# Narrative Text to Encourage the Students' Skill in Speaking

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**Abstract.** This research delves into the exploration of enhancing English as a Foreign Language (EFL) students' confidence in speaking through the use of narrative text, specifically employing the movie "Up" within an Indonesian private university context. The primary research problem is framed as "How can students' speaking experience be influenced by the 'Up' movie in narrative text?" The study aims to understand the impact of using "Up" movie on students' speaking abilities in a narrative context. A qualitative research approach was employed for data collection, utilizing interviews as the primary method. The qualitative data analysis involved four key steps: Coding, Data Reduction, Data Presentation or Display, and Drawing Conclusions.

## INTRODUCTION

Speaking English is the most difficult for learners Oradeae, 2012:533).   Almost all over the world learn English for international business, and because of that, there are English lessons at school and English courses in every territory. Delivering or sending the message in speaking uses verbal language, and the accuracy and understanding of both speakers will decide the success of communication (Nuraini, 2016:7). Message in speaking it's a crucial role to the user. Speaking skill is an essential tool for learners of English to deliver a message and communicate for different purposes effectively (Sirisrimangkorn, 2021:66). A movie is one type of narrative text that can teach speaking skills. In this study, the researcher will use UP movies as narrative text. The movie's purpose is to instruct, entertain, inform, and inspire the students; In this instance, the researcher attempts to incorporate film or films into the speaking instruction learning process. Because the students will be exposed to a brand-new experience in their class, the researcher thought that film could also be utilised as an

alternative method of educational speaking. Movies can be an alternative teaching strategy that suits the teacher's classroom environment. Developing visual aids allows students to utilize the UP film in speaking classes. In addition, using film as a teaching strategy has drawn on previous skills, such as reading and focusing on vocabulary (Fatimah, 2019). Speaking is a complex language skill related to nearly all other skills and language components (Bouaassria, 2015). Students can give their opinion to others because they can express their thoughts and feelings by speaking. One argument for including a narrative in educational games is that it might help the learner remember the information better by organizing it (Adam et al., 2011). They are a series of events that happened to a character (human, animal, plant, or thing). Sumarni (2021: 21) said that The characters in the "Up" movie who spend much of their time floating above the rain forests of Venezuela are as believable as any character can be. They are irritable, troubled, and obsessed. They're funny and cute, but not in the way that little cartoon animals would be. This research is limited to investigating EFL students' confidence in speaking through narrative text by using up movies at an Indonesian private university. In this study, the researcher limits the problem "How can the students' speaking experience focus on fluency by using the film Up in narrative text?". This research aims to know the student's speaking abilities in a narrative text by using "up" movie.

**METHODS**

Researchers used qualitative approaches (Creswell, 2018) and Narrative inquiry (Connelly 1990). Based on Tewksbury (2009: 39), it is stated that qualitative research thus refers to meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of something. A participant is two students, men (50%) and women (50%) in their third semester at a private university in Indonesia, participated in this study. The researcher used semi-structured interviews (Barkhuizen et al., 2014). The researcher will seek the participants' verbal responses during this interview. The purpose of this study was to collect data and validate observational data. According to Ary, Donald et al. (2010: 283), In this study, there were four stages of data analysis, namely coding, data reduction, data display, and drawing the conclusion or interpretations. To validate the data in this study, the researcher uses trustworthiness suggested by Lincoln and Cuba(1995). In the same way, this is supported by Janesick (2015) that Peer debriefing can increase the reliability of the credibility of the data. In fact, Janesick (2015) indicates that raising and starting A statement of verification or peer reviewer form is used by researchers to demonstrate that a peer read, critiqued, and commented on the research project throughout.

**FINDINGS**

The researcher found the students' experience towards learning strategies by using up movies. The learning process begins with the teacher greeting, checking attendance, motivation, delivery of learning objectives, the material presented at the time, evaluation, and finally, the closing. In delivering the material, the first step was an explanation of the topic of learning. Then the teacher presented a short story and assignment, such as analysing a short story in the video. After finding data from the research results in the form of interview questions, the researcher analyzed existing findings and modified existing theories, then

built new theories and explained the implications of the research results in the form of the questionnaire and interviews below.

Based on the findings, in learning and implementing media that as cartoon movies as media to teach speaking skills in the narrative text, the researcher can process the material and media to facilitate students in the learning process. Media use is a way to motivate, increase students' interest and communicate with students to be more effectively. Using media in learning allows learning individually and personally according to its progress. This can be seen when researchers make observations and teachers process and bring learning media coherently. The teacher masters the material in conveying learning. If the teacher does not master the material, the learning process will not be adequately achieved.

The teacher provides actual insight and is well-prepared to present the material. With the use of information technology, the teacher can quickly access the content knowledge needed so that teacher is not limited to the knowledge they have and only specific fields of study are mastered. Still, teachers should be able to master more than the field of study they pursue. In this case, video application as learning is a breakthrough that students have only learned through the paperwork. Still, with innovative learning media that is a modern tool by the times, students can follow and learn many new things.

