

The Use of "Miss Peregrine's Home: For Peculiar Children" Movie as a Media to Teach Writing Recount Text in Tenth-Grade Students

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Abstrak

Tujuan artikel ini adalah untuk mengetahui bagaimana film digunakan dalam pengajaran menulis dan untuk mengetahui pendapat siswa tentang penggunaan film dalam belajar menulis teks recount. Keterampilan menulis telah menjadi salah satu peran penting dalam bahasa Inggris. Sayangnya, guru masih menggunakan metode konvensional di beberapa daerah. Dalam kegiatan pembelajaran, media dibagi menjadi tiga macam, yaitu; media visual, media audio dan media audio visual. Guru harus menawarkan media yang menarik untuk menarik perhatian pelajar. Dengan menggunakan film tersebut, diharapkan peserta didik akan memperhatikan guru dan pelajarannya. Penelitian ini dilakukan secara kualitatif menggunakan studi kasus. Penelitian ini dilakukan di ruang kelas. Subjek penelitian ini adalah seorang guru dari sebuah sekolah menengah atas di Gresik dan siswa kelas sepuluh. Data dikumpulkan melalui observasi dan wawancara dengan menggunakan catatan lapangan dan kuesioner sebagai instrumen penelitian. Hasil penelitian ini menunjukkan bahwa ada tiga langkah implementasi film sebagai media untuk mengajarkan teks recount yaitu *previewing*, *viewing*, dan *post viewing*. Selain itu, hasilnya juga menunjukkan bahwa sesuai dengan kuesioner, siswa menyatakan bahwa penggunaan film dapat membantu siswa belajar menulis teks recount.

Kata kunci: keterampilan menulis, teknik guru, media film

Abstract

The aim of this article is to know how movie is used in teaching writing and to find out the students' opinion about the use of movie in learning to write a recount text. Writing skill has become one of important role in English language. Unfortunately, teachers still use a conventional method in some areas. In the learning activity, media is divided into three kinds, those are; visual media, audio media and audio visual media. The teacher should offer interesting media to attract the learner's attention. By using the movie, it is expected that the learners will pay attention to the teacher and the lesson. This research was done qualitatively using case study. This study was conducted in classroom. The subject of this study was a teacher of a senior high school in Gresik and her tenth grade students. The data were collected through observation and interview by using field note and questionnaire as the research instruments. The result of this study showed that there are three steps of implementation of movie as a media to teach recount text namely *previewing*, *viewing*, and *post viewing*. Besides, the result also showed that according to the questionnaire, the students stated that the use of movie could help the student's learn to write a recount text.

Keywords: writing skill, teacher's techniques, movie media

INTRODUCTION

Writing is one part of the language ability that should be mastered excellently by both the educator and the learners. It is in line with the Raimes statement (2013:76) that writing is a skill that we may prompt the idea, feelings, and point of view organized in words, sentences, and paragraphs using eyes, brain, and hand. In addition, Geoffrey Huck (2015:41) also stated that writing is a good language ability that is used for secondary interaction. Writing involves some language modules such as spelling, grammar, vocabulary, and pronunciation. There are also many kinds of text which should be mastered by learners. They are narrative, recount, report, descriptive, procedure, news item, analytical exposition, hortatory

exposition, explanation, discussion, spoof, and review. Nevertheless, in this study the researcher will focus on writing a recount text. Recount text becomes one of texts that will be learnt by the students of tenth-grade according to basic competence point 4.7. Recount text is a text which aims to tell something happen in the past. The features in a recount include what happened, who was involved, where it took place, when it happened and why it occurred. The basic organizations of recount text involve of orientation, events, and reorientation. The learners need something interesting to motivate them writing such as using some techniques or media.

