TEACHING RECOUNT TEXT BY USING THE SCENE OF MOVIE *LIFE OF PI* IN TEACHING SPEAKING FOR JUNIOR HIGH SCHOOL STUDENT

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Abstrak

Makalah ini bertujuan untuk menjelaskan penggunaan *Scene Life of Pi* sebagai media dalam pengajaran berbicara. Ada dua persiapan yang dilakukan oleh guru sebelum mengajar *Recount text* yakni persiapan rencana pelaksanaan pembelajaran dan persiapan film itu sendiri. Selanjutnya pelaksanaan terdiri dari 3 tahap utama yakni *pre-teaching activities, whilst-teaching activities, dan post-teaching activities*. Dalam kegiatan *whilst-teaching* terdapat 5 tahapan yakni *observing, questioning, associating, experimenting dan communicating*. Penggunaan *scene* dari film Life of Pi membantu siswa untuk melihat bagaimana penutur asli berkomunikasi dalam kehidupan mereka. Siswa diputarkan beberapa bagian dari movie tersebut sehingga nantinya siswa akan melihat contoh nyata bagaiamana karakter menceritakan pengalalaman hidupnya. Setelah itu, siswa diminta untuk membentuk kelompok yang terdiri dari empat orang siswa. Guru memberikan beberapa pertanyaan sebagai panduan. Kemudian guru memberi instruksi kepada siswa untuk menanyakan apa saja kegiatan mereka pada masa lalu. Setelah itu guru meminta siswa untuk memcari *simple past tense* di dalam sebuah text. Hal ini bertujuan agar siswa memahami penggunaan *simple past tense* di dalam sebuah text. Sehingga nantinya siswa bisa menggunakan *simple past tense* ketika praktek berbicara secara berpasangan. Jadi dengan menggunakan *scene Life of Pi* sebagai media siswa bisa melihat model penutur asli berbicara dan bisa melihat bagaimana penutur asli menceritakan pengalaman pribadinya kepada orang lain.

Kata Kunci: *pengajaran berbicara, teks recount, pengajaran di SMP, scene Life of Pi.*

A. INTRODUCTION

According to curriculum 2013, the purpose of teaching speaking at junior high school is to make students have knowledge, skillful, critical thinking, creative and innovative and character's building. There are five genres which are taught in Junior High School. They are narrative, recount, procedures, descriptive, and report. Each genre has own social function, generic structure, purpose and

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language features. Recount text have some characteristics that make it difference with other genres. Recount comes from experiences.

There are some problems that they face while learning speaking a recount text such as the difficulties in modelling of speaking activity. There is no model that given by the teacher to students in classroom which give experience how native speakers in their daily life. Learning a language not only about that language itself but also it is culture. Language and culture cannot be separate each other. However, teacher has to bring culture into classroom so that students can learn a language from culture itself.

There are some media that are proposed to solve the problem in the classroom activity. The first one is using picture for teaching speaking. Other media is using board. Board is the major media that have been used by teacher. However, pictures and board are not appropriate for teaching speaking. These media cannot show the model whether it is pronunciation that can be learnt by student. And last media is using movie or film.

Movie is an interesting media for students, but it is impossible to watch a whole of movie in classroom. Because there is a limited of time. So that writer thought the best way to solve this problem is watching movie by selected scenes. Writer thought it is one of many ways to teach recount text based on true story. Students can see how speaker told about his experience correctly and simple. After watching some scenes of this movie student can practice to tell their own experience or other people experience in front of class.

Bygate (in Nunan and Carter 2001:15) states speaking was mainly associated with pronunciation, and with getting new language noticed and integrated into learner's competence. He adds oral discourse was only possible at the end. In other hand, Bailey (2005:2) says speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. People never stop to analyze speaking because it is kind of human behavior. According to Thornbury (2005:19) speaking is interactive and requires the ability to co-operate in the management of speaking turns. In addition, he says speaking is a skill, and such needs to be developed and practiced independently of the grammar curriculum.

