

## Short Movie in EFL Classroom: EFL Learners' English Speaking Achievement

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**Abstract** –Integrating short movies seems to be interesting and exciting in English English-speaking classroom. This research was aimed at investigating the effect of short movies with a retelling technique on English-speaking achievement. Six research questions were tailored to predict. A quasi-experimental research design, which was merely concerned with the comparison group research design, was used in this research. Purposive sampling was employed in which consisted of twenty-eight participants, as the population, with equal size comprising fourteen participants, respectively. An English-speaking assessment as the instrumentation was performed with an analytical scoring rubric used to collect the data of EFL learners' speaking performance. The research process was successfully done to answer the six predicted research questions. In conclusion, using a short movie with a retelling technique gave significant improvement on EFL learners' English speaking analytically and holistically, as the p-value was lower than the conventional level of significance. Besides, the percentage distribution to respective aspects of speaking was fluency (88.7%), vocabulary (7.5%), pronunciation (2.1%), comprehension (.7%), and grammar (.6%). Some thorough and systematic conclusions and pedagogical implications were tactfully written out.

**Keywords:** short movie, EFL classroom, retelling technique, English speaking achievement

**Abstrak** - Mengintegrasikan film pendek tampaknya menarik dan mengasyikkan dalam kelas berbicara bahasa Inggris. Penelitian ini ditujukan untuk menyelidiki pengaruh film pendek dengan teknik menceritakan kembali dalam meningkatkan pencapaian berbicara bahasa Inggris. Enam pertanyaan penelitian dirancang untuk memprediksi. Desain penelitian kuasi-eksperimental yang hanya memperhatikan desain penelitian kelompok perbandingan digunakan dalam penelitian ini. Pengambilan sampel secara sengaja digunakan yang terdiri dari dua puluh delapan peserta, sebagai populasi, dengan ukuran yang sama yang masing-masing terdiri dari empat belas peserta. Penilaian berbicara bahasa Inggris sebagai instrumentasi dilakukan dengan rubrik penilaian analitis yang digunakan untuk mengumpulkan data kinerja berbicara pembelajar EFL. Proses penelitian berhasil dilakukan untuk menjawab enam pertanyaan penelitian yang diprediksi. Sebagai kesimpulan, penggunaan film pendek dengan teknik menceritakan kembali memberikan peningkatan yang signifikan pada berbicara bahasa Inggris pembelajar EFL secara analitis dan holistik karena nilai p lebih rendah dari tingkat signifikansi konvensional. Selain itu, distribusi persentase untuk masing-masing aspek berbicara adalah kelancaran (88,7%), kosakata (7,5%), pengucapan (2,1%), pemahaman (0,7%), dan tata bahasa (0,6%). Beberapa kesimpulan menyeluruh dan sistematis serta implikasi pedagogis ditulis dengan bijaksana.

**Kata kunci:** film pendek, kelas bahasa Inggris sebagai bahasa asing (EFL), teknik menceritakan kembali, pencapaian berbicara dalam bahasa Inggris

### INTRODUCTION

Speaking is always seen as one of the most complex integrated English language skills, as this requires much practice in real communicative settings. English speaking is also needed to be owned by EFL learners in order to be able to present, discuss, comment, and debate on speaking topics, especially at higher educational levels. Additionally, the mastery of this skill brings a better chance and success for their future job. Learning to speak is an essential skill for learning English. It is essential because language's primary function is to allow people to communicate verbally, in addition to writing down their thoughts and information. When learning a foreign language, verbal communication skills are the most essential active skill (Rao, 2019; Zarifa, 2020). In the modern era, communication skills are a crucial part of being proficient in the English language (Islam et al., 2022). Thus, Usmonov & Usmonova (2020) contended that individuals of all ages, including students, must acquire these



foreign language skills in order to be able to use English as a means of communication, particularly in their studies and jobs, due to the significance of speaking skills in this international language. According to Iftanti & Maunah (2021), students are under pressure to become proficient in English because they believe it will help them succeed academically and socially. This will allow them to stay up to date with global innovation, compete in the global economy, and enhance their educational experience amidst global change. In addition, speaking is an essential skill that has many implications for everyday conversations (Iman, 2017). Besides, speaking is thought to be important to one's way of living and experiences (Rayhan, 2014).

