

**THE USE OF SCENES FROM MOVIES AS AUTHENTIC MATERIALS  
TO TEACH EXPRESSION OF CONGRATULATING AND  
COMPLIMENTING PEOPLE IN A SENIOR HIGH SCHOOL GRADE 10**

**A Thesis: Best Practice**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



**Conveyed by:**

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YOGYAKARTA**

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, December 19 2022



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## MOTTO

“At some point, everything’s going to go south on you, ... you can either accept that, or you can get to work.” (Mark Watney – The Martian)

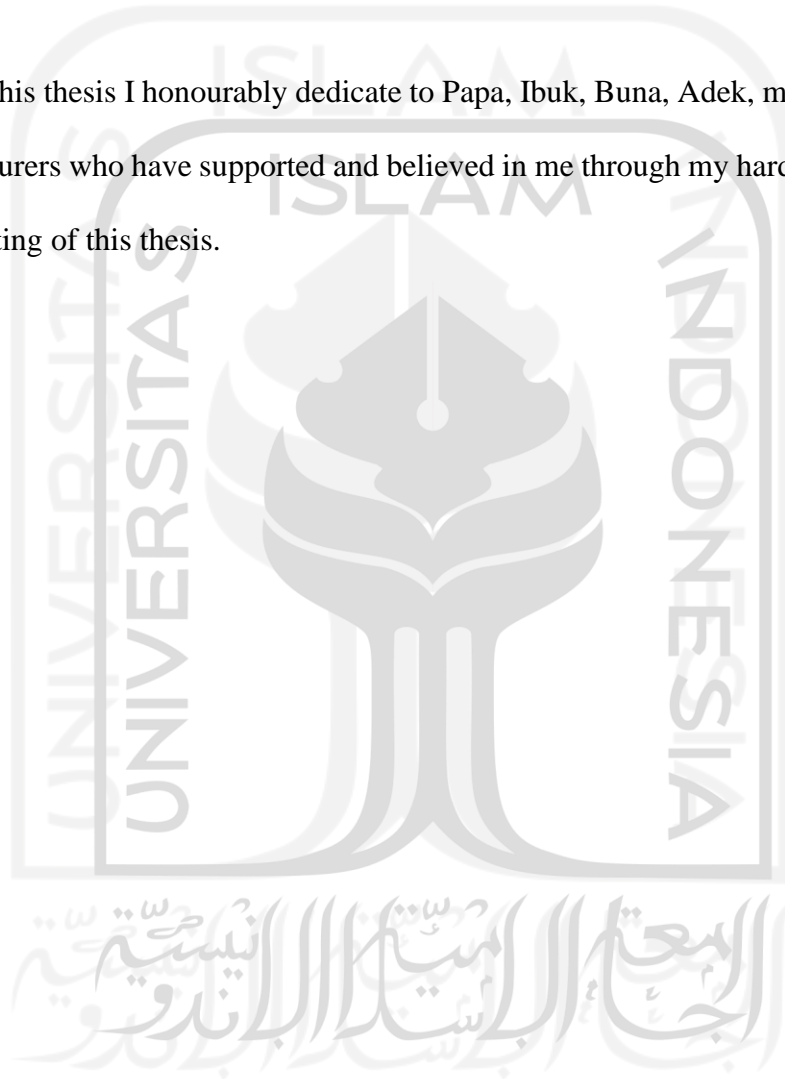
“We are all different. However bad life may seem, there is always something you can do and succeed at. While there is life, there is hope.” (Stephen Hawking – The Theory of Everything)

“Worrying means you suffer twice.” (Newt Scammander – Fantastic Beast and Where to Find Them)

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الاندونيسية

## DEDICATIONS

This thesis I honourably dedicate to Papa, Ibuk, Buna, Adek, my friends, and my lecturers who have supported and believed in me through my hard times during the writing of this thesis.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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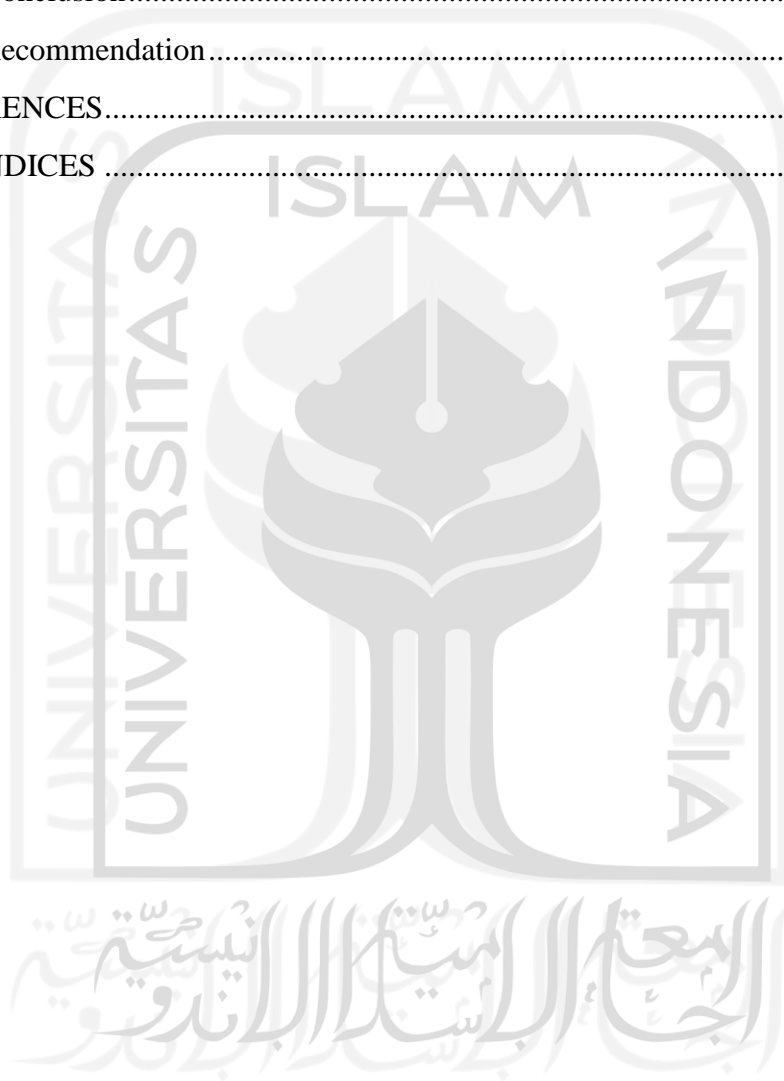
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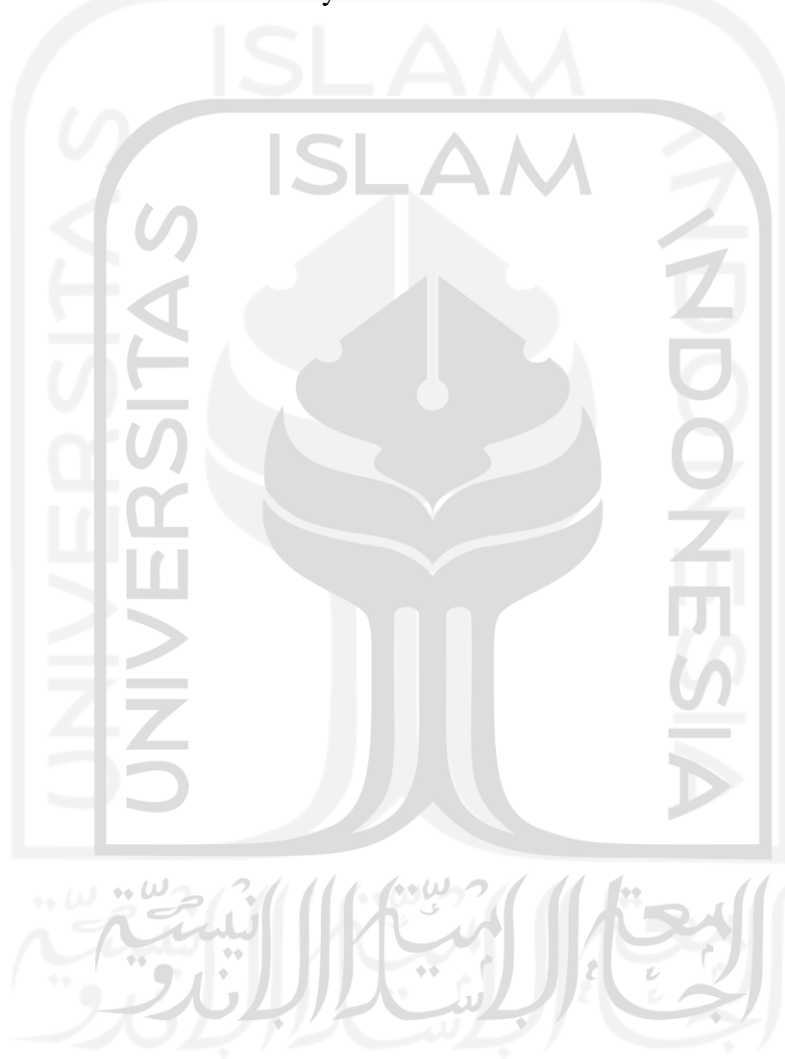
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**ABSTRACT**

