**The Effectiveness of Movie Trailer Through Role Play to Teach Speaking in EFL Setting**

**Saiful Haris**

STKIP PGRI Jombang | Saaifulharis360@gmail.com

**Rukminingsih,S.S.,M.Pd.**

STKIP PGRI Jombang | Rukminingsih@stkipjb.ac.id

# ABSTRACT

Haris, Saiful. 2019. *The Effectiveness of Movie Trailer Through Role Play To Teach Speaking In EFL Setting.* English Education STKIP PGRI Jombang. Advisor: Rukminingsih, S.S., M.Pd.

In modern era English has become an important language in our life . There are four skills to be mastered. Who are witing, reading, speaking and listening. In EFL learners most of them difficult speak English well. This problem appears because they just memorize all kinds of grammar and do various exercises without practice speaking. The students are rarely to speak English in their daily activities. Basically, in learning language is practice it, so the researcher want to figure out the effectiveness of movie trailer through role play to teach speaking in EFL setting.

This study used quantitative research method and the design is quasi experiment design. The researcher used test as the instrument in this research. The researcher was using narrative text to the material. The subjects in this research are all students from XII IPA A class (N= 22) as an experiment class and XI IPS A class (N= 22) as a controlled class. Before starting the treatment, the researcher gave pretest to know the students’ competence toward their oral communication. For the treatment the researcher was playing movie trailer in experiment class, the researcher play the movie more than twice in order that the students can familiar listen conversation in English and also to know gesture the characters in movie trailer. Furthermore, they were role playing the story of that movie trailer. At the end of the research, a posttest was taken by the students in two classes and the score of the students was compared. The comparison used to find out which class that had higher score from experimental and controlled class.

The collected data was analyzed through ANCOVA test. Based on the data analysis, it appears that the significance figure is 0,000. Due to the significant value far below 0.05 then the alternative hypothesis (Ha) is accepted. It means by using movie trailer through role play to teach speaking skill at the eleventh grade of MA BABUSSALAM is effective than using conventional method.

**Keywords**: **Movie trailer, Role Play, Speaking skill.**

#

# ABSTRAK

Haris, Saiful. 2019. *The Effectiveness of Movie Trailer Through Role Play To Teach Speaking In EFL Setting.* Pendidikan Bahasa Inggris STKIP PGRI Jombang*.* Dosen Pembimbing: Rukminingsih, S.S., M.Pd.

 Di era yang sangat modern ini bahasa inggris menjadi suatu hal yang sangat penting. Di dalam bahasa inggris ada empat kemapuan yang harus dikuasai yaitu penulisan, membaca, berbicaran dan mendengarkan. Di EFL(*English Foreign Language)* kebanyakan dari mereka sulit berbicara bahasa Inggris dengan baik. Masalah ini muncul karena mereka hanya menghafal semua jenis tata bahasa dan melakukan berbagai latihan pembelajaran tanpa adanya latihan berbicara. Para siswa jarang berbicara bahasa Inggris dalam kegiatan sehari-hari mereka. Pada dasarnya, dalam belajar bahasa adalah mempraktikkannya, sehingga peneliti ingin mengetahui keefektifan trailer film melalui permainan peran untuk mengajar berbicara dalam sistem EFL (*English Foreign Language).*

 Penelitian ini menggunakan metode penelitian kuantitatif dan desain kuasi eksperimen. Peneliti menggunakan tes sebagai instrumen dalam penelitian ini. Peneliti menggunakan teks naratif untuk bahan mengajar. Subjek dalam penelitian ini adalah semua siswa dari kelas XII IPA A (N = 22) sebagai kelas eksperimen dan kelas XI IPS A (N = 22) sebagai kelas terkontrol. Sebelum memulai memberikan stimulasi, peneliti memberikan pretest untuk mengetahui kompetensi siswa terhadap komunikasi lisan mereka. Untuk stimulasi, peneliti memutar trailer film di kelas eksperimen, peneliti memutar trailer film lebih dari dua kali agar para siswa dapat terbiasa mendengarkan percakapan dalam bahasa Inggris dan juga untuk mengetahui gerakan karakter dalam trailer film. Selanjutnya, mereka berperan memainkan kisah trailer film itu. Pada akhir penelitian, posttest diambil oleh siswa di dua kelas dan skor siswa dibandingkan. Perbandingan digunakan untuk mengetahui kelas mana yang memiliki skor lebih tinggi dari kelas eksperimen dan control.

