

## Improving Students' Speaking Ability Through Islamic Movies as a Teaching Media

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### ABSTRACT

Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication. Islamic movies are a kind of media that the teacher can use to teach speaking. An Islamic movie or Islamic animation movie is a movie that has content about Islamic values and has the advantage of propagating Islamic information or spreading da'wah to the students. Islamic movies contain speaking that relates to the illustrations, which can help students improve their speaking ability quickly. The descriptive-qualitative research approach was applied in this study. The participants of this study were 20 tenth-grade students from Hidayatul Muftadi'ien Islamic boarding school Bengkulu City in the academic year 2023-2024. To obtain data, the researcher employed a speaking test, observation, field notes, and interview. According to the results, there was a significant increase in students' ability in the form of an increase in English speaking and also in their motivation to improve the speaking contained in the Islamic movies. Additionally, the researcher saw several factors that influenced the improvement of students' speaking ability by using the media in the form of Islamic movies. The factors were that Islamic movies influenced the students' motivation and Islamic movies influenced the students' activeness in the learning process. The researcher noticed that students became more enthusiastic and excited during the teaching and learning process by applying this medium. Therefore, the researcher suggests that Islamic movies can be used as a supplement of teaching media, especially in order to improve speaking ability as well as students' interest in speaking.

**Keywords:** *Improving speaking ability, Classroom Action Research (CAR), Islamic movies*

### ABSTRAK

Berbicara merupakan suatu keterampilan berbahasa yang harus dikuasai siswa dalam mempelajari suatu bahasa karena tujuan mempelajari suatu bahasa adalah komunikasi. Film Islami merupakan salah satu media yang dapat digunakan guru untuk mengajar berbicara. Film Islami atau Film Animasi Islami adalah film yang mempunyai muatan nilai-nilai Islami dan mempunyai manfaat untuk menyebarkan informasi Islami atau menyebarkan dakwah kepada para santri. Film Islami berisi tentang berbicara yang berkaitan dengan ilustrasi, sehingga dapat membantu siswa meningkatkan kemampuan berbicaranya dengan cepat. Pendekatan penelitian deskriptif-kualitatif diterapkan dalam penelitian ini. Partisipan penelitian ini adalah santri kelas X Pondok Pesantren Hidayatul Muftadi'ien kota Bengkulu yang berjumlah 20 orang pada tahun ajaran 2023-2024. Untuk memperoleh data, peneliti menggunakan tes berbicara, observasi, catatan lapangan, dan wawancara. Berdasarkan hasil penelitian, terdapat peningkatan yang signifikan pada kemampuan siswa dalam bentuk peningkatan kemampuan berbicara bahasa Inggris dan juga motivasi mereka untuk meningkatkan kemampuan berbicara yang terdapat dalam film-film Islami. Selain itu, peneliti melihat beberapa faktor yang mempengaruhi peningkatan kemampuan berbicara siswa dengan menggunakan media berupa film Islami. Faktor yang mempengaruhi adalah film islami mempengaruhi motivasi siswa dan film islami mempengaruhi keaktifan siswa dalam proses pembelajaran. Peneliti memperhatikan bahwa siswa menjadi lebih antusias dan bersemangat selama proses belajar mengajar dengan menerapkan media ini. Oleh karena itu, peneliti menyarankan agar film Islami dapat digunakan sebagai pelengkap media pengajaran, khususnya untuk meningkatkan kemampuan berbicara serta minat siswa dalam berbicara.

**Keywords:** *Peningkatan kemampuan berbicara, Penelitian Tindakan Kelas (PTK), film islami*

## INTRODUCTION

Speaking is one of the important language skills in learning English. Speaking can show the competence of the students in learning English (Kristiani & Pradnyadewi, 2021). Moreover, speaking is the common way to communicate with others in order to deliver opinions, questions, and others. (Paiman et al., 2022) stated that speaking is not just what people say that counts but how they say it and what people deliver with body language, gesture, eye contact, and other non-verbal messages when social contact in interactive language function. (Andrian & Faudi, 2020) argued that Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication.