However, some common issues with speaking include a lack of vocabulary, anxiety about making mistakes, and nervousness when speaking in front of the class. These issues fall under the categories of psychological and linguistic issues. Low levels of vocabulary, grammar, and pronunciation were suggested by Wulandari et al., (2022) to be contributing linguistic factors in students' incapacity to communicate effectively at the intermediate level. Furthermore, the psychological factors that contributed to the students' difficulty speaking were anxiety, inexperience, and lack of confidence. Moreover, one of the students' weaknesses when learning to speak is their pronunciation and fluency. If they can master these two skills, they will be able to speak as effortlessly and fluently as a native speaker and fully mimic the speech of a native speaker (DeLozier & Rhodes, 2017). Besides, whenever possible, students should be allowed to express themselves orally in order to develop their verbal communication skills (Amalia & Apriani, 2016). Additionally, Tuan & Mai (2015) the final issue in relation to speaking proficiency is that some students attempt to utilize their mother tongue in speaking classes since it comes naturally to them. For the above reasons, it could be further claimed that EFL learners still encounter some speaking problems, particularly regarding speaking skills and psychological factors.

To seek out a proper way out due to the English-speaking problems possessed, the English language instructor needs to provide an appropriate instructional technique in the English-speaking classroom. One way to teach speaking is to use movies as a medium. Movies will pique students' interest because most teenagers like watching movies. Students will gain an understanding of how non-native speakers use the language in various contexts in everyday life through watching movies. Based on the idea that movies provide real-life language input, they can be used as a pedagogical tool to enhance language learning (Smaldino et al., 2012). Apart from that, students study how native speakers speak the language because conversations in movies take place in real-world situations. Making films helps improve spoken language comprehension, which is one of the main advantages of watching them. The human dimension is essential for human development and identity formation in early learners, and Blasco et al. (2015) argued that movies can help teach this aspect of learning. Watching a movie can be reassuring, moving, and innocent. They have a visual and emotional foundation as well. Apart from that, the experience of watching movies can also help teachers confirm and clarify their role in bringing a fresh perspective to the classroom. Kanellopoulou (2019) said that watching movies is a great way to be exposed to real language. Authentic materials are produced more in the context of genuine dialogue than in the context of language instruction. Using authentic materials can significantly improve language proficiency because they contain the features of language when a native speaker speaks it. Hence, it could be further synthesized that applying movies or films could potentially improve the EFL learners' English-speaking achievement.

Additionally, an engaging English-language film can spark students' interest to learn to speak English in a communicative setting. According to King (2002), watching English-language films was a novel approach for specific learners to learn the language, and their preconceived notions about learning the language were on the basis of their prior educational experiences (p. 510). In other words, watching English-language movies while learning the language may pique students' interests more than the conventional approach. Furthermore, watching movies in a foreign language classroom can encourage students to participate in class and increase their enthusiasm to learn a foreign language (Kabooaha, 2016; Park & Jung, 2016). Apart from that, watching English-language movies with a compelling plot and real-world context can both increase students' interest in learning the language and have a positive learning impact (Li & Wang, 2015; Wang & Zhang, 2012). In addition, one of the simplest ways to integrate formal classrooms with out-of-class learning situations is to use audiovisual materials from open-access video databases like YouTube to learn speaking skills and important values (Anwar et al., 2020; Putri, 2019). Based on some experts in terms integration of short movies has a positive impact and is applicable in English-speaking classrooms.

Numerous studies have been conducted in conjunction with the utilization of movies in English-speaking classrooms. Riswanto. et al. (2022) stated that using short movies as a teaching tool to help students become more fluent speakers has an impact. Besides that, Fitri et al. (2017) in their research claimed that students' speaking abilities significantly improved after the use of a video-based retelling technique. It implies that one of the teacher's alternate methods for teaching speaking could be the video retelling technique. Ambarita, et al (2022) in their research found out that in comparison to the control group, the experimental class's students' speaking

abilities improved more quickly when they received treatment through an animated movie. Therefore, based on the expert's overview and previous related research, it stands to the point that incorporating short movies with the technique of retelling could promote EFL learners' English-speaking achievement.

From some previous research performed by the experts, the researcher was about to research on the use of short movies to improve EFL learners' speaking achievement and its aspects, as well as to see EFL learners' feedback after being instructed with short movies in a communicative setting. Apart from highlighting the description, problems, and related research above, six research questions were generated as follows: (1) What were English speaking level of achievement of EFL learners after being instructed with short movie?, (2) Was there any significant improvement on EFL learners' English speaking achievement?, (3) Was there any significant improvement on EFL learners' English speaking aspects in experimental class?, (4) Was there any significant improvement on EFL learners' English speaking aspects in control class?, (5) Was there any significant mean difference on EFL learners' English speaking achievement who were instructed by using short movie than those were not?, and (6) Did English speaking achievement contribute on English speaking aspects?. Moreover, staring at the above-generated research question, six aims of research were noted as follows: (1) To seek out the English speaking level of achievement of EFL learners after being instructed with short movie, (2) To seek out whether or not there was a significant improvement on EFL learners' English speaking achievement, (3) To seek out whether or not there was a significant improvement on EFL learners' English speaking aspects in experimental class, (4) To seek out whether or not there was a significant improvement on EFL learners' English speaking aspects in control class, (5) To seek out there was a significant mean difference on EFL learners' English speaking achievement who were instructed by using short movie than those were not, and (6) To seek out whether or not English speaking achievement contributed on English speaking aspects.

