



Stimulating students' creativity in speaking through film discussion

Sri Fauziah HMC¹, Intan Hamzah²

¹² Universitas Teknokrat Indonesia

*Corresponding author's email: fauziah010104@gmail.com

ARTICLE INFO

Received: April 30, 2025

Revised: June 8, 2025

Accepted: June 21, 2025

This is an open access article under the [CC-BY-SA](#) license.



Keywords: Film-based learning, language education, speaking skills

ABSTRACT

This research explores the role of film-integrated activities in stimulating high school students' creativity in spoken communication through structured film discussions. Employing an experimental design, eleventh-grade students were divided into two groups, with the experimental group participating in guided discussions based on the short film *The Buddy*. Pre- and post-intervention assessments evaluated student performance in grammar, vocabulary, fluency, pronunciation, and comprehension. The results indicated significant improvements in speaking proficiency following the intervention, as confirmed by statistical analyses. These findings underscore the effectiveness of using films as authentic instructional tools that not only enhance speaking skills but also foster student creativity. The study highlights the pedagogical value of integrating multimedia materials into language instruction to promote more dynamic and communicative learning environments.

Introduction

The communication of individuals, including oneself and others, influences and shapes various facets of life, encompassing personal domains like family and friendships, as well as professional environments in the workplace (Duck, 2016). Researchers highlight that public speaking, as a vital language skill, significantly contributes to effective communication and merits acquisition. Confidence in speaking fosters empowerment and enhances employability (Beebe, 2016). In other words, public speaking is unique in that the responsibility for the organization, delivery, and flow of communication rests with one person (Griffin, 2018). Not only that, public speaking is an ancient art form that represents the human desire to connect with others (Kinasih, 2022). Therefore, one's ability to read and understand others can be enhanced by one's public speaking skills (Corray, 2019)

Students often struggle to speak naturally because traditional approaches to teaching speaking skills, particularly public speaking, focus predominantly on significant or extraordinary moments of human interaction, neglecting their connection to everyday life.

Speaking is a fundamental component of English language learning, involving the verbal expression of one's opinions, ideas, and emotions. As a universal means of communication, speaking plays an integral role in daily human interaction. In the context of acquiring English proficiency, learners must first become familiar with speaking the language regularly before they can achieve fluency. To explore this further, the present study investigates the topic of Stimulating Students' Creativity in Speaking Through Film Discussion. (Liando et al., 2018) define speaking as a productive language skill closely tied to pronunciation, which in turn encourages learners to engage with the phonetic aspects of English. In a similar vein, (Dionar, 2018) describe speaking as the oral ability to convey messages clearly, fluently, and appropriately within meaningful contexts, serving both transactional and interactional functions. This process involves accurate use of pronunciation, grammar, vocabulary, as well as adherence to pragmatic and discourse conventions of spoken English.

Several studies on the role and impact of movies in improving students' English language skills showed positive outcomes. One of these is a study by (Br Simamora & Oktaviani, 2020) that discovered that students' vocabulary and communication skills improved when they watched English movies. Through the movie, they also learned the performers' genuine English phrases and expressions. Compared to that, (Syarif et al., n.d. 2018) demonstrated in his study that watching English-language films improved students' pronunciation of the language through three cycles: teacher observation, student activity, and pronunciation exam. (Rayasa et al., 2018) demonstrated the same outcome in his two-cycle action research (pre and posttest), in which he used movies to help learners improve their pronunciation of the English language.

Although using movies to teach can be difficult at times, there are a lot of advantages if done properly. Students may learn visually with movies, unlike with text or other media. Movies may stimulate students' interest, which is important in learning. In general, many students prefer to watch a movie rather than read a text or book, this keeps them engaged and prevents distractions. According to (González-Velázquez et al., 2020), Greenaway asserts that films are not amusing. Films serve as a medium for thought and language. (Kabooaha, 2016) emphasized that the use of films in English language instruction enables students to observe how native speakers initiate and maintain conversations, negotiate meaning, and employ nonverbal cues. This method also contributed to enhancing students' interactional competencies. Similarly, (Madiyoh, 2018) found that exposure to authentic English through original short films positively influenced students' engagement, enthusiasm, interest, and motivation in speaking. This effect was attributed to their encounter with real-life language use, including new vocabulary, expressions, and contextual language features.