There are four characteristics for a successful speaking activity according to (Ilyas & Putri, 2020) first, Learners talk as much as possible of a period of time allotted to the activity is occupied by learner talk. This may seem obvious but often most time is taken up with teacher talk or pauses. Second, class discussion is not dominated by a minority of talkative participants; all the group members get their chance to speak and contributions are fairly, evenly distributed. Third, learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve the task objectives. Last, learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy (Ilyas, 2020).

Furthermore, speaking ability is one of the important language skills in learning English. Speaking can show the competence of the students in learning English (Kristiani & Pradnyadewi, 2021). (Bahadorfar and Omidvar, 2014) also say that speaking is an important part of learning English, out of the 4 skills in learning English. Speaking in English is a difficult thing because it must have effectiveness in communicating so that it can be applied appropriately in social interactions. (Dionar & Adnan, 2018) explain that speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist. Moreover, speaking is the common way to communicate with others in order to deliver opinions, questions, and others. (Okar & Shahidy, 2019) considered speaking as a means in which English as a foreign language (EFL) learner can interact with each other to achieve their goals, express their beliefs, objectives, and points of views. (Ardhiani et al., 2021) that the main purpose of speech is to communicate, to be able to express thoughts effectively, so the speaker should understand the meaning of everything that wants to be communicated. One of the most popular digital media that can be used is 1movies. There are some researchers who have demonstrated the positive impact of movies on students' speaking ability.

According to previous research, incorporating movies to language teaching and learning can help students rapidly improve their speaking comprehension. The first study was conducted by (Riswanto et al., 2022) Quantitative research using a quasi-experimental design is the method that was used for the study. The results of Kolmogorov-Smirnov Statistic of the whole collected data including pretest (Sig-Value = 0,200)-posttest (Sig- Value = 0.074) in experimental group and pretest (SigValue= 0.200). He discovered that was carried out, there is an effect in the use of short movies as a medium for improving students' speaking ability. The second was based on (Megawati & Nuroh, 2018), The study used Quasi Experimental Design was higher than the mean of pre-test (75.86) in 9F as experiment class, as control class showed

that the mean of the students' score in post-test (69.77). She discovered English Subtitle in "Zootopia" movie as media is effective and applicable approach at the ninth grade of SMPN 6 Sidoarjo to improve student in speaking skill. The third study was conducted by (Tristiana & Swondo, 2020). The research method of this research was experimental research in quantitative approach. She discovered Teaching media can help teachers to teach more easily and help students enjoy and learning environments that are interesting, fun, and interactive. Based on the explanation above, the YouTube content making shows real effectiveness in teaching speech skills because it can help students improve their speaking skills in grade XI Madrasah Aliyah Swasta Yaspi, Labuhan Deli.

In brief, based on pre observation at Hidayatul Mubtadi'ien Islamic Boarding School Bengkulu City researcher found that there are some difficulties faced by students, when speaking English for the first time their vocabulary was still lacking. Apart from the weakness in vocabulary, researcher also found other problems, namely students are still weak in pronunciation and still have difficulty understanding what they are talking about, and also at Hidayatul Mubtadi'ien Islamic Boarding School Bengkulu City they are also have difficulty their grammar, pronunciation, fluency, and also students at Hidayatul Mubtadi'ien Islamic Boarding School Bengkulu City have speaking anxiety in the classroom. Hidayatul Mubtadi'ien Islamic Boarding school Bengkulu City have different teaching and learning process,

Referring to previous research, this study differs from previous research in that current, many researchers do research on learning speaking using movies as a medium of learning in schools, especially in public schools or formal schools. Some researches that researcher read they do research only focus on formal schools, and no one has conducted research on teaching speaking using movies at boarding schools. This study also has differed from previous research, many research use quantitative research in conducting research. In this study have differed from previous research that I used classroom action research. It is necessary for the teachers at Hidayatul Mubtadi'ien Islamic Boarding School Bengkulu City to find out the strategies and media that could teaching and learning activities. Furthermore, it was very challenging to help the students to improve English subject, especially to improve speaking ability. q