In terms of what new things were brought up in this current inquiry, this chiefly focused on the integration of short movie with retelling technique in English speaking class in university students particularly on both in English speaking analytically (aspect) and holistically (total) as these three had a positive link and match in which surprisingly these were not taken into account in the previously related inquiry by other researchers. Besides, this exemplified well-structured statistical computation that supported the data collection and analyses. More importantly, this also contributed to a practical and effective procedure in English-speaking classrooms as well as provided supplementary literature and fruitful insights in filling out gap of research in the field of proper and acceptable speaking instruction in higher educational levels. Besides, this research was aimed at giving some significance both theoretically and practically. Viewed from a theoretical aspect, this current inquiry was expected to provide some additional insights for English language instructors in terms of the proper and systematic intervention of short movies with the retelling technique in English English-speaking classroom. For students, this could give some recommended ways of speaking after watching short movies. For researchers, this could also give some additional theoretical insights as well as a contribution in terms of the positive association among short movies, retelling technique, and English-speaking achievement for future investigation. Viewed from a practical aspect, this was intended to give more academic engagement and participation between instructors and students in English English-speaking classes using short movies. It was also intended to give a practical and systematic procedure of instruction on how to use short movies with the retelling technique in English speaking environment.

## RESEARCH METHODOLOGY

The present inquiry employed quantitative research with a quasi-experimental research design merely concerned comparison group research design. Two groups were utilized in this current research, namely the experimental and control groups. The researcher gave a pretest in the experimental group, then an intervention was given with short movies, and at the end posttest was given afterwards. The contents of short movies were fictional stories with a 3–8-minute duration. On the other hand, the researcher just gave a pretest and a posttest without any treatment in the control group. The treatment was undergone for 14 instructional meetings, in which each meeting lasted for 100 minutes, excluding pretest and posttest.

### Population and Sample

Purposive sampling was employed in this research in which it comprised of twenty-eight participants, as the population. Two groups of equal size consisted of fourteen participants, respectively. The sample was selected based on the required criteria in which the participants were not taking any course outside of instructional hours, had the same instructor, and did not have a different academic year.

### Instructional Technique

The following instructional steps were applied adequately in an experimental class to see whether employing a short movie with a retelling technique was significantly effective on EFL learners' English-speaking achievement:

1. The lecturer described learning aims, activities, and their ways.
2. The lecturer asked questions related to the speaking topic learnt.
3. The lecturer displayed a short movie using an LCD and a speaker.
4. While watching the movie, the participants were asked to take some notes.
5. After watching the movie, some participants were asked to retell the movie with their own words.
6. Coming across with retelling difficulty to some participants, the short movies were played three times sequentially.
7. During the retelling activity, some participants were allowed to add their friends' movie retellings when asked to.
8. The lecturer instructed the participants to conclude the short movie altogether
9. To sharpen their bravery and fluency in speaking out, the lecturer gave them a short movie-watching task. Then, they had to make a voice-note recording to submit in their WA group.
10. The lecturer ended the speaking class

### Data Collection

This research used English speaking assessment. This assessment was used to see the EFL learners' oral proficiency. An English-speaking assessment was performed with an analytical scoring rubric of SOLOM (Student Oral Language Observation Matrix) by Parker et al. (1985). The same English-speaking topics were administered in the pre-speaking test and post-speaking test. This rubric was given to two speaking raters to analyze and holistically assess their speaking performance. The aspects of English-speaking assessment covered are pronunciation, grammar, vocabulary, comprehension, and fluency. Each aspect was given one point to the lowest and five points to the highest.

To track the instrumentations used were valid and reliable, two experts/raters were assigned to scale. The validity of the instrumentation was checked in terms of the speaking instruction, speaking topics, number of speaking topics, topic appropriateness, and speaking duration. Conversely, the instrumentation reliability was checked by using correlation coefficient data analysis between two rates using Pearson correlation. The results of instrumentation validity were categorized as valid, and the results of instrumentation reliability were categorized as reliable in both the experimental and control classes. Thus, it could be said that the results of instrumentation checking were accordingly employed.