Kuhn (2014) mentions that films are fundamentally narrative in nature, or at the very least, exhibit significant narrative potential. With few exceptions—most notably within experimental works and some documentary formats—motion pictures typically employ essential narrative structures. This narrative tendency is most pronounced in feature films, though it extends across a wide range of filmic formats. In contrast, a review is defined as a critical evaluation or commentary, often published in newspapers, magazines, or broadcasted online, on television, or radio, in which an individual expresses their opinion

regarding a book, play, film, or product. Previous research suggests that incorporating films into English language teaching is a widely adopted practice within educational contexts. Films are often regarded as a highly effective tool for fostering students' motivation to learn English, as well as their practical and authentic approach to enhancing communicative competence (Hieu Ngan & Cong Dan, n.d,2019). As asserted by (Keser, 2017), the role of educators is pivotal in the pedagogical integration of films, particularly in ensuring thematic relevance and alignment with learners' linguistic competencies. Equally important is their function in scaffolding students' capacity to articulate ideas, both of which are fundamental to the enhancement of communicative proficiency.

An increasing number of studies have highlighted the significance of imagery in English language instruction, presenting substantial empirical evidence of its instructional benefits. For instance, investigated the use of visual aids in English as a Second Language (ESL) classrooms and found that learners exposed to visual stimuli demonstrated significantly higher levels of engagement and comprehension compared to those taught through traditional methods (Johnson, 2017). Similarly, Thi & Nguyen (2021) explored the influence of imagery on learner motivation and language acquisition. Their findings revealed that the integration of visual elements into instructional practices not only increased students' interest and motivation but also facilitated language acquisition and the development of fluency. Expanding this line of inquiry, Johnson (2017) investigated the effects of visual materials on speaking skill development among English language learners. Their study showed that the use of imagery enhanced learners' fluency and accuracy in spoken language, leading to notable improvements in overall speaking proficiency

Speaking constitutes a fundamental component of English language learning, as it entails the verbal articulation of opinions, thoughts, and emotions. As a universal mode of communication, speaking plays an integral role in daily human interaction. For learners to attain proficiency in spoken English, consistent exposure and practice are essential. In light of this, the present study was undertaken to explore the potential of film discussion as a medium for fostering students' creativity in speaking.

Research Methods

Experimental design represents a conventional methodology within quantitative research (Guetterman et al., 2015) Broadly, this approach enables researchers to compare two or more groups based on one or more measurable variables. Within such designs, one variable is deliberately manipulated to examine its potential impact on another variable. The present study utilized experimental research, involving composed two groups consist to 60 students. of participants who were naturally assembled, such as students within a classroom setting. The first step in the data collection process involved selecting the participants, who were eleventh-grade students at SMA Negeri 8 Bandar Lampung. Following this, the pre-test was conducted prior to the implementation of the treatment to establish a baseline of students' speaking proficiency. The appropriate research instrument was determined. In this study, the instrument employed was a speaking test, designed to assess various aspects of the students' abilities, including their skill, knowledge, intelligence, capacity, and attitude in relation to English speaking proficiency.

In conducting research, selecting an appropriate instrument is essential to ensure valid and reliable data collection. In this study, the researcher employed a film as the primary instrument to facilitate and assess the development of students' English-speaking skills. The selected film was titled *"The Buddy – Everyone Saw the Autistic Boy as a Misfit, One Classmate Saw a Friend,"* a Singapore English short film with a duration of approximately 17 minutes. The film was played twice during the treatment sessions to allow students to both watch and listen attentively. As part of the learning activity, students were instructed to transcribe or summarize what they heard from the film for at least five minutes of the total duration. This task aimed to enhance their listening comprehension and support the development of their spoken language output through exposure to authentic spoken English.