Based on the data above, teachers applied some strategies to teaching speaking ability. Teaching speaking is really different, unlike teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only need practice more over. So, the researcher believes that if the student always practices the English language, they should be mastery English language by easily. According to (Andrian & Faudi, 2020) teaching means giving the instruction to (a person): give a person (knowledge skill). While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. Technology has become an important aspect of English language teaching and learning. The teaching and learning process in the education sector is currently experiencing changes along with the development of technology, especially those used as learning media to improve speaking skills (Marsevani, 2022). When using media in the classroom, the environment will feel more vibrant, which will motivate kids to learn more. The media will make it simple for students to express their ideas in writing. For the teacher to make their class engaging, using media in the classroom is crucial. Islamic movies in English

are more helpful in teaching the English language since the learners are highly motivated. There is a possibility of removing the anxiety of not knowing or familiarized with English. English movies are more useful for the second or foreign language learners as they not only give entertainment but also used as more valuable teaching tools to teach English in a natural way. The English movies have been used in teaching (Srinivas Rao, 2019). Students who watch movies to learn are more motivated, according to (Altun & Hussein, 2022). They will find it easier to help their students understand their material. Movies are one form of media that helps kids with their speaking skills. The learners can gain essential knowledge about how to use that language in everyday settings and learn more about the culture of the native speakers of that language by viewing movies (Altun & Hussein, 2022). (Ristyani & Nurhayati, 2020) claim that educators can use media as a tool to enhance the effectiveness of teaching and learning.

One form of media that can increase students' motivation to learn English is the movie. Movies help students to improve both listening and speaking skills (Roslim et al., 2021). The important thing to use media is to know the way to use it, because it is used in the classroom to avoid student boredom. (Tumengkol et al., 2022) stated that by watching English movies as a media for teaching and learning it can help improve student's language skills, this is because the movies can make the learning and teaching process more interesting and enjoyable for teachers and students. Additionally, seeing native speakers in the movies boosts their confidence in their language skills (Roslim et al., 2021). They can read subtitles while watching movies, which helps students develop both their oral and written skills (Roslim et al., 2021).

The use of movies in early learning is a fun and engaging method of instruction that promotes exposure to new concepts and information as well as increased socialization chances (Altun & Hussein, 2022). Only while under the supervision of an adult can students use movies as a learning tool to hone their language skills and learn new terms (Altun & Hussein, 2022). Students' speaking and listening skills can be improved by using movies as a teaching tool. (Altun & Hussein, 2022) pointed out that effective listening and speaking skills require a lot of time and work to develop. Movies can be used in the classroom or as an extracurricular activity to create an ideal learning environment and keep students engaged because they are lively and encourage participation and interaction between students (Altun & Hussein, 2022).

According to the results of several earlier researchers, the usage of movies as a teaching media to improve speaking ability had a positive influence on students' speaking ability. Thus, to address this issue and to find out the research differences from the previous studies, it was necessary to do research by using Islamic movies to improve students' speaking ability. The research has conducted a study titled *'Improving Students' Speaking Ability Through Islamic Movies as a Teaching Media at tenth grades of Hidayatul Mubtadi'ien Islamic Boarding School Bengkulu City'*.

## **METHODOLOGY**

The research design was Classroom Action Research (CAR). (Marsevani & Habebanisya, 2022) state that Classroom Action Research (CAR) is reflective research by taking certain actions aimed at improving learning practices in the classroom professionally and has an essential role in scientific research because it determines the quality of research results. Therefore, the researcher would use the Classroom Action Research to help students improve their speaking skills by solving their speaking problems. CAR is a crucial tool enabling

teachers to find a way that is best for the learning classes they manage. The main objective is evident, i.e., to enrich student achievement. Teachers should work hard to discover what is best to maximize learning for their students. CAR facilitates teachers to meet the students' learning needs (Tulung et al., 2022).

Following the previous explanation, the purpose of this study improved the speaking ability of tenth grade students of Hidayarul Mubtadi'ien Islamic Boarding School Bengkulu City in the academic year 2023/2024 by using Islamic movies, (Marsevani & Habeebanisya, 2022) says that the Classroom Action Research (CAR) will conduct in four steps: (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. Planning is the first step to prepare the teaching designed by the researcher. Then the researcher plans several things, including: developing learning plan strategies, preparing teaching materials, and determining assessment criteria. In the action stage, after making a plan, the researchers enforced the plan that had been made. One of the researchers acted as an English teacher in the speaking class based on the lesson plan.

