

# THE EFFECTIVENESS OF WATCHING SHORT WESTERN MOVIE IN ENHANCING SPEAKING SKILL AT SMA TAMAN SISWA PEMATANGSIANTAR

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## Abstract

This study examines the effectiveness of watching short Western movies in enhancing students' speaking skills at the tenth grade of SMA Taman Siswa Pematangsiantar. It applies a quantitative research design with a pre-experimental approach, specifically using a one-group pre-test and post-test design. The sample consisted of 34 students from class X-6. The data were collected through oral speaking tests administered before and after the treatment, assessing pronunciation, grammar, vocabulary, fluency, and comprehension. The findings show a significant improvement in students' speaking scores, with the mean pre-test score of 60.09 increasing to 69.41 in the post-test. The paired sample t-test revealed a significance value of 0.000 ( $p < 0.05$ ) and a t-value of 17.842, indicating that the alternative hypothesis was accepted. The use of short Western movies proved effective in providing authentic language input, enhancing motivation, and improving students' speaking performance. This study contributes to the pedagogical strategy in EFL contexts by demonstrating the value of audiovisual media in speaking instruction.

**Keywords: Speaking Skill, Short Western Movies, Pre-Experimental Design,**

**Audiovisual Media**

## Introduction

Speaking is a crucial productive skill that enables individuals to express ideas, opinions, and feelings orally. In the context of English as a Foreign Language (EFL), speaking serves as a primary indicator of communicative competence. However, EFL students in Indonesia often face significant challenges in developing this skill due to limited exposure to authentic English environments and a lack of opportunities for meaningful practice. Many students struggle with fluency, pronunciation, and confidence, often resulting from conventional teaching methods that prioritize linguistic forms over real communication.



To address these challenges, the integration of authentic materials into the classroom has become essential. One effective medium is the use of short Western movies. Unlike textbooks, movies provide rich audiovisual input, showcasing natural pronunciation, intonation, and colloquial expressions within meaningful cultural contexts. According to Alhaider (2023), speaking is not merely about producing correct sentences but about communicating meaning fluently and appropriately. Short Western movies can bridge the gap between classroom learning and real-world language use by offering engaging and realistic models of speech. This research aims to investigate whether watching short Western movies can significantly enhance the speaking skills of tenth-grade students at SMA Taman Siswa Pematangsiantar.

## **Literature Review**

### **Speaking Skill**

Speaking is the oral communication skill that involves the ability to express thoughts and information verbally. It is a complex process that requires the integration of multiple components: pronunciation, grammar, vocabulary, fluency, and comprehension. Gilakjani (2021) emphasizes that these elements interact simultaneously to form communicative competence. In EFL contexts, teaching speaking aims not only to improve linguistic accuracy but also to encourage students to express ideas freely and meaningfully in real-life situations.

### **Media in Language Learning**

Media serves as a crucial intermediary in the teaching and learning process. In language education, media can be classified into visual, audio, and audiovisual. Audiovisual media, such as movies, combine sound and moving images to create a multisensory experience. This type of media helps clarify content, overcome spatial and



temporal limitations, and significantly enhance student motivation and retention. According to Adam, Pramono, and Yulianto (2025), interactive audiovisual media promote cognitive development by activating dual-channel information processing.

### **Short Western Movies as Instructional Media**

Western movies, originating primarily from American and European cinema, offer authentic linguistic input through natural dialogues and realistic speech patterns. They expose learners to various dialects, idiomatic expressions, and cultural nuances that are often absent in traditional materials. Short movies are particularly suitable for classroom settings due to their concise duration and focused narratives. They act as a springboard for speaking activities, such as retelling stories or character analysis, thereby improving fluency and confidence.

