

## MOVIE DISCUSSION CLUB: A TEACHING MODEL TO IMPROVE INTEGRATED SKILLS IN ENGLISH

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### Abstract

This research aimed to design and develop a teaching model following the need analysis which showed that the learners needed a set of instructional systems to improve their integrated skills in English. Eighteen freshmen from the English Literature Department (S1) and English Department (D3) from the academic year 2019/2020 participated as participants in developing the teaching model. In conducting this research, there are seven steps in the procedure of research and development adapted from Borg and Gall (1983) including 1) need analysis and reference study, 2) developing product, 3) preliminary field testing, 4) first revision, 5) expert validation, 6) second revision, and 7) final product (first version). The instruments used to collect data are interviews, observation, and questionnaires. The model was designed referring to six fundamental elements of the teaching model namely focus, syntax, principle of reaction, social system, support system, and application context then implemented in Movie Discussion Club. The data from the field testing showed that the learners' integrated skills improved. Later on, the researcher used the notes from field testing to revise the product. Moreover, expert validators checked the product and gave suggestions to make the last adjustment. The final product of the research is a revised design of the teaching model applied in Movie Discussion Club.

**Keywords:** *Teaching model, Integrated skills in English, Research and development*

### INTRODUCTION

Many universities and colleges provide an integrated skill course knowing that both receptive and productive skills help students in learning English properly. Oxford (2001) mentioned integrating skills allows students to interact in a more authentic or natural form in the classroom. Along with this idea, Aydoğan and Akbarov (2014) stated that EFL learners need to learn integrated skills to be fluent English speakers, accurate writers and sufficient readers.

At the beginning of the research, the researcher found out that the English program in Sekolah Tinggi Bahasa Asing (STBA) JIA has been focusing on segregated skills in English. The fact is that even if all skills were carried out in designed courses, the learners need a specific session to practice their integrated skills comprehensively. Considering integrated skills can be performed in the official course plan of the English Literature Department in STBA JIA, the researcher carried out the implementation in a club which is purposively made for this reason. It focuses on learning English through movie watching and discussion. The researcher selected movies as a main topic for learning because as it is shown in the result of need analysis, the students enjoy movies. Referring to S. K. Brown (2010) who mentioned that using English movies with English subtitles can provide learners with an excellent source of native dialogue, cultural context and interesting material, the researcher acknowledged that English movies can expose learners to natural discourse, accents and dialects, slang and colloquialisms, body and gesticulatory language and cultural customs.

Among teaching aspects contributing to the teaching and learning process, the researcher designed and developed a teaching model which facilitates the learners to improve their integrated skills. Joyce et al. (2014) defined a teaching model as an instructional design that describes educational activities and learning environments to achieve a certain goal. Further, they mentioned 6 (six) fundamental elements of the teaching model, namely focus, syntax, principles of reaction, social system, support system, and application context.

In developing the product, the researcher studied some references involving movies, discussion, integrated skills and teaching models. One of the references in the movie is Bordwell et al. (2013) who mentioned that movies are motion pictures designed to create experiences for viewers by not only communicating information and ideas but also showing places and ways of life people might not otherwise know. They also mentioned genres like science fiction, animation, action picture, comedy, musical, horror, thriller, fantasy, family melodrama, and many more. In addition, five elements in a movie can be analyzed such as setting, character, plot, conflict, and theme.

Using movies for learning English can be entertaining and motivating for learners with different proficiency levels by enhancing teaching techniques, resources, and curriculum, stimulating genuine communication, and providing variety, contemporaneity and authenticity that will help the learners pick up the language more spontaneously (Ruusunen, 2011). In its application, Chuen (2002) documented various creative ways in which movies facilitate language learning and stated the discussion of nonverbal cues in silent movies such as gestures, facial expressions, music and tone of the film enhances learners' metalinguistic awareness and cultural understanding of the differences of ethnic culture, religion, or class concept. As a medium, King (2002) stated that movies are valuable and rich resources for teaching because they present colloquial English in real-life contexts rather than artificial situations. Movies have also been reported to enhance language learning (Jalmav & Subekti, 2022; Tnomat et al., 2022).

