

**The Effect of Using English Movie in Teaching Simple Present Tense to Seventh Grade Students of Smp Plus Melati Samarinda in Academic Year 2017/2018**

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**ABSTRACT**

Watching movie, especially English movie is very useful for students who are learning English because not only as something enjoyable and entertainment, but also as a motivation for learning English. The purpose of this research was to find out whether there is any significant effect of using English movie in teaching simple present tense to seventh grade student of SMP Plus Melati Samarinda or not. The design of this study was pre-experimental design consisting of one group pre-test and post-test by selecting 23 students as sample. The research instrument was simple present test in multiple choice forms. In analyzing the data, the researcher used the Mean score and the paired sample t-test by using program SPSS 0.21. The t-test was used to measure the hypotheses testing. The findings of this research showed that (1) the total score of pre-test was 1216 with mean score 52.87 which was categorized as poor (2) the total score of Posttest was 1488 with mean score 64.70 which was categorized as fair. From the result of the pre-test and posttest we can see that there was significant difference between teaching simple present before and after using English movie as a media. (3) From the Hypotheses Testing of Paired sample T-test using SPSS program, it showed that the value sig. (2-tailed)  $< \alpha$  or  $0.000 < 0.05$ . The value sig. (2-tailed) was higher than the value of 0.05. It means that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypotheses ( $H_a$ ) was accepted. It means that there was a significant effect of using English movie in teaching simple present tense to seventh grade students of SMP Plus Melati Samarinda. Based on the result of this research, it can be inferred that there was a significant effect of using English movie in teaching simple present tense.

**Keywords:** Teaching Grammar, English movie, Simple present tense

**INTRODUCTION**

Movie is now become an indispensable part of human life's, so it is hard to imagine if the world without entertainment such as movie. There are many benefits that can be achieved through watching movie. Not only entertainment but also movie can be an effective media to transfer knowledge, information, culture, and habit even life style. By watching movie especially English movie is very useful for students who are learning English, because not only as something enjoyable and entertainment, but also as a motivation for learning English.

As we know that In Indonesia, English is a foreign language. So, it is not easy for Indonesian people to master English very well. Moreover, the learners have to be aware of that. Harab (2012) Constructing English sentence needs some important rules, called grammar. The students who want to master English well should understand better of English grammar.

In learning English grammar, the students are expected to follow the rules of grammar of the language; the students have to pay their attention when they use the rules in speaking, writing and reading. The students might take some advantages of learning the rules of grammar in English such as; correct grammar in speaking and writing enable to avoid misunderstanding, and if the students use to correct grammar, their speech in speaking will be communicated and accurate.

Furthermore, grammar is very important. Without grammar, meaning nuances can lose or cannot be submitted. It is difficult to create a text, and learning grammar is very important for language learners. It makes students know how to produce good sentences and to express ideas and feelings. It is supported by Celce-Murcia (2001:25) states that grammar is important and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Therefore, Richards (2008:145) stresses that grammar is still important to be taught in teaching English; he furthermore says that now teaching structure has controversial issues in teaching English, but in recent years, grammar teaching has regained its rightful place in language curriculum. Swan in Richards et al (2008:146) suggests that the teaching of grammar should be determined by the needs in learning English. So the researcher assumes that teaching grammar is still important and should be paid attention by the teacher in teaching English process in the classroom.

In teaching grammar, it should be taught appropriately because it is one of the language aspects that must be mastered by students when they learn English. It is impossible for them to learn English or communicate actively without having a good grammar. By having a good grammar, the students would be more confident in writing and also speaking.

Due to the importance of English grammar, the teacher should have an interesting technique in teaching grammar of English, so that the students are interested in learning English and acquiring the material easily. A study of technique is the study of teaching which has big role to determine the success in education. In this case, the teacher should be able to apply various techniques to present the material to students. Besides that, the teacher should be creative and more creative to create the process in order to help the students to master the English grammar. The technique should be suitable with the level and kinds of the school. The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners or children enjoy studying language through loads of cheerful activities in a bright and colorful room. While adult are expected to use abstract notions since they can think rationally. Harmer in Pitriana (2012) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it.

