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## LEARNING ENGLISH THROUGH WATCHING MOVIES FOR SENIOR HIGH SCHOOL IN CLASSROOM

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### ABSTRAK

Saat ini belajar bahasa telah menjadi kebutuhan yang penting. Belajar bahasa yang baru tidak hanya mengembangkan kecerdasan individu, tetapi juga memberikan peserta didik, kesempatan untuk lebih dekat dengan budaya lain dan mempersiapkan mereka dengan keterampilan penting. Ada banyak cara untuk meningkatkan kemampuan bahasa Inggris peserta didik kita, seperti mendengarkan musik, banyak membaca, bermain game, menonton film, menulis cerita, dan lain lain. Salah satu cara yang bisa menjadi alternatif adalah menonton film, menonton film tidak hanya bisa untuk mengisi waktu luang atau mendapatkan menghilangkan kebosanan, tetapi juga bisa dapatkan beberapa pelajaran terutama pelajaran bahasa Inggris. Siswa Kita bisa belajar pengucapannya, ejaan, tata bahasa dan juga bisa mendapatkan banyak kosakata baru dari film. Melalui film para siswa akan merasa senang dan tidak mudah bosan terutama menonton film favorit mereka. Artikel ini bertujuan untuk mengusulkan penggunaan film di sekolah menengah dengan membahas teori-teori yang relevan mengenai penggunaan film di sekolah menengah atas untuk pelajar EFL.

**Kata kunci:** SMA, Film, Bahasa Inggris

### ABSTRACT

Nowadays learning languages has become more important. Learning a new language not only develops individual intelligence, but also it gives learners, permission to enter and gets learners near to another culture and prepares them with the essential skills to succeed and change their behavior. There are many ways to increase our English skill, such as listening to the music, reading a lot, playing games, watching movies, writing story etc. One of that way is watching movies, watching movies not only to fill the spare time or get rid the boredom, but also can get some lesson especially English lesson. We can learn their pronunciation, spelling, grammar and also we can get many new vocabularies from the movies. Through movie the students will feel excited and did not get bored easily especially watch their favorite movies. This paper aims to propose the use of movies at high school by discussing relevant theories regardig the use of movies at senior high school for EFL learner.

**Keywords:** Senior High school, movies, English

## INTRODUCTION

In the world, the cultural heritage of a nation is the language. During the last decade, learning languages has become more important. Learning a new language not only develops individual intelligence, but also it gives learners, permission to enter and gets learners near to another culture and prepares them with the essential skills to succeed and change their behavior in a rapidly changing world (Chan, Deborah, 1999). But Sometimes students get bored or find it difficult to learn English because it is too much explanation and difficult to understand because its is different from our main language is Indonesia, different in pronunciation and in writing, such as writing for past tense, present tense. To answer this problem, senior high school teacher is expected to find a creative strategy to apply in the teaching and learning process.

Teacher is challenged to be able to apply an attractive strategy in his/her English class. There are some ways to make an attractive teaching and learning process. Teacher can use flash cards and English songs to teach and involve students to learn English. However, there is another fun strategy to implement in teaching English to senior high school Students in Indonesia, namely through using English movies. Movies are a part of visual literacy and "movies are an enjoyable source of entertainment and language acquisition" (Ismaili, 2013). Using movies in the classrooms or as an outside school activity can support motivation of the learners, because of their playful component, and they can be used as task activities to give an ideal environment for learning, as well as encouraging participation and interaction among students (Chan & Herrero, 2010). "The use of movies in the

language classroom can encourage a creative approach that can have applications across the curriculum" (Kusumaningrum, Deny, 2016).

This paper is aimed at providing information about how English movies are used as an attractive strategy to teach English as a Foreign Language to senior high school students. This strategy of using English movies for teaching and learning activity also considers about its benefit. Therefore, this paper also states the benefits of using English movie as an attractive teaching and learning strategy.

## METHOD

This research is a qualitative research with library research as method to carried out literature study such books and other literature as the main object (Creswell, 1996: 23). Data were collected in the form of library data that already selected, searched, presented and analyzed.

