Movies as an Authentic Input in L2 Speaking Class: A Dynamic Usage-Based Approach in EFL Teaching in Indonesia

Festif Rudolf Hoinbala
Artha Wacana Chrsitian University, Indonesia
Email: festifrudolf@gmail.com

Abstract
One of the characteristics of a Dynamic Usage-Based (DUB) approach to the second language is that schematic patterns emerge through use and interaction where the intense focus is in input. Video or movie as an example of authentic input often provides a natural context for conversations to emerge among the students and teacher in class since students want to know or share their opinions about the characters or events in the movie. This recent study's objective was to demonstrate that movies or videos provide an authentic input in L2 class. This study's population sample was 30 students of the second-year English Education program in 2021 at Artha Wacana Christian University Kupang in Indonesia. A simple random sampling technique was applied to select this sample. The study was conducted over 12 teaching periods using the DUB approach, where the procedure was processed by a pre-test, treatment, and ended by post-test. The instruments used in this study were speaking class lesson plans and English speaking tests (both pre-test and post-test). The Mean and Paired Sample T-Test was employed in the data analysis. The result shows a significant difference between students' English speaking competence taught using movies and those taught using a conventional method. Therefore, using movies in classroom teaching aligns with the DUB approach as one of its principles is authentic input.

Keywords: Dynamic Usage-Based (DUB) approach; input; videos or movies

Introduction

The development or learning in Dynamic System Theory (DST) should be seen as emergent where individuals change and transform through interaction with their social and material environment (De Bot, Lowie, and Verspoor, 2005). In the same perspective, Usage-based linguistics (UBL) theory holds that language structure emerges through repeated language use (Langacker, 2000; Tomasello, 2003). In line with Langacker, Verspoor et al. (2012) mentioned it as Dynamic Usage-Based (DUB) linguistics to emphasize the link between DST and UBL. Therefore, it can be concluded that DUB involves a dynamic process in developing learners' language acquisition.

Nguyen (2013) reviews the four principles tenets of DUB linguistics to second language teaching. They are: (1). DUB sees language as an extensive array of conventional, meaningful units where schematic patterns emerge through use and interaction (2). In DUB linguistics, the dynamic language system has self-organized into form-meaning pairs or constructions at many

levels different levels (morpheme, word, collocation, phrase, formulaic sequence, clause, sentence, and discourse-level utterance) (3). In L1 acquisition, communicative usage events lead the child to acquire the language that adults produce (4). L1 language acquisition occurs at the bottom-up levels, from holophrases to schemas, item-based construction, and abstract constructions.

In translating DUB principles to second language teaching, Verspoor & Nguyen) (2015) assumed that language is mainly lexically driven, meaning is central, lexicon and grammar form a continuum, and grammar is only a very small part of a language that subserves meaning. In addition, they argue that the approach should focus on the meaning of all forms in the continuum: words, phrases, chunks, clauses, sentences, discourse patterns and the way they are pronounced, and all preferably in pragmatically appropriate, meaningful context exchanges, approximating socially and culturally regular usage events. Here, they conclude that one of the absolute prerequisites for internalizing the form-meaning mappings will be the frequency of exposure of both types and tokens.

The first characteristic of a DUB approach to the second language where schematic patterns emerge through use and interaction is the critical focus on input. There are many input sources for second language learning, such as books, songs, videos or movies, captions, etc. Besides, Gass and Mackey (2006) stated that input is the target language exposed to language learning in auditory and written form. In this writing, the author argues that videos and movies provide excellent authentic Input in L2 class.

English as Foreign Language (EFL) students often attend universities with many English language problems: poor comprehension, limited vocabulary, slow reading, poor grammar, and low-level conversational skills. Providing movies in English teaching might be one of the ways to solve these problems since it is a fact that cartoons and movies use language so extensively in performing their cultural aspect. Narrative movies, in particular, use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the material's content. Language plays a crucial role in connecting and defining the various visual and sound information forms that present the movies' experiences. Saoburi and Saurahbi (2015) argue that vocabulary and listening comprehension are not the only skills improved by watching movies. Subtitles and closed captioning (dialogue and other sound information placed at the bottom of each movie frame) can help the watchers increase their reading and comprehension speed.

