

ALVIN AND THE CHIPMUNKS FILM AS A TEACHING MEDIA TO IMPROVE STUDENTS' ABILITY IN SPOKEN NARRATIVE TEXT: A CASE OF TENTH GRADE STUDENTS OF SMA NEGERI 1 GUBUG

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ABSTRACT

This final project focuses on *Alvin and the Chipmunks* film in spoken narrative text to improve students' speaking skill. The objectives of this study are (1) to find out the students' speaking ability before being taught by using *Alvin and the Chipmunks* film in spoken narrative text, (2) to find out the students' speaking ability after being taught *Alvin and the Chipmunks* film in spoken narrative text, and (3) to find out whether or not there is significant difference of the students' speaking ability before and after being taught using *Alvin and the Chipmunks* film at storytelling. In this study, the population was the tenth grade students of SMA Negeri 1 Gubug in the academic year 2013/2014. The number of the population was 324 students classified into 9 classes. Cluster sampling is used in taking the sample. 69 students are selected as sample out of 324 students that consist of 36 students from class Xi as the experiment group and 33 students XH as the control group. Experiment research was used here to get the data. The pre-test is given to the students on both of groups. After that, the difference treatments are given in experimental group. At the end of the research, the post-test is given to both of groups. In experiment group, the students retell the story of *Alvin and the Chipmunks* after watching the film and in control groups the students retell without watching the film in front of the class. The mean score of the experiment group 72.08 was higher than the mean score of the control group 65.455. The t-test application to the scores of two groups showed that the valuable (9,67) is higher than t-table (1.996). It can be seen that there is a significance difference speaking ability of the tenth grade students of SMA N 1 Gubug after being taught using *Alvin and the Chipmunks* film. To overcome these problems, the researcher offers some suggestions. For the school, the school should give good facilities and many media for teaching and learning process. For the teacher, the teacher should give variation teaching especially using media in spoken narrative text to improve students' speaking skill. For the students, the students have to do more active, confident, and practice to practice speaking English.

Keyword: *Alvin and the Chipmunks*, narrative, speaking.

INTRODUCTION

Background of the Study

English becomes the first foreign language and has an important role in the development of Indonesia. It is used as a communication whenever Indonesia wants to make agreement with other countries. There are four basic skills that are taught in English language. The skills are listening, speaking, reading, and writing. Ur (1991:120) explained that all of the four skills, speaking seems intuitively the most important: people who know a language are referred to as speaker to that languages, as if speaking includes all other kinds of knowing; and many if not most foreign languages learner are primarily interested in learning to speak. Teaching speaking in Indonesia is considered to be the most difficult

pronunciation, structure, discourse and the social context of culture and situation. So it needs the mastery of the linguistic and the cultural competence. The problem of this study is formulated as follows:

To what extend is the speaking ability of the tenth grade students of SMA Negeri 1 Gubug before being taught using *Alvin and the Chipmunks* film at storytelling?; To what extend is the speaking ability of the tenth grade students of SMA Negeri 1 Gubug SMA Negeri 1 Gubug after being taught using *Alvin and the Chipmunks* film at storytelling?; Is there any significant difference of speaking ability of SMA Negeri 1 Gubug students before and after being taught using *Alvin and The Chipmunks* film at storytelling?

RELATED THEORIES

Concept of Media

Media is an aid that needed to support some activities in the world. Media is graph, photographic or electronic aids to absorb process and rearrange visual and verbal information (Arsyad, 2013:3).

Media that the teachers used is actually to give motivation for students so that they can enjoy in learning English. Finocchiaro (1974:99-113) said that in teaching aids, start with materials, for example: picture, charts, flash cards or word cards, the pocket

chart, the flannel board, games and song, real objects, the record player, the language laboratory, film, radio, and television.

Suyanto (2007:102) claims in particular that media can be divided into three kinds. They are:

- a. Visual media
- b. Audio media
- c. Audio visual media

In this study, the writer will use film as a media. Film belongs to audio visual media because beside provides movie pictures, movie also provides voice, so students can watch the movie pictures and hear the voices.

Definition of Film

Film is showing of a motion picture. Film is a media in learning process makes the students more interested and help them to develop vocabulary and speaking skill.

Film encompasses individual motion picture industry. Films are produced by recording images from the world with cameras, or by creating images using animation techniques or special effects. Films are cultural artifacts created by specific cultures, which reflect those cultures, and, in turn, affect them. Film is considered to be an important art form, a source

popular entertainment and a powerful method for educating or indoctrinating citizens. The visual elements of cinema give motion pictures a universal power of communication. Some films have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue.

Elements of Film

According to Prince (2004:3) in his book *Movies and Meaning*, there are the elements of film; camerawork, lighting and colour, sound, editing.

1. Camerawork

The camera, and the structural designs it helps create, both record and transform the outward appearance of things, the way they look. The camera's position, angle, lens, and the camera's movement have a major impact on the visual structure of every film.

2. Lighting and color

Light and color are the tools of the cinematographer's art. In addition to planning camera set-ups and movements, the cinematographer organizes the lighting design of scene, and the placement of color gels to augment or enhance certain colors on screen.

