DISCUSSING SIMPLE FILM THAT REPRESENTS NARRATIVE TEXT TO IMPROVE STUDENTS SKILLS IN ENGLISH

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Abstract

This study aims to find out the effectiveness of discussinga film to improve students' speaking skills in English. The main focus of the activity is discussing simple film that represents narrative text to improve speaking skills in KelasIX-1 in SMP Negeri 1 Padangsidimpuan. This is a qualitative study, conducted online in the form of Classroom Action Research (CAR) with 25 students as participants and the researcher himself as participant observer. The research did in two cycles and data colleting did by observationand document analysis. The findings then analyzed and described qualitatively based on the theories proposed in this study. The study then proves the following points. Watching and discussing films that represents narrative text significant to improve students' speaking skills in KelasIX-1 in SMP Negeri 1 Padangsidimpuan. Discussing films develops students' ability regarding critical thinking. This study proves that film as teaching media is very effective for learning speaking and listening and also very interesting and entertaining. However, online teaching requires maximal effort from teacher to motivate students and technical problem regarding internet facilitation still contributes some obstacles in performing an online teaching. Thus, further study regarding the issues need to be conducted in a broader scale for better findings.

Keywords: Speaking Skills, Film as Teaching Media, Narrative Text, Qualitative, Online CAR, Junior High School

1. BACKGROUND

Teacher is one of the main components that are very important in a learning process. That is why teachers' contributions in learning are significant to influence students' interest and learning outcomes (Muhibbinsyah, 1999). This is relevant because ateacher is the one whohas responsibility in classroom management and in choosing relevant teaching approach in teaching. Thus, a teacher should has professional abilities in preparing and organizing his classroom in order to be able to perform an effective and conducive learning activities. Effective and efficient teaching process conducted by a teacher contributes on meaningful experience that developmentsstudents' knowledge and increases their learning outcomes (Santosa, 2017).

However, based on a preliminary study related to a teaching process of English in several classrooms in SMP Negeri 1 Padangsidimpuan, the researcherfound the following facts. Students generally look enthusiastic in participating English learning, but when teacher speaks directly in English to the students, the students seem less confident and show inadequate skills in English. The teachers who teach English in the focused classes also tend tofocus on teaching the material theoretically.

Thus, based on the findings above, and the fact that students at every level of education need to be equipped with higher order thinking skills (HOTS) (Kamarullah, 2017), the researcher then intends to conduct a further study thorguhonline learning regarding improving students' speaking skills through learning narrative texts in Kelas IX-1 in SMP Negeri

1 Padangsidimpuan. In this case, the researcher intends to organize online learning by utilizing some cartoon films that represents narrative text as a teaching media by implementing discussion approach in learning, and the type of discussionchosen for this study is the Educational-Diagnosis Meeting type.

The researcher uses film as media in this study because media has a very important role in carrying out quality learning activities (Wijayanti, 2016). The reason for choosing Discussion as the type of learning method because Discussion type namely the Educational-Diagnosis Meeting becase it facilitiesstudents to talk directly about teaching material by discussing, arguing, and then correcting each other to gain better understanding of the subject (Subroto, 2002). The researcher assumes that by using this method in online learning, the teaching process would be meaningful and pleasurable and students' speaking and listening skills would be improved effectively.

2. METHOD

This research was conducted in KelasIX-1 in SMP Negeri 1 Padangsidimpuan. This is a classroom action research conducted in twocycles with 25 students as participants. In addition to the 25 students, researcher also actshimself as participants who carry out the actions and did data analyzing. As a qualitative classroom action research, this study applies phases in each cycleas suggested by Arikunto (2006) as one of the characteristics of classroom action research. The phase in each cycle includes planning, acting, observing, and reflecting. Data collecting did by document analysis and observation,

and the finding analyzed and described qualitatively according to relevant theories proposed in this study (Sugiono, 2008). As an online teaching, the researcheruseGoogle meet and WhatsAppapplication to facilitate the learning process. Google meet uses for presentation and WhatsAppused for delivering teaching materials.

3. DISCUSSION AND FINDINGS

After the researchers developed a lesson plan and designed scenarios for relevant online learning, the researcher performed the first meeting of the First Cycle in the target classroom. The lesson plan and the teaching design relates to use films as teaching media by implementing discussion method to improve students' learning outcome. During the Cycle I, the researcher delivered a presentation via Google meet for the socialization and motivation. The researcher explained the plan, the purpose of the activity, and student participation needed. At the end of the meeting, the researcher divided the students into four heterogeneous groups, and reminded the students that in the next session they should attend the class in the group.

