

**THE USE OF SHORT MOVIES TO IMPROVE STUDENTS' SPEAKING  
SKILLS ON NARRATIVE TEXTS THROUGH RETELLING STORY IN  
EFL CLASSROOM AT SMP 3 PRINGSEWU**

**(A Script)**

**By**

**Algi Saputra**

**(2213042032)**



**ENGLISH EDUCATION STUDY PROGRAM  
ARTS AND LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY**

**2026**

## ABSTRACT

### THE USE OF SHORT MOVIES TO IMPROVE STUDENTS' SPEAKING SKILLS ON NARRATIVE TEXTS THROUGH RETELLING STORY IN EFL CLASSROOM AT SMP 3 PRINGSEWU

By

ALGI SAPUTRA

This study investigates the effect of using short movies on students' speaking skills in learning English as a Foreign Language (EFL). The research employs a pre-experimental design using a one-group pretest–posttest method involving 32 students. The pretest is administered at the first meeting to identify students' initial speaking ability, and the posttest is conducted after the treatment to measure improvement. The treatment consists of teaching speaking through short movies, where students watch and retell narrative stories. The data are analyzed using a Paired Sample t-test through SPSS. The findings reveal that the mean score increases from 44.56 in the pretest to 62.06 in the posttest, with a mean difference of 17.50 points. The statistical result shows that the obtained t-value ( $t = 13.020$ ,  $df = 31$ ) is significant at  $p < 0.001$ , indicating a statistically significant improvement. All speaking aspects, pronunciation, vocabulary, fluency, comprehension, and grammar, show improvement, with grammar and vocabulary achieving the highest gains. This finding is consistent with previous research reporting that short movies can improve students' fluency, pronunciation, and vocabulary. The studies highlight that visual storylines provide contextualized language input, which helps learners organize their ideas and speak more spontaneously. Therefore, it is recommended that EFL teachers use short movies combined with retelling and discussion activities to strengthen students' speaking practice. In addition, future researchers are encouraged to use larger samples and include control groups to produce more generalizable results. Overall, the results support earlier findings showing that short movies enhance fluency, pronunciation, vocabulary development, and narrative organization. Thus, the study concludes that using short movies has a positive effect on students' speaking skills and serves as an effective strategy for improving speaking ability in EFL classrooms.

**Keywords:** *narrative text, quantitative research, retelling stories, short movies, speaking achievement*

## ABSTRAK

### PENGUNAAN FILM PENDEK UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA PADA TEKS NARATIF MELALUI KEGIATAN MENCERITAKAN KEMBALI (RETELLING STORY) DI KELAS EFL SMP NEGERI 3 PRINGSEWU

Oleh  
ALGI SAPUTRA

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan film pendek terhadap keterampilan berbicara siswa dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini menggunakan desain pra-eksperimen dengan metode one-group pretest–posttest yang melibatkan 32 siswa. Pretest diberikan pada pertemuan pertama untuk mengetahui kemampuan awal berbicara siswa, sedangkan posttest diberikan setelah perlakuan untuk mengukur peningkatan kemampuan siswa. Perlakuan yang diberikan berupa pembelajaran berbicara melalui film pendek, di mana siswa menonton film pendek dan kemudian menceritakan kembali cerita naratif yang ditampilkan. Data dianalisis menggunakan uji Paired Sample t-test melalui SPSS. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 44,56 pada pretest menjadi 62,06 pada posttest, dengan selisih rata-rata sebesar 17,50 poin. Hasil statistik menunjukkan bahwa nilai t-hitung yang diperoleh ( $t = 13,020$ ,  $df = 31$ ) signifikan pada  $p < 0,001$ , yang berarti terdapat peningkatan yang signifikan secara statistik. Semua aspek berbicara, yaitu pelafalan, kosakata, kelancaran, pemahaman, dan tata bahasa, mengalami peningkatan, dengan aspek tata bahasa dan kosakata menunjukkan peningkatan tertinggi. Temuan ini sejalan dengan penelitian sebelumnya yang menyatakan bahwa film pendek dapat meningkatkan kelancaran, pelafalan, dan kosakata siswa. Penelitian tersebut menekankan bahwa alur cerita visual dapat memberikan masukan bahasa yang kontekstual, sehingga membantu siswa mengorganisasi ide dan berbicara lebih spontan. Oleh karena itu, disarankan agar guru EFL menggunakan film pendek yang dikombinasikan dengan kegiatan retelling dan diskusi untuk memperkuat latihan berbicara siswa. Selain itu, peneliti selanjutnya disarankan untuk menggunakan sampel yang lebih besar serta menambahkan kelompok kontrol agar hasil penelitian lebih dapat digeneralisasikan. Secara keseluruhan, hasil penelitian ini mendukung temuan sebelumnya bahwa film pendek dapat meningkatkan kelancaran, pelafalan, perkembangan kosakata, serta kemampuan mengorganisasi cerita naratif. Dengan demikian, penelitian ini menyimpulkan bahwa penggunaan film pendek memberikan pengaruh positif terhadap keterampilan berbicara siswa dan merupakan strategi yang efektif untuk meningkatkan kemampuan berbicara di kelas EFL.

**Kata kunci:** teks naratif, penelitian kuantitatif, menceritakan kembali, film pendek, pencapaian berbicara

**THE USE OF SHORT MOVIES TO IMPROVE STUDENTS' SPEAKING  
SKILLS ON NARRATIVE TEXTS THROUGH RETELLING STORY IN  
EFL CLASSROOM AT SMP 3 PRINGSEWU**

**By**

**Algi Saputra**

**(2213042032)**

**Submitted in a Partial Fulfillment of**

**The Requirements for S-1 Degree**

**In**

**The Language and Arts Education Department**

**Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM**

**ARTS AND LANGUAGE EDUCATION DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**LAMPUNG UNIVERSITY**

**2026**

**Research Title : THE USE OF SHORT MOVIES TO IMPROVE STUDENTS' SPEAKING SKILLS ON NARRATIVE TEXTS THROUGH RETELLING STORY IN EFL CLASSROOM AT SMP 3 PRINGSEWU**

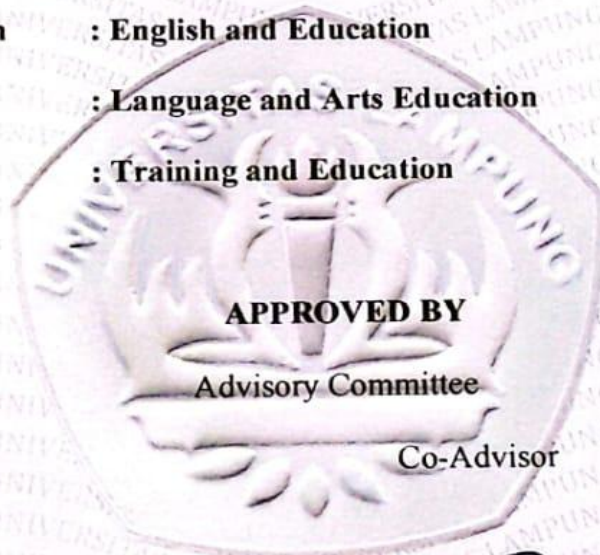
**Students' Name : Algi Saputra**

**Students' Number : 2213042032**

**Study Program : English and Education**

**Department : Language and Arts Education**

**Faculty : Training and Education**



**Advisor**

**Co-Advisor**

**Mahpul, M.A., Ph.D**  
NIP 196507061994031002

**Anwar Fadila, S.Pd., M.TESOL**  
NIP 199102102024061001

**The Chairperson of  
The Department of Language and Arts Education**

**Dr. Sumarti, S.Pd., M.Hum.**  
NIP 19700318 199403 2 002

**ADMITTED BY**

1. Examination Committee

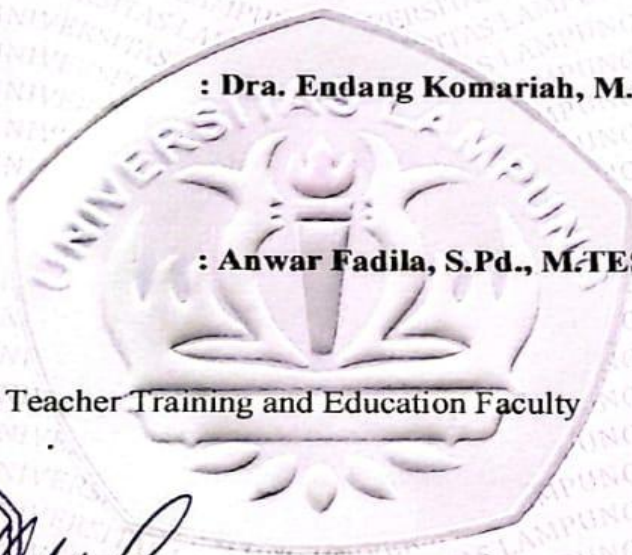
Chairperson : **Mahpul, M.A., Ph.D**



Examiner : **Dra. Endang Komariah, M.Pd.**



Secretary : **Anwar Fadila, S.Pd., M.TESOL**



2. The Dean of Teacher Training and Education Faculty



**Dr. Albet Maydiantoro, S.Pd., M.Pd.**

NIP 19870504 201404 1 001

**Graduated on: March 13<sup>th</sup>, 2026**

## LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Algi Saputra  
NPM : 2213042032  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : THE USE OF SHORT MOVIES TO IMPROVE  
STUDENTS' SPEAKING SKILLS ON NARRATIVE  
TEXTS THROUGH RETELLING STORY IN EFL  
CLASSROOM AT SMP 3 PRINGSEWU

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, 28 April 2026  
Yang membuat pernyataan,



Algi Saputra  
NPM 2213042032

## CURRICULUM VITAE

Algi Saputra was born in Tanjung Bintang on March 25th, 2004. He is the son of Hendri Kuswanto and Dian Erika. He has one brother Almas Saputra.

He began his formal education at TK Al- Azhar. He then continued his study at SD Negeri 1 Jati Baru and graduated in 2017. After completing his elementary education, he studied at SMP Negeri 1 Tanjung Bintang and graduated in 2019. He completed his senior high school education at SMA Negeri 1 Tanjung Bintang in 2022. During his time in senior high school, he actively participated in the English Club and Lakon Teknologi (LATEK). Through these activities, he developed his communication skills confidence, and teamwork.

