

THE DEVELOPMENT OF FROZEN MOVIE AS ENGLISH LEARNING MATERIAL OF TENSES FOR JUNIOR HIGH SCHOOL

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ABSTRACT

The purpose of this study is to develop and analyze the tenses of the Frozen film script as teaching material for tenses (simple past tense) at the junior high school level. This type of research is using the development model developed by Cennamo, Abell & Chung has five stages namely ADDIE (Analysis, Design, Development, Implementation and Evaluation). The data obtained will be analyzed with descriptive qualitative. Data collection was obtained from interviews with teachers and students, documentation, and expert validation. The results of the research and the data obtained show that students' difficulties in understanding English material are in Grammar material, especially tenses. Based on the results of the research, the development of teaching materials for simple past tense material is carried out with clearer, accurate and detailed material content and the language used is clear and easy for students to understand. The feasibility of teaching materials that have been tested gets the results of respondents from students of 89% and shows the criteria "very feasible" and has been validated by material experts and media experts. Based on the results of the study, it can be concluded that the teaching materials developed from the Frozen movie for learning simple past tense material are suitable for use as teaching materials in the learning process of tenses at the junior high school level.

Key Words: Teaching Materials, Movie, ADDIE, Tenses

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan dan menganalisis tenses naskah film Frozen sebagai bahan ajar tenses (simple past tense) di tingkat sekolah menengah pertama. Jenis penelitian ini adalah menggunakan model pengembangan yang dikembangkan oleh Cennamo, Abell & Chung memiliki lima tahapan yaitu ADDIE (Analysis, Design, Development, Implementation dan Evaluation). Data yang diperoleh akan dianalisis dengan deskriptif kualitatif. Pengumpulan data diperoleh dari hasil wawancara dengan guru dan peserta didik, dokumentasi, dan validasi ahli. Hasil penelitian dan data yang diperoleh menunjukkan bahwa kesulitan siswa dalam memahami materi bahasa Inggris adalah pada materi Grammar khususnya tenses. Berdasarkan hasil penelitian maka dilakukan pengembangan bahan ajar untuk materi simple past tense dengan isi materi yang lebih jelas, akurat dan terperinci dan bahasa yang digunakan jelas lugas dan mudah dipahami oleh peserta didik. Kelayakan bahan ajar yang sudah di uji cobakan mendapatkan hasil responden dari peserta didik sebesar 89% dan menunjukkan kriteria "sangat layak" serta sudah divalidasi oleh ahli materi dan ahli media. Berdasarkan dari hasil penelitian dapat disimpulkan bahwa bahan ajar yang dikembangkan dari Frozen movie untuk pembelajaran materi simple past tense layak untuk digunakan sebagai bahan ajar dalam proses pembelajaran tenses di jenjang SMP.

Kata Kunci: Bahan ajar, Movie, ADDIE, Tenses

INTRODUCTION

Movie is a work in the form of audio-visual which can be a source of material in learning activities. There are many types of movies that are available and easily accessible as a source of teaching materials. Movies can also be a resource for teaching English and a useful resource for teaching some English materials. A movie has important or interesting components to be used as teaching material. According to Widiani L.S, Darmawan W, Ma'mur T (2018), the use of movie media as a learning medium or learning resource can help educators and students establish more lively communication and interaction, so that the learning messages to be conveyed can be achieved more effectively good and perfect. There are so many things that can be used for the process of learning English. Like the teacher can use the characters in the movie, the dialogue used and the pronunciation of the characters to support the learning process. It can be said that movies can be very ideal or effective as a source of material in the process of learning English. At the junior high school level, English is a compulsory subject to learn. Some students think that