This best practice study aims to enhance students' classroom engagement using scenes from adolescent movies as authentic materials in English subjects in Senior High School. The writer used scenes from adolescent movies as an example of conversation in the learning process. Authentic materials allow the students to mirror the real-life conversation. The subject chosen in this best practice is congratulating and complementing others. This study describes how to use scenes from movies in teaching expressions of congratulating and complimenting others in terms of expression, vocabulary and pronunciation. After implementing the teaching practices, the writer learned that using scenes from movies can make students more engaged in classroom. Using scenes from movies as authentic materials to teach expression of congratulating and complimenting others, also allow the students to improve their vocabulary and pronunciation. Furthermore, the students can build more confidence through this teaching approach.

*Keyword: authentic materials; scenes from movies; students' engagement.*

# **CHAPTER I**

## **BACKGROUND OF THE TEACHING PRACTICE**

### **1.1 Teaching Context**

In my pre-service teaching internship, I was assigned to teach in a public school in a district in Yogyakarta. The school has 24 classes that consists of 8 classes for grade 12, 8 classes for grade 11, and 8 classes for grade 10.

I did my offline observation in this school before my online teaching. I was interested in learning media, my first concern was about this senior high school's media and language laboratory. I noted that this school has computer laboratory facilities that can be used for ICT subjects and a learning room inside the library. Some computers are in the learning room if the students need to use them. In every classroom, there would be projectors that can be used in offline teaching. Teachers often used projectors to present their teaching material in PowerPoint in classroom teachings. They usually used text-book as their main reference for teaching content. So therefore, I got the idea to use movies or short clips to teach English.

I also observed students' problems in learning English. Based on the observation, some students have difficulties in learning speaking skills because they have a few learning resources for authentic materials, because teachers in this school only use textbook as authentic materials. In addition, their most common language used for daily communication was Javanese and Bahasa Indonesia, and there were few chances to use English language in their daily life too.

At the time I performed the teaching practice, the pandemic profoundly impacted education resulting schools shutting down worldwide, including the school where I taught. As a result, education has changed dramatically with the remarkable rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Teachers in SMA Negeri 01 Kalasan where I did my pre-service teaching internship were using free access to online platforms. For example, my supervisor preferred using WhatsApp Group, Google Meeting or Zoom Meeting as teaching media. Therefore, I have references which platforms to use in the teaching practice.

Online learning enforces teachers and students can only meet through online digital platforms. Not all students can afford the facilities for online learning at home. Many students tend not to utilize this option and stick with traditional classes. Some students as well did not show their interest in online learning. Online classes are generally very convenient for students in terms of time and place. However, it is not easy to make a class alive and engage students in class.

From the shifting condition of offline and online learning and the problems identified, I thought it was essential to use authentic materials, such as scenes from movies, to cope with the problem of low engagement in class while online learning.

## **1.2 Consideration of Using Scenes from Movies as Authentic Materials**

English plays a role as foreign language that is important to master in Indonesia and has been taught for many years (Marlina, 2013). Based on *UU No. 2, 1989 Sistem*



*Pendidikan Nasional*, English has become a compulsory education as the six years of Elementary School, the three years of Junior High School, and additionally the three years of Senior High School (Lauder, 2008).

In teaching English language to EFL learners, Mitsalina (2015) concluded in her research that one of many factors influenced student's motivation towards teaching materials is perception of usefulness, which could be assisted by using visual and authentic materials. Mitsalina also stated that students' interests and enthusiasm will be stimulated by using visual and authentic materials in teaching progress. Therefore, many researchers has recommend using authentic materials (AMs) to help EFL students learn better in class.

According to Tomlinson (2013), authentic materials are materials produced in contemplation of communicating rather than teaching and focused on achieving outcomes from learners' communication rather than practicing the English language. The purpose of authentic materials can be described as one; they are created for real communication rather than language instruction and their goal is to deliver meaning and information (Kilickaya, 2004; Thomas, 2014; Rogers & Medley, 1988).

