

**TEACHING SPEAKING THROUGH EDUCATIONAL FILM  
TO THE THIRD GRADE STUDENTS AT MAN GAMPONG  
TEUNGOH LANGSA**

**THESIS**

**Submitted By:**

**NADIRA**

**The Student of English Department  
Tarbiyah and Teacher Training Faculty  
Student No: 1042010013**



**STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)**

**ZAWIYAH COT KALA LANGSA**

**2016 / 1438 H**

## SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : Nadira

Tempat/Tgl. Lahir : langsa, 27 Maret 1992

No. Pokok : 1042010013

Jurusan : Tarbiyah

Prodi : Pendidikan Bahasa Inggris (PBI)

Alamat : Gampong Serambi Indah, Kec. Langsa Baro, Kab. Kota  
Langsa

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Yang Membuat Pernyataan,

NADIRA

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The writer,

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## **ABSTRACT**

The research discussed about the use of Educational Film to the students in teaching speaking. The objective of the research was to know the influence of using educational film toward students' speaking at MAN Gampong Teungoh Langsa. The design of research that used was experimental research. The population of the research was the third grade students at MAN Gampong Teungoh Langsa. The total population was seven classes and consisted of 205 students. The sample of the research was 60 students, they were 30 students in experimental class (III IPA 1) and 30 students in control class (III IPS 2). In taking the sample, the writer used purposive sampling technique. The techniques of data collections were observation, test and documentation. The observation was conducted during the classroom activity in experiment and control class. There were two kinds of test, they were pre-test and post test. In the pre-test, the writer gave test to both classes with the same instrument. In the treatments, the writer taught the students in experimental class by using educational film as media and the writer taught the students in control class without Educational Film as media after doing the treatments, writer gave post-test to both classes with the same instrument. After the data had collected by test, it was found that the mean score of pre-test of the experimental class was 59.86 and control class was 59.73. While, the mean score of post-test of the experimental class was 79.87 and control class was 68.67. The mean score of post test of the experimental class was highest than the control class. Since the mean score of post test of experimental class was highest than control class, there was a significance difference in the achievement between students who were taught by using educational film as media and students who were taught without using educational film as media in teaching speaking at MAN Gampong Teungoh Langsa. It meant that using of Educational Film as media in teaching speaking was success.

**Key Word:** *Speaking, Film, Educational Film.*



# CHAPTER I

## INTRODUCTION

### A. The Background of Study

English is the lingua franca of the modern world, the vehicular language used for science, international business and for communication at virtually any large international meeting. Speakers of English can be found in almost any corner of the globe, which is no wonder when you are the main or the official language in over 75 states and territories. Indeed, since World War II, English has occupied a new position never held by any other language before. It has become a global lingua franca. This is attested by the extent of its geographical spread, the number of its speakers and overall significance.<sup>1</sup> Yet, English is not only spoken by an unprecedented number of people, both absolutely and relatively, but it also serves as a fertile field for lexical borrowing. That is, other languages are increasingly turning to English as a source for new vocabulary and incorporating English loan words in their lexicon.

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness.<sup>2</sup> Most speaking is the product of creative construction of linguistic strings. The speaker makes choices of lexicon, structure and discourse.

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<sup>1</sup> Judith Rosenhouse and RotemKowner, *Globally Speaking: Motives for Adopting English Vocabulary in Other Languages* (Great Britain: Cromwell Press, Ltd, 2008), 1.

<sup>2</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Education Inc, 2001), 140.

In speaking, speakers first plan what they want to say based on how they want to change the mental state of their listeners then they put their plan into execution uttering the segments words, phrases and sentences that make up the plan. To be able to reflect the speech act, it needs the most complex of linguistic skills. However, speaking constitutes the most difficult aspect to learn foreign language. Students who learn speaking must imply practice.

Based on the preliminary research, there are many problems in students' speaking learning to the third grade, including: (1) Lack of understanding and motivation in learning English. (2) Some students require considerable time to be able in speaking. (3) Students are not able to express the idea from the topic, and (4) Students need the best technique in learning speaking.