 Data yang terkumpul dianalisis melalui tes ANCOVA. Berdasarkan analisis data, tampak bahwa angka signifikansi adalah 0,000. Karena nilai signifikan jauh di bawah 0,05 maka hipotesis alternatif (Ha) diterima. Artinya dengan menggunakan trailer film melalui permainan peran untuk mengajarkan keterampilan berbicara di kelas sebelas MA BABUSSALAM lebih efektif dibandingkan dengan menggunakan metode konvensional.

**Kata Kunci**: **Trailer Film, Bermain Peran, Kemampuan Berbicara.**

1. **Introduction**

In modern era English has become an important language in our life . There are four skills to be mastered. Who are witing, reading, speaking and listening. Therefore, the researcher focus on speaking skill. Because speaking is very important thing to communicate the other people. According to (Harmer, 2001: 271) state that speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking can improve interaction with others people and more participants.

English teachers have to make their speaking class atmosphere interesting and give more chance for students to practice their speaking. According to (Hosni, 2014: 8) many issues related to teachers, teaching strategies, curriculum, extracurricular activities, and assessment regulation should be considered. Teachers need to be trained on how to integrate speaking to other skills and how to teach it communicatively The function of speaking skill are to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language art of talk as communication interaction with someone. The language teaching and learning emphasize on the function of laguage as a mean of communication. Based on (Brown, 2001) When someone can speak a language it means that he can carry on a conversation reasonably competently. It means that when the people good in speaking they more reasonably when they speak up. There are so many factors that make students speaking skill is low. It caused motivation, interest and also about the intelligence.

 Media give more effective and variation in teaching learning process. Media give more detail information and focuses the student on the material and skill that being taught. The researcher take movie trailer as the media in learning teaching process to conduct this research. The meaning of movie trailer is comercial advertisment for a feature film that will be exhibited in the future at a cinema. Since the purpose of movie trailer to attract the audience to the film. These excerpts are usually drawn from the most interesting is like funny or otherwise, in terms of the factors that make younger people interested in learning by using Movie trailer. According to Johnson (2006: 3) Movie trailers share these same characteristics, but are of a more digestible size – usually between 45 to 150 seconds. Movie trailers also give multiple modes of input simulate real communicative conditions because both audio and visual are provided. Means that, It can stimulate students’ interest to acquire learning process. One of the advantages of using movie trailer is the reluctant reader can be motivated, by engaging them in visual representation on the movie, because its not only can attract and entertain the audience but also stimulate students into word that movie present. On that movie trailer there are a lot of thing that can give stimulate students to improve their speaking skill. because trailers more save the time than full length movie. With a movie trailer the students can get stimulate in learning process, and the researcher will combined with the strategy to asses the students ability in speaking .

The role play as the strategy can be used to encourage general oral fluency, or to train students for specific situations. Based on Lucas (2016: 23) First-hand experience and the absence of risks enables players to engage in unlimited experimentation in situations that, although they are simplifications of real life, encourage significant learning, with outcomes that are retained and fixed in the mind for longer. Students can act out simulation in the role performance and completely different characters, express, thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking narrative text. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation of the students and materials that will be taught.

In this study, the researcher got several previous study that was used such as (Muslimah, 2016), she used ‘The Effect of Movie Trailer In Teaching Writing Descriptive Text At Eight Grade of SMP Budi Utomo’. She said there was significant effect on students eight grade writing the result showed the result of students by applying movie trailer the score was calculated. And the second researcher (Kabooha, 2016)‘Using Movies in ESL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University’. He said that this movie trailer was effective in his research that might conclude motivational factors associated with movie-based teaching helped to increase the efficiency of the teaching and learning process. The third researcher by (Niasari, 2013)‘The Use of Video Film In Teaching Speaking For The Tenth Grade Students of Man 6 Jombang Academic Year 2012/2013’. She said that there was significant effect on result showed the result of students ability in response of the learning. By knowing the findings of previous studies, the researcher was curious to try the movie trailer for their research. There were different skill, method and subject of the research. In this study, the researcher preffered speaking narrative text by using movie trailer with a role play.