Observations paid attention to events in the classroom and interactions between teachers and students, and among students in the classroom. The researchers were a teacher who taught speaking using the Work in Pairs method, and an observer who observed class activities when the implementation of teaching speaking using the Work in Pairs method was taking place. In addition, reflection is an activity to analyze students' scores in speaking tests conducted at the end of these studies. The results of this reflection are used as a basis for consideration to revise the strategy that would be applied in the next cycle if problems need to be solved.

### *Instrument*

Some instruments were needed to bring out different kinds of data. The researcher was the key of the instrument. The researcher engaged speaking ability test, observation, field notes, and interview which were important to diagnose problem in the classroom in detail and also to advance the students' speaking ability.

### *Data Analysis Procedure*

There are four steps that must be followed by every researcher in applying Classroom Action Research (CAR). This research commenced with the general idea of how the students' speaking ability could be will improve by using Islamic movies as a teaching media. The researcher applied procedure proposed kurt Lewin's. The four steps of cyclical process consist of plan, action, observation, and reflection

## **FINDINGS AND DISCUSSION**

To find out the benefits of using Islamic movies as a teaching media to improve English speaking skill at Hidayatul mubtadi'ien Islamic boarding school, Bengkulu City, the researcher describes the process and results of the implementation of learning carried out over as many as two cycles. The researcher classified the results into two categories: the result of students' speaking ability test and the factors that improved students 'speaking ability. The students' speaking ability test was applied to evaluate the students' speaking ability acquisition and the observation and interviews was to determine the reason and factors that improved students' speaking ability.

### Improvement Level

This research was analyzed by observing and evaluating the speaking ability of students in each cycle, including baseline data and all cycle. Using each cycle, it was evident that students had worked diligently to improve their speaking ability through islamic movies as a teaching media. In instance, they attempted to demonstrate their best speaking ability during english teaching and learning process was undertaken in the classroom. The findings of cycle demonstrated that video was effective to improve the speaking ability of Hidayatul Muhtadi'ien islamic boarding school. It might be noticed in the result of each cycle's speaking ability assessment. The full outcome has been displayed and compared in the table below:

The Base Line Data for Students' Speaking Ability Test

No	Category	Student	Percentage
1	Very Good	0 student	0
2	Good	0 student	0
3	Sufficient	10 students	50%
4	Poor	7 students	35%
5	Less	3 students	15%

Based on the table, 35% of students, or 7 students in the poor and less category, mean that those students have low speaking acquisition. There were 50% of students, or 10 students, in the sufficient category.

After analyzing the baseline data, the researcher did the research in cycle 1 using learning media in the form of Islamic movies. The results of test after cycle 1, were as follow:

The students' speaking ability Test in Cycle 1

No	Category	Student	Percentage
1	Very Good	0 student	0
2	Good	4 students	20%
3	Sufficient	16 students	80%
4	Poor	0 student	0
5	Less	0 student	0

In the category Sufficient, it's improved from 50% of the students to 80% or 16 students and in good category, there were significant improvement from 0% of the students to 20% or 4 students. Based on the results of students test in cycle 1, Islamic movies that used as media has reduced the problem of students about speaking ability problem.

Although the test results have shown a significant improvement in students' abilities, there were still some problems that researcher encountered during the learning process. The problems such as student activeness; some students were less enthusiastic about learning, and students need more practice to sharpen their abilities. This data was also supported by the results of observations made by the collaborator during the learning process. Furthermore, because the collaborator worked as an observer while collecting the data, the results were reliable

To ensure the test results of the class action research that has been carried out and

strengthen the data of the research results, the researchers continued this class action research by implementing cycle 2. This cycle was also conducted in four meetings. After all the meetings, the researcher gave the students test to find out the students' improvement. The results of test after cycle 2, were as follow:

The students' speaking ability Acquisition Test in Cycle 2

No	Category	Student	Percentage
1	Very Good	2 students	10%
2	Good	13 students	65%
3	Sufficient	5 students	25%
4	Poor	0 student	0
5	Less	0 student	0

Students' ability to improve English speaking ability developed better than the actions in the previous cycle, as seen from the results above. In cycle 2, the percentage of students who are very good at understanding and completing the instruments given was 10 %, or 2 students. Then, the percentage of students who got good result in answering the test given was 20 %, or 4 students, improved from 65 % of students, or 13 students, and got 25% or 5 students sufficient results, and no student in poor and less category. This showed that the majority of students had good participation and sufficient speaking in cycle 2.

