

IMPROVING STUDENTS' GRAMMAR MASTERY BY APPU SERIES FILM ON YOUTUBE

(A Classroom Action Research DKV Faculty of Putra Indonesia University Padang)

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Abstract

The students' grammar mastery at the first year students of DKV Faculty of Putra Indonesia University was still fair. Based on the researcher's observation in her classroom, most of students had difficulty to identify the grammatical, and comprehend what the writer expresses both in written and oral. Therefore, the researcher conducted a research by APPU series film on youtube to solve this problem. The purpose of this research was to explain whether APPU series film on youtube improves students' grammar mastery. The research was classroom action research. The research was done in two cycles. In conducting the research, the researcher was helped by a collaborator in doing plan, action, observation, and reflection. Besides, the researcher used grammar test, observation checklist, field notes, and interview as the instruments in this research. The data of this research were analyzed by using two techniques. The quantitative data was analyzed by using the mean score to see the average score gained by the students in individual grammar test. Meanwhile, the qualitative data was analyzed through data gotten from observation, field notes and interview. The finding in this research showed that the students' grammar mastery through APPU series film on youtube improved. The improvement was influenced by several factors, such as the material, classroom activity, classroom management, teacher's technique, and teacher's strategy. Therefore, it can be concluded that applying APPU series film on youtube can improve the students' grammar mastery at the first year students of DKV Faculty of Putra Indonesia University.

Keywords: grammar mastery, APPU series film on youtube.

INTRODUCTION

Since English has been an international language, our government mandated that English is one of the core curriculum components from elementary schools up to the university levels. The purpose of teaching English in the university is to provide the students with the ability to use that language. Then, as an international language that plays an important role in globalization era, English is expected to be used as a means of communication.

In learning English as a foreign language, there are four basic skills that must be achieved, namely listening and reading as receptive skills, and writing and speaking as productive skills. As a productive skill, speaking is essential to be required by the learners since this skill is a form of thinking through speaking. It means that the learners will be able to express their ideas to other people in oral.

Based on the lecturer's experiences and preliminary observation in teaching English for DKV students of UPI YPTK Padang, it showed that the students were not able to memorize and use new grammar in simple sentences orally. It is revealed when they were given some exercises in work. From 140 students, only 40 students could finish the exercises and make the simple sentences orally,

50 students could finish the exercises and could not make the simple sentences orally, and 60 students could not finish the exercises and could not make the simple sentences orally.

Principally, the lecturer must develop a technique in a good matter, in order to motivate the students to be interested in learning the language. Thus, the lecturer must hopefully be creative to find a way in motivating the students. If they are interested, it is expected that they can get the lesson well and the result will be better. As Smaldino, Lowther, and Russel (2008) state that media is to facilitate communication and learning. They suggest that a good media has to have six categories; they are audio, visual, video, text, manipulative (object), and people.

As a lecturer, my main goal is to motivate students to do their best and extend their own personal limits. We devise programs, according to syllabus requirements, that expand on previous knowledge and encourage students to explore new and interesting possibilities. We encourage students to construct their own learning in an environment that stimulates and helps students to realize their full potential. We have had some excellent results with students who have a history of poor performance. We strive to instill a love of learning and to make learning challenging, exciting and

interesting. Some students who had difficulties with English are now having good self-confidence and are enjoying speaking for pleasure;

To make students motivate and enjoyable to study English, the lecturer should be creative in delivering material. We should use variative strategies in teaching English. One of the strategies that can be used by lecturer is using media to support the teaching learning process. There are some teaching method available now, so the lecturer uses singing English song to improve students' English in oral. Music is powerful stimulus for students' engagement precisely because it speaks orally to our emotions while still allowing to us to use our brains to analyze it and its effect if we so wish. Singing English song are included in teaching method, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of music can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.

LITERATURE REVIEW

In English curriculum for University level especially ESP; it states that one of the goals of English lesson is to provide the students to be able to develop the communication competence in spoken and written English. The English lesson given has to integrate four language skills namely listening, reading, writing and speaking. Therefore, the lecturers have to be creative and innovative in creating classroom atmosphere in order to increase students' motivation in learning English. In this chapter will be explained definition of film,

Grammar Matery

The word grammar is used in many different senses. Every expert proposes different opinions about this. According to Thornbury (2004: 4), grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. Brown (2001: 367) says that grammar is contextualized in meaningful language use.

Then, Henry also states that grammar is usually defined as an aspect of syntactic studies. In relation to theories above, Viet claims grammar is what enables you understand the vary words and sentences of your own. In short, grammar is the rules where every word can be understood either in spoken or in written, which some as contextual meaning in a language is when the information is transferred.