After graduating from senior high school, he was accepted through the SNMPTN pathway into the English Education Study Program at the University of Lampung. During his university years. He joined SEEDS (Society of English Education Department Students) and became an active member of the Media Center Division in 2023.

From January to February 2025, he carried out Kuliah Kerja Nyata (KKN) Kecubung Jaya, Tulang Bawang. During this program, he actively participated in community empowerment activities and educational programs for local students. He also completed his Praktik Lapangan Persekolahan (PLP) at SMA Negeri 1 Gedung Aji, where he gained practical teaching experience, improved his classroom management skills, and applied innovative teaching strategies in English learning.

To complete his undergraduate study, he conducted research on improving students' speaking skills in narrative text by using short movies through retelling stories at SMP Negeri 3 Pringsewu. His research reflects his interest in developing interactive and communicative teaching methods to enhance students' speaking ability and confidence in learning English.

## **DEDICATION**

The writer dedicates this work to:

1. His beloved parents - Hendri Kuswanto and Dian Erika
2. His brother - Almas Saputra
3. His almameter - University of Lampung
4. His beloved friends
5. His beloved students
6. His inspiring English lecturers

## MOTTO

*“Take these broken wings and learn to fly, all your life, you were only waiting  
for this moment to arise”*

*- Sir. Paul McCartney*

*“We write to taste life twice”*

*- Anaïs Nin*

*“There’s nothing in the world more powerful than a good story”*

*- Tyrion Lannister*

*“I don’t think is our purpose to understand, maybe we don’t need to understand  
anymore than that, maybe that’s enough”*

*- Beric Dondarrion*

## ACKNOWLEDGEMENT

Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and ability to finish this script. This script, entitled “The Use of Short Movies to Improve Students’ Speaking Skills on Narrative Texts Through Retelling Story in the EFL Classroom at SMP Negeri 3 Pringsewu”, is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving the script, first of all the writer would like to express her sincere gratitude and respect to:

1. Dr. Feni Munifatullah, M.Hum., Head of the English Education Study Program, for her invaluable knowledge, support, and patience throughout my study.
2. Mahpul, M.A., Ph.D as my first advisor. He has provided invaluable guidance, patience, and dedication throughout the completion of this thesis. His insightful suggestions, detailed corrections, and constructive feedback greatly contributed to the improvement of this research. I am sincerely grateful for his willingness to share his knowledge and for his continuous encouragement during challenging moments. His calm guidance and thoughtful advice helped me stay focused and motivated in finishing this work. Without his support and direction, this thesis would not have been successfully accomplished. His kindness and professionalism will always be remembered and deeply appreciated.
3. Anwar Fadila, S.Pd., M.TESOL as my second advisor. He has been a remarkable mentor who guided me not only in academic matters but also in strengthening my confidence throughout the process of writing this thesis. I am deeply grateful for his dedication, patience, and valuable insights in every consultation session. His constructive feedback and

thoughtful suggestions greatly improved the quality of this research. Whenever I encountered difficulties or felt uncertain, his encouragement and calm guidance helped me stay focused and motivated. I sincerely appreciate his willingness to give his time, his understanding of the challenges I faced, and his continuous support until the completion of this thesis.

4. Dra. Endang Komariah, M.Pd. as my examiner. I would like to express my sincere gratitude for the valuable suggestions, constructive comments, and thoughtful feedback given during the thesis examination. Her guidance and insights were very helpful in improving the quality of this thesis. I am truly thankful for the time and attention given, which contributed greatly to the completion of this research.

5. Prof. Dr. Muhammad Sukirlan, M.A., as my academic advisor. I would like to express my sincere gratitude for the guidance, support, and motivation provided throughout my study period. His support has been invaluable in helping me complete my academic journey successfully.

6. All lecturers and administrative staff of the English Education Study Program, for their guidance, support, and assistance throughout my study.

7. Special appreciation goes to SMP Negeri 3 Pringsewu, especially to Triyanti Viandani, S.Pd., M.Pd., as the English teacher, and the students of class IX1 for their cooperation, laughter, joy, and memorable experiences during the research process.

8. My deepest gratitude goes to my beloved parents, bapak and mamah. I sincerely thank them for all the sacrifices, love, and sincerity they have given to me. Even though my father and mother did not have the chance to study at university, they always did their best for me. They never stopped praying, working hard, and supporting me both morally and financially, while always putting their children's education and happiness first. Our family journey has not always been easy, but

everything we went through taught me important lessons about being strong, responsible, patient, and never giving up. Through the completion of this thesis, I hope my parents feel proud to see their child graduate, as they have always hoped. I also hope that my parents are always healthy, have a long life, and can witness more of my achievements in the future.

9. My beloved brother, Almas Saputra. Thank you for the weird support and things you did for me.

10. My beloved “PUKIES”: Ajeng, Saddam, Cikal, Tara, Nisya, Fisti, and Sisil. Thank you for being more than just friends, thank you for becoming my second family. With them, I found a place where I could truly be myself, a place where I could pour out my thoughts, worries, fears, and even the smallest stories without feeling judged. In the middle of busy days, academic pressure, and moments of doubt, they were the ones who stayed, listened, and understood. Thank you for every word of encouragement, every reminder to stay strong, and every small act of care that made a big difference in my life. Being with them taught me that family is not only about blood, but about presence, loyalty, and sincerity. No matter where life takes us in the future, a part of my journey will always belong to the memories we created together.

11. My beloved “SUSSY BAKKA”: Saddam, Jaki, Kenzo, Arya, Dika, Adji, Thoriq, Yubi, Revan, and Ari. Thank you for reminding me that the world is far greater than what exists within our own circle. There are countless things to learn, new knowledge, different perspectives, and experiences that shape who we are. In this world, we will encounter both good and bad things, but what truly matters is how we perceive, understand, and process them. By learning from every experience, we can grow into better individuals and make wiser decisions in life.

12. My beloved students: Jifan, Mudrik, Dominik, Derik, Keanu and Bagas. I am truly grateful for their kindness and genuine care throughout this journey. Their simple messages asking how I was doing and their

sincere concern about my progress meant more to me than they may ever realize. Thank you for reminding me that teaching is not only about giving knowledge, but also about building meaningful and heartfelt connections. I am proud of each of them and deeply touched by their thoughtfulness.

13. My “ KKN Kecubung Jaya” team: Febsa, Affu, Memo, Sofi, Niken, Firda, Bertha, Titin, and Dita. Thank you for the togetherness, support, teamwork and unforgettable moment that made my KKN and PLP experience meaningful and enjoyable. I am truly grateful to have been part of this amazing team and I will always cherish the moments we shared.

14. To my room mate Ferdinan. Thank you for all the memories we’ve shared every single day. Thank you for your patience and understanding, especially with a lazy room mate like me. Thank you for nearly four years of togetherness, of living and growing side by side. I’ll always hold on to the moments we spent in that house, and I’ll carry them with me for the rest of my life.

15. To John, Paul, George, Ringo (The Beatles). Thank you for keeping me inspired, thank you for letting me know that I’m not alone, thank you for accompanying me this far.

16. To Quentin Tarantino. Thank you for showing me that learning can be from anything, exciting, meaningful and fun, through your incredible work.

17. To all the friends that I could not mention one by one. Thank you for the supported, encouraged, and accompanied me throughout my academic journey. Your kindness, understanding, and friendship have meant a great deal to me and helped me through many challenges during my study.

18. Last but not least I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for never quitting, I wanna thank me for always being a giver and trying give more than I receive, I wanna thank me for trying to do more right than wrong, I wanna thank me for just being me at all times.

Finally, the writer believes that his writing is still far from perfection. There might be weakness in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, Maret 2026  
The Writer

Algi Saputra

## CONTENTS

<b>I. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Research Question .....	4
1.3 Objectives of the Research .....	4
1.4 Uses of the Research .....	4
1.5 Scope of the Research .....	4
1.6 Definition of Key Terms .....	5
<b>II. LITERATURE REVIEW .....</b>	<b>6</b>
2.1. Definition of Speaking .....	6
2.1.1 <i>Components of Speaking Skill</i> .....	7
2.2. Types of Speaking .....	9
2.3. Teaching Speaking .....	10
2.4. The Concept Of Movies and Short Movies .....	12
2.4.1 <i>Movies</i> .....	12
2.4.2 <i>Short Movies</i> .....	17
2.5 Retelling Story .....	18
2.6. Narrative Text .....	20
2.7. Advantages and Disadvantages of Using Short Movies .....	21
2.8. Short Movie as Media In Teaching Speaking .....	22
2.9. Previous Studies .....	23
2.10. Procedure of Teaching Speaking Skills Using Short Movies .....	25
2.11. Theoretical Assumption .....	27
2.12. Hypothesis .....	27
<b>III. METHODS .....</b>	<b>29</b>
3.1. Research Design .....	29
3.2. Data Source .....	29
3.3.1 <i>Population, Sample, Subjects, Respondents</i> .....	30
3.4. Instrument .....	30

3.4.1. <i>Validity of the Instrument</i> .....	30
3.4.2. <i>Reliability of the Instrument</i> .....	31
3.5. Normality of Test .....	33
3.5. Data Collection Technique .....	33
3.6. Procedure of the Research .....	34
3.7. Scoring System .....	36
3.8. Data Analysis .....	40
3.9 Hypotheses Testing .....	41
<b>IV. RESULT AND DISCUSSIONS</b> .....	<b>42</b>
4.1 Implementation of the Experiment .....	42
4.2 The students' Speaking Improvement after the Implementation of Short Movie to Improve Speaking Skills .....	44
4.3 Discussion .....	45
<b>V. CONCLUSION AND SUGGESTIONS</b> .....	<b>52</b>
5.1 Conclusion .....	52
5.2 Suggestions .....	53
<b>REFERENCES</b> .....	<b>55</b>
<b>APPENDICES</b> .....	<b>58</b>

## TABLES

Table 3. 1 The Result of Reliability .....	32
Table 3. 2 Test of Normality .....	33
Table 4.1 The Comparison between the Scores' of Pretest and Posttest .....	44
Table 4.2 Paired Sample T- test .....	45
Table 4.3 The Improvement of Each Aspects from the Pre Test to the Post Test .....	46

## APPENDICES

Appendix A Pre-Test Speaking Task .....	59
Appendix B Post-Test Speaking Task .....	60
Appendix C Lesson Plan .....	61
Appendix D LKPD .....	68
Appendix E Rater Sheets of The Pretest .....	69
Appendix F Reliability of Pretest Score .....	70
Appendix G Student's Transcript of Pre Test .....	71
Appendix H Rater Sheets if The Post Test .....	74
Appendix I Reliability of Posttest Score .....	75
Appendix J Student's Transcript of Post - Test .....	76
Appendix K Descriptive in each aspects of speaking .....	78
Appendix L Descriptive .....	82
Appendix M Research Permission Letter .....	83
Appendix N Research Conducting Letter .....	84
Appendix O Documentation .....	85

## I. INTRODUCTION

This chapter consists of some points. Those are background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms. The content of the chapter is provided below:

### 1.1 Background of the Study

In today's globally connected world, English proficiency is essential for learners to effectively engage in academic, professional, and social domains. Among the core competencies in language learning, speaking stands out as one of the most valued and simultaneously most challenging skills to master. The ability to communicate spontaneously and coherently in real time conversations remains elusive for many second language learners, particularly in contexts where English is taught as a foreign language (EFL) with limited opportunities for authentic interaction (Sharma, 2024).

