

UP Movie (2009) as a Means of Improving Students' Understanding of Simple Present Tense

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Abstract

This study aims to confirm a better understanding of simple present tense and , through a movie titled 'Up' set in a public school in a public Junior High School in East Java Province. This research uses a classroom action research. Based on the results of the study, the results of this study were very satisfying. This study succeeded in improving student present tense and tense throughout the film, supported by several other means, including word spelling correction, student motivation, and performing listening tasks. On this study, students' understanding of the present tense can be improved. This can be seen in the increase in students understanding of simple present tense through the dialogue example during the first cycle. This research was successful in the effort to improve the students' of simple present tense through up movie supported by some other actions such as correcting the word spelling, giving the students motivation, applying some listening and speaking activities. The increase of score between pre-test to post-test from 69.63 to 78.70 is the evidence that Up movie can improve students' mastery of simple present tense through the communicative examples of movie dialogues and activities to assist pupils understand more in situational context.

Keywords: Movies, Simple present tense, Teaching English through movie, UP movie (2009), Technology in EFL Teaching

Introduction

According to Tomakin (2014), tense is being part of English grammar. It is an vital issue in understanding grammar, And also tenses used to represent a place, event, or state in time with a sentence. Sentences can be classified as grammatically correct if the tense is appropriate (Shiny, 2013). Moreover Pereira & Andreas (2017) pointed out that there are various tenses in English. Students need to understand all tenses to support their language skills. There are 16 tenses that students should understand. Therefore, students need proper skills to understand tense.

There were many approaches implemented by researchers to solve tenses problems. Jubhari (2018) stated that students can master tense well by implementing substitute practice techniques in the learning process. In line with this, Rusdi & Hafid (2016) claimed to be very effective in learning tense through the tense crossing table. In addition The film "Up" turned out to be suitable for teachers to teach different types of tenses, the present tense (Isna, 2018). The best technique for teaching students a time that is becoming more complex is when it is comfortable and close to their lives. The use of technology in the learning process is implemented as recommended. One of them is watching up movie

However Selvi & Gunawan (2019) stated that Tense is a verb that indicates time (past, present, future). Occurrence of an action or event. Time is time Verbs, in English, verbs can change over time. Therefore, many Students do not understand the tense of the subject of grammar much and it is more difficult When using verbs Also, many students have a hard time remembering all the present tense. Students remember only half, they may confuse the ceremony Use of individual tenses. Also, the following media were lacking Classes to learn about tense and this situation will give them to learn the correct grammar.

In learning simple present tense and simple progressive, media is very important to make it easier for students to learn. especially using movie. According Humiras Betty (2018) Watching English films as media in the English classroom helps students to be sensitive to sensory hearing. Watching movies in English will improve your students' listening skills. Many children and adolescents love English movies, and researchers are trying to use them to facilitate the learning process. They become interested in learning English and become happy, and watching English movies improves their listening skills. Therefore Zohrabi (2015) argue that film / Movies provide an extension of the so-called language learning technology that has been used to teach students the basics of learning English in elementary, junior high, or college. Based on some of these opinions, we can conclude that the use of media in the form of English films is applicable to the learning process. According to this assumption, listening comprehension covers most of the input and is an important factor in getting input in the learning process. The ability to listen is also important to the output process, as the output is highly input dependent. Given this claim,

by providing a background of communication, the ability to hear can be seen as an integral part of verbal production (Yavuz, F. & Celik, O., 2017).

This research was conducted at a public junior high school in Kamal Subdistrict, East Java Province, Indonesia. After asking the teacher what are the problems faced by the students there, Researcher found some problem experienced by students in Teaching comprehension on the grounds that many factors like First, they often misunderstanding about vocabulary because the students there do not master the vocabulary in English so they feel a little confused when they see words they have not seen. and the second according to the teacher I asked because most of the students in SMP 2 live in remote villages, so to learn through media that requires a signal such as YouTube, Instagram they have difficulty due to inadequate signals so that these students rarely learn new vocabulary. Researchers need to choose audio with interesting topics. Therefore, it is important to focus the teacher's intentions on improvement in order to stimulate the students skill. This requires active learning. Therefore, teachers need to find specific teaching methods and techniques to help students solve problems.

