
HUMANITARIAN MOVIES: MAKE IT WORK IN SPEAKING CLASS A THEORETICAL BASED GUIDE FOR PRACTICES

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Abstract

“Leaders in the educator preparation field have a unique opportunity-and a profound obligation-to establish the vision for their programs that will result in a 21st century educator workforce that produces the student outcomes outlined in the Framework for 21st Century Skills Learning.” Hywel, based on his research in University of Leeds, were ELT process undermined student language competence (Kompas: 2011). Furthermore, the goal of 2013 curriculum failed in capturing human character in taught course, particularly, teaching speaking at school. Teaching speaking commonly in boredom processes, further, teacher asked student to talk and perform in front of the class. Moreover, the various ways in teaching speaking has been offered but, it still far from curriculum expectation. Teacher experienced also designated teaching speaking based on 2013 curriculum not maximally as well. The problem is teaching speaking through character still in question. The paper highlight the nature of teaching speaking through humanitarian movies of recount text in developing students character. It means a short humanitarian action in a kind of video to stimulate students in applying character values in daily life. The students are speaking around the cases that found in video as well as character values. It makes the natural approach of humanitarian action in daily life that stimulated students to take an action. After that, the students asked to record their humanitarian action in daily life, especially, they felt directly of their action in mirror life. Finally, student speaks about their record in classroom talk as well as the tremendous moral values based on his/her experience.

Keywords: *Speaking, Recount Text, Humanitarian Movies*

1. INTRODUCTION

The problem arouses since teaching English as foreign language in our country mostly emphasizes on literary skills but less on oral skills. The learners can often read or even write better than they can speak in English. Learners who learn English as a foreign language often face difficulties to speak in English. Speaking a language is actually difficult for foreign language since effective oral communication requires to ability to use the language appropriately in social interaction.

For decades, language experts have tried to make innovation in teaching speaking to help the learners with their communication skills. Allan (1986) believes that in teaching speaking, generally learners are introduced and trained with the dialogues or narratives to present the language to the unit. Further, Teaching by using movie as media in the classroom giving is a good way to teach the students how to speak well by imitating the character in the movie, also the students can learn many thing that is consist in the movie such as culture, history, and others. The class becomes fun and the students join the class activity enjoyable.

It is truth universally ratify, prove and happily disseminated that there is no medium like audiovisual medium such as movie to propagate ideas, influence thinking, and dictate particular mind-sets, aggressively market ideologies, and appropriate ideas to guide humanity to pre-determined ends-directions. Meanwhile, there has been a lot of talk a recent years about the impact of technology and language learning. The use of audiovisual equipment, movie, can be an audiovisual aids in the language teaching and learning. Smith (1989) finds the students of today are trully a television generation accustom

to gaining knowledge about the world from TV screen instead of from newspaper and magazine.

2. DISCUSSION

Why humanitarian movies?

Movies are a part of visual literacy and “*movies are an enjoyable source of entertainment and language acquisition*” (Ismaili, 2012). Besides, since 2013 curriculum has been issued, pro and contra has happened in educators' side. Instilling character is the warmest topic in discussion. Likewise, how integrating character in ELT nuance. Moreover, literature takes part in the important roles as problem solving in ELT for several years, since then, the educators have tried to alter the meaning of learning in ELT context. Of course, the power of literature can change the mind-sets of the people, every person might be cried when she or he read a novel, listen or watching movie but, I believe that no body was crying when she or he read the mathematic book, chemistry or physics, because all of phenomena point out the power of literature. Therefore, the imaginative collection such as emotion, spiritual are found through literature. Further, using humanitarian movies to teach speaking is the good way to be applied in ELT class.

Hornby (2000) defines humanitarian is a person who is concerned with reducing suffering and improving the conditions that people live in. It infers human activity to reduce suffering and help the others to improve the quality of life. Therefore, humanitarian movies implies a video which is obtain humanitarian action in daily activities close to student life. To sum up humanitarian movies are media used in ELT class, particularly, teaching speaking. Having discussed before movies were obtaining the power of literature that might be change the mind-sets of student to take an action through influenced by humanitarian action found in video.

Lynch (2006) stated that, there are five reasons why movie used as teaching media they are varieties of accent can be demonstrated, slices of culture can be demonstrated, historical change can be easily demonstrated, using audio-visual elements aids learning, and movies are great to watch. It inferred that humanitarian movies are great to watch to stimulate student to take an action in daily life. Of course, teaching based on 2013 curriculum can't maximally as well to see student who is applied character that they found in learning on classroom interaction. Therefore, by using humanitarian movies, as a teacher, we can see the student might be influenced by its, particularly, they could tell several events related to the movie about humanitarian action that found in video. Since then, they are tried imitate that he or she was seeing in video related to the character values about humanitarian action in their daily activities.

Having teach speaking by using humanitarian movies is a such way to instilling character to the student. When she or he was watching the movies, they felt such an emotion and imagination about what they watched. It is gave such stimulus on their mind to do what they have watched. The impact of the watching movies to do the same or to do something related to the character values in daily life, it is called as the power of literature from the movies. Because literature means a collective imagination and creation to do what the people imagine based on what they have seen or watched and it believe that the power of the imaginative literature opens the window of the world (Di Yanni, 2002 & Yulnetri, 2015).

