



THE IMPACT OF USING THE DISNEY FILM IN ELT TO IMPROVE SPEAKING SKILL THE FIFTH GRADE

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Abstract

Speaking as one of the important language skills in learning. The use of disney films especially Cinderella films can create a fun and interesting learning atmosphere for students. In learning English, of course it is important to learn to speak. Speaking has a very important role in communication. It is one of the most important skills in a language and also one of the important key elements in learning a foreign language. So, teachers need to have good teaching skills, fun, be creative, and easily understood by students. The data used in this study come from field notes, as well as pre- and post-tests. The finding shows that speaking learning was challenging for students before the use film disney level were still low. The difference between cycle I and cycle II was significant as the mean of the pre-test before cycle I only 1 student succeeded, the mean of the post-test after cycle I there are 9 student succeeded, and the mean of the post-test after cycle II there are 13 student succeeded. Using film disney while learning can help students become more effective, and using film disney while teaching speaking to students can be recommendable. The study's findings also indicate that film disney significantly promote fifth-grade students at SD Muhammadiyah Kleco motivation to learn. The application of media using disney films especially Cinderella films has been proven to be able to develop young students' motivation in mastering speaking.

Keywords: education, film Cinderella, speaking skill

Introduction

In learning English, speaking is one of the skills that must be mastered as a learning goal. Moreover, speaking as one of the language skills is an important topic to be discussed in language teaching. Because speaking is used for many different purposes, and each purpose requires different skills, it is important to teach students of ELT how to use English in both formal setting and informal setting (Richards and Renandya, 2002). At SD Muhammadiyah Kleco, learning English sometimes makes students feel bored, uninterested and in need of new media, here the researchers use Disney film media for learning speaking for fifth graders. by using disney film media students will definitely be more interested in learning and the learning process becomes more fun.

Because speaking is still difficult for elementary school children so researchers use film media to make it more interesting and easy for students to understand.

Public-speaking skills are keys to success in workplaces that span many different disciplines (Payne and Carlin, 1994). For example, in Huckin and Olsen (2001), public speaking was ranked fourth out of 38 categories of the most-needed skills for an engineering career, as identified by participants in the engineering discipline. The major benefits of public speaking can be divided into the following three areas: (1) personal and social benefits, (2) academic benefits, and (3) career benefits.

For personal benefits, public-speaking skills enable a person to communicate more effectively, to influence others' beliefs and behavior, and to build self-confidence (Verderber and Verderber, 2003; Osborn and Osborn, 1991). Furthermore, public-speaking skills can provide positive social benefits to a person by strengthening, in general, his or her impact on society and, in particular, his or her ability to voice opinions (Payne and Carlin, 1994; Osborn and Osborn, 1991).

In an academic setting, first-year college students usually arrive on campus with little or no formal public-speaking experience (Verderber and Verderber, 2003). Thus, appropriate public-speaking training can yield appropriate public-speaking skills and, together, can help students succeed academically. After all, public presentations and group discussions are common activities in academic settings. In addition, Bygate (1987) pointed out that ability in speaking can help students (1) improve memory retention, (2) make appropriate adjustments to public speaking on the basis of feedback received from others, and (3) enhance motivation for learning. Public speaking can also promote learners' speaking and listening abilities (Jaffe, 2001).

Improving the speaking skill of students in English as a foreign language (EFL) or English as a second language (ESL) becomes an issue. Quite a few EFL teachers expect their students to be able to speak accurately after the teaching learning process. On the other hand, most learners find it difficult to express grammatically correct sentences due to the significant differences in the grammar of the native language of the students and that of the EFL and consequently they prefer to put emphasis in fluency rather than on accuracy during the speaking activities. Cultural difference is also considered to contribute to the difficulties of EFL learners to use English in their daily conversation and in appropriate social interaction.

