

AN INVESTING INTO THE EFFECTIVENESS OF WATCHING MOVIES IN ENGLISH ON IMPROVING ENGLISH-MAJORED JUNIORS AT TAY DO UNIVERSITY SPEAKING SKILL AND SUGGESTIONS

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ABSTRACT

Speaking plays a great role in developing English proficiency. Therefore, students should apply some effective methods to build this skill and one of them is watching movies in English. This method might have good effects on students speaking skill which could link the factors of vocabulary, grammar, knowledge, confidence and other skills all together. This study "An investigation into the effect of watching movies in English on improving English-majored Juniors at Tay Do university speaking skill and Suggestions" aimed to investigate the effects of English movies on speaking skill. The participants of the study are English majored juniors from class English 14 A, B and C at Tay Do University. The instruments of this research included questionnaire and interview. The findings revealed that watching movies in English resulted in positive influences on developing students' speaking ability. It showed the effects on students' abilities such as background knowledge, vocabulary, pronunciation, logically thinking and listening skill which would help students improve their speaking skill.

Keywords: *Speaking, watching movies.*

1. INTRODUCTION

1.1 Rationale

In a globalized world, the importance of English, which can be seen as meeting the common language needs of mankind, is increasing due to the disappearance of communication boundaries worldwide. According to Lewis (2009), "English has become one of the most widely spoken languages worldwide, with approximately seven thousand extant languages unaffected by variables such as origin, ethnicity, belief, and geographic location". As a result of this fact, English is now the common language of many global institutions, organizations, business and economic cooperation, scientific and academic activities, international social and cultural organizations, written and visual media, the Internet and communications (Broughton, Brumfit, Flavell, Hill & Pincas, 2003). Kumar (2009) stated that "English is the most crucial language in the world because it is the only language that truly links the whole world together". Therefore, it is easy to understand why all companies and companies require that their employees' foreign language is mainly English.

Also, teaching and learning English is very important in many schools and universities. So today, in reality, English is becoming one of the main subjects of education. Spoken language is very important for English majors in

Vietnam as they expect to use it frequently in their future jobs. Unfortunately, over the years they have been good at recognizing the correct use of grammar, they can speak English, but have difficulty communicating in English. In fact, speaking has become the most important skill because it emphasizes the ability and knowledge of the speaker. When speaking, some speakers seem to focus more on vocabulary and grammatical structure than on speaking skills. This causes some learners to be unable to communicate smoothly after learning English for a long time.

Making the students have a strong interest in teaching and learning process especially in learning speaking, the teacher should implement the best approaches, methods, and strategies. Then, the teachers also have to use media appropriately in teaching English. The media like video used to help the students to speak. According to Flynn, (1998) video helps the students to understand the instruction more than use a textbook because: “Video brings language in the context of life in realistic settings to the classroom” when any person watches a movie or TV program, superficial and even deep feelings and emotions are elicited or formal of information, fact and reaction from that video, such as excitement, anger, laughter, relaxation, love, or even boredom.

Lindsay and Norman (1977) described perception as one’s ultimate experience of the world and typically involve further processing of sensory input, such as through eyes, ears, nose, etc. Students must have experienced many kinds of English learning methods, whether in a class, group learning, or even independent learning in practice, as well as for the English-majored juniors at Tay Do University, they have been exposed to many kinds of learning methods. For instance, there are more traditional methods and also more modern ones with audio, visual and others. With the variety of methods used in language teaching, these students must have their own perceptions in those methods especially in the perspective of which method is more effective for English skills development.

In the modern society, media play an important role in English learning. English movie is one of the effective media for improving students’ listening skills (Brown & Yule, 1983). Moreover, most students think movies are the easiest English media to improve their English skills (Winiyakul, 2010). They can pay attention and be happy to learn English because they can enjoy the movies and improve their English skills along the way.

The using of English Videos as the media in teaching English has ever been done by few researchers. Such as the research of Ade Suhendri in Al Manar Senior high school by using English videos as the media in teaching English, yet there is none of them who use Introductory English video as their methods to improve the student’s speaking skill. Based on the previous study the researcher wants to do a research about Introductory English videos to improve students’ speaking skill.