The researcher chose SMP Plus Melati Samarinda in conducting the research. In this study, the researcher chose the seventh grade students as the sample. It was because they came from various regions in East Kalimantan. So they have different educational background from one another. In addition, the full schedule of activities in the boarding school was also an issue at this school. Choosing a teaching technique that is fast, accurate, and understandable to students is very necessary for SMP plus Melati. The above conditions were the main reason for the researcher to conduct this study on that school.

From several statements above watching movie could be a good alternative media for teaching grammar. It is an interesting method that gave audio visual examples through the acting in the scenes. It could be a live view of grammar application from the conversation of the actor or they could be read in subtitle text. By watching movie, they would know the plot, which occurred in the film that they would have watched based on the steps and its language features. Finally, they would engage and not feel bored.

Based on the statements above, the researcher wanted to make an experiment whether using English movie with title “Lego DC comic superheroes: justice league – cosmic clash” had a significant effect in the teaching simple present tense or not. And this research was conducted in SMP plus Melati Samarinda, in which this school imposing of dorm school system. And the researcher took the seventh grade students as a sample.

For previous study, there are some reviews of related studies. For instance is the study that was held in 2012. This study was written by Harab Noprianto entitled “The Effect of Jumbled Words in Teaching Simple Present Tense to The Sixth Grade Students of SDN 002 Samuntai in Academic Year 2011/2012”. In Harab’s study, the study focused on using jumbled words in teaching simple present tense. The design of Harab’s study is Pre-experimental design. The mean score of the students’ simple present tense achievement before treatment was 62.01 (fair) and the mean score of the students’ simple present tense achievement after treatment was 72.17 (good), then there was significant difference before and after using jumbled words in teaching simple present tense. From the computation done, the value of  $t_c$  (14.51) was higher than value  $t_t$  (2.05) at the level 0.05. it indicates that the Null Hypothesis was rejected and the Alternative Hypothesis was accepted. It can be stated that teaching simple present tense by using jumble words give better result than before using jumbled words.

Another previous study was “Using English Movie as an Attractive Strategy to Teach Senior High School Students English as A Foreign Language” by Kusumaningrum (2015), the major purpose of this study is to reveal how to implement English movies in teaching English as foreign Language to senior high school students. English as Foreign Language is implemented as the compulsory subject to learn in senior high school in Indonesia. Unfortunately, beyond the implementation, the fact that not all pupils enjoy learning English occurs. Realizing that fact, teacher should find a strategy to attract students’ attention to learn EFL. Moreover, using English movies to teach English can be the answer. In the application, teacher can use English movies to teach four skills. They include listening, speaking, and also writing skills. By using English movies, teacher can also teach grammar and introduce new vocabulary to students. Furthermore, the belief that everyone loves watching movies strengthens the teacher’s confidence to use English movies as an attractive strategy to teach English as a Foreign Language to senior high school Students.

The last previous study was “Teaching English Grammar through Animated Movies” by Mushtaq and Zehra (2016). This study seeks to examine how various components of English grammar can be taught through animated movies. The study demonstrates the use of gerunds in a sentence or a discourse through an animated feature film Tangled. The data for this research was taken from the students of grade eight. The students were shown various video clips, comprising dialogues and songs, from the movie and asked to identify the use of gerunds. Later, the students were given various worksheets containing tasks, based on the use of gerunds in a sentence. The students

remained very responsive during the whole lesson and effectively learned the use of gerunds and the difference between gerunds and the present participle. The study concluded that animated movies in grammar teaching classes can serve as a positive reinforcement tool for the language learning process as the animated movies considerably increase the learning speed and proficiency of the students.

Based on the previous studies that have been presented above, there were similarities and differences with the researcher's study. They were similar at investigating the process in teaching English grammar and using English movie in the process. However, using English movie particularly in teaching simple present tense has not been conducted yet. Therefore, the researcher's study should be conducted.

