THE USE OF NOTE TAKING ACTIVITY DURING MOVIE W,ATCHING TO TEACH WRITING

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Presented to the Department of English Language Education as Partial

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written by myself. This thesis does not contain of other people's work, except those cited in quatation and references as a scientific paper should

Yogyakarta,17th February 2021
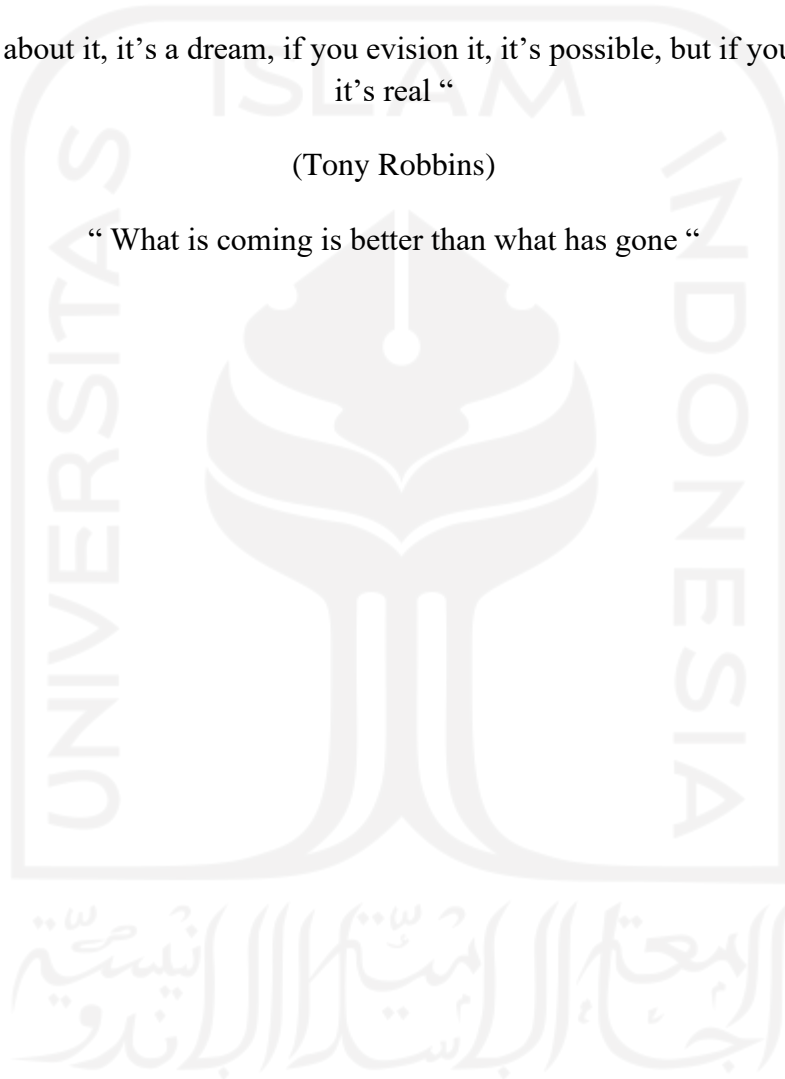
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MOTTO

" If you talk about it, it's a dream, if you evision it, it's possible, but if you schedule it, it's real "

(Tony Robbins)

" What is coming is better than what has gone "

DEDICATION

On behalf of Allah SWT, I dedicate this thesis to myself who is always struggling in my life. And especially for my beloved father, Mr. Tugiyana and my mother, Mrs. Praptining who always supporting and praying in success my study. And all the people around me who have supported me through ups and downs during my thesis writing. And also my lectures who have taught me a lot of knowledge during my study.