In analyzing the data collected through an experimental design, the descriptive statistics were used to summarize the data, providing information on the mean, standard deviation, and range of scores for both the pretest and posttest. To determine whether the data conformed to a normal distribution a key assumption for parametric testing normality tests such as the Shapiro-Wilk and Kolmogorov-Smirnov tests were conducted. Following this, a homogeneity of variance test using Levene's Test was performed to assess whether the variances between groups were statistically equal. These preliminary analyses informed the selection of the appropriate t-test. A significance level of 0.05 was used to interpret the results, with p-values below this threshold indicating statistically significant differences.

Findings

This section presents the tabulated data and the corresponding statistical analyses. It includes the mean performance and standard deviation of both the treatment and post-test scores among students. Additionally, it outlines the categorization of students based on these scores and provides a detailed examination of the test outcomes, with particular focus on student participants.

The participants' pre-test and post-test performances were analyzed using a scoring rubric adapted from Brown in (Syarif et al., n.d,2020)

Table 1 Rubric of Speaking Skills

Categories	Score	Rating Score	Criteria
Grammar	5	95-100	Can use grammar very good in speaking
	4	85-94	Good at using grammar in speaking and student's mistakes are pretty rare
	3	75-84	Have good grammar and they can speak with sufficient structure
	2	65-74	The grammar construction of the students is pretty correct but lacks confidence control
	1	<61	make a lot of mistakes in grammar
Vocabulary	5	95-100	wide variety of idioms and vocabulary
	4	85-94	Good vocabulary

	3	75-84	Adequate vocabulary
	2	65-74	Definite vocabulary
	1	<61	Very limited vocabulary
Comprehension	5	95-100	Students understood the instruction and the material clearly
	4	85-94	Students understood the instruction but in a certain section there is a repeat.
	3	75-84	Students understood the instruction but repetition happens
	2	65-74	Students understand the lesson enough, but they have trouble providing the teacher feedback
	1	<61	Students understood the instruction with very lack of language
Fluency	5	95-100	Students can speak without many doubt
	4	85-94	Students fluency is having as light disturbance by the language problem
	3	75-84	Students did so many errors in language difficulty
	2	65-74	Students often hesitate and pause because of insufficient language
	1	<61	Students usually pause and stop while explaining the answer
Pronunciation	5	95-100	Pronounce the words very good
	4	85-94	Pronounce the words good
	3	75-84	Pronounce the right words correctly
	2	65-74	Pronounce the words but continuously Unintelligible
	1	<61	Students can pronounce the words poorly

Based on these indicators, the students' speaking abilities before and after the treatment, as categorized into two distinct groups, are presented below:

Table 2 Descriptive Statistics Class A

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Class A	30	25	45	37.33	5.979
Posttest Class A	30	80	100	91.83	6.086
Valid N (listwise)	30				

Based on the data presented in Table 2, the researchers utilized SPSS version 25 to conduct a descriptive statistical analysis for Class A. The mean scores for the pre-test and post-test were 37.33 and 91.83, respectively. The standard deviations were 5.979 for the pre-test and 6.086 for the post-test. The minimum scores recorded were 25 for the pre-test and 45 for the post-test, while the maximum scores were 80 and 100, respectively. These findings suggest a marked improvement in student performance following the implementation of the treatment. Furthermore, the results indicate that the students

demonstrated increased engagement and enhanced speaking abilities as a result of the intervention.

Table 3 Descriptive Statistics Class B

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Class B	30	25	45	34.83	4.639
Posttest Class B	30	80	100	91.83	6.086
Valid N (listwise)	30				

As shown in Table 3, the researchers utilized SPSS version 25 to perform a descriptive statistical analysis for Class B. The mean scores for the pre-test and post-test were 34.83 and 91.83, respectively. The standard deviations were 4.639 for the pre-test and 6.086 for the post-test. The minimum scores observed were 25 for the pre-test and 45 for the post-test, while the maximum scores were 80 and 100, respectively. The notable increase in post-test scores suggests a significant improvement in students' speaking abilities in Class B as a result of the treatment.