As mentioned earlier, this study was focus to know whether there was a significant effect of using English movie in teaching simple present tense. There are three main questions formulated as the problems of the study: 1.) How is students' mastery of simple present tense before being taught by using English movie on the seventh grade students of SMP Plus Melati Samarinda in academic year 2017/2018?. 2.) How is students' mastery of simple present tense after being taught by using English movie on the seventh grade students of SMP Plus Melati Samarinda in academic year 2017/2018? 3.) Is there any significant effect of using English movie in teaching simple present tense to the seventh grade students of SMP Plus Melati Samarinda in academic year 2017/2018?

## **METHOD**

The research design that was used in this research was experimental method in form of 'Pre-experimental Design'. There are many kinds of the experimental research design, such as pre-experimental design, true experimental, factorial design, and quasi experimental (Ary, 2002:303). Pre-experimental design was used because there were external variables that also influenced in forming dependent variable. This condition happened because there was no control variable (control class) and based on the school condition in SMP Plus Melati Samarinda which consisted of only one class at seventh grade. So, the researcher used Pre-experimental design with one group pre-test post-test.

The research used pre-experimental design with one group pre-test post-test design which means there was a group which was given the treatment and then the result was evaluated later. However, before the treatment, there was a pre-test to identify the first condition. This way, the result of the treatment was more accurate as it could be compared with the condition before the treatment

In this research, the researcher used "Total Sampling" for sampling technique where the number of sample is equal with its population (Sugiyono, 2007). The researcher used this sampling technique because according Sugiyono (2007), if the number of population is less than 100, then the whole population is taken as the sample. The researcher took the whole population of seventh grade students of SMP Plus Melati Samarinda which consisted of only one class with 23 students as the sample for this research.

A test about simple present tense was used as the instrument in this research. The test that was used by the researcher to collect the data was in the multiple choice form. The researcher used two kinds of test, which are pre-test and post-test to get the students' score in simple present tense. 1.) Pre-test; Pre-test was the test which was given to the students before the researcher gave the treatment that was taught by using English movie.

Pre-test was needed to find out the basic competence for the students and how far the students understood the subject that was taught. The form of pre-test was multiple choices. In multiple choices, each items had four choices, which are A, B, C, and D. 2.) Post-test; Post-test was the test which was given to the students after the researcher given treatment that was taught by using English movie. This test was needed to see the result after the students had been taught by using English Movie. The form of post-test was multiple choices, each items had four choices, which are A, B, C, and D.

The most important principle of language testing is validity. The test should test what the researcher want to test. Heaton (1988:159) in Johnson's book (2001:301) stated validity as the extent to which a test measures what it is supposed to measure and nothing else.

Before conducting the tests, the researcher had already conducted try out test for pre-test and post test questions in which this try out test consisted of 60 multiple choice questions. This try out was given to students from class 7B, SMPN 34 Samarinda which consists of 29 students in total. The vocabulary test in the try out was used to find the validity, reliability, degrees of difficulty, and discrimination power.

The researcher collected the result of the try-out test and then selecting the good items according to its Degree of Difficulty, Discrimination Power, Validity and Reliability. In this case, the researcher used Anates V4 application to calculate them.

### **Degree of Difficulty**

Degree of difficulty was the procedure to find the difficulty level of the test, as Arikunto (2009) says: " The good test is the test that is not really easy and also nor really difficult. If the test is very easy, it will make the students have no incitement to increase their effort for solving the test. On the other hand if the test is very difficult, it will make them frustrated and do not have any more spirit to try again, because the question is out of their scope".

To see the degree of difficulty of the vocabulary test in this study, the following formula was used to measure the score:

$$P = \frac{B}{JS}$$

Where:

P = Degrees of difficulty

B = Total number of students who answer correctly

JS = Total number of try out

The classification of difficulty index can be describe as follows:

P = 0.00-0.19 = Difficult

P = 0.20-0.80 = Accepted

P = 0.81 - 1.00 = Rejected

(Arikunto, 2009)

Only accepted category (0.20-0.80) was used. As Arikunto said above the test should not be difficult and not to easy. Therefore, each item of test should in the accepted category.