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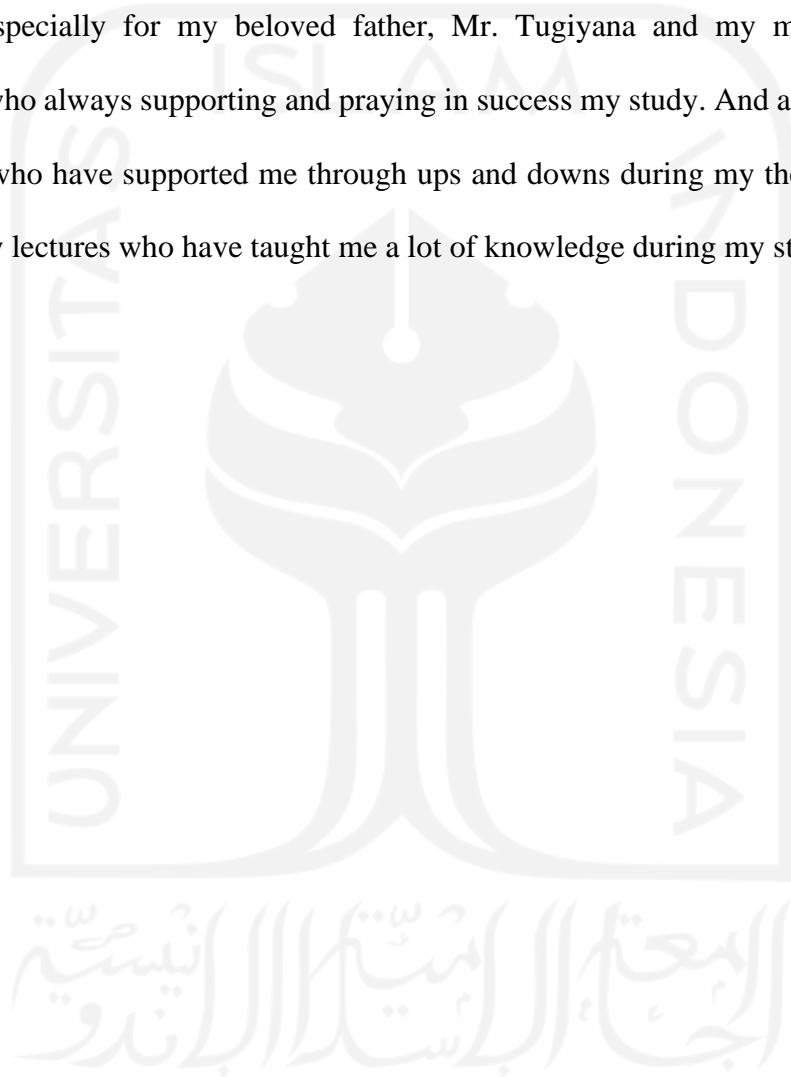
Alhamdulillahirabbil al'amin. All praises Allah SWT who always gives me many pleasures, strength, health, and guidance to finish my thesis in this pandemic era. Blessing and peace to our Prophet Muhammad SAW who had brought us from the darkness to the lightness. Then, special thanks for my beloved parents for everything they have sacrificed for me and for every support and bless they gave to me so that i can be who i am today and i can finished this thesis which a partial fulfillment of requirement to obtain S*arjana Pendidikan* in English language education. I also would like to give best appreciation to these following people:

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Furthermore, this research is still far from perfect and it needs a lot of improvement so that recommendation and suggestion are highly appreciated. And I hope that this research could be beneficial for the readers. *Amin Ya Rabbal'Alamin*.

Yogyakarta, 17th February 2021

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ABSTRACT

The aim of this research is to describe the activities during the internship program, its realistic contribution to modern day teaching exercise using note taking activity during movie watching to teach writing. This research employees based on intern college as a research design. This research was conducted in a senior high school in Yogyakarta. The participants of this research are the students of X class. Furthermore, the data were collected from during the internship program. These research findings show that teachers and students using note taking activity during watching movies could enhance student's focus, remembering and students' language skills.

Keywords: *Note taking, movies, writing*

CHAPTER I
INTRODUCTION

A. Background of the Study

The use of authentic materials in the classroom has become a general practice in teaching and learning English context. Generally, the activity of learning a language that uses authentic material is proven effective for students. Authentic materials in language teaching has been a paramount issue since 1970 (Azri & Rashdi, 2014). It is proven that authentic materials play an important role in providing real-world activities so that students are easier to integrate their knowledge for their daily activities. Therefore, authentic material as a container in EFL classes may be a great help to make it easier for students to learn languages.

