THE EFFECTIVENESS OF MOVIE MAKING ACTIVITIES TO IMPROVE STUDENTS' LEARNING MOTIVATION AND SPEAKING SKILL
(An Experiment Research Third Semester of Port and Shipping Management Students Of STIMART "AMNI" Semarang in the Academic Year of 2016/2017)

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ABSTRACT

The purpose of this study was to find out on the effectiveness of movie making activities to improve students' learning motivation and speaking skills of the third semester of Port and Shipping management students of STIMART "AMNI" Semarang in the academic year of 2016/2017. This research was an experimental research design which involved two groups. They were control group and experimental group. The subject of this research was Class A and B of the third semester of Port and Shipping Management of STIMART "AMNI" Semarang in the academic year of 2016/2017. Each class was consists of 30 students. Class A was experiment group and class B was the control group. At the beginning of this research, both groups were given pretest. Then, the experimental group was given treatment of movie making activities which was done for five times. The control group was not getting any treatment. Next, both groups were given posttest.The result of this research was based on the result of both groups pretest and posttest. The control group pretest result was 60, 6 and the posttest result was 77,2 while the experimental group pretest result was 67,4 and the posttest result was 83,4 so, it could be concluded that movie making activities was 83,4% effective to improve and increase students' learning motivation and speaking skills of Port and Shipping management students of STIMART "AMNI " Semarang in the academic year of 2016/2017.

***Keywords :** Movie making activities, Speaking, Motivation.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan kegiatan pembuatan film untuk meningkatkan motivasi belajar siswa dan ketrampilan berbicara taruna semester tiga jurusan Ketatalaksanaan pelayaran Niaga dan Kepelabuhanan STIMART " AMNI " Semarang tahun akademik 2016/2017. Penelitian ini adalah penelitian experimental yang melibatkan 2 grup. 1 grup sebagai control grup dan 1 grup sebagai experimental grup. Subjek dari penelitian ini adalah taruna kelas A dan B mempunyai jumlah taruna sebanyak 30 taruna . Kelas A sebagai eksperiment grup dan kelas B sebagai kontrol grup. Pada awal pelaksanaan penelitian , kedua grup diberikan pretest . Kemudian , kelas yang merupakan eksperimental grup diberikan perlakuan menggunakan kegiatan pembuatan film. Perlakuan ini dilakukan lima kali . Bagi control grup tidak diberikan perlakuan sama sekali. Selanjutnya, kedua grup diberikan posttest. Hasil dari penelitian ini berdasarkan hasil dari pretest dan posttest dari kedua grup. Hasil pretest dari control grup 60,6 dan posttestnya 77,2 sedangkan hasil pretest eksperimental group 67,4 dan posttestnya 83,4 jadi dapat disimpulkan bahwa kegiatan pembuatan film 83,4% efektif untuk meningkatkan motivasi belajar siswa dan ketrampilan berbicara taruna semester tiga jurusan Ketatalaksanaan Pelayaran Niaga dan Kepelabuhanan STIMART " AMNI "Semarang tahun akademik 2016/2017.

Kata kunci : *Kegiatan pembuatan Film, Berbicara, Motivasi*

1. Introduction
1.1 Background of the study

Some lecture have also begun to implement video production in the language classroom, where by students are empowered to use video cameras in linguistic production, not merely relying on video technology for receptive purposes. As the technology becomes cheaper cheaper and more readily available to students, it seems fitting that we as lecture integrate it into our lesson and assessment planning in the same way we have been doing with video.

Minister of National Education Regulation number 22, 2006 states that English is a means of spoken and written communication. Communication is to understand and to express information, thought and feeling and to develop science, technology, and culture. English learning for university students to give learners ability at three points, it developed communicative competence in spoken and written to gain the functional literature level. Secondly , it gives an understanding the importance of English to compete in global era. Thirdly, it develops the learners understanding at international relationship.

Speaking represents the phenomena of process. When we talk , we are doing something. So by talking, we say that something happened or something was done (Halliday, 1994). According to Tarigan (1990) , speaking is the ability of human beings to utter articulated voice or word, to express thinking, ideas and feelings in order to communicate with each other. The speaker should understand the meaning of everything being communicate, able to evaluate the impact of communication to the hearer and know the principles based on the speaking situation.