To overcome The Student's problem at the Seventh Grade, Teacher finds new strategy Engage students in the learning process more actively with watching lesson. There are using up Movie. Barsam & Monahan (2010) In Putri & Sinaga (2020) states that a movie is a story, captured in a set of celluloid strips/films, which are shown on a screen with certain speed to give the impression of moving and also that movie is the most popular art form. and movies can be found on various platforms such as netflix, iflix, we tv and there have also provided translations in various languages so that people can develop their skills. Students are expected to be more interested in attending movie-classes. In addition, it is expected that there will be more opportunities to practice their knowledge, which in turn will make them attend the watching movie class.

Several previous studies have been figured out. A Study done by Ruusunen, (2011) in (Amalia, Kusri, & Rahmadani, 2019) It points out that visual activity in the movie makes the movie easier to see. Activities help students explore specific topics, focus on characters and stories, and cut points in the movie. Examples of viewing activities include supervised listening,

information gathering, movie breaks, and second screenings. For example, movie breaks help teachers see if their students understand what's happening in the movie. Therefore, these viewing activities are an easy way to help students focus on watching, regardless of the length of the movie. You can also conclude that learning with movies can improve students' listening skills and that students who attend this lesson can use English directly to communicate with others.

Review of Literature

Highlights of Simple Present Tenses

Present tense is used to describe habitual behavior with adverbs such as "normal," "always," and "frequently." The use of the present tense often confuses students with its complexity. student. They usually have some problems with, using "do" and "does" in negative and questionable clauses. When creating the negative sentence, they often write to. Example: Instead of "He doesn't learn English every day", "He does every days instead of." A third peculiar person like him, she, and it "does not" negative sentences, and "do" for interrogative sentences. This shows that students are still confused about the present tense of negative and questionable sentences.

The simple present tense helps convey activities that are frequent, repetitive, or generally true, and actions that take place when speaking (unrelated to the past). Or in the future). Present tense, except for the third person singular subject Verbs are formed using the simple form of the first and third verbs Person plural, verb ends in present tense verb -s or -it. Moreover It's not just the present. It is also used to indicate that something happens repeatedly, constantly, or in general. It's not whether the action is happening when you're talking (Mohd Idris, Nur Ehsan, & Kim , 2020).

Such verbs shall be used for permanent situations or actions that occur regularly or constantly, (not now). An example is 'My sister goes to the market about twice a week. Also, Simple Present Tense usually, always, sometimes, represents an event or situation that normally occurs. They are happening now, have happened before, and may happen again (mohd Idris, Nur Ehsan, & Kim , 2020).

From the above definition, The simple present tense means that it always refers to an event or action that is executed by the subject. It does not include permanent time. You can use it anytime, anywhere. So far, little research has been done on the mistakes and mistakes students made when using the present tense.

Movie for EFL Teaching

In this era, people not only watch movies for entertainment, but also do it for pedagogic purposes. movies are often used in other fields, such as Biology, Chemist, History and etc. Such as the history of ESL /EFL classes, also receives positive feedback from teacher. There are many experiments showing that movies can improve students' listening and communication skills. There are some experiment according to Smith (2009) This movie is a great tool for students as it allows them to study outside the average college parameters such as books, lectures and dissertations. She understands the value of these learning methods, but thinks that students can have a very active image of film material. See the progress of advisors in chronological order in the movie. It also draws students' attention with a good vision and engaging listening activities. However, watching a movie in a foreign language is beneficial to students as it improves their speaking skills, improves pronunciation, gains new vocabulary from the movie, expresses themselves, and completely improves their listening skills. The film also teaches students real English with its unique qualities. Watching movies in class is not only fun for students, but also linguistically beneficial. Students can also learn different perceptions of different cultures and specific phenomena. So watching an English movie can be an interesting activity for learning a foreign language. Especially when students are enjoying watching English movies. After watching an English movie, a report presented in the classroom is created. And English movies can be a good source of real audio material. This includes conversations from highly skilled English speakers that help make pronunciation easier to understand. English movies give students access to more information while listening. This means that the learner can hear and see what is happening at the same time.

Method

This research uses the Classroom Action Research (CAR) design to explain how to use popular English movies as a medium for listening education. Classroom Action Research (CAR) is a study of social conditions aimed at improving the quality of behavior. When all processes such as review, diagnosis, planning, behavior, observation and impact establish the necessary relationship between self-assessment and professional development. Kashihani, on the other hand, has shown that CAR is a hands-on study aimed at improving deficiencies in classroom learning practices in a variety of ways. The problems identified and resolved in CAR are the actual problems facing teachers. Similarly, Suyanto said CAR must be defined as a reflective study by taking specific actions to professionally repair or improve scholarly practices. (Purrohman, 2011).