In Indonesian context, authentic material was undoubtedly essential as to accommodate students in practicing English proficiency. Some studies (Allen et al. (1988), as cited in Baird (2004), empirically found that authentic materials, especially movies enabled students to be proficient in listening skill by doing note taking activities as video watching activities. Usually, teachers only use movies as a viewing tool for students. After watching movies the teacher does not provide activities related to the movies. Even though listening comprehension and movies discussion is one of the activities that can be done after students watch a movie. The most effective movie watching activities tend to improve students' skills like listening, writing and vocabulary acquisition. An example of this activity is note taking. Authentic material such as note taking also can be potential for students to teach essential note taking skills rather than simply practice existing note taking ability (Siegel, 2018).

Studies using authentic materials with movies mostly have many activities for learning language in EFL classrooms. A quantity of research have found out that films can turn out to be an vital a part of the curriculum because of their substantial impact at the improvement of the simple language skills: reading, listening, speaking, and writing (Baratta & Jones, 2008; Martín & Jaén, 2009; Ismaili, 2013; & Rokni & Ataee, 2014; Yaseen & Shakir, 2015). Such movies are often used for listening practice, for example with corresponding comprehension questions (Siegel, 2018). The teacher can adapt listening skill and writing skill as an activity that uses authentic materials.   One of the activities that is somewhat traditional but helpful for listening activities is note taking. Note taking activity can be challenging for many EFL teachers and students, because students must listen while also writing and their notes. Thus, this research aims to investigate note taking with movies as authentic materials in the EFL classroom to teach English. Since the previous studies that note taking is beneficial and helpful to contain students' listening comprehension, this study is aimed to increase note taking contributes to students' listening and writing skills. This is due to a practical gap that I discovered in my internship program that the students tend to just watch a movie with the teacher without scaffolded follow up activities. The students watched movies and also directly discussed it.

CHAPTER II
CONSTRUCT

2.1 Note Taking Activities

Note taking could be used as an important for EFL classroom. Note taking is the one way to recall student memory. To get the information in a note and use it, students must be able to listen, understand, decide what and how the information is and then write it down or take notes while listening to get further information (Siegel, 2018). The students are asked to focus when they listen and then write or record the information they get. According to (Fajardo, 1996) note taking is a complicated hobby with selective publicity associated with reading, listening, summarizing and writing. Kiewra (1989) developing hypotheses in recording coding, focusing more on how students can increase awareness in organizing text, store information in memory and compare the knowledge and information obtained. Note taking for students is an effective activity for learning. The teacher can also provide directions for students to take notes as they watch or listen (Siegel, 2018). Regardless of that, students can also recall memories and summarize after students watch and listen to something related to their materials.

Note taking activity is more challenging for the students ability, especially in listening and writing skills. The students do not just write about anything, but must be written in accordance with the format to give teachers. If students are poor note takers, they only write carelessly because they have not been given instructions, strategies or formats that lead to writing skills (Siegel, 2018). So in the end, the format, strategy and clear instructions will be easy for students to understand, so they don't just write and they know what they are writing.

2.2 Movie Watching

In this era, many EFL schools not only use books and other material to learn English, but now movies are the one material to learn English. The use of films is an appropriate strategy and material that is important in learning in EFL classes (Yaseen, 2015). Through film clips can be used as a basis for learning skills in English : listening, speaking, vocabulary, pronunciation (Sommer, 2001). Using movies as learning English the students can enjoy the activities and they can enhance language acquisition.

The several opinions using movies in the EFL classroom has some advantages to teaching style for teachers. The First, according to the research (Ebrahimi, 2018) ; Kargar (2018) ; Zareian (2018) movie watching students learn the proper pronunciation with a familiar accent and dialogue in the movie and learn new vocabulary. It means students can adopt new vocabulary and new accents from the subtitles of movies. They can know about unfamiliar vocabulary and they can produce and correct their pronunciation and they also learn about different accents and dialects from other movies. And the second advantage is the students agree that watching movies in English class can help them improve their language skills (Kabooha, 2016). The students can enhance speaking skills, listening skills and communicative skills through discussion in the classroom related to the movies as a topic in learning. Using movies as learning English the students can learn about other accents in another country. For writing skills, The teacher can give instructions to students to take notes when students watch and listen (Siegel, 2018). The movie can also develop students' note-taking skills by providing clear instructions and formats and can help produce new words. Furthermore, with note taking the movies students can remember what they watch, they listen and they remember. Note-taking is considered an important method that students

use to store and record information, plus the activation of students by paying attention to their skills, this field of note-taking deserves more attention (Siegel, 2018). Movies note taking as an assignment that makes students increase productive writing skills.

