

MATERIAL DEVELOPMENT OF BEAUTY AND THE BEAST LIVE ACTION FILM FOR TEACHING READING SKILLS NARRATIVE TEXT AT SMPN 16 PEKALONGAN

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ABSTRAK

Pembelajaran bahasa Inggris di tingkat SMP biasanya menggunakan teks cerita untuk meningkatkan minat belajar bahasa Inggris. Penelitian ini menggunakan teks naratif yang sering digunakan dalam pembelajaran bahasa Inggris di sekolah menengah pertama. Teks naratif dianggap sulit oleh siswa permasalahan dalam pembelajaran teks naratif adalah pengetahuan bahasa, struktur generik, tidak memahami cerita, dan cerita membosankan. Solusi dalam penelitian ini menggunakan film *Beauty and the Beast* live-action. Oleh karena itu, dalam film live-action *Beauty and the Beast* dari Walt Disney Productions. Film ini unik karena citra perempuan yang berbeda dari film Disney lainnya. Penelitian ini bertujuan untuk meningkatkan minat baca dan minat belajar dalam pembelajaran bahasa Inggris khususnya pada materi teks naratif, membantu guru dalam mengajar sastra dalam pembelajaran bahasa Inggris, dan memotivasi siswa untuk melanjutkan pendidikan agar tidak putus asa dalam mencapai cita-citanya.

Penelitian ini termasuk jenis penelitian dan pengembangan (R&D). Peneliti hanya sampai 8 tahap dalam penelitian ini karena keterbatasan waktu ahli materi penelitian, ahli media, dan guru menguji produk. Dalam proses pengembangan, gambaran nilai moral perempuan dalam teks narrative bermanfaat bagi guru untuk membantu memotivasi siswa Hasil uji validasi ahli materi 96%, ahli media 100%, dan wawancara guru 92%. Dapat disimpulkan bahwa produk tersebut valid dan telah mencapai kriteria layak untuk diproduksi.

Kata Kunci : Film, Teks Narasi, Kemamouan Membaca, *Beauty and the Beast*, Pandangan Terhadap Perempuan

ABSTRACT

Learning in English at the junior high school level usually uses story texts to increase interest in learning English. This study uses narrative texts often used in learning English in junior high schools. Narrative text is considered difficult by students the problems in learning narrative text are language knowledge, generic structure, not understanding the story, and boring stories. The solution in this study used the film Beauty and the Beast live-action. Therefore, in the live-action film Beauty and the Beast from Walt Disney Productions. This film is unique because of the different images of women from other Disney films. This research aims to increase reading and learning interest in learning English, especially in narrative text material, help teachers to teach literature in learning English, and motivate students to continue their education so they don't give up on achieving their goals.

This study includes the type of research and development (R&D). The researcher is only up to 8 stages in this study because of the time constraints in research material experts, media experts, and teachers testing the products. In the development process, the image of women's moral values in the narrative text is beneficial for teachers to help motivate students The results of the material expert validation test are 96%, media experts 100%, and teacher interviews 92%. It can be concluded that the product is valid and has reached the criteria for being feasible to produce.

Keyword : Film, Narrative Text, Reading Skills, *Beauty and the Beast*, Image of woman

INTRODUCTION

Learning in English at the junior high school level usually uses story texts to increase interest in learning English. Texts in learning English are narrative text, descriptive text, procedure text, recount text, report text, and argumentation text. This study uses narrative texts that are often used in learning English in senior high schools. According to Abbott (2010: 1) narrative text is a story or in general, it means telling a story. In general, stories have events or several events that run according to chronological time, and these events are conveyed through several media. A must can qualify as a story if there is a change from the initial state. Narrative text can be used in writing, speaking, listening, and reading skills. The researchers use reading skills in research on narrative text. According to Tarrigan (2015:7) read is the process executed used by the reader to retrieve the desired message communicated by the author through the verbal/written medium.