According to Anderson (1997:48) recount is a piece of texts that retells past events, usually in the order in which they happened. Similarly, Derewianka (1990:140) states that in a recount we reconstruct past experience, a recount is the unfolding of sequence of events overtime. Therefore, recount text use past tense to indentify that experience ever had.

Champoux (2007:5-9) mentions some functions of film in teaching; film as case, film as experiential exercise, film as metaphor, film as satire, film as symbolism, film as meaning, film as experience, and film as time. He also adds some ways of using movie. There are there approach can apply by teacher: before, after and repeat. In addition, Berk (2009:2) mentions 20 learning outcomes by using movie: 1) Grab students' attention, 2) Focus student's concentration, 3) Generate interest in class, 4) Create a sense of anticipation, 5) Energizing or relax students for learning exercise, 6) Draw on students' imagination, 7) Improve attitudes toward content and learning, 8) Build connection with other students and

instructor, 9) Increase memory off content, 10)Increase understanding, 11) Foster creativity, 12) Stimulate the flow of ideas, 13) Foster deeper learning, 14) Provide an opportunity for freedom of expression, 15) Serve as a vehicle for collaboration, 16) Inspire and motivate students, 17) Make learning fun, 18) Set an appropriate mood or tone, 19)Decrease anxiety and tension on scary topics; and 20) Create memorable visual images.

There are three alternative ways of using movie that usually used as teaching media. The first one is using thriller movie. Thriller movie made by choosing some part of scene without select it before. It is chosen by editor of house production itself. The second one is edited some scene by teacher. Teacher might choose appropriate material which is suitable with curriculum. The purpose of edited some scene is to make students while watching movie do not get bored. Watching whole of movie will take much time and teacher cannot control their students. Therefore, teacher may cut movie into some scene and make it interested for students. The last one is using pictures or poster. A house production usually produces posters to promote their movie. Poster is showing characters and also title of the movie. There is a short description about movie. It is not appropriate as model while teaching speaking. It is not showing dialogue and action of characters.

According to Smith (2011:6) a typical scene presented in the Hollywood Style will involve the *analytical breakdown* of a scene. This entails the presentation of a scene as a series of shots filmed increasingly closer to the main characters. A typical scene might begin with an establishing shot depicting the layout of the scene and the spatial relationship of the key characters. In addition Arnheim (in Smith 2011:8) says simply stating that film is "good enough" for our visual system to "solve" ignores the gross differences between film and reality. The exact form of these differences has been examined in depth by other theorists can be summarized as 1) Film can instantaneously change the visual scene across a cut; 2) Film can represent scenes and events in a piecemeal fashion, by juxtaposing views of objects that are not spatially, or even temporally adjacent; 3) Redundant sections of actions, periods of time, or extents of space can be elided, i.e. removed.

B. DISCUSSION

Before teacher begins activity in the classroom, usually a teacher will prepare materials and what a topic is going to talk about in the class. Teacher has to make lesson plan as instruction while learning process. Lesson plan will helpful for teacher to keep the material on the way when teach. In teaching recount text, teacher will choose the material that related to recount text. The movie chosen is *Life of Pi*. This movie had done selected by the teacher based on some of criteria: the first one is this movie have full of example experience which is related to the topic selected. Second is teacher have realized that it will be interesting for the student when learning process.

In preparing the *Life of Pi* movie, there are some activities that need to be conducted. After selecting the movie, teacher will cut the movie into some of

scenes. As there is cause only a limited of time. It is impossible to watch a whole of movie in the class. Students will get bored. This media will not interesting anymore for the student. So that's why the teacher cut this movie into some of scenes. Before cut the movie, the first thing that teacher must do is teacher has to have this movie. There are many ways how to get this movie. Teacher may buy the DVD of this movie, or can download it from internet. There are many websites can be chosen by teacher. In internet, there are many sites are legal, so teacher can download movie and pay some money by using credit card.