2.3. Teaching Procedures

Based on the review before, I chose to use Dunkel (1998) and Siegel (2016) teaching procedures as the framework for note taking activities.

Dunkel (1998) & Siegel (2016) Procedures of Using Note Taking
1. Chunking with the transcript
2. Tagging the transcript (students use symbols to tag main and supporting ideas, examples, transitions, etc)
3. Writing word by word notes (students listen and watch to short segments of the text, write down key word by word)
4. Simplifying notes (students listen and watch to little longer segments, writing word by word if necessary and also trying to write notes in simplified from if possible)

CHAPTER III
IMPLEMENTATION

In this section the teacher showing a short movie that is about 10 minutes long. The researcher describe four steps of the use of note taking activities during movie watching to teach English writing.

A. Activity 1

Chunking with the transcript

The purpose of this activity was to help students to take note content into meaningful chunks with rare speech. This step is aimed to help students to brainstorm or to familiars themself with full expression and vocabularies that we will find in the movie.

Preparing Activities :

1. Before started this activity I asked with my students like this " Okay everybody this day we will watching a short movie, I hope you listen and watch carefully about the movie ". I gave my students some clues that related with the movie, like about duration of the movie, the theme of the movie and others clues.

2. And then before watching the movie I prepare a worksheet. It has 20 list vocabularies or expressions that I chunk from movie transcripts.

VOCABULARIES	EXPRESSIONS
1. Jerks	1. Well, how are you doing Rachel?
2. Really	2. I just saw that girl who moved here from France
3. Wish	3. All France people are jerks
4. Look	4. I just wish I could talk to her
5. Pale	5. Wait a minute, don't you speak France?
6. Pretty	6. Would you translate for me, Please
7. Interested	7. Thank so much you are the best
8. Beautiful	8. He would to talk to you
9. Stupid	9. I will be the translator
10. Voice	10. Ask her how she's doing!
11. Weird	11. How are you doing?
12. Of course	12. Very well
13. Swine	13. She said that she think you look stupid
14. Sorry	14. Really?
15. Chance	15. Yeah, she did!
16. Think	16. Well tell her I think she is really pretty
17. Sabotage	17. He said you look, pale!
18. Serious	18. She thinks your voice sounds weird
19. Forgive	19. Well, tell her I think she has really beautiful eyes and her hair is really nice too
20. Entire	20. I want to ask her on a date
21. Mess	21. She said sorry, but she is not interested
22. Jealous	22. Rachel, can I talk to you for a minute in private
23. Actually	23. Of course, sure thanks
24. Should	24. I know what you're doing here
25. Talk	25. I don't know what talking about you
	26. You're sabotaging our conversation and I'm asking you stop, please
	27. Give me a chance with this girl
	28. Fine okay, I'll translate for real
	29. Sorry about that
	30. She just called you a stupid American swine
	31. Rachel, I told you to cut this out and needs to stop! It's not funny
	32. I'm being serious
	33. You know that absolutely unbelievable
	34. Come on Claire, lets go!
	35. She actually said that
	36. Yep!
	37. I'm sorry, I am such an idiot
	38. There!
	39. I guess I should have known better
	40. Oh guess I'm gonna have to do the right thing here
	41. Listen! That boy really likes you
	42. I was jealous so I sabotaged your conversation
	43. I'm s sorry, please forgive me
	44. Please give him a second chance
	45. I speak English, so I know was going on the entire time. But um it's no fun to mess with you Americans
	46. I knew all people was jerks

1.1 The worksheet

1.2 Give the students worksheet

Post Activities:

1. After making a chunk I give the instruction to my students that should be gathered in a group of three to do the worksheet. The worksheet is displayed now. The purpose of this activity was to help students focused on listening and writing skills.

2. When I give them the worksheet most of the students are very enthusiastic. The school belongs to the top 10 schools in the province, so I didn't have any difficulties when they had to work in groups and do the worksheet. It is okay for them to open a dictionary to explore many of their vocabularies.

In this activity the students are very active and competitive. Doing the chunk the students can improve their vocabularies and reading skills. Note taking is a complicated hobby with selective publicity associated with reading, listening, summarizing and writing. It's very similar as suggested by Fajardo (1996). Thus, in one activity students can improve their ability to learn English through movies.