Oura (2001) classified authentic materials into three categories:

- 1) authentic audio-visual materials such as TV commercials, cartoons, movies, soap operas, short videos, radio ads, songs, and documentaries.
- 2) authentic visual materials such as PowerPoint slides, photographs, paintings, drawings, pictures, and postcard pictures.

- 3) authentic printed materials such as newspaper advertisements, lyrics of songs, restaurant menu, food packages, telephone books, maps, and comics.

Ferbina (2017), also shared the same idea about authentic materials. Discussed in her study that real-life or genuine materials are other terms for authentic materials. Authentic materials exist in the target language's real world, are used in their daily lives, and were not created for teaching purposes.

According to Huda (2017) in English as a Foreign Language (EFL) teaching and learning, many scholars have discussed using Authentic Materials (AMs) in teaching English since the approach of Communicative Language Teaching (CLT) appeared in the 1970s. The ideas were to respond to using pedagogic materials for language teaching. To the greatest extent possible, language classroom activities should mirror the real world and use real-world or "authentic" sources as the foundation for classroom learning.

On that account, in this best practice, I used scenes from movies as authentic materials and examples of the expressing congratulating and complimenting people that they were learning in my class. From Cambridge Dictionary, the word "movie" means entertaining scene of moving pictures telling a story. It falls into several genres, for example action, romance, thriller, sports, comedy, science fiction, horror, and etc. Motion Picture Association (1968) rates movies into 5 ratings which are General Audience (G), Parental Guidance Suggested (PG), Parental Strongly Cautioned (PG-13), Restricted (R), and Adults Only (NC-17).

For educational purposes, Goctu (2017) stated that students could practice speaking, listen to authentic conversations, and listen to various dialects through the use of movies. EFL teachers can use numerous movies to start discussions about a particular subject, historical event, time, or another country's culture. Including well-known movies in EFL, sessions demonstrate to students how they can practice and acquire English while viewing movies on their own time.

There have been a number of studies on the use of movies in foreign language classrooms, with practically exclusive emphasis on the linguistic benefits and effectiveness in improving basic skills, especially speaking skills. Students have a positive response toward using movies in teaching progress, as Ismaili (2013) examined in his study on the usefulness of utilizing movies in undergraduate students EFL aged 18-25 years old. Students claimed that using movies allowed them to learn from real-life conversations, increased motivation and interest in the subject, and the experience were new and it was very pleasant. He also examined teachers' perspective, teachers thought movies could help students learn, improve the learning environment, and encourage more student-teacher and student-student discussions.

Similarly, Albiladi, Abdeen, & Lincolns' (2018) study discovered that adult language learners believe watching movies is an efficient and helpful approach to learning English. The respondents also suggested that movies can be used to enhance learners' independence and cultural understanding in addition to language proficiency. The learning method is more engaging to language learners since movies are entertaining, real, and enjoyable. Albiladi et al. (2018) stated that research was

important since it revealed various new and innovative methods for instructing and learning English.

Thammineni (2016) emphasized movies are typically made for native English speakers rather than EFL. Thus, it is important to pick the right movie to watch that is appropriate for English language learners' interests and proficiency. If a learner's level of English language is quite poor, picking a movie they have already seen or a children's movie with easier vocabulary produces positive effects, as chosen in this teaching practice. If the students' English proficiency is higher, they might want to challenge themselves by watching movies with more complex vocabulary.

In this case, I believed choosing famous adolescent movies was appropriate for the students. Students aged 10 to 19 years old are considered adolescents. The age-based definition of "child" includes the majority of adolescents (WHO, 2014). The themes of rebellion, friendship, love, and rites of passage are frequently explored in adolescent movies. What it means to be on the cusp of adulthood is discussed. They are for and about adolescents.

Besides the effectiveness and engagement of movies in EFL classrooms, Ismaili (2013) stated that using movie in class meant lost class time. In line with Akter (2019), a three-hour movie is not always a practical approach to teach students a foreign language. Moreover, many studies have discussed using movies in teaching EFL learners, but none of the mentioned studies above discussed using only scenes from the movies. On this account, I planned on using authentic material, only scenes from some famous adolescent movies as the example of expressions they were learning in my

class. Scenes could be described as one situation or one unit dialogue from the movie. A scene from a movie consists of only 15 to 30 seconds part of the movies. Thus, it would take less time from the class, and we could pay more attention to the language features and social function of expressing congratulating and complimenting.

Earlier scholars have advised using movies in class to intermediate learners, for example college students or adult EFL learners. Nevertheless, recent studies in Indonesia have found that using movies to senior high school students carried out positive feed-backs. So therefore, in my pre-service teacher program, I performed the teaching practice I have planned and designed for seven classes of grade 10. There were 10 MIPA 1-4 and 10 IPS 1-3. Each class consists of 36 students. In the process of the first meeting, I chose to use Google Meeting as the learning platform because it used less data than Zoom. The total of the students in each class is around 33 to 36 students and there were around 30 students that attended my class.

With discovery learning style, this study aimed to describe the teaching and learning process in that school utilizing scenes from movies as authentic materials. This study was done to answer how well to use scenes from movies as authentic teaching materials for expressing congratulations and compliments on other works. The impact of this best practice will contribute on the teacher's side of Indonesia teaching and learning. This report could provide another perspective of using authentic materials to teach expressions for students in the school where I did my teaching practice.

## **CHAPTER II**

### **CONSTRUCTS OF THE TEACHING PRACTICE**

#### **2.1 Using Scenes from Movies as Authentic Materials**

Teachers have found movies useful in transmitting some types of information in the classroom (Bell and Bull, 2010). The movie is not only easier to capture and more easily accessible, but it also has some affordances that extend its utility beyond information transmission. Teachers and students can quickly slow down, speed up, reverse, and replay video during the learning process for review and closer analysis. Researchers have also discovered that they can actively engage students by asking students by asking students to observe, answer a question, or interpret a message.

However, many academics have suggested simplifying movies as authentic materials due to movies' complexity and problem of cultural content. Teachers can modify and adjust the authentic materials to fit the context. Thus, real-life materials could still be presented to students. The most important factor that complicates the usage of authentic materials in Indonesia, according to Febrina (2017), is the cultural difference between Indonesia and the English-speaking nations where the materials initially originated. The cultural content conveyed in the materials is reportedly different from and even inappropriate to Indonesian culture and beliefs. Thus, this can be assumed that teachers should modify and simplify the materials.

Moreover, Sari and Sugandi (2015) found teaching English using English-language films also have some negative impacts or drawbacks, such as the fact that it

takes time to watch the movies, which might make students bored. Sari and Sugandi (2015) suggested using shorter English movies. Cited from British Council (2014), the length of movies matter. Students could be overwhelmed from the subject and movie they are coping at one time. They suggested using not more than 5 minutes of the movie. Thus, using scenes from movies were the answer to these problems.

