# ENGLISH MOVIE AS AN INPUT MODEL FOR STUDENTS' SPEAKING ABILITY IN TRANSACTIONAL AND INTERPERSONAL CONVERSATION

Risda Asfina
State University of Malang
finfrensz.caprime@gmail.com

## Abstract

*Speaking is the process of building and sharing meaning through verbal and nonverbal symbols in various contexts. As one of the genre in genre-based approach, transactional and interpersonal conversation is the conversation that involves the exchange of goods / service / information, personal and social relations; therefore, they have direct involvement to the students' real life. As a consequence, besides knowing the language used for the conversation, the students also need to understand the context and situations when and how to use the expressions in the conversation. This paper aims to discuss the use of English movie in teaching speaking transactional and interpersonal conversation as an input model medium to improve students' speaking ability. Speaking as a language skill cannot be separated from the language components such as vocabulary, pronunciation, and grammar. The use of English movie is relied to cover those language components which necessarily enhance the students' speaking skill. Moreover, the use of English movie in Modelling of the Text (MoT) stage as proposed in genre-based approach covers several aspects, such as cultural context, social function, schematic structure, linguistic features, and using spoken language to focus on written text. However, an important thing is that the teachers need to select the movie to be used considering the interest, the relevance, and the length of the movie.*

**Key words:** English movie; students' speaking ability; transactional and interpersonal conversation

## I. Introduction

Speaking as a language skill cannot be separated from the language components such as vocabulary, pronunciation, and grammar. It is impossible for the students to be able to speak without having the vocabulary in their mind, the pronunciation ability to pronounce the words correctly and the grammar competence to know the structure of the sentences. Speaking skill and those language components are integrated so that the listeners can catch and understand the ideas and messages of what the speakers say.

According to Chaney and Burk (1998:13), speaking is the process of building and sharing meaning through verbal and nonverbal symbols in various contexts. From this statement, it is clearly stated that in speaking the speakers not only use the language verbally, but also pay attention to nonverbal symbols or nonlinguistic elements such as mimics, gestures and body language in order to make other people understand what they say. Moreover, the speakers need to concern on the context to whom, when and where they

are speaking. Consequently, in order to make the students have a good speaking ability, the teachers should facilitate them to achieve and possess those aspects of speaking ability.

Related to teaching speaking in Indonesia, the approach used is genre-based approach. It is the approach of teaching based on the genre consisting of transactional and interpersonal texts, functional texts, and monolog texts. The teaching stages based on this approach consist of Building Knowledge of Field (BKoF), Modelling of Text (MoT), Joint Construction of Text (JCoT), and Independent Construction of Text (ICoT) (Hammond in Agustien, 2006). Each stage has its aspects to be covered. In modelling of the text, some aspects to be covered are: cultural context, social function, schematic structure, linguistic features, and the use of spoken language to focus on written text.

In *Depdiknas* (2006), it is stated that transactional conversation is the conversation to get things done, while interpersonal conversation is the conversation to have socialization. Properly, in teaching speaking transactional and interpersonal conversations, Modelling of Text (MoT) needs to be concerned by the teachers. Since the transactional and interpersonal conversations are the conversations that involve the exchange of goods / service / information, personal and social relations, they need to have direct involvement to the students' real life. Therefore, besides knowing the language used for the conversations such as vocabulary, grammar, and pronunciation, the students also need to understand the context and situations when and how to use the expressions in the conversations. For this case, being given the input model of the text about the expressions will help the students to understand the conversations that they are going to have and help them to have a good speaking ability.

A good input model to improve students' speaking ability in transactional and interpersonal conversations as proposed in this paper is English movie. Tafani (2009:82) mentions that a teacher can exploit a piece of learning material offered by various media in several different ways. It is added by Kusumarasdyati (2004:1) that a way to achieve optimum result from lesson is selecting the movie as teaching aid then developing material based on it. English movie as an audio-visual aid in language learning contains authentic material where the teachers can develop materials of the lesson based on it. It can be a short cut of English movie about the expression. The students can watch the movie and then discuss it with the teacher. However, an important thing is that the teacher needs to select the movie and consider the interest, the relevance, and the length of the movie to be used.

## II. The Nature of Speaking

Widdowson in Mardison (2000:5) defines speaking as an active productive skill which makes use of oral communication. A living language is basically oral communication (Moris, 1980). Oral communication may occur between two or more individuals. It is a natural means of communication between members of community for expression of both thought and forms of social behavior.

In addition, Richards and Renandya (2004:204) says that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. It is clearly revealed by Nunan (1989:32) that

successful oral communication involves developing: (a) the ability to articulate phonological features of the language comprehensible, (b) mastery of stress, rhythm, and intonation pattern, (c) acceptable degree of fluency, (d) transactional and interpersonal skills, (e) skills in taking long and short speaking turns, (f) skill in managing interaction, (g) skill in negotiating meaning, (h) conversational listening skills, (i) skill in knowing about and negotiating purposes for conversation, (j) using appropriate conversational formulate and fullers.

