

STIMULATING STUDENTS' VERBAL CREATIVITY IN SPEAKING THROUGH FILM DISCUSSION AT EIGHT GRADE OF SMP PLUS AL ISHLAH SOKO – TUBAN IN THE ACADEMIC YEAR 2019/2020

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ABSTRACT

This research aimed to improve the students' verbal creativity in speaking skill in English through film discussion. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-C grade of SMP Plus Al Ishlah Soko Tuban 2019/2020 academic year which consisted of 23 students. The objective of this research was to improve students' verbal creativity in speaking skill in English through film discussion at Eight Grade of SMP Plus Al Ishlah Soko Tuban. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in speaking skill. The mean of pre-test was 56.85. The mean of cycle 1 was 60.15. the mean of cycle 2 was 68.2. It indicated that the scores and the mean in second cycle were better than the first cycle. In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting. Based on the results of this study it can be concluded that the learning model using film discussion can improve students' speaking poetry. Suggestions for teachers is this learning model can be used as a reference for the implementation of speaking learning.

Key words : *Verbal Creativity, Film Discussion, Students' Speaking Skill*

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kreativitas verbal siswa dalam keterampilan berbicara dalam bahasa Inggris melalui diskusi film. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas VIII-C SMP Plus Al Ishlah Soko Tuban tahun pelajaran 2019/2020 yang berjumlah 23 siswa. Tujuan penelitian ini adalah untuk meningkatkan kreativitas verbal siswa dalam keterampilan berbicara bahasa Inggris melalui diskusi film di kelas VIII SMP Plus Al Ishlah Soko Tuban. Penelitian ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Data dikumpulkan melalui data kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa. Rata-rata dari pre-test adalah 56,85. Rata-rata siklus 1 adalah 60,15. rata-rata siklus 2 adalah 68,2. Hal ini menunjukkan bahwa skor dan mean pada siklus II lebih baik dari pada siklus I. Dengan kata lain, kemampuan berbicara siswa meningkat dan menjadi baik pada pertemuan pertama hingga pertemuan berikutnya. Berdasarkan hasil penelitian dapat disimpulkan bahwa model pembelajaran dengan menggunakan diskusi film

dapat meningkatkan kemampuan berbicara puisi siswa. Saran bagi guru apakah model pembelajaran ini dapat digunakan sebagai acuan dalam pelaksanaan pembelajaran berbicara.

Kata kunci: Kreativitas Verbal, Diskusi Film, Keterampilan Berbicara Siswa

INTRODUCRTION

A language is a tool used to communicate with each other. This consists of sound, words, and grammar, or the system of communication used by people of a particular country or profession; such as business, tourism, and so forth. This can be done by speech or writing. This has the most essential roles in developing the students' intelligence, socials, and emotional and becomes the supporting achievement in learning all of the subjects. The purpose of learning a language is expected to help the students recognize themselves, their cultures, and other's cultures. English is widely used for many people to communicate with each other through spoken and/or written. This has an essential role in enriching their knowledge, such as understanding or expressing information, thoughts, feelings and developing science and culture. Therefore, English becomes the compulsory subject that should be taught at the junior high school until university.

Furthermore, Grauberg (1997: 201) reveals that many students consider the primary purpose of learning language is to be able to speak the language. Therefore, He continued, language teachers must help students to achieve their goals by releasing all their best abilities. In this case, he stated: "For many pupils, the prime goal of learning a foreign language is to be able to speak it. Teaching should, therefore, help them to achieve that goal to the best of their abilities. However, the task is not easy, because the conditions in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people,

typically two, are involved. At times people speak to each other to demonstrate friendliness or sociability. However, much of the most frequent cause is that one person has a reason to address the other: to request information or service, share experiences, suggest actions. The other replies and a dialogue ensues". The purpose of learning English in Junior High School is expected to develop language skills; listening, speaking, reading, and writing.

The researcher found some problems existing in the grade VIII C of SMP PLUS AL Ishlah Soko Tuban in learning English is speaking. The students' speaking is still lower. It can be seen that there are no variations of activities or techniques in the teaching and learning process of speaking. Only a few students have a good interaction with the teacher. The role of the teacher is more dominant than the students are.

In indicator problems, the students have difficulties in choosing appropriate vocabulary in their speaking, arranging the words to be a good sentence, and organizing ideas. Besides that, they only look for certain verbs.

The problem exists because there are some causes that speaking needs more attention. First, the teacher dominates only with the textbook. Second, students insult their friends when their friends study seriously.

