

## From Screen to Speech: Utilizing Movie for Creative Story Completion in EFL Class

**Aisyah Fajriantini<sup>1</sup>**

<sup>1</sup>STMIK Widya Cipta Dharma, Samarinda, Indonesia

<sup>1</sup>aisyah@wicida.ac.id

**Abstract** This qualitative case study explores the integration of movie clips with the story completion technique for teaching EFL speaking skills. Focusing on one lecturer's experience at a private university in East Java, data from a semi-structured interview were analyzed thematically. Findings indicate that this integrated approach effectively boosts student motivation, engagement, and creative thinking during speaking activities. It provides authentic language exposure and fosters narrative fluency. While technical issues with audio-visual equipment pose a challenge, the strategy is deemed highly beneficial. The study concludes that combining movies with story completion is a valuable pedagogical tool for enhancing oral proficiency, recommending careful content selection and technical preparedness.

**Abstrak** Studi kasus kualitatif ini mengeksplorasi integrasi klip film dengan teknik penyelesaian cerita untuk mengajar keterampilan berbicara EFL. Berfokus pada pengalaman seorang dosen di sebuah universitas swasta di Jawa Timur, data dari wawancara semi-terstruktur dianalisis secara tematik. Temuan menunjukkan bahwa pendekatan terintegrasi ini efektif meningkatkan motivasi, keterlibatan, dan pemikiran kreatif siswa dalam kegiatan berbicara. Teknik ini memberikan paparan bahasa otentik dan mengembangkan kelancaran bercerita. Meskipun masalah teknis dengan peralatan audio-visual menjadi tantangan, strategi ini dinilai sangat bermanfaat. Studi menyimpulkan bahwa menggabungkan film dengan penyelesaian cerita adalah alat pedagogis yang berharga untuk meningkatkan kecakapan lisian, dengan rekomendasi pemilihan konten dan kesiapan teknis yang matang.

**Keywords:** Movie, Story Completion, Speaking Skill, EFL.

### INTRODUCTION

Mastering speaking in language learning is crucial yet difficult. This statement is in accordance with Leong et al., (2017), who stated that speaking is one of the most difficult skills yet important to master since many language learners struggle to express idea orally. Not only do the students need to master vocabularies, pronunciation, and grammar, but they also need to understand how to express the

meaning of what they said properly so that the listener could catch the message. Yet, as stated by Yahaya et al., (2021), many students are still facing struggles to speak in English with correct pronunciation and correct structures. In the learning process, an EFL teacher has an essential responsibility to provide an effective strategy in order that the students are able to participate actively in speaking activity. As stated by Aziz & Kashinathan, (2021),

students' lack of speaking opportunities outside the classroom may hinder the development of their speaking skills. Hence, teachers are encouraged to facilitate more communicative opportunities within the learning process in order that the students can express their ideas and feelings. It can be carried out by providing the students effective material in teaching speaking English so that they could engage with the activity.

Recently, there are many studies have been conducted in investigating teaching materials that can be beneficial to use. One of the teaching materials which has many beneficial effects for English learning process is movie. A previous study conducted by Hoinbala, (2022) and Nguyen & Pham, (2022) found that English movie can assist the students to improve their speaking skill. Furthermore, the utilization of movie is confirmed can increase students' motivation in learning process. This is in accordance with the study that revealed the utilizing of movie could improve students' speaking skill (Budiman et al., 2023; Fakhrurriana et al., 2024). This statement becomes good news for the teacher as well because students can engage with the learning activities if they have high motivation in learning. Hence, the students could get better result

in learning foreign language (Riswanto et al., 2022).

Besides providing a good material, teacher needs to provide an effective technique for teaching. Teacher needs to choose wisely on what kind of technique that will be used. Teacher should choose attractive yet meaningful technique for the students. One of techniques that can be used in teaching speaking is story completion. Regarding to Kayi, (2006), story completion is a free-speaking activity which is enjoyable for the students. This activity is started when the teacher tells a story and stop narrating after a few sentences. Each student starts to narrate from the point it stopped. They are supposed to add from four to ten sentences. They are allowed to add new characters, events, description, and so on. This technique is declared effective for enhancing speaking skill. It is proven by the study conducted by Rafi'i, (2023) and Husna & Hajar, (2024) who found that the use of story completion is significantly effective to teach speaking.

