Movie in Classroom: Effect of Implementation in EFL Setting

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Abstract

This study aims to examine the effect of using Movie learning media on students' speaking skills. The research design used in this study was Post-Test Only Control Group Design. The population in this study was the tenth-grade students of SMK TI BALI GLOBAL SINGARAJA with the sample of 25 students collected by using Cluster Random Sampling. Fifteen students of X PPLG class were assigned as the experimental group taught by using Movie learning media, and ten students of X TJKT class as the control group taught without using Movie learning media. The data were analyzed by using descriptive statistics analysis and inferential statistics analysis. The result showed that, in control group, the students' mean score is 79.96, the standard deviation is 3.409, the maximum score is 86 the minimum score is 76. In experiment group, the students' mean score is 85.12, the standard deviation is 3.479, the maximum score is 90, the minimum score is 79. The outcomes demonstrated that Movie learning media is statistically very significant and quite effective in student speaking skills. This study found that the use of Movie learning media is effective in teaching speaking. Therefore, teachers are advised to use this media when speaking so that students can easily learn and also have more opportunities to practice and develop their speaking skills.

Keywords: Movie; Learning Media; Speaking Skill

INTRODUCTION

Education has recently focused on oral language as a means of improving communication skills, where communication skills are defined as the capacity to use words and communicate ideas. This is crucial to learning because a student's effectiveness in communicating in authentic settings is mostly dependent on their speaking ability (Chaves-Yuste & de-la Peña, 2023). When they want to provide and respond to information, teachers must teach their students how to express their feelings, thoughts, and views (Nor et al., 2015). It implies that proficient language use is expected of the students. In English there is an interaction between a person to convey his ideas, communicate his thoughts to others so that students are targeted to speak English well more than just the ability to read, listen or write

(Lokanita et al., 2020). It is natural to say that English is not the main language. One of the efforts to increase student learning success is to develop learning media (Hughes et al., 2019). Learning media can be useful as media or tools that facilitate students in the process of understanding the material so that student learning outcomes can increase and expand the material (Pradnyadewi & Kristiani, 2021; Sintayani et al., 2022).

The ultimate goal of teaching English to students is to help them communicate effectively in authentic situations, encourage them to integrate the cultural aspects of the target language into their own culture, and ultimately prepare them to interact with foreigners in the target language accurately (Chaya & Inpin, 2020; Damara, 2016). Because of this, English teachers are in charge of fostering Intercultural Communicative Competence (ICC) in their pupils by creating English lessons that incorporate intercultural communication skills with linguistic expertise (Gong et al., 2022; Kinasih & Olivia, 2022). According to Hofmann (2018) in order to foster ICC, teachers should integrate language instruction with cultural instruction.

The benefits of employing movies in the English classroom have been extensively studied. These benefits include improving ICC and communication skills, motivating students, improving the learning environment, and more. Due to their widespread recognition as a significant source of real-world language input, movies can first and foremost become an integral component of a communicative English classroom. Additionally, watching movies gives language learners the chance to see the genuine language in context and in the cultural milieu in which English is spoken (Hai Yen, 2021; Wahono & Qodriah, 2019). Li and Wang (2015) claimed that movies are a pleasurable form of entertainment that, due to their playful nature, can support learners' motivation. They can be incorporated into class activities to create the ideal learning environment and to promote participation and interaction among students. Similarly, Chaya and Inpin (2020) claimed that employing movies has added authenticity, diversity, reality, or flexibility to EFL classrooms. Movies can be a fun and inspiring tool for students. Furthermore, Hoinbala (2022) argued that watching movies exposes pupils to genuine language input, which can be challenging in environments where English is not the primary language.

Based on the researcher's experience in teaching English to the tenth-grade students of SMK TI Bali Global Singaraja, it was found that most of the students still faced some problems in speaking. The problem is most students are too worried to make mistakes when speaking, feel shy, and when presenting something, students pay too much attention to the words that must be spoken whether it is true or not, and difficulty expressing their ideas while speaking due to the limitation of vocabulary and grammar which indirectly must be mastered as an ability basic in speaking English. Those problems above were encountered when the researcher did her internship at that school. In relation to the problems that students faced in speaking, the researcher conducted a preliminary study in order to know the effectiveness of using Movie learning media as a tool for students speaking Skills at SMK TI Bali Global Singaraja.