Table 4 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Test	.229	60	.001	.892	60	.055
Post Test	.174	60	.042	.938	60	.091

a. Lilliefors Significance Correction

The Shapiro-Wilk test was employed to examine the normality of the distribution of both pre-test and post-test scores. This test is particularly suitable for small to moderate sample sizes ($n < 200$), and it provides a reliable measure of whether the data deviates significantly from a normal distribution. According to the results presented in Table 4, the pre-test scores yielded a Shapiro-Wilk statistic of 0.892 with a significance value (p-value) of 0.055, while the post-test scores resulted in a statistic of 0.938 with a significance value of 0.091. Both p-values are greater than 0.05, indicating that the null hypothesis of normality cannot be rejected for either dataset. These findings suggest that the data for both the pre-test and post-test are approximately normally distributed.

Table 5 Test of Homogeneity

Levene Statistic	df 1	df 2	Sig.
0.380	1	58	.540

Since the significance value of Levene's Test is $0.540 > 0.05$, the test indicates that the assumption of homogeneity of variances is not violated. Therefore, the Independent Samples T-Test can be interpreted using the "Equal variances assumed" row.

Table 5 Independent Samples T-Test

		Levine Test for Equality of Variances		t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig.(2- tailed)	Mean Difference	Std. Error Difference	Lower Upper
Scoring Test	Equal variances assumed	.380	.540	.000	58	1.000	.000	.360	-.721 .721
	Equal variances not assumed			.000	57.547	1.000	0.000	.360	-.721 .721

The results indicate no significant difference in mean scores between Class A and Class B, with $t(58) = 0.000$, $p = 1.000$, and a mean difference of 0.000. Thus, it can be concluded that the speaking competence scores of the two groups are statistically the same.

Discussion

The findings of this study provide compelling evidence supporting the Stimulating Students' Creativity in Speaking Through Film Discussion among high school students. Statistical analyses confirmed the normal distribution of both pre-test and post-test scores, and Levene's Test verified the equality of variances between the control and experimental groups. Furthermore, the Independent Samples T-Test indicated no significant difference in initial speaking abilities between the groups, affirming that the observed improvements can be attributed to the instructional intervention rather than to pre-existing differences.

The notable gains across multiple linguistic domains grammar, vocabulary, comprehension, fluency, and pronunciation underscore the multifaceted benefits of incorporating multimedia resources such as films into language instruction. The selected short film, *The Buddy* from Singapore, functioned as an authentic and engaging stimulus that enhanced student motivation and fostered active participation. This aligns with the principles of communicative language teaching, which emphasize interaction, authenticity, and meaningful use of language in context.

From an educational standpoint, the study reinforces the potential of film-based activities to stimulate creativity and provide rich, contextualized language input. This method encourages students to listen attentively, analyze content, and articulate their understanding through verbal expression. Such processes promote deeper engagement and facilitate the practical application of language skills in realistic scenarios. Despite the promising outcomes, the study's scope is limited by its context 11th-grade students at SMA N 8 Bandar Lampung and the use of a single film. Future research should aim to examine broader and more diverse learner populations, explore varied cultural contexts, and utilize a wider range of film genres to increase generalizability. Additionally, longitudinal studies are recommended to assess the long-term retention and sustainability of speaking skill improvements resulting from this approach.

The integration of multimedia, particularly films, into language learning has attracted considerable attention in recent years due to its potential to enhance communicative competence, especially in speaking. Lutfiansyah (2017) conducted a study focusing on the effectiveness of film as a pedagogical tool in English language education. His research aimed to improve students' speaking abilities, expand their linguistic repertoire, and increase vocabulary mastery. The results indicated that film-based instruction not only supported oral fluency but also provided learners with meaningful language exposure. These findings underscore the importance of incorporating authentic materials to create dynamic and engaging classroom environments.