1.2 Significance:

This study is expected to provide the way to improve speaking skill of students at Tay Do University. Particularly, by investigating the application of listening to English news of juniors majoring in English, it will shed some benefits on the effectiveness of this method. The researcher hopes that students can improve their speaking with the movies in English as well as the previous method which they have applied.

2. LITERATURE REVIEW

2.1 Overview of speaking

2.1.1 Definition of speaking

Speaking has been gotten since childhood. it can be begun from listening and then try to imitate what is listened until they know what the meaning of words. Speaking is a way of expressing ourselves in whatever language we use. The most motivating language to learn therefore enables us to talk in a way that is true to our personality. Learning speaking is an important part of human interaction. Therefore, teachers have responsibility to prepare students to be able to speak English fluently and comprehensively. Moreover, Brown (2001:267) states that “speaking is the most often used skills in the classroom activities”. It is recognized as critical for function in an English language context both by teacher and primarily by students. Therefore, many languages students consider speaking as the meaning of knowing a language. According to Brown (2001:270), there are some characteristics of spoken language that can make the oral performance easy, clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation.

Speaking is a key to communication with others by convey the message to the listener in intention to be understood by the listener, as well as the capability of expressing idea, thoughts, feelings, emotions, and reactions in spoken language it is certainly needed by everyone particularly by the students. In addition, based on Thornbury (2001:1) “speaking is so much part of daily life that we take it for granted. The average person produces ten thousand of words a day, although some people like auctioneers or politicians-may produce even more than that. Therefore, natural and integral are speaking that we forget how we once struggled to achieve this ability – until, that is, we have learnt how to do at all over again in a foreign language.

According to Solcova (2012), speaking is defined as “interactive progress in which individuals alternate in their roles as speakers and listeners and employ both verbal and non-verbal means to reach their communicative goals”. Byrne (1976) stated that speaking is as a way speakers express their ideas by arranging the words. In another study, Burns and Joyce (2007) declared that speaking is an act of meaning formation through interaction among people in which information is produced, received and processed.

Besides, Nunan and Cavid (2001) develop the idea that speaking in a second language involves the developments of particular type of communication skill. It has occupied a special position in the history of language teaching, and only in the last decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse.

From the above definitions, speaking is defined in different ways according to every scholar and every field of study. However, we can define speaking is expressing ideas, opinions feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

2.1.2 The importance of speaking skill

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native’s language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried.

In-order to become a well-rounded communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The joy of sharing one’s ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, as Robert Frost once said: “I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn”. Undoubtedly, the clarity in speech reflects clear thinking.

According to Zuliati (2013), Speaking is an important language skill, in which communications take an important role in the world of information, speaking is a spoken language that is taught in the era of globalization. Because of speaking, student can communicate with other students in our country or different countries, we can share ideas and opinions. There are some people who see the skills of the student based on their speaking skills and not of language skills. Students can effectively use speaking skills. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. To support this idea, Brown (1994) stated that “listening and speaking are students’ language tools.”

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can also enhance one’s personal life. Chastain (2005) views speaking “as one important element in developing each language skill and conveying culture knowledge”. Roger Love also said “All speaking is public speaking whether it’s to one person or a thousand”.

2.2 The positive influence of English movies on English speaking

2.2.1 Correcting wrong tone and intonation

English movies are conducive to correct learners’ wrong tone and intonation. Phonetics, grammar and vocabulary are the fundamental primary elements of a language, as we all know. Both tone and intonation are the primary foundation in learning English, which guarantee the normal oral conversations. Also right tone and intonation contribute to better conversations and exchanging ideas. A prestigious professor Wu of Peking Foreign university once said: “English is vocal.” Only by pronouncing correctly, can others understand you what you say better and the speakers can acquire new information and knowledge through comprehensive listening. So the tone and intonation have played an indispensable role in improving English speaking skills.

Intonation while speaking is considered one of the extremely important factors in each language. Specifically, each country has a different intonation system, so the listener can distinguish languages by listening to their intonation Mastering the intonation system of a certain language helps learners to achieve the same natural way of speaking as native speakers. According to the Cambridge dictionary- owned by Cambridge University Publishing House, intonation (Intonation) is understood as "Description How the Voice Rises and Falls in Speech" speak). However, researcher Western (2001) defines intonation as tunes created by the voice while speaking, through the altitude change (pitch) of the voice. Although the expression is different, it can be seen that these two definitions mention the height. Thus, it can be affirmed that the intonation emphasizes the change in the height of the voice,

namely how to raise voice or down in the voice while speaking. Intonation is a powerful tool. Controlling your intonation is important for communication in spoken English.

