

# USING THE F.R.I.E.N.D.S MOVIE SERIES TO IMPROVE SPEAKING SKILLS FOR SECOND-SEMESTER STUDENTS IN THE ENGLISH DEPARTMENT OF WIJAYA KUSUMA UNIVERSITY SURABAYA

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## ABSTRACT

**Abstract:** This study explores the use of the F.R.I.E.N.D.S movie series as a tool to enhance speaking skills among second-semester students at Wijaya Kusuma University Surabaya. Utilizing a classroom action research approach, the research involved cycles of planning, acting, observing, and reflecting on student performance. Data collected through observation sheets indicated a significant improvement in students' speaking competencies, with the percentage of students meeting the minimum competency standard (KKM) rising from 60% to 87%. The findings highlight the effectiveness of integrating popular media into language education to foster engagement and proficiency in speaking skills.

**Keywords:** *Speaking Skills, F.R.I.E.N.D.S, Movie Series*

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## A. BACKGROUND OF THE STUDY

English In Indonesia, English is a crucial component of the educational curriculum, particularly in higher education. Speaking, as one of the four fundamental language skills, is often regarded as the most challenging for learners. Harmer (2007) emphasizes that speaking requires not only a solid understanding of language features but also the ability to articulate thoughts spontaneously. Despite the importance of speaking skills, many Indonesian students struggle with pronunciation, vocabulary, and fluency, often due to traditional teaching methods that lack engagement. The significance of speaking in language acquisition is well-established. Bueno, Madrid, and McLaren (2006) argue that speaking is one of the most complex skills for language learners, often leading to anxiety and insecurity. Traditional

teaching methods, which rely heavily on oral explanations and dialogues, can exacerbate these challenges. In contrast, incorporating multimedia resources like films can create a more dynamic and engaging learning environment. Forney (2004) suggests that movies are accessible and familiar to students, making them an effective tool for language learning.

## B. RESEARCH METHOD

This study employs a classroom action research design, which involves iterative cycles of planning, acting, observing, and reflecting. The research was conducted over two cycles, with each cycle incorporating the F.R.I.E.N.D.S movie series into the curriculum. Data were collected through observation sheets designed to assess student engagement and speaking performance.

The results indicate a marked improvement in students' speaking skills. In the first cycle, 73% of students met the KKM, and this increased to 87% in the second cycle. This progression suggests that the F.R.I.E.N.D.S movie series not only enhances vocabulary and pronunciation but also boosts student confidence and engagement in speaking activities.

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### **CONCLUSION AND SUGGESTION**

The integration of the F.R.I.E.N.D.S movie series into the English language curriculum has proven to be an effective strategy for improving speaking skills among second-semester students at Wijaya Kusuma University Surabaya. The findings support the notion that incorporating popular media can foster a more engaging and effective learning environment. Future research could explore the long-term impacts of such interventions on language proficiency and student motivation.

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