



THE FACTORS THAT INFLUENCE THE STUDENTS' DIFFICULTIES IN RETELLING A MOVIE

Dita Anggraini

STKIP Insan Madani Airmolek, Riau, Indonesia

Email: ditaanggraini356@gmail.com

Destri Wahyuningsih

STKIP Insan Madani Airmolek, Riau, Indonesia

Email: destri070@gmail.com

DOI: 10.35445/alishlah.v12i1.156

Accepted: November 15th, 2019. Approved: June 25th, 2020.

Published: June 30th, 2020

Abstract

The objective of this research were to know the factors that influence the students' difficulties in retelling a movie. The subject of this research consists of 14 students at second semester STKIP Insan Madani Airmolek. The method used in this study was Descriptive Analysis Research. The data of this research was gathered through retelling a movie test and giving questionnaire. The techniques of data analysis used quantitative and qualitative analysis. The quantitative analysis was used to count the percentage of student's score test and students answer the questionnaire. On the other hand, the qualitative analysis used to describe or interpret the result of quantitative analysis result. The researcher obtained the scores of the test result were 43, 57%. It was categorized less. And then the factors that influence students' difficulties based on indicators of retelling a movie are English movie media, limited educational background to watch English movie and students' less practice. The factors that influence difficulties from the internal factor was intelligence got 54%, interest got 78% and fatigue got 3%. The most factors that influence is interest. It got 78% of the students felt uninterested to watch the movie and retell it. The factors that influence difficulties from the external factors were family (56%), school (24%), society (57%). Society factors most influences the students' difficulties in retelling a movie because the students have more interaction with it. The result of the research showed the factors that influence students' difficulties occurred because of inappropriate media, students' bad study habit, students' point of view, laziness, and bad action negative activities inside and outside them.

Keywords: The Factors, Difficulties, Retelling Movie

THE FACTORS THAT INFLUENCE THE STUDENTS' DIFFICULTIES IN RETELLING A MOVIE

Abstrak

Tujuan penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi kesulitan mahasiswa semester dua STKIP Insan Madani Airmolek dalam “retelling a movie”. Subjek penelitian ini terdiri dari 14 mahasiswa di semester dua pendidikan bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah penelitian Deskriptif Analisis. Data dalam penelitian ini diambil melalui tes dan memberikan kuesioner. Teknik yang digunakan adalah analisa kuantitatif dan analisa kualitatif. Analisa kuantitatif digunakan untuk menghitung persentase menghitung jumlah skor dan menjawab kuesioner, sedangkan analisa kualitatif digunakan untuk menggambarkan atau menginterpretasi hasil dari analisa kuantitatif. Peneliti mendapatkan hasil dari test mereka sebanyak 43, 57% yang termasuk kedalam kategori kurang. Dan menemukan faktor-faktor yang mempengaruhi kesulitan mahasiswa semester dua STKIP Insan Madani Airmolek dalam “retelling a movie” adalah media English movie, terbatasnya latar belakang untuk menonton sebuah film dan kurangnya waktu latihan. Kemudian berdasarkan hasil kuesioner menemukan faktor-faktor lainnya yang mempengaruhi kesulitan adalah dari faktor internal dan eksternal. Faktor-faktor internal yang mempengaruhi yaitu 54% dari kemampuan, minat 78% and kelelahan 3%. Faktor internal yang dominan mempengaruhi yaitu 78% dari siswa yang tidak tertarik menonton sebuah film dan menceritakan kembali. Faktor-faktor eksternal yang mempengaruhi yaitu 56% dari lingkungan keluarga, sekolah (24%), lingkungan masyarakat (57%). Faktor eksternal yang dominan mempengaruhi adalah Lingkungan masyarakat karena siswa lebih banyak berinteraksi dengan masyarakat yang tidak menggunakan bahasa Inggris. Hasil penelitian menunjukkan bahwa faktor-faktor yang mempengaruhi kesulitan siswa terjadi karena media movie yang tidak tepat, kebiasaan belajar yang buruk, pemikiran siswa atau kemalasan, dan aktivitas yang negative dari dalam dan luar siswa.