The results of students' ability to improve English speaking ability in cycle 2 are satisfactory. There were some significant improvements in each cycle. This is shown by the results of the students' speaking ability test, which consistently indicated an increase in each cycle. The complete results are shown and compared in the chart below:

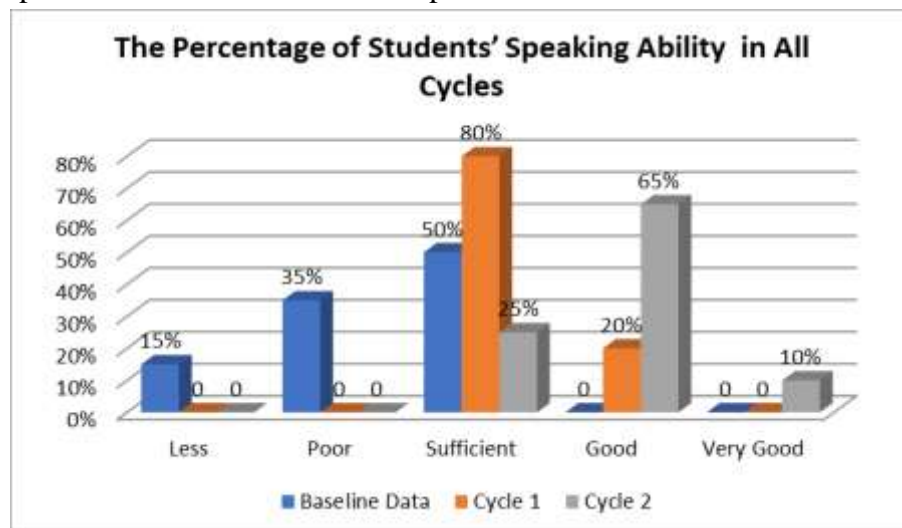


Figure 1. The Percentage of Students' Speaking Ability in All Cycles

According to indicator of success on chapter 3, the research was successful if the mean score on the students' speaking ability test. As indicated in the chart above, 12.5% of students scored very good on the speaking test, followed by 65%, who scored good, then 25 % students who scored Sufficient, and no students who scored poor and less. In addition, the average student test score also showed a significant increase.

After applying Islamic movies as a learning medium to improve the speaking of grade eight students at Hidayatul Muftadi'ien Islamic boarding school, Bengkulu city, the researcher also noticed the improvement in students' speaking ability from the results of students' observation checklists, field notes, interview, and results from cycle I to cycle II. There was a significant increase in students' speaking ability test results after researcher applied Islamic movies as the media in teaching and learning activities. The factors that influenced the improvement of students' speaking ability by Islamic movies were influenced the students' motivation and Islamic movies influenced the students' activeness. These factors are explained as follows:

### **Motivation**

The motivation factors are suitable with the advantages of Islamic movies videos. It stated that Islamic movies can increase motivation. Teachers also reported the increasing of attendance and decreasing of tardiness. Students felt that Islamic movies was more fun than other aspects of the curriculum in teaching and learning activity.

The motivation can be measured by the result of interviews that have been done after doing cycle I to cycle II. The results of interviews showed that implementation of the Islamic movies as a media could stimulate the students to be more motivated in teaching and learning process. Therefore, when the researcher asked the students about their problems in speaking ability students said that:

*Saya mengalami kesulitan dalam belajar Bahasa Inggris karena saya menemukan lingkungan yang kurang mendukung sehingga saya sulit menemukan lawan bicara Bahasa Inggris.*

According to the result of the interview about the difference between learning English in the classroom before and after applying Islamic movies show that students had been enthusiastic during the learning process. The response of the students can be seen in the following explanation where students said that:

*"Dulu, ketika mempelajari kosakata bahasa Inggris, kami biasanya diminta mencari kosakata di kamus atau dituliskan di papan tulis lalu menghafalnya. Setelah penerapan Islamic movies di kelas, kegiatan belajar terutama pemahaman kosakata menjadi lebih mudah dan menyenangkan, karena kosakata yang terdapat di Islamic movies bisa langsung mencontoh dari orang Inggrisnya secara langsung.*

Previously, most students were not interested in learning English speaking ability. Islamic movies videos have encouraged them to comprehend the way to pronounce the speaking by the clear steps.