### Discrimination Power

Discrimination Power refers to how an item differed from the poor students from the better ones. First, the researcher divided the try out students into three group; lower group, middle group, and upper group. The formula is as follow:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D = Discrimination Power

JA = Number of students in upper group

JB = Number of students in lower group

BA = Number of students in upper group who answer correctly

BB = Number of students in lower group who answer correctly

According to Arikunto (2009), the result of discrimination power was classified into the following:

D = 0.00 - 0.20 = Poor

D = 0.20 - 0.40 = Satisfactory

D = 0.40- 0.70 = Good

D = 0.70 - 1.00 = Excellent

D = Negative, it is better not to use them

The category that was used in this case was good and excellent category. If the category showed poor and negative category, it meant the item was not selected for the real test.

### Validity of the Test

To know how far an item of the measurement tool can be the variable investigation, it was very important to know the validity of the test exactly. According to Arikunto (2009) the instrument is valid if it can show that the data of the instrument was lack of variable description. It meant that the instrument could be vice of the material to expose the variable investigation. Therefore, each item must be selected following the ways to be vice them from the real test

After the researcher got the degree of difficulty and discriminating power, the researcher checked to validity of the test, the researcher starts with the validity which was quoted from Arikunto (2009) who stated that a test is valid if it measure what purpose to measure. The formula as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) (\sum y^2)}}$$

Where:

$r_{xy}$  = the coefficient correlation between x and y variable

$\sum x$  = the total number of right answer of items in the try out

$\sum y$  = the total number of right answer of item in the real test

According to Arikunto, (2009), the result of validity analysis was classified into the following:

0,80 – 1,00 = Very high correlation  
0,60 - 0,79 = High correlation  
0,40 - 0,59 = Satisfactory  
0,20 - 0,39 = Low correlation  
0,00 - 0,19 = Very Low correlation

To find out the validity of the test, the r-table Product Moment Formula was used. If the result r computation is higher than value t table, it means that the test is valid.

### Reliability

After found out the validity, the researcher did the next step to find out reliability. Reliability of the test is very important as it indicated whether the scores were consistent. Arikunto(2009) stated that reliability was the consistency with a test yielding the same result in measuring what were measured. Thus, a test was reliable if it consistently yields the same test. In this case, the researcher used split-half method. In split-half method, the item of the single test was divided into two groups:

- a. Odd number as group x
- b. Even number as group y

Moreover, the two variables (x and y) would be correlated by using product moment, the formula is:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) (\sum y^2)}}$$

Where:

$r_{xy}$  = coefficient of correlation between variable x variable y

$\sum x$  = the sum of all individual score on variable x

$\sum y$  = the sum of all individual score on variable y

To compute the reliability of the test, the researcher used Spearman Brown Prophecy formula as follows:

$$R_{xy} = \frac{2 r_{xy}}{1 + r_{xy}}$$

$R_{xy}$  = Reliability of the whole test

R = The reliability of the entire test.

In this study, the researcher used some step to collect data. The first step, the researcher gave the pre-test to the students. The pre-test was a simple present tense test in multiple choices form. In this multiple choices the students were given four choices (a, b, c, or d). Then, the student got the treatment by teaching using English movie. And the last step was giving the post-test after the treatment had been done. The form of the post-test is same with the pre-test. After that, the researcher collected and tabulated the scores. Then, the researcher input the data in SPSS version 0.21.

And to analyze the data which had been collected. In this study the researcher used normality data test to find out whether the test is normal or not. Normality test was used to test whether a variable is normal or not. Normal here means that the data have a normal distribution. The main reason of conducting normality testing in a research is to find out whether the population or data involved in the research is in normal distribution or not. To test the normality of the data, the researcher used the One Sample

Kolmogorov-Smirnov test with the provision that if Asymp. Sig > 0,05, the data were normally distributed. In this research, the normality testing used SPSS 0.21 for windows. The normality testing was done towards both pre-test and post-test score. The hypotheses for testing normality were: a.) H0: Data is in normal distribution, b.) Ha: Data is not in normal distribution

After that, the researcher tabulated the t-test. The main tools to analyze the data was paired t-test. Paired sample t-test is a statistical technique that is used to compare two population means in the case of two samples that are correlated. Paired sample t-test is used in before-after studies, or when the samples are matched pairs, or when it is a case-control study. For example, if we give training to a company employee and we want to know whether or not the training had any impact on the efficiency of the employee, we could use the paired sample test. We collect data from the employee on a seven scale rating, before the training and after training. By using paired sample t-test, we can statistically conclude whether or not training has improved the efficiency of the employee.