Over the past decades, language educators have increasingly turned to multimedia tools to enrich the learning experience and bridge the gap between classroom instruction and real-life communication. Research in Computer-Assisted Language Learning (CALL) and applied linguistics confirms that audiovisual materials, particularly short movies and films, create meaningful exposure to authentic spoken discourse, including natural speed, reduced forms, pragmatic markers, and culturally embedded expressions (Pérez, 2022; Zhang & Zou, 2022). By integrating visual, auditory, and contextual cues, films simulate real communicative environments that traditional textbooks often fail to replicate.

Short movies, by virtue of their concise and engaging narrative structures, offer distinct pedagogical advantages. They can be easily incorporated into classroom activities, expose learners to natural speech patterns, and provide repeated opportunities for listening and speaking practice, (Wang, L., & Zhou, Y. 2024).

Moreover, short movies with clear narrative arcs can scaffold learners' discourse organization and promote more coherent oral production, (Ariani, 2024). Several studies support the positive impact of movies on learners' speaking proficiency. Flores (2025) demonstrated that short movies production tasks enhanced not only students' speaking skills but also their overall communicative confidence and creativity. Likewise, Pamula (2020) showed that the use of movies significantly improved grammar, vocabulary, and oral fluency among high school students in Indonesia.

Murshidi (2020) further argued that movies positively influence learners' speaking and listening skills while also boosting motivation a key affective factor in language acquisition. Similarly, Abdullahayeva & Akhmedova (2025) reported that watching short movies increased EFL learners' speech rate and decreased hesitation phenomena, contributing to smoother and more natural speech delivery.

Nonetheless, some scholars have raised critical perspectives regarding the use of movies in language instruction. One concern is that passive viewing does not inherently lead to active language use unless accompanied by well-designed pedagogical interventions. Masrul & Asilestari (2021) They emphasized that without structured speaking activities, learners may not fully process language input or effectively develop their speaking performance.

Moreover, the potential cognitive overload from simultaneously processing visual, auditory, and narrative elements can challenge lower proficiency learners, who may struggle to focus on linguistic features amidst the multimodal stimuli (Assia, 2024). Thus, careful instructional is necessary to optimize the learning benefits of short movies.

While existing studies highlight general benefits of movie-based instruction, few have systematically explored how narrative-driven short movies can enhance learners' discourse competence. A notable gap in the current literature is that few studies explain how the narrative parts of short movies, such as the storyline, character dialogues, and clear sequence of events, help students improve their speaking skills.

Furthermore, many studies have relied on qualitative or quasi-experimental designs, with a lack of rigorous quantitative approaches that can establish clear causal relationships between the use of narrative short films and measurable improvements in speaking skills, (Riswanto et al., 2022). This gap highlights the need for further research to provide stronger empirical evidence.

Additionally, little attention has been given to how narrative-based speaking tasks such as story retelling, role-plays, and creative continuations can leverage the narrative structures of short movies to foster spontaneous oral production. This under explored pedagogical approach warrants further investigation.

Given the increasing emphasis on communicative competence in modern language education, the urgency to identify effective media for enhancing speaking skills is clear. Integrating short narrative movies with active speaking tasks could provide an innovative and impactful approach, particularly in EFL contexts where exposure to authentic interaction is limited.

The research also seeks to contribute theoretically to the understanding of multimodal input processing and narrative-based learning in SLA. By exploring the intersection of visual storytelling and oral language development, the study will offer new insights into how narrative structures in short films can facilitate speaking skills.

From a practical standpoint, the findings are expected to inform curriculum design and classroom practices by providing evidence based recommendations on how to effectively integrate narrative short movies into speaking instruction.

Ultimately, this study aims to contribute to the field of multimedia language pedagogy and the development of speaking skills by offering both theoretical insights and practical applications. It highlights the potential of narrative driven short movies as an effective medium for enhancing various aspects of speaking, including fluency, pronunciation, vocabulary use, grammatical accuracy, and overall communicative competence.

In conclusion, the study will contribute to the field by demonstrating whether and how narrative short films can significantly enhance learners' speaking skills, thereby advancing both scholarly knowledge and educational practice in EFL Class.

## **1.2 Research Question**

According to the problems mentioned above, a research question is formulated as follows:

“Is there any improvement of using short movies through retelling story as a teaching tool on speaking skills in EFL Classroom ?”

## **1.3 Objective of the Research**

To find out whether there is any improvement in students' speaking achievement after being taught by using short movies through retelling story.

## **1.4 Uses of the Research**

By writing this research, the researcher hopes that this study would have some benefits as follows.

1. Theoretically, the findings of the research are expected to support one of the theories on teaching techniques for speaking.
2. Practically, the findings of this study are hoped to be useful for English teachers as a reference for integrating short movies into speaking lessons.

## **1.5 Scope of the Research**

This study aims to improve students' speaking skills by using short movies in the classroom. The participants of this research are third year junior high school students, and the learning material focuses on narrative texts presented through short movies. In this study, students' speaking skills are assessed based on pronunciation, grammar, vocabulary, fluency, and comprehension. The purpose of the research is to find out whether students' speaking ability improves after learning through short movies. The study uses a simple experimental design with a pre-test and post-test, and the treatment is carried out in three meetings. Through this process, the researcher measures how much the students'

speaking skills improve and examines whether short movies make the learning process more interesting and enjoyable.

## **1.6 Definition of Key Terms**

### **1. Speaking**

Speaking is the ability to express ideas, thoughts, and feelings orally in a clear and meaningful way. It is a productive language skill that involves the use of pronunciation, grammar, vocabulary, fluency, and comprehension to communicate effectively. In the context of this study, speaking refers to students' ability to retell narrative stories from short movies verbally with appropriate pronunciation, correct grammar, sufficient vocabulary, smooth fluency, and good understanding of the content

### **2. Short Movies/Short Films**

Short movies or short films are cinematic works that last between 5 and 30 minutes. They typically have a clear story, with characters and dialogues, and are used in this study as teaching materials to help students experience authentic English language use in real-life contexts.

### **3. Narrative Text**

Narrative Text is a type of text that tells a story in order to entertain, inform, or convey a moral lesson to the reader or listener. It usually consists of a clear structure, including orientation (introduction of characters, time, and place), complication (the problem or conflict), and resolution (the solution to the problem). In this study, narrative text refers to the stories presented through short movies that students retell orally as part of their speaking practice

## II. LITERATURE REVIEW

This chapter explores various theories within a framework centered on the topic of the significant impact of using movies as a teaching tool on the development of speaking fluency. It encompasses the concepts related to language learning strategies, the cognitive processes involved in utilizing movies for language acquisition, and the impact of these strategies on speaking fluency and oral communication skills.

### 2.1. Definition of Speaking

Speaking, according to Brown (2001; 2004), is a productive oral skill that involves more than simply producing sounds or uttering words. Brown defines speaking as a complex interactive process of constructing meaning that involves producing, receiving, and processing information in real time. It requires not only linguistic competence, such as grammar, vocabulary, and pronunciation, but also pragmatic competence, discourse competence, and strategic competence to ensure successful communication. He further emphasizes that speaking is performance-based, meaning that it reflects how effectively learners can use language spontaneously and meaningfully in authentic communicative situations. Because speaking occurs in real time, speakers must organize ideas, respond to interlocutors, and negotiate meaning simultaneously. Moreover, (Brown, 2004) distinguishes between micro-skills (e.g., producing phonemes, stress patterns, and grammatical forms) and macro-skills (e.g., managing discourse and using communication strategies), highlighting that speaking is a dynamic and socially constructed act of communication.

This theoretical perspective can be further enriched by considering Bailey's (2003) view of speaking. Similar to Brown, Bailey conceptualizes speaking as a complex and multidimensional skill in second language learning. Both scholars agree that speaking is interactive and requires more than the production of isolated sentences. However, while Brown provides a structured and assessment-oriented framework,

particularly through his classification of speaking performance into imitative, intensive, responsive, interactive, and extensive types, Bailey places greater emphasis on the functional and affective dimensions of oral communication.

Bailey (2003) underscores the importance of suprasegmental features, such as stress, rhythm, and intonation, in conveying meaning, emotion, and attitude. These prosodic elements contribute significantly to natural and effective communication, complementing Brown's discussion of micro- and macro-skills. In addition, Bailey highlights the practical challenges learners encounter in developing speaking ability, including anxiety, limited confidence, and insufficient opportunities for authentic interaction. Her perspective thus stresses the need for supportive classroom environments and meaningful communicative activities to promote fluency and confidence.

In addition, Brown (2004) highlights that speaking integrates both micro-skills (such as producing phonemes, stress patterns, and grammatical structures) and macro-skills (such as managing discourse, conveying meaning, and using communicative strategies). Thus, speaking is not merely oral production but a dynamic, socially constructed act of communication.

