

The Use of Folktale Movie in Teaching Speaking of Narrative Text To the Tenth Grade Students of SMAN 1 Gedangan Sidoarjo

Ari Setyo Wardhani, Ririn Pusparini

English Education. Faculty of Languages and Arts. State University of Surabaya. Este_emje@rocketmail.com

Abstract

Students are believed still have difficulty in speaking activity. So, teacher should be creative in teaching of speaking. Folktale movie is suggested to be used in teaching speaking. The appropriate movie for speaking task is narrative. There are two research questions in this study, first is "How is the implementation of folktale movie in teaching speaking of narrative text to the tenth grade students of SMAN 1 Gedangan Sidoarjo?" and "How is the students' speaking ability after folktale movie is implemented in teaching speaking? ". Dealing with speaking activity, the use of folktale movie may be motivating and interesting. A need to show a sequence of actions and events can be shown clearly in movie. While, the generic structures of narrative are orientation, complication, resolution, and reorientation that is represented in movie. The researcher uses descriptive qualitative design in order to obtain the information. The data of the study for the first research question is the teachers' activity and the students' activity that are obtained from observation checklist. Then the data of the study for the second research question is students speaking score that are obtained from students speaking task. The data are obtained through three times observation during three meetings that focus in how the folktale movie implemented in teaching speaking of narrative text and also how the students speaking ability after folktale movie implemented in teaching speaking in the class. The teacher used retelling the story as a technique to help the students to train their speaking skill. Folktale movie is believed as one alternative media which help both of the teacher and the students in teaching and learning speaking of narrative text. It is hoped that further research would be done with different techniques to enrich our understanding of using folktale movie as an alternative media in narrative speaking.

Keywords: Speaking, Folktale Movie, and Narrative Text

INTRODUCTION

In this globalization era, English becomes a very important language. English is used as a medium to transfer knowledge, science, and technology by many people in the world. Consequently, now, many books are published in English.

In Indonesia, English is taught in every level of education. To make the students familiar with English, it is given since in kindergarten and elementary school level of education. In higher level of education, like in junior high school, English is taught not only to make them familiar, but also to make them able to communicate in oral and written.

Teaching English emphasizes the development of four skills, reading, listening, speaking, and writing (Depdiknas, 2006:1). It is important for the students to master the whole skills. Speaking is one of the language skills. It has an important role as the other skills. It is considered as the oral communication which help the students to access the information (Baker and Westrup, 2003: 5). Speaking is also the common way to express people's thought. Since speaking is an interactive process of constructing meaning that involves producing,

revising, and processing information (Florez, 1999). Thus, speaking is commonly used when people want to communicate rather than writing their thought on a piece of paper.

In teaching speaking, the teacher selected the teaching material. As stated in the 2006 English Standard Competence that the teacher has an authority in selecting and choosing the material and technique that is appropriate. Rivers (1968) also states that the material in teaching speaking should be proper for the students ability, interest, and need. In teaching spoken narrative, the teacher often uses the written text as the material. The common problem is the students do not want to talk in speaking class because they are too shy and anxious (Gebhard, 1996: 187). This is caused by the limited chances given by their teachers in expressing their mind. To make the students speak, English teachers can apply some techniques to teach speaking, such as: guessing games, retelling stories, debate, small group discussion, and role-play (Lubis, 1988: 40-45). From those kinds of technique, which have been offered, the researcher offers story retelling as the selected technique to be implemented in speaking class.

Story retelling is a means of evaluating the students ability to perceive a recall event. Pickert and Chase state that early assessment of students ability to comprehend, organize, and express language, followed by appropriate education which is based on this assessment (retelling the story), may be the key to students success in school. A story selected has to be based on their level. This technique is a good way to combine instruction and entertainment that will not make the students get bored while doing speaking activity. In addition, Marrow also said that story retelling is an excellent tool to train speaking and listening skills of the students (1990: 182). Moreover, retelling stories orally after listening or reading stories also improve the students comprehension of stories, sense of story structure and understanding of the complexity of spoken language of the original stories they dictate. This technique also helps the students become more familiar with language of the story and story structure. It is clear that by using story retelling, the teacher can make the students communicate effectively with literature and become more familiar with words or vocabulary and structure used in the story.