Despite the faced problems in the teaching and learning of speaking, Heaton (1988) proposed that in the teaching of speaking learners must master the three components of speaking; fluency, accuracy, and comprehensibility or appropriacy. It means that there must be efforts to choose effective techniques in teaching speaking and willingness to create and design interesting instructional materials that facilitate the achievement of the three speaking components.

Techniques in teaching speaking holds important role to improve the speaking skill. The teaching of speaking must open up wide opportunities for learners to practice. Harmer (1991) suggests that the importance of presentation, practice, and communication/production during the teaching of speaking in order to meet the real purpose of the teaching cannot be neglected. Widiati and Cahyono

(2006) highlight the importance of techniques in selecting classroom activities in a speaking class.

More importantly, Jones (2007) suggests that language teachers as well as the instructional materials guide students, manage students activities, and direct learning during the language teaching and learning process. Therefore, the role of the EFL or ESL teachers are not only limited to the choice of effective techniques but also on creativity and innovation to design and develop instructional materials. Learning English speaking skills for 5th grade students of SD Muhammadiyah Kleco still has several obstacles.

The students still have low ability to speak English, so it makes them find it difficult to speak English when learning or talking to their peers or teachers who are teaching in class.

The media used when teaching and learning in the classroom will certainly affect the enthusiasm of students and students' understanding of the material. Based on the observations of researchers at SD Muhammadiyah Kleco through interviews with subject teachers at the school, there are several factors that cause students' English speaking skills to be limited.

As stated by the SD Muhammadiyah Kleco teacher, learning to speak English in class is very low because of the lack of student enthusiasm and lack of student motivation in learning in class. This is because students are less interested in speaking skills. The method given by the teacher cannot attract the attention and interest of students, thus making students bored when studying in class and making students passive.

Teachers only use textbooks as learning media and use the conversation/dialogue method with students. However, teachers more often use textbooks as learning media in the classroom for English language skills.

Despite those advantages that derive from the development of effective speaking skills, most students view speaking as the most anxiety-provoking classroom activities (Payne and Carlin, 1994).

Speaking skill can be taught using several media, one of the media used is film. As the result of Yaseen and Shakir research titled "Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur" proved that movie help their audio-visual learning of language. The movies as a whole-gestures, voice intonations, body language, speed, context, situation, etc. of the movie scenes together convey the language and its meaning to the students while watching (Yaseen and Shakir, 2015). Considering the explanation above, this research focus of the using of Disney film to improve students' ability in speaking skill at the fifth-grade students.

Method

In this study, the researcher used a classroom action research design by the Kemmis and Taggart (1988) model. The steps of action research according to Kemmis and McTaggart (1988) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, replanning, acting, and observing again, and then reflecting again.