This research is conducted in class XI MA Babussalam Mojagung. This reasearch chosen that class because the teacher of MA Babussalam finds the problems as students’ achivement . In addition, Class which contain of 40 students often have difficulties in speaking especially in speaking narrative text. The researcher has interviewed one

of the teacher from that school, there is students’ problem in speaking performance, the students have difficulties to express their language. In another side MA Babussalam has been provided learning process which is suitable to conduct this research. For this opportunity, the researcher chooses movie trailer to know the effectiveness in speaking skill. Finally the researcher takes the research entitled

“**The Effectiveness of Movie Trailer Through Role Play To Teach Speaking In EFL Setting”**

## Statement of Problem

Based on the background above the problem of the study is :

Are the students who are taught by using movie trailer get better achievement in speaking skill than students who are taught by using conventional method?

Research Method his design, the researcher used an experimental research the purpose in movie trailer in teaching speaking narrative text that used to teach students in the class. means that the goal of this research to creat an inquiry stance toward teaching where questioning one’s pracice becomes part of work and the teaching culture. The reseacrh use quasi experimental design. According to Ary (2010: 271),The term experimental design refers to the conceptual framework within which the experiment is conducted.

The design of this research is include all of the elements of the research project in experimental research is not only used to explain the causal relationship between one and the other variables, but also to explain and predict the direction of motion or tendency of a variable in the future. The most important requirement is that the design must be appropriate for testing the previously stated hypotheses of the study (Ary, 2010: 271)

In this section, the researcher used quasi-experimental research and divided into two groups. Pretest and posttest design. The first group experimental group that is class XI IPS A and the next is controlled group that is XI IPS A, both of classes are the same method in speaking narrative text but meanwhile but the

controlled group do not use movie trailer as the media in the teaching speaking narrative text. The data which will get from test and will calculated by using SPSS for Windows ver 24 to get the answer movie trailer is effective or not to teach speaking narrative text. The most commonly used quasi-experimental designs in educational research :

**Table 3.1 Randomized Subjects, Pretest–Posttest Control Group Design**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Pretest** | **Independent Variable** | **Posttest** |
| **A****B** | **Y1****Y1** | **X****-** | **Y2****Y2** |

Adopted from (Ary, 2010: 361)

Y1 = pre-test score (before given treatment), it means pre-test was held by the researcher in order to measure students’ speaking ability before giving Movie trailer

 X = treatment, it means the researcher would give treatment to the research’s subject using “Movie trailer”

Y2 = post-test (after given treatment), it means the researcher would give post-test to the students in order to know the influences of giving treatment and measure score after giving Movie trailer as a treatment.

**Table 3.2 Teaching technique of the research**

|  |  |
| --- | --- |
| Experimental class | Control class |
| Meeting 1 |
| * Before the researcher tech the student. The researcher give pretest to student to know about the ability of the student. The researcher give test to know the result before giving treatment
 | * Before the researcher tech the student. The researcher give pretest to student to know about the ability of the student. The researcher give test to know the result before giving treatment
 |
|  Meeting 2 |
| * To stimulate the student the teacher ask some question relate to their experience about the story
 | * To stimulate the student the teacher ask some question relate to their experience about the story
 |
| * The teacher tell to student about the objective of the lesson
 | * The teacher tell to student about the objective of the lesson
 |
| * The teacher give drilling vocabulary to stimulate students ability in speaking
 | * The teacher give drilling vocabulary to stimulate students ability in speaking
 |
| * The teacher give the example practice speak up in front of the class with dialogue and expression
 | * The teacher give the example practice speak up in front of the class with dialogue and expression
 |
| * The teacher conclude the material to the sudents
 | * The teacher conclude the material to the sudents
 |
| **Meeting 3** |
| * To remember the previous lesson the teacher ask some question about vocabulary that have learned before
 | * To remember the previous lesson the teacher ask some question about vocabulary that have learned before
 |
| * The teacher give instruction the rules before giving assessment speaking
 | * The teacher give instruction the rules before giving assessment speaking
 |
| * The teacher play movie trailer to the students at twice releated to the material
 | * The teacher tell the students about the story at twice releated to the material
 |
| * The teacher give instruction to students to make a dialogue based on situation and perform in front of the class
 | * The teacher give instruction to students to make a dialogue based on situation and perform in front of the class
 |
| Meeting 4 |
| * Conducting the post-test (ask the students to perform as role playing based on the movie trailler)
 | * Conducting the post-test (ask the students to perform as role playing based on the story)
 |

## Population And Sample

One the most important thing in the research are population and sample such as bellow :

### Population

Population is a set (or collection) of all elements processing one or more attribute of interested. The population of this study is the eleventh grade students. The researcher had to determine the population, the population of this study is all the student at eleventh grade of MA Babussalam in academic year 2019/2020.