## RESULT AND DISCUSSION

### *The Implementation of English Movie in Classroom*

To conduct an attractive English teaching and learning process for Senior high school students, teacher can use English movie. In the implementation, before teacher starts conducting teaching and learning activity by using western movie, there are some points to consider. The points are:

1. First, the teacher should choose the movie that suitable for students in senior high school, so the teacher should watch first that movie before showed to the students.
2. Second, teacher should consider the content of the movie. Teacher should be

careful to play movie containing certain religious or race issue. If teacher still wants to play the movie in any reasons, before turning the movie on, teacher can give some notes to students. It aims to avoid the misconception and misunderstanding among students in responding the movie.

3. Thirdly, the teacher must do the editing for the movie because it is not possible to watch the whole movie in the class and also edit in some unimportant parts. So students can quickly get the main points of the film.
4. Fourth, teacher should consider the relation between movie and the syllabus of Senior high school. Teacher should be creative in relating the movie and topic discussed based on the syllabus. For example, when the basic competence states the topic discussed is asking for information, teacher can play certain scene which shows how people ask for information. Thus, it is no doubt that the movie really supports the syllabus.
5. Fifth, teacher should consider time of course and time needed to play the movie. Since it is Senior high school, time allocation for one meeting is 45 minutes. Let's say that in a certain day, English subject has 2 meetings. It means that the subject can be conducted in 90 minutes. By realizing that fact, it is almost impossible for teacher to play the entire movie. It is based on the consideration that commonly

movie lasts for 90 minutes 14 or more. If teacher still forces to play an entire movie, then there is no time for class discussion. Teacher should remember that teacher is not showing the movie, but by the movie teacher is teaching English to Senior high school students. Besides, it is possible for students to get bored. Because of that, teacher should choose a movie which less in less than 90 minutes. Another possibility is that teacher can only play several scenes which have strong correlation to the topic discussed in the meeting.

6. Sixth, teacher should consider the existence of supporting media to play the movie. Before starting the lesson, teacher should make sure whether the supporting media such as computer set or LCD has already been provided or not; whether the supporting media can work well or not.

In the application, teacher can use English movies to teach four skills. They include listening, speaking, and also writing skill. By using English movie, teacher can also teach grammar and introduce new vocabulary for students.

### ***Listening Skill***

Since the movie also produces audio element, so through movies students can increase their listening skill. According to Nuwongsri in (Namwong, 2012) findings that the development of listening skill by self-study through audio movies, could improve and develop the samples' listening skill. They were more confident in listening as well as satisfied with development of listening

skill by this technique further. In this case the teacher can make class into three parts activity, namely pre-watching, while-watching and post-watching. In pre-watching, teacher asks students, whether they are already watching that movie or not or some information or spoiler from that movie. In while-watching students watching the movie without subtitle and students should take some note from the movie. In post-watching teacher will give questions which are related to the movie.

### ***Speaking Skill***

Through English movie, students can hear the correct pronunciation from the dialogue between the actors and actress. Students can also observe the expression of the actor or actress then imitate it. Just like in listening skill, in its implementation, teacher can also divide the class activity into three parts. They are Pre-watching, While-watching, and Post-watching. Since the objective in speaking skill is for the students to be able to speak English accurately, fluently and contextually, teacher should focus more on students' speaking activities.

### ***Writing Skill***

Through English movie, students can write the dialogue in the movie, then try to correct the grammar, diction, and spelling. Teacher can also implement same activities of pre-teaching and whilst-teaching such as in speaking skill (Brown, 2007). However, in the post watching, students can have different assignment to do.

### ***Grammar***

It is obviously seen that by using English movies, teacher can teach listening, speaking and writing skill. Nevertheless, in spite of those three

skills, teacher can also use English movies to teach grammar (Harmer, 2001). For Senior high school students, learning English grammar has its own challenge. Since there are many grammar rules to remember, students often experience stress. In addition, grammar teaching which focuses only on the grammar theory and exercises will rob the students of the chance to have fun grammar learning. The stressful environment, therefore, influences negatively on their success to receive the lesson. Students who are already in stressful and boredom environment will not be easy to receive the lesson. If they are bored, unconsciously, they will refuse the lesson. Then, they will ignore the lesson and prefer to do an activity they like, such as falling asleep in the middle of lesson, chit-chatting with friends, or even skipping the class. Realizing that fact, teacher should find a strategy to attract students' attention to learn grammar. Same like in writing skill, students can write the dialogue from the movie and then correct the grammar or try to guess what grammar that use (Adnan, 2014).

