

THE USE OF ENGLISH MOVIE ASSISTED ROLE PLAYING TECHNIQUE TOWARD STUDENTS' VOCABULARY MASTERY

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Abstrak: Hasil penelitian ini menunjukkan bahwa kelompok eksperimen yang menerapkan film berbahasa Inggris berbantuan role playing tehnik dalam belajar-mengajar, siswa mendapat nilai yang lebih baik dari pada kelompok kontrol yang tidak menerapkan film berbahasa Inggris berbantuan role playing tehnik di kelas. Dalam kelompok eksperimen, skor tertinggi adalah 90 dan skor terendah adalah 60. Sementara di kelompok kontrol skor tertinggi adalah 75 dan skor terendah adalah 35. Prestasi para siswa dari kedua kelompok memiliki prestasi yang berbeda. Setelah melewati pre-test, treatment, and post-test, para siswa dalam kelompok eksperimen memiliki peningkatan skor yang tinggi, tetapi dalam kelompok kontrol, skor pencapaian siswa dalam penguasaan kosa-kata masih rendah. Hal ini menunjukkan bahwa adanya perbedaan yang signifikan dalam pencapaian kosa-kata yang di capai oleh siswa baik yang telah menggunakan film berbahasa Inggris dan mereka yang diajarkan menggunakan role playing technique. Sejalan dengan hasil: penelitian menunjukkan bahwa film berbahasa Inggris berbantuan role playing tehnik sangat efektif digunakan sebagai panduan dalam mengajar bahasa Inggris khususnya mengajar dalam meningkatkan kosa-kata siswa. Dengan tujuannya adalah untuk meningkatkan kemampuan siswa terhadap perbendaharaan kosa-kata bahasa Inggris dan menciptakan situasi belajar yang membuat siswa tertarik dan lebih aktif untuk belajar bahasa Inggris.

Key Word : English movie, role playing technique, vocabulary mastery

A. INTRODUCTION

Language is the most important part of human existence and social process that has so many functions such as to perform the life of human beings, so language means as a communication tool in a human life. It allows people to express their thought, feelings ideas and to communicate with others. Almost all of human activities are conducted through the use of language either in a spoken or written form to convey their ideas in term of various purpose and reasons.

Learning a language is not something new for people who have been interested in it since a long time ago. It is caused by the main function of language that is for communication.¹ English is a language that has been recognized as the international language. It means that the people who come from diverse religious, economic, social and culture, has had a media agreed to communicate with each other, namely English.² This action can be done in four kinds of language skills (listening skill, speaking skills, reading skills and writing skills) that should be mastered by people, especially for language learners in Indonesia in learning English as a Foreign Language.

Jumaiati states that vocabulary learning is the important aspect in learning a foreign language student can improve much if they can learn more words and expression.³

A person said to "know" a word if they can recognize its meaning when they see it. It means that in vocabulary learning, we have to know, understand the meaning, and can use it in sentence.⁴

So, even your grammar is excellent you just won't be able to communicate your meaning without wide vocabulary. English as a foreign language in Indonesia, it is hard for students to learn English without much vocabularies. Vocabulary is one of the important things if we want to speak a language especially English.

In teaching English in the classroom, many teachers have applied the media when teaching a language but it is still not enough without other media to overcome the difficulties the students in learning English to increase their vocabularies. Some teachers have used many media to teach a language such as: games, pictures, songs, cartoon and movie as the media to increase student vocabulary. In this study, movie is chosen as media for teaching vocabulary. Movie is one of the audio-visual aid. Film also called a movie is a series of still or moving images. It is produced by

recording photographic images with camera or by creating images using animation techniques or visual effects. Using English movie can very pleasing and interesting for the students. Movie can be an excellent media to use because from the writer view that there are many student interested in movies because they watch movies as an entertainment. They can learn about language style, culture and also native speaker's expression. So they can improve their English vocabulary easier. Beside of English movie as media the researcher also uses role playing method in helping students to improve their vocabulary.