Based on the above problems, the researcher proposes film discussion as a solution to solve those problems. The film discussion could be used to enhance students' interpretative abilities by watching the gestures and also the language style of the actors.

The film discussion is one of the breakthroughs to overcome the problem in

the weakness of speaking that is experienced by many students in several schools. Film discussion includes methods for enriching vocabularies and phrases for students that can be directly heard and viewed on the film screen. Lack of verbal creativity in students due to their rarely practicing their English in speaking and only general vocabulary that is often used in speaking, there has been no improvement in developing their speaking skills. With the film discussion hopefully can attract students in improving verbal creativity in speaking.

This research is conducted to describe how the film discussion technique is implemented to improve the speaking skill of Eighth Grade Students of SMP Plus Al Ishlah Soko Tuban in the Academic Year of 2019/2020?. This research finding would give benefits for students: This research can be used to help students enhance their speaking skills; especially, verbal creativity through film discussion. For English Teacher : This research helps the teacher teach speaking skills through film discussion. And for other researchers: This research can be one of the more significant relevant research to research in the same field.

RESEARCH METHOD

Teaching and learning centers provide an array of programs and services to assist the instructor who is struggling or the excellent teacher looking for something new. The pedagogical tools suggested can range from collaborative group work to problem-based learning to on-line instruction (see, for example, Nilson, 1998). The dilemma facing the individual instructor is choosing from a myriad of teaching strategies to use in a particular classroom situation. Factors such as class size, content area, and student demographics play a role. The instructor's own skills and style are also critical factors. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for

instructors to discover what works best in the iron classroom situation, thus allowing informed decisions about teaching.

In the implementation of Classroom Action Research (CAR), the instructor at the same time acts as a researcher in learning to bring events. This is done because researchers see the ability to bring events to students is still lacking so it is necessary to conduct research as an effort to improve the ability to bring events. The teacher researcher prepares a learning device as an effort to improve the ability to bring the event. The study was conducted with collaborators in the classroom who played the role of making notes during the study as a reflection for researchers.

Kongmany (2009) defines observation as a technique that involves systematically selecting, watching, and recording behavior and characteristic of living beings, objects, or phenomenon. There are two types of observation; participant observation and non-participant observation. Participant observation means that the observer takes part in the situation he or she observes. Non-participant observation means that the observer watches the situation, openly or concealed, but does not participate.

Abawi (2013) says that interviews consist of collecting data by asking questions which can be collected by listening to individuals, recording, filming their responses, or a combination of methods. There are four types of interview; structured interview, semi-structured interview, in-depth interview, and focused interview. So, the researcher also interviews the English teacher and students to find the response toward the technique and suggestion. Last, the researcher uses students' evaluation of writing skill and writing test to know the students' improvement in writing skill before and after the implementation of the technique.

In this research, the researcher uses classroom observation, observation checklist, interview, evaluation of speaking skill, and test. First, the researcher uses classroom observation to record the teaching and learning process. Here, the

collaborator can make some notes related to the teaching and learning process that can be noticed by the researcher after finishing the teaching and learning process. Based on the classroom observation, the researcher and collaborator discuss the problem found during implementing the actions. Besides, they can see the students' progress. Second, the researcher uses observation checklist how the researcher teaches and implements the proposed technique. This can be done by giving a tick to the given statements that describes the teaching and learning process. Third, the researcher attains the quantitative data through evaluation of students' writing skill and tests. There are two tests; namely pre-test and post-test. The researcher uses pre-test before implementing the actions and post-test after implementing the actions. Meanwhile, the researcher also holds the evaluation to know how the students' speaking improves during implementing the actions.

The data will be qualitative data and supported by quantitative data. The researcher takes the qualitative data through the description of teaching and learning process and the interview with the collaborator and students. Meanwhile, the quantitative data are taken from students' evaluation of speaking skill and speaking test. (1) Observation, the researcher observes the teaching and learning process in VIII C Class including their responses and problem that appear during implementing the technique and students' improvement in speaking in the following research. The researcher uses field notes and observation checklist to record all of them. (2) Interview, the researcher conducts interview with the English teacher, collaborator, and students to find out their responses and suggestion regarding the implementation of the technique. (3) Test, the researcher tests the students to know how their speaking improves before and after using film discussion technique. The test will be conducted two times including pre-test and post-test. To test the students' speaking skill, the researcher asks them to speak based on the given topic.