Kata Kunci: Retelling a Movie, Students' Difficulties

INTRODUCTION

In education curriculum, language is part of the power of communication that is used in daily life. With Communications, we can convey language to others. Language has many function. One of them is for education informal or formal. There are many languages in the world, we speak Indonesian language because we are Indonesian, Arabian speaks and all of the people speak their country's languages. English is an international language. And then, if we

compare with basic needs, communication is including secondary needs. Communication is not a basic need. But, if we are not able fulfill this need, it will make us difficult. There are four skills in English that are speaking, listening, reading and writing.

Based on the syllabus of speaking at second semester students at STKIP Insan Madani Airmolek, there are some materials such as Greeting, introducing, telling good/bad news, expressing like and dislike, expressing happy and unhappy, retelling a movie and etc. In retelling a movie topic, after lecturer plays a movie, the students can catch the main points of the story and retell the story in front of class.

Speaking material is defined as an ability that needs to be discussed and how to master this ability to students or other listeners. Speaking is a tool for communication and issuing language. In the retelling technique is simple, after hearing or reading a story, a child "retells" the event to an audience. It means that after reading or hearing story, you can retell the story with a simple technique or with your style. Retelling is a procedure that makes a child playing a major role in repeating the story. Retell a story, then, after reading and after listening to a story where the reader and listener tell what they are listening to that has been read and heard. It is mean that when we become listener, we have to get important point from a story. In retelling, there are many types of media. One of them is movie. (Henricus 2016, Kisner 2006, Darwissyah 2016).

Movie is also called motion pictures with a series of still pictures that quickly and projected to give the impression of life and movement. A movie is a type of spoken and listening media (Susilana, 2009). The function is to entertain. It can carry on the listener feels the story on the movie real happened in life. Movie is also for education. When you want to understand a series the story of a movie, it can be seen from theirs speak and situation in a movie. Teresa (2008) adds that Movie is excellent tools for illustrating the lessons we teach. Concepts such as history, sport, teamwork, and diversity can be better illustrated in the movie a league of their own than solely through assigned reading. The Meaning of this, learning material can be illustrated through a film.

The researcher had done observation with lecturer and second semester students, there were still many students have difficulties in speaking. There are several symptoms or phenomena that occur, that are following: The first, the students were difficult to pronunciation the words. The difficulty can be looked while students speaking. They still confuse spell the words or wrong. The second, the students were not confident when speaking English. The students still nervous like shake fingers, fouts and head. The third, the students were less interested and social. In social, the students less speaking English with their friends, knowing English and foreign friends. Because when someone has high social, it can be easy

to know English, it is like from travelling, social media group or friendship. The fourth the students were limited the vocabularies. It can be looked while Speaking, the students were difficult to construct a sentence. The last, the students were confused using grammar. It can be seen while Speaking the students replaced or changed the words that have spoken before. Based on that phenomenon, the researcher conducted the research to know the factors that influence the students' difficulties in retelling a movie at Second Semester STKIP Insan Madani Airmolek. This research is very important because the results of this research are expected to be a consideration for lecturers in making new plans to achieve teaching objectives.

METHOD

This research was a descriptive method. The purpose of this research was to analyzed the factors that influence students' difficulties in retelling a movie based on the indicators of retelling a movie and the other factors that influence the students' difficulties in retelling a movie based on the internal and external factors. The researcher observed the teaching and learning process in the classroom. After that, the researcher gave questionnaire and conclude the results.

This research was conducted at Second Semester STKIP Insan Madani Airmolek. The participants were second semester students 2018/2019 Academic year consisting of 14 students. There were three instruments in this research; test, observation checklist and questionnaire. The data were analyzed quantitatively and qualitatively by Sugiyono (2011).