And the English movies are the most standard materials which contains the accurate pronunciation. Sometimes learners will subconsciously simulate a phrase or one sentence they fancy through watching. A repeated word, a phrase and sentence will definitely stimulate learners' auditory system which helps to correct their acquired wrong tone and intonation. And in the meantime, they are able to acquire the right tone and intonation. Liando and Mister Gideon Maru (2018) said "English-major students' perceptions towards watching English movies in listening and speaking skills development".

2.2.2 Motivating students' understanding of western culture

English movies are conducive to promote understanding of culture. Language is the carrier of culture; culture is the foundation of the language. Language cannot be separated from culture and exist alone. "University English curriculum requirements" also propose that educators should pay attention to the cultivation of students' intercultural communication competence and pay attention to the cultivation of students' sensitivity of cultural differences, tolerance and flexibility in dealing with cultural gap. For instance, in our life, a large number of students tend to ask their foreign teachers or foreign friends: "How much is your current salary?". The foreign teacher or friends may feel uncomfortable or they will be a little unhappy. Because in foreign country, if asked such question, you may be regarded to be impolite, invading their privacy. But if you ask the same question in Vietnam, it is totally okay. Therefore, there is a big difference between Vietnamese and Western culture, these differences caused the different ways of thinking.

English movies can be a very good way to the dissemination of culture, from the plot to the relationship between the characters and the narrative different greatly from Vietnamese thinking. But these were expressed by means of language and cultural differences, not through the analysis of linguistic. So we need to understand the American culture, especially some of the characteristics of western culture. Learners can analyze the plots on the basis of understanding culture. One can understand culture better on the basis of the analysis of plots and through reflection. They will also get to know the Western values, the difference between Vietnamese and Western culture and the way of thinking through the comprehensive understanding of Western history and so on which will enhance the language to a real communicative and high level, making English "live". King (2002) believes that the discussions before and after viewing allows students to discover related issues raised from many different perspectives on culture, develop critical thinking skills and elicit responses.

2.2.3 Helping students to memory words and phrases

The English original sound movies can promote students' ability of remembering words and phrases effectively. By watching English movies, students hear many new words and phrases, especially idioms and colloquial expressions. Writing down any new words or phrases those are heard while watching a movie or remembering them for ready use of them in our conversations is a worthy experience. If we don't understand a few new words, it also gives us an opportunity to refer to the dictionary for the meaning of them. Basic English movies, to some extent, can foster students to remember vocabulary or new phrases naturally. This helps students reduce learning pressure more than facing large quantities of vocabulary and thick vocabulary books. Also, the rich pictures, the expressions, gestures of the characters in the movies, background music and attractive plots, can arouse students' interest about studying English and break through many obstacles on learning it. It can contribute to improving the ability of speaking English.

English movie provides students for certain real conditions and environments of listening material as well as the specific and visualized image of the text vivid atmosphere, which to a large extent can promote the student to yield memory of frequent words and phrases that don't be acquired. Bird and Williams (2002) conducted two studies examining the effect of single modality (sound or text) and bi-modal (sound and text) presentation on words learning. Both experiments led to the conclusion that subtitling in can improve the learning of novel words. Therefore, the combination of watching and listening yields more effective and efficient memorization in improving English speaking skills. Over time, students can speak memorized phrases more easily and naturally.

2.2.4 Widening Background knowledge

Background knowledge is extremely important in learning language. Many courses, especially courses for surveying and enrolling students with a range of previous educational platforms and experiences, specialties, interests, motivation and knowledge and skills. The previous weight. The above areas can be accessed through the variety of English movies. Keene (2006) claimed that "an anticipatory mind that is made so with the use of an introduction to the movie may contribute to better understanding and contextualization of the new material". When

watching movies, students are exposed to many fields. Since then, it is expanded knowledge in many platforms for students. Students have the ability to communicate or speak in many topics.