Narrative is one of the texts which are given for the eight grade students of junior high school as the teaching material in the second semester. It is stated in the 2006 English Standard Competence that narratives is given in the speaking class in order to make the students able to express a short monolog in the form of narrative. One of the narrative types is a fiction story or a non factual or vicarious experience in different ways (Eltis, 1990: 30). According to Braner and Sadley (1981: 316), short stories, novels, some poems, stage plays, feature films, and television drama are all narratives.

In teaching spoken narrative, teachers often use the short stories in the form of written text as the teaching material. By using the written short stories text, the students often complain about the way of teaching speaking. The students complain that the way of teaching is sometimes boring (Gebhard, 1996: 158). Based on the standard competence, learning experiences can be done by many kind of approaches which are centered to the students (BSNP, 2006: 16). It means that the teacher is allowed to teach by using various ways or media which can stimulate the students to learn and practice their speaking skill. Savignon (1982: 34) states that it is important to give the students some various activities in order to avoid the students boredom. The teachers can give the students some materials by using an interesting medium during teaching and learning process. An example is by giving a movie as a material in speaking class or in the conversation class. It aims to encourage the students in a speaking class.

The use of movie in language teaching and learning is considered as an effective way to present teaching materials. Since 1960's movie has been used as a part of language curriculum and has become popular as an audio-lingual method (Curtain, 2004: 385). Moreover, Stempleski adds that a relatively recent trends is to use the medium to stimulate oral and written communication among students (1994: 7). Curtain (2004: 62) states that world is a visually oriented world, film and video that capture audiences not only in the field of entertainment but also in the business, government, public service organization, and education.

Furthermore, movie offers a number of other special advantages in teaching children and adult: visual and highly motivating, to instill them the idea that language learning is a happy experience and video or movie creates an effective enjoyable learning environment (Tomalin, 1989: 150). The teacher can use movie extract as one of the components in a longer reason sequence, whether to illustrate the topic we works on, to highlight language points, or to settle a class after a noisy activity (Harmer, 2002: 285). In addition, Harmer (2001: 282) confirms that there are several benefits of movie in language teaching and learning process, those are seeing language-in-use, cross cultural awareness, and motivation. This is also supported by Stempleski and Tomalin (1990:3), that children and adults feel their interest when language is experienced in a lively way through television and video (film).

From the explanation above, we can infer that retelling the story is appropriate technique to train the students speaking ability. In order to avoid the students boredom, the teacher used movies as media to teaching speaking to the students.

The aims of this study are to describe the implementation of folktale movie in teaching speaking of narrative text to the tenth grade students and to describe the students speaking ability after folktale movie was implemented in teaching speaking in the class. The researcher conducts this study in order to give some inputs to the teacher and students directly in the process of the teaching speaking by using folktale movie.

Speaking is the most important thing in communication. In daily, people use the language more orally than written. Brooks as quoted by Richards and Rogers (1986: 49) states "The primary medium of language is oral: speech is language. Since many languages do not have a written form and we learn to speak before we learn to read or write, then language is primarily what is spoken and secondarily what is written". People use the language more orally than written, is because they need to interact to each other.

Furthermore, speaking English is also important for teachers, especially teachers who teach in international school. They are demanded not only mastering the subject that they teach but also speaking English. It is because English is used as a medium in teaching and learning process.

Many teachers worldwide have to teach mainly grammar and vocabulary, because these areas are tested in the examinations". The fact, speaking is the most important skill in teaching and learning process. Baker and Westrup (2003: 5) stated that there are some educational reasons to practice speaking during a lesson. They are:

- a. Speaking activities can reinforce the learning of new vocabulary's grammar of functional language.
- b. Speaking activities give students the chance to use the new language they are learning.
- c. Speaking activities give more advanced students the chance to experiment with the language they have already known in different situations and different topics.

In teaching English, especially for speaking skill, teachers have to find the most appropriate techniques for their students. The good technique should be able to increase and improve the students' ability. There are various techniques given for language learning. One of the categories is adapted from Crooker and Chaudron in Brown (2001: 133).

Narrative is one of the genres taught to the tenth grade students' at senior High School. According to Rebecca (2010), narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.

According to Anderson and Anderson (2003) and Emilia (2011: 92) there are five generic structures in constructing a narrative text. They are orientation, complication, a sequence of events or evaluation, resolution, and coda.

Besides, Emilia (2011: 93) states that narrative generally includes the following language features, they are using connective that show sequential time, using past tense, using action verbs that show what happen, using verbal processes, using descriptive language in describing someone or something.