There are two types of data. These are qualitative and quantitative data. The researcher analyzes the qualitative data from field notes and interview during the research. Meanwhile, the researcher analyzes the quantitative data from the evaluation of students' speaking skill. The idea of mixing qualitative and quantitative methods has stimulated much interest and debate (e.g., Greene & Caracelli, 1997a; Sandelowski, 1995; Swanson, 1992; Tashakkori & Teddlie, 1998). Researchers increasingly have used mixed-method techniques to expand the scope of, and deepen their insights from, their studies. (1) Analyzing qualitative data. Anderson et. al, as cited in Burns (1999: 161-162 and Ana, 2014: 28-30) propose five stages in analyzing qualitative, as follows; (a) Assembling data, the researcher collected the data from the observation and interview in the form of field notes, observation checklist, and interview transcript. (b) Coding data, coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Although there are no set guidelines for coding data, some general procedures exist (Creswell, 2007; Tesch, 1990). Based on the experts' opinion, the researcher categorized, analyzed, and specified the data from the observation and interview in the form of field notes, observation checklist, and interview transcript. (c) Comparing data, after that, the researcher saw whether the pattern of the data had to be repeated or made some specific pattern. (d) Building interpretation, next, the researcher re-thought about the categories, codes, and compares the data then discusses with the collaborator to reflect the improvements and interprets the data that related to the implementation of the technique. (e) Reporting outcomes, finally, the researcher presented the research finding and discussions to others. (2) Analyzing quantitative data, the researcher and collaborator analyze students' speaking performance task to look for the mean of each speaking aspect and see students' improvement of speaking skill. The researcher used Scoring Rubric for

speaking skill adapted from the students performance.

FINDING AND DISCUSSION

This part presented the qualitative and quantitative data gathered during holding the research. Qualitative data dealt with general findings found in each cycle, meanwhile quantitative data dealt with presenting the result of the students' speaking skill in pre-test, cycle I, cycle II, and post-test. The findings of implementing film discussion technique to improve students' speaking skill were presented below. (1) Cycle I. He mentions that there are three aspects of speaking. These are vocabulary, structure, and pronunciation. First was about vocabulary. Dealing with this first one, some students were able to develop the relevant vocabulary or new word to be a good sentence. Second was about structure. Dealing with this second one, some students were able to write the sentence correctly with the grammar. Third was about pronunciation. Dealing with this third one, some students were able to speak the sentences with a good pronunciation. (2) Cycle II. He mentions that there are three aspects of speaking. These are vocabulary, structure, and pronunciation. First was about vocabulary. Dealing with this first one, some students were able to develop the relevant new words in the sentences impressively. Second was about structure. Dealing with the second one, some students were able to write and speak the sentences by using the new words easily. They stated and supported the idea clearly, too. Third was about pronunciation. Dealing with this third one, some students were able to speak the sentences by using the words clearly. (3) Students' improvement in speaking skill score. Besides the qualitative data, the researcher showed the students' speaking score from pre-test, Cycle I, Cycle II, and post-test. This dealt with the mean score of students' speaking skill related to the three aspects of speaking which were vocabulary, structure, and pronunciation. The following table presented the mean score in three aspects of speaking.

The students' mean score in vocabulary aspect increased after the researcher implemented film discussion technique. The mean score was 18.90 in pre-test. Meanwhile, the mean score in post-test was 24.10. So, the gained score was 5.2. The students achieved the main score of structure aspect. First, the mean score was 18.85 in pre-test. Second, the mean score was 25.5 in post-test. So, the gained score was 6.65. Pronunciation aspect showed the meaningful improvement. It could be seen in pre-test and post-test score. First, the mean score in pre-test was 19.10. Second, the mean score was 24.25 in the post-test. So, the gained score increased 5.15.

In conclusion, the students' speaking skill increased in each aspects of speaking; vocabualry, strucutre, and pronunciation. The students' score in each aspect increased in each cycle. Besides, the researcher also presented the general finding in mean score of students' speaking skill which started from pre-test to post-test as follows.

The researcher obtained the score from the accumulation of each aspect in speaking skill from pre-test to post-test. In pre-test, the mean score was 56.85. In cycle I, the mean score was 60.15. So, it increased 3.3. In cycle II, the mean score was 68.2. This was much higher than cycle I and pre-test. It also kept increasing in cycle II in which the mean score was 68.2. To sum up, the researcher presented the improvement made by the students in each cycle in the following chart.