2.2.5 Enhancing English vocabulary

According to Endarto and Subekti (2020), "vocabulary is one of the most basic and important pillars in mastering English". The more words they pick up, the more students become proficient in that language. In learning vocabulary, students will also need to train their listening skills because vocabulary and listening go hand in hand. Hence, an interesting listening activity will be the best choice for acquiring vocabulary since it can provide interesting activity with the opportunity to learn some new words and to become familiar with recognizing the spoken forms of known words. English movies can provide a great chance for students to learn English vocabulary through listening. This could happen because in watching movies students often hear new words that they may never hear before. Also make students easy to identify something new, such as students can understand the vocabulary, recognize it immediately, and have the opportunity to "translate" movie life histories into their own lives.

Sharjeel & Dadabhoy (2013) stated that movie is animated graphics that contain color, and sound to capture and maintain student attention. They also added that students' emotions and behavioral adaptation strategy will get affected through the movie as emotions are presented in accessible ways.

According to Alqahtani (2015:25) defined "vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning". Increasing vocabulary, students' ability for better understanding in listening, speaking, reading, and writing. Oktaviani (2016) said that enhancing vocabulary mastery can increase university students' speaking skills.

2.2.6 Imitating practical grammar

The main meaning of speaking is to convey and understand information. Through watching movies, students receive methods of speaking, irregular structures in practice that are not taught in books. These methods retain the purpose of speaking but also help students expand the structure of sentences, diversifying sentences in speech. Terrence Grandchester (2016) stated that "sentence structure is theoretically diverse, but what makes you not from the sentence structure in life". While watching movies, sentence imitation is an exercise in which students study a sample sentence and then imitate its structures, supplying their own material. Since then students express more natural words According to Anthony Brown (2014) Said that "start from small things but then endless". Students initially received small vocabulary (short words, phrases, etc) repeated many times. Then will be more special sentences and structures from which to improve the English speaking skills.

2.3 Suggestions

After knowing the positive influence of English movies on English listening, we now get to know that English movies are conducive to our English listening. Still there are some detailed suggestions given of how exactly we can do to improve our competence of English listening.

2.3.1 The selection of English movies

There are many kinds of English movies and rich content, not every English movie is suitable for English learners. Learners can only improve their cross-cultural communication skills and benefit from the film only if they choose the one that suits them according to their distinct psychological characteristics. For thinking about movies, learners should choose movies with vivid scenes, healthy content and positive thinking, such as: B. A Beautiful Mind, The Wizard of Oz. For the difficulty level of language materials, learners should choose a language with moderate difficulty, rich content, accurate accent and good image quality. In terms of themes, learners should choose movies that reflect the local reality and customs of English-speaking countries, such as living habits, ways of thinking, and communication methods, such as the movies "The Pursuit of Happiness" and "Forrest Gump".

2.3.2 The playing mode of English movies

Learners could adopt the learning methods of step by step when they are going to practice their speaking through watching a movie. There are a large number of slang, dialects in English movies, and the actors or actresses speak very fast with stress, reductions, which resulting in that some learners cannot keep up with the pace of the movie. Learners should pause at the more difficult part, to learn the key sentences until they fully are understandable of its meaning. Some movies last for a long time which contain lots of information and it is a barrier for learners to clear. As for this matter, learners may divide the movie into several fragments, using a few pieces of time segment to watch. This is sectioning method whose best advantage is to avoid students feeling a sense of fatigue. While the weakness of it is that it puts too much emphasis on the understanding of individual sentences which obviously

ignoring the theme of movies. So after a period of training and the ability to grasp the details has been improved, learners are able to use the integrated approach, which means watching a movie in one time when they have the competence to accept a large amount of language input, in order to make the students grasp overall theme from a movie.

2.3.3 The selection of English subtitles

Besides learners intend to take full advantages of English movies to improve their speaking ability, the selection of subtitle is an indispensable part for them. As we all know that a coin has two sides. And it is same with the subtitled films and movies without subtitles which mean both of the two kinds have merits and weaknesses. Movies with subtitles are beneficial to learners in promoting the acquisition of second language, because learners are able to understand the very fast speed of language speaking in the movie with the help of subtitles. They can learn colloquial, authentic spoken English and they can follow the development of the plot smoothly. At the same time, the learning environment is less stressful so that they are both physically and mentally relaxed which will contribute to their studying.

