



The Use of Short Movies at The Speaking Class at Al Bonafide Course

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Abstract

This study explores the use of short movies as a learning medium in the speaking class at Al Bonafide Course. The purpose of this study was to assess the impact of using short movies on students' vocabulary comprehension, their understanding of real-life scenarios, and increased engagement and confidence in speaking. The study involved 20 third-grade students and employed a qualitative descriptive design. Data collection was done through observation and documentation. The results showed that the use of short movies can increase students' learning motivation, expand vocabulary, and improve speaking fluency. Students become more interactive, enthusiastic, and confident in expressing ideas. Although previous studies have discussed the use of short movies in language learning, this study makes a new contribution by highlighting how short movies can encourage students' interactivity and emotional engagement in the learning process. The findings support the use of short movies as an effective tool to bridge language theory and practice, making learning more dynamic and meaningful.

Keywords: *Short Movie; Speaking Skills; Teaching media; Al Bonafide Course.*

Introduction

Speaking in English is a very important skill that students must have in order to communicate more easily with others. According to (Rahmasari, 2021) people who speak English are those who use English in their daily lives. In addition, speaking is a key skill in communication, as this skill serves as the basis for effective interpersonal interaction. Speaking allows one to convey their thoughts, emotions, and intentions clearly to others, thus facilitating understanding and collaboration.

People often speak and listen several times before articulating their thoughts (Kiptiyah, 2022). This process of speaking and listening is crucial, as it helps individuals to refine their ideas and responses before expressing them. Moreover, effective speaking skills can boost one's confidence in social situations, thus allowing individuals to engage more freely in conversations and discussions. This idea is further supported by (Maslahah, 2024), who states that speaking skills are directly related to cognitive, physical, and socio-cultural processes, all of which occur directly and in specific situations.

Therefore, developing strong speaking skills is essential for students to successfully navigate various social contexts. In this case, the role of the teacher is very important to create a supportive and interesting learning environment to attract students' interest in learning speaking skills. Here, the teacher uses short movie media as an interesting. According to (Ahsanuddin, 2023), media is a tool that can support various needs and activities, which can basically provide convenience for anyone who uses it.

Meanwhile, movies are one of the media that can attract students' interest in learning English because most teenagers today like to watch movies. Beside (Riswanto, 2022) states that movies are the best way to get real exposure when wanting to learn a language. By watching movies that focus on relevant themes, such as working in the hospitality industry, students will be exposed to real-life scenarios that improve their comprehension and vocabulary. After watching the movie, students are encouraged to participate in group discussions, where they can share their thoughts, ask questions, and express their opinions about the characters and situations presented in the movie.

This interactive approach not only builds their confidence in speaking, but also encourages collaboration and critical thinking among fellow students. Al Bonafide Course is an English course institution located in Arosbaya, Bangkalan, Madura, which specifically serves students who have graduated from high school, with the majority of male participants. Students at this course generally follow the learning program to prepare themselves to enter the workforce or continue their education to a higher level.

The main challenges faced by students at Al Bonafide Course are low confidence when speaking in English and limited vocabulary. To overcome these

obstacles, the teachers at this course implement a more engaging and contextualized learning approach by using short movie as the main media in teaching speaking. Through this media, students not only more easily understand the context of language use in real life, but also become more interactive in the learning process. They are more active in asking questions, discussing and expressing opinions in English after watching the movie, which shows an increase in liveliness, courage and confidence in speaking.

Based on previous research according to (Maslahah, 2024) with the title “Teaching Student Speaking Skill Through Media Audio-visual with the Short Movie The king’s Speech at SMKN 1 Sepuluh”. This research focuses on the utilization of film as learning media to improve students’ speaking ability at SMKN 1 Sepuluh. The results show that the utilization of short movie in learning activities makes the speaking learning process more interesting and effective. Films such as “The King’s Speech” that arouse students’ interest can help them understand effective communication techniques, thus increasing their confidence when speaking in public.

By analyzing the communication techniques in the movie, including breathing exercises and proper use of pauses, students not only learn academically but are also motivated to overcome their fear of speaking. The study concludes that audio-visual media, particularly short movie, are valuable educational tools in making learning to speak more enjoyable and providing a more meaningful experience for students. And also, according to (Adillatunnisa’ et al., 2021) their research discusses “The Effect of Short Movie Toward Students’ Speaking Skill” and highlighted the advantages of using short movies as resources in English language teaching.