The formula of paired sample t test:

$$t = \frac{\bar{d}}{\frac{s}{\sqrt{n}}}$$

$$\bar{d} = \frac{\sum d_i}{n}$$

$$s^2 = \frac{n \sum d_i^2 - (\sum d_i)^2}{n(n-1)}$$

Where:

s = standard deviation sample

(d)<sup>-</sup> = the difference of average

n = the total sample

∑ = sum of

To find out whether using movie has an effect in teaching simple present tense or not, the researcher did the Paired t-test. The test calculation of Paired t-test was using SPSS version 0.21.

In order to determine whether the hypothesis of this study was accepted or rejected, the researcher used the following criteria based on Arikunto (1998:308) as follow:

Ho = t-computation < t-table

The Null Hypothesis (Ho) was rejected; it meant using English movie did not give significance different on teaching simple present tense to the seventh grade students of SMP Melati Samarinda. Null Hypothesis was accepted if the t-computation was lower than t-table at 0.05.

Ha = t-computation > t-table

The Alternative Hypothesis (Ha) was accepted; it meant using English movie gives significance difference on teaching simple present tense to the seventh grade students of SMP Melati Samarinda. The Alternative Hypothesis was accepted if the t-computation was higher that t-table at =0.05



**RESULT AND DISCUSSION**

***The Result of Pre-Test***

The pre-test of the students' mastery in simple present tense was conducted to find out their condition before being taught using English movie. The test was in multiple choice forms that contained 25 items. The result is presented in the following table:

No.	Number of Student	Pretest		
		Right Answer	Score	Criteria
1	001	15	60	Fair
2	002	13	52	Poor
3	003	12	48	Failure
4	004	13	52	Poor
5	005	12	48	Failure
6	006	20	80	Excellent
7	007	15	60	Fair
8	008	14	56	Poor
9	009	12	48	Failure
10	010	17	68	Fair
11	011	10	40	Failure
12	012	7	28	Failure
13	013	18	72	Good
14	014	7	28	Failure
15	015	16	64	Fair
16	016	11	44	Failure
17	017	10	40	Failure
18	018	14	56	Poor
19	019	16	64	Fair
20	020	8	32	Failure
21	021	16	64	Fair
22	022	12	48	Failure
23	023	16	64	Fair
		Sum	1216	
		Mean	52.87	Poor

***The Result of Post-Test***

After conducting the pre-test and teaching the students using English movie, the researcher conducted the post test. The post-test of the students' mastery in simple present tense was conducted to find out their condition after being taught using English movie. The post-test was using the same items with the pre-test. The result is presented in the following table:

No.	Number of Student	Posttest		
		Right Answer	Score	Criteria
1	001	13	52	Poor
2	002	18	72	Good
3	003	20	80	Excellent
4	004	11	44	Failure
5	005	16	64	Fair
6	006	22	88	Excellent
7	007	14	56	Poor
8	008	21	84	Excellent
9	009	13	52	Poor
10	010	19	76	Good
11	011	11	44	Failure
12	012	8	32	Failure
13	013	19	76	Good
14	014	16	64	Fair
15	015	16	64	Fair
16	016	17	68	Fair
17	017	19	76	Good
18	018	15	60	Fair
19	019	20	80	Excellent
20	020	10	40	Failure
21	021	17	68	Fair
22	022	18	72	Good
23	023	19	76	Good
		Sum	1488	
		Mean	64.70	Fair

Based on the result of pre-test and post-test, the researcher concludes that using English Movie on teaching simple present tense gives a significant effect than before the treatment was applied. This is proven by the result of the post-test score after the treatment was applied which is higher than the students' score before the treatment was applied. In the pre-test, the mean score was 52.87 while the mean score of the post-test is 64.70. It means that using English Movie in teaching simple present tense gives a positive effect.