METHOD
Design

This experimental research uses the post-test only control group design involves two groups both of which are formed by random assignment and the selection of the two sample groups was selected randomly. It means that one group received the experimental treatment by

using Movie as learning media and other group as a control group. The result of the treatments was identified through the post-test which was given at the end of the treatment.

Population and Sample

In this study, the population was the tenth-grade students in SMK TI Bali Global Singaraja. The total numbers of the population in this study were 82 students. They are divided into 5 classes namely X DKV, X TJKT, X PPLG, and X AKUN. The author used cluster random sampling as the sampling method to select the experimental class and the control class. Here, a total of 25 students of ten grade was selected as the experimental group taught X PPLG and TKJT in the study. The two groups were treated differently for which the experimental group and the control group, performance assessment (post-test) was administered of treatment recorded and transcribed, the data were given scores based on the rubric used for scoring students' performances in the study. And the result of the post-test from the two groups was analyzed by using descriptive and inferential statistics.

Instrument

The instrument used in this research is the speaking test. The test is made by the researcher by referring to the learning sources for the tenth-grade students at SMK TI Bali Global Singaraja. In the post-test, the students were instructed to prepare their phones students to watch a video about descriptive text, then the teacher can see the progress (history) of what students do, after that, students should answer every question, note, and voice, that teacher gave.

Data Analysis

Data analysis technique to determine the differences in speaking achievement scores between the students before and after utilizing Movie as a teaching tool. The descriptive statistics analyzed the data in terms of mean, mode, median, standard deviation, range, and variance. The mean scores of each group were presented and compare one to another. Inferential Statistical Analysis were also conducted to identify the normality, homogeneity and t test followed with effect size test to determine the effect of Movie on students speaking skill.

FINDINGS AND DISCUSSIONS

After collecting the posttest, a descriptive analysis was conducted. The result is presented in Table 1.

Table 1. Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Control	25	76.00	86.00	79.9600	3.40930
Experiment	25	79.00	90.00	85.1200	3.47994
Valid N (listwise)	25				

From the result of descriptive analysis, in control group, the students' mean score is 79.96, the standard deviation is 3.409, the maximum score is 86 the minimum score is 76. In experiment group, the students' mean score is 85.12, the standard deviation is 3.479, the maximum score is 90, the minimum score is 79. In. By looking at the mean score, it can be stated that the mean score of experiment group (85.12) is higher than the mean score of control group (79.96).

To identify whether the difference of mean score is significant between pretest and posttest, a t test should be conducted. To conduct t test, the data distribution was analyzed first. This was done to choose the type of t test that will be used. Data that are normally distributed are analyzed with parametric test while the data that are not normally distributed are analyzed with non-parametric test. Data are categorized normal, if the value of Kolmogorov-Smirnov is higher than .05. The result of normality can be seen in Table 2.

Table 2. Normality of Data

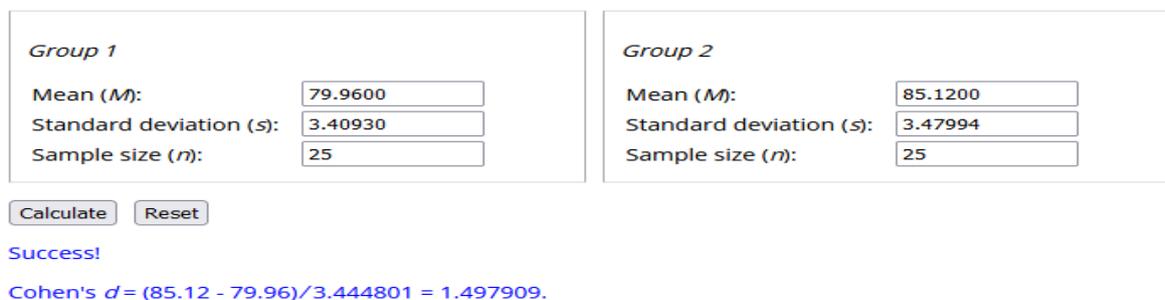|	Group	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Speaking Score	Control Group	.157	25	.112
	Experiment Group	.156	25	.119

