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# Academia Open



*By Universitas Muhammadiyah Sidoarjo*

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## English Movies Increase Students' Speaking Scores in Vocational High School

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### Abstract

**General Background:** Speaking is a complex language skill requiring accurate pronunciation, vocabulary, fluency, and confidence for meaningful communication in English as a foreign language. **Specific Background:** Many high school students experience limited exposure to authentic language input and insufficient opportunities for oral practice, resulting in low speaking performance. **Knowledge Gap:** Although audiovisual media are widely used, empirical evidence on short English movies as classroom media in vocational high schools remains limited. **Aims:** This study investigated whether English movies could improve students' speaking ability in a tenth-grade accounting class at a vocational high school. **Results:** Using a quantitative pre-experimental one-group pre-test-post-test design with 38 students, the average score increased from 69.47 to 90.26, a gain of 20.79 points, supported by a paired-sample t-test showing a statistically significant difference ( $p < 0.001$ ). Improvements were observed in pronunciation, vocabulary, fluency, motivation, and confidence during speaking tasks. **Novelty:** The study demonstrates the pedagogical value of short subtitled English films integrated with recount-text retelling activities in a real classroom setting. **Implications:** English movies can serve as engaging audiovisual media that promote active participation, provide authentic language exposure, and support communicative competence development in secondary EFL instruction.

### Highlights:

- Mean performance rose by 20.79 points between initial and final assessment.
- Learners displayed greater confidence and participation during oral tasks.
- Subtitled short films supported clearer pronunciation and richer vocabulary use.

### Keywords:

English Movies; Speaking Ability; Audiovisual Media; EFL Learners; Vocational High School

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## Introduction

Speaking is the most complex linguistic skill. Speaking involves more than simply converting words and sentences into spoken language; it also involves developing and articulating ideas through suitable activities for speaking. People communicate through text, which must be significant. Furthermore, speaking and pronunciation are intricately related, as both enable students to learn English sounds.

The ability to speak has developed from childhood. It can begin with listening and then imitating what they hear until they understand what the words mean. The speaking process involves not just the use of words but also the relationship between the speaker and the listener. Teachers can assist students in improving their comprehension and speaking skills by providing them with opportunities to connect directly with instructional materials and classmates in a classroom setting. Students can acquire language skills by imitating language models and actively participating in the language context in which they are involved. Through participation in and observation of talks in the target language, students can increase their ability to communicate verbally. Watching movies is an excellent way for students to learn about stories or concepts from different perspectives. It allows students to relate new information.

Media is an important aspect of the teaching-learning process because it facilitates communication. When learning English, the students must interact, communicate, and convey their feelings and ideas. However, speaking is not a straightforward communication procedure. It includes several components like as pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, effective speaking skills might help you learn other skills. To effectively improving the students' speaking ability, the teacher can use visual and audio materials as a media. Some teachers do not have enough time to design their materials, and as a result, students do not receive adequate exposure to learning English, particularly enhancing their English-speaking skills. In many case, school will not be the last resort if the students' environment does not support their English learning. As English is now a compulsory subject in Indonesian schools, teachers need to know the best way to observe students' English skills, especially in terms of speaking. Although teachers play a crucial role in guiding students, using the right approach and media is essential. Speaking will be entertaining and easy if the teacher provides the right media. Students will acquire ideas in a pleasant environment and will not be bored. One effective way to promote students' use of their native language is through the use of audiovisual media. Students not only listen to the language, but they also see how speakers use the language in context.