## Data Analysis

### *The Result of Normality Testing*

In testing the hypotheses, the data is in normal distribution if  $H_0$  is accepted. In this case,  $H_0$  was rejected if significance value is lower than 0.05 ( $\alpha = 5\%$ ) while  $H_0$  was accepted if the significance value is higher than 0.05. The analysis is as follow:

Table 4.4 One-Sample Kolmogorov-Smirnov Test

**One-Sample Kolmogorov-Smirnov Test**

		PRETEST	POSTTEST
N		23	23
Normal Parameters <sup>a,b</sup>	Mean	52.8696	64.6957
	Std. Deviation	13.69573	15.04670
	Absolute	.100	.134
Most Extreme Differences	Positive	.078	.089
	Negative	-.100	-.134
Kolmogorov-Smirnov Z		.481	.641
Asymp. Sig. (2-tailed)		.975	.805

a. Test distribution is Normal.

b. Calculated from data.

Based on the output from SPSS above, it was known that the significance value of pre-test was 0.975 and the post-test was 0.805. Both value from pre-test and post-test were bigger than 0.05. The significance value on pre-test was 0.975 and it was bigger than 0.05 ( $0.975 > 0.05$ ). It meant that  $H_0$  was accepted and  $H_a$  was rejected and the data was in normal distribution. Then, for post-test score the value of significance was 0.797 and that was bigger than 0.05 ( $0.805 > 0.05$ ). It also meant that  $H_0$  was accepted and  $H_a$  was rejected and the data was in normal distribution. So, it can be interpreted that both of data (pre-test and post-test score) were in normal distribution.

***The Result of Hypotheses Testing***

In this part, the researcher tested the two hypotheses in this study in order to know whether there was a significant effect of using English movie on teaching simple present tense of seventh grade students of SMP Plus Melati Samarinda. The researcher used SPSS 0.21 for Windows program to analyze the data. The result is shown as follow

Table 4.5 Paired Samples Statistics

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.8696	23	13.69573	2.85576
	Posttest	64.6957	23	15.20349	3.17015

From the table above, the output of paired samples statistics can be described that the mean score of pre-test was 52,87, and the mean of post-test was 64,70. The number of sample both pre-test and post-test was 23. The standard deviation of pre-test was 13,696, and the standard deviation of post-test was 15,203. Meanwhile, the standard error mean of pre-test was 2,856, and the standard error mean of post-test was 3,170. It can be concluded that the mean score in pre-test and post-test was different. The mean score of pre-test was less than the mean score of post-test ( $52,87 < 64,70$ ) or the mean score of post-test was higher than the mean score of pre-test ( $64,70 > 52,87$ ). So, there was increasing score from pre-test to post-test means that there was significant different score

after the students were taught by using English movie in simple present tense achievement.

Table 4.6 Paired Samples Test

**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 Pretest - Posttest	-11.47826	13.39223	2.79247	-17.26949	-5.68703	-4.110	22	.000

From the table above explained that the mean of pre-test and post-test were 11,478. The standard deviation was 13,392. The standard error mean was 2,792. The lower difference was 17,269 and the upper difference was 5,687. The result of  $t_{count}$  was 4,110, the result of  $df$  was 22, and the significance was 0.000.

The explanation of data can be done by two methods, there were based on the result of  $t_{count}$  and the result of level significant. The explanation can be seen below:

a. Comparing the result of  $t_{count}$  and  $t_{table}$ .

The score of  $t_{count}$  in this research is 4,110, and to know the  $t_{table}$  of this research can be seen from  $t$  and  $df$ . The  $df$  is 22, the score of  $t_{table}$  for standard significant 0.05 is 2,073. It means that  $t_{count}$  was higher than  $t_{table}$  ( $4,110 > 2,073$ ). If  $t_{count} > t_{table}$ , the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. It means that there was significance difference of teaching simple present tense before they were taught using English movie and after they were taught using English movie.

b. The result of level significant.

a) If sig (2-tailed)  $> 0.05$  the null hypothesis was accepted.

b) If sig (2-tailed)  $< 0.05$  the null hypothesis was rejected.