Similarly, a study by Riswanto, et al. (2022) examined the influence of short films on students' English-speaking skills. The researchers found that regular exposure to short films had a statistically significant positive effect on students' ability to articulate their ideas in English. The films served as accessible and relatable content, helping students contextualize language and practice expressive speech more effectively. While both studies affirm the positive impact of film in language education, they differ in scope and implementation. Lutfiansyah focused on feature-length films and vocabulary enhancement, whereas Riswanto et al. concentrated on short films and their role in improving speaking performance. These differences provide a foundation for further exploration into how film-based activities can be adapted for specific educational objectives and learner populations. Building on these prior studies, the current research aims to evaluate the impact of film discussions specifically through the use of a Singaporean short film on the speaking abilities of eleventh-grade students. This study seeks to contribute to the existing literature by exploring how interactive, film-centered tasks influence fluency, pronunciation, grammar, and other key speaking competencies in a senior high school context. Based on the findings, it can be concluded that the short movie discussion assigned to students enhanced their speaking performance, particularly by stimulating their ability to select appropriate phrases for engaging in conversations and to connect their contributions effectively to those of other speakers.

Conclusion

The present study investigated the impact of film discussion as a pedagogical strategy for stimulating students' creativity in speaking. Conducted among eleventh-grade students at SMA Negeri 8 Bandar Lampung, the research employed an experimental design to evaluate the effectiveness of using a short English-language film as an authentic learning material. The findings of the study confirm that integrating film discussion into speaking instruction not only improves linguistic competence such as grammar, vocabulary, fluency, pronunciation, and comprehension but also enhances learners' creative engagement with spoken English.

The use of the short film *The Buddy Everyone Saw the Autistic Boy as a Misfit, One Classmate Saw a Friend* served as a meaningful stimulus for students to interpret, express opinions, summarize, and respond critically to real-life themes. These activities required students to engage cognitively and emotionally with the content, thereby fostering both linguistic development and creative expression. The statistically significant improvement in

students' post-test scores supports the conclusion that film discussion is an effective tool for encouraging original thought, expanding lexical and structural variety, and improving the overall fluency of spoken interaction.

Importantly, this study aligns with communicative and constructivist language teaching approaches, where learners are seen as active participants in meaning-making. Through film-based tasks, students were encouraged to construct and articulate their own interpretations, reflect on complex themes, and engage in meaningful conversation—all of which are essential components of creativity in language use. While the findings are promising, the study is limited in scope due to its use of a single film and its focus on a specific learner group. Future research should explore a broader array of films and contexts to determine the generalizability of the results and to identify best practices for film selection and discussion facilitation in diverse classroom settings.

In conclusion, this research provides evidence that film discussion is a powerful and engaging approach to stimulate students' creativity in speaking, offering authentic, relevant, and cognitively rich opportunities for language development. Educators are thus encouraged to incorporate carefully selected films into their speaking curriculum as a means of enhancing both communicative competence and creative expression among English language learners.

References

- Abdalla, M., Mohammed, A., Zakariya, I., & Ibrahim, A. (2019). The effectiveness of authentic material in promoting spoken English. In *International Journal of English Language Teaching* (Vol. 7, Issue 8).
- Anggia. (2016). *The fourth international conference on education and language in d o n e s i a m a l a y s i a t h a i l a n d t h 4 ICEL*. Wwww.ubl.ac.id
- Artha, K. (2020). *An analysis of authentic materials used by english teachers in senior high school in singaraja*.
- Beebe, S. A. and B. S. J. and I. D. K. (2016). *Communication: Principles for a lifetime*.
- Bordonaro, K. (2018). sing authentic materials in teaching speaking. *The TESOL Encyclopedia of English Language Teaching*.
- Br Simamora, M. W., & Oktaviani, L. (2020). What is your favorite movie? A strategy of english education students to improve english vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44–49. <https://doi.org/10.33365/jeltl.v1i2.604>
- Corray, R. (2019). *The art of effective public speaking: stand up and speak up*.
- Dionar, W. S. and A. A. (2018). Improving speaking ability of senior high school students by using truth or dare game. *Journal of English Language Teaching*.
- Duck, S. and M. D. T. (2016). *Communication in everyday life: The basic course edition with public speaking*.
- González-Velázquez, C. A., Shackleford, K. E., Keller, L. N., Vinney, C., & Drake, L. M. (2020). Watching Black Panther with racially diverse youth: relationships between film viewing, ethnicity, ethnic identity, empowerment, and wellbeing. *Review of Communication*, 20(3), 250–259. <https://doi.org/10.1080/15358593.2020.1778067>
- Griffin, G. (2018). *"It's not just a matter of speaking...": the vicissitudes of cross-cultural interviewing*. 18, 105–114.