According to the explanation above, English movies have been shown to be beneficial in helping students to improve their speaking ability. Research studies have demonstrated that using English movies as a strategy for improving speaking skills has a good impact. The first previous study conducted earlier research into the use of English cartoon movies to improve students' speaking skills. The study found that students' speaking skills improved significantly in terms of grammar, vocabulary, and pronunciation. It was demonstrated that students' speaking skills, particularly in grammar, may be effectively improved through the use of cartoon movies, as evidenced by the large increase in grammar scores, which went from 25 to 44 points. Within the context of the Speaking for General Communication course, the second study that came before this one investigated how English movies influence the speaking talents of students. The study found that viewing English movies for students was beneficial in terms of boosting their speaking skills. This study was determined through the use of Classroom Action Research. The results demonstrated that speaking scores improved from an average of 70.5 pre-intervention to 81 after two cycles, demonstrating the usefulness of using English movies to improve speaking skills. The third study looked at how English animated movies could be used to help students improve their speaking skills through e-learning. The study found that students' speaking skills got a lot better and that their interest in e-learning with animated videos went from 25% to 100%. This study shows how animated movies can get students more interested in learning and improve their speaking skills in educational environments. The fourth previous study conducted an investigation into students' perceptions regarding the use of movies as a tool for enhancing English speaking skills. The findings reveal that students reacted favorably to the use of films for enhancing their English-speaking abilities, showing an interest in having more educational movie selections available. Furthermore, the incorporation of movie clips in public speaking courses has been shown to enhance student engagement and elevate their public speaking abilities. Overall, English movie into language education can significantly enhance students' speaking skills.

According to the findings of several research studies, employing English movies in teaching the language considerably improves students' speaking skills. The researcher looked into the use of English movies as a teaching medium of students at SMK Negeri 2 Buduran, specifically to improve their speaking ability. The students' speaking in English at SMK Negeri 2 Buduran may be noticed in their capacity to communicate in English, which demonstrate a lack of English-speaking skills, particularly in their vocabulary and fluency levels. This limitation aligns with findings that highlight how minimum opportunities to practice speaking, fear of making mistakes, and low self-efficacy can significantly hinder students' ability to communicate effectively in English. On this research, The researcher concentrated on X-1 accounting class since pronunciation problems in word stress and intonation frequently occur, affecting speech clarity and storytelling fluency. Students struggle to emulate good pronunciation when they are not exposed to authentic English listening materials. The utilization of English movies as a learning media is considered an innovative approach to enhance student engagement and language acquisition in the teaching-learning process. Movies as media are one efficient technique to facilitate student understanding of the subject during the teaching-learning process. It can give students opportunity to incorporate their experience into the learning process. Movies can help students to develop their English-speaking skills and speak fluently by pay attention to the movies. It also would provide students with more engaging experience while learning new language that may not be included in their textbook. Students might learn different pronunciations by listening to what actors say in movies. Another issue arises when teachers ask students to speak, they require helping in arranging the way the students' speaking by needing to increase their vocabularies and fluency to showing their ideas.

To improve students' speaking skills, the researchers used English Movies with a duration of 5 to 15 minutes, including "The English Teacher, Ripple, Gift" which featured educational and everyday life themes appropriate for the students' language proficiency level. *The English Teacher*, the movie revolves around an English teacher who faces various challenges in his profession. As students are increasingly drawn to visual media like movies, this approach combines entertainment and education effectively, encouraging them to emulate what they see and hear while improving their conversational skills in English. Researchers think that movies are one of the types of media that will get teenagers' attention because most teens appreciate and love viewing them.

As a result, this research aims to look into the effectiveness of using English movies as a teaching medium to help students improve their speaking skills. The researchers can use English movies as a teaching tool to improve speaking abilities in an efficient and fascinating way. The researchers will focus on one question that will answer the purpose of this study: Is there any significant effect of using English Movie to improve students' speaking ability?

## Method

### A. Research Design

This study used a quantitative research methodology with a pre-experimental design, one-group pre-test and post-test approach. This research design involves a single group that is a pre-test (O1), receives treatment (X), and a post-test (O2). It purposes to determine if there is a significant improvement in speaking skills before and after using English Movie as teaching media and to know whether by using English Movie with the title "The English Teacher, Ripple, Gift" as teaching media can improve speaking ability in X-1 accounting class in SMK Negeri 2 Buduran.

Pre-Test O1	Treatment X	Post-test O2
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Table 1. Pre-experimental design.

