

DEVELOPING FILM-BASED CRITICAL READING & WRITING MATERIAL TO IMPROVE STUDENTS' SYMBOLIC INTERPRETATION ABILITY USING "DESPICABLE ME" MOVIE

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Abstract

The writer conducted this development research in order to increase students' symbolic interpretation skill by developing material from movie in form of teaching medium. This teaching medium is expected to make students able to increase their symbolic interpretation skill. The movie used for developing teaching medium was "Despicable Me" movie. The making process followed Borg and Gall development models, which follows 5 steps. After the teaching medium was finished, it was tested through validator test. Finally, after all of them were completed, the medium was ready to be used for teaching critical reading and writing by following instructional design, such as pre-viewing, viewing, and post-viewing.

Keywords: Despicable Me Movie, Learning Medium, Symbolic Interpretation

INTRODUCTION

The rapid development of technology has had impact through students' habit, which they are lazy to think critically when they study, for example they are lazy to do their assignment or homework and just do copy-paste from some websites in the internet. This phenomena really happens nowadays which if it is left alone, it will bring us to laziness and stupidity generation. Therefore, it needs to be handled soon by forcing students to think critically but in a fun way, so that they will not feel bored when they study. One way that can be done to handle it is by teaching critical reading and writing through students which will make the students are used to think critically and minimize their bad copy-paste habit.

McDonald in Tomasek (2009:127) states that critical reading is one of the alternative ways in reading which requires the students' understanding beyond the common approaches to read, such as information processing or personal response towards the text. Then, the definition of critical writing is writing

which analyses and evaluates information, usually from multiple sources, in order to develop an argument (eapfoundation.com). The relation between reading and writing is important, because increasing the students' reading has more effect in producing gain in the students' writing. Pamuji (2015:3) adds that based on the students' achievement in reading will affect the students' writing achievement because both of those skills are related. It means that having good reading will help the students have good writing.

One competence of critical reading and writing that has to be mastered by the students is symbolic interpretation. Sadowski (2009) stated that the symbol must be item, image, and icon. One way to do symbolic interpretation is through using movie as learning medium. Medium is important in teaching learning process because good medium can make students are interested in learning some materials. Fatimah (2019) stated that "To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students". Thus, movie is used because it

can make students interesting to learn English and they will not be bored with conventional method that have been used. Besides the use of movie as a media of teaching, students can at the same time be entertained by watching the movie (Fatimah, 2019). Therefore, the writer can conclude that movie is a good medium to be used in teaching and learning process, especially for increasing students' critical reading and writing skill through symbolic interpretation from a movie.

The writer in this research will use cartoon movie as medium for teaching and learning process. Holmes (1992) stated that "Cartoon movie is a term we use to describe a particular material and medium of communication that has certain specific properties governed by certain physical laws". The writer chooses cartoon movie, because it has a good animation and funny stories which can make students interact with the teaching and learning process, and also, they will be easier in mastering the material because they can enjoy the teaching and learning process. The movie that will be used by the writer is "Despicable Me" movie. Despicable Me is a cartoon movie which tells about a super villain called "Gru" who changed his personality from Super-Bad into Super-Dad because of the 3 orphans that he adopted from orphanage, which also made him stop doing crimes and treated his Minions better than before.

The writer chooses that movie as the object of research because that movie has good moral value which tells us that everybody can change, even the bad people like Gru can change too. Besides that, the writer also found that some of characters in that movie has symbolic interpretation which can be used as material for teaching critical reading and writing. Those unique things can be used as the phenomena which will be the basic background of developing Despicable Me movie into a learning material for students.

Based on the explanation above, the writer applied the learning material itself

for teaching critical reading and writing through students. Students are asked to do symbolic interpretation of Gru and Minions character in the movie. The writer chooses to apply the learning material for teaching critical reading and writing because students are always just do shallow thinking not critical thinking, so that they just get the literal meaning of something, but if they do critical thinking, they will get the deeper meaning than the literal meaning itself. Moreover, the critical thinking also needed by students in this era, because if they do not think critically about some material that being taught by the teacher, they will be left behind by other students who always think critically about the material itself.