**Table 1. Pearson Correlation Computation**

Variable Rated	Pearson Correlation Computation					
	Experimental Class			Control Class		
	Pretest	Posttest	Respective Sig.	Pretest	Posttest	Respective Sig.
English Speaking	.957	.970	.000	.934	.954	.000

### Data Analysis

The analyses of research data were obtained from English speaking test. To interpret and describe the participants' English-speaking attainment, the range of English-speaking scores was as follows: 21-25 (very good), 16-20 (good), 11-15 (fair), 6-10 (poor), and <6 (very poor). The following are sequence of statistical calculation analyses: descriptive statistics was used to seek an answer out for research question number 1, paired samples t – test was used to seek answers out for research question number 2, 3 and 4, independent samples t-test was used to seek an answer out for research question number 5, and Multiple regression analysis was used to seek an answer out for research question 6. After the data calculation analyses are made, thorough and proper interpretation, conclusion, and pedagogical implications would be employed.

## RESULTS AND DISCUSSION

This present inquiry encompassed four primary research findings, namely: 1) Descriptive statistics (Frequency dan percentage, mean score, and standard deviation), 2) Progressive analyses with paired samples t test (English speaking aspects), 3) Progressive analyses with paired samples t test (English speaking total), 4) Regression analyses (stepwisely regressed analyses).

## Descriptive statistics analyses

This present inquiry encompassed four primary research findings, namely: 1) Descriptive statistics (Frequency dan percentage, mean score, and standard deviation), 2) Progressive analyses with paired samples t test (English speaking aspects), 3) Progressive analyses with paired samples t test (English speaking total), 4) Regression analyses (stepwise regressed analyses). Referring to research question number 1, analyses of descriptive statistical were done to find out the frequency and mean score, and standard deviation of English-speaking achievement of participants. This was intended to see the participants' English speaking achievement level before and after the employed intervention.

Seeing the results of data presentation in table 2, it was very vivid that the results of English speaking pretest administered in experimental group revealed that 2 students (14.3) were counted in good English speaking achievement level (ESAL) with standard deviation (SD) and mean score (MS) (.707 and 16.50), 7 students (50) were counted in fair ESAL with SD dan MS (1.574 and 12.86), 4 students (28.5) were counted in poor ESAL with SD and MS (.957 and 9.25), and 1 student (7.1) was counted in very poor ESAL with SD and MS (.000 and 5.00). Thus, it could be further stated that English English-speaking achievement level of participants in the experimental group before the applied intervention was in the low category. On the other point, the results of English-speaking posttest given in experimental group revealed that 3 students (21.4) were counted in very good ESAL with SD and MS (.577 and 21.66), 6 students (42.8) were counted in good ESAL with SD and MS (2.422 and 17.33), and 5 students (35.7) were counted in fair ESAL with SD and MS (1.788 and 13.20). Hence, seeing the actual point of participants' ESAL, it could be stated that in the experimental group, the EFL learners' ESAL was in a high category.

**Table 2. Descriptive Analyses of Pretest and Posttest in Experimental Group  
(English Speaking Achievement Level Data Presentation)**

Variable	Achievement Level	Pre-test Experimental Group			Post-test Experimental Group		
		Frequency and Percentage (%)	Standard Deviation	Mean score	Frequency and Percentage (%)	Standard Deviation	Mean score
English Speaking Achievement	Very Good	-	-	-	3 (21.4)	.577	21.66
	Good	2 (14.3)	.707	16.50	6 (42.8)	2.422	17.33
	Fair	7 (50)	1.574	12.86	5 (35.7)	1.788	13.20
	Poor	4 (28.5)	.957	9.25	-	-	-
	Very Poor	1 (7.1)	.000	5.00	-	-	-
Total		<b>14 (100%)</b>	<b>3.309</b>	<b>11.79</b>	<b>14 (100%)</b>	<b>3.637</b>	<b>17.00</b>

Furthermore, highlighting the results of data presentation in table 3, it was very vivid that the results of English speaking pretest administered in control group revealed that 2 students (14.3) were counted in good English speaking achievement level (ESAL) with standard deviation (SD) and mean score (MS) (.707 and 16.50), 7 students (50) were counted in fair ESAL with SD dan MS (1.574 and 12.86), 4 students (28.5) were counted in poor ESAL with SD and MS (.957 and 9.25), and 1 student (7.1) was counted in very poor ESAL with SD and MS (.000 and 5.00). Thus, it could be further stated that English English-speaking achievement level of participants in the control group before the applied intervention was in the low category. On the other point, the results of English-speaking posttest given in control group revealed that 3 students (21.4) were counted in very good ESAL with SD and MS (.577 and 21.66), 6 students (42.8) were counted in good ESAL with SD and MS (2.422 and 17.33), and 5 students (35.7) were counted in fair ESAL with SD and MS (1.788 and 13.20). Hence, seeing the actual point of participants' ESAL, it could be stated that in the control group, the EFL learners' ESAL was in the average category.