Subtitle of movie must be in English. It is very helpful for student when they are watching movie there is subtitle in English language. It is useful for student to practice their listening and also written text in subtitle. Teacher can get it from original DVD or may download it from internet. The teacher can cut the movie by using Movie Maker, Any Video Converter, Xilisoft Video Converter, Format Factory and others media. The scenes can be cut as follow what event will happen. In this movie the main character has many experiences in his life for example how does his name come from. Teacher has to watch this movie before make it as material. Teacher may choose which is scenes show how speaker telling his experience, how his begin telling his experience, what event happen in his history, when happened with the main character, where is taken place. Teacher can use Format Factory as media to cut the movie.

There are some criteria that must be understood by teacher when choosing the scenes. The first criterion is the scenes must have characteristics of recount text. It must have orientation, event and re-orientation. It is very important to gain objective of lesson in learning process while watching the movie. Therefore, teacher has to watch the movie before cut into some scene. The second criterion is the scene has appropriate the model while he tell his story. It becomes important because students can see the model in real example. Students can learn from the model how to speak. Model helps students to get understanding rather than using written text.

There are some moments that writer suggested for teacher. The first moment is how the character telling his experience about his origin name. It is a simple scene that can be easy to warming up student comprehension. The second moment is when the character has his first experience met Richard Parker (a tiger) in the zoo. There is a wisdom that can be learned by student from this event. It is becomes a lesson for student in their daily life. The third is how the characters lost his family in the ocean. And also, how does he can survive from bad destiny and also Richard Parker. The last moment is how does he tells his whole experience in the ocean to others people.

Procedure of teaching recount text by using scene of movie *Life of Pi* for junior high school student in speaking has three activities. They are: a. Pre-teaching activities b. Whilst-teaching activities c. Post-teaching activities. At the beginning of the class, teacher greets her students and students have to responses it. After all those complete, teacher will give the information about the relationship of previous learning with that will be implemented. Repeating is the best approach that writer thought. Teacher can guide students by discussion the topic. Teacher can ask students to analyze what they see with theory and concept

that have discussed. By using this approach helps students guide their background knowledge with movie.

In whilst-teaching activity, teacher can elaborate student's background knowledge and topic. Teacher may ask student experience in this section, every student has their own experience. It can be happiness, frightening, funny, scares and etc. Teacher can asks students about what is recount text, what are the generic structures of recount text, purpose, lexica features and showing the example. Teacher can ask students experience. There are many possibilities answers that student given. It will guide teacher to continue the lesson. Teacher can write student's answers in white board. After that, teacher can show a poster *Life of Pi* movie to students, and ask student what are they seen in the poster. By showing the poster will help students to brainstorming about the movie. Students will analyze what they have seen. Teacher can introduce the characters to the students to motivate students and make them interested it.

Next, teacher divides the students into some groups. There are some reasons why teacher divides students into groups. The main reason is by grouping students will practice their speaking in front of their friends. This activity will practice their self confident while talking. Other reason is they have much time to practice their speaking. Sometimes students ignored to speak up in front of class because they are not ready yet. So that, after practice in group they have self confident speak up. However, every group consists of maximum four members. These groups will discuss about what they are going to learn. Teacher tells students that they will watch some scenes Life of Pi movie to show character's experience. Teacher ask them to pay attention how the characters telling their experience and what events happened in character's life. Student may taking note while watch it and it will help students to remember every single event.

The next stage, teacher will play some scenes Life of Pi movie. These scenes can be applied one by one. Teacher can repeat the movie twice to make sure students get points of the story. Teacher asks students to pay attention to the main character, who is the main character? How is he began his history? When did it happen? Where does it take place? And what are events that happen? Asking these questions help students to understand the generic structure of recount text. Students can analyze the movie and make some notes. By seeing model or actor on this movie students will learn how he spoken. Here is one of print screens of *Life of Pi.*

In scene 1 student will learn how character begins his history to his friend. For example; it can be started from telling place to audience. There are many possibilities can be used to start telling experience for instance describe who is participant in this event.

