The Analysis of Teaching Writing to English Young Learners (EYL) through a Movie: An ICT Perspective

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Abstract: This research has a purpose about using a movie to improve the learners', especially English Young Learners', writing skills. The participants of this research are English Young Learners (EYL) from the ages 10-13 years old in of the English Course at Gading Serpong, Tangerang. Descriptive qualitative was used as the method of the research and the English Young Learners' (EYL) story paper are used as the instruments of the research. The results of the research are: (1) Most learners were excited when they are asked to watch a movie; (2) Most of them got bored when they were asked to watch a long-period movie; (3) Learners who have good writing skill could retell the story well, and (4) Learners who are not really master in writing, got some difficulties in retelling the story in written.

1 INTRODUCTION

1.1 The Nature of Movie

Teaching English nowadays has become challenging than before. English teacher should always keep searching attractive sources in order to help the learners' mastery (increase the proficiency) of language skills. English teachers can also use the technology such as computer, video, movie, CD, radio, etc to help in teaching learning process. It is used in order to help the English learners, especially English Young Learners (EYL) to master English skills, especially writing skill.

Technology is related to ICT. The term of 'ICT' is defined as "forms of technology used for creating, displaying, storing, manipulating and exchanging information", (Meleisea, 2007; Nguyen & Williams, 2012:3 cited in Tri & Nguyen, 2014:33). The fast-growing advance of information and communication technologies (ICTs) has made potential contributions to English language education for the past few decades. The ICTs can be applied in many teaching methods in order to ease the learners, especially the EYLs to learn English.

Based on the explanations above, technology is created to ease human's life. Technology then is expanded into ICT which is meant to be implemented in every aspects such as education, especially English lesson.

There are many barriers in learning English, such as poor comprehension, limited vocabulary, slow reading, bad grammar, nonexistent conversational skills. But now, there are also many ways to improve English skills and movie is one of them. Movie can help on all counts. Since 1970s, educators experienced in using film as a teaching tool and it has been adopted by others, (Culkin, 1970: Maynard, 1969: 1971: 1977). Wegner (1977) was a pioneer in using this medium. His 1977 pamphlet described various film types and how to use them in the classroom.

(Champoux, 1999:5) says, "Film can also be used to improve the learners' English skills, such as listening, speaking, reading and writing. (Kasper, 2002) demonstrates how screenings can be used to help develop writing skills. (Stewarts, 2006:1) says that vocabulary and listening comprehension are not the only skills improved by watching films; subtitles and closed captioning (dialogue and other sound information printed across the bottom of the frame) can help students increasing reading speed; films can also serve as the basis of writing assignments and oral presentations, especially when they are combined with the diverse. (Kasper, 2002) demonstrates how screenings can be used to develop writing skills.

Based on the definitions above, it can be concluded that movie can help the English learners, especially EYL to improve their English skills. By using movie, as one of the teaching media, English

skills such as listening, speaking, reading and writing can be improved.

Teaching English to EYL needs special approach as they have special characteristics. Young learners usually have a great curiosity to try new things and to explore concrete to abstract things. (Juhana, 2014:13) also stated that young learners learn directly from their surroundings not only from their peers but also from the adults.

Based on the experts' opinions above, it can be concluded that teaching English to EYL needs special approach. EYL's characteristics are necessary to be known and understood by the EYL's teachers. By knowing and understanding the EYL's characteristics, the EYL's teachers can know the effective teaching process, such as teaching style, methods learning materials, lesson plan that can used to teach them.

Movie is one of the media that can be used as the teaching tools. By using movie, the EYL can learn about listening, speaking, reading and writing. The use of movie is related to technology. Technology has also used in education, especially in English education. It gives some influences in teaching method. It attracts the learners, especially English Young Learners (EYL) to learn English. The EYLs become more excited in learning English. Although some debates regarding the effectiveness of technology have existed (Kleiman, 2004; Kozma, 1994), most researchers agree that technology can be used effectively as a cognitive tool as well as an instructional media. Technology can also be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. (Kramsch & Thorne, 2002) explained that the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of language use. The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature, (Amiri, 2012:103).

1.2 The Nature of Writing

Writing is the most difficult part in English subject as what it is said different from what it is written. (Ron White and Valerie Ardnt, 2011) stated that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right. So, before the learners starting to write an English composition, they should master the English pattern correctly.

Writing is one of the skills in learning English. Some students, especially EYL have difficulties to express their ideas through writing. The difficulties are sometimes about choosing the topic of their writing. Therefore, they need some helps to find out the inspiration about what to write so they can express their ideas through writing easily.

(Gloria, 2013) stated, "The writing is good when it gives information or messages clearly and creates effective verbal dialogue to readers. It aims to give point of view of the ideas in text where it organizes in different way of writing such as narration, description, exposition, and argumentation". When students write a paragraph, they try to explore what they are thinking in mind, and they also concern with the language, meaning, and the structural of context related to English language acquisition as second or foreign language.

(Mousapour, 2011) said that writing must be related to the content, the language and grammatical rules. In order to avoid misunderstood, the students have to use correct sentences by creating a well written text and giving attention to the arrangement of words their composition to express their idea and to give the value of the writing to readers.