English is a subject that is quite difficult to learn. According to Budi & Ekhsan (2020), most students in learning English often experience obstacles when faced with grammar material. Students must memorize the formula for each tense, the differences in the use of tenses, adverbs of time, changes in verb forms, etc. These things make it very difficult for students to understand tenses. Sometimes the teacher uses teaching materials that make students increasingly do not understand the contents of the material. The teaching methods and materials used in teaching tenses are very necessary. Teachers must be able to make interesting teaching materials. Teachers can use movies as media or teaching materials for teaching tenses. Teachers can develop the contents of the movie into teaching materials that are more easily understood by students. The use of movies can help students learn English apart from tenses, they can see how sentences are pronounced correctly and when the sentences are used when they are spoken. In this research, the writer chosen Frozen Movie which will develop its contents into a text such as narrative text which can be used as teaching material for learning tenses. The selection of this movie is based on several factors, the scenes and stories in this movie are appropriate for the age of junior high school children, the moral values in this movie can help students become more positive, the use of vocabulary in dialogue is very simple and easily understood by the audience. the purpose of this study is to develop the Frozen movie script into a teaching material for teaching tenses at the junior high school level.

RESEARCH METHOD

In this study, the researcher used the Research and Development research method. The Research and Development (RnD) research method is a process or steps in research activities to develop a new product or improve an existing product to make it simpler. In this study the researchers used the ADDIE development method developed by Cennamo, Abell & Chung that the development procedure starts from five stage: Analysis, Design, Development, Implementation, Evaluation. This research took place at SMP N 1 Siwalan with the subject of class VIII students. To get the data, the researcher conducted five stages. At the analysis stage, the researcher conducted interviews with English teachers and several 8th grade students, in order to obtain data on student factors in difficulty understanding English and the needs of teaching materials needed. Design stage, the researcher analyzes all types of tenses in the Frozen movie script and takes one of the scenes whose dialog contains simple past tense. The second stage is development, at this stage researchers make teaching materials for simple past tense material and make the story in the movie into narrative text. In addition to presenting the material, researchers also make practice questions to test students' ability to understand simple past tense material. Teaching materials that have been completed are validated for feasibility to material experts and media experts, after getting feasible results, researchers conduct the next stage. The next stage is implementation, at this stage researchers conduct trials for teaching materials that have been developed. The final stage is evaluation, at this evaluation stage researchers get suggestions from students during the implementation process. The results of the data obtained from the interview process with the teacher and fourteen students were used to answer the analysis of the problems of students' difficulties in understanding tenses and the needs of student teaching materials. After the analysis stage, the researchers designed teaching materials taken from one of the scenes in the Frozen movie and analysis all the tenses in the movie. Furthermore, the Development stage, after obtaining the results of teaching materials and validation of material experts and media experts, the researchers carried out the implementation stage. Finally, the evaluation stage whose data is obtained during implementation. The data that has been collected uses interview instruments, documentation as well as suggestions and criticisms from the validation

questionnaire. In this section, the researcher groups some of the results of collecting data. At this stage, researchers only take the data needed. Furthermore, after grouping the results of the interviews and the validation questionnaire, the researcher processed the data from the analysis of tenses in the movie. The purpose of grouping data and minimizing it, then the data will be more easily managed by researchers and according to what is needed. The data will be simpler because it is in accordance with what is needed by the researcher.

RESULTS & DISCUSSION

1. Analysis

At this stage, interviews with teachers and students of class VIII were conducted face to face. From the interviews, the researchers found the problems faced by students that the most difficult material that students experience is understanding tenses because students have difficulty in distinguishing the function of each type of tenses, the use of verbs and to be and the preparation of sentences according to their pattern. In addition, the teaching materials used are also less supportive, based on the explanation of the teacher in the interview process, the teaching materials used are only using module books and package books provided by the school. However, the content of the teaching materials is very incomplete, the language used is difficult to understand and the practice questions provided are quite difficult for junior high school students. The incompleteness of the explanation of the material content of the teaching materials requires the teacher to provide additional notes, this makes time less efficient. In addition to factor analysis of existing problems, researchers also analyze the needs of teaching materials needed. Based on the existing problems, students and teachers need teaching materials that contain complete material, easy-to-understand language and practice questions that are suitable for junior high school level. In addition, interesting teaching materials are also needed so that teachers do not explain the material monotonously. Researchers will develop teaching materials from the Frozen movie for the source of teaching materials for simple past tense material, accompanied by movie footage so that students can learn how to pronounce the sentences correctly.

