INNOVATIVE APPROACHES TO TEACHING SPEAKING: A CASE STUDY OF SHORT FILM PROJECTS

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KEYWORDS	ABSTRACT
Speaking Performances, Short Film Projects, Students' Perspectives	This study aims to investigate students' speaking performances in short film projects and their perspectives on these projects. The research involved seventy 0seven second-semester students from three classes in the Multimedia Graphic Engineering Technology program at Politeknik Negeri Medan. This research employed a descriptive qualitative research design, collecting data through observation, questionnaires, and interviews. The study evaluates students' speaking abilities, considering indicators such as range, accuracy, fluency, interaction, and coherence. Additionally, it explores students' perspective regarding the use of short film projects as a final assessment in their English subject. The research findings indicate that the majority of students typically reach a C1 level across various speaking descriptors, demonstrating a strong command of the language with room for improvement in specific areas. From the students' perspectives, it becomes evident that short film projects offer several advantages, including the stimulation of critical and creative thinking, the promotion of teamwork, the development of technical multimedia skills, and enhanced confidence in English communication. Nevertheless, the study acknowledges the existence of challenges, such as time constraints and the need for access to equipment and resources. Nonetheless, the integration of short film projects into graphic engineering multimedia classes emerges as a promising approach to enhance English language learning while enriching students' skills and experiences.

INTRODUCTION

Having proficiency in the English language is a highly valuable skill as the use of English as a global lingua franca continues to grow in the fields of business, education, and international communication, the demand for effective English language education is on the rise. English as well as other languages has language proficiencies namely listening, reading, writing, and speaking. Speaking is one of the most important proficiencies that must be gained by second language learners.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Hughes (2011: 6) also suggests that speaking is one's oral ability including the global or discourse level, the structural level and the speech production level. Luoma (2004: 26) argues that speaking is meaningful interaction between people. Some applied linguistic analyses, especially ones that focus on linguistic

features, may at first sight seem to emphasize form at the cost of meaning, but in fact the concepts that are used in them are closely related to meaning as well.

In SLA, Chomsky defined performance as what a speaker does and what linguists should study. Lawler and Selinker (1971) argue that performance has two forms: (1) performance in which a learner consciously uses grammatical rules, and (2) performance in using the grammatical rules automatically, speedily, and spontaneously. Based on the notions above, it can be concluded that speaking performance is receptive and productive abilities in comprehending and delivering ideas through oral utterances.

Speaking performances can be triggered by how the lecturers teach speaking class. The objective of teaching speaking is to enhance students' ability to effectively communicate. This entails enabling students to express themselves and acquire an understanding of the social and cultural norms relevant to various communicative contexts. Students are anticipated to have the capacity to actively use the language they have been taught. In teaching speaking, it cannot be separated from grammar, vocabulary and pronunciation. Brown (2003: 140) explained that "the ability of speaking fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in". In nature teaching speaking there is contributions of grammar, vocabulary and pronunciation.

Nation (2001: 13) provides some principles in teaching speaking as follows. First, support and push the learners to produce spoken output in a variety of appropriate genres. Use communicative activities in a range of situations, use role plays, and speaking task to learners needs. Second, provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on activity. Third, help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-words unit, grammar, and discourse. It can be drawn that in teaching speaking, lecturers should have the ability to guide students in order to increase students' speaking ability through various innovative approaches.

As a vocational institution, Politeknik Negeri Medan mandates English as a personality development course for all study programs. In the Multimedia Graphic Engineering Technology program, English is taught in the second semester under the course name "English Conversation" and continues in the seventh semester as "English for IT" in preparation for the prospective graduates. Students at the State Polytechnic of Medan are expected to develop their English language competences especially speaking skills to support their main compulsory subjects therefore those graduates can compete globally.