Speaking a language is especially difficult for foreign learners because effective oral communication requires the ability to use the language appropriately in social interactions. In learning speaking skill , the learners often find some problems. The problem frequently found is that their native language causes difficult to use the foreign language. Other reason is because of motivation lack to practice the second language daily conversation. Many factors can cause the problem of the learners speaking skill namely the students interest, the material , and the media among others including the technique in teaching English. Many techniques can be applied including movie making which is the main means of communication in teaching speaking.

Nowadays, motivation to study has become the issue for the lecture, especially for university students. According to Winkel (2009), lecture has to develop the student's motivation to study. One common question English lecture often ask themselves is, "How do we motivate students to learn English? Students motivation has continually become a major concern for them, because students "motivation is critical for the effectives of English teaching and learning).

Making movie activity is suggested as a useful way to improve students oral proficiency Making movie are also excellent activities for speaking in the relatively safe environment of the classroom. These activities can improve the student's motivation and speaking ability. By considering the reason mentioned above, the researcher conducted a study on "The effectiveness of movie making activities to improve students learning motivation and

speaking skill, the case study of third semester of Port and Shipping Management Students STIMART "AMNI "Semarang.

1.2 Reason for choosing the Topic

The reason for choosing the topic is that movie making technique as one of the important factors to determine one's success of failure in learning language, especially English. If the learners have strong motivation to participate in speaking activities class toward language learning, they may get success in teaching and learning process. Information and technology (IT) is rapidly developed time to time. Technology may be used in teaching and learning process. One of them is video camera; these tools can help students to improve language competence, especially speaking skill. With the presence of video camera, it can facilitate English language lecture to make movie in order to help students to be more active and have high level participation. Besides, it can enhance their interest and willingness to learn English, especially speaking; so that their learning motivation and speaking skill will be improve. Another reason for conducting the study is that the students need an interesting media of learning.

1.3 Statement of the problem

The present study is aims at answering the following questions:
(1) How was the existing speaking class taught in Port and Shipping Management Students in STIMART AMNI Semarang?
(2) How are the movies making activities implemented in speaking class of the Port and Shipping Management Students in STIMART AMNI Semarang?
(3) How effective movie making activities as a learning tool to

improve students' learning motivation and speaking skill.

1.4 Objective of the study

The objectives of the study are as follows:
(1) To identify the effectiveness of movie making activities in speaking class of Port and Shipping Management Students in STIMART AMNI Semarang.
(2) To examine the effectiveness movie making activities in improving students learning motivation and speaking skill.
(3) To evaluate the movie making activities improve students' learning motivation and speaking skill.

1.5 Significance of the study

The result of the study will hopefully give some useful information for the development of teaching media, particularly in improving students learning motivation and speaking skill. The present study have theoretically, practically, and pedagogically contribution to developed of teaching media. Those significances are as follows:
(1) Theoretically, this research may contribute some benefits for English teachers. It will be used as one of the concepts of how to learn a language, especially using a specific technique of teaching and learning media, especially movie making activities.
(2) Practically, the findings of the study will be used as starting points to conduct another researcher as one of the ways in improving learners motivation and speaking skill. In fact, there are many other technique to make teaching learning process more effective. The result of the study is also expected to give

information to the observer in order to improve knowledge of experience on education, especially teaching English as a second language.

(3) Pedagogically, through the movie making technique, the students are expected to have a good development in speaking skill. By applying the technique, they will be happy and have high interest to learn English since they were put in the enjoyable situation. Then, it is expected that the study can give inspiration to other students to improve their speaking ability.

1.6 Operational Definition of Key Terms

To avoid misunderstanding and misinterpretation among the readers, the researcher would like to define the following definition of key terms. They are as follow:

(1) Motivation
Motivation is the attribute that "moves "us to do or not to do something (Gredler, 2010).

(2) Speaking
Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety context.

(3) Movie making Technique
Movie making technique is one of the techniques to improve interest, motivation and speaking ability for the students.

(4) Port and shipping Management Students STIMART AMNI Semarang
One of maritime campus in Semarang (central Java) Indonesia.

2. Review Of Related Literature

My study was focus on movie making activities to improve learning motivation and students speaking skill, they create a short movie and discussed the concept with their partner before doing the movie making activities.

Hu (2009) suggested that, lecture should know their role in class. Lectures play a very important role in a movie classes because they act as a researcher or an investigator. In order to make the activities run smoothly and efficiently before the activities take place, lecture should give instructions clearly and concisely, in my study students can share many idea and create interesting conversation about the activities in the harbor.

To maintain the students interest study English, an English teacher look for variation to teach English in classroom, movie making activities have values that most lectures might rarely use it. They can increase students' self-esteem, language skill and their ability to express themselves by using their own creativity.