The primary purpose of using scenes from movies in this teaching practice, is to catch the specific theme of dialogue. According to Loučková (2017), an expression of a certain language could be shown in a scene. Thammineni (2016) stated hearing native speakers while watching will also assist learners in improving their speaking abilities, particularly fluency. Students are given instructions on connecting words and where to use intonation in various phrases and sentences. Students could focus on the expression of the dialogue given in the scene. While watching and practicing together will help students understand generic structure, language feature, and social function of congratulating and complimenting others. Additionally, scenes from movies help the students to understand the instruction more than using a textbook because the scenes bring language and dialogue in the context of life in realistic settings to the classroom.

## **2.2 Relevant Studies in Using Scenes from Movies as Authentic Materials**

Recently, no studies have examined the use of scenes from movies in teaching EFL. However, there are many studies about using movies to teach language learners in Indonesia. Kusumaningrum (2015) investigated the potential benefits of using



movies in Senior High School EFL class. The study answered on how and why English movies could facilitate and develop students' skills, especially speaking skills. Kusumaningrum (2015) added that students could be taught by their teachers to express emotions such as happiness and sympathy using English movies. What the teacher may do is select and play a scene in which there are any happy or sympathetic facial expressions.

Furthermore, Kinasih and Olivia (2022) investigated the use of movies to enhance students' public speaking skills in online class. This study resulting in how successful a movie could be used as teaching media while conducting online class. Students' speaking skills ability went from poor to average then average to good, because the class was not only enjoyable but also attracted their attention and interest. However, teachers should be aware of students' internet connection, length of the movie, and the selected movie. The strategy will be useless if students could not access the movie.

### **2.3 Pedagogical Approach to Use Scenes from Movies as Authentic Materials in Teaching English**

To use scenes from movies as authentic materials, it is necessary to meet the criteria of authentic materials. Tomlinson (2010) has mentioned authentic materials should: (1) provide learners opportunities to produce language, to attain the targeted results, (2) ensure learners are using the output language rather than just practicing, (3) influence learners to develop their communicative ability, (4) ensure the output

activities are fully contextualized and have a clear intended outcome, and (5) give feedback after the activities.

Furthermore, a pedagogical approach is also needed to make the most of movies as teaching media because there is still a curriculum to follow and limited time to allocate. Teachers' goals on teaching English as foreign language using movies are depending on the selection of approach. King (2002) stated, there are few of structurally-driven approaches on presenting movies, using scene-by-scene or one segment at one time; using only one scene or one segment from the whole movie; using a few segments or scenes from the movie; or using the whole movie. This best practice aimed to teach EFL students on expressing congratulating and complimenting others using dialogue in movie scenes. Therefore, this study adopted the Short Sequence Approach by King (2002).

In line with Stempleski (2000), for learners below advanced a bite-sized chunks segment is digestible because a whole feature movie might cause overload. Also teachers need to analyse what will benefit students the most by using this approach. In this case, Short-sequence approach is used to point on pronunciation and speaking skills. Afterwards, by showing selected scenes, teachers could focus on specific issues and stimulate discussion related to the movie.

Authentic materials in this best practice plays role as a stimulation for the learners. Thus, discovery learning model is chosen for this language teaching. Discovery learning is an inquiry-based approach where learners must use their prior information and resources to reach their own conclusion (Bruner, 1960). Teachers' role

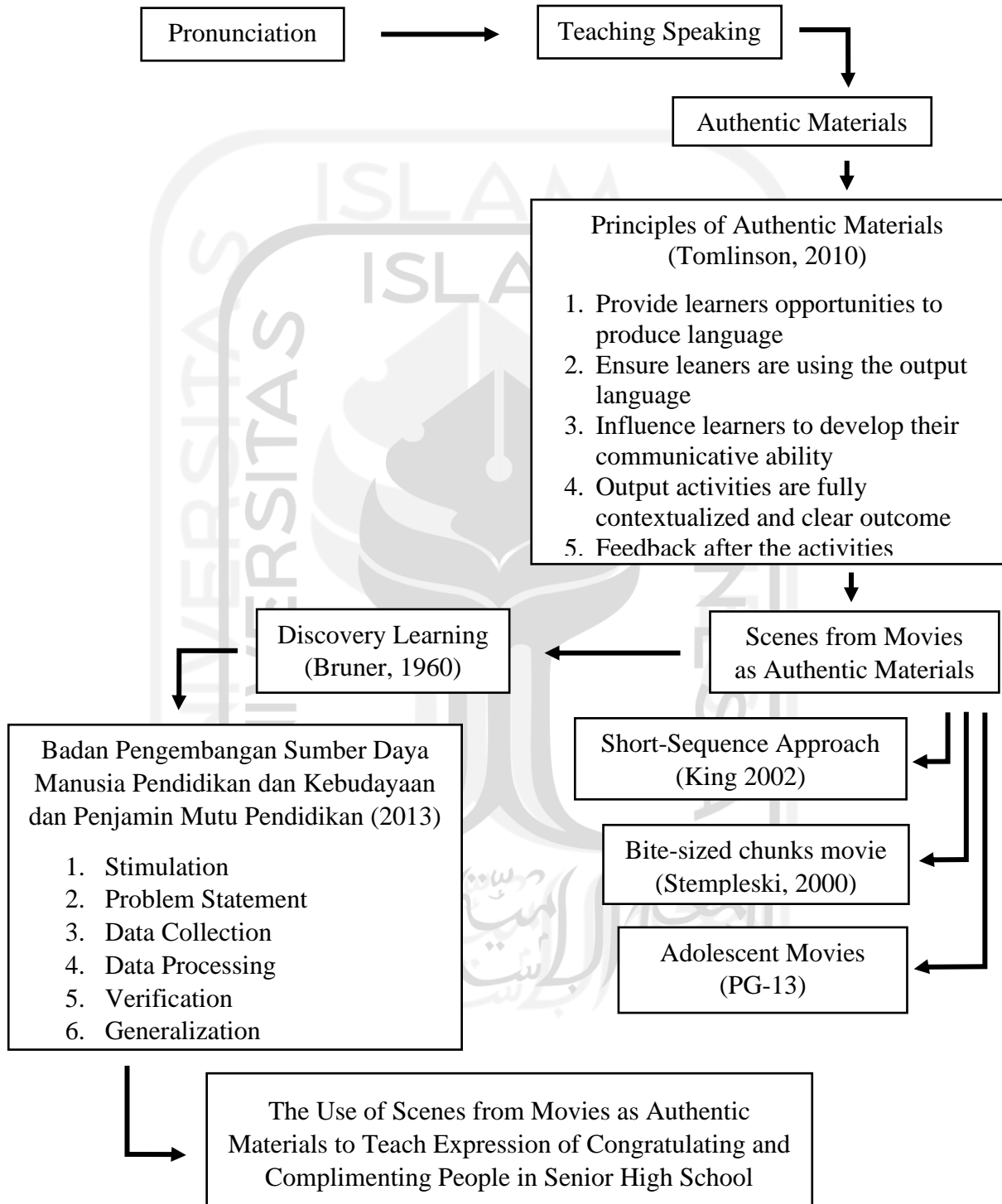
as facilitators who designs the lesson and teaching materials which include basic information.

*Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan* (2013) has arranged several steps in implementing discovery learning, such as:

**Table 2.3.1** Steps of Discovery Learning (*Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan, 2013*)

<b>Steps</b>	<b>Explanation</b>
Stimulation	Teachers as facilitator provides stimulation to stimulate students' responses
Problem Statement	Teachers guide the learners to formulate the problems in the form of a question.
Data Collection	Learners process the data in solving problems presented by teachers.
Data Processing	Teachers guide the learners to process all the information obtained and presented in the form of an answer.
Verification	Learners verify the answer to the problem guided by the teachers
Generalization	Learners draw a conclusion guided by the teachers.

## 2.4 Conceptual Framework of Teaching Practice



**Figure 2.4.1** Conceptual Framework of Teaching Practice

## **CHAPTER III**

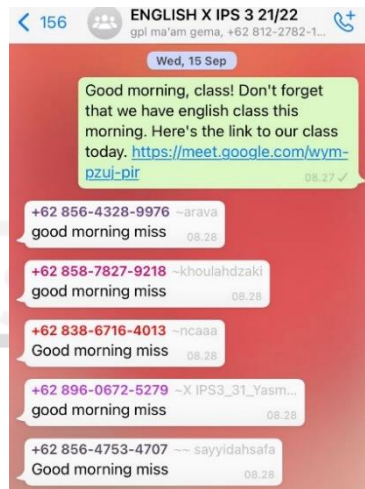
### **IMPLEMENTATION OF THE TEACHING PRACTICE**

This chapter describes the learning activities and procedures where scenes from movies were implemented.

#### **3.1. Pre-teach activity: Using Google Classroom and Google Meet as the learning platform**

During my internship program, my supervisor has told me the school used Google Classroom for teaching and learning media. During COVID-19, students were used to using Google Classroom as their learning media. According to Wati (2020), the results of her research show that the effectiveness of learning using the Google Meet platform in high school students. This is supported by the research of Triana, Herman, Sinurat, and Silalahi (2021) about students' perception on using Google Classroom as their learning media. The study resulting in the efficiency and effectiveness of using Google Classroom. It allows teachers to share course materials, make a quiz, collect assignments, post announcements, and also there is a feature of Google Meet for video or audio meeting.

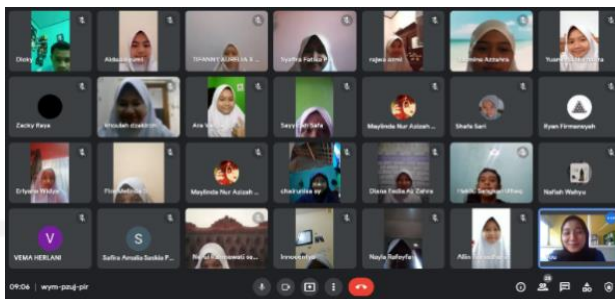
I also joined Whatsapp Group of each class that I taught. Usually, before the class starts, the students are given the reminder in Whatsapp Group chat that the class is started on Google Meet on the given schedule. During observational, I have discussed with my supervisor at SMA Negeri 01 Kalasan which platform I should use for teaching. I chose Google Meeting because it used less data.



**Figure 3.1.1** Casual Reminder

### **3.1.1 Teaching preparation**

Before the lesson started, I prepared the material by searching the data for making PowerPoint, hand-outs, worksheets and the main teaching media, video of scenes from movies. This section describes the learning activities in which watching scenes from movies were implemented for teaching and learning in the study that involves in class 10 MIPA 1-4 and 10 IPS 1-3 that consist of 36 students in SMA Negeri 01 Kalasan and the data were obtained from Whatsapp Group chat and Google Meeting for 60 minutes in 2 meetings. Discovery learning styles was used in this teaching and learning.



**Figure 3.1.1.1** Taking Attendance

As the class started, I asked the students to turn on their camera only when we were taking attendance. By not requiring camera use while I explained the material, it was inevitable that at some point one or more students turned off their video camera, making it more challenging to identify who was speaking or even present. However, A study by Gherhes, Simon, and Para (2021) about the presence of a webcam in online learning during COVID-19 found that students do not want to keep their webcam during online classes because they feel much more comfortable this way. Therefore, I only asked the students to turn on their camera when I was taking their attendance.

### **3.2 Teaching Procedures**

Students started to participate in the teaching and learning activity from joining the class. In this section, as stimulation, I showed the learners authentic materials that I have prepared which is the scenes from movies as the examples of expressing



congratulating and complimenting others. The use of the movie scenes involved 3 steps of discovery leaning: stimulation, problem statement and data collection.

### 3.2.1 Stimulation

After taking attendance (**Figure 3.1.1.1**), I greeted the students by saying *salam* and *good mornings*. Not to forget to start the class with *bismillah* and *prayings*. I asked how the students' day, how they were doing that morning, and I tried to make a little chat with every student who had their camera on. Afterward, I gave them instruction to watch the video of scenes from movies.



**Figure 3.2.1.1** Playing the scene



**Figure 3.2.1.2** Scenes from movie



**Figure 3.2.1.3** Scene from movie



**Figure 3.2.1.4** Scene from movie



**Figure 3.2.1.5** Scene from movie


In introducing the learners about the material, I showed the scenes as stimulation to stimulate the learners about the expression in the video. As King's (2002) short sequence approach applied on using scenes by scenes from movies, not the whole movie. This approach also allowed me to maximize the time in interacting with the students rather than only watching a whole movie because it could cause loss of class time (Ismaili, 2013). In using movies as teaching media, I gave the learners two times of the video repetition.


### 3.2.2 Problem Statement


After stimulating the learners about the material, I gave them instructions to formulate a problem in a form of a question.