FINDING AND DISCUSSION

The researcher has conducted this research through the techniques of collecting data as stated in the research method. The data collected were dedicated to answer the research questions of what are the factors that influence the students' difficulties in retelling a movie based on retelling a movie indicators, and what other factors that influence the students' difficulties based on internal and external factors at second semester. After doing the test, the researcher found the ability of students in retelling a movie. The students were asked to retell a movie that the writer had given. From the test, the researcher got the data the second semester English Study Program student of the School of Advanced Learning on Teachers Training and Education (STKIP) Insan Madani Airmolek in the Academic year 2018/2019 is **fair**. From the 14 samples of the research, there

were 10 students who are less in doing test, 1 student got fair criterion, 3 students got fair good criterion. From the table below can be seen if no one got good and excellent criterion.

After analyzing the score of the students test in retelling a movie by using percentage score of the second semester English Study Program students at STKIP Insan Madani Airmolek, the researcher used the technique for calculating the ability of all students in retelling a movie by using the formula by Anas Sudijono (2018). The data showed that the ability of second semester English Study Program students in retelling a movie got **less** criterion is 43, 57%. It can be said that the second semester English Study Program students are less in retelling a movie.

1. The Factors that Influence the Students' Difficulties in Retelling a Movie at Second Semester STKIP Insan Madani Airmolek.

Retelling a movie has some of indicators that it makes students should speak based on this indicators. According to Fisher and Frey (2014) stated that using the story retelling rubric found in figure to check the students' understanding of fiction and story grammar. This result is based on observation sheets that had given at second semester STKIP Insan Madani Airmolek.

Table 1 The Students' Difficulties Based on Retelling a Movie

No	Retelling Movie	Yes	No	Remark
1.	The students can describe the characters in the movie	✓	✓	a. there are 11 students that are not fluency when describe the character. And then, it is only 3 students who are fluently b. there all the students that are less vocabularies when describe the characters. c. there are 10 students who are difficult to pronunciation the words. And then, there are 4 students who have fair good when pronunciation the words. d. all the students do not care and using right grammar when describe the characters. e. there are 3 students who are less to complete the characters.

2.	The students can retell the setting of when and where the story took place in the movie	✓	And then, there are 11 students that almost complete the characters.
			a. there are 4 students that are less fluency when retelling the setting of story. And then, there are 10 students that are almost fluency when retelling when and when the story took a place.
			b. there are 3 students that are lack of vocabulary in retelling setting of the story. And then, there are 11 students that can be fair good to use vocabularies.
			c. there are 11 students that could not say right pronunciation. And then, there are 3 students who are fair good in pronunciation.
			d. there are 12 students that are not able to use right grammar. And then, there are 2 students who are fair in using grammar.
			e. there are all the students who can complete the content of the setting a story in a movie
3.	The students can describe the problems that occurred in a movie	✓	a. there are 12 students that are not fluency to describe the problems. And then, there are 2 students who can be fluency retelling a problem.
			b. there are 10 students who could not be detail to describe the problems using many vocabularies. And then, there are 4 students who are able to improve in using kinds of vocabularies.
			c. there are 9 students who are not using right pronunciation

			when retelling the problem. And then, there are 5 students that can improve their pronunciation.
			d. there are 13 students that could not use right grammar when retelling the problems. And then, there are only one student who can be right in using grammar
			e. there are 10 students who could not complete the content of the problem in the movie. And then, there are 4 students who are able to complete the problem in a story.
4.	The students can retell how the characters solved the problems	✓	✓ a. there are 12 students who are not fluent when retelling the characters solved the problems. And then, there are 2 students who can be fluent when retelling the solution. b. there are 10 students who lack of vocabularies to improve the story. And then, there are 4 students who can use kinds of vocabularies. c. there are all the students who are difficult to pronounce some of the words in retelling the character solved the problem. d. there are 12 students who are less in using right grammar. And then, there are 2 students who are fair for using grammar in this section. e. there are almost all the students that can complete the content of how the characters