In the second meeting, the researcher presented a cartoon entitle 'Snow White and Seven Dwarfs.' The film is considered as a representation of the narrative text that relevant to the topic of the study. The researcher used a short cartoon to make it more relevant for students' capability in English and regarding time. While students watched the film the students made notes, the researcher recorded the activities online and responds to questions in details after the film ended. After that, still in the second meeting, the researcher sent the videothrough WhatsAppand gave task for all students to learn more from the film to be discussed in the third meeting.

Thus, in the third meeting of the first cycle, teacher directed the students to discuss the film in groups. The researcher motivated students in discussing and encouraged the students to participate actively during the session. The researcherfelicitated the learning process, recorded the activities and made some relevant field notes. Then in the fourth meeting, each group delivered presentation regarding their ideas, opinion and conclusion about the film they have watched. During the session, the researcher encouraged students to use English in questioning and answering. From the recorded videos of the first cycle, the researchers found the following facts.
1. Students got motivated during the lesson.
2. Most of them shown good participating during the activities.
3. Watching film for learning develops students' ability in critical thinking.
4. There are still some technical problems regarding the internet facilitation during the lesson. It made some delay and contributed on unconducive learning process.
5. Online learning seems to contribute on increasing students' concerns in speaking.
6. During presentation session, many students still inconfidence in speaking in English.
7. The students tended to use Bahasa Indonesia and still shy in using English even though they have great opinion about the film.
8. Although the process of learning in general improves students 'understandingabout the topics, students still need more preparation in doing presentations and discussions.

Furhermore, from the finding of the first cycle, it is considered that Group I is a high-achiever because the group uses English better than other groups during discussion and presentation sessions. In addition, the answers and responses given by students in Group I is interesting and relevant with the issues presented in the film. Then Groups II and III are categorized as med achiever because their understanding of the content of the film's content is not as good as Group I. Some students in Group II speak in good English, but they were less critical in giving respond and answer for questions given by other students. Group III is quite critical in responding, but they provided only limited explanations about the issues they were questioned, and moreover the explanation was also almost in Bahasa Indonesian. Finally, Group IV is categorized as a low achiever group among other groups because Group IV was inactive during the first cycle, and they also gave irrelevant answers in Bahasa Indonesia. Thus, for Cycle II, the researcher intended to improve the situation by giving maximal motivation and facilitating more relevant learning activities.

Before performing Cycle II, the researcher revised the teaching design and prepared another cartoon entitle 'JokoTarub and NawangWulan' as the topic. For the first meeting of Cycle II, the researcher again held a presentation via Google meet for socialization and motivation. The main focus on the first meeting was to motivate students to give maximal in participation in next meetings. The researcher explained the purpose of the activities again and expected better participation from the students.Similar to the second meeting in Cycle I, the second meeting in Cycle II was conducted by watching the target film in the target classroom. The researcher recorded the activities and made some field notes.

The process of learning in the third meeting was held via Google meet, and the class did discussion to investigate their ideas, opinion about cartoon they have watched in the last meeting. At last, the fourth meeting was conducted again by delivering presentations for each group to express and explain their idea and opinion about the film. The researcherobserved the learning process and mainly gave attention to students who gave best and low participation. The following explanations are finding from the Cycle II.

Comparing with findings from Cycle I, from Cycle II the researcher found that students' activities has been improved during the lesson. Students ability in critical thinking is also got better that can be seen from students' ideas and opinions about main topic in the film. Similar to the result from Cycle I, the results from Cycle IIconcludesGroup I as high-achiever, Groups II and III as mid achiever, and Group IV as a low-achiever. However, the level remains the same, it seems that Group IV has made adequate progress in the second cycle. This can be provefrom the better participation, better motivation and they courage to fulfill their tasks. Thus, learning speaking by discussing a film and the presenting the finding from the discussion facilitates students to speak fluently and gave them more confidence in public speaking. Students also find learning from a film as meaningful and interesting experiences.

4. CONCLUSIONS AND SUGGESTIONS

Based on the above results, the findings of this study concluded as follows. Watching and discussing films that represents narrative texts enables students to improve speaking skills in English in KelasIX-1 at SMP Negeri 1 Padangsidimpuan. Discussing films develops students' ability in critical thinking. However, in choosing films as teaching media teachers should be able to give clear instruction to make the process of learning more effective and efficient. In using film as a teaching media, teachers should shows the relevant moral message for students to learn. Online learning require maximum effort from teacher to do classroom management and to give maximal motivation for students. Technical problems regarding internet facilitation still contributes on inconducive online learning process in the target school. Thus, further research related to the use of film as a teaching media is still needed in a larger scaleto obtain satisfactory findings.

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