**Instruction:** *“From the videos that you have just watched, what expression do they use in the conversation?”*

**Table 3.2.2.1** Movie scenes analysis

No	Scenes / Movies / Rating / Subtitle Transcript	Expression / Interactions	Context	
			Cultural	Social
1.	 <p><b>Figure 3.2.1.2</b> Scenes from movie</p>	<p><b>Expression:</b> Complimenting</p> <p><b>Interactions with learners:</b> Teacher: “Do you know where this scene from?” Teacher: <i>“From the videos that you have</i></p>	<p>In this cultural context, communicating with older people by using pronoun “you” is considered normal.</p>	<p>The scene shows Chris and his child Christopher walk to someone’s house. Walking anywhere in U.S is</p>

	<p>The Pursuit of Happyness (2006)</p> <p>PG-13</p> <p>1:10:04 – 1:10:33</p> <p>Chris: “And what does ‘possibly mean?’”</p> <p>Christopher: “I know what it means.”</p> <p>Chris: “What does it mean?”</p> <p>Christopher: “It means that we’re not going to the game.”</p> <p>Chris: “How did you get so smart?”</p> <p>Christopher: “Because you’re smart.”</p>	<p><i>just watched, what expression do they use in the conversation?”</i></p> <p>Learners: “Complimenting.”</p> <p>Teacher: “Which dialogue that show an expression of complimenting?”</p> <p>Learners: “How did you get so smart.”</p> <p>Teacher: “What is the kid response in this scene?”</p> <p>Learners: “Because you’re smart.”</p>		<p>completely normal.</p>
<p>2.</p>	 <p><b>Figure 3.2.1.3 Scene from movie</b></p> <p>Stranger Things – 01 EP 04 (2016)</p> <p>PG-13</p> <p>18:12 – 18:30</p> <p>Dustin: “Wow..”</p> <p>Caleb: “She (Eleven) looks—”</p>	<p><b>Expression:</b></p> <p>Complimenting</p> <p><b>Interactions with learners:</b></p> <p>Teacher: “Do you know where is this scene from?”</p> <p>Learners: “Yes. Stranger Things.”</p> <p>Teacher: “<i>From the videos that you have just watched, what expression do they use in the conversation?”</i></p>	<p>Body gesture in this scene, shows character “Finn” meant on his compliment, although he told the girl otherwise. “Pretty good.” in this dialogue means character with the dress is not that pretty, more like “okay”.</p>	<p>This scene shows them with basic clothes meaning they are just having time together.</p>

	<p>Finn: “Pretty. Good. You look pretty good.”</p>	<p>Learners: “Complimenting.”</p> <p>Teacher: “Which dialogue that shows an expression of complimenting?”</p> <p>Learners: “You look pretty good.”</p> <p>Teacher: “Why did they say that?”</p> <p>Learners: “Because they think the girl looks pretty.”</p>		
<p>3.</p>	 <p><b>Figure 3.2.1.4 Scene from movie</b></p> <p>Harry Potter and the Sorcerer’s Stone (2001) PG-13 1:03:23 - 1:03:35</p> <p>Ron: “You must be the youngest Quidditch player in a—”</p>	<p><b>Expression:</b> Complimenting</p> <p><b>Interactions with learners:</b></p> <p>Teacher: “Do you know where this scenes from?”</p> <p>Learners: “Harry Potter.”</p> <p>Teacher: “<i>From the videos that you have just watched, what expression do they use in the conversation?</i>”</p> <p>Learners: “Congratulating.”</p> <p>Teacher: “Which dialogue that shows an</p>	<p>“...According to Mcgonagall” and “Wood just told us” indicates people with last names Mcgonagall and Wood. Mentioning and calling someone by their last name is often seen as a sign of respect in most locations.</p>	<p>This scene shows that the students are walking together in a crowd and wearing a uniform, showing they are in school.</p>

	<p>Harry: “..century. According to McGonagall.”</p> <p>Fred: “Hey, well done, Harry! Wood just told us.”</p>	<p>expression of congratulating?”</p> <p>Learners: “Hey, well done!”</p> <p>Teacher: “Why did they say that?” “To appreciate Harry’s achievement.”</p>		
4.	 <p><b>Figure 3.2.1.5 Scene from movie</b></p> <p>Harry Potter and the Chamber of Secrets (2002)</p> <p>PG-13</p> <p>2:27:31 – 2:27:42</p> <p>Ron: “Welcome back, Hermione!”</p> <p>Hermione: “It’s good to be back. Congratulations! I can’t believe you solved it!”</p> <p>Harry: “Well, we have a lots of help from you. We couldn’t have done it without you.”</p> <p>Hermione: “Thanks.”</p>	<p><b>Expression:</b></p> <p>Complimenting</p> <p><b>Interactions with learners:</b></p> <p>Teacher: “Do you know where this scene from?”</p> <p>Learners: “Harry Potter.”</p> <p>Teacher: “<i>From the videos that you have just watched, what expression do they use in the conversation</i>”</p> <p>Learners: “Congratulating.”</p> <p>Teacher: “Which dialogue that show an expression of congratulating?”</p> <p>Learners: “Congratulations!”</p>	<p>In this scenes shows the cultural context of Europe people where in communicating with people, they involve physical contacts and closeness. For example, in this scene, Hermione embraced Harry and shook hand with Ron.</p>	<p>This scene shows that the students are having dinner together and wearing a uniform, showing they live in a dorm.</p>

		<p>Teacher: “What is the boys response?” “They praise her back. Then, what is the girl response?”</p> <p>Learners: “Thanks.”</p>		
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Discovery learning has its principles where learners must use their constructive thinking (Bruner, 1961). Thus, in this section, after formulating a problem in form of question, me as a teacher needs to guide them into integrating a solution to the problem. Learners then, one by one, attempted to answer my question, which a concept-forming was built. Using a method of bite-sized chunks movie by Stempleski (2000) makes it easier for the students to digest and perceive the message to use the target language.

### 3.2.3 Data Collection

I have prepared a PowerPoint presentation to deliver the material of Congratulating and Complimenting Others. PowerPoint is a very useful aid for teachers when used moderately and prepared correctly. The objective of the presentation must be to engage the students, help them understand and provoke thoughts. I tried in making the presentation more interesting through the use of multimedia that can help to improve the students’ focus. After I explained the material, I also gave them examples of the expressions of Congratulating and Complimenting Others.