RESEARCH DISCUSSION

The researcher analyzed the result of cycle I and cycle II to know how the use of film discussion technique improves the students' verbal creativity in speaking skill in Eight C students of SMP Plus Al Ishlah in the Academic Year of 2019/2020. This would be presented below.

In cycle I, the students made improvements on their speaking ability and their attitude towards speaking. First, most of them got excited to speak a new word better than before. It meant that they were able to organize and write a new word. Their vocabulary mastery also improved.

They could implement correct structure and pronunciation in their speaking. However, many students still had problems in improving the words to be a full sentences. Besides, they also forgot how to connect one word to another. Some students could do this, but some others still made mistakes.

In cycle II, the students made improvements on their speaking ability that still lacked in Cycle I. The students could compose the new words in sentences well. By using film discussion, the students could speak dealing with what they were finding new words so they could speak easily to sequence the word by wor. Besides, they used a correct stucture, vocabulary, and pronunciation in their speaking. The

students' behavior also improved which could be shown that they had more interest in speaking process. It meant that they actively did a task in group or individually. They also had motivation and confidence to speak a better after they had known film dicussion technique.

In conclusion, the use of film dicussion technique could improve the students' speaking skill of grade VIII C students at SMP Plus Al Ishlah. The actions conducted during holding the research could improve the students' motivation and attention.

**Table The Complete Score of the Students
(Pre-Test, Cycle I, Cycle II, and Post-Test)**

No.	Name	Pre-Test	Cycle I	Cycle II	Post-Test
1	Afrida Syifa Zahroh	55	60	68	75
2	Alita Fibri Cahaya	54	58	64	76
3	Ana Lailul Muna	56	66	70	78
4	Devi Qori'ah Rahmawati	60	63	70	72
5	Faiqotus Silfia Al-Miftah	60	62	67	73
6	Farih Putri Azizah	60	61	68	73
7	Infitakhatus Salmatul Farida	60	63	70	72
8	Karina Lorena	61	61	69	74
9	Lia Rizki Ramadhani	55	57	66	75
10	Lutvi Atika Sari	51	59	67	73
11	Marsha Sukma Aryanti	60	62	68	76
12	Mirna Nur Aisyah	60	62	69	77
13	Nafidab Widya Astuti	56	58	68	75
14	Nailina Najwa Aulia	54	56	68	74
15	Nihayatul Chusna	60	62	70	72
16	Nur Ayuni Ruwidya	58	62	72	76
17	Nur Hafidhoh Agustina	55	60	67	70
18	Nur Rahnia Romadhoni	58	60	67	71
19	Rasti Wahyu Ning Tias	50	58	68	70
20	Rosidatun Nisa'	60	62	70	75
21	Siti Nur Khalimah	59	60	67	72
22	Vita Aulia	55	57	69	76

23	Zidna Nur Saida	51	55	68	74
		56,85	60,15	68,2	73,85

The Results are :	Pre-Test	56,85
	Cycle I	60,15
	Cycle II	68,2
	Post-Test	73,85

CONCLUSION

The objectives of the Study are expected to describe how film discussion improves students' verbal creativity in speaking in the Eighth Grade Students of SMP Plus Al Ishlah in the Academic Year of 2019/2020. Based on the data gathered in this research, the researcher concluded that the film discussion technique improved students' speaking ability. This helped them generate their ideas, and improved their vocabulary mastery.

During the first cycle, the researcher found that the students improved their speaking ability and their attitude towards speaking. First, most of them got excited to write a new word and speak it better than before. It meant that they were able to arrange and speak a sentence. Their vocabulary mastery also improved. They could implement the correct structure and pronunciation in their speaking. Besides, the researcher showed that the students' scores increased much better than the pre-test. The mean score in cycle I was 60.15

During the second cycle, the students made improvements on their speaking ability that still lacked in Cycle I. The students could make some sentences using the new words well. By using the film discussion, the students could create some sentences using the new words by watching the film. They could make a note to write a new word that they saw and listen to in the film. Besides, they used a correct structure and vocabulary in their writing the sentence and good pronunciation in speaking. The researcher found that the students' mean score in cycle II increased

much better than cycle I. The mean score was 68.2.

In conclusion, the film discussion technique helps the students improve their speaking skills and motivation towards the teaching and learning process. It helped them generate their ideas to create the sentence by using a new word. Besides this, their motivation and attitude towards the teaching and learning process increased. They could focus on the lesson.

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