The study revealed that short movie significantly improved students’ speaking skills by providing them with exposure to authentic language use in an engaging context. By interacting with these movies, students can improve their vocabulary, pronunciation and overall fluency through narratives that are relevant and relatable to them. The findings of the study show that incorporating short movie into language learning not only makes the process more enjoyable but also facilitates deeper understanding and retention of language concepts.

This method has proven to be an effective complement to traditional teaching practices, allowing students to develop their speaking skills in a dynamic, practical and fun way. Engaging in discussions and retelling stories based on the movie allows students to build confidence in their speaking skills, making learning fun and effective. And the last one according to (Laiya et al., 2020) with the title “Improving Speaking Ability by Using Short Movie at Eleven1TH Grade Students of SMA Negeri 5 Palu”.

This research focuses on the application of short movie as media to improve students' speaking skills at SMA Negeri 5 Palu. The research findings show that the use of short movie in the learning process makes speaking activities more interesting and effective. By watching movies, students are exposed to authentic language use and cultural context, which not only improves their vocabulary and pronunciation, but also helps them overcome speaking anxiety, leading to increased confidence in public speaking. This study concludes that short movie serves as valuable educational tools, making learning speaking skills more enjoyable and impactful for students.

Based on the previous research above, the use of short movie media in English language learning is proven to be able to help the learning process of students' speaking skills. Based on research conducted by (Maslahah, 2024) the use of movie such as "The King's Speech" at SMKN 1 Sepuluh shows that movies can make the learning process of speaking more interesting and effective. The movie not only attracts students' interest, but also helps them understand effective communication techniques, thus increasing their confidence when speaking in public.

Other studies by (Adillatunnisa' et al., 2021) and (Laiya et al., 2020) also highlight the benefits of using short movie in English language teaching, where these movies provide exposure to authentic language use in an engaging context, which in turn improves students' vocabulary, pronunciation, and fluency, as well as helping students overcome speaking anxiety. By watching movies, students not only learn academically, but also engage in discussions and retell stories based on the movie, which makes learning more fun and successful.

Another study conducted by (Al Aqad et al., 2021) also supports these findings, showing that the use of audio-visual media in language learning can increase students' motivation and engagement, as well as provide a more meaningful learning experience. Thus, the integration of short movie in English language learning is an effective method to improve students' speaking skills in a dynamic and fun way. Although the effectiveness of short movie has been widely discussed in formal educational contexts, research in non-formal institutions such as community-based language courses is still limited.

Therefore, this study aims to fill this gap by exploring how short movie are implemented as a learning medium in speaking classes at Al Bonafide Course. The research question guiding this study is "How is the implementation of short movie as a learning medium in students' speaking classes at Al Bonafide Course?" This research is expected to provide insights into the role of short movie in developing speaking skills, especially in informal settings where learners face different challenges to learners in formal education.

Method

The most important element in designing a study is the selection of the right method. This method aims to evaluate the accuracy of the research findings (Maria Ulfa, 2024). This study applies a descriptive qualitative design that aims to present the results, focusing on information that details the teacher's teaching strategies in using short movie and students' perspectives on movie media. (Rijal Fadli, 2021) explains that the qualitative approach focuses on understanding various social or human phenomena, by providing in-depth descriptions that can be conveyed in words, and reporting complete views taken from informants in an authentic context.

Meanwhile, (Fahlevi et al., 2020) state that qualitative research prioritizes understanding the phenomena experienced by individuals, such as attitudes, views, motivations, and actions, which are presented in the form of descriptions using language in a special natural context through various scientific methods. The subjects involved in this research are teachers and grade 3 students who take speaking courses at Al Bonafide Course. Who had graduated from high school. Their ages ranged from 20 to 25 years old, with varying levels of English proficiency, from pre-intermediate to intermediate.

The selection of participants was done by purposive sampling, by choosing students who were actively involved in the speaking learning process using short movie media. Data collection was conducted through two techniques, namely observation and documentation. Observation was conducted directly by the researcher during 3 meetings in speaking class to see how the teacher applied short movie as learning media, as well as how students' interaction and participation during the learning process.