Furthermore, Samuel Johnson (in Boer, 1981) says that grammar is the art of speaking words properly. It is natural that the first rule of an English grammar will define the term sentence. In short, it can be define that grammar is the regulation in compounding of words to be a language of the sentence that have meaning and, it

can be understood when the information is transferred to each other.

Teaching Grammar

According to Nation (2002), teaching grammar is a process of ways presented by the teacher to transfer the knowledge to make students learn or acquire grammar. It is showing or helping students to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understanding. As suggested by Thornbury (1963) to able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long time memory in organized. It means that teaching grammar involves a lot of activities and procedure for active participation and effective personal interaction in class.

In addition, Moras (2001) explains that teaching grammar should sustain the productive use of the wide of grammar. It is one of the areas that need greater attention. At this stage, we are concerned not only with students' understanding about the meaning of words, but also their ability to use them appropriately. It is obvious that learning grammar means not only to know the meaning words but also to be able to use the words in different context. Therefore, teaching and learning grammar should go beyond definition and memorization.

There are some useful activities for teaching grammar as stated by Gain and Redman (1986) as follow:

1. Grammar instruction can be handled by using authentic reading text. The students are asked to focus on key words in a text, or guess from context, or to predict and activate grammar.
2. Speaking activities like role – play and story telling can act as medium for teaching grammar
3. Gap activities such as information gap – activities are beneficial in that the participants are requiring thinking over in order to convey their message to others verbally.

Furthermore, Pettigrew (1995:05) claims there are five types how to teach grammar:

1. Guessing word meaning from context.
2. Give students the definitions; let them find the word
3. Teach students when not to look up a word
4. Parts of speech
5. Different meaning of familiar grammar.

To measure the students' grammar Ur (1996: 60) said that there some aspects to be taught in teaching grammar:

1. Form: pronunciation and spelling
2. Grammar
3. Collocation
4. Aspect of meaning: denotation, connotation, appropriate

5. Aspect of meaning: meaning relationships, they are various such relationship; synonyms, antonyms, hyponyms, co-hyponyms, super ordinates ad translation
6. Word formation

Based on the Ur opinion above, it can be concluded that to teach grammar, the teacher should present a word sound like (its pronunciation) and look like (its spelling). Then in teaching and learning process grammar is not obviously. Related to this research, the researcher uses pronunciation, spelling, meaning of the words are the indicator of grammar mastery.

APPU SERIES Film on Youtube in Teaching Grammar Mastery

Films are accessible English language products available to English Foreign Language (EFL) learners. Recently, the usage of this film motivated for students. Sadiman (2000), states that film is audio visual media (things or objects) that can be seen and heard. Using audio visual media in the language classroom provide benefits for learners and teacher. It is supported by Johnson and Sheehan (2006: 108), they say that film is a source of authentic communication which combines of sound and image and sometimes text related to materials in language teaching. Then, Salem (2007) defines that the combining of using audio-visual (film) material in teaching are touchable, undeniable and the value has become even greater.

Furthermore, Hartsell and Yuen (2006) say that film can help students visualize a process or see how something works. Film can take tacit information or knowledge that may be too difficult to describe in text into an articulate, vivid description through the use of images. Driver (2006:159) adds that film is one of the most useful tools for teaching.

Films generally produce image that are clearer in detail and truer in color and they also offer better sound quality. Gersten (2006:4) states that a film has an enchantment all of its own. A film sequence contains not only words, but also visual elements (and often sound effects and music) that provide essential evidence on behavior, character, and context, which are not usually in the script. Through film, the students' vocabulary mastery will increase and it also helps them to practice in using the language. Storaas (2006) adds that film Presentations where text can be combined with moving images and sound as well as still photos, it is presented in a more passionate way. Students like film because it is enchantment, challenging, and stimulating to watch. Film will motivate students by bringing a slice of real life into the classroom.

Stemleski (1990) classifies the great value of film that can be used in the foreign language class: a). They present real language that is not graded or simplified, b). Spoken at normal speed, c). The film sequences need to be short around 15 or 25 minutes

long, d). Clear, independent, self-contained and interesting enough to motivate students and stimulate discussion.

It is supported by Talavan (2007), he states that students of all levels can benefit from the use of film, since there are always easier film sequences, spoken at slower rate that can match lower level students' needs. From the statements above, there are capacities in using film as a media in classroom where should match with students of all level.

