



USING ENGLISH COMEDY MOVIES WITH PEER SUPPORT IN TEACHING SPEAKING

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ABSTRACT

The study aimed to investigate the effects of using comedy movies with peer support on students' speaking skills and students' responses toward the implementation of using comedy movies with peer support. In doing this, 60 students of class X at SMAN 2 Peusangan Bireuen were chosen as the samples. The data were collected by giving tests and questionnaires. The data from the speaking test were analyzed by using IBM Statistic SPSS version 23. Meanwhile, the data from questionnaires were analyzed by using a percentage formula. The finding revealed that there was a significant difference in the post-test scores of the students who were taught speaking by using comedy movies with peer support strategies and those who were taught speaking without using comedy movies with peer support strategy. The mean score of the posttest on the experimental group was 75.93. Meanwhile, the mean score of posttest on the control group was 67.50. The result of the t-test score showed the score difference was significant ($-1.96 < 9.50 > 1.96$). Moreover, the students gave positive responses toward using comedy movies with peer support in teaching speaking. They also faced some difficulties in learning speaking by using comedy movies with peer support strategy. In fact, they admitted that they lacked of confidence, vocabulary, and comprehension because of having a very limited time to practice speaking.

Keywords: *learning speaking, peer support, comedy movies.*

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INTRODUCTION

In Indonesia, teaching English at junior and senior schools is regarded as compulsory. The students at senior high school and junior high school are taught English so that they are able to communicate in it. It is also stipulated in Curriculum 2013, especially in core competence and basic competence requirements of English competencies for senior high school that students are required to be able to express the meaning of transactional and interpersonal texts and sustain them in a daily life context (Daryanto, 2014). It means that senior high school students are required to be able to speak English in a social context such as in greeting someone, inviting someone, asking and giving permission in an informal and a formal context.

The above notion brings the idea that students' capability to use English oral communication is being one of the English teachers' responsibilities. Teachers should plan strategies used in teaching English as well as possible. They should find an interactive, innovative, educative and creative way to improve students' speaking ability. In doing this, it is also possible for teachers to use appropriate instructional media in teaching English to foster students' speaking skills.

Despite the curriculum requirement, the practice of teaching speaking at senior high schools in Indonesia still faced some problems. One of the senior high school that still faces the obstacles is Negeri 2 Peusangan Bireun. Based on the preliminary interview with an English teacher, it was found that the students' ability in speaking was very poor. The teacher stated that the students did not want to speak English. Most of the students tended to keep silent during speaking practices. They chose to answer a question in Bahasa Indonesia when they were pushed to answer an English question orally. The students also felt shy to imitate what the teacher said when the teacher guided them to pronounce word by word in English.

Furthermore, the preliminary interview with the English teacher and 10 first grade students at SMAN 2 Peusangan showed that the students faced the difficulties in practicing speaking. Most of the students felt shy and anxious to make mistakes in pronouncing words and sentences. The students admitted that they could not speak English fluently because of lack of vocabulary. They were used to practicing speaking by reading the dialogues from the textbooks. Furthermore, they were not able to pronounce most of the words correctly because they had never listened to the words. They also did not know how to use the material from the

textbook in a real-life context. As a result, the students' pronunciation and comprehension were very poor. It is also proved by the students' speaking scores when they were asked to perform dialogue about introducing-self. The average of the students' speaking scores in class X was only 62. It is below the minimum limit set by the school (75). It means that the first-grade students' speaking score of SMAN 2 Peusangan Bireuen did not fulfill the requirement.

The problem above also brings the idea that the students' speaking ability needs to be fostered. One of the ways to foster students' desire to speak English is by presenting an interesting media such as a movie (Harmer, 2001). The movie presents the reality of English language in use which helps students to learn how to be good speakers. Teaching speaking by using a movie as media in the classroom is a good way not only to facilitate students how to speak well by imitating the characters in the movie, but also to teach about culture, history, and etc. about other countries.

Furthermore, researchers proved that using movies in teaching English improved students' speaking ability in their studies. One of the studies is done by Madiyoh and Putro (2018). Their study examined the effectiveness of audio-visual media such as a short authentic movie in enhancing students' speaking development. They applied a quasi-experimental study with pre-test and post-test group design at an Islamic senior high school at Yogyakarta. The result of the study showed that there was a significant difference between the students who were taught by using audio visual media and those who were taught by using a traditional method in enhancing speaking development with Sig. is 0.000.