Furthermore, the researcher also asked the students whether Islamic movies made them easier to comprehend the way to speak in English and influence their feeling towards the learning process by Islamic movies during interview. The respond of students was as follow:

*"Ketika menghafal kosakata kami merasa sangat kesulitan dan malas melakukannya, tapi ketika belajar kosakata yang terdapat di Islamic movies kami jadi lebih bersemangat untuk mengetahui kosakata tertentu supaya kami dapat lebih memahami cerita yang ada di Islamic movies"*

It can be said that the students felt so confused with English. Moreover, speaking made the students did not have desire to know more about the way speak in English. When the students were introduced to Islamic movies video. As conclusion, the students could understand the hole



of way to speak like native speaker of English by applying the Islamic movies as a teaching media to improve English speaking ability.

### **Students' Activeness**

The factor of active participation by students during the learning process proves that the use of Islamic movies has advantages. Based on the interview results, students responded that they were more involved in the learning process when using media in the form of Islamic movies. Students' comments can be found in the explanation below, where student 5 stated,

*"ketika belajar menggunakan islamic movies sebagai media, kami diminta untuk terlibat aktif dalam pembelajaran, seperti kami belajar menceritakan keseharian kami dalam berbahasa inggris"*

Active participation of students in the learning process shows that students were enthusiastic about learning; this has a very positive impact on student learning outcomes. Student activeness shows that they have high curiosity and a hunger for knowledge. Where student 6 stated:

*"Pembelajaran bahasa inggris menggunakan islamic movies sebagai media membuat kami lebih aktif ketika di kelas, kami berdiskusi aktif dengan sesama teman dan membuat suasana kelas menjadi sangat menyenangkan"*

In conclusion, the results from the observation checklist, field notes, and interviews show that manga can improve students' vocabulary skills because the use of interesting media affects the motivation factor and active participation of students.

Based on the results found by the researcher in each cycle of this research, we could see that most students were interested in learning English through Islamic movies videos. They had good self-confidence to express their ideas in speaking activities; most of them were able to minimize their fears and were shy to speak and the frequency and percentage of students' speaking abilities increased significantly in each cycle. Furthermore, Islamic movies could motivate students to be active and engaged in speaking activities during the teaching and learning process in the classroom.

Another aspect discovered by the researcher in this study. Islamic movies could motivate and minimize students' problem with speaking English, such as low motivation to speak, lack vocabulary to express their ideas, feeling shy when speaking in front of their friends, being to express their ideas through oral communication, being unfamiliar with good techniques to speak easily unable to speak well, and so on.

There were some problems with the English teaching and learning process in the class the implementation of the actions. Most of students found it difficult to engage in speaking activities effectively. Additionally, their speaking skill were still low. They had lack of confidence to speak English because they were always afraid of making mistakes. The media and materials used in the teaching and learning process were also less varied. It made the students get bored and lose attention easily. Therefore, it was necessary to implement some actions to solve those problem.

The researcher then proposed to use Islamic movies as a teaching media to improve English speaking ability. The use Islamic movies with other interesting activities was expected to help the students in improving their speaking ability. The students would have more opportunity to practice speaking by the media of Islamic movies. As a conclusion, Islamic movies have the

advantage of the achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and increasing students' awareness of particular language points or other aspect of communication.

Nurman (2021) mentioned that there many advantages to using movies in the teaching and learning process, such as the movie is an integrated way to advance the comprehension of information in textual form by using the visual and audio combination. The film features can help the students make a good understanding when they read a text. When they read, they recover the information and connect it to draw core information and interpret the information they gain from visualizing through the films or movies. Movies can be a pleasurable digital source to learn reading through a combination of visual and verbal information for students to read.