RESEARCH METHOD

The writer chooses development research method. The reason why the writer choose development research is, because this research will develop movie for teaching critical reading & writing material in order to improve students' symbolic interpretation ability. The development research according to Borg & Gall (1983), is a process used to develop and validate educational product. This research uses Borg and Gall model to do the development research. Borg and Gall provides development research steps including 10 steps, but this research will only use 5 steps of them, which are (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Main field testing; and (5) Main product revision.

The data collection technique followed Borg and Gall model using 5 steps that based on the explanation of research design above. According to Tanzeh (2011), technique of collecting data is the systematic procedure and the standard to get the data that needed. The writer did interview, questionnaire, and close watching to collect the data following the Borg and Gall steps. The interview is done in order to get deeper

information and clarify the results from the questionnaire. The first, interview and questionnaire were used in research and information collecting step and planning step, which the aim was to get the data from the students about what their needs and abilities. The second, interview and questionnaire were used in main field testing step and main product revision step, which the aim was to get the validation of the expert and find out which part of the material that should be revised in order to match the students need and abilities. Besides that, the close watching also done in develop preliminary form of product step, which the writer did close watching in order to get the correct movie scene which contained symbolic interpretation.

According to Sugiyono (2012), data analysis is an activity done after the data of sources has been gathered. Therefore, the results from interview and questionnaire were analyzed using descriptive qualitative method in order to interpret the data into a description paragraph. The first interview and questionnaire, which done with the lecturer were done in order to find out students' needs and abilities. Therefore, it was analyzed using need analysis. Then, the second interview and questionnaire, which done with the validator were done in order to get the strengths and weaknesses from the developed material, so that the writer could do the revision to make the developed material correct. Besides that, the content analysis also done as a part of development research method in which the writer chose some scenes which contain symbolic interpretation. Then, the writer arranged it in form of instructional design as learning steps of lesson plan, such as pre-viewing, viewing, and post viewing.

FINDING AND DISCUSSION

C. Symbolic Interpretation of Gru and Minions Character in the Movie

Symbols are not translations of our thought; they are its organs (Eco, 1984:135). The function of a symbol is to represent a reality or a truth and to reveal them either instantaneously or gradually. The relationship of the symbol to a reality is conceived of as somewhat direct and intimate and also as somewhat indirect and distant. Tillich (1964:59) states that symbols are always point beyond itself to something that is unquantifiable and mysterious; symbols open up the depth dimension of reality itself.

Therefore, symbolic interpretation is important, because the function of symbol itself is to conserve the fund of general meanings in terms of which each individual interprets his experience and organizes his conduct, religion is in part an attempt. But meanings can only "be stored" in symbols: a cross, a crescent, or a feathered serpent (Geertz, 1973:127)

Symbolic interpretation in "Despicable Me" movie can be seen on "Gru" and "Minions" character. The character that showed in the movie is not as simple as that, because if we do deeper analysis we can found that there is another meaning from the character itself which symbolize something more than the character that being shown in the movie itself. Gru character does not only symbolize a boss and a criminal, but it symbolizes an adult person in real life who has a mature thinking skill and able to change from a bad person into a good person. Moreover, Minions character does not only symbolize a worker, but it symbolizes children in real life, because they love to play and doing some funny things

D. Implementation of Using “Despicable Me” Movie to Develop Students’ Symbolic Interpretation

The writer implements “Despicable Me” movie to teach critical reading and writing by making a learning medium using that movie to improve students’ symbolic interpretation ability. The development of material itself follow Borg and Gall development model, as follows:

1. Research and Information Collecting

The writer gives the questionnaire to the students who join “Critical Reading and Writing” subject to get all of the information that needed to become the basic of developing the material by making the learning medium itself. From the questionnaire itself, the writer can conclude that the students are not too interested when they study the material and it affect to their understanding about the material. It can be happen because the teaching medium does not make them interested in learning the material. Therefore thw writer can conclude that the students need a new fresh medium to make them easier in mastering the material itself.