The movie discussion is used to improve the integrated skills approach. This approach provides opportunities to develop several skills at the same time including English as main skills (listening, reading, speaking and writing) and associated skills (syntax, vocabulary, and so on) that have overlapping areas of competence contributing to making lessons more dynamic and engaging with different kinds of activities and interaction (H. D. Brown, 2001; Oxford, 2001).

In addition, Tuncay (2014) confirmed that integrated skills helped learners perform English authentically. The implementation of movies in learning English has been studied as well. Some studies, such as those of Seeger (2011), Ruusunen (2011), Ismaili (2013), and Kabooaha (2016) exposed that using movies helped learners greatly and has been proven as a beneficial medium. They produced relatively similar findings. The results of studies by Rahmat (2017), and Indah (2018) showed that discussion could improve English learner's competence.

Referring to the importance of integrated skills and the unavailability of a model that facilitates the implementation of these skills along with previous relevant research, the researcher proposed to develop a teaching model named movie discussion club to improve freshmen's integrated skills in English in STBA JIA. The model developed is expected to be able to stimulate learners' integrated skills along with the use of media to encourage their motivation in discussion. In addition, it is expected to be helpful for lecturers and the campus to recognize the importance of integrated skills in the English learning and teaching process.

## **METHODS**

### **Research design**

According to Borg and Gall (1983), research and development is a type of study where the researchers try to develop and validate a particular educational product (p. 772). The steps of research and development based on Borg and Gall (1983) are as follows. 1) need analysis and reference study, 2) developing product, 3) preliminary field testing, 4) first revision, 5) expert validation, 6) second revision, and 7) final product (first version).

### **Participants**

This research was conducted from October 2019 to August 2020 in STBA JIA located on Jl Cut Mutia No 16A, Margahayu, Bekasi, West Java. Since the product developed is a teaching model, it is more suitable to implement the model in a club, not a class. Previously, the idea of a course focusing on integrated skills has been declined by the department thus a club defined as a group of students studying topics relevant to the field of study conducted as additional formal learning in the classroom (Suratna, 2011) was chosen for this research. The more flexible schedule and the smaller number of participants or learners are the other reasons to use a club as the research setting. The subject of the research is freshmen of Academic Year 2019/2020 or 2019 intake from the English Department in STBA JIA which are from Morning A class, Morning B class, Shift A class, and Shift B class. The participants were 18 (eighteen) learners consisting of (4) four male learners and 14 (fourteen) female learners. The learners are those who voluntarily join the club initiated by the researcher. These learners have a great interest in both watching movies and discussing reviews and articles related to movies. Further in this research, the subject is identified as the learners.

### **Data analysis**

Referring to ten steps of the procedure of R&D by Borg and Gall (1983) started with research and information collection, planning, development of a preliminary form of the product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, until designating and implementation. The researcher initially planned to conduct preliminary field testing in the odd semester and main field testing in the even semester, but because of COVID-19 pandemic started in March 2020, the main field testing failed to be carried out. To meet the situation and purpose of the research,

Gustiani (2019) said that it is allowed to make some modifications to Borg and Gall's model. Therefore, the procedure is modified to seven stages namely need analysis and reference study, developing a product, preliminary field testing, first revision, expert validation, second revision, and final product.

In this research, the data were obtained from three steps in the procedure of product development, namely need analysis, preliminary field testing, and expert validation. The result of the need analysis was used to design and develop the teaching model. Moreover, the result of data taken from preliminary field testing was used to analyze and observe the implementation of the product developed in a small group. The last data were taken from expert validation to be used as a reference to revise the product into a second version of the final product.