Then, Stempleski (2002:364) notes that there are three stages using film in teaching vocabulary: a). Previewing activities: this stage the teacher prepare the students to watch the film by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary, b). Viewing activities: this stage the teacher concerns with playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect. The aspects can be factual information, plot development, language used in a particular situation, c). Post viewing activates: this stage the teacher requires students to react to the film or to practice some particular language point.

METHODS OF RESEARCH

This two cycles classroom action research was aimed at finding solutions for one of problems in teaching grammar namely lack of students' grammar mastery through APPU series film on youtube. The research was conducted at DKV Students of UPI YPTK Padang , West Sumatera. The subjects of the study were the first year students. The class consisted of 38 students, 30 of them are boys and 8 girls.

The data of this research was taken into two forms; qualitative data and quantitative data. The quantitative data was collected from tests. These data represent the students' skill in numerical ways. In other side, qualitative data concern with a description about factors that influence the change students' grammar mastery through APPU series film on youtube. These data was representing the students' grammar mastery that is taught in DKV Faculty especially in UPI YPTK Padang.

The research was conducted in two cycles with four meeting for each cycle. Three meetings are for doing classroom action research, and one meeting is for the test. Each cycle consisted of four steps; planning, action, observation, and reflection suggested by Kemmis and Taggart (1988).

FINDING AND DISCUSSION

First Cycle

To improve the students' grammar mastery, the APPU series film on youtube was then implemented throughout the second class of

building department. In this research, other English teacher involved as a collaborator. The main activities were implemented APPU series film on youtube in comprehending reading text, observing the class, planning lesson, and interviewing. Throughout the cycle, in every topic of the lesson, APPU series film on youtube were gradually introduced and practiced, starting from guided to free practices in comprehending reading text. In the first cycle, the scenario of teaching was not well organized yet. Some students were still unanticipated and uninterested in practicing APPU series film on youtube in improving grammar mastery. Some of them were still passive. Some of students did not want to interact.

After analyzing on the outcomes and the result of observation checklist, field notes, and interview in the first cycle, three topics were identified as the serious problem of applying APPU series film on youtube in improving grammar mastery in the first cycle and as needing some changes or improvements. The problems are: First, the students often keep silent when their teacher asked them about the meaning of some words in the test. Second, a few students would dominate activities especially in guiding the students to find the meaning of words by asking questions without giving chances to their friends to ask the questions. Third, students could not interact, cause lack of vocabularies, not knowing of how to pronounce the words correctly. Fourth, students were not clear about what they are going to do. Teacher's instructions were not clear enough for students. Fifth, some students were simply uninterested in mastering the grammar. To do the task, they tend to look at their friend's paper without asking questions. The result of the test in cycle 1, it is still lower than the expectation.

Second Cycle

Based on the evaluation and reflection in the previous cycle, the activities in the second cycle were focused on the following activities: first, the teacher gave clear instruction. Second, the teacher guided the students to observe the test to find words form such as: noun, adjective, verb and adverb. Third, the teacher guided the students to find the meaning of words by asking questions. Fifth, timing of classes to ensure collaborator can attend.

During the two cycles, an interaction occurred between a teacher and students, the teacher and the whole class, a student and another student. The observation revealed that the classroom interactions in the class were varied. Teacher-student interaction happened when the teacher explained the lesson, gave interactions and the supervision of the students' work. While learning, students' eager to interact with their teacher, finds the meaning of the words through answer questions which were given by the teacher, understand the sentences related to the context.

That means that the students understand about what they are going to do, specially find the meaning of words in improving sstudents' grammar mastery. The atmosphere of the class at the time was positive because the tried to give positive feedback to help the students. In short, the students learned most when they interacted.

The improvement of the result of the test in cycle 2 was increased. To support the data, from grammar mastery tests which were held at the end of each cycle, the researcher also used other instruments (observation sheet, filed notes, and interview) to find several factors that influence the students' improvement in improving students' grammar mastery as follows:

1. The interesting media
The researcher used APPU series film on youtube to be taught in each cycle. The materials that researcher chose for implementing this technique in teaching grammar mastery
2. The classroom activity
The students enjoyed the activities and they even answer the teacher question. The teacher monitored the activity by walking around the class to check on the progress. The class atmosphere had changed enthusiasm. Now the students enjoy and relax in comprehending reading text. The students answered most of teacher's questions with enthusiasm, and even asked their own questions. The class atmosphere was conducive to learn.
3. The teacher's technique
There was an increasing in the students' participation in the class. The observation sheets, field notes and interview of first and second cycle showed that students have already made a change in their attitudes toward learning English. It was confirmed that the students were having fun and enjoyed participating. Moreover, the data from test, observation checklist, field notes and interview showed that APPU series film on youtube in improving students' grammar mastery improved. The students able to identify parts of speech, if they get problems with words forms such as: noun, adjective, verb and adverb. The students understand the meaning of the words in context by answering the teacher questions. And the teacher also guides the students to comprehend what the writer expresses both in written or oral. The result also revealed that learning English involving APPU series film on youtube was preferred by students. The students had more opportunities to ask and answer questions. The students will be actively involved. The lesson will be challenging and fun and also APPU series film on youtube will promote students' creativity and cooperation. (Raptau, 2002) This finding challenges English teachers to apply and create classroom

activities that require learners to interact to the teacher and their friends.

CONCLUSION

This classroom action research discovered that the implementation of APPU series film on youtube to improve students' grammar mastery. Despite the difficulties in the first cycle, due to unfamiliarity with APPU series film on youtube, the lack of motivations, lack of vocabularies, and avoid interacting with the teacher and others students, almost of all the students then actively involved in class. The problems found in class; dealt with a passive class, where the students were unresponsive and avoid interaction with the teacher and others students have been solved through the implementation of APPU series film on youtube.

After applying of APPU series film on youtube to improve students' grammar mastery in comprehending reading text for eight meeting in two cycles, it can be concluded:

1. APPU series film on youtube can better improve the students' grammar mastery. Motivate students to speak English in and outside the classroom. When the teacher guiding the students by giving some question related to the topic, all of them participated. It means the students' participation in the class also improved.
2. APPU series film on youtube makes the students active involved and also can maximize students' opportunities to speak during the English lesson and provided the potential benefit students' interaction. In order to elicit information and opinion from the teacher and friends. The students have reasons to interact and tasks to fulfill.
3. APPU series film on youtube encourages the students' practice opportunities of the target language receptivity in the lesson as a result of presenting various tasks. In the light of students' reflections for the tasks used during the study, which were very positive, it showed that students were receptive to the idea of APPU series film on youtube while learning English.
4. APPU series film on youtube Changes students' perception toward English lesson, that learning English is not all about grammar and assignments but it can be learned by doing something fun and interesting like watching film.
5. APPU series film on youtube Givessuch a new experience to ESP students in understanding and applying English relate to their academic skills.

SUGGESTION

Translating all the ideas of findings into the framework of improvement, all language teacher

are invited to become familiar with APPU series film on youtube which is a very popular and adaptable framework and communicative a language teaching. When adopting this framework, language teachers should provide the students with a variety of enjoyable tasks.

Furthermore, English teacher are suggested to provide an enjoyable learning environment for their students. Classroom atmosphere is very important for learning. When the students find the atmosphere enjoyable, they make learning opportunities more. Moreover, to allow students to interact spontaneously in English, the teacher must set up situations and scenarios that call for introduction and reinvestment of functional language is essential during and after activities; while finding partners, preparing the activity, deciding on how to proceed, checking the progress of their classmates, comparing discoveries, expressing ideas and opinion. The students can express their ability in speaking English based on their passion and field of study. The students get more challenges and motivations to speak English fluently and show their best performance. the lecturer is challenged to set varied, innovative and interesting materials besides the compulsory book

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AUTHOR'S HISTORY

Yosa Novia Dewi, S.Pd, M.Pd. lahir di Padang pada tanggal 19 Januari 1984. Beliau menamatkan pendidikan S2 di Universitas Negeri Padang pada jurusan Magister Pendidikan Bahasa Inggris tahun 2012. Beliau merupakan salah satu staf pengajar (dosen) di Universitas UPI YPTK. Selain itu, beliau juga bekerja sebagai translator jurnal dan paper. Hingga saat ini, sudah puluhan jurnal yang berhasil beliau translate ke Bahasa Inggris. Hampir semua jurnal dan paper yang beliau translate dipresentasikan di forum Internasional dan dipublikasikan pada beberapa jurnal internasional. Paper beliau pernah dipresentasikan dalam 2 konferensi Nasional dan 4 konferensi Internasional. Beliau juga menjadi satu-satunya dosen dari Indonesia yg berhasil terpilih untuk memandu konferensi internasional di Singapura. Selain itu, beliau jg merupakan salah satu finalis dalam lomba penelitian yg diadakan oleh Kementerian Keuangan Indonesia dan World Bank. Beliau juga menjadi finalis wilayah sumatera dalam lomba proposal penelitian yg diadakan oleh Ristek Dikti.