Furthermore, movies can also serve as the basis for writing assignments and speaking performance, especially when combined with the varied film resources that are now readily accessible on the internet. In short, films provide invaluable inputs that have been used to teach students the basics of English learning in elementary and high schools or Universities. Therefore, this study will focus on improving students' speaking performance using movies in the EFL classroom. It is expected that this study will provide more evidence that using movies as an authentic input in L2 class can improve students' language skills which supports the DUB approach in language teaching. The writer hopes to support further ideas for applying and effective teaching English in the EFL context by conducting this research. The title of this research then is formulated as follows: Movies as an authentic input in L2 speaking class: A Dynamic Usage-Based approach in EFL teaching in Indonesia. The research question is then set as follows: Is there any significant difference in speaking performance between a regular class and a class in which English movie input is provided in L2 classroom activities? Further, the writer proposes the hypotheses of this research as stated in the following:

Ho   : There is no difference in speaking performance between an ordinary class and a class in which an English movie is provided in L2 classroom activities

Ha   : There is a difference in speaking performance between an ordinary class and a class in which an English movie is provided in L2 classroom activities

Literature review

Authentic materials for language learning

Authentic material is defined as a material intended for some other use besides language learning, where they come in all communication forms (Gardner and Miller 1999, pp. 101). For example, it can be written text, audio recordings of actual communications, or video of conversations or dialogue, all containing content not intended to be used for language instruction.

Woottipong (2014) proposes several advantages of employing authentic materials for language learning and teaching. First, they can provide examples for learners of how to communicate in real-life situations by exposing them to the sorts of messages they will likely face in everyday conversation. Second, authentic materials can help learners focus on the language skills they genuinely need and ignore skills they may not need for their job or studies.

Also, authentic materials can strengthen learning strategies employed in different situations. Those learners with self-access learning training tend to know what language learning strategies they can best use. Little, Devitt & Singleton (1988 cited in Guariento & Morley, 2001) stated that authentic texts motivate learners and promote language acquisition. Firstly, authentic text or material tends to be more interesting than the invented text. Secondly, authentic text motivates learners to focus on meaning instead of only form or structure. According to Little et al., language acquisition occurs when learners activate their background knowledge of the world, of discourse, and of the language system (As cited in Woottipong, 2014)

Movies or videos as one of the authentic inputs in L2 learning

Vanpattern and Benati (2010) stated that input is the language that the learner is exposed to a meaningful and communicative event. At the same point, Ellis (2002) argues that input frequency is the main contributor to the language acquisition process. Similarly, Krashen (1991) proposes that language input needed for L2 learners to acquire the target language should be comprehensible, making it meaningful to them to understand what they are reading or listening to it. If learners want to get comprehensive and meaningful input, it should be authentic.

In his study, Wallace (1992) proposed that authentic input is defined as real-life language materials, not produced for pedagogic purposes. Authentic materials are written and spoken for native speakers, contain natural language, and are produced to "fulfill" some social purpose in the language community (Little, Devitt, & Singleton, 1989:25). In line with Little et al., Hong (2013) stated that using authentic materials in the L2 classroom not only exposes learners to as much natural language as possible but also shows them that language is actual, and that accurate information helps them both to learn and to understand the world outside. The examples of authentic materials used in the L2 classroom are signs, advertisements, newspapers, magazines, pictures, symbols, radio news, TV programs, movies or videos, songs, literature, and the internet.

Furthermore, Bacon and Finemann (1990) reported that authentic video is beneficial in providing natural, content-rich samples of the target language. Similarly, Richard and Scinicariello (1989) found that it reflects current linguistics changes more effectively than printed sources. In addition, the original video has also been shown to be motivating (Beeching, 1992; Terrell, 1993).

Nguyen also elaborates the reasons for choosing a movie as the medium for learning a second language. (1) In a good movie, actors act as naturally as possible, coming as close as foreign languages learners can get to "real life." (2) The language of movies is usually very close every day, natural language (Tatsuki, 2006; Schmitt, 2010). (3) The characters have natural conversations in meaningful context exchanges, approximating socially and culturally regular usage events. (4) By including the context, the visual, facial expressions, and other extra linguistics clues, the learners will have clues to help them understand and retain lexical items (Snyder & Colon, 1998). (5) The movie will provide examples of cultural, social, or pragmatic issues that the teacher can elaborate upon. (6) The scenes can be repeated as often as needed, giving learners the benefit of exact repetitions. (7) Cut up in two-to-three minute scenes, and the whole movie works as a "soap opera" in that the learners are curious about what happens next. (8) The movie often provides a natural context for conversations among the students and teachers because they want to know or share their opinions about the movie's characters or events. From those results and statements above, we can conclude that movies or videos could be authentic input for second language learning.

The effect of input through movies or videos in the L2 classroom

The use of videos or movies in a foreign language or second language classrooms has been the subject of a number of studies, with almost exclusive emphasis placed on its linguistics benefit and its effectiveness in increasing basic skills especially listening comprehension. However, only a few published studies show the applicability of authentic video to enhance language proficiency and willingness to communicate. Here, the author presents the evidence of videos or movies' effect as the authentic input in the foreign or second language class.