Another previous study is done by Rokni and Ataee (2014). Their research examined the effects of watching English movies with and without subtitles on intermediate Iranian EFL students' speaking ability randomly selected from Novin institute in Gorgan, Iran. The result of their research proved that the experimental group who watched the movie with subtitles showed a considerable improvement in their speaking ability in comparison with the control group who watched the movie without subtitles.

The last is research by Mei-ling (2007). She examined teaching English listening and speaking through films. The results suggest that English films play a positive role in motivating students to learn English listening and speaking in which the students taught by using films showed their positive improvement in their speaking and listening

abilities. The result also proved that the students' motivation was improved in which they felt more enthusiastic when they were taught by using film. The result is in line with a theory by Richards and Renandya (2002) that providing students with extensive exposure to authentic language through audio-visual stimuli such as a movie and with opportunities to speak stimulate students' willingness and reason to speak. This finding is also supported by Busa (2010) who stated that listening to people speaking about real-life experiences and interacting with other speakers in a natural way such as in movies may be considered more stimulating students to learn EFL and to increase their motivation.

Furthermore, along with presenting the media, using appropriate strategies is required in order to make students learn effectively. In teaching speaking, peer support strategies can be one of the ways to foster students' speaking ability because it provides opportunities to learn from explaining ideas to others and giving and receiving feedback on performance (Boud, Cohen & Sampson, 2002). In peer support, students spend a considerable time together learning the language and encounter similar language-learning challenges. Students may receive support from their classmates not only in the form of friendship but also in learning facilities. Peer support has greater reciprocity because peers share equal status.

The peer support strategy proves that peers and groups' discussion about a topic helps students to improve their speaking ability because they can construct utterances through dialogues. In line with the above explanation, Tavares (2016) stated in his literature that peer discussion may enhance learning because students have a chance to share their understanding of one another.

Some researchers had conducted studies concerning the implementation of peer support in teaching speaking. One of the studies was conducted by Sari, Çeliköz and Ünal (2017) who studied the effects of peer support on university-level students' language achievement in Istanbul, Turkey. After giving a pretest, treatment, and post-test, it was found that the experiment group's posttest score was much higher than the control group's posttest. In other words, the study proved that teaching by using peer support strategies improved students' English achievement.

Another previous study is a quasi-experimental study conducted by Muslem and Abbas (2017) who studied the effect of immersive multimedia learning with peer support on speaking skills among male and female students. They applied peer support strategies when

implementing immersive multimedia language learning to improve students' oral production skills in speaking and reading. In their research, they covered six measures namely pausing, phrasing, stress, intonation, rate, and integration without the mediation of the first language of the students. The result of the data analysis showed that the immersive multimedia technique with peer support enabled the students to develop oral production skills in English, approaching the patterns of native speakers, especially amongst the female students.

Considering the above research background, the present study aimed to investigate the effect of using peer support with comedy movies in teaching speaking. Furthermore, it also provided information about the students' responses and the students' difficulties in learning speaking by using comedy movies with peer support.

LITERATURE REVIEW

Using Comedy Movies in Teaching English

Comedy movie is one of the movie genres which have the main purpose to entertain audiences. It is one of its most popular and successful genres because comedy movies have lots of scenes with funny characters or funny situations that make audiences laugh (Englishclub.com, 2019). This nature of comedy movies brings ideas of using comedy movies as one of the media in teaching speaking.

There were still very limited pieces of literature which have discussed the use of comedy movies in teaching English. However, the researchers found that several experts suggested using humor or funny videos in teaching. For example, Morrison (2008) stated that one of the benefits of using humor such as comedy in language teaching is lowering language anxiety. People who are pleasant will improve their self-esteem and motivation and decrease their depression and stress. Thus, humor in comedy movies can be one of the solutions for a teacher to reduce students' stress and improve their performances in learning. Meanwhile, Garner (2006) studied two groups of undergraduate students, randomly assigned to a humor condition group and a control condition group (42 and 52 participants, respectively). The results showed that the humor group had higher ratings for the item on their overall opinion of the lesson and could recall and retain more information regarding the topic.