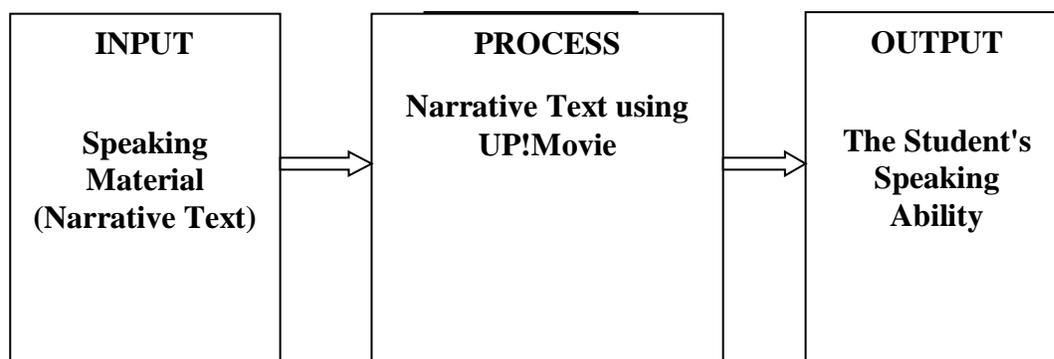The following is the theoretical framework for this study :

| **INPUT**<br><br>**Speaking Material (Narrative Text)** | → | **PROCESS**<br><br>**Narrative Text using UP!Movie** | → | **OUTPUT**<br><br>**The Student's Speaking Ability** |
|---|---|---|---|---|

Figure 1. theoretical framework for this study

In the preceding diagram, input, process, and output are categorized as follows:
a. Any spoken material is referred to as input (Narrative Text)
b. Process refers to how the teacher and students use UP! Movie.
c. The students' speaking ability is referred to as output.

## DISCUSSION

Following the analysis of essential data and interview research results, the researcher not only scrutinized existing findings but also modified established theories. Consequently, new theories were formulated, emphasizing the implications of incorporating the movie

"Up" as a media for teaching narrative text and practicing speaking skills. The research methodology involved qualitative descriptive analysis, utilizing data derived from interviews with two university students. The integration of video applications as a learning tool represents a contemporary breakthrough, enabling students to explore and learn new concepts beyond traditional methods. Berk's assertion that video materials can leverage multiple intelligences and learning styles for enhanced understanding reinforces the empirical basis for incorporating videos in language teaching. These videos captivate students' attention, motivating them to engage with narrative text. The application of diverse learning methods not only fosters student interest but also influences their activeness in the classroom. The teacher's role is crucial in encouraging students to question, observe, experiment, and comprehend facts and concepts, ensuring a dynamic and engaging learning atmosphere.

## CONCLUSIONS

Based on the results and discussion in this previous chapter, it can be concluded that implementing "UP" movie in the learning process of speaking is believed to be effective in improving students speaking skills. They could engage the student's attention and interests during the teaching and learning process of speaking. Besides, the "UP" Movie could provide the students with imagination and ideas in their minds. The students became more confident in speaking in classroom activities. The use of "UP" movie in the teaching and learning process, especially in the speaking practices, enabled the students to express their ideas in comprehensible monologues (retell the story).

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**APPENDIX**

1. Narrative Text "UP" Movie

Carl unleashes a horde of helium balloons from his chimney and uses them to rip the house from its foundation and go floating out of the city. Shortly after, he discovers Russell clinging to his porch railing. Reluctantly, he allows the boy inside—and now all the pieces are in place for the "adventure world" of the Second Act. They finally land in that world several minutes later when the house crashes on a South American plateau, not far from Carl's lifelong destination: Paradise Falls.

The next morning, the dogs capture them and take them to their master—who turns out to be Carl's disgraced childhood hero, explorer Charles Muntz. Muntz and his dogs catch up. They capture the bird—who is trying to return to her babies—and light Carl's house on fire. Carl has a meltdown and alienates Russell—and Dug the talking dog who "loves" Carl anyway.

After finding a note from his wife, encouraging him to go on new adventures, Carl gets his head on straight. After knocking Muntz to his death and gaining control of the dog pack via Dug, Carl saves Russell and the bird.Back home, Carl pins Russell with the "Ellie badge" and buys him ice cream, symbolizing his burgeoning new adventure as a father figure in Russell's life.

2. Interview questions of student 1:

Interviewer    : Can you speak English? And how your opinion about English

learning?

Student        : I can speak English. And what my opinion about learning English   is fun

Interviewer    : So, you recently watching Up movie right. Can you retell about the

story Up movie with using generic structure narrative text? so time is yours.