Narrative text is considered difficult by students (Lumbatungkup, 2022 ; Putri, 2023 ; Novita, 2019) because the students felt bored and lazy on the narrative text. The problems in learning narrative text are

language knowledge, generic structure, not understanding the story, and boring stories. The solution in this study used to film as a student learning medium. By using film students not feel bored and interested in learning narrative text.

This research helps improve the reading of narrative texts through films because films are in great demand by students. Films is the result of human civilization which was born through a creative process of using technology to give birth to dreams whose results can be seen by everyone. It is this creative process with advanced technology that eventually becomes entertainment, a very representative spectacle to entertain the public (Guritno, 2018:1) have many benefits in learning, as well as films that play a very important role in conveying good information to listeners. Film has several advantages, namely (1) an entertainment tool, (2) a source of information, (3) an educational facility, and (4) a reflection of the social values of society. The four benefits of this film can be a reference, of course watching movies is not just entertainment. The audience must also recognize the information, and social values contained in the film (Trianton, 2013: 24). With the film can increase interest in learning English. The film will be used as a story in narrative text because students can understand the narrative text through film.

Therefore, in the live-action film *Beauty and the Beast* from Walt Disney Productions, the film princess category was suitable to be used as a lesson in reading narrative text, due to a large number of interests. This film is unique because different image of woman from other Disney film. According to Wardani and Ratih (2020) in literary works, female characters are always portrayed as women who are weak and give up easily. The problems faced by women are always expressed by authors by creating literary works so that the life problems of female characters are ultimately determined by the image of a woman. The image of woman here is because Belle prioritizes education and is courageous because in this era women have been emancipated but it is difficult to get their rights because there are still many patriarchies in Indonesia, especially women who find it difficult to continue their education at university and work after marriage. Because the stereotypes of Indonesian people, especially men, still think that women don't need to go to higher education because women's duties at home are serving their husbands, taking care of children, cooking, and washing.

Patriarchy is still one of them in Indonesia. In Hyronimus' research (2013: 181) Another concept that makes women submit is understanding a woman's position. The fragment of the sentence **"Paha hopi beso ko mio te lura puke me"**. In the Lamaholot language, often repeated by the people of Waipukangi, Ile Ape, Lembata as part of the Lamaholot culture is the ideal kitchen for women. Because women are only part of buying and selling customary activities. Girls have no access to education because that is where the girl is in the kitchen. The kitchen has a very broad and deep meaning. Not only where the food originates, but all forms of women's activities that are considered less important. In conclusion, patriarchy exists because of regional culture, but that culture can be lost over time.

This research aims to increase reading and learning interest in learning English, especially in narrative text material, help teachers to teach literature in learning English, and to motivate students to continue their education so they don't give up on achieving their goals.

In this research, the main problem being studied is "How is it necessary to teach the moral value of a woman's image in a narrative text using *Beauty and The Beast Live Action Film*? and "How to develop values-based learning materials on *Beauty and The Beast Live Action* narrative text?"

RESEARCH METHOD

This study includes the type of research and development (R&D). Borg & Gall (1983:772) Research and Development is Education Research and Development (RnD) is the process for developing and validating educational products. This study uses a development model developed by Borg & Gall. Research and development procedure by Borg and Gall (in Sugiyono, 2016:298) There are 10 steps. (1) Research and Information Collecting (2) Planning (3) Develop Preliminary From of Product (4) Preliminary Field Testing (5) Main Product Revision (6) Main Field Testing (7) Operational Product Revision (8) Operational Field Testing (9) Final Product Revision, (10) Product Conclusions. However, he is only up to 8 stages in this study, because the time constraints in research. But in the limited time, it is felt to have fulfilled the development research.

Experimental subjects for this developmental study included (1) subject lecturers, including media experts and material experts as reviewers, including mentors for appropriate media description and media creation, (2) English subject practitioners or It included three components of being a teacher. Target media usage according to development.

