| Measure of Agreement | Kappa | .739  | .086                                   | 10.900                     | <.001                    |
| N of Valid Cases     |       | 31    |                                        |                            |                          |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Table 3.1's computation revealed that the pre-test's reliability coefficient was 0.707. Similarly, the post-test result in table 3.2 has a reliability coefficient of 0.739. The statistical description of test or instrument reliability in quantitative research is based on correlation calculations, which look for a coefficient between 0 and 1. If the value is near 1, the test or instrument is considered highly reliable (Setiyadi, 2018). The pre-test and post-test Kappa coefficients are both near 1, indicating that the test has great reliability.

### **3.5 Data Collection**

This research gathered data on students' speaking comprehension after they were treated using English short movies in the classroom. The data were obtained from the following steps:

1. Pre-test

This step enabled the researcher to verify the accuracy and reliability of the test and tools used. It also ensured that the research would yield the best possible results. The test aimed to assess the students' speaking abilities before the teaching began. Before the treatment, the researcher provided a brief introduction to explain the process. Then, the students engaged in a discussion, sharing their opinions and experiences with the researcher. The entire activity lasted two hours, with each student taking turns answering questions in front of the class.

2. Conducting Treatment

After conducting the pre-test, the researcher carried out the treatment, which involved teaching speaking through movies in three 120-minute meetings. During this phase, the researcher presented material about aspects of movies and asked the students to develop their ideas orally in the context of reviewing the movies.

3. Post-test

The students took the post-test after the treatment, which included short movies in class. This test helped the researcher obtain the results of the students' speaking comprehension after the treatment was applied.

4. Recording

The students' utterances were recorded using a cell phone's audio recorder during both the pre-test and post-test. The researcher used these recordings to score the students' speaking performance. In case the researcher missed recording any student's performance, the audio recordings were played back for review.

#### 5. Scoring

The researcher completed the first rater form, while the English teacher completed the second, as two raters were used to grade the speaking tests. After scoring both the pre-test and post-test, the researcher used SPSS to conduct reliability analysis.

#### 6. Analyzing the Test Results (Pre-test and Post-test)

After scoring the pre-test and post-test, the researcher analyzed the data to determine whether the post-test scores differed significantly from the pre-test scores in each category.

### 3.6 Data Analysis

To obtain the final result of this research, the data will be analyzed by the researcher following these steps

1. Scored the speaking test (pre-test and post-test).
2. Scored the speaking tests (pre-test and post-test).

$$Md = \frac{\sum d}{N}$$

Md refers to mean

$\Sigma$  relates to the total score of the students

N refers to the number of students

3. Entered the students' pre-test and post-test scores into a table.
4. Found the mean of the students' pre-test and post-test scores by using the formula.
5. Drew a conclusion by comparing the means of the pre-test and post-test.

The mean of the pre-test was compared to the mean of the post-test to determine if there was any improvement in the students' speaking achievement. This process

helped answer the research question regarding the effectiveness of the treatment. The researcher had used this formula.

$$I = M2 - M1$$

Note:

I = the improvement of students' speaking achievement

M1 = the average score of the pre-test

M2 = the average score of post-test

In evaluating the students' speaking scores, scoring rubric by Harris (1974) is used. According to Harris (1974), speaking skills consist of five key components: comprehension, grammar, vocabulary, pronunciation, and fluency as the table below.

Table 3. 3 Criteria for Assessing Speaking Skill

| Aspects       | 1                                             | 2                                                                                       | 3                                                                                                   | 4                                                                  | 5                                                                                            |
|---------------|-----------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Pronunciation | Has few traces of foreign accent.             | Very hard to understand because of pronunciation problems. Must frequently be asked to. | Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding | Always intelligible, though one is conscious of a definite accent. | Pronunciation sounds natural and is easy to understand, with little or no noticeable accent. |
| Grammar       | Errors in grammar and word order so severe as | Grammar and word-order errors make comprehension                                        | Makes frequent errors of grammar and word order                                                     | Occasionally makes grammatical and/or                              | Makes few (if any) noticeable errors of                                                      |

|            |                                                                                 |                                                                                          |                                                                                                 |                                                                                                |                                                                     |
|------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
|            | to make speech virtually unintelligible.                                        | sion difficult. Must often rephrase sentences and/or restrict himself to basic patterns. | which occasionally obscure meaning.                                                             | word-order errors which do not, however, obscure meaning.                                      | grammar or word order                                               |
| Vocabulary | Vocabulary limitations so extreme as to make conversation virtually impossible. | Misuse of words and very limited vocabulary make comprehension quite difficult.          | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary | Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. | Use of vocabulary and idioms is virtually that of a native speaker. |
| Fluency    | Speech is so halting and fragmentary as to make conversation virtually          | Usually hesitant; often forced into silence by language limitations.                     | Speed and fluency are rather strongly affected by language problems.                            | Speed of speech seems to be slightly affected by language problems.                            | Speech as fluent and effortless as that of a native speaker.        |

|               |                                                                  |                                                                                                                                     |                                                                                  |                                                                                                 |                                                      |
|---------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------|
|               | impossible<br>.                                                  |                                                                                                                                     |                                                                                  |                                                                                                 |                                                      |
| Comprehension | Cannot be said to understand even simple conversational English. | Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions. | Understands most of what is said at a slower-than-normal speed with repetitions. | Understands nearly everything at normal speed, although occasional repetition may be necessary. | Appears to understand everything without difficulty. |