### Sample

Sample is smaller group selected from a large groups. Selection of the sample is very important step in conducting a research study. The aim of sampling is to construct a sample that can represent the entire population. Sample is a part of population which analyzed. Sample must be representative as one is to be able to generalize with confidence from the sample to population. It simple because way of taking sample from population the researcher take sample from population is done non random sampling without considering the population, because tha classes choosen by the teacher of school. The writer choose two classes at the eleventh grade of MA Babussalam as the sample both experimental and control groups. One as experimental class and another as control class.

## Variable

Variable is key term of research. Because every research involves variables to be measured. There are two variabel in experimental study, there are independent variable and dependent variable. (Ary, 2010, p. 266) In an experiment the two variables of major interest are the independent variable and the dependentThere are two kind of variable :

### Independent variable

The independent variable is manipulated (changed) by the experimenter (Ary, 2010: 266) In this study the independent variable is Movie trailer in which the variable affect other variable in strategy.

### Dedendent variable

 The variable on which the effects of the changes are observed is called the dependent variable, which is observed but not manipulated by the experimenter. (Ary, 2010: 266) The dependent variable in this study is students speaking narrative text which is measured by the experimenter and expected change from independent variable use in students interactive speaking narrative text.

## Instrumentation

In this study the researcher uses one instrument. It use to measure the student’s achievement students ability in speking performance in narrative text. They are observation, interview and test in order to support the data of teaching and learning process.

### Try out

Before the researcher give the pre- test and post – test to the student, resercher gave the try out to know the validity and reability of the test. The researcher gave test the other classes that is not use researcher in experimental and controll group but still in the same grade in MA Babussalam. Thus, there are two measurements which were analyzed namely:

#### Validity

According to Ary (2010: 255) Validity is the most important consideration in developing and evaluating measuring instruments, validitywas defined as the extent to which an instrument measured. This test reseacher asked the student act the dialouge based on the situation and students act the role playing as real in front of the class.

**Table 3.3. The Result of Pre-Test Validity**

|  |  |  |  |
| --- | --- | --- | --- |
| Correlation | Pearson Correlation | Sig. (2-Tailed) | Conclusion |
| **Item X 1st With Total** | 0.969 | 0.018 | Valid |
| **Item X 2nd With Total** | 0.912 | 0.031 | Valid |
| **Item X 3rd With Total** | 0.941 | 0.017 | Valid |
| **Item X 4th With Total** | 0.939 | 0.018 | Valid |
| **Item X 5th With Total** | 0.939 | 0.018 | Valid |
| **Item X 6th With Total** | 0.929 | 0.022 | Valid |

For" Item X 1st" the correlation is 0.969, with a probability of correlation [sig. (2-tailed)] 0.018. Corresponding previous criteria, item number 1 is a valid instrument, because the value of the probability of the correlation [sig. (2-tailed) <from significant level (α) of 0.05. etc (see the appendix 6).

**Table 3.4. The Result of Post-Test Validity**

|  |  |  |  |
| --- | --- | --- | --- |
| Correlation | Pearson Correlation | Sig. (2-Tailed) | Conclusion |
| **Item X 1st With Total** | 0.963 | 0.009 | Valid |
| **Item X 2nd With Total** | 0.929 | 0.022 | Valid |
| **Item X 3rd With Total** | 0.959 | 0.010 | Valid |
| **Item X 4th With Total** | 0.972 | 0.006 | Valid |
| **Item X 5th With Total** | 0.894 | 0.041 | Valid |

For" Item X 1st" the correlation is 0.963, with a probability of correlation [sig. (2-tailed)] 0.009. Corresponding previous criteria, item number 1 is a valid instrument, because the value of the probability of the correlation [sig. (2-tailed) <from significant level (α) of 0.05. etc (see the appendix 6).

#### Reliability

Reliability indicates how consistently a test measures whatever it does. (Ary, 2010, p. 224)A research instrument can called reliability that the tool of test was used what to use measure cab used in when and in any time, the result is still the same.