Peer Support

Peer support is a strategy in teaching in which people or students in a community help each other to achieve a goal. It is a form of cooperative learning which has a variety of more specific roles students may take on to enhance the learning of others such as peer helping, facilitating, advising, instructing, aiding, assisting, and leading (Newton, Ender & Gardner, 2010). In the context of language learning, peer support refers to others' help on which learners can rely to achieve foreign language success (Sato & Ballinger, 2016). It implies that in peer support, every student plays his or her role in helping others to achieve learning objectives.

According to Baker et al. (2014), there are three prominent strengths of using peer interaction in a language teaching activities. First, it moves a learning context from declarative knowledge of the language and dependence on formulaic language to productive and more fluent language use. Second, it provides a new experience for students to work cooperatively so that they have an opportunity to experiment and test out a new form of language for specific meanings. Third, it enhances students' interaction and motivation in learning.

Teaching Speaking with Peer Support

Some experts have applied peer support for teaching speaking in English language classes. Butler and Liu (2019) collected the survey data and interviewed the participants concerning the participants' peer relationships as well as their performance in learning English. Based on the result of data analysis, they claimed that social/contextual factors such as peer relationship have substantial and dynamic associations with young learners' language learning in instructional settings.

Furthermore, Li (2009) conducted a study concerning the use of peer support strategies in improving students' speaking performance in English in an EFL classroom. The study revealed that peer interaction among the students allows students to complete the activity and co-construct their own system of making meaning through words in a second language. The use of peer support in this study also proved the theory that peer support improved students' oral production skills.

Meanwhile, Muslem and Abbas (2017), used a peer-support strategy to improve speaking with immersive learning with peer-support in order to find out its effects on oral production such as pausing, phrasing, stress, intonation, rate, and integration. The study revealed

that the peer support strategy significantly improved oral production in speaking for pausing phrasing, stress, intonation, rate, and integration.

RESEARCH METHODOLOGY

Research Participants

The population was all of the 150 first-grade students of SMAN 2 Peusangan. They were arranged in five classes. The samples were 60 students from two classes chosen by using random sampling technique. One class was assigned as the experimental class, whereas the other became the control class.

Research Instrument

To collect the data, the researchers used two instruments namely test and questionnaires. To find out the students' speaking ability before and after giving the treatments, the researchers tested the students' speaking skill by asking them to perform a dialogue based on some themes. In doing this, the researchers chose the material about self-introduction for both groups. The topic was relevant with the curriculum for the first grade students of senior high school in which one of the core and base competences required to be taught is to express interpersonal and transactional text and sustain in a daily life context.

Furthermore, to find out the problems faced by the students in learning speaking by using comedy movies with pair support, the researchers set a list of questionnaires. This form of questionnaire was adapted from the model of questionnaire by Lee (2006).

Technique of Data Collection

To collect the data, the researcher gave pretests, treatment to the samples, and post-test. Pretest was given in both experimental and control classes before the students in the experimental class was taught speaking by using comedy movies. The result of the pre-test measured the students' initial speaking score in both classes. The post-test was given in a research after giving some treatments to the samples. The result of post-test gave information about the students' speaking ability after the treatment in both groups.

Technique of Data Analysis

In analyzing the data from the pre-test and post-test, the researchers used IBM Statistic SPSS Version 23. The difference of the students'

speaking scores between experimental and control groups were analyzed by using procedures such as mean, standard deviation, and t-test. Meanwhile, the data from the questionnaire were analyzed by using percentage formula. proposed by Sudjiono (2005).

RESULT AND DISCUSSION

Result

In analyzing the data, t-test was done in order to find out the significant difference between two variables. In this case, the researchers intended to find out the significant differences between the students' speaking scores in the experimental class taught by using the English comedy movies with peer support and the control class not taught by using this technique. In doing so, the researchers used SPSS 2015 version 23. The t-score of the test is presented in the following table.

Table 1. Descriptive Statistics of Posttest of Experimental Class and Posttest of Control Class

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1: Posttest of EG – posttest of CG	8.433	4.861	.888	6.618	10.249	9.502	29	.000

The table 1 shows the result of the t-test of the post-test of the experimental class and the result of the post-test of the control class. Based on the result, the t-test value was 9.5. It was out of the limit given (between -1.96 and 1.96). It means that H_a was accepted and H_o was rejected.

The data from questionnaires were analyzed to know the students' responses toward the implementation of comedy movies with peer support strategy at SMAN 2 Peusangan Bireuen in teaching speaking skill. In this research, the questionnaires used Likert Scale in which the students were required to select one out of the four options (strongly agree, agree, disagree, and strongly agree) in each statement. The data from questionnaires are analyzed by using a percentage formula as follows.