### 3.7 Data Treatment

After teaching students, the researcher used statistics to evaluate the data using the Paired Sample T-Test of SPSS in order to determine the aspect and improvement of the students' speaking achievement. Setiyadi (2018) states that there are three fundamental prerequisites for employing the Paired Sample T-Test for hypothesis testing, specifically:

1. The data is interval or ratio.
2. The data is taken from random sample in population (not absolute).
3. The data distributed normally

#### 3.7.1 Normality Test

The normality of test was used to measure whether the data of the test had normal distribution or not. The researcher used One Sample Kolmogorov-Smirnov Test with SPSS 27. The Result of the normality test can be seen in the table 3.4 below:

Table 3. 4 Result of Normality Test

| Tests of Normality |                                 |    |      |              |    |      |
|--------------------|---------------------------------|----|------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                    | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Pretest            | .145                            | 31 | .094 | .943         | 31 | .101 |
| Posttest           | .151                            | 31 | .071 | .954         | 31 | .203 |

a. Lilliefors Significance Correction

The data are both regularly distributed, as seen in Table 3.4. The normality test values in the pre-test and post-test are both greater than 0.05, with a value of 0.087 and 0.096, respectively. It was reasonable to infer that the pre-test and post-test results followed a normal distribution.

### 3.8 Hypothesis Testing

Based on the data analysis and data treatment, the statistical aspect of the research involves of using SPSS or the formulae to calculate the data. These mean statistics serve as a fundamental tool in assessing the impact of the treatment, enabling the researcher to compare the students' speaking achievement before and after exposure to the movies. This statistical analysis aims to determine whether there is a statistically significant improvement in speaking comprehension due to the movie-based intervention, thereby allowing the researcher to test the hypotheses and draw meaningful conclusions.

1. H0: There is no significant improvement in students' speaking comprehension after exposure to short animated movies.
2. H1: There is a significant improvement in students' speaking comprehension after exposure to short animated movies.

In conclusion, this chapter discusses the research design, research variables, data sources, research instruments, procedures for data collection, data analysis, data treatment, and hypothesis testing pertinent to the impact of movie-based interventions on students' speaking comprehension.

## **V. CONCLUSION AND SUGGESTION**

There are two main topics that are discussed in this last chapter. These are the conclusions drawn from the study and recommendations made for English teachers and other researchers planning to carry out related studies.

### **5.1 Conclusion**

Learning English through movies is a more effective method of practice than just memorizing words. Through watching movies, students can hear realistic conversations in a variety of contexts, which helps them comprehend how people speak in real life. Characters' speech allows students to acquire key elements such as tone, pronunciation, and popular phrases. By demonstrating how the language is utilized in everyday situations rather than merely teaching students vocabulary, this method gives them more confidence while speaking. Additionally, movies maintain students' interest since they allow them to view entertaining or hobby-related situations. Overall, watching movies while learning a language can make speaking it seem more fun and real, which improves learning and creates longer-lasting skills.

Based on the results of this study, the use of the movies as a media combined with collaborative learning effectively improved the speaking achievement of second-grade students at SMAN 2 Abung Semuli. The results of the pre-test and post-test indicated a significant increase in the student's pronunciation, grammar, vocabulary, fluency and comprehension. Specifically, the average speaking score increased from 11.209 in the pre-test to 18.661 in the post-test, with an improvement of 7.452 points.

## **5.2 Suggestions**

Based on the findings of the research, the researcher would like to offer the following suggestions:

### ***5.2.1 Suggestion for English Teacher***

1. Since many students struggled and showed the least improvement in certain aspects, especially grammar, which is difficult to learn implicitly through movie-based learning that is less structured, teachers should provide additional explanations or use supporting materials such as notes or PowerPoint presentations to offer more comprehensive guidance.
2. Since students need to become familiar with the vocabulary used during lessons, including academic vocabulary, teachers should consider incorporating movies into their language instruction. This approach gives students the opportunity to practice speaking in realistic contexts, helping them improve their language skills more effectively.
3. Since some students have difficulty understanding certain vocabulary found in the movies, teachers should provide structured guidance by pre-teaching key vocabulary and expressions to help students better understand and use the language during speaking activities.

### ***5.2.2 Suggestion for Further Researcher***

1. Future researchers should explore the use of different types of movies, such as animated, live-action, or documentary films, to identify which genres are most effective in improving various aspects of students' speaking achievement.
2. Future researchers could examine how integrating movies with other teaching methods, such as interactive activities or technology-based tools, can enhance students' speaking abilities more comprehensively.
3. Researchers might also investigate how using movies affects students of different ages and language proficiency levels, so that teaching methods can be better adapted to meet the needs of diverse learners.

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