2. Design

At this stage the researcher begins to design the teaching materials to be developed. Before starting to design, researcher analysis all types of tenses in the Frozen movie. Researchers found 7 tenses that exist in the Frozen movie. The following is a table of tenses that exist in the Frozen movie.

Types of Tenses	Number of Sentences	Percentage (%)
Simple Present Tense	203	34%
Simple Past Tense	163	27%
Simple Future Tense	106	18%
Simple Continuous Tense	62	10%
Simple Perfect Tense	38	6%
Past Continuous Tense	21	3%
Past Perfect Tense	9	1%
Total Sentences	602	100%

From the table we can see the number of tenses is simple present tense. However, the next highest number is simple past tense so that researchers use this movie as teaching material for simple past tense. Researchers took one of the scenes to be used as narrative text to be used as practice questions.

The researcher took the scene 00:11:41-00:34:44, in which there are four dialogs that use simple past tense.

3. Development

At this stage of development, researchers began to make teaching materials. Before the teaching materials were tested, researchers asked for feasibility validation from material experts and media experts. Expert validation was carried out in two stages, in the first stage researchers obtained suggestions for improving teaching materials. Material expert validation includes the feasibility of the content of the material presented, the language used, the completeness of the material to the suitability of question exercises for junior high school students. For media expert validation includes the appearance of the teaching materials presented, the writing of letters and the right and form of verbs used in the teaching materials. After making improvements, the researchers conducted a second stage validation in which the researchers obtained validation of the feasibility of teaching materials to be used in the learning process. The preparation of teaching materials is adjusted to the curriculum used at school, for SMP N 1 Siwalan class VIII is still using the 2013 curriculum. This teaching material is prepared to improve students' English language skills, especially in understanding the simple past tense. The teaching materials developed are organized by paying attention to learning objectives.

The content of the developed teaching materials includes the definition of tenses in general, types of tenses, the definition of simple past tense, several functions of simple past tense, to be and to do from simple past tense, the characteristics of the simple past tense, patterns, rules of the English spelling, examples of regular verb, adverb of time, explanation about past tense in narrative text, examples and explanation, narrative text, and practice questions. The example sentences are taken from the dialog in the Frozen movie. Based on the results of interviews with teachers, a good narrative text for junior high school students is a text whose preparation is in accordance with the generic structure and the use of vocabulary that is not difficult so that it is easily understood by junior high school students. The preparation of teaching materials is in accordance with the needs of teachers and students which are known from the interview process at the analysis stage.

4. Implementation

At the implementation stage, researchers conducted a trial in class VIII.B at SMP N 1 Siwalan. The trial phase was followed by one class of 28 students. The score obtained from the results of students working on exercise questions in the teaching materials is calculated on average. From the results of student respondents getting an average result of 89%, this average is obtained from the total number of scores obtained by students then divided by the number of students who took part in the trial. The results of the assessment score are then averaged and converted into an assessment statement to determine the quality of whether or not the teaching material product is feasible. This feasibility score is made based on the learning outcomes of 8th grade students at SMP N 1 Siwalan, the scoring has been validated by the teacher as a material expert.

5. Evaluation

Based on the results of students' responses, suggestions for teaching materials were obtained, namely that the movie should be given a translation using Indonesian, because some of them were still difficult in understanding conversations in English. If there is an Indonesian translation or subtitle, it will be easier to understand the conversation. In addition, the vocabulary mastery of junior high school children is also not much. Therefore, the researcher will provide subtitles. Then researchers can find out that the teaching materials developed are very feasible to use in the learning process from the results of product validation and from the results of respondents' scores obtained during product implementation.