The score of sig in this research is 0.000, it means that the level of sig. (2-tailed) was lower than 0.05 ( $0.000 < 0.05$ ). It indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. So, it can be conclude that teaching simple present tense by using English movie has significant effect to the simple present tense achievement of seventh grade students at SMP Plus Samarinda in academic year 2017/2018.

In this part, the researcher discussed and explored the research findings that have been presented above. The students' mastery of simple present tense before being taught by using English movie was measured with the pre-test. The pre-test was tested to the seventh grade students of SMP Plus Melati Samarinda in academic year 2017/2018. In the pre-test, the result shows that the mean score was 52.87 which is categorized as poor.

This may be because they were taught using conventional method. As stated by Bournova (2008) traditional methodology, however, also appears to have some disadvantages. Conventional method focuses on teaching formulas, unclear visualization of simple present tense in daily usages. Moreover Bournova (2008) also stated that traditional methodology focuses on grammatical structures and isolated items of vocabulary.

Then, the post-test was done to similar students where this test was aimed to find out the students' mastery of simple present tense after being taught by using an English movie. The mean score of post-test was 64.70 categorized as fair. Based on the comparison between both results of pre-test and post-test, it showed that the mean score of post-test was higher than the mean score of pre-test. This means that there was any significant difference on teaching simple present tense after using English movie.

Further, the effect of using English movie in teaching simple present tense was also supported by the result of hypotheses testing, in which the value sig. (2-tailed)  $< \alpha$  or  $.000 < 0.05$ . It indicated the value sig. (2-tailed) was higher than the value of 0.05. Therefore, the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypotheses ( $H_a$ ) was accepted. This means that there was a significant effect of using English movie in teaching simple present tense.

The findings of this study shows that using English movie gives a positive effect in teaching English. Especially in teaching simple present tense where it gives a significant effect on the students' achievement after treated by using English movie. This result shows a similar effect with the study by Kusumaningrum (2015) entitled "Using English Movie as an attractive strategy to teach senior high school students English as A foreign Language" as she stated that English movies facilitates teacher to teach several skills at the same time, including listening, speaking, and writing, and also provides enjoyable learning environment in learning grammar and vocabulary.

Similar findings were also reported by Mushtaq and Zehra (2016) in their article "Teaching English Grammar through Animated Movies" where their study concluded that animated movies are a very effective mode of teaching English grammar since they provide entertainment and add pleasure to the learning process. Students learn on both conscious and unconscious levels while enjoying the movie clips. The process also helps them recall the learned concepts more efficiently due to the link between the learned concepts and the animated images in the movie.

A similar result was reported by Noprianto (2012) in his article "The Effect of Jumbled Words in Teaching Simple Present Tense to The Sixth Grade Students of SDN 002 Samuntai in Academic Year 2011/2012" as his study rejected the null hypothesis and accepted the alternative hypothesis which stated that teaching simple present tense by using jumble words gives better result than before using jumbled words.

From the studies above, we can see that there are many teaching materials that can be taught better by using English movie. Therefore, English movie can be a suitable media in teaching English, especially in teaching English grammar. This research was conducted on the field by the researcher himself. Therefore without any supervision, the result seems to be less objective.

## CONCLUSION

From the result in this study, it seems that there is a significant effect of using English movie in teaching simple present tense to the seventh grade students of SMP Plus

Melati Samarinda in academic year 2017/2018. From the Hypotheses Testing of Paired sample T-test using SPSS program, it showed that the value sig. (2-tailed)  $< \alpha$  or  $0.000 < 0.05$ . The value sig. (2-tailed) was higher than the value of 0.05. It means that the Null Hypothesis ( $H_0$ ) was rejected and the Alternative Hypotheses ( $H_a$ ) was accepted. It means that there was a significant effect of using English movie on teaching simple present tense.

concerning the result of this research that there is significant effect in teaching simple present tense by using English movie, the researcher suggests the English teacher may use movie to teach English grammar, especially simple present tense or another tense by using English movie.

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