**Table 3. Descriptive Analyses of Pretest and Posttest in Control Group  
(English Speaking Achievement Level Data Presentation)**

Variable	Achievement Level	Pre-test Control Group			Post-test Control Group		
		Frequency	Standard	Mean	Frequency	Standard	Mean
		and Percentage (%)	Deviation	score	and Percentage (%)	Deviation	score
English Speaking Achievement	Very Good	-	-	-	-	-	-
	Good	2 (14.3)	.707	16.50	5 (35.7)	1.817	17.60
	Fair	6 (42.9)	1.211	13.33	6 (42.9)	1.549	13.00
	Poor	4 (28.5)	1.500	9.25	3 (21.4)	1.528	8.67
	Very Poor	2 (14.3)	.000	5.00	-	-	-
Total		<b>14 (100%)</b>	<b>3.817</b>	<b>11.43</b>	<b>14 (100%)</b>	<b>3.771</b>	<b>13.71</b>

#### Prerequisite analyses (Shapiro Wilk and Levene Statistics)

##### Shapiro Wilk

Prerequisite analyses were employed to check the normality of the test and homogeneity of the test before proceeding to the further statistical analysis's calculation. To track the normality of the test, a Shapiro-Wilk was utilized in this present investigation. The data collected was counted normal if the generated significance value was bigger than .05. Nonetheless, if the generated value of significance was smaller than .05. Then the data was not said to have data normal distribution. Referring to the data test normality presented, it showed that the generated value of significance of pretest and posttest in experimental group was .980 and .492. In addition, it also showed that the generated value of significance of pretest and posttest in control group was .436 and .989. From the results of Shapiro-Wilk in both experimental and control class, it could be stated that pretest and posttest did not deviate from data normal distribution as both significance values were much bigger than .05.

**Table 4. Test Normality Checking Results**

Variable	Experimental Group		Control Group	
	Shapiro-Wilk			
	Pre-test	Post-test	Pre-test	Post-test
English Speaking Achievement	.980	.492	.436	.989

##### Levene Statistics

To track whether the data obtained was homogenous, Levene statistical calculation with F test was clicked on. F-test was done to following 3 primary variable measured: (1) pretest and posttest within experimental class, (2) pretest-posttest within control group, and (3) pretest and posttest between both groups. The results were stated homogenous if F test value was much bigger than .05. The results of Levene test showed that the obtained value of significance and levene statistic score in pretest and posttest within experimental class were .256 and .617. Furthermore, the results of Levene test showed that the obtained value of significance and Levene statistic in pretest and posttest within control class were .003 and .959. Additionally, the results of F test statistic and obtained value of significance of pretest between both experimental and control class were .347 and .561. Apart from that, the results of F test and obtained value of significance between both experimental and control class were .003 and .957. Therefore, seeing the results of obtained value of significance in 3 primary variables, it could be further concluded that the data calculated were said to be homogenous.

**Table 5. The Result of Homogeneity of Variances Test**

Variables	Homogeneity (F Test)							
	Pretest-Posttest within Ex Group		Pretest-Posttest within C Group		Pretest-Pretest between Ex Group and C Group		Posttest-Posttest between Ex Group and C Group	
	Levene Statistic	Sig.	Levene Statistic	Sig.	Levene Statistic	Sig.	Levene Statistic	Sig.
<b>English Speaking Achievement</b>	.256	.617	.003	.959	.347	.561	.003	.957

After grabbing the results of prerequisite analyses of the data, progressive analyses with paired sample t test (English speaking aspects and total), mean difference analyses with independent samples t test, and regression analyses with stepwise multiple regression were properly done in this present inquiry.