To obtain the data above, the researcher used several instruments, such as interviews, observation and questionnaires. Each instrument was collected to develop the product, to revise the product after preliminary field testing, and to revise the product after expert validation. The interview covers two main points: target needs and product needs. The first point refers to Lowe (2009) who suggested seven aspects namely target situation analysis, present situation analysis, lack analysis, learning needs analysis, constraints analysis, pedagogic needs analysis, and wants analysis. Yet, the researcher decided to use five aspects only covering the target situation, wants, learning needs, present situation, and constraints analysis. Moreover, the second point called product needs covers aspects of content and setting. These two aspects refer to six elements of the teaching model proposed by Joyce et al. (2014). Further, in preliminary field testing, the researcher used observation as an instrument to collect the data. The observation sheet contains four components namely physical, human, interactional, and program setting. On the other hand, the questionnaire applied the components of an expert validation evaluation sheet focusing on six elements of the teaching model that were divided into two main points named content and setting.

In analyzing the results of the interview, the researcher used descriptive analysis to explain the data obtained from the interview by applying four stages, they are generating natural units of meaning, classifying the units of meaning, structuring the narratives to describe the interview contents, and interpreting the interview data (Cohen, 2007). In addition, the results of the observation and questionnaire were gathered and analyzed to represent the respondents' opinions, comments, and suggestions. The results of the questionnaire are calculated by using the Likert-scale using the formula of mean score converted to four categories namely Poor ( $1.0 < X \leq 1.74$ ), Fair ( $1.75 < X \leq 2.49$ ), Good ( $2.5 < X \leq 3.24$ ), and Very Good ( $3.25 < X \leq 4.0$ ). The result of the conversion was then used as a guide to revise the teaching model, the implementation of the model, and the other development needed.

## FINDINGS AND DISCUSSION

### Need Analysis

In analyzing the learners, the researcher designed the questions including target situation analysis, wants analysis, learning needs analysis, present situation analysis, and constraints analysis.

**Table 1. Result of Need Analysis (Learners)**

Target Needs Aspect	Question	Answer
Target situation analysis	The main goal of learning English	S1: "My goal is to be good at speaking." S2: "My goal is that I can communicate well in English." S3: "My goal is to use English well in daily life." S4: "My goal is to be good in all skills and be able to use English fluently."
Wants analysis	Reason for learning English	S1: "Because I want to communicate well in English. And I want to learn the culture, too." S2: "I want to pursue a career related to English." S3: "I want to be able to communicate with native speakers easily."
Learning needs analysis	Kind of activity preferred	S1: "reading – explaining – discussion." S2: "Listening to the explanation then discussing together." S3: "Practice in speaking"
	Media preferred	S1: "Videos, like movies or films." S2: "Movies and songs" S3: "Films"
Present situation analysis	Competence in English	S1: "A beginner" S2: "I think beginner" S3: "beginner"
Constraints analysis	Difficulty in learning English	S1: "How to communicate fluently" S2: "Grammar is too difficult" S3: "I don't have enough vocabulary to express myself." S4: "How English words are pronounced"
<b>Product Needs</b>		
Focus	Central intent	S1: "If this club exists, I want to be good in all skills" S2: "I want to learn in a fun way through this club" S3: "My goal is to communicate fluently"
Syntax	Model structure and model sequence	S1: "...analyzing characters" S2: "Discussing moral message in movie lines" S3: "Retelling the story to practice speaking"
Principle of reaction	Teacher's reaction to learner's response	S1: "I hope the teacher is friendly, not harsh when the students make mistakes" S2: "...give compliments a lot" S3: "Correcting wrong answers nicely..."
Social system	Role of a student and a teacher	S1: "Working together as partners" S2: "The teacher is a role model to be followed by the student" S3: "I hope teachers can guide the students. And students must be active as well."
Support system	Media	S1: "For discussion, videos and books, or articles." S2: "newest movies and reviews" S3: "Watching videos together and discussion"
Application context	Environment	S1: "A fun club after the class" S2: "Study group to practice" S3: "A group that has a fun discussion"