5.	The students can use rhythm and expression when delivery the story	✓	<p>solved the problem</p> <p>a. there are 12 students who are not fluency doing rhythm and expression based on story. And then, there are 2 students who can do rhythm and expression.</p> <p>b. there are 11 who are still less in using many vocabulary. And then, there are 3 students who have fair good in using vocabularies.</p> <p>b. there are 12 students who are difficult to pronounce the words. And then, there are 2 students who are fair good in pronunciation the words</p> <p>d. there are 12 students who are still confuse in using grammar when retelling. And then, there are 2 students who are able to use grammar in show up theirs expression.</p> <p>e. there are all the students can complete the content of dialog the story.</p>
----	--	---	--

From the table above, the researcher found there were some problems occur at the second semester students in retelling a movie. The first is the students are not able to speak fluently about the characters, setting, problem, solution and delivery. The students used vocal paused. The mistakes are: (1) *eee*. (2) *mmm*. (3) *aaa*. (4) *annuuu*. (5) *what is that*. Because the students do not focus to hear the conversation in a movie, they are just focus what the actors/actress doing and the situation that happened. And then when retelling, they see their friends' face, smile. It makes them losing concentration to make the story that is related one and another.

The second problem is the students could not use many vocabularies while retelling about the characters, setting, problem, solution and delivery. The mistakes are: (1) *apa tu bahasa inggrisnya*. (2) *using wrong vocabulary and etc*. The students have limit of vocabularies. So when the students are watching a

movie, students difficult to understand the story. So it makes them difficult to retell again and some students speak with their friends when showing a movie.

The third problem is the students using wrong pronunciation when retelling about the characters, setting, problem, solution or delivery. The mistakes are: (1) *Doon*. (2) *Sult*. (3) *My fleet and etc*. Actually in a movie, there are many using slang languages. So the pronunciation, sometimes is not based a rule. And then, the figure speaks fluently so the pronunciation is not clear. It makes confuse and wrong pronunciation for retelling again.

The fourth problem is the students could not use grammar when retelling the characters, setting, problem, solution or delivery. The mistakes are: (1) *the character is story city ember*. (2) *Do on horror have curious* (3) *Lina feel happy to see beautiful world and etc*. In this section, the students still difficult to speak the story and then adds with grammar. The students confuse using grammar to adapt the time is change based on the speaker retelling or following the situation in the movie and forget tenses.

The last problem is students still less complete the content of the characters, setting, problem, solution or delivery. Because the students lack of educational background for watching a movie, the students just focus for their favorite characters so difficult to complete some of the characters in a movie. And then, the students only interest with a genre what they loved. It makes them losing concentration at the beginning until the end. So it can be influence to complete the content of the story.

2. The Other Factors that Influence the Students' Difficulties in Retelling a Movie at Second Semester STKIP Insan Madani Airmolek.

According to Slameto (2013), the factors that are exist within the individual. The internal factors are intelligence, interest and fatigue. The external factors are family, school, and community environment. The researcher gave questionnaire for the students about internal and external factors, then the researcher got conclusion from their answers.

Table 2 The Percentage of Internal Factors Based on Questionnaire

No	Internal Aspects	Indicators	Yes	No	Remark
1.	Intelligence	a. Are you difficult to understand	10	4	a. There were 10 students who were not able to focus the story

	English movie?			of a movie. There were 4 students who could be easy to understand.
	b. Are you difficult when speaking class?	10	4	b. There were 10 students who were difficult at speaking class. There were students that had fair in speaking class.
	c. Are you difficult when teacher gives explanation?	0	14	c. There were all students understand with teacher explanation.
	d. Are you difficulty to understand the English movie dialog without Indonesia subtitle?	10	4	d. There were 10 students were difficult to watch without Indonesian subtitle. There are 4 students who were easy to understand.
	e. Are you difficult applying lecturer's strategy?	8	6	e. There were 6 students that were easy applying it. There were 8 students still difficult.
	Total (%)	54%	46%	It could be seen that 54% the students' difficulties from intelligence.