According to Gower et al a role playing is when students take the part of particular person: a customer, a manager, a shop assistant for example. As this person they take part in a situation, acting out a conversation. It is unscripted, although a general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context.⁵ Meanwhile Wang Ying and Zhang Hai-feng in their journal state that role playing is when students have a clear understanding of the presentation, teachers select certain part of the scene and ask students to act out in front of the class.⁶ It makes clear that role playing can be applied in English movie when teachers teach English in the classroom.

Media such as a movie is has a very significant roles to motivate the students to learn vocabulary and to make the atmosphere of teaching and learning more interesting. They will feel there is something new and different from what they usually get in their class. The researcher hopes that with use movie media assisted role playing method can make the students add knowledge after use the movie media to more active in the class and more confident to express their feeling.

In the second grade class of MTsN 02 Kota Bengkulu is divided into 2 classes, they are VIII A and VIII B. in VIII A class there are 30 student, they are 20 female, and 10 male. VIII B also has 30 students that is consist of 9 male and 21 female. The total of students that there are in the second grade are 60 students.

English teacher in MTs N 02 Bengkulu Ali Sadikin Said that, while he taught English in second grade of MTs N 02 Bengkulu there is no obstacle, but some of the students still lack especially in vocabulary and grammar.⁷

Based on the previous above, the researcher will conduct this research for vocabulary Mastery. It necessary to prove the use of English Movie to improve vocabulary. It is researcher's motivation and reason to conduct this research again.

B. RESULTS AND DISCUSSION

1. The Result of vocabulary English movie Test

1.1 The description of pre-test scores in the experimental group

1.1.1 The frequency of the students pre-test and post-test in the experimental group can be seen in figure 1.

The description of pre-test scores in the experimental group

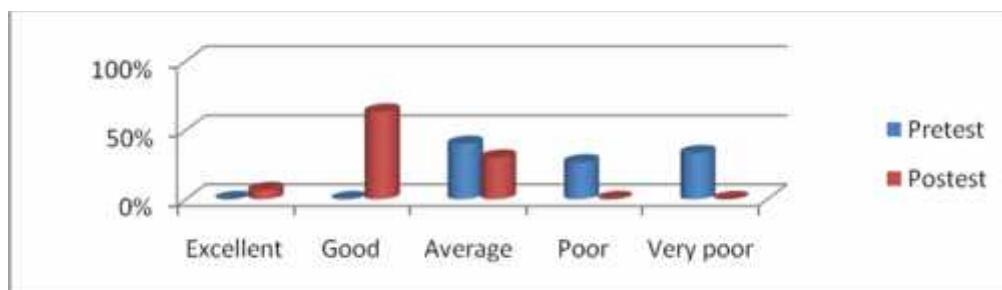


Figure 1

Graphic for the frequency of pre-test and post-test scores in experimental group.

From the graph above, it can be seen that the highest frequency of students' pre-test score in experimental group was in average category, while the lowest was in excellent category and good category . And then, the highest frequency of students' post-test score in experimental group was in good category and the lowest was in poor category and very poor category.

The distribution of pre-test and post-test in experimental group can be seen in table:

Table 1.5
The score distribution in experimental group

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage %	Frequency (Students)	Percentage %
86-100	Excellent	0	0%	2	6,6%
71-85	Good	0	0%	19	63,3%
56-70	Average	12	40%	9	30%
41-55	Poor	8	26,6%	0	0%
≤ - 40	Very poor	10	33,3%	0	0%

Based on the table, the pre-test in the experimental group there was 0 (0%) student in excellent category, 0 (0%) students in good category, 12 (40%) students in average category, 8 (26,6%) students in poor category and 10 (33,3%) students in very poor category. While in the post-test, there was 2 (6,6%) students in excellent category, 19 (63,3%) in good category, 9 (30%) students in average, and 0 (0%) students in poor category, 0 (0%) student in very poor category.