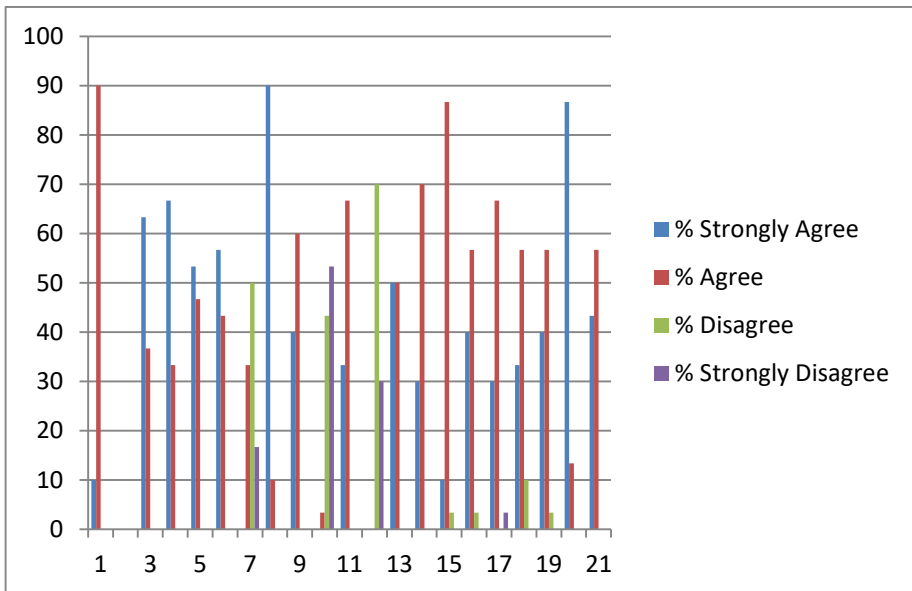


Figure 1. Students' responses in the questionnaire

The figure shows the students gave positive responses toward the implementation of using comedy movies with peer support in teaching speaking. The figure 1 shows that 63.33% of the students agreed and 36.66% of students strongly agreed that they did not feel afraid to perform speaking in front of the class when learning speaking by using comedy movies with peer support (statement 3). In other words, those students argued that learning speaking by using comedy movies with peer support reduce their anxiety in practicing speaking.

There were 66.66% of the students strongly agreed and 33.33% the students agreed that they liked when their friends suggested their speaking improvement (statement 4). In other words, it can be implied that students liked to be supported by their peers to improve their

speaking performance. Furthermore, 53.33% of the students strongly agreed and 46.66% of the students agreed that they felt confident to practice their English when learning speaking by using comedy movies with peer support (statement 5). Thus, it can be concluded that all of the students agreed that they felt confident when learning speaking by using comedy movies with peer support.

Furthermore, 56.66% of the students strongly agreed and 43.33% of the students agreed that they felt satisfied with their speaking score after learning by using comedy movies with peer support (statement 6). There were 15 students who strongly disagreed and 5 students who disagreed if using comedy movie with peer support should not often be applied in learning English speaking skill. However, there were 10 students who agreed if using comedy with peer support should often be applied in learning English speaking skill.

There were 70% of the students who disagreed and 30% of students who strongly disagreed that learning speaking by using comedy movies with peer support made them confused. There were 50% of the students who strongly agreed and 50 students who agreed that when learning by using comedy movie with peer support, they should find the relation between the materials and their daily life experiences.

They also agreed that using comedy movies with peer support motivated them to learn to speak. There were 30% of the students who strongly agreed and 70% of the students who agreed that learning speaking with comedy movies with peer support with this statement. It implies that learning speaking by using comedy movies with peer support improved their motivation.

Furthermore, there were 10% of the students who strongly agreed and 86.66% of the students who agreed that they faced difficulties when learning speaking by using comedy movies with peer support. There was only a student who disagreed with this statement. It implies that even though the students were motivated to learn speaking, they still faced difficulties in learning speaking by using comedy movies with peer support.

