EFEKTIVITAS FILM SEBAGAI MEDIA UNTUK MENGAJAR KEMAMPUAN BERBICARA BAGI MAHASISWA BAHASA INGGRIS SEBAGAI BAHASA ASING (EFL) DI UNIVERSITAS BHINNEKA PGRI

The Effectiveness Of Movie As Media To Teach Speaking Ability For Efl Students At Universitas Bhinneka PGRI

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan film sebagai media pengajaran dalam meningkatkan kemampuan berbicara mahasiswa. Sampel penelitian terdiri dari 9 mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris di Universitas Bhinneka PGRI, Tulungagung. Pengaruh penggunaan film dilihat dari hasil skor tes berbicara mahasiswa. Peneliti menggunakan metode kuantitatif dan desain pra-eksperimental sebagai metodologi penelitian dengan tes berbicara sebagai instrumen penelitian. Dari hasil perhitungan statistik, diperoleh bahwa nilai rata-rata pre-tes adalah 57,78, sementara nilai rata-rata post-tes adalah 86,67. Artinya, skor post-tes lebih tinggi daripada skor pre-tes. Perhitungan menunjukkan bahwa nilai Sig. (2-tailed) lebih rendah dari 0,05 yaitu (0,000 < 0,05), yang berarti bahwa hipotesis alternatif (Ha) diterima dan hipotesis null (H0) ditolak. Dalam kesimpulannya, terdapat pengaruh yang signifikan dari penggunaan film sebagai media pengajaran dalam meningkatkan kemampuan berbicara mahasiswa semester dua Jurusan Pendidikan Bahasa Inggris di Universitas Bhinneka PGRI.

Kata Kunci:
Efek
Film
Kemampuan berbicara

Keywords:
Effect
Movie
Speaking ability

Abstract

The aim of this research is to know the effect of the as media to teach in improving students' speaking ability. The sample was 9 students from the second semester of English Education Department at Universitas Bhinneka PGRI, Tulungagung. The effect of movie can be seen from the score of students' speaking test. The researcher used a quantitative method and pre-experimental design as the research methodology with speaking test as the research instrument. From the result of the statistical calculation, it was obtained that the mean of the pre-test was 57.78. While the mean score of the post-test was 86.67. It means, the post-test score is higher than the pre-test score. The computation shows that the value of Sig. (2-tailed) is lower than 0,05 that is (0.000 < 0.05). which means that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. In conclusion, there is significant effect of movie as media to teach in improving students' speaking ability for the second semester of English Education Department students at Universitas Bhinneka PGRI.

INTRODUCTION

English learning comprises four essential skills, which are listening, speaking, reading, and writing. It is crucial to master all four skills without neglecting any of them. Many people believe that achieving fluency in speaking is the most significant aspect of learning a second or foreign language. The ability to converse fluently in the language is the primary measure of success. Speaking is a vital aspect of language learning as it facilitates effective communication with others. People make an effort to develop the talent of speaking in order to communicate with the rest of the world since it is regarded to play a vital part in communication (Rao, 2018).

Communication is the process of exchanging information or ideas between individuals, groups, or organizations. The first method of connecting and communicating is through speaking. People need

practice English speaking ability in all aspects of life in this globalization era, according to Aye and Phyu (in (Zuhriyah, 2017). Speaking is people's way of verbally transmitting and sharing their thoughts with others. According to (Ibrahim & Hashim, 2021), if the listeners understand what someone is saying, the speaker is considered to have excellent speaking skills. Effective communication involves both the sender and the receiver, who must understand the message being conveyed and respond appropriately.

Speaking ability refers to the skill and proficiency with which someone is able to express themselves verbally in English language. Speaking ability, according to (Navarro Romero, 2009), needs active engagement between the speaker and the listener as a process of meaning construction and exchange that comprises components of pronunciation, syntax, vocabulary, fluency, and understanding. It is important to develop a strong foundation in grammar, vocabulary, and pronunciation in order to communicate effectively. This statement is supported by Chaney (Raba, 2017), Speaking is the process of creating and communicating meaning in a range of contexts by using verbal and nonverbal symbols. In addition, speaking ability can be improved through activities such as participating in conversation groups, watching English language media, and engaging in role-playing exercises.

