

AN ANALYSIS ON TEACHING ENGLISH USING ENGLISH MOVIE AT THE EIGHT GRADE AT SMPN 3 TUNGKAL JAYA

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ABSTRACT

The purpose of this research is to determine how instructors in class VIII.1 B SMPN 3 Tungal Jaya teach English using English films. In this research, qualitative methodology was employed. Observation and interviews were employed to collect data for this research, whose subject is an eighth-grade English teacher at SMPN 3 Tungal Jaya. This research revealed that teachers use three activities to teach English through films: pre-viewing, during viewing, and after viewing. By utilising these three activities, teachers can make it easier for students to learn English through films, as well as enhance students' listening, speaking, writing, and vocabulary abilities. After learning how to use films, teachers designate students homework so they can assess their comprehension.

Keywords : English Movie, Junior High School, Teaching English

A. INTRODUCTION

Elementary, junior, and senior high school students research English till university. Students must master receptive and productive skills in English. Listening, reading, speaking, and writing are receptive and productive skills, respectively. Although English has been studied by students from elementary school to university, most students think it is still difficult to grasp because it is a nonactive language. Some students are unmotivated to learn English. Izzan supported this statement in Metodologi Pembelajaran Bahasa Inggris (2008, p. 20) by saying that most Indonesian students whose native language is Indonesian have influenced to learn English because native language is used in daily conversation and foreign language is used in general. It can be claimed that kids still struggle with English because they lack grammar, vocabulary, and idea exploration. Teachers of English as a foreign language must manage the classroom well. Creative teachers should control the classroom with fascinating techniques.

Brown defines teaching as showing or helping students learn how to do something, giving instruction in their research, supplying language, and causing them to know or understand. It means teachers must use inventive methods to make students feel comfortable and interested in researching, especially English, so they can focus and learn. Teaching English is especially difficult. We'll see many of teaching methods in the classroom, all assuming kids can grasp. A teacher must find new educational media to solve challenges and motivate students. Games, drawings, songs, real objects, cartoons, and movies have been employed by teachers to foster student creativity.

There are several ways to learn English, including audio and visual aids. Audio aids include radio, music, and video, film/movie, and television. Blasco et al. (2012) found that employing films in education can reach students' emotive domain, encourage reflective attitudes, and connect learning to experiences. Teaching with films that show emotions raises issues, expectations, and challenges for students and teachers. Movies tell stories in the student's familiar world using emotions and imagery. Movies teach the human component needed for development and identity construction in young learners because they are familiar, evocative, non-threatening, and grounded in imagery and emotion. Movie experiences assist teachers reinforce and clarify their position to bring new perspectives to teaching. In this research, films are used to teach English.

A movie is an audio-visual aid. A movie is a series of static or moving images. It is made by recording photographic images with a camera or utilising animation or visual effects, where filmmaking has become an art form. English films can be fair and engaging for students. The writer believes that many students watch films for amusement, making films a good media choice. Language style, culture, and native speaker expressiveness can be studied. They can enhance their English vocabulary more readily. According to preliminary research, most eighth-grade students at SMPN 3 Tungkajaya struggle to learn English since the teacher mainly uses textbooks, making them bored and uninterested. This challenge by the teacher requires students to master speaking, reading, writing, listening, and vocabulary, and most importantly, to become fluent in English. Students can learn English by watching TV, video, audio, and films about English, then adding vocabulary from the film. Teachers should teach students to master speaking, reading, writing, listening, and vocabulary using various media.

The researcher chose SMPN 3 Tungkajaya, Musi Banyuasin as the object of the research because, based on pre-observation, the researcher found that English was being taught in class because the pandemic forced online learning at home. This method of teaching English is effective because teachers and students connect directly. Thus, the researcher wondered how teachers taught English using English films. Based on the above, the researcher is interested in "AN ANALYSIS ON TEACHING ENGLISH USING ENGLISH MOVIE AT THE EIGHT GRADE AT SMPN 3 TUNGKAL JAYA."