No	Internal Aspects	Indicators	Yes	No	Remark
2.	Interest	a. Do you like watching English movie?	3	11	a. There were 3 students often and like watching a movie. And then, there were 11 students who did not like watching a movie
		b. Do you watch	4	10	b. There were 4

English movie three times or more a week?			students interested and often watching a movie. And then, there were 10 students who were rarely watching English movie.
c. Do you have motivation to learn speaking with a movie?	2	12	c. There were just 2 students could get motivation learning from movie. There were 12 students' were difficult learning speaking from movie
d. Do you often watch or play English video content?	3	11	d. There were 3 students who like watch or play English video content. And then, there were 11 students did not like it.
e. Do you have many English movie or books?	3	11	e. There were 3 students had many English books. And then, there were 11 students had less English movie or books.
e. Do you have many English movie or books?	3	11	e. There were 3 students had many English books. Because they did some ways to improving English from a book. There were 11 students had less English movie or books.
Total (%)	22%	78%	It could be seen that 78% the students' difficulties from students who have less

No	Internal Aspects	Indicators	Yes	No	Remark
3.	Fatigue	a. Are you getting sick now?	0	14	a. There were all the students were in good healthy
		b. Do you feel sleepy now?	2	12	b. There were 2 students that felt sleepy. 12 students were not sleepy.
		c. Are you bored learning with movie?	0	14	c. There were all students that did not bored when watching movie at class
		d. Is speaking class in the afternoon?	0	14	d. Speaking class at in the morning.
		e. Do you like speaking's lecturer?	14	0	e. There were all students love with speaking's lecturer and her teaching method.
		Total P (%)	97%	3%	It could be seen that only 3% the students' difficulties from fatigue or students' condition.

From the table of questionnaire about internal factors above, the researcher found there were some the other factors that influence students' difficulties in retelling a movie at second semester based on students' answer the questionnaire and activities. In internal factors that are intelligence, interest, and fatigue factors. Intelligence got 54%, interest got 78%, and fatigue got 3%. The most factors that influence in retelling a movie at second semester is interest. There were 78% less interest.

The students always think that speaking is so difficult. They are shy to speak English everyday, it makes the students did not like speaking. And then the students have less interest and motivation for speaking especially in retelling a movie. The students' think is hard to learn speaking through a movie. It has many slangs language, speaking fluently and bored. They would focus to watch when

the genre of a movie same with their favorite. And then they did not like watching a movie, the students are rarely watching a movie and less background of watching English movie.

Table 3 The Percentage of External Factors Based on Questionnaire

No	External Aspects	Indicators	Yes	No	Remark
1.	Family	a. Do you often watch English movie with family?	3	11	a. There were 3 students that often try to watch movie at home. There are 11 students that were rarely watching a movie at home
		b. Do you often try to speak English at home?	4	10	b. There were 4 students that often try to speak English. There were 10 students who did not do it.
		c. Do you stay with your parents?	6	8	c. There were almost all students didnot stay with their parents
		d. Are your parents often check your study?	4	10	d. There were 4 students' parents that often ask about their study. There were 10 students' parents that were not it.
		e. Are your parents support in English major	14	0	e. All the students' parents support them in their major.
	Total (%)		44%	56%	It could be seen that 56% the students' difficulties influence from family.
2.	School	a. Do you often speak English at	4	10	a. There were 4 students that often

		campus?			to try speaking English at campus. There are 10 students did not do it.
		b. Is there a lot of noise at campus?	14	0	b. All the students said that were a lot of noise at campus.
		c. Is a half of your day spend at campus every day?	14	0	c. There were all the students said that almost half of day spending at campus when they had schedule.
		d. Do you like at campus?	14	0	d. All students said that they like at campus
		e. Are campuses facilities complete at speaking class?	0	14	e. All the students said that the campus' facilities were complete in speaking class.
		Total (%)	76%	24%	It could be seen that only 24% the students' difficulties from school or campus.
3.	Society	a. Do you like and often watching movie with your friends?	4	10	a. There were 4 students that often watch a movie with their friends. There were 10 students that were rarely watch movie.
		b. Do you often speak with foreign friends at social media or atc?	2	12	b. There were 2 students who had good communication with foreign friends. There were

			12 students who had less social for speaking with foreign friends at social media or atc.
c. Do you have good interaction with your lecturers or friends out of the class?	14	0	c. There were all students had good interaction or communication with lecturer or friends
d. Are your close friends have same major with you?	10	4	d. There were 10 students that had close friends in same major that could improve to speak English. There were 4 students that did not have close friends in same major.
e. Is your time often spend with hand phone?	14	0	e. There were all students who were often wasting time on hand phone every day
Total (%)	43%	57%	It could be seen that 57% the students' difficulties influence from theirs society.