1.1.2 The total frequency of the students post-test in the control group can be seen on figure 2.

The description of pre-test scores in the control group

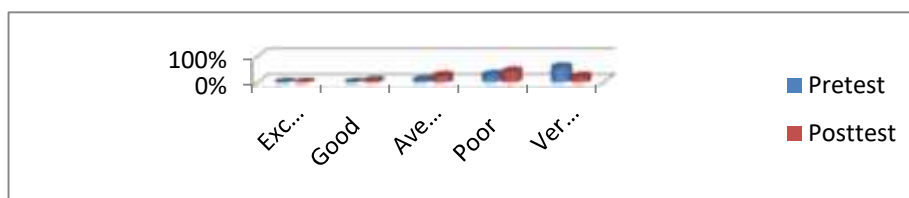


Figure 2

Total score of students pre-test and post-test in the control group

From the graph above, it can be seen that the highest frequency of students' pre-test score in control group was in the very poor category, while the lowest in excellent category and good category. And then, the highest frequency of students' post-test score in control group was in poor category and the lowest was in excellent category.

The distribution of pre-test and post-test scores in control group can be seen in table:

Table 1.6

The score distribution in control group

Score		Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Interval	Category	(Students)	%	(Students)	%
86-100	Excellent	0	0%	0	0%
71-85	Good	0	0%	2	6,6%
56-70	Average	3	10%	9	30%
41-55	Poor	9	30%	13	43,3%
26 - 40	Very poor	18	60%	7	23,3%

Based on the table, the pre-test in the control group, there was 0 (0%) student in excellent category, 0 (0%) students in good category, 3 (10%) students in average category, 12 (50%) students in poor category, and 9 (30%) students in poor category and 18 (60%) students in very poor category. While in the post-test, there was 0 (0%) student in excellent category, 2 (6,6%) students in good category, 8 (26,6%) students in average category, 13 (43,3%) students in poor category, and 7 (23,3%) students in very poor category.

2.The Homogeneity and Normality of the Data

Before analyzing the data, homogeneity and normality of the data should be measured well. Hence, the kolmogorov smirnov test was used to determine it.

2.1 the result of normality test of pre-test scores

In analyzing the normality of the data test of pre-test scores, one sample kolmogorov smirnov test was used since the data of each group test than 50 data. The test of normality of pre-test scores of the experimental group can be seen in the table:

Table. 1.7

**Test Normality of Pre-test Scores in Experimental Group
One-Sample Kolmogorov-Smirnov Test**

		Pre test experiment
N		30
Normal Parameters ^a	Mean	50.83
	Std. Deviation	12.040
Most Extreme Differences	Absolute	.177
	Positive	.149
	Negative	-.177
Kolmogorov-Smirnov Z		.968
Asymp. Sig. (2-tailed)		.306

a. Test distribution is Normal.

The kolmogorov smirnov test of pre-test of the experimental group showed that significance was 0,306, since p value was higher than 0,05, it could be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the experimental group can be seen on figure :

The Histogram of the Students' Pre-test of the Experimental Group

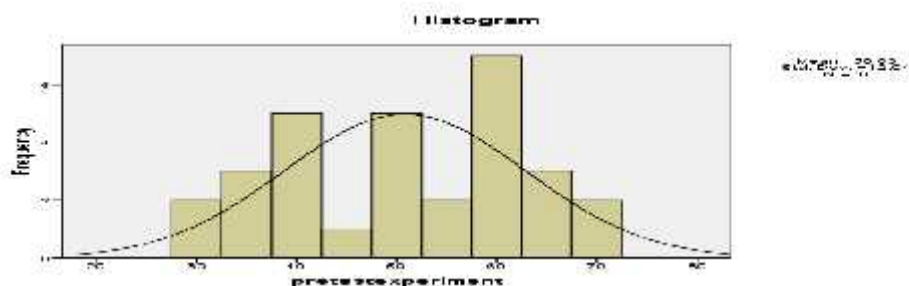


Figure 3

The test of normality of pre-test scores of the control group can be seen on the table :

Table 1.8

Test Normality of Pre-test Scores in Control Group One-Sample Kolmogorov-Smirnov Test

		Pre test control
N		30
Normal Parameters ^a	Mean	41.17
	Std. Deviation	10.478
Most Extreme Differences	Absolute	.189
	Positive	.189
	Negative	-.143
Kolmogorov-Smirnov Z		1.033
Asymp. Sig. (2-tailed)		.236

a. Test distribution is Normal.