* + - 1. **Table 3.4. Interpretation reliability of the instrument**

|  |  |
| --- | --- |
| The amount of r Value | Interpretation |
| **0,80 – 1,00** | High |
| **0,60 – 0,80** | Enough |
| **0,40 – 0,06** | A rather low |
| **0,20 – 0,40** | Low |
| **0,00 – 0,20** | Very low |

Same as validity test, the researcher used SPSS to determine the validity of the tests that have been on a try out before. And the result is below:

* + - 1. **Table 3.5. Reliability of Pre-Test**

|  |
| --- |
| **Reliability Statistics** |
| Cronbach's Alpha | N of Items |
| .954 | 8 |

The coefficient of reliability of the above is 0.954. According to the criteria, this value is already greater than 0.80, so the interpretation is High. Then the result data from the test has good reliability level, or in other words the data the results of test can be trusted.

* + - 1. **Table 3.6. Reliability of Post-Test**

|  |
| --- |
| **Reliability Statistics** |
| Cronbach's Alpha | N of Items |
| .909 | 8 |

The coefficient of reliability of the above is 0.909. According to the criteria, this value is already greater than 0.80, so the interpretation is High. Then the result data from the test has good reliability level, or in other words the data the results of test can be trusted.

### Test

Test is given to the students focus on interctive speaking. The result of this test is students’ speaking narrative text. Pre-test and post-test. The pre-test was given to students before the treatment and the post-test was given after the treatment. Pre-test is done before implementing movie trailer to know the students competence in interactive speaking. Post-test is done after implementing movie trailer in teaching speaking narrative text in experimental class. The control group doesn’t uses movie trailer while the experimental group does.

## Procedure of Collecting The Data

The most important data required to answer the research question under study collecting the data. (Ary, 2010: 23) Whatever method of data collection is used, make sure that respondents clearly understand the purpose and relevance of the study. The subjects under study that was XI grade of MA Babussalam in scoring the pre-test and post-test, the researcher adapted oral proficiency scoring categories developed by The table of scoring rubric speaking adapted from (adapted from Brown, 2001 And Auda, 2013)

 in this class room action study, the researcher just focuses on four components in scoring criteria such as: Fluency, grammar, vocabulary, and comprehension. The researcher use test to collect the data. It obtained trough try out, interrater, pre-test, treatment, post-test.

### Try Out

The researcher was giving try out in XI-IPS B for two times, because of time the researcher did that in class after they were finishing their class on July 4th and on July 5th. The first day researcher gives them pretest, in the end of pretest researcher give them short movies for next week activity that was posttest. After that, result of try out given to the interrater.

### Interrater process

The researcher asked to eight interrater there are 6 teacher and 2 lecturers to be judgment two simple the result of student pre and posttest from tryout class (see the appendix 7).

### Pre-test

 In this section the researcher give test without give the treatment either the expermental or the control group. The teacher give instruction and situation based on the material in Pre-test the material is the princess and the frog. So the student act role playing in front of the class. From this test to take a score as the pre-test.

### Treatment

 The researcher teach Narrative text both of classes in experimental and control group. Then the researcher give the same material both classes. The first meeting the students got material is about the snow white and huntsman by using movie trailer as the media in learning process at experimental group, but in control group by using conventional method. At the second meeting the student practice by using role play in front of the class both of group class. The teacher gave stimulation to the students how become another characters in front of the class.

### Post-test

 After the researcher give all the treatment conduct. Researcher gave the post-test both of group after receive treatments. Post-test to measuring effect of movie trailer to teach narrative text speaking skill in experimental group. but The control group doesn’t uses movie trailer while so the researcher just tell the story to the student and then the students doing as role playing based on situation hat the teacher gives. so the researcher give the exam as the post-test to the student either experimental and control group interactive speaking in front of the class use role playing.

## Data Analysis

In this research, the researcher use ANCOVA in *SPSS for windows ver 24*. Before analyzing the data by using ANCOVA, For the next step of the research, the researcher processed and analyzed the data from pre-test and post-test scores. Based on Ary (2010: 287) analysis of covariance (ANCOVA) is a statistical technique used to control for the effect of an extraneous variable known to be correlated with the dependent variable.

This research used ANCOVA because the researcher doesn’t k now the effect of independent variable on dependent variable. It is possible there is the effect of extraneous variable in dependent variable.