The implementation of folktale movie in teaching speaking started by asking the students to pay attention to the narrative text which is explained by the teacher and the teacher gave the example of narrative text. The students were asked to concentrate and pay attention to generic structure and language features. After

that, the students were asked by the teacher to watch the movie and also make some notes.

Before the movie is played, the teacher needs to prepare some preparation, such as:

- The materials :
 1. The example of narrative text
 2. Folktale movie
- The rules:
 1. The students watch a folktale movie carefully.
 2. The students have use the time effectively.
 3. Time limit is given by the teacher, it is about 10 minutes to make a notes.
- The procedure :
 1. The researcher helps the teacher to prepare and operate the media.
 2. The students pay attention to watch the movie.
 3. The students have to make a note.
 4. The students are asked by the teacher to retell the movie in front of the class.
 5. The teacher give the score to the students and also make a note.
 6. The teacher give overall correction.

RESEARCH DESIGN

The researcher conducted the research by using descriptive qualitative research design to obtain information gained from the subjects. Related to the research questions stated on chapter one; how the implementation of folktale movies in teaching speaking of narrative text to the tenth grade students of SMAN 1 Gedangan Sidoarjo and the result of students' speaking ability after folktale movie implemented in teaching speaking The researcher used descriptive qualitative study as the research design.

The design focused on understanding and meaning of some phenomena through words rather than through numbers (McMillan & Schumacher, 2001). Therefore, the result of the research was in the form of description and interpretation of some phenomena that exist during research. In this research, the teacher taught speaking narrative texts using folktale movies as media while the researcher observed all activities during the implementation of the selected medium in the classroom.

This study was conducted in SMAN 1 Gedangan Sidoarjo. The subjects of this study are the tenth grade students, especially in class X-6. There are 34 students, they are 15 male students and 19 female students. And The setting of this study is SMAN 1 Gedangan which is located in Sidoarjo. The researcher choosed this place because English teacher in this school often uses media to help his or her in teaching English for their students. Hopefully, these media can help the students in speaking English.

The data of this research is directed to answer the research questions stated in chapter one. There would be two data that would be found as the result of this research. The first one was the result from observation checklist. The observation checklist included the points on the teacher's activity, the student's activity, teaching-learning process and media. Those data would be described to explain the implementation of folktale movies in teaching speaking of narrative texts during the classroom activities. The second data was the students' speaking task. The speaking task used to describe the students' speaking ability after the implementation of folktale movies in teaching speaking of narrative texts.

Research instrument is a means to collect the data. In this study, the instruments were observation checklist to describe the first research question and students speaking assessment task to describe the second research question. In this study, the researcher used non participant observation. The observation was done three times. The researcher presented in the classroom but did not interact or participate. He just observes and follows the teaching and learning process to see the teacher in applying folktale movie in teaching speaking in the class. There were three steps in analyzing the data in this research:

1. Selecting and identifying the data. The researchers chose and identified the data from the observation checklist and the student writing. The data that were relevant to the research questions, that could answer the research questions, were used while irrelevant, not related to the research question, data were omitted. After omitting the irrelevant data, the researcher interpreted and described the data accurately.
2. Displaying the data. The data in this research took the form of narration of the implementation of folktale movies in teaching speaking of narrative texts. The data of the study taken from the observation checklist and the speaking task were analyzed in descriptive way which were in accordance to the statement of the problems. Later, the researcher interpreted those data to draw conclusion.
3. Drawing conclusion. After finishing all the two steps, the interpretation of all the data concluded into a conclusion. The conclusion was hoped to be able to answer the statement of the problems.

RESULT AND DISCUSSION

The Results of the Study

Based on the observation checklist to the process of teaching speaking of narrative text and the students' speaking ability, the result would be described as follows:

The Results of Observation

The first meeting was conducted on Friday, 23th November 2012. It was conducted in X-6 class. In this meeting, the teacher played the *Timun Mas* as the material in teaching speaking narrative. The students should retell the story of the folktale movie. The teacher gave that folktale movie because the story of the movie was familiar with the students. The folktale movie was given in order to make the students get vocabulary with correct pronunciation. In pre-activity, this meeting was opened with the preliminary activities. The activities included greeting and checking the students. Then, the teacher gave the students brainstorming. Next, the teacher gave short explanation about narrative text. The explanation covered the generic structure and the language features of the text. After that, the teacher gave instruction to the students. The students were asked to make a note while the movie played. The note was used as a guideline for retelling the story of *Timun Mas*. But in this research, the students were not allowed to bring their note to retell the story, they had to memorize their note by themselves. In whilst-activity, the teacher played the folktale movie. The movie was played once for every meeting. When the students finished watching the movie, they were asked to complete and check their note once again before retelling. The next activity was retelling the movie. All of the students were retelling the movie. The time for each student to retell the story about two or three minutes. Each student was asked to retell the story in turn. They were retelling the story of the movie based on their note that they wrote. After retelling the story, the teacher gave the score to the students'. In the post-activity, when the time showed 10 minutes left, the teacher tried to close the meeting. Before closing the meeting, the teacher gave overall correction about the students' mistake after the students retold the story. In the first meeting, the teacher found that the students less of concentration and got difficulties to listen and watch the movie. It is because the classroom has not completed with curtain in every window, so the students cannot watch the movie clearly.

The second meeting was conducted on Wednesday, 28th November 2012. It was conducted in physical laboratory; all the processes are the same with the third meeting. It was aimed to avoid the disturbances in the first meeting, such as being dazzled by the glare. In this meeting, the teacher played *Bawang Putih dan Bawang Merah* and *tangkuban perahu* as the teaching material. The students should retell the stories. In pre-activity, the students did the preliminary activities and brainstorming in the class before giving the instruction. Then, the teacher gave the example of narrative text and also gave them short explanation about narrative text. In whilst-

activity, the activity was watching the movie. The teacher played on the Bawang Putih dan Bawang Merah and tangkuban perahu once. There was no repetition in giving the folktale movie, because it would be caused the students boredom. After that the students were asked to retell the story in turn based on their note that they wrote while watching the folktale movie. In the post-activity, the teacher close the meeting. Before closing the meeting, the teacher gave overall correction about the students mistake when the students retold the story. In the second meeting, the teacher found that the students already enjoyed the speaking class. They were more concentrate listen and watch the movie than previous meeting. And In the post-activity of the third meeting, when the time showed 10 minutes left, the teacher tried to close the meeting with giving the students overall correction. The teacher also gave the task to the students for their homework.

The Students Speaking Ability

From the result of the students speaking ability, there are four samples which represent four criteria of students' spoken narrative ability of each meeting. The samples of the students' speaking ability are described below:

First Student (Excellent) *

From the students' transcription, it could be concluded that the content of the story of Timun Mas, the student got an excellent mark because the student was able to comprehend the story of *Timun Mas*. He could describe the character, the conflict, identify the major event in chronological order and describe resolution. There were few mistakes in the structure of several sentences, for example, *mbok sirni plant the seed, she throw the seeds*. It should be *mbok sirni planted the seeds, she threw the seeds*. Besides that, the choice of words was suitable to describe each event, for example, passed away, plucked, and reached. The organization of the generic structure was in chronological order. There were orientation, complication, and resolution. The pronunciation of each word was accurate. The performance was excellent. He spoke very well and fluently.

Second student (Very good)

Based on the transcription, it could be concluded that the student was able to comprehend the content of the story clearly from the beginning to the end of the story. There are many mistakes of the structure, for example, *she live by herself, become a big*. It should be *she lived by herself, became a big*. A narrative story should be in the past form. The vocabulary of the story sometimes inaccurate (e.g. passed away - dead), but it did not change

the main idea of the story. The organization of each component of narrative was in chronological order. The pronunciation and the performance were excellent. And the student was fluent in retelling the story.

Third Student (Good)

From the students transcription, the student was not able to comprehend the content of the story very well, she only described the character of the story but did not describe the setting. There were also many mistakes in structure of the sentences. For example, *she was very surprise*. It should be *she was very surprised*. The organization of the story was in chronological order. The student pronunciation was excellent, she pronounced each word accurately. The performance and the fluency were good.

Fourth Student (Fair)

Based on the story retelling transcribe, it could be concluded that the student did not master the story very well. The student described the orientation and the complication accurately, but the resolution was not described completely. There were lots mistakes of the structure. Some sentences used present tense and some others used past tense. For example, *Timun Emas see the Buto ijo*. That sentence should be *Timun Emas saw the Buto ijo*. Some words were also used inaccurate vocabularies to describe the story. The organization of the narrative generic structure was in chronological order, but the resolution was not complete to describe. The pronunciation and the performance were fair and the fluency in the average level.