B. Activity 2

Tagging the transcript (students use symbols to tag main and supporting ideas, examples, transitions, etc)

In this activity to help the students in the identification of what they should note and what should not they note. The purpose of this activity was to help accuracy and speed of writing skills from students and remembering the students. During the students watching the movie, the students need to take note and must listen and watch the movie carefully. The movies were chosen based on the following criteria : a topic related with our material, the movie English with an accent generally familiar to the EFL students, the movies shown are usually believed to be attractive to students.   After the students

chunking the transcript, they should mark the vocabularies and expressions related to the movie.

Preparing Activities :

1. The students listen and watch carefully of the movie. When watching movie students should focus on their hearing, sight and note-taking skills. The teacher showing a short movie that is about 10 minutes long. The teacher gives instruction to students to take notes when students watch and listen, it's very similar as suggested by Siegel (2018).

rows behind you well uh how are you
doing Rachel oh well I'm actually
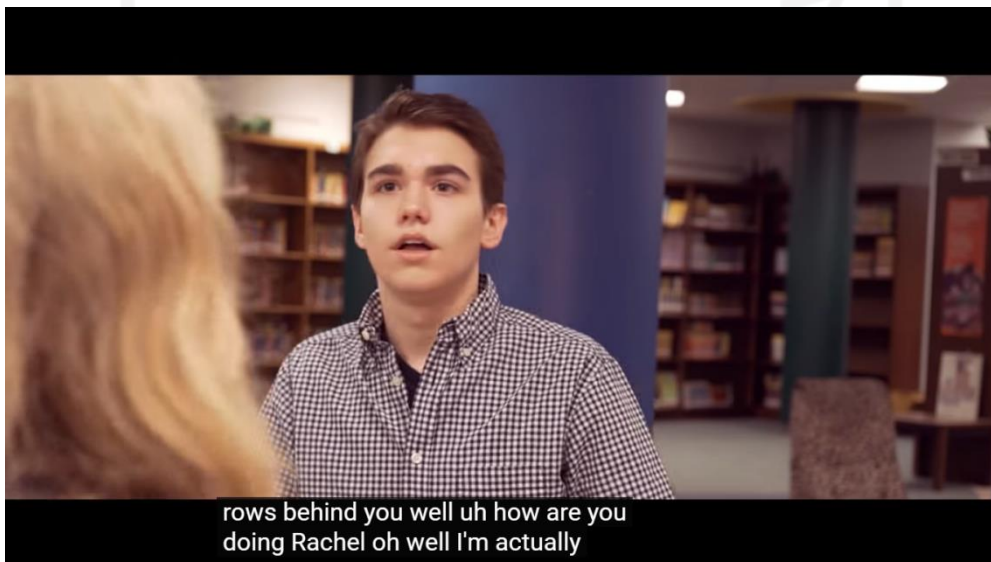
1.2 The Movie

Post-Activities :

1. The students should take note and relate with what they listen and watch. The students can use transcripts from their chunk. When they tag the transcript they can use symbols to indicate what they note. The aim is to know what the transcript relates with the chunk of transcript from the teacher or not relate.

In this activity the students should get information in a note, the students must be able to listen and then write it down or take notes while listening to get further

information. It's very similar as suggested by Siegel (2018). When the student is doing this activity, they are very focused and careful.

C. Activity 3

Writing word by word notes (students listen and watch to short segments of the text, write down key word by word).

In this activity the students need to write verbatim notes after they make the transcript. The purpose of this activity was to help students remember and recall information in real time and also to categorize the appropriate notes and the inappropriate notes to get a conclusion from the movie. After the students chunked and marked the transcript, the next activity was to write verbatim notes. The students need to write and note down key words with precise and correct verbatim repetition.

1.3 Movies discussion

In this activity has preparing and post activities

Preparing Activities :

1. My students were asked to listen to the dialogue of a movie segment. I made them work in groups.

2. During the movie segment, I ask my students to write any words, or phrases that they got.

Post Activities :

1. After the students listen and watch the dialogue in the movie segment, I ask for some students were able to write many vocabularies, around ten to fifteen vocabularies. However, some other students were still difficult to catch the words. I knew this because I asked them to compare their words with their group members. I did the note taking as well in this stage. There was one of my students who wrote more words than me.

To accommodate all students' needs, I then replayed the movie segment twice more. After that I ask the students to compare their work and discuss it together.