### ***2.1.1 Components of Speaking Skill***

Speaking, as one of the core language skills, consists of several essential components that work together to support effective oral communication. According to Brown (2004), speaking is a productive skill that involves not only grammatical competence but also discourse, sociolinguistics, strategic, and pragmatic competence. Mastery of speaking is not limited to producing grammatically correct sentences; rather, it requires the ability to use language fluently, accurately, and appropriately in real communicative contexts. Because speaking occurs in real time, learners must process language quickly while organizing ideas and responding to their interlocutors. (Brown, 2004) categorizes the components of speaking into several micro and macro skills, which can be elaborated as follows:

- Pronunciation

Pronunciation involves the ability to produce the sounds of a language accurately, including both segmental features (individual consonants and vowels) and suprasegmental features (stress, rhythm, and intonation). Clear pronunciation plays a crucial role in ensuring intelligibility and effective communication. Suprasegmental elements are especially important because they help convey meaning, emotion, attitude, and emphasis in spoken discourse.

- Grammar

Grammar refers to the correct use of syntactic structures and morphological forms in speech. Grammatical competence enables learners to produce well-formed and meaningful utterances that are easily understood by others. Effective speaking requires control of sentence patterns, verb tenses, subject–verb agreement, and appropriate word order to communicate ideas clearly and accurately.

- Vocabulary

Vocabulary is a fundamental component of speaking, as it allows learners to express ideas precisely and appropriately. Adequate lexical knowledge enables speakers to choose suitable words and expressions according to different contexts and topics. A broad and active vocabulary also supports participation in longer conversations and the expression of more complex thoughts.

- Fluency

Fluency refers to the ability to speak smoothly, naturally, and spontaneously with minimal hesitation or unnecessary pauses. It is characterized by an appropriate speaking rate and continuity of speech. Fluency allows speakers to maintain communication effectively, even if minor grammatical errors occur, and contributes to more natural and meaningful interaction.

- Comprehension.

Comprehension in speaking involves understanding spoken input and responding appropriately. Since speaking is interactive in nature, effective speakers must be able to interpret messages accurately, negotiate meaning

when misunderstandings occur, and adjust their responses according to the context of the conversation. This demonstrates the close integration between listening and speaking in real-life communication.

## **2.2. Types of Speaking**

According to Brown (2004) in *Language Assessment: Principles and Classroom Practices*, speaking performance can be classified into five types of oral production. These categories reflect different levels of complexity, interaction, and communicative purpose. Brown's classification helps teachers understand how speaking develops from simple repetition to extended communication.

### **1. Imitative Speaking**

Imitative speaking is the most basic type of speaking performance. At this level, learners simply repeat words, phrases, or short sentences after a teacher or audio model. The main focus is on practicing pronunciation, stress, rhythm, and intonation rather than on meaning.

### **2. Intensive Speaking**

Intensive speaking goes beyond simple repetition. In this type, students produce short stretches of oral language to demonstrate control of grammatical, lexical, or phonological aspects of language. The focus is still mainly on accuracy rather than fluency.

### **3. Responsive Speaking**

Responsive speaking involves short interactions between speakers. At this level, students give brief replies to questions, comments, or instructions. The responses are usually short but meaningful.

### **4. Interactive Speaking**

Interactive speaking includes longer and more complex exchanges between two or

more people. Brown divides interactive speaking into two types:

- Transactional Interaction: This focuses on exchanging information. The goal is to complete a task or share specific details. Examples include interviews, discussions, and problem-solving activities. Accuracy and clarity are important to ensure the message is understood.
- Interpersonal Interaction: This focuses on maintaining social relationships. It includes casual conversations, small talk, and informal discussions. In this type, language may include slang, idioms, or expressions of emotion. Fluency and social appropriateness are emphasized.

Interactive speaking requires students to negotiate meaning, clarify misunderstandings, and respond spontaneously. It develops both fluency and communicative strategies.

#### 5. Extensive (Monologue)

Extensive speaking refers to longer stretches of oral production, usually delivered by one speaker to an audience. Examples include speeches, oral presentations, storytelling, retelling stories, and reports.

This type of speaking requires students to organize ideas clearly and logically. They must use appropriate vocabulary, grammar, and discourse markers to maintain coherence. Extensive speaking emphasizes fluency, organization, and overall communicative effectiveness.

### 2.3. Teaching Speaking

Brown (2001), classroom speaking performance can range from imitative practice to extensive monologues, showing that speaking is not only about sound production but also about conveying meaning in authentic contexts. Therefore, teaching speaking plays a central role as the foundation of this research.

According to Kayi (2006), teaching speaking helps learners to:

1. Accurately produce English speech sounds and patterns.

2. Apply stress, intonation, and rhythm appropriately in spoken English.
3. Choose suitable words and sentences based on the social context, audience, situation, and topic.
4. Organize ideas clearly and logically in their speech.
5. Express opinions, values, and judgments through language.
6. Communicate fluently and confidently, with minimal unnatural pauses.

In EFL classrooms, teaching speaking is especially important because students often lack natural opportunities to practice spoken English. Teachers should foster an engaging and motivating learning environment, encouraging students to speak regularly so that speaking English becomes a habit. The ultimate goal is to help students communicate effectively and clearly in real-life situations. Teachers must guide students to avoid communication breakdowns caused by incorrect pronunciation, grammar, vocabulary, and to be aware of the cultural and social rules of communication, Bunkart (1998).

Cameron (2001) also emphasizes that teachers should take an active role in ensuring students fully understand both the language being used and the purpose of the classroom activities. Teachers should check students' comprehension and align the learning objectives with students' understanding. They must also provide feedback throughout the learning process to help students improve.

Flohr & Paesler (2006) highlight four key aspects of teaching speaking. First, it is essential to recognize the diversity of spoken language across different regions and contexts. Second, teachers should carefully select and present the appropriate input for students. Third, the topics and content should be relevant and connected to the learning material. Finally, tasks and activities should be well designed to match the learning goals and language input, helping students apply what they have learned.

Based on these ideas, the researcher concludes that teaching speaking is a process that helps students become effective communicators. Learners should

be able to convey their messages clearly and avoid misunderstandings caused by errors in pronunciation, grammar, or vocabulary. Teachers also need to make sure students understand both the language and the learning objectives, providing guidance and feedback during speaking activities. In this study, speaking will be taught through descriptive texts, with a focus on describing people including their physical appearance and character traits.

#### **2.4. The Concept Of Movies and Short Movies**

Movies and short movies is different. To avoid confusion, movies and short movies are discussed in this sub chapter.

##### ***2.4.1 Movies***

Movies, series of still photographs on film, projected in rapid succession onto a screen by means of light. Because of the optical phenomenon known as persistence of vision, this gives the illusion of actual, smooth, and continuous movement. (Andrew & Manvell, 2024). Movies are increasingly recognized as a highly effective tool for facilitating various aspects of learning, including language acquisition, critical thinking, and cultural understanding.

Movies engage students through a rich combination of visual, auditory, and emotional stimuli, which enhances cognitive processing and retention. By presenting information in a dynamic, multi sensory format, movies cater to different learning styles, visual, auditory, and even kinesthetic (when learners are encouraged to mimic actions or engage in discussions post-viewing). This varied input makes movies a particularly powerful medium in the educational context, as they can simultaneously stimulate intellectual, emotional, and sensory learning pathways.

In the realm of language education, movies have gained particular prominence for their ability to expose learners to authentic, natural language usage in a way that traditional textbooks and classroom exercises often cannot. Language acquisition experts stress that movies provide a rich source of input, presenting

language as it is spoken in real-life situations, complete with natural dialogue, conversational cues, and cultural nuances. This is especially critical for developing speaking fluency. Movies immerse students in language that is contextually embedded, meaning learners are exposed to how words and phrases are used in real-world situations, including tone, body language, and social dynamics, which are essential for mastering spoken communication (Seferoğlu, 2008; Bahrani & Sim 2022).

In language teaching, it is important for teachers to choose movies carefully, as there are many different genres and types available. The selected movie should not only entertain students but also present an engaging story that makes learning enjoyable and stimulating. A genre refers to a category or style of movie, which may be fictional, based on true events, or a combination of both. Although countless films are produced each year, most of them follow a limited number of familiar plots. Some movies also blend multiple genres. Below are several common movie genres with examples:

a. Action movies feature thrilling scenes such as car chases and gunfights, often involving stunt work. These films typically portray clear conflicts between heroes and villains, commonly centered around war or crime.

The example of this genre are:

*The Dark Knight (2008) John Wick (2014) and Mission: Impossible – Ghost Protocol (2011)*

b. Adventure movies follow a protagonist on a journey or mission, often to rescue someone or save the world.

The example of this genre are:

*Jurassic Park (1993) The Lord of the Rings: The Fellowship of the Ring (2001) and Raiders of the Lost Ark (1981)*

c. Animated movies tell stories through computer-generated or hand-drawn images, frequently using anthropomorphic characters like talking animals.

The example of this genre are:

*Toy Story (1995) Spider-Man: Across the Spider-Verse (2023) and Shrek (2001)*

d. Comedies aim to amuse audiences through humorous situations, silly behavior, or witty dialogue. The example of this genre are:

*The Hangover (2009) Bridesmaid (2011) and Shaun Of The Dead (2004)*

e. Documentaries present real-life events or people, typically addressing serious or emotional topics such as social issues or injustice.

The example of this genre are:

*The Beatles Anthology (1995) Man on the Run (2025) and Don't Look Back (1967)*

f. Dramas focus on serious storylines about relationships, love, or personal challenges. They often depict characters overcoming significant obstacles to achieve their goals.

The example of this genre are:

*Interstellar (2014) Oppenheimer (2023) and Pulp Fiction (1994)*

g. Tragedies are a form of drama centered on characters facing severe hardships, such as a divorcing couple fighting for custody. These films evoke strong emotions and may bring viewers to tears.

The example of this genre are:

*Titanic (1997) 28 Days Later (2002) and Zombieland (2009)*

h. Horror movies seek to instill fear in audiences through suspenseful music, lighting, and set design.