In response to the demand to improve students' speaking skill, seeking innovative approaches to teaching English is needed. Considering that English is not a core subject in the Multimedia Graphic Engineering Technology program, lecturers are expected to apply creative and innovative teaching methods. English language learning is integrated with other courses such as photography and video editing. The film-based learning approach is expected to increase students' interest in learning English and eliminate the negative stigma that English courses are solely focused on tenses and grammar rules.

Multimedia Graphic Engineering Technology students, who belong to Generation Z, are not inclined to sit, and listen to conventional lectures. Interaction between lecturer and students is essential to ignite their enthusiasm for learning. Based on early interviews between lecturer and students, many students express a lack of interest in learning English due to the excessive memorization of rules, limited vocabulary, and lecture-based teaching methods. Students expect to improve their English language skills through different and innovative teaching approaches on higher study at Politeknik Negeri Medan. Therefore, the researcher uses this student feedback as a basis for making the final project for the English Conversation course, by assigning them creating a short film.

A film serves as one of the visual aids applicable in a writing class, adding an element of enjoyment to lessons. It can also vividly establish situations in writing classes, fostering strong enthusiasm among students during the teaching and learning process. As per Hornby (2006:950), a film is defined as a sequence of moving images recorded with accompanying sound, conveying a narrative, typically shown in cinemas. The term "movie" or "film" encompasses individual motion pictures, the artistic aspect of filmmaking, and the film industry itself. Films are crafted by capturing real-world images with cameras or by generating images through animation techniques or special effects.

Creating short films provides students with a real-world context for using English. They learn to write scripts, deliver dialogues, and narrate stories in English, mirroring the kind of communication they might encounter in their professional lives. This practical experience helps students develop confidence and fluency in the language. This short movie project is inherently engaging. It requires students to brainstorm, collaborate, and use their creativity to develop content. This active learning approach keeps students motivated, leading to more effective language acquisition. It encompasses multiple modes of communication, including spoken language, written text, visuals, and sound. This multimodal approach caters to different learning styles, allowing students to reinforce their language skills through various means.

The creation of short film integrates English communication learning with the core skills of multimedia graphics. Students will apply their understanding gained from various courses such as photography, animation, and video editing in this project.

Based on the background, this study attempts to answer the following questions:
1. How are students' speaking performances assigned on short film project?
2. How are students' perspectives toward short film as final project of English Subject?

METHODS

This research was conducted by using qualitative research, Bogdan and Biklen (1992) explain that qualitative research is descriptive which describes what exists and may help to uncover new facts and meaning. Descriptive qualitative research is intended to describe certain objects such as people, places or conversations deeply in words rather than numerical or statistical way.

This research was conducted in descriptive case study. It meant that it exposes the real condition of the subjects and gives detail description in the form of written report based on the real situation. By using this method the data was analyzed, and the result of the research was the description of how the speaking performances of students

assigned to create short film project, and how their perceptions toward short film project are.

Subject of Research
On this study, the data source is from seventy seven students of three classes of second-semester students majoring in Multimedia Graphic Engineering Technology at Politeknik Negeri Medan.

Instruments
Data were obtained by observing the students' speaking abilities using a speaking assessment rubric that evaluates Range, Accuracy, Fluency, Interaction, and Coherence. Range deals with showing great flexibility to formulate ideas, to convey the meaning precisely, to differentiate and to eliminate ambiguity. Accuracy deals with the using of consistent grammatical control while speaking. Fluency deals with whether the speaker expresses him/herself spontaneously or there are some noticeably pauses while speaking. Interaction deals with how the speaker initiate and end the speaking, how the speaker take his/her turn, whether the speaker use non-verbal and intonational cues and how the speaker interweaves his/her contribution into discussion. Coherence deals with whether the speaking is coherent and cohesive with the topic and the cohesiveness is created by using connector devices. Those speaking descriptors are described on the following table.