Documentation was done by collecting photos of learning activities, observation notes, and student assignment sheets. The media used in the learning process is a short movie titled "A Hotel Bar in the Desert" with a duration of about 6 minutes, chosen because it is relevant to the theme of daily life conversations and contains contextual expressions and vocabulary. The data obtained were analysed using descriptive analysis method which includes three main stages, namely: (1) data reduction, namely selecting important data in accordance with the research focus; (2) data presentation in the form of narrative descriptions; and (3) conclusion drawing, namely interpreting the findings based on indicators of student involvement and media effectiveness.

Results

This research aims to directly observe how teachers use short movie as learning media in speaking class, and see how students respond to the method. Based on

the observations made in three meetings, the researcher organized the findings into the following main themes:

1. Short Film Introduction and Activation of Prior Knowledge

At the beginning of the lesson, the teacher starts with a probing question to find out if the students have learned using short films before.

"Okay kids, today we are going to learn by using short films. Have you ever learned by using short films before?" (Teacher)

"I have, but it was last year when I was in grade 2." (St1)

When the teacher asked for the definition of "short movie", some students still misunderstood and equated it with "podcast".

"What is a short movie?" (Teacher)

"Podcasts are audio and video that have many topics." (st2)

The teacher then clarifies the understanding and explains that a short movie is a short video that can be watched at any time through a digital device.

2. Watching and Discussing Movie Content

The teacher shares the link of the movie "A Hotel Bar in the Desert" with the students and asks the students to listen carefully to the content of the movie.

"Alright guys, I have shared the link. Please listen carefully and pay attention to the points made. After that, we will discuss the content. Are you ready?" (teacher)

"Ready, Miss!" (St3)

After watching, the teacher continued the group discussion session and asked students to write down the key points that would be presented.

"Miss, is there anything to write down?" (St3)

"It's ready, after discussing, write down the points that will be presented so you don't forget." (Teacher)

3. Student Presentation and Feedback

After the discussion, the teacher facilitates students to convey their ideas orally in front of the class.

"Can anyone share one important point that you learned?" (teacher)
"I learned that this movie illustrates how a brief encounter with a stranger can change one's perspective on life." (St1)
"That's a good point. Anything else?" (teacher)
"Nothing, ma'am, because we have the same thoughts." (St2)

The teacher continues by asking the students to mention three main points from the movie:

"The first one is about how social interactions can happen in unexpected places." (St4)
"The second point is about how one builds a conversation and expresses their thoughts confidently." (St5)
"The movie also shows how tone of voice, expression, and gestures can affect meaning in communication." (St6)

4. Speaking Reflection and Reinforcement

At the end of the session, the teacher asks the students to reflect on how this activity helped them improve their speaking.

"Can someone tell me how this activity helped improve your speaking?" (teacher)
"This activity helped me organize my ideas better, because when we had the discussion, I had to really think about how to express my thoughts clearly." (St4)
"Did you learn anything new from this discussion?" (teacher)
"Yes, Mom, I learned that listening to others is important. Sometimes, their opinions or ideas help me understand the topic better." (St5)
"Do you feel more confident?" (Teacher)
"Yes, a little bit, Mom. Because we discussed it together, so I felt more confident to try it." (St8)

The teacher closes the activity by giving appreciation:

"Good job today! Remember, practice makes perfect, so don't be afraid to speak up. See you in the next class!" (teacher)

5. Continuous Learning and Reinforcement of Nonverbal Materials

At the next meeting, the teacher repeats the activity by re-watching the movie and giving special emphasis on the nonverbal communication aspect.

"Today, we will continue last week's learning by re-watching a short movie titled 'A Hotel Bar in The Desert'. Please pay attention to tone of voice, facial expressions, and body language." (teacher)

The students' discussion showed a deeper understanding of the elements of communication:

"I realized that tone of voice greatly affects the way a message is received." (St1)

"Facial expressions are very important. When the character looks anxious, I also feel tense." (St2)

"Positive body language, such as standing up straight and maintaining eye contact, makes us look more confident." (St3)

The teacher closes with feedback:

"I am very proud of your courage to speak up and share your ideas. You all actively participated in this discussion." (teacher)

"Thank you, Mom!" (St)

The results of the dialog and observation above show that the use of short movie as media in learning to speak has a significant positive effect. This media is able to increase students' interest and involvement during the learning process, because it presents the material in a visual and contextual form that is close to everyday life. In addition, the use of short movie also encourages students to practice speaking actively, both through group discussions and individual presentations.