The example of this genre are:

*It (2017) Nosferatu (2024) and Weapons (2025)*

i. Romantic comedies (Rom-Coms) combine elements of romance and humor, often telling the story of two individuals from different backgrounds who must

overcome challenges to be together.

The example of this genre are:

*Punch-Drunk Love (2002) Notting Hill (1999) and No Hard Feelings (2023)*

j. Science fiction movies explore futuristic or space-based themes, sometimes raising philosophical questions about life. They frequently use special effects to depict alien worlds and advanced technology.

The example of this genre are:

*Back To The Future (1985) Men In Black (1997) and Dune (2021)*

k. Fantasy movies portray magical and fantastical elements beyond the realm of human possibility.

The example of this genre are:

*Fantastic Beast and Where to Find Them (2016) Dungeon and Dragons : Honor Among Thieves (2023) and Zathura (2005)*

l. Thrillers revolve around mysteries or crimes, keeping audiences guessing with unexpected plot twists until the conclusion.

The example of this genre are:

*Scream (1996) No Country For Old Men (2007) and The Terminator (1984)*

Making a movie is a very difficult and complex process that requires creativity, planning, teamwork, and a lot of hard work. It all begins with an idea, which then needs to be developed into a complete script a task that can take months or even years. Once a script is ready, the filmmaker has to secure the rights (if it's based on existing material) and pitch the project to studios or investors to get funding. Finding financial backing is often one of the hardest parts of making a movie.

Once financing is secured, the project moves into pre-production, where the team is assembled, including the director, cinematographer, production designer, editor, and many others. The casting process involves selecting the

right actors, and every detail of the movie is planned from story boarding and shot lists to finding locations, building sets, designing costumes, and finalizing the shooting schedule. A careful budget must be created to manage costs throughout production.

Production, the actual filming is one of the most challenging stages. Filmmakers face long workdays (12 to 16 hours), difficult weather conditions, technical issues, and constant pressure to stay on schedule and budget. Hundreds of crew members work together to capture each scene.

After filming ends, post-production begins. This phase includes editing the footage, adding sound effects, recording dialogue where necessary, composing the music score, and creating visual effects. Color grading is also done to give the film a consistent tone. The film may be shown to test audiences, and sometimes changes are made based on their feedback.

Finally, the movie needs to be distributed and marketed. This involves securing deals with studios, streaming platforms, or cinemas, and promoting the movie through trailers, posters, press releases, and film festivals. The entire process from idea to release can take several years.

Moreover, Andrew & Manvell (2024) . Note that movies give students access to a wide range of linguistic features accents, dialects, idiomatic expressions, slang, and regional variations of language that may not be covered in traditional classroom materials. For instance, watching films or scenes set in different regions allows students to hear how pronunciation, vocabulary, and even grammar vary across cultures. Such exposure helps broaden their linguistic awareness, fostering adaptability in communication. In particular, for learners seeking to develop their speaking skills, movies present an opportunity to listen to, observe, and mimic the flow and rhythm of natural speech, which is crucial for improving intonation, pronunciation, and conversational dynamics.

The impact of movies goes beyond linguistic exposure. Educational researchers suggest that movies can significantly enhance motivation and engagement in the learning process. Many students find watching movies to be a more enjoyable and less intimidating way to practice language skills compared to traditional exercises, such as role-playing or reciting dialogue in class.

The entertainment value of movies can help reduce the anxiety that often accompanies speaking practice, making it easier for learners to engage actively in the language-learning process. When learners are relaxed and enjoying the content, they are more likely to absorb information and retain it over time, which is critical for long-term language development.

In conclusion, movies provide a multifaceted learning experience that is highly conducive to language development, particularly in improving speaking skills. By offering authentic language input, creating a stress-free learning environment, and facilitating exposure to cultural and social contexts, movies contribute significantly to a learner's ability to use language in real-life communication. Experts continue to advocate for the integration of movies into language curriculum, as their unique combination of entertainment and education provides a powerful tool for engaging learners and enhancing their speaking and comprehension skills (Seferoğlu, 2008; Bahrani & Sim, 2012; Hoinbala, 2022).

#### ***2.4.2 Short Movies***

Short movies, also known as short films, are cinematic works that convey a complete story or message within a limited time frame, typically under 15 minutes, including credits, as defined by the Academy of Motion Picture Arts and Sciences. They are created for various purposes, such as artistic expression, educational tools, social commentary, or to showcase the creativity of emerging filmmakers. In contrast to full-length feature films, which usually run between 70 to 180 minutes and offer complex narratives with multiple subplots and detailed character development, short movies tend to focus on a single idea or theme, with

simpler storylines and fewer characters. They also generally require smaller budgets and production resources and are often showcased in film festivals or used in classroom settings rather than in commercial theaters.

In language learning, short movies are particularly effective because they present authentic language use and cultural contexts within a manageable viewing time. Their brevity allows educators to incorporate them into lessons easily, repeat segments for analysis, and engage students in focused speaking and listening activities. Moreover, the concise format helps learners absorb vocabulary and expressions in context, promoting more effective language activity. Compared to full-length films, short movies are more accessible for classroom use, providing an engaging and practical tool for enhancing speaking skills.

Additionally, short movies can stimulate classroom interaction and discussion, which are vital for developing communicative activity. By presenting relatable scenarios and diverse cultural perspectives, they encourage learners to express their opinions, practice argumentation, and engage in meaningful dialogues. This not only fosters speaking fluency but also builds students' confidence in using the target language spontaneously. The use of short films thus bridges the gap between structured classroom learning and real-world communication, making them a valuable resource in language education.

### **2.5 Retelling Story**

Retelling story is the act of recounting a story that has already been heard, read, or experienced. In academic research, retelling is not considered simple repetition of a text word for word. Instead, it is understood as an active and constructive process in which individuals reorganize events, interpret meaning, and retell the story using their own language and understanding.

Labov & Waletzky (1967) explain that narrative is a method of recapitulating past events by matching a sequence of verbal clauses to the order in which events originally occurred. Their theory highlights that a well formed narrative must

follow a chronological structure and include key components such as orientation, complication, and resolution. This perspective shows that retelling requires logical sequencing and narrative coherence rather than memorization.

From an educational viewpoint, Morrow (1985) describes retelling as an instructional strategy that enables students to demonstrate their comprehension of a story. When learners retell a narrative, they reconstruct characters, setting, problems, and solutions in a structured and meaningful order. Through this process, teachers can assess students' understanding of story structure. Similarly, Merritt & Liles (1989) state that retelling tasks allow researchers to examine how individuals organize events and maintain narrative coherence, indicating that retelling reflects both comprehension and language development.

Furthermore, Ricoeur (1984) argues that narrative involves interpretation and reconfiguration of events over time. When individuals retell a story, they inevitably shape it according to their own perspective and context. This suggests that retelling is influenced by memory and interpretation and may slightly transform the original meaning. Stephens & McCallum (2013) also note that retelling traditional stories can reshape cultural meanings, demonstrating that retelling can involve adaptation as well as preservation.

In contrast, storytelling refers to the creation and presentation of an original narrative. Bruner (1991) states that narrative is a fundamental mode of human thought used to make sense of experience. Through storytelling, individuals generate events, develop characters, and construct plots to communicate meaning. Storytelling therefore emphasizes creativity, imagination, and authorship.

The main difference between retelling and storytelling lies in originality and purpose. Storytelling involves creating a new narrative, while retelling involves reconstructing an existing one. Storytelling focuses on creative expression and idea generation, whereas retelling focuses on understanding, recalling, and reorganizing information. In educational contexts, storytelling develops narrative

production skills, while retelling is commonly used to assess comprehension and narrative organization.

In simple terms, storytelling is about creating a story, while retelling is about telling that story again in one's own words. Although both involve narrative abilities, they serve different cognitive and communicative functions.

## **2.6. Narrative Text**

Narrative text is a type of text that tells a story and describes a sequence of events in a structured manner. According to Bruner (1991), narrative is a fundamental mode of human thought that individuals use to make sense of their experiences. This means narrative text helps learners understand and organize events logically through storytelling.

Labov & Waletzky (1967) define narrative as a method of recapitulating past events by matching a verbal sequence of clauses to the sequence in which events originally occurred. Their theory emphasizes that narrative text must follow a chronological order so that listeners or readers can easily follow the plot.

Furthermore, Anderson & Anderson (1997) describe narrative text as a text that entertains, amuses, or engages the audience through a series of events involving characters, problems, and resolutions. They highlight that narrative typically includes key elements such as orientation, complication, and resolution.

Knapp & Watkins (2005) add that narrative is a genre that constructs a coherent story through language, using descriptive details, characters, settings, and actions to build meaning. This shows that narrative text requires both creativity and linguistic organization.

Taken together, experts agree that narrative text is a structured form of storytelling that presents events in sequence, involving characters and a plot, with the purpose of informing, entertaining, or conveying meaningful experiences.

## 2.7. Advantages and Disadvantages of Using Short Movies

Using short movies in the EFL classroom refers to the use of brief audiovisual films as instructional media to support students' speaking development. In language education research, short movies are not viewed merely as entertainment tools, but as meaningful pedagogical resources that provide authentic language input, contextual support, and opportunities for communicative practice.

Sherman (2003) explains that authentic video materials expose learners to real-life spoken language, including natural pronunciation, intonation, and conversational expressions. Through short movies, students can observe how English is used in realistic social situations. This exposure helps learners develop more natural speaking patterns and improve their listening–speaking connection.

King (2002) argues that audiovisual materials, such as films and DVDs, enhance learners' oral speaking skills because students can imitate pronunciation, stress, and rhythm from native or proficient speakers. By repeating dialogues or performing role-plays based on scenes, learners actively practice speaking in meaningful contexts.

Furthermore, Stempleski & Tomalin (2001) state that video materials increase students' motivation and engagement. Short movies are visually stimulating and emotionally appealing, which encourages students to participate in discussions, role-plays, and storytelling activities. When learners are interested in the content, they are more willing to express their ideas orally.

Ismaili (2013) also emphasizes that movies in the EFL classroom promote communicative competence. After watching a short film, students can engage in various speaking activities such as summarizing the plot, expressing opinions, predicting endings, or analyzing characters. These activities help students develop fluency, confidence, and interaction skills.