This research contains two variables namely the independent variable and the dependent variable. The independent variable is belongs to the use of English movie as a teaching media, while the dependent variable is belongs to the students' speaking ability.

### B. Research setting

The research was conducted at SMK Negeri 2 Buduran, Jl. Jenggolo No.2 A, Bedrek, Siwalanpanji, Kec. Buduran, Kabupaten Sidoarjo, Jawa Timur.

### C. Population and sampling

The population of this research was X-1 accounting class, X-2 accounting class and X-3 accounting class with the total 114 of SMK Negeri 2 Buduran at 2<sup>nd</sup> semester in 2024-2025 academic year. Each class consists of 38 students, so the total population was 114 students.

The researcher chose the students of X-1 accounting class as a sample because it faces challenges in pronunciation (Word stress and intonation), lacks exposure to authentic english materials, of this research which is consists of 38 students, 35 female and 3 male by used purposive sampling technique. As an approach to picking data sources with certain criteria in consideration, purposive sampling was utilized [15]. Thus, SMK Negeri 2 Buduran's X-1 accounting students were an appropriate choice for this method.

### D. Data Collection technique

The researcher used an oral assessment twice: as an oral pre-test and as an oral post-test. The speaking test was given on topics related to recount text and was linked to the screening of English Movie as teaching media to increase students' engagement and comprehension in speaking. The form of test is retelling summary of the English Movie as teaching media to support their speaking ability using their own language.

### E. Data Collection

The researchers collected data through tests (pre-test and post-test), treatment, and documentation. The pre-test was given to find out how the student's speaking was. They took the Pre-test before doing the treatment, while the post-test was given to know the influence of the treatment. In both of test, the researcher asked the student to prepare a speech based to the topic that provided. In this test, the students were asked to speak for about 2 - 3 minutes. Then, the researcher assessed the students' speaking ability based on speaking rubric assessment.

The treatment used English movies as teaching media. The way to improve students' speaking ability by using English movies. The movies were played with subtitles to improve students' speaking ability by looking at the subtitles that have been provided. The researcher showed several movies and then the students are asked to record their voices by retelling the story of the movie. The movie that the researcher will be chosen is *The English Teacher*. Treatment was given at one meeting. The Post-test was given after the treatment. The comparison between pre-test and post-test were used to know

whether using English Movie as teaching media was effective to improve the students' speaking skill.

## F. TEST

### 1. Pre-test

The researchers collected data through tests (pre-test and post-test), treatment, and documentation. The pre-test was given to find out how the student's speaking was. The students took the pre-test before receiving the treatment.

This test was adapted from [13]:

#### Procedure

o The teacher asks the students to watch the english movie titled 'Ripple' (<https://youtu.be/QMnEP2DYfmI?si=gw1n86Za06D6Uhb8>). Students are instructed to watch and listen carefully. The duration of the movie is 5 minutes 47 seconds.

o The teacher asks the students to retell the story of a movie they have watched.

o Students orally retell the movie using their own understanding. Additionally, they record their voice using a smartphone for 2-3 minutes.

### 2. Post-test

The post-test was given to know the influence of the treatment.

This test was adapted from [13]:

#### Procedure

o The teacher asks the students to watch the english movie titled 'Gift' (<https://youtu.be/1DUYIHZsZfc?si=N-yZtvZWVI79XLC2>). Students are instructed to watch and listen carefully. The duration of the movie is 7 minutes 30 seconds.

o The teacher asks the students to retell the story of a movie they have watched.

o Students orally retell the movie using their own understanding. Additionally, they record their voice using a smartphone for 2-3 minutes.

### 3. Treatment

The treatment involved the use of English movies as teaching media. The way to improve students' speaking ability is by using English movies. Treatment was delivered in one meeting.

a) Topic: Recount Text

b) Learning Activities:

o Teacher explains to students about the material and information structure about recount text using Power Point/Board. The material adapted from [17].

#### Recount Text