In general, learners tend to have a psychological dependence towards films with subtitles which enables them not to concentrate on listening to the dialogue. Learners have obstacles of fully understanding what the film wants to express without subtitles. How to solve this problem? Learners should obey the principle of gradual progress. That is to say, if they are not fully understandable of the content of the films without subtitles. Then it is advisable to use subtitled films or even bilingual subtitles in both Vietnamese and English, according to learners' present English level. But they cannot always rely on the help of subtitles. In this way, their English level is impossible to improve to the higher level. Zonee (2012) claimed that "let's watch a movie we've already seen so we can ignore it and make out". Film subtitle is a just a kind of means and process, the ultimate purpose is to successfully understand English movies without subtitles.

2.4 Related studies

Previously, many researchers had some related studies in English-speaking improving as well as English movies that effectiveness on English-majored students in speaking. However, the topics are not completely the same and the participants may be from different levels. The related studies below may give the supporting shreds of evidence for this research.

In 2019, Parmawati & Inayah concluded the research "Improving students' speaking skill through English movie in scope of speaking for general communication". This research used Collaborative Classroom Action Research (CAR). The objectives of the study are: 1) finding out whether or not English movies can improve the students' speaking skill and 2) finding out classroom situation when English Movie implemented in speaking class. To collect data, the researcher used instruments of observations, tests and questionnaires. The finding showed that the use of English Movie was effective in improving the speaking abilities of the student in class. This can be seen from the improvements after each cycle. The average score of pretest was 70.5. After the implementation of English Movie in every cycle, the students' speaking score were getting better. It can be seen from the result of students' average score 76.5 in cycle 1 and 81 in cycle 2. Therefore, it can be concluded that English Movie can improve students' speaking skill and improve speaking classroom into a better situation. The improvement of students' speaking skill can be identified from the improvement of speaking skill achievement. It shows that there is a comparison between the students' speaking skill during the intervention and the performance criteria of success. The improvement was also observed from several aspects of the composition they produced. Students showed improvement in speaking skill. Students' self-confidence was increased. They were not afraid of making mistakes. They also know speaking skill elements. In addition, English Movie can improve classroom situation into a better situation. They were motivated in joining speaking class. The atmosphere of the class was more lively as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. Enjoyable for various types of activities related to English Movie.

Thammineni (2016) reported based on the findings of his study that hearing natives speaking help in enhancing non-native's speaking skills, specifically fluency. According to Alluri (2018) there are two types of conversations that we use in our routine life activities, formal and informal. Formal conversations occur in a situation when there is a need to answer a specific question. Such conversations are normally less prolonged as the information may directly be related to the question asked. Whereas informal conversations are held in social settings so, there is a chance to prolong conversations and to switch between different topics. By incorporating films in the foreign language learning class, both formal and informal conversations can be improved which further result in enhancement of speaking skills. Tafani (2009) suggested that students should be encouraged to see as many movies

as possible outside the classroom or parts of movies in the classroom. So, their frequencies of watching English movies also influence the effects on English speaking skills development.

Another research was done by Stevani, V., Handayani, I., Risma, R. (2021) with the topic "The effectiveness of using short animation subtitle movie toward students' speaking skill of eleventh grade at senior high school 8 in Serang city". The objective of the research was to find out the effectiveness of short animation subtitle movie toward students' speaking skill on the eleventh grade in senior high school 8 Serang City. The researcher used quantitative research implementing quasi experimental design as the research design. There were two classes involved in this research as the experimental class and control class. Each class consisted of 23 students. Using short animation subtitle movie in the teaching learning process of speaking, the research revealed that value of t-test was higher than the value of t-table ($5.70 > 2.015$). It indicated that the alternative hypothesis was accepted, it means that there is significant difference in the achievement of speaking skill between students taught by using short animation subtitle movie in teaching speaking skill at eleventh grade of Senior High School 8 in Serang City. In conclusion, using short animation subtitle movie as media in teaching and learning of speaking can be an alternative way media to teach English speaking, because this research was successful in demonstrating that there was many effectiveness on students' speaking skills after treatment with animation short movie as media. According to this research, teaching English speaking skills through the use of a short animated subtitle movie is help students increase the ability to receive information, create active motivation in learning English.