2. Planning

This step starts from the phenomena that the writer found in the “Despicable Me” movie, which it is about symbolic interpretation of the character in the movie itself. Then, the writer also found out that the symbolic interpretation can be used for teaching critical reading and writing to students. Reading and writing are chosen since the relation between reading and writing is important, because increasing the students’ reading has more effect in producing gain in the students’ writing. Moreover, Pamuji (2015:3) stated that based on the students’ achievement in reading will affect the students’ writing achievement because both of those skills are related. It means that having good reading will help the students have good writing

Besides that, the writer also found out the data from the questionnaire which 80%

stated that the students are hard to master the material and also 100% of them need new learning medium to make them easier in mastering the material. All of those reasons are become the basic foundation of developing the material with hope that the developed material can make students easier in mastering critical reading and writing.

3. Develop Preliminary Form of Product

The developing process started by downloading “Despicable Me” movie from internet, then the writer doing close watching through the movie. After that, the writer chose some scenes which contain symbolic interpretation of the character in the movie. Symbolic interpretation is a device utilized by many film artists as well. Symbolic interpretation in cinema allows the audience to make connections and understand meaning, adding to both the entertainment and thematic value of a film (literarydevices.net).

The writer used Sony VegasPro to do editing through the movie, such as cutting the movie, gathering the movie, and render all of them into a unit of video that can be used as a medium for teaching learning process. Not all part of each scene is used, but only the cut of those scenes which contains utterance or acting shows symbolic interpretation. They are gathered and arranged systematically following the storyline of the movie. After every cut scene is arranged systematically, the last step is to do the rendering process to make all of those cut scenes into one unit of video. The writer doing rendering through the whole cut scenes into a video approximately 13 minutes long using 720p resolution.

After the medium has finished, the next important step is to implement it into instructional design to teach critical reading and writing. The instructional design will be divided into 3 parts, which is pre-viewing, viewing, and post-viewing as follows:

a. Pre-Viewing

In this step, the teacher will explain briefly about the material that will be taught and also the short synopsis of the movie that will be used for learning medium. It is done in order to make the students have a sight and not confused of the material and the synopsis of the movie itself. After that, the teacher will give an assignment to find out the symbolic interpretation of main character in the movie. Students are asked to do the assignment after watching the movie later.

b. Viewing

In this step, the teacher will show the students the movie that have been made as a teaching medium. The movie is about 13 minutes long and the students have to pay attention to the movie, so that they can get the point of the movie and can answer the assignment from the teacher that has been given before. The movie will be played only once considering the time limit of the subject itself.

c. Post-Viewing

After the teacher finished showing the movie, the students have to complete the assignment that has been given before in the pre-viewing step. They have to give their answer about the symbolic interpretation of main character in the movie and write their answer in a sheet of paper. This teaching learning process will be more fun and interactive since it is not only listening to teacher explanation, but they also can watch the movie as a fresh learning medium for them. Therefore, the students will be more interested and easier to understand about the material itself.

4. Main Field Testing

The writer did validator test with expert to make the product valid. It was done because in this pandemic Covid-19 situation which prohibit lecturer to do offline class in order to prevent the spread of Corona Virus, so that the writer did validator test with an expert. The validator itself is an expert of material development namely Dr. Sarlita Dewi Matra, M.Pd. The

validator test was done by using interview and questionnaire through the validator.

The writer uploaded the product which is in form of movie scene to Google Drive. Then, the writer shared the link of movie itself to the validator. Besides that, the writer also send a questionnaire for the validator along with the movie link before. It is done in order to clarify and deepen the validator test itself, so that the product that being tested will be valid at the end.

5. Main Product Revision

Based on the questionnaire, the developed material in form of movie scene has suitable enough to be used as learning medium for teaching critical reading and writing to the students, because it has fulfilled/appropriate with many aspects, such as curriculum, standard competence, students' abilities, and can be presented through instructional design. Thus, there is no revision to the product itself, because it has fulfilled some aspects that have stated before. Therefore, the writer can conclude that the product in form of movie scene has been valid to be used for teaching critical reading and writing to the students.

CONCLUSION

The developed material in form of learning medium can be used for teaching critical reading and writing through students in order to increase students' symbolic interpretation skill. It can be concluded like that, because the developed material has followed the development model by Borg and Gall and can be presented in an instructional design, such as pre-viewing, viewing, and post-viewing. The most important aspect is that the developed material has passed the validator test which conducted with the validator in order to find out whether the developed material can be used for teaching learning process or not. Based on all of those aspects, it can be concluded that the developed material in form of learning medium can be used for teaching critical reading and writing through students.

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