### **Functions of Media in Teaching and Learning Process**

Media play crucial roles in the success of teaching and learning. Media facilitate the transformation of abstract concepts into tangible experiences, stimulating multiple senses to strengthen comprehension and memory retention. media have social and pedagogical functions enabling communication, collaboration, and shared reflection among learners. Through interactive platforms and digital tools, students become co-constructors of knowledge, not passive recipients. The following are some functions of media in teaching and learning process:

#### **1. Clarifying content**

Instructional media clarify complex or abstract concepts that are challenging to convey through verbal instruction alone. Visual aids, simulations, and multimedia representations transform intangible ideas into concrete forms, facilitating deeper

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comprehension. This helps students grasp ideas quickly, as visual aids break down information into digestible segments.

## 2. Overcoming Limitations

Media overcome constraints of space, time, and human senses by providing multisensory experiences that align with varied learning styles. They allow access to real-world examples or distant phenomena, such as virtual simulations, extending learning beyond the classroom.

## 3. Enhancing Motivation and Engagement

Media capture and sustain student attention by introducing variety and interactivity. One key function of media involves boosting student motivation and sustaining attention during instruction. Interactive and dynamic media, such as educational apps or gamified content, introduce variety that counters lecture monotony, fostering intrinsic interest and active participation.

## 4. Enhancing Retention and Memory

Media reinforce memory through repetition across formats visual, auditory, and kinesthetic leading to better long-term recall. They connect new information to prior knowledge, solidifying concepts via real world links. This multimodal approach strengthens neural connections, resulting in superior long-term recall compared to text-based methods alone.

## 5. Promotion of Active Learning and Collaboration

Media foster interaction and collaboration, such as through apps or group discussions on shared content, bridging theory and practice. Media promote active learning by encouraging interaction, critical thinking, and collaborative activities, such as group



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analysis of shared digital content. Media can be bridge theoretical knowledge with practical application, personalizing instruction for individual needs and inclusive environments.

### **Research Methodology**

This research uses a quantitative approach with a pre-experimental design. Specifically, it employs a one-group pre-test and post-test design. The research was conducted at SMA Taman Siswa Pematangsiantar. The population consisted of tenth-grade students, and the sample was selected using purposive sampling, resulting in 34 students from class X-6 participating in the study.

Data were collected through oral speaking tests. The pre-test was administered to measure the students' initial speaking ability. The treatment involved watching short Western movies followed by speaking activities. The post-test was conducted after the treatment to measure the improvement. The students' speaking performance was assessed based on five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using descriptive statistics and inferential statistics (paired sample t-test) with the help of SPSS.

### **Findings and Discussion**

The findings indicate a significant improvement in the students' speaking skills after the intervention. The descriptive statistics show that the mean score of the pre-test was 60.09, which increased to 69.41 in the post-test, yielding a mean difference of 9.31. The normality test confirmed that the data were normally distributed. Furthermore, the hypothesis testing using the paired sample t-test resulted in a t-value of 17.842 and a significance value (2-tailed) of 0.000. Since the significance value was lower than the alpha level of 0.05, the null hypothesis ( $H_0$ ) was rejected.



The improvement is attributed to the effectiveness of short Western movies as an instructional medium. The movies provided authentic language input that helped students model correct pronunciation and intonation. The visual context supported comprehension, allowing students to understand the meaning of new vocabulary and phrases naturally. Additionally, the engaging nature of the movies reduced students' anxiety and increased their motivation to speak. The findings align with previous research suggesting that audiovisual materials significantly enhance oral proficiency by simulating real-life communication scenarios.

### **Conclusion and Suggestion**

In conclusion, watching short Western movies has a significant effect on enhancing students' speaking skills at SMA Taman Siswa Pematangsiantar. The statistical evidence confirms that students' post-test scores were significantly higher than their pre-test scores. The technique successfully improved students' pronunciation, vocabulary, fluency, and overall confidence in speaking English.

Based on the results, several suggestions are proposed. English teachers are encouraged to integrate short Western movies into their teaching strategies as an effective alternative to conventional methods. It is recommended to select movies that match the students' proficiency level to maximize understanding. For students, utilizing English movies outside the classroom can serve as an enjoyable way to practice speaking independently. For future researchers, it is suggested to conduct similar studies with a control group to further validate the effectiveness of this medium across different educational levels.

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