First Student (Excellent) **

Based on the student spoken narrative transcription, the student was able to comprehend the story. He was able to describe the orientation, including the characters and setting completely. He was also able to describe the complication and the resolution. The structures which were used were not completely correct. There were few mistakes. The vocabularies which were used in retelling the story were suitable. The organization was in the chronological order. The pronunciation of each word was excellent. He was able to pronoun each word accurately. The performance was very good and he was able to retell the story fluently.

Second Student (Very good)

Based on the transcription, it was concluded that the student was able to comprehend the story. She was able to describe the setting, character, conflict, and the resolution clearly. There were many mistakes in the structure of this story. For example *the mother keep*. It

should be *the mother kept*. The vocabularies which were used to describe the story were suitable. The organization was described in chronological order. The pronunciation and the fluency in retelling the story were excellent. And the performance of the student was very good.

Third Student (Good)

The student story retelling transcribed showed that the student was able to comprehend the story. She was able to describe the orientation especially the characters of the story, the conflict and the resolution. The structures of the sentences in this student were not completely correct. There were many mistakes (e.g. the prince call out – the prince called out). The vocabulary sometimes was inaccurate (e.g. the prince look – the prince watched), but the organization of the story was in chronological order. The pronunciation and the performance were very good and the fluency was excellent.

Fourth Student (Fair)

The transcription of the student story retelling showed that the student was not able to comprehend the story. He only described the orientation and the complication and the resolution was not completely described by the student. There were many mistakes in the structure of the sentences because he used present form (e.g. Bawang Merah makes dinner – Bawang Merah made dinner). The organization of the generic structure was not good. The pronunciation and the performance were fair. And the fluency was in average level.

First Student (Excellent) ***

The student story retelling was excellent because the student were able to comprehend the story very well. The student was able to describe the orientation, complication, and the resolution. But there were many mistakes in the structure of the sentences, because she used present form. For example *grow up to be a gallant*. That sentence should be *grew up to be a gallant*. The vocabularies were suitable to describe the story. The organization of the story was in the chronological order. The pronunciation and the performance were excellent and she was fluent in retelling the story.

Second Student (Very good)

From the student spoken narrative transcription, it could be concluded that the student had the ability to comprehend the story. The student was able to describe the setting and the characters, identifying the conflict and the major events of the story, but there were many mistakes of the structure. For the example *who continue to adventure*. It should be *who continued to adventure*. And there were some inaccurate word in the story

retelling (e.g. died – passed away). The organization of the generic structure was in the chronological order, starting from orientation, complication, and resolution. The pronunciation, performance and the fluency were excellent. The student was able to pronounce the word accurately. The performance was also very good and she retold the story fluently.

Third Student (Good)

The transcription showed that the student ability to comprehend the story was not good, because the complication and the resolution were not described completely. There were also many mistakes of the sentences structure. For the example *he kick the boat*. That sentences should be *he kicked the boat*. The organization was in the chronological order. She was able to perform very well and also fluently.

Fourth Student (Fair)

The student story retelling transcription indicated that the student did not have ability to comprehend the story because the complication and the resolution did not describe completely. There were also many mistakes of the structure. For the example *she see the scar*. It should be *she saw the scar*. The student tended to use present form rather than past form. The organization of the story was in the chronological order, although the resolution of the story was not described clearly. The pronunciation of each word was also not accurate. And she was not fluent in retelling the story but the performance was not bad.

Note: *(First Meeting), *(Second Meeting),
*** (Third Meeting)

Discussion of the Results

The Implementation of Folktale Movie in Teaching Speaking of Narrative Text

The use of folktale movie could be used as the material in teaching speaking of narrative text. Most of movie could be used as material in teaching spoken narrative especially the folktales and the fairytales because those are considered as the narrative story (Kennedy and Dana, 2002: 3) and movie or film can be used as an instrument in teaching English. It is not only to teach cross culture but it can be an alternative to teach one of among the four skills. Walton (1980: 192), states that “film or movie may be used in various ways in the instructional process and it is the most effective way in teaching performance skill to create interest, mood, or an emotional response”.

In choosing the material, the teacher should use the material that is very useful for the students. Beside that, the material should understandable for the students. The

most important thing that the material can be found in daily lives and also can create students idea and add their knowledge.