Not only analyzing the needs of the learners, the researcher also interviewed policymakers to obtain information on target situation analysis, constraints analysis, and learning needs analysis proposed by Lowe (2009). Related to target situation analysis, the researcher aimed to find out the learners' target situation from the institution's point of view by questioning whether



the policymaker thought integrated skills in English were important or not. The policymaker agreed that integrated skills in English were important. The second question asked the reason why the policymakers agreed that integrated skills in English were important was given and the policymaker argued it allowed the learners to be able to practice all skills at once. Further, the researcher questioned how the learners would implement their competence of integrated skills in English. The policymaker mentioned discussion and presentation were two examples of the implementation. Constraint analysis was another aspect of knowing the gap between the learners' existing knowledge and the target situation from the policymaker's point of view. The policymaker explained that there was a lack of chance to practice English skills along with vocabulary and grammar. The last analysis related to learning needs had the purpose of knowing the learners' needs in learning integrated skills in English. The researcher asked what kind of teaching model the learners need so that this research could improve their skills. The policymaker suggested providing a chance to practice the skills and correct each other. This result of need analysis from both learners and policymakers led the researcher to the conclusion that students need a forum to be able to practice their integrated skills. Due to the unavailability of integrated skills courses, a club outside the classroom is an option where the students are more flexible to discuss and choose topics to be discussed.

### Developing Product

After conducting a need analysis and obtaining the information, the researcher started designing and developing the product. From the interview, it was obvious that the learners need a teaching model to practice integrated skills that cover essential elements to provide an appropriate chance of practising integrated skills in English. The fundamental elements of the teaching model are focus, syntax, principle of reaction, social system, support system, and application context. This step was conducted from November 1 until November 10, 2019.

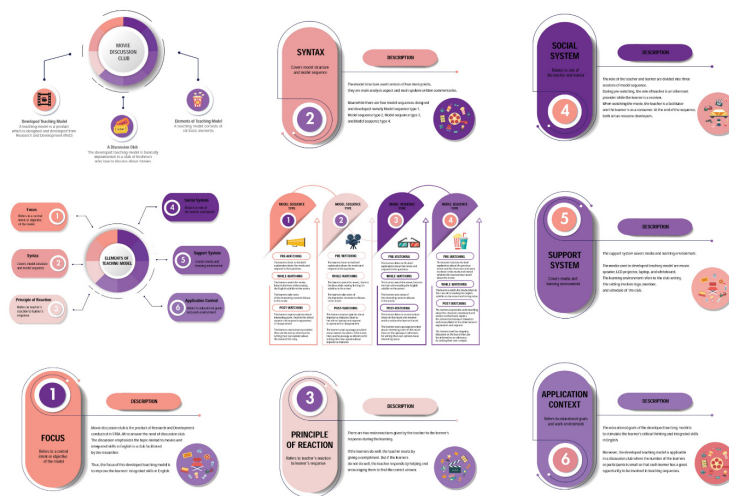


Figure 1. Infographic of Teaching Model

### Focus

Joyce et al. (2014) mentioned focus refers to a central intent or objective of the model. As the result of the need analysis from learners and policymakers that showed the need to learn English skills including grammar and vocabulary, the researcher considered focusing on improv-

ing the learners' integrated skills in English.

### ***Syntax***

Syntax covers model structure and model sequence. Model structure refers to the description of the general activities in the model while model sequence refers to phases in the model. The model structure used consists of two main points namely the main analysis aspect and main spoken-written commentaries. The main analysis aspects are the aspects discussed in a teaching model. Since the teaching model is a movie discussion club, the analysis focuses on scenes, characters, storylines, culture, and the moral message of movies. Main spoken-written commentaries mean any commentaries used in the teaching model that can help the learners deliver their opinions, ideas, or thoughts. The main spoken-written commentaries of the movie discussion club are narration, description, argument, or review. Meanwhile, there are four model sequences designed and developed in this research namely Model Sequence Type 1, Model Sequence Type 2, Model Sequence Type 3, and Model Sequence Type 4. Three sessions conducted in every model sequence are ten minutes of pre-watching (introducing educational goals, brainstorming, and distributing worksheets), sixty to ninety minutes of while-watching (playing and analyzing the movie), and ten minutes of post-watching (completing worksheets, discussing the result of analysis, concluding points).