Student        : Carl unleashes a horde of helium balloons from his chimney and uses them to rip the house from its foundation and go floating out of the city. Shortly after, he discovers Russell clinging to his porch railing. Reluctantly, he allows the boy inside and now all the pieces are in place for the "adventure world" of the Second Act. They finally land in that world several minutes later when the house crashes on a South American plateau, not far from Carl's lifelong destination: Paradise Falls.

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Interview     : That is good story. What are you difficulties in 4 skills include speaking, reading, listening and writing ? and give me a reason

Students      : My difficulties are speaking skills because I need to know more about the vocab pronunciation and aware about grammatical and I need more practice.

Interview     : Do you enjoy learning speaking skill by using movie?

Student       : Of course, yes. And I learn using K-Drama with English subtitle. Because I can get more vocabulary in speaking.

Interviewer   : That media make you easy to speak?

Student       : Yes, watching movie is a media to easy speaking.

Interviewer   : Watching movie as a media. is it affective to your study or not? and what is the factor?

Student       : Of course, that is effective for me. Because I can know be a native speaker speaks and grammatical, vocabulary it's really help me study myself to increase my knowledge about English.


3.  Interview questions of student 2:

Interviewer   : Can you speak English?

Student       : Sure, I can speak English a little.

Interviewer   : Can you retell about the story Up movie with using generic structre narrative text ?

Student       : There are an old man Mr. carl fredricksen and his dreaming exploring the world with wife. But suddenly her wife died and feel lonely. But, he meet a boy her name is sapa ya Namanya aku lupa.

Interviewer     : it's okay, you can tell what is taking place, What is taking place? Why is something happening? What effects does one phenomenon have on others? You can tell the ending, how about the ending , is it to be good or bad.

Student         : and then, he met a boy her name is russel who are having a duties to help people so he decide to help mr. carl fredricksen to catch a bird . so, out of nowhere tiba-tiba menabrak kotak pos nya pak  carl fredricksen hingga rusak and broke it. Then, mr. carl fredricksen being angry and hit that man who nabrak itu tadi. And then aftr that mr. carl fredricksen need to pindah ke apa ya panti jompo, aduh aku lupa Bahasa inggrisnya apa panti jompo. Okay, after that, mr. carl fredricksen need to move to the nursing home and but he won't leave his house. So, he has an idea to traveling around the world by carrying his house and then he put a balloon a thousand balloons totravelingg around th world then he success doing that. But he don't know russel on his house too. So, aaaa  eehh jadi dia dengan berat hati dia mengajak russel.

After that, he russel suddenly lost , then they met a bird likes chocolate giving a name kevin. So after that  mr. carl fredricksen , russel and kevin are go ehhmmmm going to adventure. But, after that they met a dog who can speak. Which is eeehh hmmm dia ketemu anjing yang bisa ngomong eehhh hhmmm bentar bingung ceritanya. Unexpecetdly, mr. carl fredricksen met his idol I mean inspiration who makes him and wife want to traveling like going traveling around the world doing adventure  terus yahh ketemu orang itu kan. Habis itu aww so your my fans, okay so lets go to my ship. Akhirnya dateng dah itu ke kapalnya diundang buat makan habis itu eeehh ternyata his idol want to carry kevin.but, eeehhh iyaa mr. carl fredricksen didn't want to give kevin to him so they fighting and success running from them. And idol I don't know what his name I forgot  yaa pokoknyaa itu Namanya pak itu.

Chasing them and burn mr. carl fredricksen's house and take kevin from them. So, after that eehh si mr. carl fredricksen mad to  russel because his the only reason that make him failed and almost get killed by his idol. So, russel want to save kevin by himself and mr. carl fredrickse don't know about it. So mr. carl fredricksen menyusul russel then save kevin. Akhirnya mr. carl fredricksen menang dan idolnya fall and dead . The ending is happy ending bcaus mr. carl fredricksen tak th whol ship and travelling with kevin and russel. The end

Interviewer     : that was good story, and how is your opinion about learning english language ?

Student         : Learning english is actually greetical particulary student that majoring this subject english to make prepare .

Interviewer     : So, learning English we have 4 skills include speaking reading writing and listening.  So, what are you difficulties in 4 skills?

Student         : hmmmm, I found difficulties when I am writing siih, because when you write something you must mastered in grammar, diction that are suitable to your context. And speaking difficult though. Because I still less my vocab and less confident.

Intrviewer      : So, you have difficulties writing and speaking. Do you enjoy or not learning speaking skill by using movie ? , So that media make you easy to speaking ?

Student         :  I enjoy learning English using movie. Because, watching movie it's my hobby so when I learn English with movie it's like doing my hobby.

Interview       : watching movie as a media. is it affective to your study or not? and what is the factor?

Student         : Yeah I feel like really affective a movie as a media to learn English because it's really increase my vocabulary and also help me to correct my pronunciation, it's not only in speaking but in listening something like that.