Data on the development process of the live-action textual product of the story Beauty and the Beast, product reviews and suggestions from material experts and media experts. These media have been verified by material experts and media experts. After validation sheet by material experts and media experts, the media was corrected to create Phase I corrected media. The results of Phase I revisions were then verified by teachers. Based on these phases, a final product is created that includes narrative text materials for learning English.

The resulting product feasibility data is determined through analysis of validation results by material experts, media experts, and teachers. Data from material experts and media experts validation to be analyzed descriptively. The obtained data and the requested percentages were transformed into qualitative data. Formula calculation:

$$p = \frac{\Sigma R}{N} \times 100\%$$

P = Score percentage

ΣR = Validator score

N = Maximum total score

Table 6. Level of Achievement and Quality of Feasibility

No.	Interval Score	Category
1.	81 - 100%	Very Worthy
2.	61 - 80%	Worthy
3.	41 - 60%	Worthy Enough
4.	21 - 40%	Not Worthy
5.	0 - 21%	Very Unworthy

FINDING AND DISCUSSION

In this study, researchers used the Borg & Gall research and development (R&D) model. In this research model, several stages have been carried out by researchers, namely research and information collecting, planning, developing preliminary from product, preliminary testing, main product revision, main field

testing, final product revision, and product conclusion. Based on the Borg & Gall development steps, each stage carried out by the researcher will be explained in more detail as follows :

1. Research and Information Collection

At this stage learning outcomes (CP). Learning outcomes at the junior high school level with phase D. The results of identification carried out by researchers in learning outcomes (CP) :

a. General achievements

At the end of phase D, students will use spoken, written, and visual English texts in interaction and communication in a variety of contexts in both formal and informal situations (Kemdikbud, 2023).

b. Element reach (Reading – Viewing)

At the end of phase D, students read and respond to familiar and unfamiliar texts that contain learned structures and familiar vocabulary. They search for and evaluate main ideas and specific information in various types of text. This text can be printed or digital, including visual, multimodal, or interactive text. They identify the purpose of the text and start making conclusions to understand the information contained in the text (Kemdikbud, 2023).

2. Planning

The next stage carried out by researchers is planning. At this stage the researchers designed the fabrication of the grid for research equipment and manufacture research tools. This design is listed and the research tools consist of :

- a. Validation form for material expert : material aspect, learning aspect, and language aspect.
- b. Validation form for media expert : teks, design, and graphic.
- c. Observation form : learning, students' response, and teacher.
- d. Teacher interview guideline : media, material, and learning.

3. Develop Preliminary Form of Product

The researcher watched the Beauty And The Beast Live Action film 2017 with a time of 2 hours and 9 minutes, then the researcher observed and analyzed every scene in the story and wrote the story of film in the text. found that there are 8 image of woman in Beauty and the Beast they are as follow :

1. Belle was a weird girl, crazy, disable, and unfortunate because she liked reading books.
2. Belle liked to learn new things like her father, like inventing a washing machine.
3. She took the little girl to read but guards to catch Belle because breaking the rules of the city teach child to read.
4. Belle dared to come to the palace which embraced and spoke with the cruel Beast.
5. Belle want to replaced her father but the Beast refused the request.
6. Belle dared to go to the west building where people were not allowed to enter.
7. Belle fought the wolves by hitting a stick.
8. Belle protect the beast that the Beast is kind, friendly, didn't hurt, and not a monster.

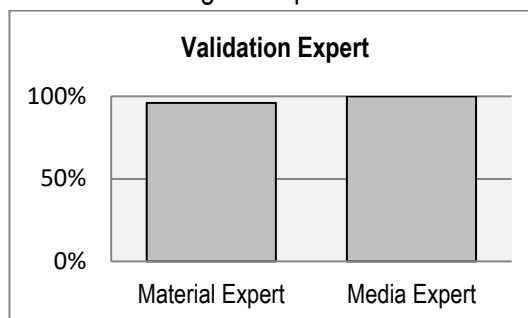
4. Preliminary Field Testing

The preliminary field testing stage is the product validation stage for material experts validation with Mrs. Dwi Agustina, M.Pd.BI., Ph.D., and Media expert validation with Dr. Pradnya Permanasari, M.Pd, they are a lecturer from English Education Department at Pekalongan University. Products that need to be revised based on the opinions are word and grammar errors in the language feature, namely the past tense.