D. Activity 4

Simplifying notes (students listen and watch to little longer segments, writing word by word if necessary and also trying to write notes in simplified from if possible)
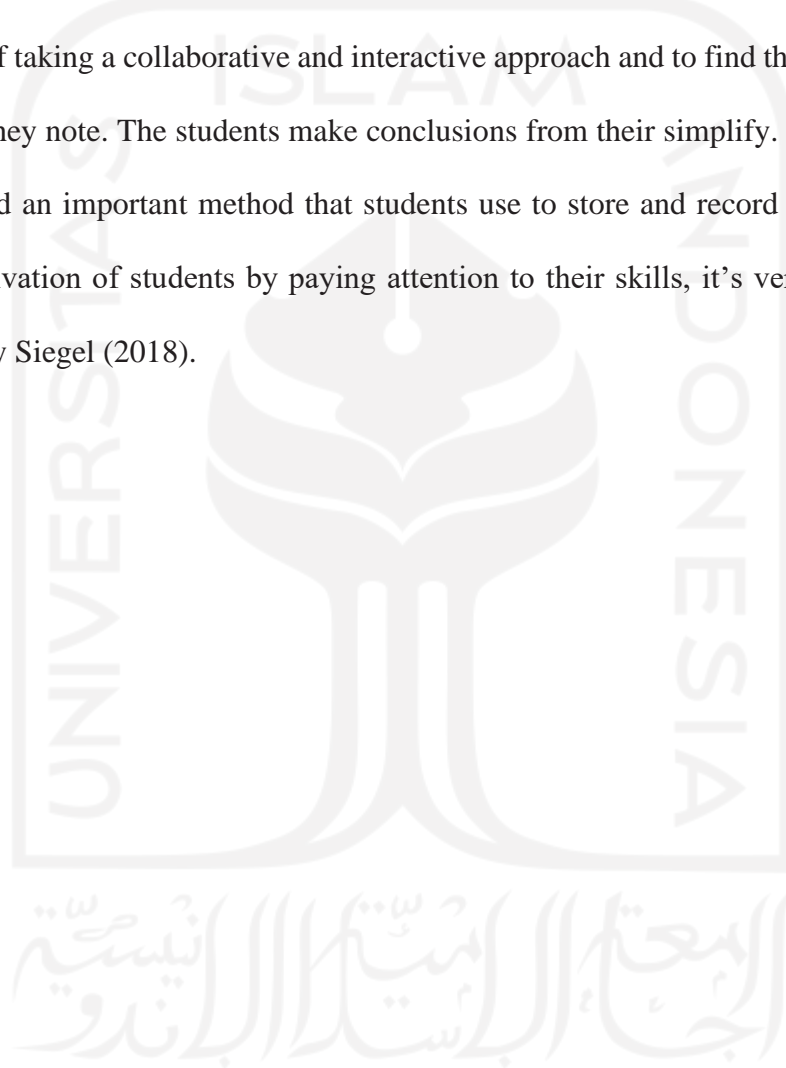
Preparing Activities :

1. The last activity is simplifying their notes. The students doing three activities, the next activity is simplifying. I ask with my students to make simplify related with the movie.

Post Activities :

1. After the students make simplify their notes from what they write, I ask them to compare and discuss their final notes with other students. In this activity the teacher and students know the difference between the notes conclusions from other students.

The purpose of the activity is the students work in pairs or groups in order to make note of taking a collaborative and interactive approach and to find the conclusion from what they note. The students make conclusions from their simplify. This activity is considered an important method that students use to store and record information, plus the activation of students by paying attention to their skills, it's very similar as suggested by Siegel (2018).

CHAPTER IV
CONCLUSION

From the activities that I implemented during my internship program, I reflected that the most practice I did was to use note taking activity during movie watching to teach writing English. The activities that I build are very useful for students, especially in writing skills. Thus, the practices made the students know how to take correct and precise notes according to the instructions and formats that have been given by watching and listening to movies or other audio. By taking notes while watching videos, the atmosphere in class is more fun, active and less monotonous. The students are required to be active and stay focused when learning activities take place. This activity consists of four activities, each of which has different goals to improve students' writing skills. But, some teachers did not implement this note taking activity in their teaching. As suggested for further practices, note-taking activities when watching or listening to audio or movies needs to be developed again and more varied.

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