However, despite these advantages, there are several disadvantages to consider. One limitation is that watching movies can become passive if teachers do not

design structured speaking tasks. Without guided activities, students may focus more on watching than speaking. In addition, some short movies may contain complex vocabulary, slang, or fast speech that is beyond students' language level, which may reduce comprehension and confidence. Technical problems, such as poor audio quality or lack of equipment, can also interrupt the learning process.

In conclusion, using short movies in teaching speaking skills offers many advantages, including authentic language exposure, increased motivation, improved pronunciation, and enhanced communicative practice. However, teachers must carefully select appropriate materials and design interactive speaking activities to ensure that students remain active participants rather than passive viewers. When used effectively, short movies can significantly support the development of speaking skills in the EFL classroom.

## **2.8. Short Movie as Media In Teaching Speaking**

Short movies as media in teaching speaking refer to the use of brief audiovisual films as instructional tools to develop students' oral communication skills in the EFL classroom. In language education, short movies are considered meaningful pedagogical resources because they provide authentic language input, contextualized communication, and opportunities for interactive speaking practice.

Krashen (1985), in his Input Hypothesis, argues that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level. Short movies provide rich and meaningful input through natural dialogue, pronunciation, and real-life situations. The visual context in films helps learners understand meaning more easily, making the input more comprehensible and supportive of speaking development.

Harmer (2007) explains that video materials allow students to see language in use, including facial expressions, gestures, and interaction patterns. This visual support helps learners interpret meaning and imitate realistic speech. By watching and reenacting scenes, students can practice pronunciation, intonation, and conversational expressions in authentic contexts.

Brown (2001) emphasizes that communicative language teaching requires meaningful interaction and real-life communication tasks. Short movies can be followed by speaking activities such as role-plays, discussions, storytelling, and debates. These activities encourage students to use language actively rather than passively receiving information.

Richards & Rodgers (2001) also highlight the importance of authentic materials in communicative approaches to language teaching. Short movies provide exposure to real conversational English, which helps students develop communicative competence, including fluency and sociolinguistics awareness.

However, despite these advantages, teachers must carefully select short movies appropriate to students' proficiency levels. If the language is too complex or too fast, students may struggle to understand it. Additionally, without structured speaking tasks, students may become passive viewers rather than active speakers. Therefore, short movies should be integrated with guided speaking activities to maximize their effectiveness.

In conclusion, short movies function as effective media in teaching speaking because they provide comprehensible and authentic input, increase motivation, improve pronunciation and fluency, and promote communicative interaction. When used strategically, short movies can significantly enhance students' speaking skills in the EFL classroom.

## **2.9. Previous Studies**

Many scholars have investigated the use of short movies as an effective medium for improving students' speaking skills in second language learning. Overall, these studies show that movies provide learners with authentic exposure to conversational English, including pronunciation, rhythm, and natural interaction patterns, which are essential for developing fluency.

Riswanto et al. (2022) investigated the use of fiction short movies to improve students' speaking ability. The study revealed that students who watched short movies and retold the story showed significant improvement in fluency,

pronunciation, and vocabulary use. The visual storyline helped learners organize ideas more coherently when retelling narratives. The researchers emphasized that short movies provide contextualized language input that supports spontaneous speech production.

Wardhani (2013) found that folktale movies significantly improved students' speaking skills in narrative texts. Students were asked to retell the movie story, which enhanced their fluency and understanding of narrative structure. The study concluded that movie-based retelling encourages students to speak more confidently and organize stories according to generic structure.

Jannah (2019) reported that short movies made it easier for students to retell stories because visual cues supported comprehension. Students showed improvement in speaking aspects such as pronunciation, vocabulary, and fluency. They also reported higher motivation and engagement.

Liew & Aziz (2022) investigated the effects of animated films on ESL learners' pronunciation in their study entitled "The Effects of Animated Film on ESL Learners' Pronunciation in Secondary Education Context." The findings showed that animated films helped students improve their pronunciation because they were exposed to correct pronunciation and intonation from the characters.

In another study, Wang & Do Dange (2024) examined the effect of animated movies on speaking skills in "The Effect of Animated Movies on Speaking Skills among Motivated EFL Learners." The results revealed that animated movies improved students' fluency, vocabulary, and confidence in speaking English.

A study conducted by Isna (2025) entitled "The Influence of Using Animated Videos to Improve Students' Vocabulary in English Language Learning" aimed to determine the impact of animated videos on vocabulary mastery. The findings indicated that animated videos helped students learn new vocabulary more easily through visual context.

Fitri (2022) focused on the use of animation videos as audio-visual media in the

study “The Effect of Using Animation Video as Audio-Visual Media toward Students’ Speaking Skill.” The results showed that animation videos effectively improved students’ speaking ability.

Meanwhile, Anbalahan & Aziz (2024) explored the use of animated videos in their study entitled “The Effectiveness of Using Animated Videos in Enhancing Young ESL Learners’ Speaking Skill.” The study found that animated videos significantly improved students’ speaking skills, including fluency and comprehension.

### **2.10. Procedure of Teaching Speaking Skills Using Short Movies Through Retelling Stories**

There are several procedures in using short movies to teach speaking in narrative text, adapted to align with Brown (2001), Harmer (2007). These procedures are designed to develop students’ ability to narrate or retell stories in a structured and communicative way. The procedures are organized into three main stages:

Pre Activity.

- a. The teacher greets the students and starts the lesson with a short discussion about movies they like.
- b. The teacher introduces the topic and explains that students will practice speaking through retelling a short movie.
- c. The teacher pre-teaches important vocabulary and expressions from the movie.
- d. Students predict the story based on the title or a short preview.

While Activity (Communicative Practice)

a. Watching and Understanding

- Students watch a short movie carefully.

-The teacher asks general comprehension questions (main idea, characters, setting, problem, ending).

-Students discuss the answers in pairs or small groups.

#### b. Organizing the Story

Students answer the questions about the narrative structure:

- Orientation (characters, setting)
- Complication (problem/conflict)
- Resolution (solution/ending)

Students prepare key points for retelling instead of memorizing sentences.

#### c. Retelling in Pairs and Groups

- Students retell the story to a partner using their own words
- They change partners and retell again.
- In groups, students compare their versions and help each other improve clarity.

#### d. Class Performance

- One student from each group volunteers to retell the story in front of the class.
- Other students listen and ask simple follow-up questions.

#### Post-Activity

- a. The teacher gives feedback on pronunciation, fluency, vocabulary, and organization.
- b. Students reflect on which part was difficult and how they can improve.
- c. The teacher encourages students to practice retelling at home or prepare a new short movie for the next lesson.

In conclusion, using short movies through retelling activities helps students speak more confidently and fluently. It makes learning speaking more interesting because students practice telling stories step by step in a structured way.

### **2.11. Theoretical Assumption**

Firstly, short movies provide authentic language input, which is essential for language learning. Short movies offer real-life dialogue, conversational patterns, and natural speech, giving students an opportunity to observe how language is used in everyday situations. This exposure is critical for developing speaking fluency as learners can mimic and internalize natural language use.

In this study, it is assumed that using movies in teaching speaking can effectively improve students' speaking fluency. Short movies provide natural and authentic examples of how the language is used in everyday communication. When students watch short movies, they are exposed to various accents, vocabulary, expressions, and sentence structures. This constant exposure helps them become more familiar with the rhythm and flow of spoken language.

It is also assumed that movies can increase students' interest and motivation to speak. Compared to traditional methods, movies are more engaging and enjoyable. Students are likely to feel more confident and more willing to practice speaking when they are learning through content that they find entertaining and meaningful.

Furthermore, by watching and then practicing the language from movies through discussions, retelling, or role-plays students have more opportunities to use English actively. This repeated practice is assumed to lead to improvements in their fluency, pronunciation, and speaking confidence.

### **2.12. Hypothesis**

Based on the theoretical assumption described above, the researcher formulates the following hypotheses:

(H<sub>0</sub>): There is no improvement of using short movies on students' speaking skills in learning English as a foreign language.

(H<sub>1</sub>): The use of short movies improves students' speaking skills in learning English as a foreign language.

This chapter has presented discussions on the concept of speaking skills, components of speaking, types of speaking, teaching speaking, types of media in language teaching, the concept of movies, previous studies, the advantages and disadvantages of using movies, procedures for teaching speaking with movies, the theoretical assumption, and the proposed hypotheses. Additionally, this chapter outlines the possible outcomes of the research as reflected in the hypotheses. Therefore, the researcher hopes that this study will contribute meaningfully to the field of language teaching.

This chapter has presented discussions on the concept of speaking skills, components of speaking, types of speaking, teaching speaking, types of media in language teaching, the concept of movies, previous studies, the advantages and disadvantages of using movies, procedures for teaching speaking with movies, the theoretical assumption, and the proposed hypotheses. Additionally, this chapter outlines the possible outcomes of the research as reflected in the hypotheses. Therefore, the researcher hopes that this study will contribute meaningfully to the field of language teaching.

### III. METHODS

This chapter describes the research methodology, covering research design, variables, data sources, instruments, data collection, data analysis, data treatment, and hypothesis testing.

#### 3.1. Research Design

This study employs a quantitative approach using a one group pre test and post test design to examine the use of short movies as a teaching tool on the development of speaking skills in English as a Foreign Language (EFL) learners. The study measure EFL learners' speaking skills before and after using movies in instruction, comparing the results to assess any significant improvement. Movies incorporated as part of the language instruction, with the focus group being exposed to short movies that depict conversational scenarios. The research design includes:

T1 X T2

T1: Pre-test for students' speaking skill achievement before a treatment is given.

T2: Post-test for students' speaking skill achievement after a treatment is given.

X1: The treatment

Hatch and Farhady as cited in Setiyadi (2018: 113)

#### 3.2. Data Source

The research was conducted in SMPN 3 Pringsewu. The sample will consist of approximately 30 students, aged between 13-15, who are enrolled in a foreign language course. The study took place over a period of one month, with students participated in both pre-tests and post-tests, as well as short movie-based instruction sessions.