Generally, (Prambudi, 2013) says that the most effective way to learn English is to listen and watch movies seriously. In this way the control of their pronunciation is easily understood. One can imitate the pronunciation of Western or foreign movie so that a long time will get used to say (Prambudi, 2013). The students needed to find the good media and western movie media that can be an alternative for students to improve their English language skills in particular pronunciation in English, in this case the researchers will examine the students' pronunciation skill through western movie media.

Using media in teaching and learning English, makes students interested in learning English. One of the interesting media that can help students learn speaking is movies. According to Zulfahmi and Nikmah (2019) stated Movie has the potential to be used to provide an interesting and engaging vocabulary learning experience. So, movies can help students to be motivated to learn mang. Sari (2017) states that by watching movies students not only have interesting pictures to look at, but students can also acquire and learn the values of life through behavior and actions in the movie. Thus, English movies provide a great opportunity for students to improve their English vocabulary by listening. Listening to conversations in movies can help students to improve their vocabulary. In addition, through listening, students will get information as their first input for their knowledge. Then start producing words or sentences by speaking as the first output, learning to read as the second input, and starting to write as the second input for the output and advanced level (Putra, 2018).

The second The Importance of Using Movies to Learning English Language. In the world, the cultural heritage of a nation is the language. During the last decade, learning languages has become more important. Learning a new language not only develops individual intelligence, but also it gives learners, permission to enter and gets learners near to another culture and prepares them with the essential skills to succeed and change their behavior in a rapidly changing world (Chan & Herrero, 2010). Movies are a part of visual literacy and "movies are an enjoyable source of entertainment and language acquisition" (Ismaili, 2012, p. 122). Using movies in the ESL classrooms or as an outside school activity can support motivation of the learners, because of their playful component, and they can be used as task activities to give an ideal environment for learning, as well as encouraging participation and interaction among students (Chan & Herrero, 2010). Using subtitled movies in the language classroom make students interact with the movies. When ESL learners watching a subtitled movie, except watching and listening to the audiovisual materials, they are also understand and interact with the movie, and they make a translation, between the source language and target language. This

interaction seems to be in its pick in case of watching movies in reversed subtitled mode. While watching reversed subtitled movies, learners try less to understand aural input due to their familiarity with the audio language (Gorjian, 2014).

The researcher noticed some factors students in applying Islamic movies that affected the improvement of students' speaking ability by using Islamic movies. The researcher also noticed that the students became more energetic and interesting during the teaching and learning process using Islamic movies. The goal of using Islamic movies as a teaching media to provide an English speaking ability was successfully achieved.

In general, teaching and learning process in speaking conducted by the researcher were running well. In speaking could follow all the activities given where they were very enthusiastic about joining the activities. In conclusion, the objective of this research was successfully achieved thought the use of videos.

Based on explanation above, we could conclude that Islamic movies was really effective in improving students' speaking ability, especially in teaching and learning English and decreasing the students' problem. The use Islamic movies in teaching and learning process could result in successful speaking ability. According to Ur, successful speakers are those who talk a lot, participate evenly, are highly motivated, and have an acceptable language level. Most of the characteristics that were explained based on Ur (2009) were achieved by the research in this research through Islamic movies.

## CONCLUSION

The findings of the student's speaking ability test presented in the preceding chapter, the researcher concluded that Islamic movies are a good and effective media to employ to teach English, particularly to improve students' speaking ability. This media can help students overcome problems such as students' low vocabulary, students' lack of motivation to learn and remember vocabulary, students' lack of interest in speaking, feeling anxious when asking questions in class, and so on. In addition, the results of this study showed a significant increase in students' ability in the form of an increase in English vocabulary and also in their motivation to understand the vocabulary contained in the Islamic movies.

Additionally, the researcher saw several factors that influenced the improvement of students' speaking ability by using the media in the form of Islamic movies. The factors that led to the improvement of students' speaking by using Islamic movies were students' get more motivation and students be more active in the learning process. The researcher noticed that students became more enthusiastic and excited during the teaching and learning process by applying this media. The benefits of media in the learning process are that it is a tool for conveying subject matter. Besides that, interesting media can increase students' interest and motivation in learning.

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