There were 40% of the students who strongly agreed and 56.66% of the students who agreed that they felt that they improved their speaking if the teacher used comedy movies with peer support in teaching speaking. Besides, there were 30% of the students who strongly agreed and 66.66% who agreed that using comedy movies with peer support increased their knowledge in terms of pronunciation. There was only one student who strongly disagreed with this statement. Moreover, the

students felt that using comedy with peer support improved their grammar. It was implied from the questionnaire result that 33.33% of the students strongly agreed and 56.66% of the students agreed that using comedy movies with peer support improved their grammar. There were only 10% of the students disagreed with the statement and no students strongly agreed with the statement 18.

There were 43.33% of the students who strongly agreed and 56.66% of the students who agreed that using comedy movies with peer support improved their comprehension. The questionnaire result also shows that 13.33% of the students faced a lack of comprehension; 26.66% of the students faced a lack of confidence; 33.33% of the students faced lack of fluency, and 26.66% of the students faced lack of vocabulary. The students argued that they would face difficulties to catch the vocabularies in the video if the video was not paused for several times. It led them to lacking of comprehension because they could not find the meaning of the words in a very limited time. This is concluded from their following statement:

“The video was played so fast. I could not find the meaning of some words in the video. Thus, I did not what the speakers were talking about at some parts...”

Furthermore, the students also argued that the pronunciation in the video was not clear by saying:

“The speakers were pronounced the words so fast that I did not catch the vocabularies. Besides, in some parts, they did not pronounce the words clearly...”

Besides, the students argued that they could not follow the way the speaker in term of pronunciation and fluency by saying:

“I could not follow the way the speaker talk. I need to pause for several times because I lost my vocabularies and faced difficult to pronounce some wards...”

Moreover, the students also argued that the time of learning was very limited that they only had two times to practice speaking in front of the class by saying:

“We only practiced speaking two times in front of the class. The teacher should give us more chance to practice...”

Discussion

After the implementation of comedy movies with peer support strategy in speaking class, the researchers found that there was a significant difference in speaking scores between the students who were

taught by using comedy movies with peer support strategy and the students who were taught without using comedy movies with peer support strategy. It was proved by the result of SPSS in which the t-score of the post-test of the experimental and the control class in which the t-test. It can also be seen from the means scores of the post-test in which the experimental class achieved 75.93, while the control class got 67.50. Thus, it can be concluded that teaching speaking by using comedy movies with peer support improved students' speaking performances.

The finding above coincides with Li's claim (2009) that using peer support strategies improves the students' speaking skill. In case of the implementation of the peer support at SMAN 2 Peusangan Bireuen, the students were arranged to help each other in learning. They encourage one another to find the mistakes of their friends' performance and correct the mistakes in the groups. Thus, the students who had more knowledge than others helped their friends to learn. Meanwhile, the students who had less understanding about the making sentences and performances were freely asked their friends about the material and they had a fun discussion in the class. This phenomenon actually proved an argument by Tavares (2016) who stated that peer discussion may enhance learning because students have a chance to share their understanding of one another.

Furthermore, the students at SMAN 2 Peusangan, Bireuen showed their curiosity while the teacher was playing the movie without using subtitles. They tended to ask some new vocabulary in the movies. Furthermore, the students also asked the meaning of the vocabularies from the subtitle when the movies were played with the subtitle. The students also tended to follow what the speakers said along with their gestures, intonation, and facial expression.

This finding is in line with Chelbi (2010) who said that using interactive media such as a movie can be a choice in increasing students' curiosity in learning (Chelbi, 2010). It also supported by a theory by Yaseen and Shakir (2015) who says that English caption in movies leads students to raise their language skills and encourage students to learn a language. It enables students to translate words into pictures and stimulates one's imagination.

Moreover, it seemed that the students found an interesting way to improve their speaking in which they followed what the speakers said in the movies. They also unconsciously practiced the pronunciation of some words with their friends and followed some sentences with the intonation. In this case, it can be concluded that using comedy movies is

one of the ways to present natural language for the students. It is supported by an argument by Louw (2006) who claims that movie can be used to enhance students' speaking in learning English. He argued that the presented language in a movie is more natural than found in course-books.

Having discussed the results of the test, we now turn to the discussion of the questionnaire result. It shows that students gave positive responses to the implementation of using comedy movies with peer support in teaching speaking. All of the students argued that they did not feel afraid to perform speaking in front of the class when they were taught by using comedy with peer support. They also believed that using comedy movie with peer support strategy helped them to improve their pronunciation, grammar, fluency, vocabulary, and comprehension.