In the implementation of story completion, the majority of the previous studies related to the story completion technique typically relied on a story read by the teacher as the narrative prompt. This research introduces a key variation by

integrating an English movie clip as the visual and auditory stimulus. The movie is paused at a strategic point, after which students orally complete the story based on the cinematic context. This adaptation leverages the motivational and authentic qualities of film while utilizing the creative speaking framework of story completion. Given the established effectiveness of both movies and story completion in enhancing speaking skills, this study aims to investigate the practical application and perceived benefits of their combined use for EFL learners. From the aforementioned background, the researcher decided to conduct research entitled **"From Screen to Speech: Utilizing Movie for Creative Story Completion in EFL Class"**.

## THEORETICAL FRAMEWORK

### Speaking Skill in EFL

Speaking is often considered one of the most challenging skills for English as a Foreign Language (EFL) learners to master (Leong et al., 2017). Unlike reading or writing, speaking requires real-time processing and production of language. Learners must not only know vocabulary and grammar but also understand pronunciation, intonation, and the social rules of conversation. Many EFL students feel anxious about speaking because they fear making mistakes or not

being understood. This anxiety can create a "mental block" that prevents them from practicing and improving. Therefore, effective speaking instruction should create a supportive, low-pressure environment where students feel encouraged to express themselves. It can be built by using appropriate, suitable, and attractive learning material and technique

### Audiovisual Material: The Role of Movies

Movies serve as an exceptionally rich and authentic resource in the EFL classroom, offering learners direct exposure to real-world language use, including authentic pronunciation, natural intonation, and common vocabulary as employed by native speakers. By presenting language within meaningful narrative and situational contexts, movies allow students to hear and imitate correct stress patterns and connected speech, while also encountering colloquial expressions and culturally relevant terms that enhance both retention and practical understanding (Gulkhayo, 2025). Furthermore, this audiovisual medium provides critical paralinguistic cues, such as body language, facial expressions, and social context, that deepen learners' pragmatic awareness and cultural competence, ultimately creating an immersive and engaging environment that effectively bridges the gap between

classroom instruction and real-life communication.

### **Story Completion Technique**

The story completion technique is a collaborative and creative speaking activity. It typically begins with the teacher providing the start of a story, or a narrative excerpt, and then stopping at a certain point. Students, either individually or in groups, are then asked to continue and complete the story using their own ideas. This technique is effective because it combines structure with freedom. A narrative excerpt gives learners a clear starting point and context, reducing the anxiety of not knowing what to say. At the same time, the open-ended nature of the task encourages creativity, personal expression, and the use of diverse vocabulary and grammar. It pushes students to produce connected speech, practice narrative tenses, and develop logical sequencing in their speaking. Importantly, because there is no single "correct" ending, students feel less pressure to be perfect and more freedom to experiment with language (Hamsia, 2018).

### **Integrating Movies with Story Completion**

Combining movies with the story completion technique offers a promising yet underexplored approach in EFL speaking instruction. While each method has been studied separately—movies for authentic language input and story completion for

creative speaking practice—research on integrating the two remains limited. This approach aims to merge their strengths by using a movie clip to provide a vivid and engaging story starter, setting the scene with real language and context. When paused at a key moment, it naturally prompts students to continue the narrative orally. This combination may enhance motivation, provide clear context for speaking, and make the activity more dynamic and relatable. This study explores how this integrated method is implemented and perceived in the classroom, addressing a gap in current teaching practices.

## **METHOD**

### **1. Research Design**

A descriptive qualitative case study design was used for this study. This method was used in order to obtain a thorough, contextualized understanding of how the story completion methodology and the integration of movie clips are used and seen in an actual classroom. The design focuses on exploring a specific case in detail, making it suitable for examining teaching practices without seeking to generalize the findings to a wider population.