DISCUSSION

Teaching materials used in the English learning process at school are module books and student package books. There are shortcomings of these teaching materials, namely in terms of incomplete material content and delivery that is not detailed because it is only in the form of writing definitions, examples and some example questions that are difficult for junior high school students to understand. In terms of language, teaching modules and package books use language that is not straightforward, uncommunicative and difficult to understand because many students do not know the translation of the vocabulary used. To overcome these problems, it is necessary to have teaching materials that can attract the attention of students in learning English in class. In addition, the completeness of the content must also be detailed or detailed and the use of vocabulary that is easy to understand so that students can understand simple past tense material well. In developing teaching materials from this movie, researchers used the ADDIE development model. Researchers carry out all stages of development. From the research process, it is known that the majority of junior high school students consider English as a difficult subject, the material they consider difficult is about grammar. Students find it difficult to understand the difference in the use of tenses and the tenses they find difficult are simple past tense. The teaching materials used are only sourced from module books and student pack books where the content of the material explanation regarding the simple past tense is not very detailed, the language used is difficult to understand and the complexity of the training questions. In addition to factors from teaching materials, another factor is caused by teachers who teach too monotonously, this is based on interviews with students. Students and teachers need teaching materials that are interesting and easily accessible and understood by students.

With the development of technology, researchers developed teaching materials from one of the popular movies, namely the Frozen movie. The reason researchers chose the movie is because there are many enthusiasts from all walks of life, the language used in the dialog is easily understood by junior high school students, and this movie has many moral messages that can be taken by students. The development of teaching materials from this movie is carried out to realize learning objectives and overcome existing problems. After analysis the problems and needs, the researcher designed one of the scenes to be a narrative text because the story in the movie is a fairy tale. The researcher also analysis all the tenses in the movie and there were 7 tenses. After the design stage, researchers developed the scene into a narrative text and made teaching materials for simple past tense material. The content of the teaching materials developed includes the definition of tenses in general, types of tenses, the definition of simple past tense, several functions of simple past tense, to be and to do from simple past tense, the characteristics of the simple past tense, patterns, rules of the English spelling, examples of regular verb, adverb of time, explanation about past tense in narrative text, examples and explanation, narrative text, and practice questions. The example sentences are taken from the dialog in the Frozen movie. In addition, researchers also included basic competencies, core competencies, learning indicators and learning objectives. The inclusion of this is in accordance with the lesson plan used by the English teacher at SMP N 1 Siwalan. The material content and appearance of teaching materials have been validated by material experts and media experts and are suitable for use. After the teaching materials were completed, the researchers carried out the implementation at SMP N 1 Siwalan followed by 89% and included in the feasible category. The score is obtained from the respondent's score in doing the exercise questions in the teaching material. The last stage of the researcher is evaluation, which is obtained from the opinions of students during the implementation process. Some students said to provide Indonesian subtitles on the movie footage presented. Researchers have also improved teaching

materials so that they are ready to be used for the learning process. The researcher also added a file link that contains teaching material and movie footage that is used as teaching material. This aims to make teaching materials easily accessible to teachers and students.

CONCLUSION

Based on the results of research and data obtained, the difficulty of students in understanding English language material is in grammar material, especially tenses. Learners have difficulty in understanding the different functions of each tenses, the use of verbs, the use of to be, and the preparation of sentences not in accordance with the pattern. In addition, the explanation from the teacher is monotonous, teaching tenses only by using teaching materials from module books or student pack books. Based on these problems, researchers developed teaching materials from Frozen Movie, which is a very popular movie and is loved by many people. The reason researchers chose frozen movie is because the dialog used in the movie is very easy to understand, the pronunciation is very clear and from the results of interviews with students it can be seen that the majority of them have watched the movie. Teaching materials are also equipped with core competencies, basic competencies, learning indicators and learning objectives that are adjusted to the lesson plan. The preparation of teaching materials is also tailored to the needs of students and teachers. The results of the teaching materials developed have also been validated by material experts for the completeness of the content of the material and the use of language and media experts for the overall appearance of teaching materials whether it is suitable for use in the learning process.

SUGGESTION

Based on the results of this study, suggestions that can be given are as follows:

1. For educators
Educators can apply the teaching materials that have been developed to overcome difficulties in delivering more detailed material so that students can do learning independently.
2. For students
Learners can utilize the teaching materials that have been developed to learn independently and can improve their understanding of simple past tense material.
3. For other researchers
The next researcher can conduct further tests, to find out the effectiveness of using teaching materials for simple past tense material developed from the Frozen movie.

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