Table 1. Analytic descriptors of spoken language

	Range	Accuracy	Fluency	Interaction	Coherence
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing,	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.

	and colloquialisms.			allusion making, etc.	
C1	Has a good command of broad range of language allowing him/her to select a reformulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, effortlessly. Only a almost conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Has a sufficient range of language to be able to give clear descriptions and express viewpoints on most general topics, without much conspicuous searching for words.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/ her mistakes.	Can produce stretches of language with fairly even tempo: although he/she can be hesitant as he/she searches for patterns and expressions.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

(Council of Europe, 2001: 28-29)

Furthermore, data were obtained through questionnaires and interviews. The questionnaires were distributed to collect data regarding their perceptions of the improvement in English language skills after participating in the project, while interviews were conducted to gather their perspectives on the benefits and challenges of short film projects in enhancing English language skills.

Data Analysis Procedures

In qualitative analysis, the data concerned appear in words rather than in numbers. They might have been collected in a variety of ways (observation, interviews, extracts from documents, tape recording), and are usually "processed" somewhat before they are ready for use (via dictation, typing up, editing, or transcription), but they remain words, usually organized into extended text (Miles and Huberman). Those statements showed that the data gathered in qualitative research need to be given some editing before displaying. To analyze the data that had been gathered, the researcher used four steps from Miles, Huberman, and Saldana (2014), they are data collection, data condensation, data display, and data conclusion.

The data collection is sourced from six students' short film projects, questionnaires, and interview results. For data condensation, the assessment of students' speaking skills is grouped based on the classification of speaking descriptors C2, C1, B2. Additionally, data from questionnaires and interviews are grouped into positive and negative perceptions regarding the English short film project as a means to improve speaking skills. Next, the data is displayed by showing the percentage of assessments at the C2, C1, B2 levels and the percentage of student perceptions supporting the assignment of a simple short film project as an approach to enhance their speaking abilities. Subsequently, data conclusions are drawn by referring to the results displayed for the percentage of students' speaking levels, positive student perceptions, negative perceptions, or considerations of challenges faced by students through the simple short film project assignment approach.

FINDINGS

Based on the observations conducted on the 6 film projects produced by three classes of students, the speaking assessments are as follows:

(1) Range

15% of students are at Level C2, showing great flexibility in reformulating ideas in different linguistic forms to convey finer shades of meaning precisely, using idiomatic expressions and colloquialisms effectively. 75% are at Level C1, having a good command of a broad range of language, allowing them to express themselves clearly in an appropriate style on various topics without restriction. 10% are at Level B2, possessing a sufficient range of language to provide clear descriptions and express viewpoints on most general topics.

(2) Accuracy

10% of students are at Level C2, maintaining consistent grammatical control of complex language. 72% are at Level C1, consistently maintaining a high degree of grammatical accuracy with rare errors. 18% are at Level B2, showing a relatively high degree of grammatical control and the ability to correct most mistakes.

(3) Fluency

22% of students are at Level C2, expressing themselves spontaneously at length with a natural colloquial flow. 73% are at Level C1, expressing themselves fluently and

spontaneously, with only complex subjects hindering their flow. 5% are at Level B2, producing language with a fairly even tempo but with occasional hesitations.

(4) Interaction
43% of students are at Level C2, interacting with ease and skill, using non-verbal cues and intonation naturally. 50% are at Level C1, selecting suitable phrases to engage in conversation and relate contributions skillfully to other speakers. 7% are at Level B2, initiating discourse, taking turns appropriately, and ending conversations when needed, although not always elegantly.

(5) Coherence
25% of students are at Level C2, creating coherent and cohesive discourse using a variety of organizational patterns and cohesive devices. 62% are at Level C1, producing clear, well-structured speech with controlled use of organizational patterns and cohesive devices. 13% are at Level B2, using a limited number of cohesive devices to link their utterances into clear, coherent discourse, with occasional 'jumpiness' in longer contributions.

Based on the descriptions above, based on the speaking descriptor categories of range, accuracy, fluency, interaction, and coherence, students predominantly fall into the C1 level. Only in the interaction descriptor is there a noticeable balance between C2 and C1 levels.