Based on the condition above the writer intends to use the new technique in teaching speaking by using the media. One of the techniques that can be used is through Film. Mark says "Film is a motion picture whose age, artistry, budget, or nationality distinguishes it as a culturally significant work".<sup>3</sup> Film is very useful for explanation, colleges, seminar or discussion. This tool function is as a system for saving information, utility that connects audio-visual information, models, a discussion and a lead in speaking topic.

Based on the explanation above the writer is willing to make the research through the experimental teaching with the title, "***Teaching Speaking through Educational Film to the Third Grade Students at MAN Gampong Teungoh Langsa***".

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<sup>3</sup> Mark Winokur and Bruce Holsinger, *The Complete Idiot's Guide to Movies, Flicks, and Film* (Indianapolis: Alpha Books, 2001), 4.

## **B. The Problem of Study**

Based on the background of study, the writer states the research problem. It is “How does Educational Film give influences toward the students’ speaking at MAN Gampong Teungoh Langsa?”

## **C. The Purpose of Study**

Based on the problem of study, the writer has the purpose for this research. The purpose of study is to know the influence of using Educational Film toward students’ speaking at MAN Gampong Teungoh Langsa.

## **D. The Significance of Study**

Theoretically, this research is useful for giving info to educational practitioners who are interested in English knowledge, especially in speaking English. The result of this research will be a reference to the next research involved in the same issue. This research also gives the contribution to the teaching theories that can be implied in teaching activity in the classroom.

Practically, the writer expects that this research result can contribute some advantages not only for the writer, but also for the school, teachers and the students.

### **1. For the school**

The writer hopes that the school can apply this method in teaching their students, so that, they can be motivated and learn English easier.

2. For the teachers

The writer hopes that the teacher intends to teach English, especially speaking by using media, such as watching Film to the students so that they can speak actively and fun.

3. For the students

By watching educational film to speaking ability, they will improve their ability and add horizon of thinking, so that they can interact to the others communicatively and help them avoiding the misunderstanding and brave in communication.

4. For the researcher

By doing this study, the researcher can add her knowledge about how is the speaking ability and how should it be taught by using the Educational Film in teaching a foreign language.

**E. Terminology**

There are some terms in this research that is needed to explain clearly, namely:

1. Film

Film, television, Web services, data repositories, gaming screens, mobile screens and art-based and non-commercial screen-related forms materialize the issues and ideas of the content provided in their situated medium and in the mediation of the content they produce: global news, sports event, the

natural world, imaginative worlds and so on.<sup>4</sup> Whether commercial or alternative, all of these forms pass through mediating distributive networks (communities of all kinds, human and non-human), and produce different kinds of knowledge forms. Further, screen-based content ideas, histories, empirical data, generate different types of cinematic conditions.

## 2. Educational Film

Media education seeks to increase children's critical understanding of the media, namely, television, film, video, radio, photography, popular music, printed materials, and computer software.<sup>5</sup> A large number of films are exposing children regularly to the suggestion that the highest values in life are riches, power, luxury and public adulation and that it does not matter very much how these are attained or used.<sup>6</sup> By implication, the only reason for teaching film would be to inoculate the young against it. But by 1963 the Newsom Report, *Half Our Future*, was, if not exactly endorsing film as a mature art at the center of cultural discourse, at least acknowledging its power over the young without adding the customarily overt judgmental tone. The culture provided by all the mass media, but particularly by film and television, represents the most significant environmental factor that teachers have to take into account.

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<sup>4</sup>Felicity Colman, *Film, Theory and Philosophy: the key thinkers* (Montreal and Kingston, Ithaca: McGill-Queen's University Press, 2009), 1.

<sup>5</sup> Robert Watson, *Film and Television in Education* (London: The Falmer Press, 2003), 1.

<sup>6</sup>Ibid, ... 3.

## **F. Hypothesis**

Hypothesis is provisional estimates that contains a scientific statement, but still require testing.<sup>7</sup> There is significant difference on students' speaking ability with and without using film. In accordance with the basic assumption, the writer will formulate hypothesis as follows:

“The students who are taught through Film can be predicted that they have the ability and influenced in speaking.”

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<sup>7</sup> Drs. Beni Ahmad Saebani, M.Si, *Metode Penelitian*, (Bandung: CV. PustakaSetia, 2008), 145.