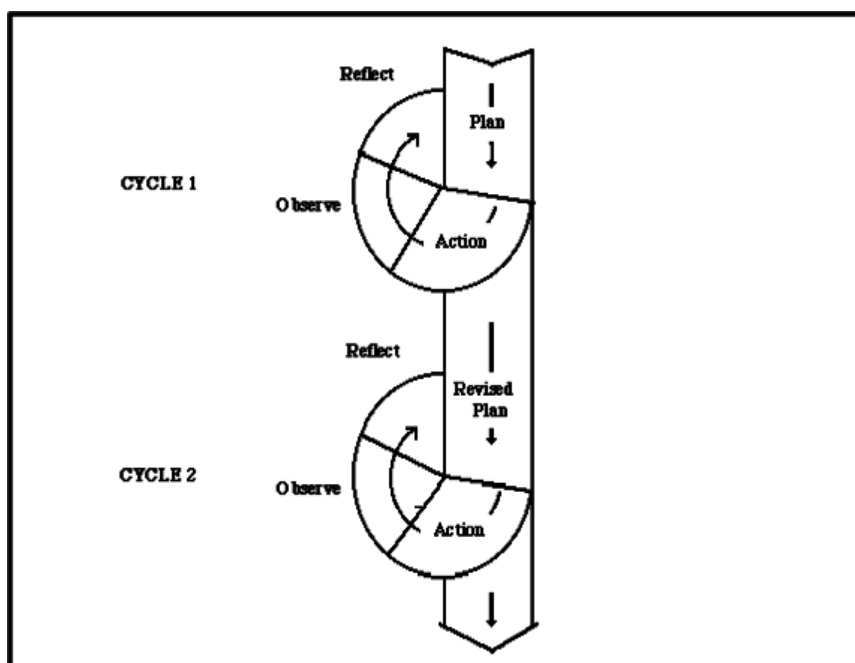


Figure 1. Cyclical AR model based on Kemmis and McTaggart (1988)

Planning

At this stage, the researcher prepares lesson plans and prepares the video song "Animals" which will be used and implemented in front of the class during the lesson. Researchers also prepared post-test and pretest instruments, interview guidelines, observation checklists that are used as treatment activities in the classroom.

Implementing

At this stage the researcher acts as a teacher by providing introductions and motivating students about the material to be studied. Then, at this stage the researcher implemented English children's song as a learning medium in the treatment class, which aims to improve students' vocabulary mastery.

Observing

At this stage the researcher will use observation to observe the teaching and learning process carried out by teacher collaborators in the classroom. Furthermore, the researcher used the Observation Checklist to observe the processes that occurred in the classroom at each stage, including the improvement of the teacher's ability to teach and the activeness of students in the classroom. Then, the researcher studied vocabulary mastery by observing the CAR process through the media children song lyrics. In addition, researchers will documenting unexpected events or incidents during the learning process in the classroom. Researchers will observe how the process of learning activities in class when using English children's songs as media.

Reflecting

At this stage, the researchers discussed in depth the results of the research with the collaborators. Collaborators will see and observe whether the actions that have been taken have an impact or not. If these actions have brought good improvements to students, the research will be stopped.

The instruments used in this study include the following: (1)observation Checklist This checklist of observation sheets is used for collaborators to find out how the condition of the class, students, and obstacles that arise during the teaching and learning process. Teachers who become collaborators will observe the activities of researchers when teaching and students in the classroom. (2)Field Notes

Field notes are used to notes several teaching events or events in learning that are not included in the observation checklist. (a) Testing at this stage of the test is carried out to evaluate students' vocabulary. This test can be done orally or in writing. In this study there are two kinds of tests, these are Post-test and Pre-test. a. Pretest Before doing the post-test we have to do a pretest. In this pretest, the researcher acts as a teacher who teaches class subjects without using the media used. The material taught is family. The pretest consists of 10 multiple choice questions covering aspects of vocabulary, spelling, word meaning, and pronunciation.b The post-test was carried out after the pretest was completed. The post-test was also conducted with the aim of knowing the students' scores in vocabulary after the researchers conducted classroom learning using songs as a media. Next, the teacher will ask questions about related material consisting of 10 related choice questions which include aspects of vocabulary, spelling, word meaning, and pronunciation. (3) Interview guidelines are conducted to find out how the students and teachers felt after the research method was carried out. This interview carried out as supporting data for this research.

Findings and Discussion

Findings

Pre-Test Score

Table 1. The students' Score of Pre-test

Score	Frequency	Total Score
3	5	15
4	4	16
5	3	15
10	1	10
13	1	13
14	1	14
Total	15	83
Mean	5.53	

To find out the percentage of the class that passed the KKM, the researcher used the following formula:

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

$$P = \frac{1}{15} \times 100\%$$

$$P = 6.67\%$$

Information :

P = The class percentage that passed the KKM

F = Student who passed the KKM

N = the total number of students in the class

The success criteria set are 75% following the advice given by the English teacher at SD Muhammadiyah Kleco. Based on table 4.1, the data shows the average value of the pre-test is 5.53. There was only 1 student who passed or (6.67%) who was said to have passed in speaking skills. Then 14 students (93.33%) have not graduated.