### Progressive analyses (Total)

As research question number 1 (RQ1) and prerequisite analyses had been well answered, progressive analyses with paired samples t test were undergone to answer research question number 2 (RQ2) in which the English speaking achievement scores were grasped from data of pretest and posttest within each class both experimental and control, respectively. To also see the significance value of improvement of pretest and posttest in both classes, attained mean score was accordingly taken into account. Pertaining to the progressive analyses results of English speaking achievement pretest and posttest in experimental group, it was then obtained that pretest and posttest mean scores generated of English speaking achievement in experimental group were 11.86 and 17.00 with SD (3.159 and 3.637). In addition, the gained mean score within English speaking achievement pretest and posttest in experimental class was 5.214 with SD (1.251). Besides, the t-obtained value was 15.591 and the sig.value of English speaking achievement within experimental class was .00 in which the value was statistically lower than .05. On the other side, the progressive analyses results of English speaking achievement pretest and posttest in control group, it was then found out that the generated mean scores of pretests and posttest of English speaking achievement in control group were 11.43 and 13.71 with SD (3.817 and 3.771). Additionally, the mean score gained in within English speaking achievement pretest and posttest in control class was 2.286 with SD (.994). Besides, the value of t-obtained was 8.600 and the gained value of significance of English speaking achievement within control group was .00 in which it was statistically lower than .05. Looking the gained results of paired samples statistics t test, it could be pointed out that statistically there were significant mean improvement on English speaking achievement of EFL learners in experimental class after being properly instructed with short movie with retelling technique and those who did not get intervention as this could clearly be viewed from the t-obtained of English speaking achievement value which was much higher than the value of t-table distribution.

### Progressive analyses (Aspects)

After gaining the results of progressive analyses of English speaking holistically, another point of computing progressive analyses of English speaking aspects such as: pronunciation, grammar, vocabulary, comprehension, and fluency. The computation results of English speaking aspects in experimental group showed that the mean score (MS) generated on pronunciation was .857 with SD (.363), t obtained value was 8.832, and the gained value of significance was .00. Besides, the mean score generated on grammar was 1.071 with SD (.616), t obtained value was 6.511, and the gained value of significance was .00. Besides, the mean score generated on vocabulary was 1.000 with SD (.555), t obtained value was 6.745, and gained value of significance was .00. In addition, the mean score generated on comprehension was 1.071 with SD (.555), t obtained value was 8.446, and the gained value of significance was .00. Additionally, the mean score generated on fluency was 1.000 with SD (.555), t obtained value was 6.745, and the gained value of significance was .00. On the other point, the computation results of English speaking aspects in control group showed that the mean score generated on pronunciation was .429 with SD (.514), t obtained value was 3.122, and the gained value of significance was .00. Besides, the mean score generated on grammar was .500 with SD (.519), t obtained value was 3.606, and the gained value of significance was .00. Beside that, the mean score generated on vocabulary was .357 with SD (.745), t obtained value was 1.794, and the gained value of significance was .09. In addition, the mean score generated on comprehension was .643 with SD (.514), t obtained value was 3.229, and the gained value of significance was .00. Additionally, the mean score generated on fluency was .571 with SD (.514), t obtained value was 4.163, and the gained value of significance was .00. Hence, it could be stated that there was significant progress in the aspects of English speaking

achievement in experimental group, respectively. Meanwhile there were significant progress in some aspects of English speaking achievement in control group, excluding vocabulary.

**Table 6. Progressive Analyses of English Speaking Aspects Computation**

English Speaking Aspects	Experimental Class		Control Class	
	MS & SD	T Obtained (P Value)	MS & SD	T Obtained (P Value)
Pronunciation	.857	8.832	.429	3.122
	.363	.00	.514	.00
Grammar	1.071	6.511	.500	3.606
	.616	.00	.519	.00
Vocabulary	1.000	6.745	.357	1.794
	.555	.00	.745	.09
Comprehension	1.071	8.446	.643	3.229
	.475	.00	.745	.00
Fluency	1.000	6.745	.571	4.163
	.555	.00	.514	.00

### Mean difference analyses

After having found out prerequisite analyses, RQ1, RQ2, RQ3, and RQ4, the researcher employed independent samples to see mean difference value between two groups, experimental and control group. The data calculated were taken from the administration of posttest score of English speaking achievement. In relation to the results of mean difference score analyses, it revealed that the gained mean difference value was 3.286, the t-obtained was 2.346, and the gained value of significance was .02. By considering the mean difference statistical calculation results, it could be further stated that there was a significant mean difference statistically on EFL learners' English speaking achievement after being taught by using short movie with retelling technique than those who were not as the t-obtained was much higher than value of t-table distribution and the gained p value was much lower than conventional level of significance.