Moreover, it is in line with Chaney and Burk (1998:13) who say that speaking is the process of building and sharing meaning through verbal and nonverbal symbols in various contexts. It means that in speaking the speakers not only use the language considering grammar, vocabulary, and pronunciation in order to make other people understand what they say, but also pay attention to nonlinguistic elements such as mimics, gestures and body language. These elements may give clearer meaning and the listeners can get the meaning more easily.

Furthermore, to make the speaking clear and understood by other people, it is important to understand the forms of the compilation of several skills, as investigated and clearly stated by Finocchiaro and Bonomo (1987), they are (a) to decide what we want to say, (b) to select the pattern we are going to use, (c) to choose the words that fit in to the pattern and convey meaning, (d) to use the correct arrangement of sounds, voice, pitch and forms, (e) the skill to make sure that what we want to say is appropriate to the situation, and (f) the skill to place our tongue and lips in certain position to produce the language. When someone is speaking, it is not enough for him/her just to know the sounds, structure and vocabulary system of the language. To support this argument, Finocchiaro and Bonomo (1989:109-110) state that in speaking:

> The speaker must think the ideas of their wishes to express, we have to change the position of our tongue and jaw in order to articulate the appropriate sound, we must consciously aware of the grammatical, lexical, and cultural features needed to express the ideas, we must be sensitive to any changes in our register or style necessitated by the person to whom we are speaking on the situation in which the conversation is taking place.

## III. Transactional and Interpersonal Conversation

Transactional and interpersonal conversations are the conversations which are learnt by the students at junior and senior high school, specifically in listening and speaking skill. Based on competence standard of those skills in *Depdiknas* (2006), it is stated that the students are supposed to understand and to express the meaning in transactional and interpersonal conversations in the context of daily life to interact with the nearest environment. The students learn transactional and interpersonal conversations in every grade at junior and senior high school.

Richards in Brown (2011:3) says that transactional conversation is by which people accomplish goals with reatively little personal connection between speakers, e.g. ordering food and buying a ticket. On the other hand, interpersonal conversation involves more personal and social relations between the speakers, e.g. giving compliment and showing sympathy. Moreover, in the *Depdiknas* (2006), it is stated that transactional conversation is the conversation to get things done, while interpersonal conversation is the conversation to

have socialization. It means that transactional conversation involves the transaction between speakers in getting things done like exchanging some forms of good, service, or information.
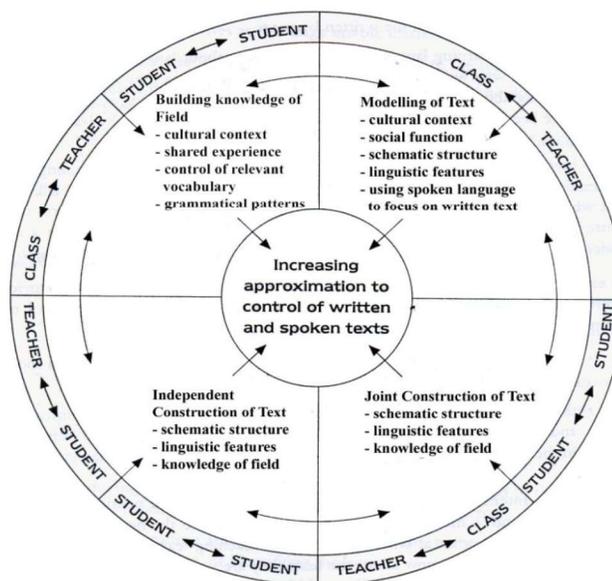
The transactional and interpersonal conversations consist of several expressions that must be mastered by the students. There are some expressions offered in each grade and each semester. As stated in the *Depdiknas* (2006), the expressions in the transactional and interpersonal conversations are related to the students' daily life. By mastering those expressions, the students are supposed to be able to interact with their nearest environment. Thus, the students have to know in what situation and how to use the expressions in the conversations.

Based on the explanation above, it can be concluded that both transactional and interpersonal conversation are the conversations which are learnt by junior and senior high school students for listening and speaking skill. The transactional and interpersonal conversations contain the expressions that should be understood and mastered by the students. The transactional conversation is the conversation that primarily involves the exchange of good, service, or information. On the other hand, interpersonal conversation is the conversation that primarily involves the extension of personal and social relations.