Similarly, a structured interview was done by Suparta Rasyid (2016). This study is aimed to find out whether the use of English cartoon movie can improve students' achievement at freshman of SMU Abulyatama. The samples of this study were 20 students of class C-IPA2. To collect the data, the writer utilized experimental design one group pre-test and post-test. The instrument used was oral test. The speaking aspects covered in this study were grammar, vocabulary, and pronunciation. The result shows that the students' speaking score increased in all aspects. The grammar aspect noted the highest/significant increase because some of students' achieved very low in grammar before using the movie in learning, but later the significant improvement is on the grammar aspect. It increased from 25 to 44 or 19 points. It explains that the English cartoon movie can be one of the good materials to improve students' speaking skills, particularly in grammar aspect.

Likewise, the research "Learning English through Watching movies" by Md. Ashraf Uzzaman & Sujit Roy (2019) mainly focuses on the impact of watching movies on learning English. This study was conducted by using qualitative approach of research. Data were collected from the MPhil researchers of Dhaka University and the Experts in the field of English Language Teaching (ELT). Area of the study was University of Dhaka. Fifteen (15) English language MPhil researchers and three ELT experts were selected purposively for collecting data. Interview schedule was used as data collection tool both for the MPhil researchers and the ELT experts. Data were analyzed thematically. Major findings of the study showed that watching English movies has a positive impact on improving listening skill as well as on speaking skill. Correct pronunciation is also enhanced by watching English movies. English movies also help learners to increase vocabulary. According to the experts, these impacts could have long term effect on the viewers and active listeners. Those who watch movies regularly, could have further benefits including understanding foreign accents of different regions.

According to Sherman (2003), "Films are a shift from the conventional and offer students realistic learning environments". Sommer (2001) claimed that "A single film-clip can be employed as the foundation for English skills practice: listening, speaking, vocabulary, pronunciation". Curtis (2007) stated by making use of films in the English classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better. This paper will focus on the use of audio-visual technologies, such as films, in the English language classroom, with a view to suggest the incorporation of these audiovisual technologies for non-native learners of English language.

In short, the results of this study showed that improving speaking skills in English films really effective in broadly the intonation, background knowledge, vocabulary, grammar, culture knowledge as well as the speaking ability of students. Research also offers appropriate advice and methods of applying English film to improve speaking skills.

3. SEARCH METHODOLOGY

3.1 Research aims

The most important purpose of this research is to examine if watching movies in English is an effective way to help students improve their speaking ability and come up with some suggestions to make the process of practicing speaking skills in English movies more effective. Thanks to the results, students can be aware and choose

good methods to apply and improve their speaking skills in English films effectively. At the same time, teachers are able to base on this study to find out good solutions which help much in their teaching methods.

3.2 Research questions

The research was carried out to answer these following main research questions:

1. Does watching movies in English help English-majored juniors improve their speaking skills?
2. How does watching movies in English help English-majored juniors improve their speaking skills?

3.3 Research design

The research is carried out to answer the research questions and to test the hypothesis. Both quantitative and qualitative instruments are used to demonstrate the benefits of watching English movies for students specializing English-majored juniors at Tay Do University in speaking skills. The main object in this research is participants. They are 100 English majored juniors who would respond to the questionnaire. Also, to make the research more reliable, 10 students are randomly selected to answer the interview questions. Besides, the observation is also used to improve the specificity of the research. Finally, the data from the questionnaires, interview papers, and observation will be analyzed and concluded.

3.4 Research participants

The research is undertaken with the participation of 100 junior majoring in English from three English classes 14A, 14B and 14C at Tay Do University. There are 46 males and 54 females who participate in this research with the ages from 21 to 22. Besides, the majority of them come from rural areas and they have learned English for at least seven years, (4 years at secondary school and 3 years at high school. However, their English background is quite similar because most of them come from different rural areas in the South and under being the influence of the curriculum of English for high school students in the past, students did not have many chances to practice English skills. Thus, when entering Tay Do University, their English levels are limited and they have to face up many difficulties in studying.

3.5 Research instruments

In this research, the questionnaire, interview paper are two main instruments. The questionnaire is used to gather students' background information and survey of students demonstrate the benefits of watching English movies that affect English-speaking students. The reason why the researcher uses the questionnaire is that it provides a reasonably cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people. However, just one instrument is not dependable for this study. As a result, the interview is utilized as the second instrument. In order to make the study more credible, the researcher also uses observation to confirm the hypothesis faithfully.