**Table 7. Mean Difference Analyses Computation**

Variable	Pre test	Post test	Pre test	Post test	MS	MS	MDV &	Sig.2-tailed value Exp within	Sig.2-tailed value Control within	Sig.2-tailed value between Exp and Control
	MS & SD Exp	MS & SD Exp	MS & SD Control	MS & SD Control	pre and posttest Exp within & SD	pre and posttest Control within & SD	T-value posttest between Exp and Control			
English Speaking Achievement	11.86	17.00	11.43	13.71	5.214	2.286	3.286	.00	.00	.02
	3.159	3.637	3.817	3.771	1.251	.994	2.346			

### Regression analyses

After having calculated and described RQ1-RQ5, regression analyses were done in this present investigation to see percentage analysis of the contribution of English speaking aspects (analytically) towards English speaking total (holistically). Pronunciation, grammar, vocabulary, comprehension, and fluency were the aspects of English speaking to be stepwisely regressed. Seeing the table of model summary of stepwise regression analyses, it was found out that R value and R<sup>2</sup> value of fluency were 94.2% and 88.7%, R value and R<sup>2</sup> value of vocabulary were 98.1% and 96.2%, R value and R<sup>2</sup> value of pronunciation were 99.1% and 98.3%, R value and R<sup>2</sup> value of comprehension were 99.5% and 99%, R value and R<sup>2</sup> value of grammar were 99.8% and 99.6%. Meanwhile, Adjusted R<sup>2</sup> value of fluency was 87.8%, Adjusted R<sup>2</sup> value of vocabulary was 95.5%, Adjusted R<sup>2</sup> value of pronunciation was 97.7%, Adjusted R<sup>2</sup> value of comprehension was 98.5%, and Adjusted R<sup>2</sup> value of fluency was 99.3%. On the other point, the highest percentage of contribution of English speaking aspect was fluency, and the smallest contribution of English speaking aspect was grammar. The percentage distribution to each aspect was fluency (88.7%), vocabulary (7.5%), pronunciation (2.1%), comprehension (.7%), and grammar (.6%). Thus, it could be by then concluded that English speaking aspect gave a significant and proper contribution toward English speaking holistically.



**Table 8. Regression Analyses Computation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,942 <sup>a</sup>	,887	,878	1,301	,887	94,492	1	12	,000
2	,981 <sup>b</sup>	,962	,955	,790	,075	21,587	1	11	,001
3	,991 <sup>c</sup>	,983	,977	,560	,021	11,914	1	10	,006
4	,995 <sup>d</sup>	,990	,985	,456	,007	6,058	1	9	,036
5	,998 <sup>e</sup>	,996	,993	,310	,006	11,519	1	8	,009
<b>a. Predictors: (Constant), Fluency</b>									
<b>b. Predictors: (Constant), Fluency, Vocabulary</b>									
<b>c. Predictors: (Constant), Fluency, Vocabulary, Pronunciation</b>									
<b>d. Predictors: (Constant), Fluency Vocabulary, Pronunciation, Comprehension</b>									
<b>e. Predictors: (Constant), Fluency, Vocabulary, Pronunciation, Comprehension, Grammar</b>									

## DISCUSSION

After having computed and described the statistical analyses and research findings, the research interpretation could be accordingly made in conjunction with the integration short movie with a retelling technique in improving EFL learners' English-speaking achievement. Research findings revealed that the EFL learners' ESAL in the experimental group was in the high category, while the EFL learners' ESAL in the control group was in the average category. Additionally, research finding two revealed that statistically there was a significant mean improvement in English speaking achievement of EFL learners in the experimental class after being instructed adequately with a short movie with the retelling technique, and those who did not get intervention, as this could clearly be viewed from the t-test of English-speaking achievement value which was much higher than the value of t-table distribution. Apart from that, research finding three revealed that there was significant improvement in EFL learners' English-speaking aspects (pronunciation, grammar, vocabulary, comprehension, fluency) in the experimental group. Meanwhile, research finding four revealed that there was also significant improvement on EFL learners' English-speaking aspects (pronunciation, grammar, comprehension, fluency) in the control group, except for vocabulary. Furthermore, research finding five revealed that there was a significant mean difference statistically on EFL learners' English-speaking achievement after being taught by using a short movie with the retelling technique than those who were not, as the t-statistic obtained was much higher than the value of the t-table distribution. The p-value obtained was much lower than the conventional level of significance. Last of all, research finding six revealed that the English-speaking aspect gave a significant and proper contribution toward English speaking holistically (predictors: fluency, vocabulary, pronunciation, comprehension, and grammar).