Movies can be a great media to teach speaking ability in English, especially for language learners who are looking to improve their listening and speaking ability. Movies provide a rich context for language learners to practice their listening comprehension skills. According to (Halawa et al., 2022), Using English movies as media in the EFL classroom to educate students how to communicate effectively by emulating the actors and actresses in the film is an effective technique to teach students how to speak effectively. By watching movies in English, learners can practice listening to different accents and dialects, and improve their ability to understand conversational English. Movies can also be a great resource for practicing pronunciation and intonation.

Language learners can listen to the way that native speakers pronounce words and phrases, and practice imitating them. Movies can help learners build their vocabulary in context. Learners can pause the movie to search up words they don't familiar with, or write down new words to study later. Students can watch a scene from a movie and practice the dialogue with a language partner or tutor. This can help students practice their speaking ability in a fun and engaging way. To solve language speaking issues, the researcher believes that incorporating movies into teaching can be beneficial. Watching a movie can make learning more enjoyable for students, encourage them to express themselves freely in English, evoke feedback from them on what they saw or heard in terms of reaction, suggestions or conclusions taken from what they watched. This helps students become less anxious when speaking English out loud.

Based on the background of study above, the author would like to conduct a research of teaching English speaking ability using movie media in EFL students entitled "The effectiveness of Movie as Media to Teach Speaking Ability for EFL Students at Universitas Bhinneka PGRI."

METHODOLOGY

In this research, the researcher used a quantitative approach. Descriptive research is gathering data in order to test hypotheses or answer questions about the current state of the subject of study. A quantitative approach is a whole process of conducting research, analyzing, and concluding data then is up to measurements, calculations, formulas, and using numerical data. The quantitative approach to study is predetermined, as is statistical data analysis and interpretation. According to (Daniar Pramita R (2021) the sampling design process is the method

employed by researchers to decide which samples will be taken for their studies and how their results can be generalized to the overall population. A pre-test is conducted to gain an understanding of the skills of student before watching the English movie. A post-test is subsequently used to measure changes in student's speaking ability after exposure to English movie treatment. The researcher will use the results from this pre-experimental research to see whether or not there has been a significant improvement in student's speaking ability after being exposed to an English movie as an experiment. The design was formulated as follow:

Table I. Pre-test and Post-test Design

Pre-test	Treatment	Post-test
(O1)	X	(O2)

Where:

(O1) = The post-test
X = The treatment
(O2) = The post-test

In this research, to know the students' speaking ability, the researcher will collect the data from oral speaking test. The elements of test measured are pronunciation, fluency, grammar, and vocabulary. The speaking test that students done was based on teaching scenario provided by the researcher. After all the test are done, the researcher assessed and gave the score using rubric scoring for assessing teaching speaking and will be analyzed in aim to achieve the objective of this research.

The researcher explained to the students related to teach speaking ability through movies and what they needed to do. The researcher selected a movie to watch "Big Fish" to watch in class, after watching movie, the researcher invited the students to perform an oral test as the pre-test. The researcher used a pre-test to determine their speaking ability and measure the student's speaking ability before conducting treatment.

Following the pre-test, the researcher administered the treatment to the students. The treatment was applied by the researcher by presenting a movie scene selected by the researcher. The movie used was a cartoon movie with the title "The Boss Baby" and "Toy Story", the treatment is used to help students understand the materials. Students were watching movie together in a class, they are asked to do repetition of movie dialogue, there's mini quiz given by researcher to stimulate the students, and giving the review of movie. Then it was used for treatment a couple of times by using movies as a media for developing speaking abilities. Relate to teaching procedures.

The post-test technique was nearly identical to the pre-test procedure. The researcher selected movie to watch, the test was an oral test, and the researcher looked for to see if there was significant improvement in students' speaking abilities before and after they had been taught with the movie. Because the type exam was an oral test. The test was evaluated by the researcher using an oral test rating sheet.

After the researcher collected the data, the next step for the researchers was to analyse the data obtained. Data analysis is the set of activities for investigating, classifying, systematizing, interpreting and validating data so that phenomena have social, academic and scientific value. Therefore, this study, researcher used data analysis techniques adapted to the problem formulation proposed by the researchers. This step is necessary because the purpose of data analysis is compiled and interpret the obtained quantitative data.