3.5.1 Questionnaire

The questionnaire includes 7 questions and 24 statements and it is classified into the following groups:

Group	Summary of question group
A. From 1 to 7	Students' personal background
B. From 8 to 14	Effectiveness on tone and intonation
C. From 15 to 18	Background knowledge
D. From 19 to 25	Enhancing vocabulary and grammar
E. From 26 to 31	Effectiveness on psychological

3.5.2 Interview

To make the study more specific and objective, the interview paper is delivered to 10 English majored junior who are randomly selected in three classes (English 14A, B and C) The interview contains 4 questions mentioning the attitude, difficulties of studying speaking and some suggested solution for those problems.

3.6 Procedure

In this part, the process of implementing the research proposal is presented. This research is conducted in twelve weeks and the process is divided into 4 steps as the following table:

Duration (12 weeks)	Activities in the study process
Step 1: The first 3 weeks	Correcting the research topic Submitting the framework of the research Writing chapter 1, 2 and 3
Step 2: From the 4th week to the 6th week	Designing questionnaires and interviews.
Step 3: From the 7h week to the 9th week	Delivering questionnaires and interviews to the students to collect the data.
Step 4 : The last 3 weeks	Analyzing the data collected from questionnaire and interview. Writing chapters 4 and 5. Completing the paper.

4. EXPECTED OUTCOMES

Speaking is one of the most important skills for students specializing in the English language. Watching English films helps English majored juniors at Tay Do University improve their speaking skills especially issues in languages such as tone and intonation, expand background knowledge, upgrade vocabulary and grammar, and have the understanding of western culture

4.1 Tone and intonation

Vietnamese is a language with intonation, intonation will be based on context. English, on the other hand, is an extravagant language with no tone. So the intonation will be based on the stress of the sound. Learning and applying accents effectively will be easier for students through the dialogues in the film. Watching movies is also a close way to approach the language and expressions of young people. Not only that, watching English movies also helps students get acquainted with the western speaking style, thereby making the sentence natural but easy to understand. Students have the ability to apply intonation to create multi-layers of sentence meaning on the same sentence.

4.2 Background knowledge

Background knowledge is also one of the important limiting factors in English. When exposed to English language film along with its diversity, students improve their inherent background knowledge and expand the limits of knowledge in many new fields. Thereby students have the opportunity to study and learn more through lectures in the diverse theme. Last but not least, watching English movies makes students apply learning knowledge into reality and proactively speaking.

4.3 Enhancing English vocabulary

In English communication, vocabulary is indispensable. For English movies, this is a rich vocabulary. To be able to watch and understand a popular film, you need a minimum vocabulary of 6000 - 7000 vocabulary. By watching foreign movies using subtitles, you will gather a lot of vocabulary. Depending on the type of movie you watch, the scope of vocabulary you absorb can stretch from daily English in life to English used in academic major. Films on family themes, emotional psychology like Friends or The Big bang Theory. These films often give you a rich vocabulary about life. Meanwhile, documentaries will provide you with more intensive vocabulary.

4.4 Motivating an understanding of western culture

English-language films also contribute in no small part to bringing students closer to Western culture. Through the films, students can easily recognize the cultural characteristics, the meanings as well as the historical values of a country. To understand more about the culture is also to understand more about the knowledge of that

country. This also contributes in no small part to the student's communication confidence. Create a foundation for students to actively cultivate and cross cultures with students around the world.

4.5. Memorizing words and phrases

In psychology, there is a theory of memory and learning ability called "Spacing Effect". The distance effect is the idea that we will remember and learn a more effective problem if we repeat the problem a few times a few times for a long time. Memorizing words and phrases by watching movies is easier than having to cram the huge amount of vocabulary at the same time. Similarly, in the process of watching movies, it is easier to meet phrases or words to make it easier for students to remember and understand them in many cases and fields.

4.6. Enhancing practical grammar

Through the form of learning English through movies, learners are acquainted with many different sentences through many illustrative examples. Besides, movies are based on life and set in reality, creating conditions for students to approach huge grammar sources. The sentence and grammar structures are commonly used in practice, which learners have difficulty collecting from books. Since then, the grammar of the speaker will not be limited, grammar also becomes more natural and elaborate.

In short, depending on these suggestions in this survey, the research expects that students can recognize the effectiveness of watching English movies and find out the effective applications to learn English speaking.

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