Student's Pre-Test Score

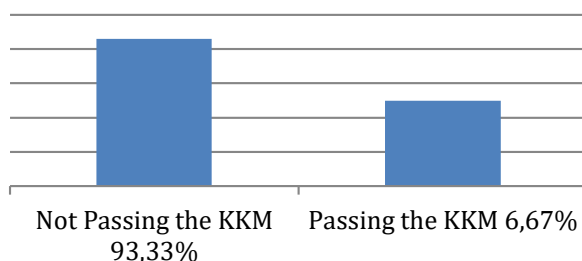


Figure 2. Students' pre-test score

Based on table and chart 4.1 students who are able to get a score beyond the achievement of success are very small. This shows that the performance of the fifth grade students of SD Muhammadiyah Kleco is still low, thus, the treatment of classroom action research will be carried out at the next meeting

Post-Test Score Cycle I

Table 2. The students' score of post-test 1

Score	Frequency	Total Score
4	1	4
5	2	10
10	1	10
13	2	26
14	6	84
16	2	32

	18	1	18
Total	15		184
Mean	12.27		

To find out the percentage of the class that passed the KKM, the researcher used the following formula:

Information :

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

$$P = \frac{9}{15} \times 100\%$$

$$P = 60\%$$

P = The class percentage that passed the KKM

F = Student who passed the KKM

N = the total number of students in the class

The criteria for success indicators that have been set are 75%. Based on table 4.2 shows in cycle 2 is 12.27. There are 9 students or 60% of 15 students who passed the success indicator. Meanwhile, there are 6 students or 40% who have not passed the success indicators.

Student's Post-Test Scores in Cycle 1

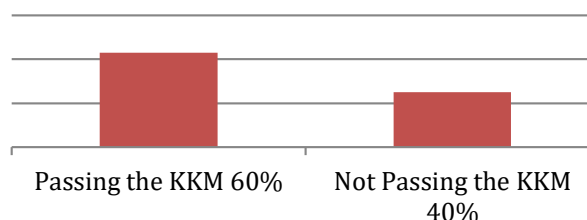


Figure 3. Students' post-test scores in Cycle I

As we can see from the graph, the number of students who pass the KKM is higher than those who do not. In addition, the students' posttest in cycle 1 increased from the students' pretest scores.

Overall, more than half of the population of fifth-grade students at SD Muhammadiyah Kleco experienced an increase in their vocabulary mastery from pre-test to post-test cycle 1. However, the researcher will take the second cycle because the number of students who passed the KKM in cycle 1 was 60% or only 9 students and failed to achieve the success indicator of this research, namely 75% or at least 11 students.

Post-test Score Cycle II

Table 3. The Students' Score of Posttest 2

Score	Frequency	Total Score
10	1	10
13	1	13
14	4	56
16	4	64
18	5	90
Total	15	233
Mean	15.53	

To find out the percentage of the class that passed the KKM, the researcher used the following formula:

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

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

$$P = 86,67\%$$

Information :

- P = The class percentage that passed the KKM
- F = Student who passed the KKM
- N = the total number of students in the class

The criteria for success indicators that have been set are 75%. Based on table 4.3 shows in cycle 3 is 15.53. there are 13 students or 86.67% of the 15 students who passed the success indicator. Meanwhile, there are 2 students or 13.33% who have not passed the success indicators.

Student's Post-Test Scores in Cycle 2

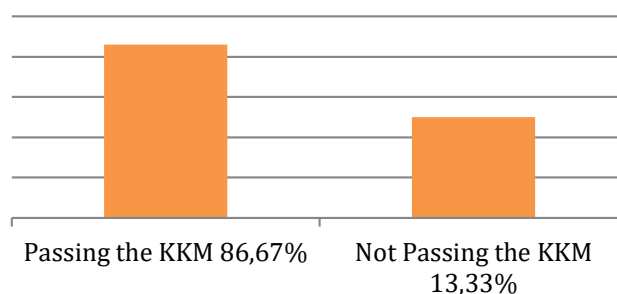


Figure 4. Students' Posttest score in Cycle 2

As can be seen from the graph, the number of students who passed the success indicator was more than those who did not.