In my research, I use the quantitative data, obtaining from the students of Port and shipping Management STIMART AMNI Semarang. It is a true experimental design, were employed two groups namely experimental and control groups. The data is the quantitative qualitative describe. From getting the data, then I wanted to describe and explain the problem that chosen in her research. From the facts and data I accepted, movie making activities are effective to improve students learning motivation and speaking skill of Port and Shipping Management students STIMART AMNI Semarang.

2.1. Movie Making Activities

1.   Movie Making activities
Movie making activities are always having a teaching and learning activities more fun and

the students not only can share idea but also the act as the actors or actress that they want based on their script.

2. Movie Making techniques
In an effort to motivate students to get to know each other and to incorporate as many skills as possible in an English language experience, I took the advantage of high level of fluency, creativity and technology. They have a conversation minimum 1 minute movie using video camera.

3. Movie Making benefit
Movie making has so many advantageous for students, the teaching learning process become fun and interesting for them. The students can improve their speaking ability and share creative idea to each other. That is why their speaking ability will improve motivation in learning English.

4. Media in Language Learning
The word Media is from Latin "medium "(the singular from of media), it means that the media is used to deliver message from sender to receiver. The communication role of media is to help students comprehend the message. The function of media is increasing communicative power of instruction by explaining the messages contain in the instruction. In other words, media functioning as communicative role to make concepts in the lesson clearer and more understandable.

2.2 Motivation of the students

Furthermore, Rohani (2007) says six criteria of choosing and applying media in material development.

1. Objectives; media should maintain formulaic instructional objective.
2. Validity; they are also accurate and useful for understanding learned materials.
3. Students circumstances; the ability of thinking and level of difficulties should be reflected on preferring materials.
4. Convenience; media should be simple and available at library.
5. Quality; they should have comprehensibility and good quality.
6. Cost; there is a balance between cost and result.

2.3 Speaking Skill

Speaking is one of the language skills. The purpose of speaking is for delivering our messages, opinion, feeling, taught, etc. to other people. Fulcer 2013 defines speaking as the verbal use of language to communicate with others.

Nunan (2005) has definition of speaking. He says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended and evolving, but it is not completely unpredictable. Speaking consist of producing systematic verbal utterance to convey meaning.

3. Method Of The Research
3.1 Research Design

This is a true experimental design which involves two groups namely an experimental and a control group with randomization sampling technique. It is pretest-posttest control group design. Prior to giving the treatment, both experimental and control group. Then, experimental group were given a special treatment in several

times using movie making activities learning materials, while control group for a number of times, then it was time to assess them (posttest). In this case, the control group was also given the same post-test.

The following is the formula of the pretest-posttest control group design used in the present study as suggested by Sugiono (2010).

The population of this research is the Third semester students of STIMART "AMNI" Semarang. Consist of 70 students (35 students as the experimental group and 35 students as control group). Those two classes got the same matter based on the same curriculum.

3.2 Research Procedure

This research process had gone through the following steps :

1. The researcher provides pre-test for both the experimental and control groups.
2. The treatments were teaching speaking by applying movie making activities .
3. Post Test, is the last procedure both experimental and control group.

3.3 Data Sources

1. The first data was the pre-test data. In the treatment of a series conversation practiced by several group of students while they were having conversation, researcher examine their conversation, researcher examine their conversation. The researcher did the same way for both groups (experimental and control group).
2. The post test of the experimental group after three times treatment and the post test of the control group were used as the second data. For collecting data for both groups, speaking test in a set of test items was used. Both pre test

and post test results were the primary source of data.
3. Non test as the secondary data was in the form of performance assessment and observation or documentation. The performance assessment was done through questionnaire to see the student's enjoyment or fun and attitude in joining the speaking activities using movie making activities. Observation and documentation by using the video camera or to find out the students activities during of the teaching process.

3.4 Method of Collecting the Data

1. Documentation
   This method is to get the data of the student's name that will be taken as the sample in this research. The documentation will be taken using video camera during the treatment to prove the students fun in learning speaking by movie making activities.
2. Test (Pre Test and Post Test)
   This method is used to collect the data of the students speaking achievement. There are two kinds of test, pretest and posttest. The pretest was used to know the balance condition of both groups. The posttest used to analyze the average different between the experiment and control group.
3. Observation while pre Test and Post Test for both group.
4. Interview was done after the students having movie making activities class.