### ***3.3.1. Population, Sample, Subjects, Respondents***

According to Sugiyono (2008), a population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher. The population of this research is EFL students. A sample is a subset of the population that possesses specific characteristics (Sugiyono, 2013: 81). There is one class in IX grade. For the sample of this research, the researchers used purposive sampling by choosing the nine-grade class at SMPN 3 Pringsewu.

### **3.4. Instrument**

Research instrument is a measurement tool designed to obtain data on a topic of interest from research subjects. It can take the form of questionnaires or tests. A test is a means of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2001, 3). In this research, the performance of the students' speaking skills in retelling the short movie was tested before and after the treatment was applied to the students. There are two instruments used in this research:

#### **a. Speaking Test**

The test in the research was oral pre-test and post-test. The data of the research were the students speaking scores (achievement) related to narrative text, such as Who is the main character, What problem does the character face and other concrete things before and after the treatment. The aspects of speaking which were scored were pronunciation, grammar, vocabulary, fluency, and comprehension using scoring rubric of speaking.

#### **b. Recording**

In order to be able to score the data carefully, the test was recorded using recording application from hand phone or smart phone.

### ***3.4.1. Validity of the Instrument***

Heaton (1991) explains that test validity refers to how accurately a test measures what it is intended to assess. Hatch and Farhady (1982) categorize

validity into two main types: content validity and construct validity. In this study, the validity of both the pre-test and post-test is associated with these two types ensuring that the test content aligns with the material being taught (content validity), and that it accurately reflects the theoretical construct being measured (construct validity).

#### - Content Validity

To ensure content validity, the speaking test in this research was aligned with the narrative text material taught using short movie clips. Following Hatch and Farhady (1982), the test was designed to reflect the learning objectives in this case, retelling or describing a narrative story. ensuring the test accurately measured their speaking ability in delivering narrative text. This method is also supported by Werdiningsih and Robbiantama (2021), who emphasized the importance of designing speaking tasks that directly relate to the film content taught in class.

#### - Construct Validity

Construct validity focuses on whether the test accurately reflects the underlying theory of what it is intended to measure (Hatch & Farhady, 1982). In this research, the speaking test was designed to assess key aspects of speaking fluency, which include pronunciation, grammar, fluency, vocabulary, and comprehension. Because these components align with established theories of speaking performance, the test can be considered to have strong construct validity, as it effectively measures students' speaking fluency in line with theoretical expectations.

#### ***3.4.2. Reliability of the Instrument***

Reliability refers to the consistency of measurement in research, meaning the ability of an instrument to yield consistent results when applied to the same subjects at different times (Setiyadi, 2006). In this study, the reliability of the speaking test scores was assessed through inter-rater reliability, as two raters evaluated the students' pre-test and post-test performances. One of the raters

was an experienced English teacher from the school, while the other was the researcher. Before scoring, both raters carefully discussed the assessment criteria for speaking in order to ensure a shared understanding. This collaborative process helped to achieve consistent and reliable results in the scoring of the students' speaking skills. Inter-rater reliability of the pre-test and post-test was examined by using statistical measurement:

$$ICC = \frac{MS_B - MS_E}{MS_B + (k - 1)MS_E}$$

Notes:

MSB: Mean Square Between Subjects

MSE: Mean Square Error

k: Number of Raters

ICC: Inter Rater Reliability Coefficient

To measure the consistency of the speaking test, the researcher used SPSS for windows in Intraclass Correlation Coefficient to find out the reliability of the speaking test by tabulating the scores of pretest and posttest from inter rater sheets. There are some standards of reliability of the test as follows :

After finding the coefficient between raters, the researcher then analyzed the criteria. There are five criteria according to Slameto (1998) They are

- a. A very low reliability      ranges from 0.00 to 0.19
- b. A low reliability            ranges from 0.20 to 0.39
- c. An average reliability        ranges from 0.40 to 0.59
- d. A high reliability             ranges from 0.60 to 0.79
- e. A very high reliability        ranges from 0.80 to 1.00

Table 3. 1 The Result of Reliability

Reliability	Pre Test	Post Test
	0.528	0.330

The table described the reliability from both of pretest and posttest. Referring to the standard of reliability, the speaking test is considered reliable if the test reaches the range of 0.60-0.79 and 0.80 1.00 which means very high reliability in pretest and high reliability in posttest.

### 3.5. Normality of Test

The normality test is performed to prove that the data gathered from the two tests are normally distributed. To do this, the researcher used the Kolmogorov-Smimov formula that was the data were considered to be normally distributed if the level of significance is  $p < 0.05$ . For the detail, it can be seen in the following table below.

Table 3. 2 Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.097	32	.200*	.956	32	.211
posttest	.140	32	.111	.924	32	.027

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### 3.5. Data Collection Technique

The data of this research was in the form of students' speaking ability score in performing a monologue in terms of pronunciation, fluency, vocabulary, grammar, and comprehensibility. To answer the first research question, the researcher found a statistically improvement in their speaking ability after the implementation of the short movies. In collecting the data, the researcher used the following steps:

#### 1. Pre-test

The pre test was conducted prior to the implementation of the treatment in order to assess the students' initial speaking abilities. In this stage, students were watching a short movie and asked to retell the story from the short movie that they

just watched and record their spoken narrative using their phones. The teacher then assessed their performance based on five speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension.

## **2. Treatments**

Treatments applied after the pretest and the teacher taught the students through short movies. There were three times of treatments. The researcher taught the students with the target to reach the objectives in those three meetings which were stated in lesson plans. The researcher implemented three lesson plans for three meetings.

## **3. Post-test**

After the treatment, a post test was given to determine any improvement in the students' speaking skills following the use of short movie through retelling story in the learning process. students were were watching a short movie and asked to retell the story from the short movie that they just watched and record their spoken narrative using their phones. The teacher then assessed their performance based on five speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension.

### **3.6. Procedure of the Research**

To carry out this study and collect the necessary data, the researcher followed these steps:

#### **Selecting the Participants**

The study was conducted with third grade students of SMP Negeri 3 Pringsewu. One class was chosen by using purposive sample, and Class IX 1 was as the sample.

#### **Conducting the Pre-Test**

Before starting the treatment, students were given a short movies, such as a folk

tale, and record it using their phones. This helped the researcher understand the students' initial speaking abilities before they were exposed to the short movies.

### **Giving the Treatment (Teaching with Short Movies)**

The treatment was given in two classroom sessions. During these sessions, students learned through short movies. The activities were divided into three parts:

#### **a. Before Watching**

- Students discussed movies they liked to activate their background knowledge.
- The teacher introduced the short movie and reviewed the structure of narrative texts (orientation, complication, resolution).

#### **b. While Watching**

- Students watched a short movie using a projector or computer.
- They answer out the questions related to the story, such as identifying characters, setting, and moral value.
- Together with the teacher, they practiced useful vocabulary and expressions from the movie.
- Students then described the characters or retold the story in their own words, either in writing or orally.

#### **c. After Watching**

- Students were shown an image and asked to create a short-spoken description or story based on it.
- They presented their narratives by retelling the story in front of the class.
- The teacher gave feedback and guided a discussion to review the story elements and what they learned from the movie.

## 7. Conducting the Post-Test

After the treatment, students were given the same task as the pretest, watching short movies, such as a folk tale, and record it using their phones. This helped the researcher understand the students' initial speaking abilities before they were exposed to the short movies.

## 8. Analyzing the Results

Once the pre-test and post-test scores were collected, the researcher analyzed the results using SPSS with a paired sample t-test. This analysis was used to find out whether there was a significant improvement in students' speaking skills after the treatment.

### 3.7. Scoring System

Brown (2004), in his book *Language Assessment: Principles and Classroom Practices*, explains that assessing speaking involves evaluating several essential elements of oral communication. These elements include vocabulary, grammar, pronunciation, fluency, and comprehension.

The score of speaking skill based on the five components can be compared in the percentage as follows:

a. Pronunciation	20%
b. Grammar	20%
c. Vocabulary	20%
d. Fluency	20%
e. Comprehension	20%
Total percentage	100%

Then, Rater 1 and Rater 2 fill these columns based on students' scores for each aspect of speaking.

For example, a student name Algi is scored by Rater 1 and Rater 2 in the table below.

Students Name	Pronunciation		Fluency		Vocabulary		Grammar		Comprehension		Average	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Algi	16	16	12	12	16	16	12	12	16	16	72	72

It can also be described as follows:

Pronunciation	$4 \times 4 = 16$
Vocabulary	$4 \times 4 = 16$
Fluency	$3 \times 4 = 12$
Comprehension	$4 \times 4 = 16$
<u>Grammar</u>	$3 \times 4 = 12+$

Therefore the final/total score that Algi gets is  $4 + 4 + 3 + 4 + 3 = 18$

Scoring Rubric Criteria :

Aspects of Speaking	Rating Scales	Description
Pronunciation	5	Equivalent to and fully accepted by educated speakers.
	4	Errors in pronunciation are quite rare
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	2	Accent is intelligible though often quite faulty.
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language

Vocabulary	5	Speech on all levels is fully accepted by educated speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
	4	Can understand and participate in any conversation within the range.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
Fluency	5	Has complete fluency in the language such that his speech is fully accepted by educated speakers.
	4	Able to use the language frequently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
	3	Can discuss particular interests of competence with reasonable ease.

		rarely has to grope for words.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
	1	(No specific fluency description. Refer to other four language areas for implied level of fluency)
Comperhension	5	Equivalent to that of an educated speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversations of non -technical subject (i.e., topics that require no specialized knowledge)
	1	Within the scope of his very limited language experience, can understand and make statements if delivered with slowed speech, repetition, or paraphrase.
Grammar	5	Equivalent to that of an educated speaker
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	3	Control of grammar is good. Able to

		<p>speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.</p>
	2	<p>Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar</p>
	1	<p>Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</p>

Table of Scoring Aspect by Brown (2001)

### 3.8. Data Analysis

To understand how short movies helped improve students' speaking skills, the researcher followed several steps.

The pre-test and post-test recordings of the students were transcribed.

Then, each recording was carefully listened to again to evaluate the students' speaking abilities.