Before comes to group activity, teacher will practice student to make question guide. Teacher may practice from the simple topic for example last holiday. Students will practice how to make some questions. There are many kind of questions can be learned by student.
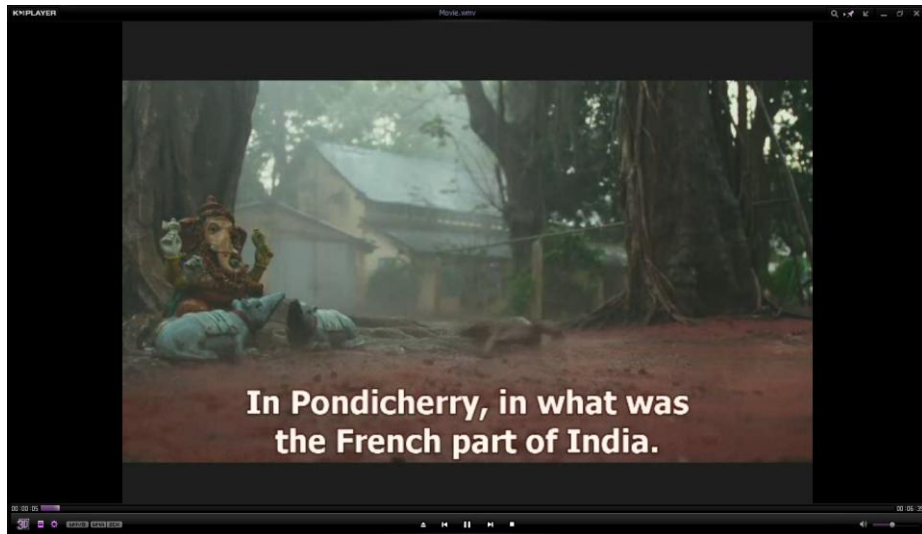
Picture 1
Print screen scene 1 *Life of Pi*

There are Yes/ No question and WH questions. In this occasion, teacher will practice students to make WH questions for example how to make questions from holiday. Here are some questions about holiday. The question may be asked by students as follow: What did you do last week? How did you spend it? How long did you spend it? When did you spend it? What activities did you do? After made some questions, teacher will practice student's understanding and comprehends about answering the questions. Teacher will ask every student a question to make sure students have already understood about the purpose of questions. Students can practice how to pronunciation the question.

After watching the scene movie, teacher asks students to tell the story directly, by using questions that have given to students. Students can use two ways to tell their story. The ways are dialog and monologue. The ways are dialog and monologue. Students can use question guide that teacher had given to help them when asking the question. It is such telling the story activity based on dialog. It will easy for student to telling the story to their friends rather than monolog. Every student must take turns and can change their friend in the same group. Here is a figure of group work interaction.
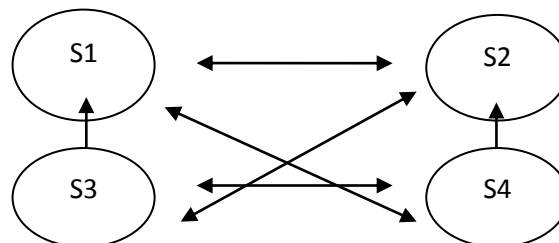

Figure 1 Group work interaction

There are some interactions can be done by students. Student one (S1) can ask some questions that had already trained to student two (S2) and S2 have to

answer questions from S1. They can change their position asking and answering question among other group members. By using this group students will practice their speaking with their friend and also they have much time to practice their speaking rather than practice speaking with teacher.And then teacher gives example of simple past tense in sentence, the example taken from the movie and also explain how to use simple past tense in the story. Teacher and student will practice using past tense in dialog while talking. After that, teacher asks students to tell the story by using simple past tense.