3.5 Procedure of Collecting the Data

The procedure of collecting the data in this research was done in the following ways:
1. Deciding the research sample using the technique of random

sampling (probability sampling) considering that the students get the same subject matter based on the same curriculum, are the same level, number in each class did not classified based on the rank.

2. Testing the normality and homogeneity of the pretest and posttest for both research samples.

The test used in this research is a speaking test as the pretest and posttest which was given to both classes. In speaking test researcher identify the points of pronunciation, vocabulary, grammar, fluency and comprehension.

3.6 Techniques of Data Analysis

The data support the study mainly quantitative. A part of that the qualitative data were also used to support the result of the study. The data in the present study were analyzed in the following technique:

1. Classroom observation by using video camera
2. Test, the result of pretest and posttest of students both group were presented.
3. The result of interview was presented and qualitatively describe.
4. To find out the differences of pretest and posttest between experimental and control group towards students improvement on learning motivation and speaking skill, the researcher used the following formula :

$$S = \sqrt{\frac{(n_1-1)s^2_1 + (n_2-1)s^2_2}{n_1 + n_2 - 2}}$$

Where :
S   = deviation standard
n_1 = number of sample 1
n_2 = number of sample 2
S^2_1 = standard deviation pre test
S^2_2 = standard deviation post test

5. To find out the differences of posttest between experimental and control group toward students improvement on learning motivation and speaking skill, the researchers use the following formula :

$$S = \sqrt{\frac{(n_1-1)s^2_1 + (n_2-1)s^2_2}{n_1 + n_2 - 2}}$$

Where :
S   = deviation standard
n_1 = number of sample 1
n_2 = number of sample 2
S^2_1 = standard deviation pre test
S^2_2 = standard deviation post test

4. Discussion
4.1 Students Motivation

After gaining the data of the students test result both pretest and posttest, researcher try to discuss the result of it. Students need to fill the questionnaire of motivation, which consist of five questions to get the exact data of which motivation they are.

Both pretest and post test result above showed that the motivation of the students improve after the researcher giving movie making activities for the treatment that is pointed out experiment group pretest has the total score 302 and the posttest333, and the mean experiment group pretest 67,4 and posttest after giving the treatment was 83,4.

4.2 Students Speaking Ability

The pretest and posttest were giving in two groups, control and experiment group. After giving treatment for the researcher, there is significance improvement for students speaking ability. By movie making activities students can share the idea and speak more during learning process.

4.3 Movie Making Activity

After discussing the result of student's motivation and speaking ability above, it turns to discuss the other main focus strategy used in this study that was movie making activities. In general, the result of the students speaking ability and motivation increase well.

The factor which influence the value of movie making activities , was the method that implemented during the class. Movie making activities required the students to perform totally, which mean not only how to pay attention to the grammatical sentences but also pronunciation, fluency , vocabulary and comprehension. However they need to concern on the acting that how to perform character as it was.

4.4 Description   of   scoring categories
4.4.1.1 Fluency

Speak fluently mean speak English as native. They can handle with confidence with social situation , including introduction and casual conversation about current events .

4.4.2 Pronunciation

Pronunciation appeared to be a big cause of stress for second language learners in this study. When you feel somebody does not understand you, you need to improve your pronunciation within a second which is often hard.

4.4.3 Vocabulary

It is difficult to use which appropriate vocabulary that should be used in each sentences. it is as the subject responses regarding the difficulties of remembering and retrieving vocabulary items are consistent with past research. In speaking, student's tent to focus to the script once asked to add some expression.

4.4.4 Grammar

Until now grammar has been found as the most important aspect, which influences the students understanding. It seems clearly, when they asked to speak directly without and script.

4.4.5 Comprehension

As vocabulary used, comprehend the sentence, it also thought as the difficult aspect, which is faced by the students. It is caused of less students understanding to the vocabulary is not really good.

5. Conclusions

Base on the result of the data analysis, the researcher concludes that the movie making activities is effective to improve students' learning motivation and speaking skill. It is found that there is significant improvement of using movie making activities, students can act better than before. Particularly their fluency during performance could be so natural, full of appropriate expression without any shy.

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students to perform totally, which mean not only to pay attention to the grammatical sentences but also pronunciation, fluency, vocabulary and comprehension. However they need to concern on the acting that how to perform character as it was. The pretest and posttest was giving in two groups, control and experiment group. After giving the treatment for the researcher the is significance improvement for students speaking ability. By movie making activities students can share the idea and speak during the learning process. It shown the mean of pretest 67, 40 and the posttest 83,40 in experiment group.

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