**Figure 3.2.3.1** PowerPoint Presentation

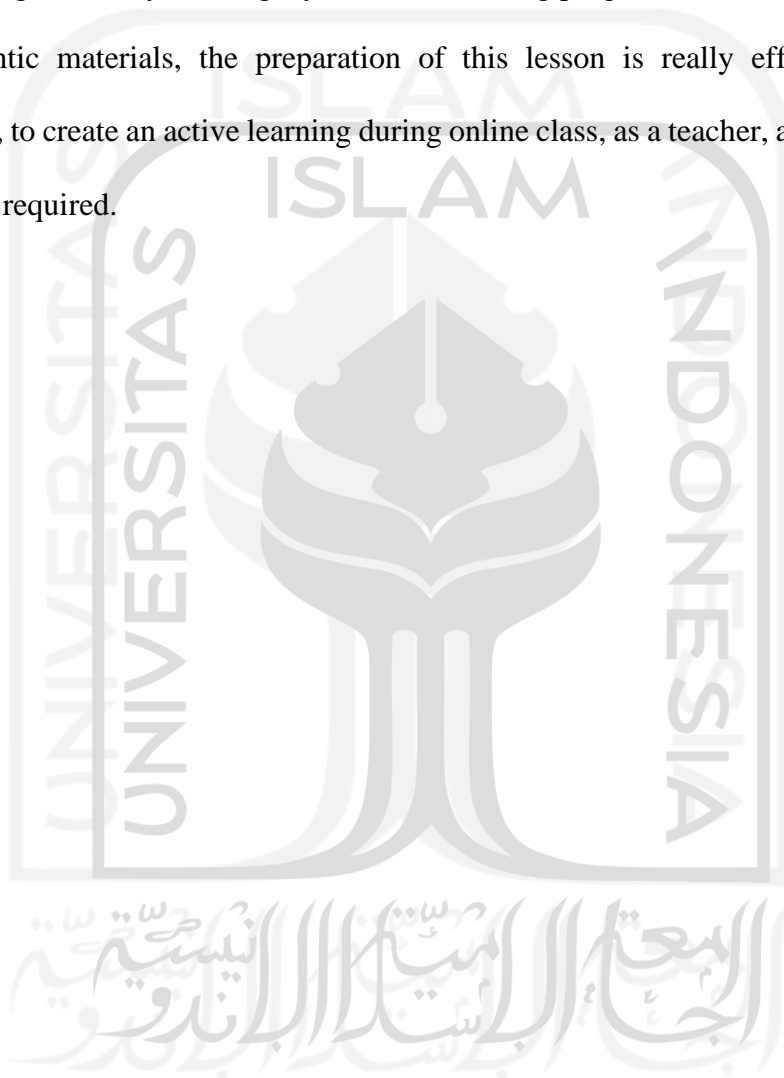
Students were being so active while answering my questions. I tried to call out some students that were so silent since the beginning of the class, to make sure that they were paying attention to me. At the end of the class, I asked if they had any questions regarding the material. The class was very active and seemed to enjoy the lesson that I have prepared.

### **3.3 Reflection**

While teaching in my pre-service teaching program, I gained a lot of meaningful experience. During the online class learning, I tried to make interactions with the students and create an interactive class. I always tried to ask them about any difficulties regarding the material and the lesson. At the end of the class, I asked some students about the lesson we just learned to check their comprehension. Some students did not hesitate to ask me by personal chat. After the class was done, my supervisor told me to

give them practices to collect their score. The practices turned out great and students scored above the average.

Using discovery learning styles in this learning progress and scenes from movies as authentic materials, the preparation of this lesson is really effort-consuming. However, to create an active learning during online class, as a teacher, a lot of time and energy is required.



## **CHAPTER IV**

### **CONCLUSION**

#### **4.1 Conclusion**

Based on my experience during my internship program, the use of scenes from movies for online teaching at SMA Negeri 01 Kalasan has good impact for the students in terms of giving them the examples on how to use the expression on daily basis. Then in the application of movies, there are different types of approach of using movies that can be used in educational purposes. Each has its own strengths and drawbacks. Scenes from movies can facilitate the development of EFL learners' language skills and in particular their listening and speaking skills. Adopting Short Sequences Approach by King (2002) in using scenes from movies in teaching English subject to EFL can serve a positive reinforcement for the education of the students.

#### **4.2 Recommendation**

As a pre-service teacher, I must take more time on learning and getting know application and platform that can be used in both online and offline teaching. I learned that video was a good medium to use for extensive listening. It is not however so well-suited to an intensive, detailed study of spoken language.

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## APPENDICES

### LESSON PLAN

#### RPP 3.2

**School** : SMA Negeri 01 Kalasan  
**Course** : English  
**Class/ Semester** : X/1  
**Subject Matter** : Congratulating and Complimenting Others  
**Duration** : 2 pertemuan (2 x 30 menit)

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), serta menanggapi, sesuai dengan konteks penggunaannya	4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

#### A. Learning Objectives

1. Siswa dapat mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks interaksi interpersonal lisan dan tulis yang terkait dengan tindakan memberikan ucapan selamat dan menanggapi sesuai dengan konteks penggunaannya.

2. Siswa dapat menyusun teks interaksi interpersonal lisan dan tulisan terkait tindakan memberikan ucapan selamat dan menanggapi sesuai dengan konteks penggunaannya.
3. Siswa dapat berinteraksi dengan tepat menggunakan ungkapan dan pernyataan berkaitan dengan tindakan memberikan ucapan selamat dan menanggapi sesuai dengan konteks penggunaannya.

**B. Approach, Method, and Learning Model**

1. Approach : Discover Learning
2. Method : Presentation
3. Model : Online

**C. Media**

1. Media : Zoom, Google Classroom, Videos
2. Tools : Laptop/phone, notebooks
3. Materials : Online articles, Repositori Kemendikbud, BSE

**D. Sources**

1. Text Book (BSE Kemendikbud)
2. <https://englishdoremi.blogspot.com/2019/07/congratulating-and-complimenting-others.html>

**E. Activities**

Pertemuan 1		Pertemuan 2
<b>Stimulasi</b> <ul style="list-style-type: none"> <li>● Mengamati sebuah video dari cuplikan film</li> </ul>	<b>Mengumpulkan informasi</b> <ul style="list-style-type: none"> <li>● Mendemonstrasikan contoh-contoh ucapan dari</li> </ul>	<b>Memverifikasi hasil</b> <ul style="list-style-type: none"> <li>● Mendesain sebuah gambar/greeting card</li> </ul>