This research took place at SMP 2 KAMAL, The subject of this study is 7th grade. The English teacher in this class said that (1) it was difficult to understand what he was listening to, and (2) he was incapable of answering questions based on the story, so the author conducted a survey of this class. rice field. The press, and (3) they didn't know much vocabulary. Due to the circumstances and conditions of the above classes, researchers are interested in conducting research proposed by another media using English popular movie, to resolve such issues.

This the study focuses on students improving understanding in the simple present tense and present progressive tense, The Researcher used movie as media, without media support and interesting strategies, students will soon have a hard time getting bored. Therefore, teachers need to be creative in finding and developing new media and strategies that students will enjoy and be happy with when they receive the material.

Success indicator is set up to establish whether the action in the research was successfully completed or not. In accordance with this study, the criteria of success is decided as follows: The 80% of the students' listening scores could achieve the target of the minimum score of 75.0.

Results and Discussions

Cycle I

The activity of cycle 1 was conducted on 4 June 2022 at 9 o'clock. The activity was done in two meeting (2x40 minutes). There were four steps in conducting cycle 1. The steps were as follow:

Planning

In this step the researcher mainly focused on making lesson plan and its instruments. The researcher cut the video to match the assigned time. The researcher also prepared the material to support understanding about the movie which were an explanation about simple present tense. The researcher also prepared the test to measure students' understanding about their listening skill. In this step, the researcher also determined the criteria of success. the lesson was success if 80% of total students Successful 75 score.

Acting

The researcher conducted the activities according to the schedule and the lesson plan that had been prepared. In this part the researcher also acted as a teacher. As mentioned in lesson plan, the activity mainly divided into 3 sections, opening, main activity and evaluating.

The first meeting

Opening

the teacher firstly introduces and stated the purpose and then opened the class by greeting the student and let the students praying with their own believe and then the teacher checked the student's attendance at that day the student who's absent was 1 and then the teacher told the students about the material, theme and activity.

Main activity (Session 1)

First, the teacher explained about simple present tense and present continuous in daily lives. After explained the structure of present tense and present continuous, the teacher asked the students to mention the example of simple present tense in their daily lives. In this process the researcher found some students talking to each other while the teacher was explaining. The reason was the student feel bored at first and then the student starting to talk to each other. Knowing some student talking, the teacher warned the talking student and finished the explanation. After giving the explanation, the teacher

showed the students the movie that had examples of simple present tense entitled “Up” which showed only 30 minutes because of the time. In this process, the researcher observed that all student very focused on the movie. The students that in the early process who were talking now also focused on the movie. After watched the movie, the teacher asked the students to write and identify the simple present tense sentences that they found at the video and then the students asked to discuss as a group or they could identify individually. In this process the student also showed good reaction. They willingly discussed about the movie and discussed about the simple present tense that they found during watching the movie.

Main activity (Session 2)

Evaluation

The last section was evaluating their knowledge by giving the student a test that had been prepared. After the student did the test, the teacher explained the test one by one of the questions. While explaining the teacher in some occasion asked representative from their group to try presented their analysis from their discussion earlier. Mostly the student very cooperatively came forward to explain their discussion and there were some students who are still shy to try present their discussion result.

Teacher-Student Sample Dialogues



The teacher asked the student to come forward to presented their discussion T

”all right, which group want to explain first?”.

S1 *”Me sir”* and then came forward explaining the scene at minute 1:45.

“adventure is out there” the student did not explain the sentence.

T “*what tense is that?*”

S1 “*simple present tense*”

The teacher then asked the student the mean of each word

T “ok, let’s translate it now”.

The teacher asked “*adventure*” meaning in Indonesia. The student answered together loudly “*petualangan*”

the next word is “*is*” the student answered loudly “*adalah*”

then “*out*” the student answered again loudly “*luar*”

and the last “*there*” the students answered “*sana*”



The teacher asked the student to come forward and told the student that the time is limited

T “*who wants to come forward. Only one student because the time is limited*”

The student 4 came forward reading his answer from minute 41:01

S2 “*hey, I like dogs. This is simple present tense*”

the teacher respond

T “good job. What is that in Bahasa Indonesia?”

S4 “I adalah saya” and then the teacher asked the students

T “ what is like? *Suka or seperti?*”

S4 “*suka, sir*”

T “what is the whole sentence mean”

Ss “*saya suka anjing*”

Observing

In the observing step, the researcher observed 2 factors. The student factor and teacher factor. Because the researcher here acted as the teacher. The teacher factor was filled by the students. The students were given a questioner to rate the teaching process of the teacher. For the students factor the original teacher and the researcher act as the rater.