Retelling the story was chosen to be appropriate technique in implemenation the folktale movie in teaching speaking of narrative text. This technique is a good way to combine instruction and entertainment that will not make the students get bored while doing speaking activity. This activity began with brainstorming. Then the teacher give short explanation about narrative text and also give the rule to the students. The students watch the movie and they allowed to take a note while movie played. Then the students should retell the story in turn without read their note. In the last activity the teacher give the score to the students and also give them overall correction.

The third activity was evaluation. The teacher gave some assessment to every student as evaluation in order to know that the material has been successfully transferred and the students understood with the material.

In the first and the second meetings, the teacher did not do the steps of implementing tongue twisters for the teaching of pronunciation; those were modeling by the teacher, imitation by the students, and explanation or demonstration. The teacher did the steps of implementing tongue twisters for the teaching of pronunciation only in the third meeting. The teacher should follow the steps of implementing tongue twisters for the teaching of pronunciation in all meetings. Generally, the teacher was good in implementing the tongue twisters in the teaching learning process.

The Students Speaking Ability

Based on the observation to the students spoken narrative profile, in the first meeting of using folktale movie in teaching speaking, there are 3 students of 34 students who get excellent mark, 7 students are very good, 23 students are good and also 1 student are fair.

In the second meeting, the students spoken narrative are constant, there is no significant improvement to their spoken narrative. It means that in this second meeting, the scores of the students are bit better than before. Two students get excellent mark, 6 students are very good, 21 students are good and 2 students are fair.

In the last meeting, there are some changes in the students spoken narrative. Nine students get excellent mark, 19 students are very good, 4 students are good and 2 students are fair.

From the students spoken narrative bellow, it can be concluded that there are fluctuation of he students spoken narrative in the use of folktale movie in the process of teaching and learning. Twenty four students of 34

students get an improvement in their spoken narrative. Three students are decreasing and 7 students are static.

It could be concluded that the disscusion is consistent with the statement of Jeremy Harmer (2001: 282), that film or movie can add special and extra dimension to the learning experince, they are: with all the movies that teacher gave to the students, the students can see the language-in-use from the movies. Through film or movie there is main advantage that is students do not just hear language but they see it too. Students can observe how intonation can match facial expression and help them interpret what does the story tell about.

The students can see the culture of other countries. The movies can enrich the students knowledge through the movies, the movies that the teacher used does not use from other countries. The teacher only used from his own country.

The students can gain their new creativity and their ideas. Through the movies the students can shared the information from the movies in various ways. For example the students can make a group to demonstrate the movies through drama.

The students can more interested on the material given by the teacher. Through the movies, the students highly motivated. So the students can enjoy the learning process.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion, it could be concluded from the result of observation checklist and the students speaking ability.

The result of observation checklist show that the teacher used the suitable material and appropriate technique of teaching spoken narrative in conducting the procedure of teaching learning process. The teacher had used the material which did not cause the students boredom. The teaching material also helped the students to add their vocabularies and make their pronunciation better.

The result of their spoken narrative show that in the first meeting of using folktale movie in teaching speaking, there are 3 students who get excellent mark, 7 students are very good, 23 students are good and also 1 student are fair. In the second meeting, the students spoken narrative are constant, there is no significant improvement to their spoken narrative. It means that in this second meeting, the scores of the students are bit better than before. Two students get excellent mark, 6 students are very good, 21 students are good and 2 students are fair. In the last meeting, there are some changes in the students spoken narrative. Nine students

get excellent mark, 19 students are very good, 4 students are good, and 2 students are fair.

From the explanation above, it can be concluded that most of the students are good in their spoken narrative. Some of them get an excellent mark. Some of them are able to speak the language with sufficient structural accuracy. It also shows the students speaking ability better when using folktale movie in teaching speaking class.

Suggestion

For the teacher

There are some suggestions in teaching and learning process. First, the teacher should be active in finding the interesting material to teach speaking. The material should be enjoyable for the students to motivate them in learning English. Second, the teacher should be more creative in finding the technique to teach their students. Appropriate technique as a means to help the students in receiving the material. Finally, the teacher should encourage the students to learn English.

For other Researchers

The writer suggests to other researchers to use movies in teaching other skills besides speaking. It is assumed that movie has several benefits for the teacher and the students in teaching learning process.

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