### ***New Vocabulary***

Implementing English movies in teaching English as a Foreign Language to Senior high school students can also improve students' vocabulary (Gushendra, 2017). Students not only get fun learning environment, but they also get new vocabulary from the movie they watch. Teacher can conduct teaching vocabulary by playing English movies without showing the Indonesian subtitle or with subtitle. While the teacher shows the movie, students should take notes for the word that unfamiliar for them, then after the movie is over they should search the word in the dictionary.

Furthermore, Learn English through English movie also has advantages.

Advantages Learning English through movies teacher can teach students in several skills, including listening, speaking, writing, grammar and also get new vocabularies. In the application also get other benefits. They are:

- a. English movies show natural language, because they are from native speakers. So students can speak the correct pronunciation.
- b. English movie provides a lot of content that can help the students learn how to use some expression correctly.
- c. The student did not get bored easily while to learn English because they are love watching movies.
- d. Students can also learn about the English culture.

#### **Tips to Learn English with Movies**

- 1) Choose an interesting movie. This probably sounds obvious, but if you choose a boring movie, you'll be bored. And if you're bored, it will be difficult to pay attention for more than one and a half hours!
- 2) I remember when I was a child, I had to watch hours and hours of really old movies like "Singing in the Rain," "Mary Poppins" to learn English. If you don't know these films—you're welcome to check them out—they're really old! I didn't exactly hate them, but I didn't feel excited at all when watching these films. And because of that, I highly recommend you choose movies you like. To do this, you can go to a website called Rotten Tomatoes, which is a website with many great critics and reviews on many tens of thousands of movies.

It's the perfect way to learn English through movies you love and know will be great. Select a movie that matches your current English level. For example, for beginners in English, I usually recommend you learn English through animations. The main reason is because the English is usually very friendly, nice and easy to understand.

- 3) Bring your dictionary. Maybe I'll add point 3.5, too: choose a film with subtitles! So when you hear a word you're interested in, check it up! Because you went through the trouble to understand it... you'll be able to remember that word for a long time too!
- 4) Repeat short phrases! Sometimes, you might hear something cool in the movie. For example, some short phrases, or slang like, "hell yeah!" or "sure thing" or "you betcha!" that are commonly used in English. If you like how it sounds, it really helps to repeat it! After saying it out loud a while, you will be able to remember it for a longer time! It's a great and enjoyable exercise—one of my personal favorites.
- 5) Watch with and without subtitles. I know it can be really challenging to watch a film in a foreign language without subtitles. So here's my recommendation. When you watch a film the first time, just turn on subtitles. But if you get the chance to watch it a second time, try turning off subtitles. This way, you already know the story from the first time you watched it. And this time, you can try

listening to some individual words that you might have checked up last time. Or you might try to see how much you can understand the film without subtitles.

- 6) It's okay to miss words... just let it go. Last of all, remember what we said in the start? Watching movies should be fun... so if you miss a word, a phrase, or even many sentences, that's okay! Just follow along the subtitles and learn that way. Don't make yourself feel bad... watching films is supposed to be fun!

And here I will give recommendations on some interesting cartoons and also improve your English like movies: trolls, Inside Out, Smallfoot, Zootopia, and it's all my favorite films.

## CONCLUSION

Movie is one of audio-visual media that can be used by English teachers to improve student's English skills. There are some advantages of using English movies in English teaching, such as movies can keep student's interest in learning English, movies can improve student's listening skill, can improve student's speaking skill, Writing skill, can improve student's pronunciation, grammar, and can improve student's vocabulary. Moreover, using English movies to teach English is fun and 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 student.

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