In this era, the educators are required to monitor the development era. Then, the procedure of learning in the class should be advanced. Nonetheless, some teachers still

apply a conservative technique. According to the Rule of Minister Cabinet of Educational and Culture of Republic Indonesia Number 65 in 2013 almost foundation and middle education sequence ordinary, stated 14 education principles, where the number 13 mention the use of speech and data ability to increase the efficiency and effectiveness of education. The statement means that educator should be talented to utilize a detailed compound media such as videos, movies, internet, and television in learning activities. Based on the Dan Gartrell (2013:499) the educator should be active and creative in using a suitable media, thus the learners are able to catch the material details. Media shows an important role in English schooling and learning. It is not only able to make learning goings-on come easier and effective but also suggestion dissimilar condition which growth the learners' interest in the object materials. Media is allocated in three types. Those are; visual media, audio media, and audiovisual media. Those provide learners the chance to develop their skill. Furthermore, learners are able to simply recognize and appreciate the materials, especially in writing recount text. The educator must apply interesting media to invite the learner's consideration. By watching the movie, a researcher hope that the learners will pay attention to the educator and the materials. Movie illustrates a story by the sequences of pictures that give the illusion of continuous movement and audio. The movie that is used in this research is related to the object materials which is viewed, that is recount text. It tells the story about someone experiences. By playing the movie, the learners will recompense their courtesy toward the movie and the learners will relax through learning activities.

After that, the learners will be able to build the idea which they got from the movie and grow it in a good transcript. As a result, the movie efficiently is able to be used for teaching writing recount text. In the teaching and learning process, it is not easy to teach writing especially to the non-native language learners. Many learners cannot understand what the other's mean. Besides, the learner have a difficulty to understand during learning progress. This situation happens because many teachers speak using a target language whole time when teaching in the school. Actually, the more they listen to English conversation the more exposure they receive. Students will get new vocabulary and try to speak in English. Some learners are afraid to give a question or to tell something that they do not understand about the material in English because they do not how to say the words in English properly. Therefore, the learners remain silent. When they do not understand, they just follow the lesson and try to understand about it. When the researcher did PPP or Real teaching in senior high school in big city, he found the unique teaching technique in English about recount text.

The teacher uses Miss Peregrine movie to teach recount text as a media to stimulate students' ideas in writing recount text. Since the students have watched the movie, it is easy for them to get a visualization and ideas to write recount text easily. The strategy which is applied by the teacher attracts the researcher's attention to conduct a study about the use of Miss Peregrine as a media to teach recount text in tenth grade.

Based on Nila (2014), she shows that teaching writing a recount text by using Mr. Bean video can increase student's motivation in writing skill. Especially in writing a recount text based on "Mr. Bean was at the library" video, the students are more enthusiastic and attentive because the video is very interesting. Besides, the students also know how to write a good recount text because the teacher teaches the students step by step. In using Mr. Bean video in teaching and learning writing a recount text. Plowman (2011) states that movie is an influential communications medium which, in arrangement with other education resources and instructional strategies, can perform a vital role in modern education.

Relawati (2012) found that the teacher did three activities and the researcher made conclusion referred to her research questions. The result showed that the teacher did three activities to implement Walt Disney Movie Trailer in teaching narrative text. In pre-viewing activity the teacher discussed the generic structure and language features of narrative text with the students. Then, in the viewing activity, the teacher reminded the students to pay attention to the movie trailer.

Zahroh (2014) the researcher expects that this study will be useful and beneficial for the English teachers who use animated film as a media in writing narrative text. The finding of this study gave the valuable and useful information for the English teacher in the Senior high school as feedback or reflection of their teaching. The teacher can use the information to reflect whether they have achieved the objectives of their teaching or not, so they can improve their teaching media. In addition, the student participation toward the media can become a feedback for the teacher whether the media used in the class have already aroused the student interest or not.

Based on the previous studies about the implementation of movie in writing class, there was differences between the previous on current study which were about the chosen of movie that used as a media to teach and the grade of students. The previous studies used common movies to teach while the current study was using unfamiliar movie. Besides, while the previous research involved the students of junior high school, the current research involved the students of senior high school and a teacher as the participants of the study.