### ***Principle of Reaction***

The principle of reaction refers to the teacher's reaction to the learner's response. There are two main reactions given by the teacher to the learner's response during the learning. If the learners do well in terms of answering questions from the teacher or the other learners, delivering his or her ideas, or responding to the other learners' ideas, then the teacher gives a compliment. However, if the learners do not do well, the teacher encourages them to find the correct answer by giving questions as bait for them to shape their ideas or answers.

### ***Social System***

The social system relates to the role of the teacher and learner. Since the model sequence has three sessions, the role of the teacher and learner is divided into three types as well. During pre-watching, the role of the teacher is an informant provider while the learner is a receiver. This means that the teacher plays a role as a source of information related to the movie, the task, the activity, and the worksheet while the learner receives the information shared by the teacher. When watching the movie, the teacher plays the role of a facilitator and the learner is a consumer. In this session, the teacher facilitated the discussion flow, including questioning, supporting, pointing out specific ideas, confirming, and clarifying. The learners not only accept, process, and produce ideas, but also answer and share opinions. At the end of the sequence, both act as resource developers. As this session requires a conclusion of the discussion, both teacher and learner develop and highlight the ideas, answers, and opinions together to come up with some statements as conclusions.

### ***Support System***

The support system covers media and the learning environment. The media used in the developed teaching model are movies, speakers, LCD projectors, laptops, and whiteboards. Moreover, the learning environment refers to the club setting including the logo, membership, and schedule of the club appointment. Related to the movie, several genres can be chosen in the movie discussion club, such as science fiction, horror, thriller, action, and comedy. The movies

were selected based on their popularity or recommendation. The movie discussion club only played movies with English subtitles since it involved reading activities.

### ***Application Context***

Application context refers to educational goals and work environment. The educational goal of the developed teaching model is to stimulate the learner's critical thinking and integrated skills in English. Moreover, the developed teaching model is applicable in a discussion club where the number of learners or participants is small so that each learner has a great opportunity to be involved in the teaching and learning process.

### **Preliminary Field Testing**

After developing the teaching model, it was necessary to prepare a detailed implementation. This step started on November 11, 2019, and finished on December 21, 2019. The essential points related to designing the club (designing the club logo and deciding the maximum number of members), recruiting the members (proposing the club to the learners, listing the names of the learners, and creating a WhatsApp group for the club members), planning the course outline (selecting the movies and references, creating worksheets, and preparing the observation sheet), and implementing the model (confirming the schedule of the club, preparing the room and media, conducting the movie discussion club, observing the implementation, and checking the attendance). Eighteen freshmen joined the club and attended the movie play once a week. The first movie played was *Nosedive* (2016) implementing Model Sequence Type 1. A week later Model Sequence Type 2 was implemented discussing the movie titled *Ready Player One* (2018). Next month, the third play, *The Prodigy* (2019) was discussed using Model Sequence Type 3. The fourth and fifth plays were conducted in the same month by watching *Home* (2015) and *Doctor Sleep* (2019) using Model Sequence Type 4 and a new type which has not been included in this research yet.