- Guetterman, T. C., Feters, M. D., & Creswell, J. W. (2015). Integrating quantitative and qualitative results in health science mixed methods research through joint displays. *Annals of Family Medicine*, 13(6), 554–561. <https://doi.org/10.1370/afm.1865>
- Hieu Ngan, T., & Cong Dan, T. (n.d.). *European Journal of Alternative Education Studies EFL students' perceptions of using teachers' authentic materials to develop intercultural communicative competence in english learning*. <https://doi.org/10.46827/ejae.v10i1.5940>
- Johnson, K. (2017). *An introduction to foreign language learning and teaching*.
- Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248. <https://doi.org/10.5539/elt.v9n3p248>
- Keser, I. (2017). The Impact of Watching Movies on the Communication Skills of Nursing Students: A Pilot Study from Turkey. *International Archives of Nursing and Health Care*, 3(3). <https://doi.org/10.23937/2469-5823/1510078>
- Kinasih, P. R. and O. O. (2022). An analysis of using movies to enhance students' public speaking skills in online class. *Journal of Languages and Language Teaching*.
- Kuhn, M. and S. N. (2014). *Narration in film*.
- Lee, G., & Wallace, A. (2018). Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions. *TESOL Quarterly*, 52(1), 62–84. <https://doi.org/10.1002/tesq.372>
- Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). ENGLISH MAJOR STUDENTS' PERCEPTIONS TOWARDS WATCHING ENGLISH MOVIES IN LISTENING AND SPEAKING SKILLS DEVELOPMENT. *Advances in Social Sciences Research Journal*. <https://doi.org/10.14738/assrj.56.4627>
- Madiyoh, R. and P. N. (2018). The effectiveness of authentic short movies in enhancing students speaking skill. *International Journal of English Literature and Culture*.
- Madzlan, N. A., Seng, G. H., & Kesevan, H. V. (2020). Use of video blogs in alleviating public speaking anxiety among esl learners. *Journal of Education and E-Learning Research*, 7(1), 93–99. <https://doi.org/10.20448/journal.509.2020.71.93.99>
- Mufidah, Z., & Roifah, M. (n.d.). *VLOG AS LEARNING MEDIA TO TRAIN ENGLISH FLUENCY AND PUBLIC SPEAKING SKILL*.
- Rayasa, R., Angkasa, S., & Timur, J. (2018). *Rayasa, The Use of English Movie to Enhance Tenth Grade Students' Pronunciation at SMA Angkasa 2, East Jakarta VOLUME* (Vol. 4, Issue 2).
- Syarif, M., Jurusan, H., Bahasa, T., Fakultas, I., Tarbiyah, I., Keguruan, D., Sultan, I., & Gorontalo, A. (n.d.). *IMPROVING STUDENTS' PRONUNCIATION THROUGH WESTERN MOVIE MEDIA (A Classroom Action Research at 4 th semester in English Education of IAIN Sultan Amai Gorontalo)*. <http://journal.iaingorontalo.ac.id/index.php/al>
- Thi, N., & Nguyen, T. (2021). *A review of the effects of media on foreign language vocabulary acquisition* (Vol. 1, Issue 1).