There were some triggering reasons why a short movie with a retelling technique could improve EFL learners' English-speaking achievement in an EFL setting. Reason one, more frequent turn-taking in retelling English short movies, caused their English-speaking fluency as they were braver and more motivated to express their thoughts in association with the movie accordingly watched. This was in parallel with Madiyoh et al. (2018) who claimed that authentic short films use many new vocabulary, English phrases, and authentic language. The utilization of short films improves students' ability to communicate in English by offering a rich context for English language acquisition. Additionally, watching a movie can help learners pick up the language more quickly and effectively (Yaseen & Shakir, 2015). Apart from that, reason two, the students were also displayed adequately with authentic short videos with different English vocabulary and different real-world English language settings. This was in line with Goctu (2017), who claimed that watching movies can help students acquire a range of dialects and practice speaking in natural environments. Besides, movies are reliable resources for language acquisition, and watching them is an excellent method to improve your vocabulary, speaking, listening, reading, and other language abilities (Albiladi et al., 2018). Additionally, Rao (2019) also contended that the inclusion of authentic materials and a variety of language scenarios in English-language films enables the acquisition of the language in a real-world context. Furthermore, short English films are a great teaching aid because they maintain students' attention and encourage active listening, which helps them expand their vocabulary (Tnomat et al., 2022). Moreover, reason three, the English-speaking tasking after movie watching and retelling activities also causes their comprehension

as they were asked to create a spoken voice note after the class. This was in parallel with Murshidi (2020) who revealed that seeing English-language films helps students become more proficient speakers and listeners of the language. This beneficial relationship is further reinforced by the students' increased motivation to study. This led to an improvement in comprehension of the film viewed and the assigned work.

On the other hand, reason four, continuous exposure to various short movies this drew their special attention and enthusiasm to learn to speak. This was related to Irmada et al. (2021) who stated that the audio-visual elements of English short films piqued students' interest. Most of them claimed that when it came to honing their English, they were able to get over their nervousness and stiffness. Additionally, seeing English-language films could inspire students to engage fully and actively in the process of teaching and learning. Apart from that, Eshboeva (2021) claimed that when used as part of a foreign language lesson, showing an original feature-length movie not only helps students improve their spoken communication skills but also makes the lesson more engaging, educational, and cognitive for the student. On the other side, reason five, the learners were very relaxed and excited during the speaking activities as they were shown everyday life conversation videos. This was in conjunction with Khan (2015) who said that both instructors and students welcomed the use of movies in the classroom to enhance language skills as a beneficial development. Using correctly selected video resources may improve students' language acquisition and increase their motivation to study the target language. Movies have become an essential part of students' everyday lives; thus, it makes sense to use them in language classes. Learning a language becomes more enjoyable and engaging when it is motivated by movies. Meanwhile, research suggests that students can become more enthusiastic about learning a new language by watching brief movies (Madiyoh et al., 2018). Furthermore, short movies are an effective way to teach speaking because they address students' speaking problems (Masruddin, 2018), improve proficiency (Metruk, 2018), give students a realistic language environment (Meinawati et al., 2020) and spark their interest in pronouncing words correctly in everyday situations (Masruddin, 2018).

## CONCLUSION

Based on some research results and research discussion, some conclusions and pedagogical implications were properly written on: Firstly, the achievement level of English speaking of EFL learners in the experimental class was in the high category, while in the control class, the EFL learners' English speaking was in the average category. Secondly, there was a significant mean improvement in the English-speaking achievement of EFL learners in the experimental class after being instructed adequately with a short movie with the retelling technique, and those who did not. Thirdly, there were significant improvements in EFL learners' English-speaking aspects (pronunciation, grammar, vocabulary, comprehension, fluency) in the experimental group. Fourthly, there were also significant improvements in EFL learners' English-speaking aspects (pronunciation, grammar, comprehension, fluency) in the control group, except for vocabulary. Fifthly, there was a significant mean difference statistically on EFL learners' English-speaking achievement after being taught using a short movie with the retelling technique than those who were not. Sixthly, the English-speaking aspect gave a significant and proper contribution toward English speaking holistically (predictors: fluency, vocabulary, pronunciation, comprehension, and grammar). Thus, it could be accordingly stated that using a short movie with a retelling technique gave significant improvement in EFL learners' English speaking analytically and holistically.

In harmony with some conclusions above, some pedagogical implications were exceedingly recommended to the English lecturers as well as students, concerned stakeholders, and future investigators. First, lecturers of English should implicitly or explicitly include this instructional strategy, a short movie with the retelling technique, in developing EFL learners' English-speaking skills. Second, English students were required to learn independently in this way to upgrade their English-speaking skills. Third, concerned stakeholders should take this into account to integrate this in the instructional syllabus or curriculum as an alternative instructional strategy to implement. Fourth, future investigators were strongly suggested to investigate different English language skills, to use different instrumentation like interviews and questionnaires, and to add other variables or English language components to obtain a higher score of research findings.

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