3. Sound

Sound design works with the three types of sound-dialogue, music, and effects. Dialogue in the film tends to be either voice over narration or character speech. Editing

Advantages of Using Film

According to Arsyad (2013:50), he states on his book that film has many advantages, they are:

1. Film and video can complete basic experience from students when they read, discuss, etc. Film is used to replace environment even show an object which is normally cannot be seen, like heart beating.
2. Film and video can imagine a process in a fact which can be watched repeatedly.
3. Film and video can increase the motivation of the students.
4. Film and video have positive values which can make any opinion an investigation by the students group.
5. Film and video can show an accident which is too anger if it be seen directly.

Definition of speaking

Speaking is the verbal use of language to communicate with others (Fulcher, 2003: 23). The purposes for which we wish to communicate with

others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide example.

The students Ability in Learning Speaking

The ability to communicate and the steady development of speech are so natural that most people find it unremarkable. Speaking is an ability that is taken for granted, learned as it through a process of socialization through communicating.

Ur (1991:131) explained that there are some activities to improve students' ability to practice speaking:

- 1) Telling stories
- 2) Making jokes
- 3) Describing a person or place in detail
- 4) Recounting the plot of film, play, or book
- 5) Giving a short lecture or talk
- 6) Arguing a case for or against a proposal

Teaching Speaking

According to Harmer (2007: 123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practice real life speaking in

the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to be active the various elements of language they have stored in their brains, the more automatic their use of these become as a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

The Effectiveness of film as A Teaching Media in Speaking

The effectiveness of using film as a teaching media could be seen by the journal or thesis which was the writer searched in any resource.

The first source was taken by Mudrikah (2010) in his final project entitled *The Effectiveness of Using Movie in Speaking Descriptive Style Teaching*. From his thesis, he used procedure of data collection in two ways; post and pre-test. He also used two classes in collecting the data; they are experimental class and control class. It was found that the pre-test average of the experimental class was 62.27 and control class was 61.82. While, the post-test average of the experimental class was 72.73 and the

control class was 66.14. The obtained t-test was 2.454, whereas the t-table was 1.68 for 0.05 significance. The t-test score was higher than the t-table ($2.454 > 1.67$). It was meant that H_a was accepted while H_o was rejected. Since t-test score was higher than the t-table, movie was effective media in improving students' speaking ability at the eighth grade of SMP Cokroaminoto Banjarnegara.

Definition of Narrative

A narrative is a piece text which tells story and entertains or inform the readers or listeners. The purpose of narrative is to amuse or to entertain the readers or listeners, and to deal with actual or vicarious experience in different ways (Siahaan & Shinoda, 2008:73).

The generic structure of Narrative

a. Orientation: it can be a paragraph, a picture or opening chapter in which the narrator tells the audience about who is in the story (the character), when the story is taking place, and where the action is happening. The orientation may take a short paragraph, or even two pages long.

b. Complication: it triggers the chain of events that influences what will happen in the story. The complication

is resolved, though sometime a narrative is left unresolved and leaves the reader or listener wondering “How did it end?”

c. Sequence of events: where the characters react to the complication.

RESEARCH METHOD

Type of the research

According to Craswell (2008:12), there are three strategies of research; there are: quantitative, qualitative, and mixed method. Quantitative methods such as survey research, experimental research, and quasi experimental research. The writer used experimental method. In the experiment, the writer used two groups; they were experiment group and control group. Experimental group was a group that will be taught narrative using *Alvin and the Chipmunks* film; whereas, the control group was a group that will be taught narrative text without watching the film.

In the research, the study design is used for two groups of subject in which only the experimental group that get the treatment. Next, both of the groups were measured with the test, and the results were compared.

d. Resolution: in which the characters finally solve the complication.

Coda: it provides comment or moral value on what have been learned from the story (optional paragraph)

Research Design

The writer used this table to describe the research design:

$$\frac{\text{group A } O_1 \text{ X } O_2}{\text{group B } O_3 - O_4}$$

Note:

Group A: Experimental group

O_1 : Pre-test of experimental group

O_2 : Post-test of experimental group

X : Treatment

Group B : Control Group

O_3 : Pre-test of control group

O_4 : Post-test of control group

Subject of the Research

The population of the research is the tenth grade students of SMA Negeri 1 Gubug. The number of the students is 324 students which are divided into 9 classes. The writer took two classes of the tenth grade students of SMA N 1 Gubug to be a sample. One class as experimental group and one another class as control group. Each class consists of 36 and 33 students, so the total numbers of students

are 69 student. In this study he writer did random sampling, so the writer choose two classes of tenth grade students to be experimental group and control group. The instruments used are test and questionnaire to be the instruments. The kind of test was spoken test. The scoring of spoken test covers five criterions. It is according to Brown (2004:172); the five criterions are pronunciation, grammar, vocabulary, fluency, and comprehension.