Meanwhile, the similarity of the research was both the previous and the current study investigated the use of media to teach writing.

Referring to the previous studies about the implementation of movie in writing class, it shows that teacher strategies hold a big role on the student's performances in writing skill. The teacher shared some ways to make students are interested to learn and one of them is by using movie. Even though watching movie is wasting time sometimes and not all of students understand the plot of story, the teacher in senior high school can use Miss Peregrine movie as a useful media to teach recount text. Besides, the movie chosen was different to the other teachers. Generally, teacher would use a common movie, meanwhile the teacher that was observed by the researcher in the current study was choosing uncommon movie. This research was important because many students could guess what would happen in this movie that was why the researcher conducted a research to investigate the movie in learning recount text. In the general class, the teacher just showed important scenes from the movie. After all, the teacher on this research used "Miss Peregrine's Home: for Peculiar Children" movie as media to make sure the learners are able to write recount text in good organization. This film is appropriate for writing recount text because the film use past event. The teacher is already used "Miss Peregrine's Home: For Peculiar Children" movie in the class to teach recount text. The teacher has a unique ways for implementation of the movie in class, the teacher already edited the movie and cut an event that used past tense conversation. We know that recount text is a text which tells events or experiences in the past. That is why the researcher will investigate the implementation of this film for writing recount text.

RESEARCH METHODOLOGY

This research is using qualitative study with case study since the research aims to investigate the implementation of movie as a media to teach writing and to find out the students' response about the media. "Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables" (Ary, et al., 2010). Therefore, the result of this research will be presented in the form of words.

The subject of the study are a teacher and thirty two students of tenth grade senior high school. The subject chosen on the consideration that the participants already apply the movie as a media to teach writing. The research is conducted in a classroom. The data are collected through observation and interview. The observation is used to seek the steps of implementation of movie as a media to teach writing while interview is conducted to

support the data for the first research question and find out the students' opinion about the media used. In the qualitative study, the researcher is the major instrument thus the researcher as the one who collect, observe, analyze and interpret the data. However, the researcher uses tools to help gather the data by using observation checklist and questionnaire. As a result, there are two major data for the research. The first data are the teacher's strategies in using a movie during the lesson. Meanwhile, the second data are the students' opinion about the use of movie that are gathered by questionnaire. The researcher analyzed the data in descriptive manner by employing a theory by Ary et al., (2010) which covered three stages which are familiarizing, categorizing and interpreting.

RESULTS AND DISCUSSIONS

The researcher describes the findings after conducting the observation to the media used by the teacher in senior high school and describes the result of students' responses toward the media.

Implementation of Miss Peregrine's Movie to Teach Recount Text

The researcher has conducted the observations twice in 20th and 27th February 2019. During the observation in a classroom the researcher uses observation checklist to investigate the steps that applied by the teacher.

According to the observation, in the first meeting the teacher applies previewing activity. In this step, the teacher gives brainstorming to the students and explain the concept of recount text. In the previewing activity, the teacher also applies pre writing activity Pre-writing is often called the motivation, discussion, and concept development (O'malley and Pierce 2016: 139).

In the second meeting, the teacher applies two steps which are viewing and post viewing activity. In the viewing activity, Miss Peregrine's Home movie is played to the students. They are asked to take some notes. The movie gives example on the use of past tense in a conversation. Hence, the students will have ideas how to write a recount text later on. After watching the movie together the next activity is post viewing. The students are required to write a recount text based on the movie they watched.