The external factors include family, school, and society indicators. Family got 56%, school got 24%, and society got 57%. The most factor that influence students' difficulties in retelling a movie at second semester is society, because they had more interaction in community environment. The students are difficult to practice and speak English every day. There are almost all the students more wasting times in community environment through a hand phone or directly, because the students did not live in English community. So it could make them lazy and shy to speak English every day. It also can make difficult to improve speaking.

The students are rarely or do not like watching English movie with their friends or theirs social. So the students are difficult to can improve theirs speaking

through English movie, especially for retelling a movie, the students are less social speaking with foreign friends at social media or rarely watching and playing English video content and the students are often wasting time on handphone every day.

The result of this research is in accordance with the previous studies related to students' difficulties in speaking English. The previous researchers explained several causes and solution to the problem happened. Yunita (2017) states there are several factors that affect students' motivation in speaking English while studying including learning in groups and the media used. Group learning is very important in increasing students' motivation in speaking English. Then, media/audiovisual make the students have high attention in learning process.

Kurniati (2019) states trust in speaking is also an important factor for students because they contribute greatly to student achievement in mastering the language. On the other hand, the students who have confidence and not nervous will motivate other students to practice the language so well that they will realize the benefit of being confidence in learning English.

CONCLUSION

The researcher can finally conclude the result of this research the factors that influence the students' difficulties in retelling a movie at second semester STKIP Insan Madani Airmolek. The first is English movie media because the movie has long duration, many using slang languages is difficult to understand, the figure speaks fluently, and the students did not like the genre that was given. It makes them bored and lost concentration to follow the story a movie. The second is students less background educational watching English movie. The students are rarely watching movie, so when watching they are difficult to understand the conversation and understanding the story of a movie. The last is students' less practice. It can be seen when students perform. Students are less practice speaking English every times or everywhere, less confident, lost concentration when see their friends' face, difficulty to pronounce the words, difficulty to improve story idea, easy stage fright and practice English is just at campus. From the research results obtained, lecturers in the college are expected to be able to choose new strategies to achieve the success of teaching programs

REFERENCES

- Arikunto, Suharsimi. (2013). *Prosedure Penelitian*. Jakarta: Rineka Cipta.
- Fisher, Douglas and Frey, Nancy. (2014). *Checking For Understanding Formative Assessment Techniques For Your Classroom*. USA: Alexandria.
- Ismanthono, Henricus. W. (2016). *Kata pak lilo menguasai bahasa inggris itu gampang*. Jakarta: PT Grasindo.
- Irwan, Darwisyah. (2016). *The Effects of Teaching Media and Retelling Story Towards Students' Speaking Ability At Private Madrasah Aliyah In Bandar Lampung*. p-ISSN 2086-6003.
- Kissner, Emily. (2006). *Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking*. United States of America: Heinemann.
- Kurniati. (2019). Pengaruh Penerapan Guessing Game Terhadap Kemampuan Berbicara Bahasa Inggris Mahasiswa STAIN Bengkalis. AL-ISHLAH, 11(1), 116.
- O'bannon, Teresa & Goldernberg, Marni. (2008). *Teaching with Movies Recreation, Sports, Tourism dan Pshycal Education*. United Stated: Human kinetics.
- Slameto. (2013). *Belajar Dan Faktor-Faktor Yang Mempengaruhi*. Jakarta: Rineka Cipta.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Susilana, Rudi & Riyana, Cepi. (2009). *Media Pembelajaran*. Bandung: CV wacana prima.
- Sudijono, Anas. (2018). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Pers.
- Yunita, W. (2017). Improving Students' Speaking Skill by Using STAD (Student Teams Achievement Divisions). AL-ISHLAH, 8(2), 151.