In this study, the researcher will analyse the data quantitatively. First, the researcher will use descriptive statistic to describe the data resulting from pre-test and post-test. Second, the mean score of pre-

test and post-test will be compared using peer sample t-test to test the hypothesis.

FINDINGS AND DISCUSSIONS

Findings

1. The students' speaking ability achievement before and after using movie

Table 2. Score of Pre-test and Post-test

No	Name	Pre-test	Post-test
1	Wi	40	80
2	Re	55	90
3	Ti	45	85
4	Na	50	80
5	An	70	90
6	She	75	95
7	De	65	95
8	Al	60	80
9	Tia	60	85
Total score		**520**	**685**
Mean score		**57,77**	**76,11**

There are 9 students who took the pre test and post-test, as shown in table 2. The total score of pre-test is 520 and the mean is 57,77. While the total score of post-test is 685, and the mean is 76,11. It was clear from the data that the students' scores improved significantly.

2. Normality test

Table 3. Normality test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	"Pre-Test"	.132	9	.200*	.980	9	.963
	"Post-Test"	.195	9	.200*	.870	9	.122

If the number of significances was greater than 0.05 (Sig>0.05), the data is considered to be normal. The significance that shown in the table is 0.963 and 0.122, which is higher than 0.05 (Sig>0.05). Therefore, it could be assumed from the data that the data is normal.

3. Hypothesis testing

Table 4. Paired Sample Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test	-28.889	8.580	2.860	-35.484	-22.294	-10.101	8	.000

If the Asym Sig value < 0.05, then the hypothesis is accepted. If the value of Asym sig > 0,05 the hypothesis is rejected. It showed that the significant value achieved during hypothesis testing with SPSS 26 was Sig. (2-tailed) = 0.000. As a result, the hypothesis of the research can be considered as being supported by the fact that 0.000 from 0.05. It can be concluded that the hypothesis is accepted. It showed that there are significant effects of using movie as learning media on students' speaking ability of second semester English Education Department students at Universitas Bhinneka PGRI.

Discussions

The objective of this stud was to determine how effective movie as media to teach speaking ability. The sample in this study consisted 9 of second semester students. After carrying out the study, the researcher recognized differences in learning results before and after utilizing movie. This can be seen by the pre-test and post-test results given. Besides that, the researcher found that the responses of students' to movie were highly great. They became more interested in learning, especially in enhancing their speaking ability.

From data analysis explained how to solve problems so that the goals of the research can be

achieved and hypotheses can be answered. As a result, it's important to conduct data analysis using a strategy that is adapted the information that the researcher gathered was based on research that was carried out at the English Education Department at Universitas Bhinneka PGRI on the results of students' speaking ability following the implementation of speaking test instruments in the form of a pre-test and post-test, which included 9 students. There was a significant difference in test scores before and after, as well as the impact of using movie as media on students' speaking. the hypothesis of the research can be considered as being supported by the fact that 0.000 from 0.05. It can be concluded that the hypothesis is accepted. It showed that there are significant effects of using movie as learning media on students' speaking ability of second semester English Education Department students at Universitas Bhinneka PGRI.

CONCLUSION

The movie as media to teach is an effective strategy on improving students' speaking ability to the second semester of English Education Department students at Universitas Bhinneka PGRI, Tulungagung in the academic year 2022/2023. According to the data analysis, the result of the t-value is -10.101 and t-table is in 0.05. The value of Sig. (2-tailed) = 0.000. (0.00 < 0.05). It means that the t-value is lower than the t-table. So, Ha was accepted. That means movie as media to teach can improve students' speaking ability to the second semester of English Education Department students at Universitas Bhinneka PGRI, Tulungagung. In general, the improvement happened for the students. Thus, it can be concluded that the students have significantly better speaking ability after being taught using the movie.

Besides the statistical data, the writer also found that the use of movie as media to teach in the classroom is effective to enhance the students' speaking ability in learning English. By using movie, they were curious about the dialogue of characters in the movie. They interested in what kind of new vocabulary or how the pronunciation that will be studied when the class begun. They were having fun in the classroom activity. They were learning vocabulary, grammar, pronunciation and fluency while watching to the movie that they like. Hence, it was something that should appear in every subject material, so the students will be easier or a fun way to understand and absorb the knowledge given by the teacher.

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