B. METHOD

In this research, the researcher employed qualitative methods. According to Creswell (2009:4), qualitative research is a technique for investigating and understanding the significance that individuals or groups attribute to a social or human issue. The research design is qualitative descriptive with qualitative methodology. This research employs a qualitative methodology. It indicates that the researcher is endeavouring to deduce the significance of a phenomenon from participant perspectives. Observing the behaviour of participants during their activities is one of the most essential aspects of data collection in this manner. In this class, descriptive research was conducted, and the primary purpose of the research was to collect and compile descriptive information. It describes the phenomena that occur in an English class taught using an English film.

C. FINDINGS AND DISCUSSION

This research delved into the pedagogical approach of using movies as a teaching tool in the English language classroom. The research focused on three distinct phases: pre-watching, while-watching, and post-watching activities, which collectively facilitated a comprehensive learning experience. This approach allowed the teacher to engage with students throughout the entire process, offering immediate feedback and guidance when students encountered difficulties. The integration of movies not only enriched the teaching-learning process but also addressed the multifaceted nature of language acquisition.

Moreover, the incorporation of movies as a teaching resource yielded substantial benefits. It fostered the development of various language skills, including listening, speaking, writing, and vocabulary acquisition. The while-watching phase, in particular, provided a platform for

students to enhance their pronunciation and speaking abilities by emulating the conversations they heard. The presence of subtitles also facilitated vocabulary comprehension and retention, enabling students to reference meanings and practice writing. Raniah Hassen Kabooaha's research highlighted the effectiveness of movies as powerful instructional tools, enhancing language skills and promoting positive student attitudes toward language learning.

Nonetheless, the research uncovered challenges faced by teachers in the classroom. Students occasionally displayed limited engagement and distractions, impacting the teaching-learning process. Maintaining student focus was essential, and creative strategies were crucial for sustaining their attention. Jacob Kounins' insight into classroom management echoed the need for tailored approaches that consider group dynamics and teaching methods to achieve effective learning outcomes.

In conclusion, the utilization of movies as a teaching tool enriched the English language classroom by providing dynamic and engaging learning experiences. The integration of pre-watching, while-watching, and post-watching activities allowed for holistic skill development. By leveraging movies, teachers could enhance listening, speaking, writing, and vocabulary skills, while addressing challenges related to student engagement. The benefits were evident not only in skill acquisition but also in fostering a positive and motivated learning environment. The implementation of movies as an attractive strategy in the teaching and learning process signifies a promising approach to imparting English language skills in diverse educational settings.

In this research, the researcher examined the activities teachers used to teach English using films. The teachers used pre-watching, while-watching, and post-watching to monitor students and give direct feedback when they made mistakes in answering the task questions. Additionally, three teacher-taught activities can add skill to students learning English, and teaching English using films is important for foreign language learners because the teacher can know how to teach students. The paper by Raniah Hassen Kabooaha (2016) concludes that films can help students learn language. The research participants liked using films to improve English in class. The research also suggests using films in foreign language classes to motivate students. According to the research, students still don't pay attention to English

teaching-learning, so teachers must clarify the content till students grasp. The teacher has trouble managing class during process teaching. Sometimes students preferred talking to their friends over listening to the teacher, thus the teacher must be inventive to get their attention.

According to Jacob Kounins (1970), classroom management requires the ability to teach the group learning style rather than the individual and organise courses and teaching methods. The teacher can use English films to educate students listening, speaking, writing, and new vocabulary. While watching, students can listen to the movie's pronunciation and say the words correctly. They can then add new vocabulary and practise answering teacher questions. There are subtitles in movies, so students can read them and search the dictionary for their meaning to recall language and meaning. They can also write from their movie notes. Maria (2016) states that films can teach children listening, speaking, writing, and vocabulary. Using English films in teaching and learning can help make teaching English as a foreign language more appealing.

D. CONCLUSION

Based on research and discussion. After analysing the data, SMPN 3 Tungkal Jaya eighth-grade teacher uses English process. A researcher concluded: The teacher taught English utilising films at SMPN 3 Tungkal Jaya through pre-watching, while-watching, and after-watching. Three activities to teach English using films: pre-watching, where the teacher asks students about the movie and provides knowledge, explaining the topic, and while-watching, where the teacher plays the movie and asks them to watch and listen to the conversation, then they write vocabulary to increase their vocabulary. The teacher gives them a job to accomplish on the topic they learned and scores it. Teaching through films can help students learn English by improving their hearing, writing, speaking, and vocabulary.

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