## IV. Teaching Speaking Transactional and Interpersonal Conversation by Using English Movie

### A. Teaching Stages based on Genre-Based Approach

(Hammond in Agustien, 2006)



Building Knowledge of Field (BKoF) → Modelling of Text (Mot) → Joint Construction of Text (JCoT) → Independent Construction of Text (ICoT)

The implementation of teaching speaking transactional and interpersonal conversation using English movie as an input model (MoT) in the teaching and learning process can be seen below:

1. Building Knowledge of Field (BKoF)
   a. Teacher greets students.
   b. The teacher introduces the lesson, e.g., accepting invitation, offering, and request, by asking some triggering questions related to the expression to the students, such as:
      - Have you ever been invited by someone to a party?
      - Did you accept or decline the invitation? What did you say?
      
      So on.

2. Modelling of Text (MoT)
   a. The teacher gives model of the conversation by showing a short English movie (containing expression of accepting invitation, offering, and request) to the students.
      *(The teacher guides and gives instructions about what the students have to do while watching the movie):*
      Let's watch this movie.
      Pay attention to:
      - The characters
      - The expression used by the speakers
      - The topic
   b. The teacher asks some questions related to the movie (a brief class discussion about the movie).

3. Joint Construction of Text (JCoT)
   a. The teacher states the goal of the lesson.
   b. The teacher shows some expressions of accepting invitation, offering, and request in front of the class.
   c. The teacher asks the students to listen and repeat the expressions pronounced by the teacher.
   d. The teacher asks the students to do exercise of vocabulary related to the lesson.
   e. The teacher asks the students to work in pair and have a role play using the expression of accepting invitation, offering, and request in front of the class (The situations of the conversation are provided by the teacher).
   f. The teacher guides the students.

4. Independent Construction of Text (ICoT)
   a. The teacher asks the students to work in pair and have a role play using the expression of accepting invitation, offering, and request in front of the class (They create the conversation by their own).

## B. The Advantages of Using English Movie as an Input Model for Students' Speaking Ability in Transactional and Interpersonal Conversation

The use of English movie in *Modelling of the Text (MoT)* stage as proposed in genre-based approach is considered to cover several aspects such as cultural context, social function, schematic structure, linguistic features, and using spoken language to focus on written text. Moreover, it also covers language components, such as pronunciation, grammar, and vocabulary which necessarily build the students' speaking skill. These are supported by the ideas of some experts.

Harmer (2007:308) points out that by watching the movie, the students get to see "language in use". Instead of just seeing the conversation script in textbook, it is better to provide the movie. They not only listen to the language but also see it in order to support their comprehension since movie contains visual clues such as gestures and expressions that allow the students to go beyond of what they listen and also to interpret the movie in a deeper way. They can make connections between words (verbal) and images (nonverbal) which can help them to analyze the social function and the use of the language. Integrated audio and visual inputs in the movie will be so helpful in English language teaching.

Stempleski (in Kusumarasdyati, 2004:1) also reveals that movie provides exposures to the real language uttered in authentic settings and the culture in which the English language is spoken. Authenticity plays an important role in teaching the language. Thus, by using English movie, the students will be able to see the language used in natural contexts to support their knowledge of transactional and interpersonal conversation.

In addition, Tafani (2009:82) mentions that a teacher can exploit a piece of learning material offered by various media in several different ways. By using English movie, the students can learn schematic structure and linguistic features of transactional and interpersonal conversation including pronunciation, grammar, and vocabulary used in the expressions. Therefore, the students can have meaningful learning.

Furthermore, movie could increase students' motivation to learn (Potosi, et al, 2011:7). Motivation determines much about the students achieving on the lesson. So, the teacher should make use of interesting media, like English movie, to increase the students' motivation.

In this paper, the English movie proposed to be used in teaching speaking transactional and interpersonal conversation is a short cut of movie with the duration for about 2-5 minutes. The genre of movie selected is teen movie. When the students watch the movie, they directly learn the expression. After watching the movie, there can be a class discussion about the movie. The discussion is about the topic, the characters, the expression used by the speakers, etc.

Thus, it can be concluded that using English movie gives several benefits to the students. Movie is a result of technology. It helps the students acquire their knowledge and get motivated to learn. Furthermore, it supports their learning and improves their speaking ability. However, the teacher needs to select the movie considering the interest, the relevance, and the length of the movie to be used.

## V. Conclusion

Speaking is one of the skills in language learning other than listening, reading, and writing, and it is also highly influenced by language components such as vocabulary, pronunciation, and grammar. It is the process of building and sharing meaning through verbal and nonverbal symbols in various contexts. In teaching speaking transactional and interpersonal conversations, English movie can be used as a teaching medium to improve students' speaking ability since it provides a model for the input for the students' speaking ability. It covers the aspects of *Modelling of the Text (MoT)* stage as proposed in genre-based approach. However, an important thing is that the teachers need to select the movie and consider the interest, the relevance, and the length of the movie to be used.

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