The kolmogorov smirnov test of the pre-test of the control showed that significance was 0,236 since p value was higher than 0,05 it can be concluded that the data obtained were considered normal.

The histogram of the normal data of pre-test scores of the control group can be seen on figure:

The Histogram of the Students' pre-test Score of the Control Group

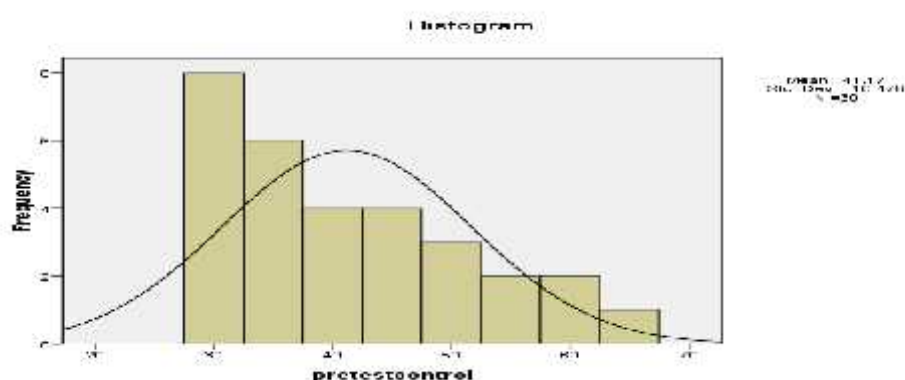


Figure 4

Pre-test scores in control group

2.2 The result of Normality Test of Post-test Scores

In analyzing the normality of the data test of pre-test scores, one sample kolmogorove smirnov test was used since the data of each group less than 50 data. The test of normality of pre-test scores of the experimental group can be seen in table :

Table 1.9
Test Normality of Post-test Scores in Experimental Group

One-Sample Kolmogorov-Smirnov Test

		Post test experiment
N		30
Normal Parameters ^a	Mean	75.83
	Std. Deviation	7.437
Most Extreme Differences	Absolute	.179
	Positive	.154
	Negative	-.179
Kolmogorov-Smirnov Z		.980
Asymp. Sig. (2-tailed)		.292

a. Test distribution is Normal.

The kolmogorove smirnov test of the pre-test of the control group showed that significance was 0, 292 since p value was higher than 0,05, it could be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experimental group can be seen on figure.

The Histogram of the Students' Post-test of the Experimental Group

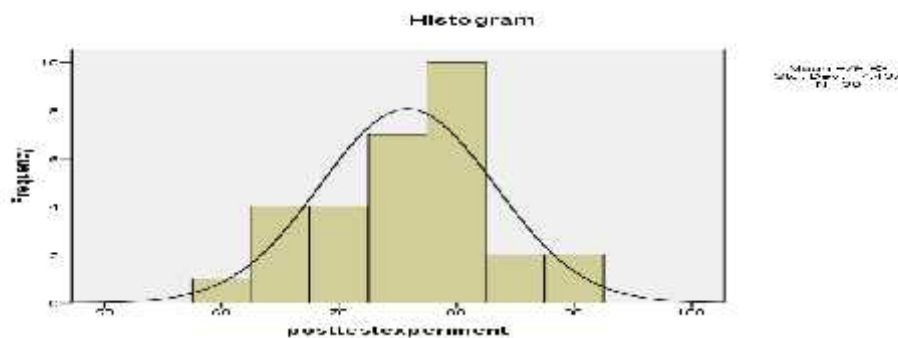


Figure 5

The test of normality of post test scores of the control group can be seen on table:

Table 1.10
Test of Normality of Post-test Scores of the Control Group
One-Sample Kolmogorov-Smirnov Test

		Post test control
N		30
Normal Parameters ^a	Mean	52.83
	Std. Deviation	11.721
Most Extreme Differences	Absolute	.162
	Positive	.162
	Negative	-.104
Kolmogorov-Smirnov Z		.888
Asymp. Sig. (2-tailed)		.409

a. Test distribution is Normal.