### **2. Sample**

The study targeted EFL lecturers who use movies and story completion techniques in their speaking classes. The sample was selected using purposive sampling, a method that focuses on choosing participants who have direct experience with the subject under investigation. The participant in this study was an EFL lecturer at a private university in East Java, Indonesia, who met the following criteria:

- A. Teaches speaking courses at the undergraduate level.
- B. Regularly uses movies as teaching materials.
- C. Has applied the story completion technique in class.
- D. Has experience integrating both movies and story completion in teaching.

This participant was considered an information-rich case, providing valuable insights into the implementation of the integrated approach.

### 3. Data Collection Technique

Data were collected through a semi-structured interview, which allowed for flexible yet focused discussions. The interview guide was developed based on key themes identified from the

literature, including:

- A. Reasons for choosing movies and story completion.
- B. Implementation steps and classroom procedures.
- C. Observed student reactions and engagement.
- D. Advantages and challenges of the approach.

The interview was conducted in a comfortable setting, recorded with consent, and transcribed for analysis.

### 4. Data Analysis Technique

The data collected from the semi-structured interview were analyzed using thematic analysis. This involved a systematic process of reading and re-reading the interview transcript to gain deep familiarity with the content. Initial codes were then generated by identifying significant segments of text related to the research questions. These codes were subsequently grouped into broader, meaningful patterns to form initial themes. These themes were reviewed and refined to ensure they accurately represented the dataset and formed a coherent narrative about the implementation and perception of the integrated teaching approach. Finally, the defined themes were used to structure the

findings, with illustrative quotes from the transcript integrated to provide evidence and depth to the analysis.

### FINDING AND DISCUSSION

The finding of this study was obtained from the interview conducted to the teacher. Based on the interview session, the teacher disclosed that one of teaching materials that she commonly uses is movie. She chose the movie regarding its content, whether it is appropriate and interesting for the students. Moreover, she chose appropriate movie regarding its language uses and her students' level. In her teaching process using movie, she used several techniques in teaching speaking, one of them is story completion technique. She has integrated story completion technique with the use of movie for several times. In implementing this technique in her class, she prepared a short movie and supporting learning equipment, such as laptop and LCD projector. Yet, before starting the lesson, she explained what students need to do. She gave some background information related to the movie and the activities they should do. After she explained it, she played the movie and then stopped it at certain part. The teacher then asked the students to continue the story by narrating the story orally based on their own ideas. She gave

them the chances to add or improve the events or the characters in the story. In other words, they were allowed to create their own ending of the story freely and creatively.

In the teaching and learning process, the teacher revealed that there are always advantages and disadvantages in using certain learning materials and techniques, including the use of movie and story completion technique. There are many advantages of using movie which become her consideration to choose movie as a learning material. Based on her teaching experiences, the students look more enthusiastic and interested in their speaking activities. Moreover, movie is accessible and even can be downloaded for free. This statement is similar with the study conducted by (Hoinbala, 2022) who discussed the accessibility of movie. Since the movie is starred by native English speaker, the students can find out and imitate the right pronunciation from them. The students can know a lot of new vocabularies as well that could be useful for them in their language learning. In other words, the use of movie can be used to help students enhance their speaking skill, especially enhancing their pronunciation and vocabulary mastery.

Relating the implementation of story

completion technique, the teacher also added that this technique is useful for her teaching process since this technique creates a learning environment that is active, creative, and interesting. Moreover, this technique can encourage her students to speak and think creatively. By using it, they can practice to share their own thoughts using their own words, because they must continue the story that they do not know the real ending. In other words, they need to create their own story ending. By the integration of this material and this technique, the teacher is convinced that it becomes useful combination in teaching speaking and it can help students to improve their speaking skill.

As mentioned above that there are always advantages and disadvantages in the use of certain materials and techniques in the classroom, the teacher mentioned that the weaknesses she encountered were related to technical problems. The teacher used movie in her class so that she needed to use electronic devices such as, laptop, LCD projector and sound speaker. The problem that commonly occurs is the students cannot hear the audio clearly due to the supporting devices or the audio quality of that material itself.