After all, students can practice speaking by activity that teacher given. This activity asks students to tell their own story to their friends. After role play with group work, teacher asks students to practice their last lesson about simple past tense in their story. Teacher asks students make a group which is consist of two members. Student will practice their speaking in front of class with their partner. They have to take turns to be someone who asking questions and answering the questions. Teacher gives them some simple questions to guide them while performance in front of class; what did you do last week? Where did you go last week? What time did you go? Which whom did you go? What were the events in your holiday? Students can asks these questions to their friends, and they can ask questions and give answers each other. And they can add additional questions. Group who wants to practice can raise their hand; teacher gives them opportunity to speak in front of class. Here is the figure of pair work interaction.

Figure 2 Pair work interaction

Last activity, teacher asks students to practice individually in front of class, and ask them to pay attention with the generic structure of the text. Students can take example from movie to tell the story. It can be how to begin a story, and also using simple past tense to show that events already have. While each students telling their story, teacher must lead them and pay attentions to grammar and pronunciation. Every student has to finish telling their story by time given.

In post teaching activity, teacher will evaluate students understanding. Teacher will remains them about the generic structure of recount text. Teacher may ask them with what is the generic structure of recount text? What is the purpose of the text? And what is the language feature of the text? Students can answer directly. To make sure student understanding, teacher asks students to make homework. Teacher asks them to take a picture about their last holiday and make their own experience by using simple past tense. Finally, teacher and students can make a conclusion together. What they have learned. And teacher can review if there is miss understanding about the lesson. Teacher may retell the whole of movie to students.

There are some advantages in teaching speaking recount text to junior high school students by using the scene of movie Life of Pi. First, Movie offers both cognitive and affective experiences. Students can learn from the scenes of movie, the expressions that characters used can be a good experience for students. Second, It is interesting media where students can watch visual media. Students like watching movie in their free time. Third, it provides authentic language input. Movies are made for native speaker, so students can learn authentic language from movie. Last, Students can develop their critical thinking by analyzing scenes of movie using theories that teacher have given.

C. CONCLUSION AND SUGGESTION

Using scene *Life of Pi* as media for teaching recount text is one of alternative to solve lack of model in teaching speaking. The purpose of using this media is to help the students learn how native speakers communicate in their daily life. Students can learn how to pronounce the words correctly. There are telling activities that can be learned by student. There are some characteristics making this movie appropriate for junior high school student. The first one is this movie showing model that help student to understand how to speak English naturally. Second, there is a major participant that make student easier to understand the story in this movie.

There are two preparations that have to be done by teacher. They are preparation for lesson plan and preparation the movie itself. Using scene *Life of Pi* as media has three procedures of teaching recount text. There are pre- teaching activities, whilst- teaching activities and post teaching activities. In pre- teaching activities, teacher will give the information about the relationship of previous learning with will be implemented. The next one is whilst- teaching activities. Teacher will divide the students into group work which is consists of four members. Question guide can help students to practice their speaking. Last activity is practice speaking with pair group. Students have to take turns to be someone who asking questions and answering the questions. Finally, in post – teaching activities teacher will evaluate students understanding. To make sure student understanding, teacher asks students to make home work. Teacher asks students to use a picture about their last holiday and make their own experience by using simple past tense.

Based on the conclusion that has been mentioned before, there are some suggestions in teaching speaking recount text by using scene *Life of Pi* movie. Teacher should pay attention while cutting the movie, the material must be appropriate with scene. Teacher has to watch movie before cut the movie. It is because there is inappropriate scene for east culture and young learners. Then, teacher should prepare in focus and speaker to make visual and audio playing well. After that, the teacher needs to guide the students and give clear instruction about group work and pair work to students. It is useful for making teaching and learning process more effective and more efficient.

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