Teacher's Response

Before the reseracher did the observation, an interview was conducted to collect more data for the first research question. There were five questions that delivered and all of them were related to the implementation of movie as a media to teach recount text in a senior high school

The first question was about the concept of the use of movie during the lesson. It discussed about the reason why the teacher finally decided to use movie as a media to

teach recount text despite of using any other teaching aid. The teacher explained that movie could give visualization and ideas about the example of the text that would be learnt. The second question was about the step of using movie during the lesson. According to the observation and the teacher's explanation, there were three steps which are previewing, viewing, and post viewing. The third question was about the significance of movie for the students. According to the teacher's explanation, there were three benefits of movie for students. Firstly, movie could give a visualization about the use of language features especially past tense in daily life. Secondly, the student received more exposure in the target language. Thirdly, the use of movie could increase the students' motivation to study. The fourth question was about the obstacle of using movie as a media to teach. The teacher explained that there were two obstacles that might appear during the lesson which were about the time limitation and the facilities. The fifth question was about the teacher's expectation towards the use of movie as a media to teach. The teacher explained that the use of movie was expected to increase the student's motivation to study, develop the students' ideas, give students more exposure, and train their listening skill.

Students' Response

The researcher tried to analyze the students answer on the questionnaire. The researcher tried to analyze the students answer on the questionnaire from point one and two. From thirty two students, most of them choose 'Setuju' or 'Agree', the rest of them choose 'Kurang Setuju' or 'Rather Agree' and few of them choose 'Sangat Setuju' or 'Really Agree'. the third until eighth statements relation movie with students' skill in English lesson such as vocabulary, grammar, speaking, reading, pronunciation and writing, then the answered by the students are average "Agree" (18 Students), "Rather Agree" (10 Students), and "Really Agree" (4 Students). The last part was the ninth and tenth statements. In this part the statements dealt with the teacher's method and understanding of the movie in the writing lesson. the answered by the students are "Really Agree" (16 Students) "Agree" (14 Students), and "Rather Agree" (2 Students).

Discussion

Based on the observation which was conducted twice on 20th February 2019 and 27th February 2019 which using "Miss Peregrine's" movie as a media to teach tenth graders in writing recount text based on the "Miss Peregrine's" with their own word and also they had to write an alternative ending based on the "Miss Peregrine's" and the students original ideas. It can be seen that the teacher did the similar activities in each section. The teacher used "Miss Peregrine's" movie because in the movie the cast already used past tense during the conversation. Besides, since the plot of the movie used reverse chronology it showed that most of movie used

past tense. The teacher expected that the movie could increase the students' idea to write a recount text.

The activities in which teacher always did were pre-viewing, viewing, and post viewing. In the pre-viewing the teacher tried to ask the students about their background knowledge that they already familiar, such as the generic structure and the type of recount text and other types of text. The purpose of the pre-viewing activity based on Stoller (2010: 12) was to prepare the students for the actual viewing of the movie, because comprehension is partially determined by the students' knowledge. Hence, in this activity the brainstorming was aimed to give a prior knowledge about recount text before they finally jumped to the main topic and composed a good text.

After the pre-viewing activity, the teacher always reminded the students to pay attention to the media, she also asked the students to take a note of important information which appeared on "Miss Peregrine's" movie. In this activity the teacher discussed about the character, setting, time and conflict which happened in that "Miss Peregrine's" movie.

The last one was in the post-viewing activity the teacher required the students to write their own recount text based on the "Miss Peregrine's" movie that they already watched. They should make their stories with their own words. After that the teacher asked them to collect their work to teacher desk. After the implementation of the media, it revealed that "Miss Peregrine's" movie could help students improve their creativity, ideas, and imagination in writing a recount text properly. This research in line with Jacob (2012: 90) who said that using movie in writing classroom is very important to increase student's memorize of learning and students' thinking ability in order to develop their creativity. As a result, it could be concluded that the teacher's technique toward the implementation of using movie in writing recount text were positive.

From the analysis of the students' responses toward the use the media, the researcher could conclude that most of the student felt that the media could help them compose their recount text. It could be proven from the result of questionnaire above. It was in line with Stemplski and Tomalin (2010: 3) statement that a movie is able to present language in a comprehensive way than the other media. To answer the research question number two which about the questionnaire results, in the end of the observation the researcher got the positive responses from the students toward the use of that media. The students also agreed that implementation of "Miss Peregrine's" movie as a media to study was useful especially in writing a recount text.