RESEARCH FINDINGS

In this case the writer foun the students' score in pre test both experimintal class and control class. In the experimental class, nine (9) students got poor category out of 36 students (25%) while in the control group, six (6) students out of 33(18,19 %) got poor category. After finding the result students' score in pre test the writer continued to find the score of post test score. There are many increasing marks from the experimental classes than the pre-test before. In the experimental classes, there was no student out of 36 students (0%) who got poor category in post-test, while there were two (2) students out of 33 students (6,06 %) who got poor category in the control class. It means that treatment was successful to make the students retell the story better.

The writer continued to find the significant difference of experimental class. In the experimental class, there was significant result of pre-test and post-test. The mean of pre-test of this class is 60,417. While the mean of post-test result of this class is 72.08. It proved that the treatment was success to make the students retell the story better. In control class which did not get any treatment, there was no different significant improvement result of pre-test and post-test result. The mean of pre-test is 62.58. Then the mean of post-test result is 65.455.

The following explanation is the answer of the objectives of the research. Research question number 1 (one) mentioned that this research is to find out the speaking ability of the tenth grade students of SMA Negeri 1 Gubug before being taught using *Alvin and the Chipmunks* film at storytelling. The first objective can be known by giving pre-test to experimental class and control class. In the experimental class, the result of pre-test is 60,417 while the mean of pre-test of control class is result is 62,58. There is no significant different quality of speaking skill ability of students in the both classes. It means that both classes have similar basic competence. From the questionnaire sheets, the writer

found the result of student's opinion about English subject from the total sample is 69 students. The experimental class is 36 students and control class is 33 students. From the table we knew about students' opinion that the students' feel English lesson is not fun, they feel bored; sixteen (16) students out of sixty nine (69) students (23,19%) said that. Some problems of speaking class were found, such as a media never had been applied in the speaking class, and student's often didn't give attention to the teacher's explanation in teaching learning process: twenty three (23) students out of sixty nine (69) students (33,34%). Also the students often got the bad mark in English; it has twenty nine (29) students out of sixty nine (69) students (42,029%) who got the bed mark. Maybe it could be happened by the teacher who often give speaking class in the teaching learning process; twenty five (25) students out of sixty nine (69) students (36,24%). Therefore the most problem faced by the students was they never read an English book to adding their vocabulary list to make them good in speaking class; fifty four (54) students out of sixty nine (69) students (78,27%).

The third objective of the research is to find out whether or not

there is a significant difference of speaking ability of the tenth grade students of SMA Negeri 1 Gubug before and after being taught using *Alvin and the Chipmunks* film at storytelling. In the experimental class, there were significant result between pre-test and the post-test result. The mean of pre-test is 60,417 and the post-test result is 72, 08. In control class which did not get any treatment, there was no different significant improvement result of pre-test and post-test result. The mean of pre-test is 62.58. Then the mean of post-test result is 65.455. From the result of both two classes, it proved that the treatment was success make the students retell the story better.

From the t-table result, we can conclude that the hypothesis (Ha) could be accepted and Ho is rejected. There was significant difference score between experimental class between before and after doing the treatment. It can be conclude that using *Alvin and the Chipmunks* film is effective to improve students' speaking ability in retelling narrative text than by reading the text.

The review of questionnaire sheet for post test is used to measure the students' opinion about the media,

whether there is not advantage when teaching using that treatment.

In the review questionnaire of post experimental group we can see that using *Alvin and the Chipmunks* film has a better effort for the students' opinion about speaking English. The students like the teaching and learning using film, we can know it for the statements number 7 and 16; 19 students out of 36 (52,8 %) students said that they strongly agree when English teaching learning process using film/video and 11 students out of 36 (30,5 %) said agree with the statement number 7 that they like English teaching learning process using video/film. For statement number 16, 17 students out of 36 students (47,2 %) said they are strongly angry when English teaching learning process using *Alvin and the Chipmunks* film, and 16 students out of 36 students (44,4 %) said that they are agree about the statement that English teaching learning process using *Alvin and the Chipmunks* film is fun. After the teaching learning process using *Alvin and the Chipmunks* film, the students have a high brave to speak out English; 12 students out of 36 students (33,3 %) are strongly agree with that statement and 18 students out of 36 students (50 %) said they are agree. In

short, they feel fun and happy when English teaching learning process using *Alvin and the Chipmunks* film.

In the review questionnaire of post control group we can see opinions of the students about speaking English without using *Alvin and the Chipmunks* film. They like reading English written story text, seven students (21,21 %) out of 33 students were disagree with that statement and one person was extremely disagree with that. Retell story from written story is funny, nineteen students (57,57%) out of 33 students were disagree with that statement. Reading a story is more effective than watching a story, eleven students (33,33%) out of 33 students were disagree with that statement and one students (3,03%) was extremely disagree with that statement. In short, the students in control group were bored with conventional method in teaching speaking in the class.

Students in experimental class had better in expressing their idea to retell some aspects of the story such as who are involved, the content of the story, and the theme than in control class.

Using a good media and a good method could make the students become more fluent and confident to

speak in the classroom. At first, the students of experimental class were not good in the beginning, they got low average and low confident. They were

able to develop their skill and their confidence after practicing continuously.

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