This activity also strengthens students' understanding of the elements of verbal and nonverbal communication, such as intonation, facial expressions and body language. Last but not least, this activity also contributes to building students' confidence to convey their ideas and opinions in English more fluently and boldly.

Discussion

The results of this study show that the use of short movie in learning to speak at Al Bonafide Course has a positive impact on students' engagement, learning motivation, and their speaking skills. Students' enthusiasm during movie viewing activities, coupled with active participation in group discussions and presentations, proved that multimedia content can increase students' courage to speak, help them organize their ideas better, and create a more supportive learning atmosphere. Theoretically, this study supports the principles of the Communicative Language Teaching (CLT) approach, which emphasizes the importance of interaction, the use of authentic materials, and student-centered activities in language learning.

The use of short movie such as “A Hotel Bar in the Desert” provides a tangible model of communication that demonstrates important aspects of speaking, such as voice intonation, body movements, and facial expressions. This is in line with (Maslahah, 2024) opinion that speaking skills are closely related to cognitive and socio-cultural processes that can be stimulated through context-based learning. In practice, the results of this study indicate that teachers can utilize short movie as a strategy to increase student engagement and encourage critical thinking in speaking learning.

Teachers are advised to choose short movie that match students' interests, contain communication situations, and are appropriate for the students.

There are several things that distinguish this study from previous studies, namely: First, the participants in this study are adult learners (20-25 years old) who have graduated from high school, whereas previous studies were mostly conducted in formal schools with younger students. Adult learners usually have different motivations and life experiences, which affect how they respond to learning media. Second, the learning environment at Al Bonafide Course is non-formal, with a more flexible curriculum and a more interactive classroom atmosphere, in contrast to the more structured school environment.

Third, the teacher's role as a facilitator that encourages discussion and reflection in learning also contributes to student engagement, compared to a more teacher-cantered approach. Finally, cultural background and habit of accessing digital media such as YouTube also affect students' comfort level in interacting with movie-based media. However, the study also revealed some challenges. Some students showed hesitation when asked to do the retelling activity, and some students had difficulty understanding the new vocabulary that appeared in the movie.

This shows that not all students benefit equally, so different learning approaches are needed. Teachers need to provide additional support, such as modelling, vocabulary explanation, or collaborative learning so that all students can follow the learning well. This study has some limitations. First, the data was collected only through observation and documentation in three class meetings, so it does not represent the long-term impact. Secondly, this study only involved 20 students from one institution, so the results cannot be widely generalized.

Potential researcher bias is also possible in the assessment of student engagement, although data triangulation has been done with documentation. For further research, it is recommended to use quantitative instruments, such as pre-test and post-test, or student reflection questionnaires, to measure skill improvement more objectively. Further research could also explore how cultural context, gender, or educational background affect the effectiveness of the short

movie medium. In addition, it would be useful if this method is piloted in a formal school context or in other areas to see to what extent the results are transferable.

Conclusion

This study highlights the significant impact of using short movie as learning media in speaking classes at Al Bonafide Course. The findings show that integrating relevant themes into lessons not only enhances students' understanding of real-life scenarios and vocabulary, but also fosters critical thinking and engagement. Students reported that the use of short movie increased their motivation and confidence in speaking skills, which demonstrates the effectiveness of this approach in creating a supportive and interactive learning environment.

Furthermore, short movie serves as an effective tool in bridging the gap between theoretical knowledge and practical language use, making the learning process more dynamic and relevant. However, it is important to note that this study is limited to a specific group of students and teachers in one institution, which may affect the generalizability of the findings to other contexts or educational settings. In addition, factors such as students' prior exposure to English media, individual learning styles and teacher strategies may have influenced the results, which should be considered in future studies.

For future research, it is recommended to explore the long-term effects of using short movie on students' speaking ability in various educational settings. In addition, investigating the impact of different short movie genres on student engagement and learning outcomes could provide valuable insights. Expanding the research to include larger sample sizes and different demographic groups would also enhance the understanding of how short movie can be effectively used in language education.

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