Regarding the findings above, the result of this study revealed that the use of movie and

story completion is effective for enhancing students' speaking ability. The teacher stated that it becomes one of effective strategies she used in teaching speaking. The steps in implementation of movie integrated with story completion has similar way to the steps proposed by Kayi, (2006), yet with a bit of modifications. In this study, the teacher used a short movie to be played then stopped it at particular point. Then the teacher asked each student to create the story from the point it stopped. This activity could encourage them to think creatively in creating the story. It is in accordance with the study conducted by Tanjung & Fitri, (2020) and Rafi'i, (2023) who stated that story completion technique could create creative and interesting learning. Moreover, it could encourage them to speak and share their own thoughts with their own words. It is in line with a study conducted by Hamsia, (2018) who found that this activity could gain students' willingness to share their thought.

The result of this present study revealed that the activity used in this study could gain students' interests as well as motivation in learning English. This was indicated by the increasing of students' enthusiasm when movie was utilized. This result was similar with Altun & Hussein, (2022) who revealed that movie used in teaching speaking could

increase interests and motivation. In addition, Erlangga & Ayu, (2022) also stated the use of movie could enhance speaking skill. By providing the students with movie, the students were considered to acquire enhancement for their language ability such as, pronunciation, vocabulary, and grammar which is important for them in practicing speaking English.

Due to the large number of movies that can be chosen for teaching materials, a teacher needs to be aware in choosing the appropriate movies for teaching. There are some considerations in choosing the appropriate movie materials found as the result of this study. First, its content. Teacher should be careful to the movie that contains sensitive issues. Second, its language use. Teacher should aware to choose movie that contains appropriate language use for the students. Third, students' level. Teacher should be aware in choosing movie that appropriate to students' level; neither too low nor too high. This statement was supported by Armando et al., (2017) who stated that effective utilization of movies as enrichment tools requires careful selection, purposeful integration, and active learning strategies.

In integration of movie with story completion, there is also disadvantage that often occurs. In this study, the technical

problem commonly occurs is related to the audio of the movie. Sometimes, the students cannot hear the audio clearly due to the movie's audio quality or the sound speaker. This problem also occurs in the study conducted by Phan & Nguyen, (2023) and Wahyuningsih & Salsabila, (2023) who found the similar technical problem. From their studies, lack of audio quality has become one of technical problem that may be occurred in implementing audiovisual materials; one of them is movie. Therefore, to prevent this technical problem, the teachers, who used any audiovisual materials, need to prepare proper material to ensure the effective delivery of learning content (Yahya & Othman, 2022).

The integration of movie who has many benefits in language learning with story completion technique could increase the benefits that can be obtained. Since either movie or story completion technique has its own benefits in language teaching and learning, especially in speaking. Yet, the implementation of movie as the material integrated with story completion technique is not widely used yet.

## CONCLUSION

By reflecting on the result of this present study, the researcher concluded that the use of movie integrated with story

completion technique was an effective strategy to assist in improving students' speaking skill. The implementation of this strategy not only gain students' interest and motivation in learning, but also improve students' language ability. Nonetheless, teacher need to be aware in choosing movie as the materials used. Teacher should consider some aspects such as, the content, language use, and students' level.

Based on the aforementioned discussion, it is suggested that the English teacher should be more creative to explore this strategy so that there is always innovation in teaching process. For the future researcher, it is suggested that they will conduct quantitative research of this strategy since the use of movie integrated story completion is not widely investigated in quantitative way.

## REFERENCES

Altun, M., & Hussein, K. O. (2022). The Impact of Watching Movies on Students' Speaking Ability. *Canadian Journal of Language and Literature Studies*, 2(5), 14–31. <https://doi.org/10.53103/cjlls.v2i5.52>

Armando, E. G., Aji, G. P., & Bram, B. (2017). *EXPLORING MOVIES AS EDUCATIONAL TOOL FOR JUNIOR HIGH SCHOOL STUDENTS*. 4(2).