Weyer (1999) experimented on the effect of the original video on communicative competence. Two second-semester Spanish classes during the 1994 summer sessions at the University of New Mexico were chosen as this research subject. The same instructor taught the researchers himself the control and experimental classes. These two groups were provided with the same curriculum, but the experimental treatment supplemented the experimental class students. In this curriculum, students took a lesson from the six chapters (chapter 6-12) of the textbook Dos Mundos (Terrell, Andrade, Egasse, & Munos, 1990). In addition, the experimental class was required to watch two episodes per week of the Mexican taped off-air telenovela Maria Mercedes (Pimstein, 1992) with the instructor present. The viewing consumed approximately 45 minutes of the 60-minutes class period. Pre-and post-treatment tests were administered to measure the increase in listening comprehension and evaluate the hypothesis's validity. The result showed a significant increase in listening comprehension, significant improvement in speech fluency, and communicative competence for the experimental class. This study reported that using an authentic Spanish-language soap opera may give Spanish learners advantages since it effectively increases listening comprehension skills and some communicative competence components.

Furthermore, Nguyen (2013) examined the effect of the high input learning approach, which is in line with a DUB approach to second language teaching. Her study was conducted in the second semester of the academic year 2010-2011 at Can Tho University (CTU), a large public university in the South-west of Vietnam. She took 169 students as the study participants, and this number was later reduced to 163 due to incomplete data. Their L1 was Vietnamese, and they had learned English as a foreign language at secondary schools for even consecutive years. However, their English proficiency is still limited. They were divided into three control and four experimental classes and taught by four female Can Tho University EFL teachers trained to teach

English as a foreign language. In her experiment, control classes received standard instruction using the standard textbook Learning Breakthrough (Bui et al., 2010).

On the other hand, experimental classes received movie instruction. This instruction referred to the use of the famous movie – A cinderella story (2004. 95 minutes) and Bridge to Terabithia (2007, 95 minutes). In this activity, forms of all levels (sound, morphemes, words, phrases, and clauses) were heard and seen repeatedly. However, there was no focus on grammar rules. The analysis of pre and post-test and questionnaire showed that the experimental group obtained significantly more than the control group on general proficiency and self-confidence and that both groups performed equally well on willingness to communicate. This study demonstrates that a movie or DUB program with the frequency of authentic input exposure can help English second learners increase their language proficiency and develop their self-confidence in using English.

Research method
A quantitative design was used to carry out the study on two intact Speaking classrooms. In addition, a proficiency test for all groups was conducted to determine that all groups' speaking skills were at the same level. Although the grouping of participants was random, a quasi-experimental design was used in this study.

Two English groups with the same speaking skill A2 level (based on proficiency test), including 30 (15 male and 15 female) EFL students at Artha Wacana Christian University, participated in this study. The participants' age ranged between 18 to 22 years old and were randomly placed in each group. The participants were placed in experimental and control groups randomly as all group members had the same speaking skill level; two groups benefited from one teacher (the researcher himself) in this research period. The teacher is experienced in English language teaching, and he has taught for nearly ten years majoring in English skill subjects. The instruments used in this study were:

Proficiency test
As mentioned before, this proficiency test defines students' speaking skill level as the participants of this research.

Movie
The movie "Lord of the Flies" was purposefully selected because it contained rich vocabulary items. In addition, its beginner to the English expression's pre-intermediate difficulty level is expected to reinforce the learners' speaking performance highly.

Pre- and post-test
All groups received the same pre-and post-test speaking test ranging from personal information to small talks. The achievement of the speaking test was constructed and distributed among the groups of participants. The question items presented in the pre-test were also provided in the post-test. Finally, the results were compared and recorded.

This study was carried out in several phases. Firstly, the most appropriate English movie title with its English subtitle was selected as this study's material. This movie was played in 12 meetings where each meeting covered 10 minutes scene of the movie. The topic being discussed was related to the English expressions shown in the movie. Second, the processes of administering

the pre-and post-tests as mentioned previously. The details and specifications of the comparisons are clarified at the final phase. In short, the procedure of this research is shown below:

1. Choosing an appropriate movie title
2. Preparing and administering of pre-test speaking test
3. Showing the treatment group a movie in speaking class, covering 12 meetings over six weeks using the DUB approach. Each movie scene was treated some steps adopted from Verspoor and Nguyen (2015) as follows:

   Step 1. Familiarization.
   Students were presented with a few lexical items, chunks, or expressions in the scene. These items were explained with the help of visual images, definitions, and occasional L1 translations
   Step 2. First exposure
   Students watched the movie segment without subtitles and no specific directions. This way, they could focus on the entire scene and get the gist of what was happening.
   Step 3. Second Exposure
   Students watched the movie segment again (second exposure) and were asked to pay attention to what the characters said.
   Step 4. Third exposure
   Students were shown the actual text of the movie segment on a PowerPoint sheet
   Step 5. Fourth exposure
   The teacher read aloud the lines from the movie's actual text while students pay attention to it. Visuals were included where appropriate
   Step 6. Fifth exposure
   Students watched the movie segment for the third time. The purpose was to expose the learners to the language again and see if they could understand all the utterances as pronounced by the actors
   Step 7. Sixth exposure
   Students were shown the text of the movie segment again. They discussed the meaning of the new lexical items, chunks, and expressions found in the text.
   Step 8. Seventh exposure
   Individual students were asked to read aloud a line. This step's purpose was to allow students to be exposed to the text again and try saying the sentences the way actors did, thereby practicing pronunciation and intonation.
4. Taking a post-test at the final stage

After collecting the test results as data collection, the final sets of papers were analyzed to find answers to this study's research question. With a paired sample t-test in the analysis, the difference between the experimental and control groups from pre-test (before implementation of treatment) and post-test (after the treatment) was revealed.

Findings and discussion

Tabel 1. The comparations of test results between control group and treatment group

		Mean	Increasing	Percentage
	Pre test Control Class	73,20	1,67	2,28
Pair 1	Post-test Control Class	74,87		

Pair 2	Pre test Treatment Class	71,53	6,00	8,38
	Post-test Treatment Class	77,53		

The paired Sample Test procedure was conducted to analyze the data. The researcher examined the pre-test of the control group and treatment group and the post-test of both groups. As the speaking test (one-to-one interview) used in this study is categorized as a subjective test, another independent rater was used to assess students' performance. The speaking rating scale was used to confirm the results of the assessment from both raters. The statistical analysis results revealed significant differences between the control and speaking test treatment groups.

Based on the comparison Table 1 above, it can be seen that in the experimental class, the result of student learning outcomes taught using video is higher than the control group taught using conventional methods. This is evidenced by improved learning outcomes where the treatment group results are higher than the control group results (6.00 > 1.67). The comparison is obtained from the difference between the average of both pre-test and post-test in each group. The comparison of learning outcomes improvement can also be expressed as a percentage that states that the treatment group's learning outcomes are higher than the control group (8.38% > 2.28%).

Table 2. The summary of paired samples test of control and treatment group

		Paired Differences			T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre test Control – Pretest Treatment	1,667	10,349	2,672	,624	14	,543
Pair 2	Post test Control – Post test Treatement	-2,667	8,364	2,160	-1,235	14	,237

The data in summary table 2 shows that the pre-test experimental group's average achievement is similar to the control group, while the average achievement of post-test in the experimental class is higher than the control class. Therefore, to compare the experimental group's learning outcome, whether it is higher or lower than the control group, the t-test is conducted. The pre-test results are 0.624 (0.624>0.05), and it can be stated that there is no significant difference before giving treatment. Meanwhile, the t-test results of the post-test are -1, 235 (-1.235 <0.05), implying that there is a significant difference after giving treatment.

This research shows that movies in L2 speaking classes positively influence students' achievement in speaking tests. Subsequently, the H1 hypothesis, in which there is a difference in speaking performance between a regular class and a treatment class in which an English movie is provided in L2 classroom activities, is accepted in this study. It can be argued that applying movies in EFL classroom teaching is in line with the DUB approach as one of its principles is authentic input.

Furthermore, teaching English skills in L2 classes using movies is recommended as it provides excellent and genuine input to learners in acquiring the language. While the result of this study adds the literature on the implementation of the original video to enhance language proficiency and eagerness to speak, it also proves that natural inputs from movies or videos play a significant role in improving students' ability in speaking performance, in which support some previous studies on the same purposes (see Weyer, 1999; Nguyen, 2013).

However, specific steps on applying authentic videos or movies in speaking classes in L2 teaching are questionable to obtain the best results. In this sense, the DUB approach has provided the guideline in teaching English as one of its characteristics is the schematic patterns emerge through use, and interaction is the critical focus on input. This issue has been responded to by Nguyen and Verspoor (2013), in which some particular stages related to the DUB approach have been modified to their study. This recent study then tried to adapt their study and discovered that using movies or videos as authentic inputs in EFL teaching improves students' speaking performance skills.

Conclusion

The results yielded a significant difference in speaking test scores between students taught using movies as one of the DUB's characteristics and a group of students taught using the conventional method. Therefore, it is suggested that using movies in teaching English skills could be one method to enhance students" performance in speaking since it provides authentic input for learners. However, there is a limitation need to be addressed in this research. In the assessment procedure, there is only one independent rater to maintain the consistency of the rating. Therefore the reliability of the marking is questionable. Therefore, it is recommended for further research related to this topic to have a more proper assessment procedure.

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