Speaking, Recount Text and Movies

Speaking is an essential tool of communicating, thinking and learning. It is an essential proficiency to be acquired in a learning a language. Speaking as a basic of communication becomes as an important element in a language learning. Bricki (1987) states that one's capability of expressing her/himself orally is a first sign of her/his language competence. That's way speaking is the competence which is more valued and desired in learning a language including learning English.

Likewise, teaching speaking through humanitarian movies are intended to propagate ideas to instilling character values to the student as well as they might be taken an action based on the movies that they have watched. It is suitable with the 2013 curriculum, especially, integrating character to the learning context. It implies every teacher is a facilitator to building character in ELT nuance. So long as we know teaching speaking in boredom process, for example, the teacher asked to speak in front the class, before, the teacher asked to prepare or remind the text to perform. It designated that the difficult of teaching speaking through developing student character. Therefore, when she or he was asking to speak about the movies, particularly, humanitarian movies that makes his/her mind-sets might be changed to imitate what

they have watched because it is the power of literature. In sum, speaking about the humanitarian action that found in movies are belongs to speaking activities in building students character.

There are five types of speaking activities such as communication games, simulation or role play, discussion, retelling the story, and conversation. This paper belongs to speaking retelling the story based on humanitarian movies that students have watched as well as it can stimulates their mind-sets to imitate what they were seeing or watching. Cameron (2001) states that retelling the story in a foreign language is a demanding task. The demands of retelling the story after listening and understanding should not be underestimated: language needed a word, sentence or discourse levels must be found and produced. If students are to retell the story, they are asked to work at this level in production. Further, which one of genre retelling the past event is recount text. Therefore, the students are recorded their experiences included humanitarian action in daily life. Then, they are asked to speak or recount about their experience in front the class .

Recount text is including in the English curriculum 2013 so students who learn English at school to accomplish it well. In the curriculum this text must be learnt. Not only reading skill but also in speaking. When students learn it in reading, not many problem occur, because they just read the text and do the comprehension activity. But, when it comes to speaking, many of them face difficulties due to the activities or telling their past events to the audience. The reasons are that the students are lack of ideas and imagination. While recount often related to imagination, students need to use it to create a speaking about their recount.

Actually in teaching speaking recount text, teacher can use movie as one of activities that will stimulate student's imagination. This activity will make the students feel exited and find that learning is fun. Hence, teacher is allowed to use movies in their teaching as long as it is still engaged to the lesson. Using movies as an alternative in teaching English can make students motivated to follow the lesson. Using movies is generally highly appropriate for teaching cultural aspects. The textbooks can give a rather narrow picture of the English speaking world and thus it is important to present the pupils also other English-speaking cultures than just the British and American cultures. Movies provide an authentic an interesting way of doing this and usually movies make it easier for the pupils to relate to different cultures. Moreover, a second language learner's view and understanding of another culture is affected by his or her world view, beliefs, assumptions and presuppositions. These can, on the other hand, be affected by authentic movies (Hinkel, 1999). Movies can work for instance as a springboard for discussion or as an introduction to a new culture.

To sum, movies are obtain the power of literature. What are the students have watched might be changed their behavior in daily activities. The collective imagination and emotion are the keystone to understand and fell the movies, particularly, they are influenced by positive emotion and imagination to take an action, it is caused by the stimulus of the movies are watched by themselves.

Guides for Instruction

Movies are truly modern-day storytelling instruments. They have the power to reach massive audiences, which is why they should, and do, matter so much to society. Whether they are stories of afar or just everyday existence, good movies are a way for people, particularly youth, to understand and relate to the world in constructive ways.

Here are the guides to teach speaking by using humanitarian movies are developed by *Finding Inspiration in Literature and Movies(F.I.L.M)*:

1. Ask students to watch the humanitarian movies.
2. Ask students to speak about the humanitarian action that found in movies.
3. Ask students to record their experience or recount in daily life.
4. Ask students to play their recording.
5. Ask students to speak about their recording related to the humanitarian action in their daily activities.
6. Ask the students to discuss the character values found in the movies.

It inferred several questions to ask to the students what are the character values found in the movies, the teacher can use the question:

1. Have each of these movies have an impact on your life?
2. Did you relate specifically to any of the characters in these movies? How so?
3. Did you have the opportunity to do the same with the character in the movies?
4. If you have any opportunity to do the same with the character found in the movies, how so?
5. Have the movies influence you as emotionally and spritually?

3. CONCLUSION & SUGGESTION

Teaching English through humanitarian movies are the alternative way to teach speaking in classroom conversation. In many years literature has been take part in ELT untimely today. The power of literature might be changed the mind-sets of the people to do something related to the action that he or she was seeing or watching. Humanitarian movies are truly effective to building students character based on curriculum expectation. If the literature practitioners hopes to grow, it is necessary that community as a whole understand what literature ELT context actually redesign, and can accept the various roles that literature practitioners need to adopt to assure its success (Andre, 2015).

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