Of the teacher factor, the results taken from questioner answer. The teacher at opening did great job at greeting the students and asking the students situation. The opening was smooth and on point. The teacher also did good job at the main activity. The teacher communication with the student went smoothly and the teacher and the students discussed the material with the teacher. at the end of explanation the teacher also did good job at giving students chance to ask what the students don't know. Mostly students gave the good answer, but there are several students answered that the teacher doesn't notice the students. This minority answer was predictable because the teacher also human that couldn't focus on all students.

Regarding students factor, from the point of view of the researcher and the original teacher, the students' skill was improved if it compared to the preliminary study. Most of the students focus on the lesson and feel motivated while learning through movie and group discussion. But not all students, the researcher and the teacher spotted some students still not focused. Some students that were not focused also predictable because of the students' different characteristic.

Reflecting

The last process was scoring the students test in the test that given in the end of the meeting 2. Based on the, the percentage of the students who passed the 75 were 21 students, 5 failed and 1 absent student with total percentage was 81% it was increased 43% from the preliminary study. It means the cycle 1 was success and the researcher doesn't need to do the cycle 2. The students score result were below:

Table 1. Students' final score result of pre-test and post-test

Student Number	Pretest Score	Remark	Posttest Score	Remark
1	80	Successful	85	Successful
2	75	Successful	85	Successful
3	65	Unsuccessful	85	Successful
4	75	Successful	85	Successful
5	75	Successful	80	Successful
6	65	Unsuccessful	95	Successful
7	85	Successful	75	Successful
8	70	Unsuccessful	65	Unsuccessful
9	45	Unsuccessful	80	Successful
10	75	Successful	65	Unsuccessful
11	75	Successful	50	Unsuccessful
12	75	Successful	50	Unsuccessful
13	50	Unsuccessful	85	Successful
14	60	Unsuccessful	85	Successful
15	75	Successful	85	Successful
16	65	Unsuccessful	65	Unsuccessful
17	70	Unsuccessful	85	Successful
18	75	Successful	85	Successful
19	70	Unsuccessful	80	Successful
20	75	Successful	85	Successful
21	75	Successful	75	Successful
22	60	Unsuccessful	85	Successful
23	65	Unsuccessful	85	Successful
24	70	Unsuccessful	85	Successful
25	80	Successful	85	Successful
26	65	Unsuccessful	80	Successful
27	65	Unsuccessful	75	Successful
Mean	69.63		78.70	

It was clear that the results indicate there were big improvement in students' skill. It was because the student motivation as mentioned on the theory from Smith (2009) the students who feel motivated mostly focused on the material and in result it made big improvement in the students understanding. Another factor came from the material and goal. In this study, the researcher solved the problem which could be said simple, simple present

tense and listening skill. The carefully chosen theme and genre of the movie also became the important point. The researcher and the teacher knowledge about movie lead the correct choice that match to the student skill and interest. It could be inferred that with the increasing of the skill and level, the chosen movie must be followed. It means the teacher must know which movie the teacher must choose to greatly affect student motivation from the correct movie genre.

The researcher knew that the student easier to understand because of the expression and condition. The simple present tense helps convey activities that are frequent, repetitive, or generally true, and actions that take place when speaking. The location, situation of the movie *Up* (2009) helped student to convey the present tense and present continuous tense. The student understood the context and matching the sentences with the condition and expression of the character.

There were many movies focused on education but the movie that can match with material was very limited. Mostly movie that can matched the material were movies for entertainment and the movie duration mostly long. That was why the teacher need to spend time to cut or choose the time of the movie to match the material and the limited time. Movie as a media was taking too much time if the movie not trimmed very well because movie mostly about 1 to 2 hours. From the movie the students knew exactly how the English speaker communicate and express their feeling in communication. The movie language used casual conversation but also include politeness element in example the main character talking to the elderly.

Conclusion

This research was successful in the effort to improve the students' of simple present tense through up movie supported by some other actions such as correcting the word spelling, giving the students motivation, applying some listening and speaking activities. After conducting the research the researcher concluded that movie could improve students' of simple present tense. It could be seen from the improvement of students at each meeting for one cycles in 2 meeting. The researcher created some fun activities using up movie for the students. During the teaching and learning process, he often used the English

popular movie to motivate them in learning listening. In addition, he also completed the movie with varied assignments, so they did not get bored. For future researchers, it is suggested to study how other types of movies, including movie trailers can assist pupils in understanding EFL lessons more meaningfully and fun.

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