Aziz, A. A., & Kashinathan, S. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *International Journal of Academic Research in Progressive Education and Development*, 10(2), Pages 983-991.<https://doi.org/10.6007/IJARPED/v10-i2/10355>

Budiman, B., Ishak, J. I. P., Rohani, R., Lalu, L. M. H., & Jaelani, S. R. J., M. Pd. (2023). Enhancing English Language Proficiency: Strategies For Improving Student Skills. *Journal of Scientific Research, Education, and Technology (JSRET)*, 2(3), 1118-1123.<https://doi.org/10.58526/jsret.v2i3.205>

Erlangga, D. T., & Ayu, M. (2022). EXPLORING SECONDARY STUDENTS' PERCEPTIONS TOWARDS LEARNING ENGLISH THROUGH MOVIES. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 9(2), 216–228. <https://doi.org/10.36706/jele.v9i2.19141>

Fakhrurriana, R., Rahmaddian, A. M., Aunillah, H. N., & Herdina, G. (2024). Utilizing Films in EFL Classroom for

Learning Speaking: A Study at English Major. *IREELL: Indonesian Review of English Education, Linguistics, and Literature*, 2(1), 13-27. <https://doi.org/10.30762/ireell.v2i1.2765>

Gulkhayo, A. (2025). *ENHANCING PRONUNCIATION SKILLS OF ENGLISH LANGUAGE LEARNERS (ELLS) THROUGH ENGLISH FILMS*. 3(2).

Hamsia, W. (2018). DEVELOPING STUDENTS' SPEAKING ABILITY THROUGH STORY COMPLETION. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(1), 57. <https://doi.org/10.33394/jo-elt.v5i1.2298>

Hoinbala, F. R. (2022). Movies as an authentic input in L2 speaking class: A Dynamic Usage-Based approach in EFL teaching in Indonesia. *International Journal of Language Education*, 6(1), 1. <https://doi.org/10.26858/ijole.v6i1.20196>

Husna, A., & Hajar, I. (2024). *THE EFFECTIVENESS OF STORY COMPLETION TECHNIQUE ON STUDENTS' SPEAKING SKILLS*. 3(1).

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12(11). <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Leong, L.-M., School of Educational Studies, Universiti Sains Malaysia, Malaysia, Ahmadi, S. M., & University of Guilan, Rasht, Iran. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>

Nguyen, T. D. T., & Pham, V. P. H. (2022). Effects of Using Technology to Support Students in Developing Speaking Skills. *International Journal of Language Instruction*, 1(1), 1-8. <https://doi.org/10.54855/ijli.22111>

Phan, L., & Nguyen, D. (2023). An Investigation into Difficulties in Listening Comprehension Encountered by English-Majored Freshmen at Dong Nai Technology University and Recommendations. *European Journal of Education and Pedagogy*, 4(2), 120-127.

https://doi.org/10.24018/ejedu.20  
23.4.2.611 924.https://doi.org/10.33578/pjr.v  
7i5.9498

Rafi'i, M. J. (2023). The Effect of Story Completion to Students' Speaking Ability In English Learning At Second Grade of Kecamatan Payakumbuh. *Journal of Educational Management and Strategy*, 2(1), 71-85.https://doi.org/10.57255/jemas.t.v2i1.222

Riswanto, R., Serasi, R., Salandega, A., & Kasmaini, K. (2022). THE EFFECT OF FICTION SHORT MOVIE ON STUDENTS' ENGLISH SPEAKING ABILITY. *English Review: Journal of English Education*, 10(2), 621-628. https://doi.org/10.25134/erjee.v10i2.6282

Tanjung, K. S., & Fitri, R. (2020). Improving Students' Speaking Ability through Story Completion Technique in Narrative Text. *PIONEER: Journal of Language and Literature*, 12(2), 192. https://doi.org/10.36841/pioneer.v12i2.740

Wahyuningsih, S., & Salsabila, R. P. (2023). Barriers to English Listening Comprehension for Indonesian University Students: Implications for Listening Curriculum Development. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 7(5),