The kolmogorov smirnov test of the post-test of the control group showed that significance was 0, 409 since p value was higher than 0,05, it can be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the control group can be seen on figure:

The Histogram of the Students' Post-test of the Control Group

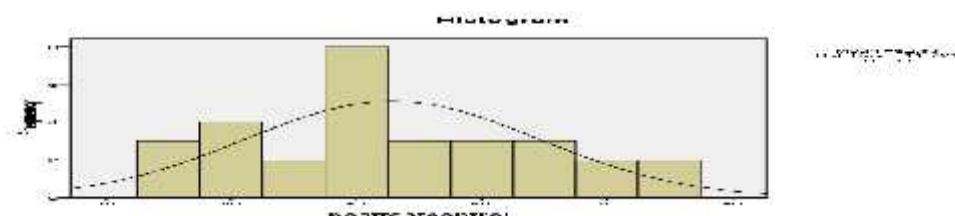


Figure 6

2.3 The Result of Homogeneity of Variances Test

Table 1. 11

Test of Homogeneity of Variances

Pretestexperiment

Levene Statistic	df1	df2	Sig.
1.966	6	22	.115

The test of homogeneity of variances showed that the significant was 0, 115 since 0, 115 was higher than alpha level 0, 05 meaning that the variance of every treatment was homogenous.

3. The Statistical Analysis

In order to verify the hypothesis proposed, the statistical analysis were applied. The t-test used both paired sample t-test and independent sample t-test in which paired sample t-test was used to find out whether there was significant difference in students' writing ability in descriptive text before and after the treatment in the experimental and control groups, (spss) 16 program for window was applied in order to find out whether or not there was significance difference on students' vocabulary mastery toward English movie between the experimental and control groups.

3.1 Paired Sample t-test Analysis

3.1.1 Statistical Analysis on the Result of Pre-test and Post test in Experimental Group

The following is the statistic description of samples pre-test and post-test in experimental group.

Table 1.12
Statistic Description of Experiment Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestexperiment	50.83	30	12.040	2.198
	posttestexperiment	75.83	30	7.437	1.358

Based on the paired sample statistic (table 1.11), the mean of vocabulary pre-test in the experimental group was 50.83 and the standard deviation was 12.040. The mean of writing achievement post-test in the experimental group was 75.83 and the standard deviation was 7.437.

Table 1.13
Paired Sample Test of Experiment Group

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestexperiment - posttestexperiment	25.000	10.986	2.006	29.102	20.898	12.464	29	.000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of students' vocabulary in the experimental group was 25.000 with standard deviation of 10.986 and t-obtained was 12.464 at the significant level 0,05 and the degree of freedom 29 and the value of t-table was for two tailed test was 2.048.

From table 1.12, it can be seen that t -obtained 12.464 was higher than the critical value of t -table 2.048. It can be stated the research hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that there was significant difference on students' vocabulary mastery within the students in the experimental group, who were taught using role playing technique and that of those who were not.

3.1.2 Statistical Analysis on the Result of Pre-test and Post-test in the Control Group

Table 1.14 shows the statistic description of samples pre-test and post-test in control group as follows:

Table 1.14

Statistic Description of Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestcontrol	41.17	30	10.478	1.913
	Posttestcontrol	52.83	30	11.721	2.140

Based on the paired sample statistic above, the mean of pre-test in the control group was 41.17 and the standard deviation was 10.478. The mean of post-test in the control group was 52.83 and the standard deviation was 11.721.