5. Main Product Revision

The main product revision stage is the stage for revising the results of product trials from material experts and media experts.. The results of the product trial after revision are :

Table 7. Percentage of expert validation results



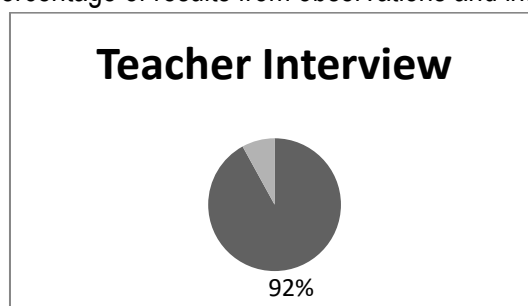
6. Main Field Testing

The main field testing stage is the product testing stage at SMPN 16 Pekalongan to carry out the observation and teacher interview stages. The teacher being interviewed is Mrs. Rakhmawati, S.Pd, an English teacher at SMPN 16 Pekalongan. The results of the interviews for appropriate text structure and language features are also appropriate, but the text is still too long for students.

7. Final Product Revision

The final product revision stage is the last revision stage suggested by Mrs. Rakhmawati, S.Pd. In this product test svery worthy and the results of product trials in observation and interviews :

Table 10. Percentage of results from observations and interviews



8. Product Conclusions.

The product after being approved by the validation of material experts, media experts, and teachers. Products can be produced as teaching materials for learning English.

The image of women's moral values in the narrative text is very helpful for teachers to help motivate students. From the learning book taught by Mrs. Rakhmawati, she has never used the image of a woman as a moral value, the moral value that is often used is like a Maling Kundang who is disobedient to her mother. There is a narrative text Beauty and the Beast live action product for the latest innovations and students are motivated because of the new story from Beauty and the Beast Live Action.

Based on the results of the research Material Development of Beauty and the Beast Live Action Film For Teaching Reading Skills Narrative Text At SMPN 16 Pekalongan the product can be used and produced as a medium for learning English in the narrative text chapter. The results of the material experts show that 96% of the products are very worthy for teaching narrative text, while the results of media experts show that 100% of the products are very worthy for teaching narrative text, the result of the product very worthy is used for teaching narrative text, while the results of the interviews show that 92% of the product very worthy is used for learning narrative text. From all research validations by material experts, media experts, and teachers it was stated that the product was feasible to produce.

CONCLUSION

Based on the research and development (R&D) model of Borg & Gall. This research resulted in the product "Material Development of Beauty and the Beast Live Action Film For Teaching Reading Skills Narrative Text At SMPN 16 Pekalongan". In the Borg & Gall development model, there are 8 stages: There are 10 steps. (1) Research and Information Collecting (2) Planning (3) Develop Preliminary From Product (4) Preliminary Field Testing (5) Main Product Revision (6) Main Field Testing (7) Operational Product Revision (8) Operational Field Testing (9) Final Product Revision, (10) Product Conclusions. However, he is only up to 8 stages in this study, because of the time constraints in research. But in the limited time, it is felt to have fulfilled the development research.

In the development process, the image of women's moral values in the narrative text is very helpful for teachers to help motivate students. the product is tested by material experts, media experts, and teachers. The results of the material expert validation test 96%, media experts 100%, and teacher interviews 92%. It can be concluded that the product "Material Development of Beauty and the Beast Live Action Film For Teaching Reading Skills Narrative Text At SMPN 16 Pekalongan" is valid and has reached the criteria for being feasible to produce.

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