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar- a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.

(Alamargot et al., 2010) explained that developing writing is related to the writer's knowledge of language and writing exposure. Writing process is the way the writers give their ideas and messages to readers in the form of text. The writers present their ideas in various ways of writing such as narration, description, classification, comparison and contrast, argumentation and etc. ***First narration*** is a basic writing strategy for presenting past event or activities. It can be used for a variety of purposes such as to illustrate and support ideas with anecdotes, to entertain readers with revealing stories, to analyze causes and possible effects with scenarios, and to explain procedures with process narrative. ***Second***, description is a strategy used to create a dominant impression. For example, students describe a place in order to set a scene and make readers aware of its atmosphere and to describe people to show a kind of person's performance. ***Third***, classification is aimed to classify number of items or ideas into a small

number of classes. In a classification of paragraph, it is important to set up adequate categories and define what goes into categories. *Fourth*, comparison and contrast are to compare similar aspects or to contrast different aspects of two subjects, people or things. *At last*, argumentation is to argue ideas or opinion by giving some argues to proof the concept or research. A good paragraph must give readers complete information and unified by a controlling idea. It is organized form and can be understood what the paragraph is going to be about.

Based on the theories above, it can be concluded that writing is the most difficult part in learning English as it needs to master all English aspects, such as grammar, vocabulary, spelling, punctuation, etc to make a good writing. They are needed in order to avoid misunderstanding between the writer and the readers.

1.3 The Nature of EYL

There is a phenomenon in learning English. Learning English has started in the early age. It has happened since the second half of the century. It is also happened because now English is used in order to face the global demand which emphasis on the need for communication skills.

Teaching languages especially English to young learners is different with teaching to adults. Young learners have different ways than older learners and also have some advantageous over the older ones who start later. (Cameron, 2001:1) says that:

Some differences are immediately obvious: children are more enthusiastic and livelier as learners. They want to please the teacher rather than peer-groups. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to meta-language that teachers can use to explain about grammar or discourse. Children often seem embarrassed than adults at talking in a new language, and their lack inhibition seems to help them get a more native-like accent.

According to (Paradis, 2004) who said that there are several advantages of an early start, first, young learners acquire languages with greater ease, especially the sound system, and develop implicit competence since they can rely on natural acquisition processes.
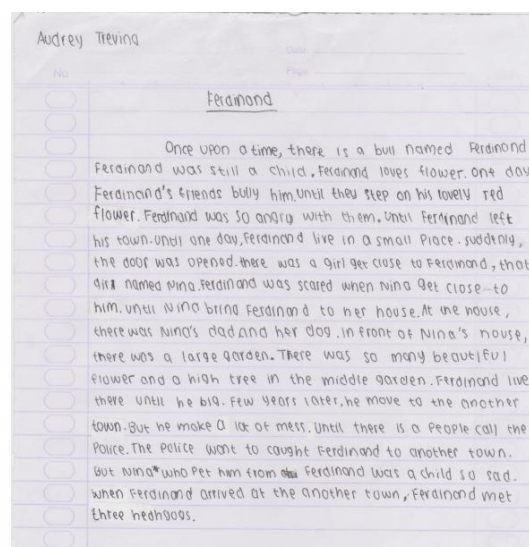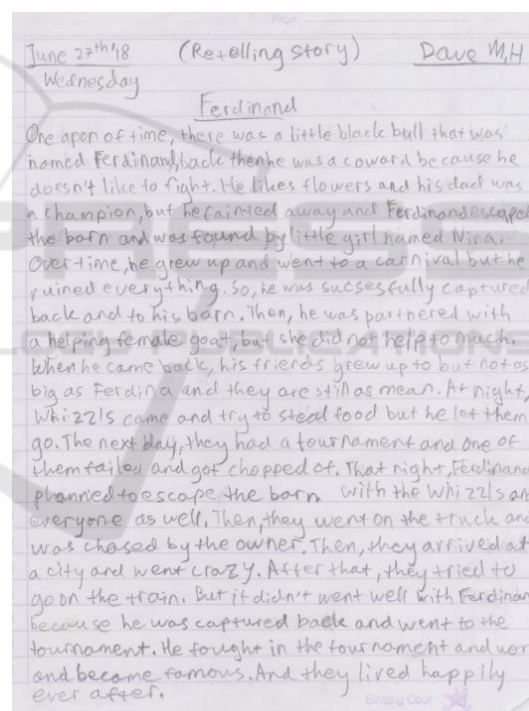

Figure 1. Audrey's Written Story

Figure 2. Dave's Written Story

2 METHODOLOGY

The data for this research was taken from the learners' story paper and there were about 5 pieces of the learners' story paper used as the sample.

Descriptive method was used to do the research. There are three types of descriptive method, they are an observational method, case study method, and

survey method. The observational method as a part of a descriptive method was used to take the data.

Descriptive method was used as (Best, 1974) explained that descriptive method is the method which tries to give the explanation about the symptoms relating to the recent situation. It consists on the effort of giving the note, the analysis and the interpretation of the recent symptoms which have the characteristics as follows: try to give the fact, straight to the problem and the recent variables aren't manipulated by the researcher.