Table 1.15
Paired Sample Test of Control Group

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretestc ontrol - posttest control	11.667	9.767	1.783	15.314	8.019	6.542	29	.000

The result of paired sample t-test, paired sample difference in mean between pre-test and post-test of writing in the control group was 11.667. With standard deviation of 9.767 and t-obtained was 6.542 at the significant level 0,05 and the degree of freedom 29 and the value of t-table was 2.048.

From table 1.15, it can be seen that t-obtained 6.542 was higher than critical value of t-table 2.048. It can be stated that the research hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It means that there was significant difference in vocabulary achievement within the students in the control group.

3.2 Independent Sample t-test Analysis of Students' vocabulary mastery

In order to find out whether or not there was significant differences on students' vocabulary mastery in using English movie between the students who were taught by using role playing and those who were not, the result of post-test score on students' vocabulary mastery in the experimental group were compared by using independent sample t-test.

Table 1.16**Independent Samples 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	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	10.003	.002	9.676	58	.000	25.000	2.584	30.172	19.828
	Equal variances not assumed			9.676	48.318	.000	25.000	2.584	30.194	19.806

The independent sample showing the comparison of post-test of experimental group and control group displayed then differences both scores. It was identified that t count 9.676 higher than t table 2.048 the conclusion that alternative hypothesis was accepted and null hypothesis was rejected. It means that there was significant differences on students' vocabulary achievement scores between the students who were taught by using English movie assisted role playing technique and those who were not.

C. DISCUSSION

The present research has shown that there was significant difference on students' vocabulary mastery of English movie using role playing technique. From the result above, we can see that the result of students' post-test was higher than the result of pre-test. After doing the post-test, the result showed a statically significant difference on students vocabulary mastery between the students who were taught by using English movie

assisted role playing technique and those who were not. The mean score of the post test of the experimental group was higher than the mean score of the control group. It was understood that English movie assisted role playing technique gave significant difference on students' vocabulary mastery between the students who were taught by using English movie assisted role playing technique and those who were not.

The mean post-test of experimental group was compared to mean of control group. The result showed that t count 9.676 higher than t table 2.048. It means that there was significant difference on students' vocabulary mastery between both of group. This shows that English movie assisted role playing technique could give a significant contribution in developing students vocabulary at the second grade of MTsN 2 Bengkulu.

In other hand, in this research, it was found that some changes in the students' learning performance. First, the students in the experimental group active and they could understand easily how to get vocabulary mastery by using English movie assisted role playing technique. In the experimental group, the researcher applied English in the form of role playing technique to help the students get vocabulary mastery. Here, English movie and role playing technique play important rules in helping students improve their vocabulary.

Second, English movie assisted role playing technique using could be effective and students can express their ideas to improve students' on vocabulary mastery. Most of first grade students in the experimental group had better development and improvement in their post-test scores compared to their scores in the pre-test. It can be seen from the result of the students' gains taken from pre-test and post-test and compared post-test. As the students in the control group were not get the treatment of English movie, the result of students' post-test scores were not significantly improved. The students in the control group got lower scores in the post

test. Furthermore, English movie made the students more comfortable in teaching learning process. In order words, English movie assisted role playing technique helps the students to improve their vocabulary and students can be more active in the classroom.

The result of this research shows that English movie assisted role playing technique could help the English teacher in increasing students vocabulary and students don't get bored. It could be conclude that teaching English movie as media and role playing as the technique can be used and very useful for the teachers to overcome students lack in vocabulary.

D. CONCLUSION

Based on the findings of the research that had been done in title "The Effect of English Movie Assisted Role Playing Technique on students' vocabulary Mastery (A Quasy Experimental Research at The second Grade of MTsN 2 Kota Bengkulu in the Academic Year 2016/2017)", it can be concluded that there was significant difference between the students who were taught by using English movie assisted role playing technique and those who were not. It is proved by the difference of the mean score between experimental group and control group. The mean score of pre-test result of experimental group was 50,83 , and the mean score of control group was 40,43 and the mean score of post-test result of experimental group was 75,83 , and control group was 52,83. It means that English movie assisted role playing technique was effective to improve students' vocabulary mastery.

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