From the result of normality test as shown in Table 2, it was found the value of Kolmogorov-Smirnov for control group is .112 while for posttest is .119. Since the value of Sig. for pretest and posttest is higher than .05, the data are categorized normally distributed. Therefore, the paired sample t test can be done. The result can be seen in Table 3

Table 3. t Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Speaking Score	Equal variances assumed	.000	.995	-5.296	48	.000	-5.16000	.97434
	Equal variances not assumed			-5.296	47.980	.000	-5.16000	.97434

From Table 3, it can be seen that the value of Sig (2-tailed) is .000 which is lower than .05. This indicates that there is a significant mean difference between control and experiment group. To quantify the magnitude of difference between control and experiment group, an effect size test was conducted. The effect size test gives information about the magnitude of the experimenter effect.

Figure 1. Effect Size Test Results

Group 1
Mean (M): 79.9600
Standard deviation (s): 3.40930
Sample size (n): 25

Group 2
Mean (M): 85.1200
Standard deviation (s): 3.47994
Sample size (n): 25

Calculate   Reset

Success!

Cohen's $d = (85.12 - 79.96)/3.444801 = 1.497909$.

The larger the effect size the stronger the relationship between two variables. There are three classifications of effect namely small (d =0.2), medium (d=0.5), and large (d ≥ 0.8). The result of effect size test was 1.497. which indicated a large effect. Statistically, the result of this

study found that there was a significant effect between the class who was taught with the media and the class who was taught by not using learning media in terms of speaking skill. In terms of mean score, the mean score of the experimental group was 85.21. While the mean score of the control group was 79.96. It means that the experimental group achieved a higher score than the control group. The students who were taught with movie media achieved better speaking test scores rather than the students not using movie learning media.

Several previous studies also confirmed similar result. A study by Zumam and Fujiono, (2020) found that students speaking score were improved after the movie was implemented in classroom. They recommended English movies should be used as media to enhance the students' speaking skills. A study by Zainuddin et al., (2022) confirmed that movie was able to influence students grammar, vocabulary, comprehension, fluency, and pronunciation. Their study identified a significant influence of movie on students speaking skill. According to studies, movies are considered a crucial tool for language learning since they give learners the chance to hear genuine language used in real situations (Kinasih & Olivia, 2022). Additionally, the spoken language of movies frequently incorporates slang, jargon, rural and urban speeches, speeches from children, speeches from non-native speakers, and other regional dialects that language learners will come across in the target language country (Albahiri & Alhaj, 2020).

Lutfiansyah (2018) stated that the use of film media will develop students' English-speaking skills, language content and vocabulary. Film media can be used by teachers in the classroom to help develop students' English-speaking skills and can also be used as a speaking learning resource. Madiyoh et al., (2018) also stressed that movie as an authentic audio-visual media material is believed to be motivating, stimulating and facilitating the teaching and learning of foreign language. Motivation plays important roles in language learning process (Dipa, 2021). During the implementation of study, students showed a great enthusiasm and showing high motivation in learning. They were focused on identifying the vocabulary, pronunciation, meaning of utterance which are integral part of learning speaking foreign language.

CONCLUSION

The researchers attempted to investigate the effects of the integration of movie instruction on vocational high school students' speaking skills. It can be concluded that the implementation of movie is an effective teaching method for enhancing the English-speaking skills. The participants of experiment group showed a high motivation and excitement when they were watching the movie. They were able to show a better communication skill compared to students who did not watch movie. The integration of movie in classroom can thus be an alternative teaching method for EFL teachers. Language teachers are encouraged to bring authentic learning such as movies in classroom to give students example of fluent communication and try to understand different language culture.

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