Identifying, classifying, analyzing and correcting were done as the procedures of the research. They were done in order to know about the advantageous and disadvantageous of using a movie for teaching writing for EYL.

3 FINDINGS AND DISCUSSIONS

After doing some research to the EYL, some findings related to the research are found. Most EYL watched the movie that they liked. Most of them could retell the story well.

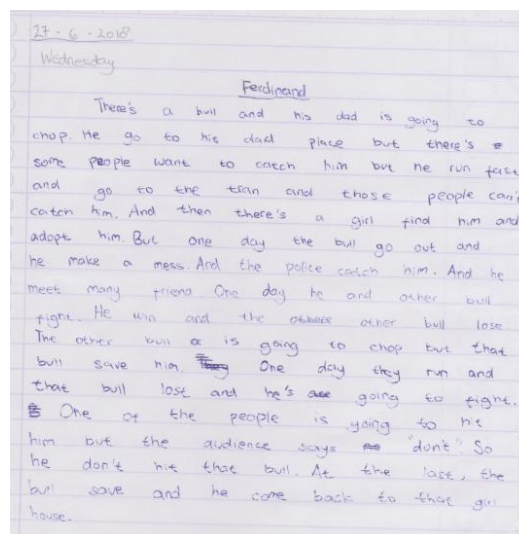Here are the EYLs' Ferdinand Movie written stories.

Figure 4. Lois' Written Story

Based on Figure 1, Figure 2, Figure 3, Figure 4 and Figure 5, they showed that the learners could retell the story well even there were still some mistakes on their grammar such inconsistency of using the tenses. It means that a movie can also help the learners, especially EYL to improve their writing skill.
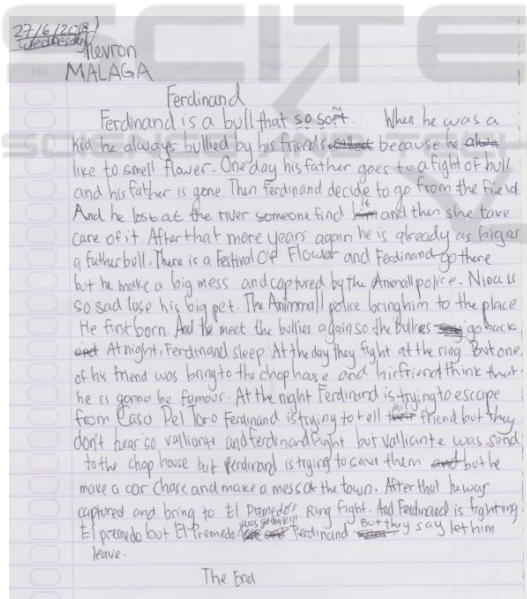

Figure 3. Kevron's Written Story

Figure 5. Prissil's Written Story

4   CONCLUSIONS

From the theories, findings and discussions above, it can be concluded that movies are powerful instructional tools which can help the learners, especially the EYL to improve their English skills, especially writing skill. By using a movie in improving English skills, there are some factors that can be acquired, such as vocabularies, grammar, listening, speaking, reading and writing.

There are also some advantages and disadvantages in using movie to teach English to the learners. (Kusumaningrum, 2015:17-18) mentioned some those factors, they are:

Advantages

Using English movies can be an attractive strategy to teach English as a Foreign Language to learners. It can be used to teach listening, speaking and writing skill. Besides, it provides fun learning environment to teach grammar and vocabulary to students. In the application, there are some other benefits to gain. They are:

1. English movies present more natural language, since the speakers in the movie are native speakers. Because of that, students can learn how to pronounce the words appropriately.
2. English movies provide students a lot of contexts which can help them to learn how to use such expressions appropriately and contextually.
3. Students love watching movies. Fun learning environment gives them motivation to learn English as a Foreign Language.
4. Students can also learn English culture. While watching English movies, students can see cultural aspects included in the plot to illustrate social customs such as table manners to weddings and funerals, holidays, and celebrations. Thus, students' understanding in cross cultural communication is also improved.

Disadvantages

Besides giving some benefits, the implementation of English movies in teaching EFL to students also gives some disadvantages. They include:

1. While the movie is playing, students try to understand word by word instead of the main point of the movie. This may frustrate the students. Therefore, before playing the movie, teacher should explain clearly what the students have to do. Thus, students can enjoy watching the movie and learning English at the same time.
2. If the movie takes too much time to play, it is possible that students will get bored. To anticipate

that, teacher should consider the length of the movie to watch or break the movie into several segments.
3. English movies can be American or British movies to give students different varieties of English. Different varieties entail different pronunciation and vocabulary. These differences may make students confused. Therefore, before or after watching the movie, teacher can explain or lead a class discussion about the English variety used in the movie.
4. The limited facilities in school can also pose an obstacle in teaching EFL using movies. If school has an English laboratory, then teacher can play the movie in the lab. However, if the school does not have an LCD or big screen TV, it is almost impossible to play the movie in the class. In addition, the activity might disturb the teaching and learning process of other classes.

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