Scoring the pre-test and the post test

Once all the scores were gathered, the researcher analyzed the results. Using SPSS software, a Paired Sample T-Test was run to compare the average scores from the pre-test and post-test.

This statistical method helped reveal whether there was a significant improvement in the students' speaking performance after being taught with movie clips. In the end, the analysis showed if the use of movies really made a difference in enhancing their speaking skills.

### 3.9 Hypotheses Testing

The last thing to do was to find out whether there was any improvement of the students' speaking in narrating the short movies after being taught by using short movies. The researcher analyzed the data by using paired sample T - tes of SPSS.

The Hypotheses are:

(H<sub>0</sub>): There is no improvement of using short movies on students' speaking skill in learning English as a second language.

(H<sub>1</sub>): The use of short movies improves students' speaking skill in learning English as a second language.

The criteria of those hypotheses were

H<sub>0</sub> is accepted if alpha level is higher than 0.05 ( $\alpha > 0.05$ ) and  $T_{count} < T_{table}$

H<sub>1</sub> is accepted if alpha level is lower than 0.05 ( $\alpha < 0.05$ ) and  $T_{count} > T_{table}$

Those are the explanations of design, subject of the research, research instrument data collection technique, scoring system, procedure of data analysis, and hypotheses testing.

## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the results of this study, several main conclusions can be drawn about the use of short movies to improve students' speaking skills in narrative texts through retelling stories, as explained below:

1. The research shows that short movies helped students improve their speaking skills in narrative texts. Students became better in vocabulary, grammar, comprehension. Watching short movies gave them clear examples of how a story is told, including the use of expressions, intonation, and sequence of events. The teacher's guidance and feedback also helped students correct their mistakes and speak more confidently. However, some students still felt shy or nervous when speaking in front of the class, and limited classroom time reduced opportunities for practice. Overall, short movies are an effective and helpful medium for teaching speaking skills.

2. The use of short movies made it easier for students to understand narrative texts. By watching the story directly, students could see the characters, setting, and plot clearly. This helped them remember important details when retelling the story. The visual and audio elements supported their comprehension and helped them use more appropriate vocabulary and expressions. Students were able to organize their retelling based on the sequence of events in the movie. They became more active, creative, and interested in participating in speaking activities. The learning process was enjoyable, and students felt more motivated to practice speaking. As a result, their storytelling became clearer, more structured, and more expressive.

3. Short movies gave a positive impact on students' speaking ability in narrative texts. The movies provided inspiration and a clear model of retelling story. Students not only improved their speaking performance but also enjoyed the learning experience. This method helped build their confidence, creativity, and motivation to speak in English. Through retelling stories, students practiced organizing ideas, using correct grammar, and speaking more fluently.

This study concludes that the use of short movies is effective in improving students' speaking skills in narrative texts through retelling stories. It helps students understand story structure, improve vocabulary and grammar, and develop confidence in speaking. With proper guidance from the teacher, this method can make speaking lessons more interactive, enjoyable, and meaningful.

## **5.2 Suggestions**

Based on the results of this study, several suggestions are given for teachers, students, and future researchers.

### **1. For English Teachers**

- English teachers are suggested to use short movies as a learning medium in teaching speaking, especially narrative texts. Short movies are familiar to students and can make learning more interesting and enjoyable. Teachers are suggested to manage instructional time well in order to provide equal speaking practice opportunities for all students. Effective use of time is a key factor in successful speaking learning.
- Students' speaking ability was still low, especially in pronunciation, fluency, and vocabulary. Therefore, the teacher should provide more guidance to help students develop their speaking skills. The teacher can play short movies more than once, discuss the story together with the students, and give examples of how to retell the story clearly. Before speaking, students can be asked to make short notes or outlines to organize their ideas. Activities such as group discussions, role-playing, and question-and-answer sessions can help students gain confidence and speak more actively. Providing feedback focused on pronunciation, grammar, and fluency will also help students improve their speaking skills step by step.
- It is also suggested that teachers allocate more time for speaking practice rather than giving too much explanation. Students need more opportunities to practice speaking in order to build confidence and improve their performance. Additional practice activities, such as retelling stories, performing short

dialogues, and summarizing movies, can help students apply what they have learned. With more time and consistent practice, students can gradually enhance their speaking ability in a more enjoyable and engaging learning environment.

## **2. For Future Research**

- Since this research was conducted at the junior high school level, future researchers are encouraged to apply a similar study at different educational levels, such as senior high school or elementary school, to examine whether the results are consistent across various age groups.
  
- Further research are encouraged to explore different speaking techniques when using short movies, such as role-play, or shadowing techniques. These variations may provide deeper insight into which activities are most effective in improving students' fluency, pronunciation, and confidence.
  
- It is also suggested that future research conduct the study over a longer period of time, with more than three treatment meetings. A longer duration may produce more significant improvement in all aspects of speaking, especially fluency and pronunciation, which require continuous practice and repeated exposure to language input.
  
- Future research may use short movies to improve other English skills, such as listening, reading, or writing. For listening, short movies can help students understand authentic pronunciation and natural conversations. For writing, students can write summaries, alternative endings, or reflections based on the movie. This can show how short movies support various aspects of English learning, not only speaking

## REFERENCES

- Abdullahayeva, M., & Akhmedova, M. (2025). *The impact of watching English movies on speaking fluency*. *Obshchestvennye Nauki v Sovremennom Mire*.
- Assia, B. (2024). Cognitive load in multimedia language learning: Challenges for low-proficiency EFL learners. *Journal of Language and Linguistic Studies*, 20(1), 215–228.
- Al Murshidi, G. (2020). Effectiveness of movies in teaching and learning English as a foreign language at universities in UAE. *Psychology and Education*, 57(9), 973–981.
- Ariani, S. (2024). Enhancing pupils' speaking proficiency with motivational short movie. *Journal of English Education and Literature*, 1(1), 34–43. Retrieved from
- Anderson, M., & Anderson, K. (1997). *Text types in English 1*. South Yarra: Macmillan.
- Andrew & Manvell, (2024). The Editors of Encyclopaedia Britannica. (n.d.). Motion picture. Encyclopaedia Britannica. <https://www.britannica.com/art/motion-picture>
- Anbalahan, T., & Aziz, A. A. (2024). The effectiveness of using animated videos in enhancing young ESL learners' speaking skill. *Asian Journal of English Language and Pedagogy*, 12(1), 45–59. <https://doi.org/10.37134/ajelp.vol12.1.4.2024>
- Bruner, J. S. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1–21.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Longman.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Bahrani, T., & Sim, T. S. (2012). Exposure to audiovisual programs as sources of authentic language input and second language acquisition in informal settings. *Southern African Linguistics and Applied Language Studies*, 30(3), 347–359. <https://doi.org/10.2989/16073614.2012.739329>
- Burkart, G. S. (1998). *Spoken Language: What It Is and How to Teach It*. Washington, DC: Center for Applied Linguistics.

- Bailey, K. M. (2003). *Speaking*. In D. Nunan (Ed.), *Practical English language teaching* (pp. 47–66). McGraw-Hill.
- Flores, A. M. (2025). Short film production as a tool for improving EFL proficiency. *Academia: 文学・語学編*, 117, 129–144.
- Fitri, R. D. (2022). The effect of using animation video as audio-visual media toward students' speaking skill. *Journal of English Language Teaching*, 11(2), 180–189.
- Flohr, J. W., & Paesler, M. L. (2006). *Musical interaction and language learning: A survey*. University of North Texas.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Penguin.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow, England: Pearson Longman. <https://www.pearson.com/en-gb/subject-catalog/p/practice-of-english-language-teaching/P200000003282>
- Isna, N. (2025). The influence of using animated videos to improve students' vocabulary in English language learning. *IDEAS: Journal on English Language Teaching and Learning*, 13(1), 120–132. <https://doi.org/10.24256/ideas.v13i1.7109>
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121–132. <http://dx.doi.org/10.5901/ajis.2012.v2n4p121>
- Liew, H. S., & Aziz, A. A. (2022). The effects of animated film on ESL learners' pronunciation in secondary education context. *Asian Journal of University Education*, 18(3), 706–716. <https://doi.org/10.24191/ajue.v18i3.18992>
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. Retrieved June 4, 2013, from <http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. Sydney: UNSW Press.
- Labov, W., & Waletzky, J. (1967). Narrative analysis: Oral versions of personal experience. In J. Helm (Ed.)
- Masrul, M., & Asilestari, P. (2021). The effect of short movie toward students' speaking skill. *Journal of English Language and Education*, 6(1), 58–66.
- Pamula, A. R. N. (2020). *The influence of movies to improve speaking ability at t*

he 11th grade of SMA N 1 Purwokerto. Undergraduate Thesis, UIN Saizu.  
Retrieved from  
[https://repository.uinsaizu.ac.id/7493/1/ANDINNI%20RACHAMANIA%](https://repository.uinsaizu.ac.id/7493/1/ANDINNI%20RACHAMANIA%20)

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

Riswanto, R., Serasi, R., & Salandega, A. (2022). The effect of fiction short movie on students' English speaking ability. *English Review Journal of English Education*.  
<https://journal.uniku.ac.id/index.php/ERJEE/article/download/6282/3113>

Setiyadi A. B. (2006) *Metode Penelitian untuk Pengajaran. Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

Setiyadi, A. B. (2006) *Teaching English as a Foreign Language* Yogyakarta: Graha Ilmu.

Slameto, (1998) *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Bina Aksara

Sharma, R. (2024). Challenges in developing speaking skills among EFL learners. *International Journal of English Language Teaching*, 12(1), 45–56.

Seferoğlu, G. (2008). Using feature films in language classes. *Educational Studies*, 34(1), 1–9. <https://doi.org/10.1080/03055690701785202>

Wang, R., Do Dang, M., & Nguyen, T. (2024). The effect of animated movies on speaking skills among motivated English foreign language learners: Elementary level. *European Journal of Education*, 59(2), 244–260.  
<https://doi.org/10.1111/ejed.12665>

Zhang, R., & Zou, D. (2022). The effectiveness of multimedia technology in EFL language learning: A review of Computer-Assisted Language Learning. *Computer Assisted Language Learning*, 35(3), 1–20.  
<https://doi.org/10.1080/09588221.2020.1731468>