Furthermore, the student argued that they felt motivated to practice speaking when they were taught by using comedy movies with peer support. It was proved by the students' responses toward the questionnaires in which all of the students agreed that using comedy movies with peer support motivated them to speak English well. This notion is in line with the argument by Ling (2009), the use of movies in EFL classrooms enhanced students' motivation. Movies presented the language in use including the new vocabularies and phrases along with the gestures and expression. It is also supported by the theory by Harmer (2001) who says that learner motivation increases when learners learn a language using video. Students' interest is increased because they have a chance to see language in use. The video presents or revises new words, phrases, and expressions and it shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction.

Moreover, it was found that the students at SMAN 2 Peusangan Bireuen faced some difficulties in learning English by using comedy movies with peer support. The students faced difficulty to catch the words in the movies because the movies kept running before they found the meaning of the words spoken by the speakers. Moreover, the students felt difficult to understand the meaning of sentences said by the speaker in the movies because they lacked of vocabulary, thus hampering their comprehension of the utterances used by the speakers in the movies

Furthermore, the students admitted that they still felt difficult to speak English fluently when they learned speaking by using comedy movies with peer support. According to Richards and Schmidt (2002), this phenomenon may be caused by students' lack of vocabulary. They

did not have the appropriate words in their mind to express sentences in another language. Thus, they tended to pause for several times in order to think when they were speaking. Besides, being less fluent in speaking is also influenced by grammar. It is in line with the theory by Brown (2003) who explained that the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary with a bit of pronunciation thrown in.

Furthermore, the students also admitted that they had less confidence in performing speaking in front of the class. According to Nation and Newton (2009), in creating the students' confidence, a teacher should provide students with the words beforehand that students need in speaking activities. Thus, they have more time to think before they speak in front of the class.

Based on the discussion above, it can be concluded that the students' responses proved the third alternative hypothesis and reject the third null hypothesis. In other words, it proved the hypothesis that there are problems faced by the students in learning speaking by using comedy movies with peer support at the first grade students of SMAN 2 Peusangan, Bireuen.

CONCLUSION AND SUGGESTION

Conclusion

Based on the statistical analysis, it was found that the mean score of the posttest of the experimental group was higher than the mean score of the post-test of the control group. The mean score of the posttest on the experimental group was 75.93. Meanwhile, the mean score of the posttest of the control group was 67.50. The result of t-test score showed the score difference was significant ($-1.96 < 9.50 > 1.96$). It proved the alternative hypothesis that there was a significant difference in post-test scores of the students who were taught speaking by using comedy movies with peer support strategies and those taught speaking without using comedy movies with peer support strategy. Moreover, the result analysis also implied that teaching by using comedy movies with peer support strategy was effective to improve the students' speaking.

Furthermore, the results of the questionnaire show that the students gave positive responses toward the implementation of teaching speaking by using comedy movies with peer support strategy. All of the students argued that they did not feel afraid to perform speaking in front of the class when they were taught by using comedy movies with peer support.

They also believed that using comedy movies with peer support strategy helped them to improve their pronunciation, grammar, fluency, vocabulary, and comprehension. The students argued that they felt motivated to practice speaking when they were taught by using comedy movies with peer support. It was proved by the students' responses toward the questionnaires in which all of the students agreed that using comedy movies with peer support motivated them to speak English well. In sum, the result of the data analysis from questionnaires proved the hypothesis that teaching speaking by using comedy movies with peer supports improved students' speaking skill.

Furthermore, the students' responses toward the questionnaires also show that the students faced some difficulties in learning speaking by using comedy movies with peer support strategy. The students admitted that they lack of confidence, lack of vocabulary, and lack of comprehension. Furthermore, the students also said that they had a very limited time to practice speaking. This proved the hypothesis that there were problems faced by the students in learning speaking by using comedy movies with peer support at the first grade students of SMAN 2 Peusangan Bireuen.

Suggestion

Based on the findings of this study, some suggestions are provided for teachers, students, and other researchers. The finding of this research is expected to be a reference for the teacher to reduce the students' nervousness when making mistakes. Teaching speaking by using comedy movies with peer support strategy could be one of solution for the teacher to make students feel fun in learning speaking. Furthermore, it was recommended for other researchers to do similar research in the field of using comedy movies in teaching speaking. The findings of this research are expected to be a starting point for further research in the same field. The researcher also suggested another researcher conduct more specific research about using comedy movies in learning English such as the impacts of comedy movies for children's vocabulary, their listening skill ability, etc.

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