In addition, based on the questionnaire results, it was found that 83% of students agreed that this simple film assignment is beneficial in developing their English language skills, while 17% disagreed, stating that it consumed a considerable amount of time for shooting and editing. According to students' perspectives on interview, it becomes apparent that short film projects offer several benefits. These include stimulating critical and creative thinking, fostering teamwork, developing technical multimedia skills, and boosting confidence in English communication. However, some students also stated the presence of challenges, such as time constraints and the need for access to equipment and resources

DISCUSSION

Several previous studies about speaking and film have been conducted, each addressing different problems and objectives compared to the current study. Lutfiansyah (2017) conducted a study that explored the effectiveness of using films as educational tools to facilitate English language learning. The research aimed to enhance students' speaking skills, enrich their language knowledge, and improve their vocabulary mastery. Teachers can leverage these findings to utilize films as valuable resources for aiding students in enhancing their speaking proficiency.

Additionally, Riswanto, et al. (2022) conducted a research project to investigate the impact of short film viewing on students' English speaking abilities. The study's results demonstrated that the utilization of short films had a favorable influence on enhancing students' speaking skills.

Based on previous studies, films are commonly used as a teaching tool for English, particularly in enhancing listening comprehension. In such cases, films are

played, watched, and used as references for discussing the topics presented in the film. However, in this research, it is quite the opposite. Films are actually created by students themselves to practice their English language skills, specifically focusing on speaking skills.

Based on the findings, it can be drawn the short film project assigned to students enhances their speaking performances who are dominantly able to select suitable phrases to engage in conversation and relate contributions skillfully to other speaker.

Furthermore, based on interviews referred to the questionnaire, it can be concluded that the short film project stimulates students to develop critical and creative thinking. In the process of scriptwriting, storyboarding, and film production, students are tasked with problem-solving, making creative decisions, and analytical thinking. This helps deepen their understanding of narrative structure. Additionally, it enhances effective communication skills among team members. Students learn how to collaborate, express ideas clearly, and provide constructive feedback. These skills are not only valuable in filmmaking but also in various aspects of life and future careers. Moreover, this project also improves students' technical multimedia skills, as they gain hands-on experience in various technical aspects, including camera operation, lighting, sound recording, and editing software usage. These technical skills can be applied in both creative and professional contexts. Students also mentioned that this project boosts their confidence in communicating in English. They practice speaking in public, a crucial skill in various professions, which is honed through this experience.

Additionally, this project adds to students' experiences beyond traditional teaching methods. Active involvement can result in deeper understanding and better absorption of knowledge. Students admit that they integrated various English grammar rules, pronunciation, and vocabulary into the project. In case of pronunciation difficulties, they would often cross-check through Google or consult more proficient team members. Therefore, this film project not only develops hard skills in English communication but also enhances soft skills, particularly teamwork and self-confidence, for students.

However, the project assignment poses challenges and considerations, particularly regarding time. The development, production, and editing processes of short film projects can be time-consuming. Balancing this with other academic commitments can be a challenge for students. Moreover, creating a short film also requires access to expensive equipment, software, and other resources. Educational institutions need to consider budget constraints and ensure fair access for all students to implement this innovative approach.

CONCLUSIONS

Teaching English through short movie projects in graphic engineering multimedia classes at Politeknik Negeri Medan offers a dynamic and engaging approach to English learning. It combines language acquisition with multimedia skills, preparing students for the demands of the modern world. By providing real-world context, promoting creativity, and encouraging collaboration, this innovative method can help students develop a deeper and more practical understanding of the English language. Integrating short movie projects into graphic engineering multimedia classes stands out as a

promising way to enhance English language learning especially on speaking performances. It is not only increasing English and multimedia skills, but also increasing the realization of soft skills. This integrated learning among English and compulsory subjects on graphic engineering multimedia classes by creating short film project is highly recommended even though the lecturers and leaners must consider about the length of time to complete the project and the equipment's needed.

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