Based on the discussion above, it could be concluded that according to questionnaire for the students the use of "Miss Peregrine's" movie in teaching and learning process could stimulate the students' ideas in writing recount text and it also increased the students' ability especially in the term of generic features of recount text.

CONCLUSION AND SUGGESTION

Conclusion

Based on the previous chapter about analysis and discussion, it could be concluded that there were three step of implementation of movie as a media to teach writing namely previewing, viewing, and post viewing.

The result from the questionnaire which gathered from the students showed that the researcher got the positive responses from the students toward the use of that media. They agreed that the implementation of "Miss Peregrine's" movie in teaching and learning process, especially in writing recount text subject with English as their subject, was useful to help them write a text properly. The result of questionnaire about students' response also proved that the use of "Miss Peregrine's" movie as a media to teach recount text which implemented by the teacher could increase tenth grader students' motivation in writing recount text. It proved from the students' score that improved after watching the movie.

Suggestion

In this part, the researcher tried to give some suggestion as a contribution towards the use of the media in teaching and learning.

"Miss Peregrine's" movie can be an affective media which can be used to teach in all aspect. "Miss Peregrine's" can bring the students' interest to learn recount text. This media can also help the students arouse their imaginative skill to compose recount text. Besides, the "Miss Peregrine's" movie can bring the cheerful and joyful atmosphere during teaching and learning process. Nevertheless, the movie chosen should consider the age of the students and the genre. Also the teacher should be more creative in creating activities which can engage the students to the lesson given. Those suggestions are important to do succeed the teaching and learning process by using "Miss Peregrine's" movie as a media to teach recount text.

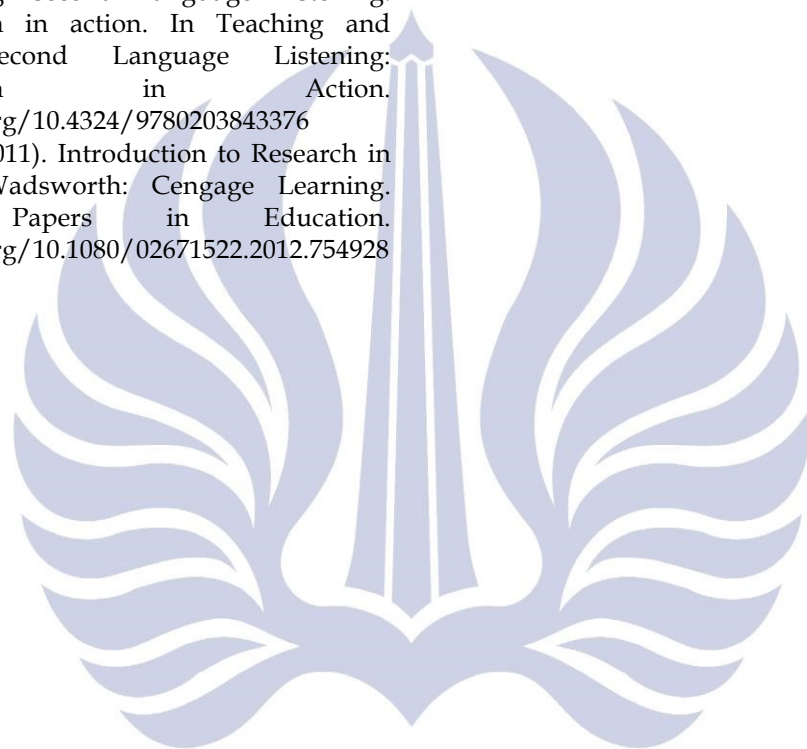
Besides, for the further research regarding of the use of media, they can conduct another research that related to the use of "Miss Peregrine's" movie in media which can motivated and more effective for the learning and teaching process.

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