<p>mengenai <i>complimenting and congratulating others</i>.</p> <ul style="list-style-type: none"> <li>Menyatakan pendapat mereka mengenai video tersebut.</li> </ul> <p><b>Identifikasi masalah</b></p> <ul style="list-style-type: none"> <li>Mengidentifikasi pengertian dari kalimat <i>congratulating and complimenting</i>.</li> <li>Mengidentifikasi perbedaan kalimat memberikan ucapan selamat dan pujian formal dan non-formal.</li> </ul>	<p>gambar yang diberikan dari melalui google meeting.</p> <ul style="list-style-type: none"> <li>Membandingkan kalimat ucapan selamat dan pujian dalam</li> </ul> <p><b>Mengolah data</b></p> <ul style="list-style-type: none"> <li>Membandingkan kalimat ucapan selamat dan pujian yang formal dan non-formal dengan membandingkan dua teks dialog.</li> </ul>	<p>digital kreatif mengenai situasi yang telah diberikan dengan menambah kalimat ucapan selamat dan pujian yang disubmit pada google classroom secara individu.</p> <p><b>Menarik kesimpulan</b></p> <ul style="list-style-type: none"> <li>Menyimpulkan hasil pembelajaran.</li> <li>Menyusun refleksi mengenai apa yang sudah dipelajari dalam pertemuan mengenai <i>congratulating and complimenting others</i>.</li> </ul>
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#### F. Penilaian

Pengetahuan	Keterampilan	Sikap
Mengamati, mengidentifikasi, membandingkan, menemukan perbedaan dari kalimat	Menyatakan, mendemonstrasikan, mengkritik dan mendesain	Secara aktif dan disiplin serta karakter dalam belajar dan berproses pada materi.

<i>congratulating and complimenting others.</i>	sebuah fenomena melalui <i>congratulating and complimenting others.</i>	
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## LAMPIRAN

1. **Gambar stimulasi mengenai situasi-situasi sosial yang melibatkan tindak tutur *congratulating and complimenting others.***

*“From the videos that you have just watched, what expression do they use in the conversation?”*



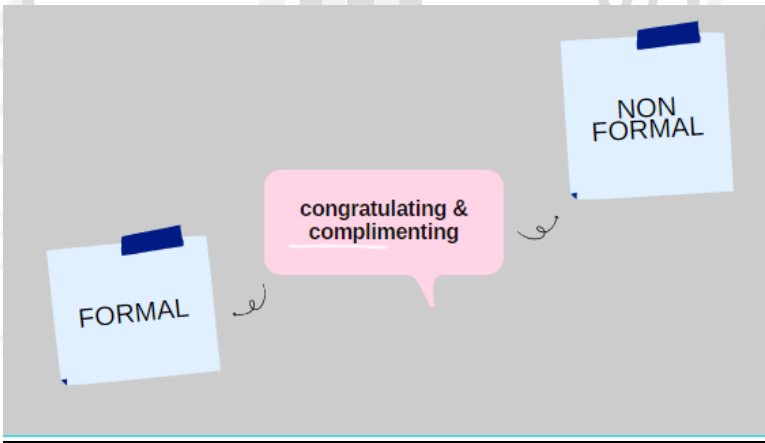
2. **Power Point Presentation material:**





**Congratulating is an action of showing our happiness, care, or our appreciation for someone's success and special day or moment.**

**Complimenting is an action of giving accolade or commendation for someone's performance or action.**



- Please accept my warmest congratulations.
- I'd like to be first to congratulate you.
- I'd like to congratulate you on.....
- I must congratulate you on ....
- May I congratulate you on....
- Congratulations on ....

- Congratulations!
- Well done!
- Good Job!

- May I be so bold as to compliment your + (dress/hair/outfit/etc.)?
- May I pay you a compliment? You really look beautiful/handsome/elegant/etc. today.
- I hope you don't mind, but you are looking beautiful/handsome today.

- You look great today!
- Excuse me, are you a model?
- I really love your (dress/hair/outfit/etc.).
- What a beautiful (dress/shirt/blouse/haircut/etc.)!



Mention the situation in the picture!  
What expression can you usually say from the the situation?

## Response



- Thank you very much for saying so.
- It's very good of you to say so.
- I'm glad you say so.
- Thank you so much.
- Oh, thanks.
- Thank you.



### 3. Worksheet

#### Worksheet Chapter II

**Mata pelajaran** : Bahasa Inggris

**Kelas/ Semester** : X/1

**Materi** : *Congratulating and Complimenting Others*

#### PART 1. (Google Classroom)

*Read the conversation carefully. Find and mark the expressions that you think used to congratulate and compliment people.*

#### NOTE

**Green : compliments**

**Yellow : congratulating**

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**Dewi: Tomi. You look great today! I love your new hair style.**

**Tomi: Thank you very much, Dewi. You look great, too.**

**Dewi: Thanks, Tomi. By the way, how was your test? Have you got the result?**

**Tomi: Yes, I've got it. You know what? I have passed for the final test. I'm so happy right now.**

**Dewi: That's great. Congratulations! How's the score?**

**Tomi: Thanks God. I got the highest score for the test.**

**Dewi: Wow, that's amazing. I know you are very smart, Tomi. Well done!**

**Tomi: Thanks for your compliment, Dewi. You are so kind.**

**Dewi: Never mind Tomi. It's my pleasure**

**PART II. (Google Classroom)**

*Read and compare the formal and informal text down below. After that, answer the following questions:*

**Text 1**

Mr Yaya: Hello, how are you?

Mr Simon: Fine, thank you. How are you?

Mr Yaya: Very well, thanks. Nice party, isn't it?

Mr Simon: Yes nice. However, nothing compares to how my wife looks tonight.

Mr Yaya: Oh yes, of course. Mrs Simon, you are looking wonderful in your gown.

Mrs Simon: Thank you. That's a nice compliment. My husband gave this as a present for my birthday.

Mr Simon: You deserved it, my dear. (Mr Simon says to his wife)

**Text 2**

Mira : Chris, would you like to try these cookies?

Chris : Sure, thanks. What is the occasion?

Mira : I just graduated at last grade on my French course.

Chris : Well done! Congratulation!

Mira : Thanks. Let's go celebrate it.

Chris : Good idea.

1. What expressions that are used in text 1?
2. What expressions that are used in text 2?
3. Which text is formal? Why?
4. Which text is informal? Why?
5. Why do think there are informal and formal text?

## Worksheet Chapter II

**Mata pelajaran** : Bahasa Inggris

**Kelas/ Semester** : X/1

**Materi** : *Congratulating and Complimenting Others*

**Choose one situation down below. Make and write down a digital congratulation card based on the situation. Look for an example that have been done for you. Write at least two sentences and provide a picture that is related to the situation.**

1
*Tommy has just been promoted to be the branch manager of Jepara Ukir Company in London.*



No	Situations
1.	<b>Your sister has graduated from a culinary arts program in Yogyakarta. She wants to be the best chef and plans to open her own restaurant.</b>



2.	<b>Alex has got a bike from his parents. His parents are happy because he just won the National English Contest.</b>
3.	<b>Your next door neighbor, who has been married for 10 years, has got a cute baby girl.</b>
4.	<b>Your aunt has got married to a man she loves. They met when they are in college.</b>