The comparison of the students' mean score

Table 4. Mean scores comparison on pre- cycle, cycle 1, cycle 2

No	Cycle	Mean Cycle	Passing the KKM	Not Passing the KKM
1	Pre-cycle	5,53	6,67%	93,33%
2	Cycle 1	12,27	60%	40%
3	Cycle 2	15,53	86,67%	13,33%

Based on table, we can see the comparison between students' pre-test scores, post-test scores in cycle 1, and post-test scores in cycle 2. In the pre-test, only 6,67% passed the KKM. However, after students learned vocabulary specifically using songs as a learning medium in the classroom, the number of students who succeeded in exceeding the KKM increased from 6,67% in the pre-test to 60% in the post-test cycle 1, to 86,67% in the post-test cycle 2 which was almost 100%. Students are able to succeed beyond the KKM.

Second, the number of students who did not pass the KKM came from 93,33% in the pre-test to 40% in the post-test in cycle 1 and to 13,33% in the post-test 2 in cycle 2. So, in this case, this is a good thing because it can be concluded the number of students who passed the KKM was higher in each cycle.

Discussion

According to the results of the study, from Pre Observation and Pre Interview, the research describes the field problems in the following table.

Table 5. The field problems

No	Categories	Problems
1.	Teacher technique	The teacher uses the lecture method
2.	The use of media	Teachers only use textbooks.
3.	Classroom Situation	Class crowded
4.	Students' participation	Only a few students pay attention to the teacher When teaching
5.	Students' vocabulary	There are some students who are able to memorize words quickly and there are also students who are difficult to pronounce some words.

The implementation of the Disney Cinderella film in this study can be used to improve students' speaking skills. In addition, using films that can display images and sounds that attract students' attention is an appropriate method to make students more understanding and more open to carrying out teaching and learning activities. Researchers have proven that this research is able to improve the speaking skills of fifth grade students of SD Muhammadiyah by using the Disney Cinderella film.

This can be seen from the results of the pre test, post test cycle 1 and post test cycle 2.

The researcher used a Disney film entitled Cinderella from ShibaInu & Friends. The film is played by the teacher before the students work on the questions given by the teacher. Movies can be used as an excellent and useful medium for students in improving students' speaking skills. This can be seen from the results of post-test 1 and post-test 2 of students who showed an increase in cycle 2. In the pre-test there was only 1 student or 6.67% who succeeded and in this pre-test students were taught without using film media. While in post-test 1 in cycle 1 there were 9 students or 60% who succeeded. And in post-test 2 cycle 2 there were 13 students or 86.67% of students who succeeded. In cycle 2 the number of students who successfully passed and had reached the indicators of the success of this research. The teacher also provides an evaluation for students, when students answer questions from the teacher at each meeting students are able to understand and are able to answer correctly.

Disney films that are used as media by researchers aim to help students in learning English, especially in speaking skills. Using film media makes students more developed in English lessons and more enthusiastic when they are in teaching and learning activities in class. This shows that through audiovisual media the composition of information that will be obtained by students during learning is more than 75% because of the addition of audio composition, which is as much as 16%. That way the learning media in the form of audiovisual can be said to be optimal if it is applied in learning for students (Hernawan et al, 2007). Learning to use the Disney Cinderella film media makes students motivated and more enthusiastic in learning in class to master vocabulary in speaking skills. (Prayogi 2013) explains that cartoon/disney films are media that can make students interested in learning, encourage language skills, motivate students and can raise students' self-confidence.

Conclusion

The Implementation of songs to improve the vocabulary mastery of fifth grade students of SD Muhammadiyah Kleco can increase students' vocabulary. This can be seen from the post-test scores which have increased.

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