During the movie discussion club, the researcher was observing the implementation by taking notes on the observation sheet. Using the formula of mean score that was converted into data conversion, the result of observation showed that the implementation of the teaching model in the first meeting scored 2.33 (Poor). There were several technical problems with the LCD projector and the speaker. Thus, the movie play started at 3 pm and the discussion could not be done longer. Since that was their first time, the learners were so nervous and could not share their opinions well. Next meeting, the researcher confirmed the room, LCD projector, and speaker hours before the movie played. The learners were allowed to bring food and drinks into the room to make them feel more relaxed while watching the movie. The result of the observation in the second meeting was 3.17 (Good). The third meeting ran pretty well and scored 3.33 (Very Good). Some learners started to be active in the discussion yet most of them were quiet. Similar to the third meeting, the fourth meeting scored 3.33 (Very Good). Even if there was a minor problem with the speaker, the problem was solved immediately. The last meeting of preliminary field testing showed a better result which was 3.67 (Very Good). The teaching model was implemented well without technical problems but still, some learners were working on their confidence in sharing their ideas.

### **First Revision**

From the observation, the researcher found some aspects that needed to be revised. The researcher revised the first draft in January 2020. The observation in preliminary field testing



examined physical, human, interactional and program settings. The first revision covers the principle of reaction, support system, and application context.

Related to the principle of reaction, the teaching model needs specific reactions given to the learners during the implementation. The specific reaction if the learners perform well is giving a thumbs up and asking the other learners to applaud. On the other hand, if the learners cannot participate well, the specific reaction from the teacher is helping him or her in sharing ideas. Another revision involves the preparation of the support system provided by the campus such as room and LCD projector. It is better to confirm if they are available and can be operated well to avoid technical problems during the movie play. Further, the researcher prepared her own devices such as a laptop and speaker to avoid similar problems in the future. The last revision is the application context referring to critical thinking as an educational goal. In stimulating the learners' critical thinking, there should be many questions asked to encourage them to participate. The teacher can mention names because some learners will share their ideas only if the teacher asks them to. By doing this continuously, it is expected that the learners will get used to thinking critically.

### **Expert Validation**

Two experts answered a questionnaire to validate the teaching model developed. The first revision was attached to the questionnaire and then sent to the email of the expert validators. The expert validation was conducted in July 2020.

The result showed that the experts consider elements of focus and syntax as Very Good. Further, they scored application context as Very Good with a perfect score as they agreed that the teaching model stimulates learners' critical thinking and has a specific term of environment. Social and support systems are viewed as Good. The reason is that the experts agreed that the developed teaching model determines certain roles of the teacher and the learners in all pre-watching, while-watching, and post-watching sessions. Similar to this, they agreed that the media used are appropriate and varied. The teaching model is also considered to have a detailed learning environment that supports the implementation of the teaching model itself. One point that scored Poor is the principle of reaction where the experts think that a simple reaction of the teacher to the students' response is better.

### **Second Revision**

Analyzing the result of the expert validation, the researcher revised the teaching model to obtain an improved model. Both expert validators considered the principle of reaction should be revised. The researcher decided to use the same reaction as in the first draft for the learners who did well and use the same reaction as in the first revision for learners who did not do well. The reason is that the expert validators considered that complimenting in words would be much better. Since preliminary field testing showed that complimenting by using words took some time, the revision in this part is by complimenting in brief phrases or sentences. All in all, the learners who do well will be complimented by words while the learners who do not will be encouraged to give proper responses.

### **Final Product**

After a series of revisions, the teaching model named Movie Discussion Club was finalized. The detailed description and elements of the teaching model are presented in an infographic

guidebook. The guidebook also explains the additional details to help the teachers in implementing this product.

In developing the product, the researcher analyzed the needs of the learners by interviewing the learners and the policymakers. During the need analysis, the learners mentioned several skills they wanted to learn more. Among the skills, the researcher decided that focusing on integrated skills would be more effective. Using the learners' interest in movies, the researcher considered it was more urgent to facilitate the learners' needs by designing and developing a teaching model that covers the implementation of integrated skills learned through movies. The product has been made from the process of designing, developing, implementing, validating, and revising. At the end of the research, a guidebook was made to illustrate the teaching model developed.

## **CONCLUSION**

From the research problems and research objectives, the researcher concluded two main points. Based on need analysis, there are two main needs namely target need and product need. The target needs include target situation analysis, wants analysis, learning needs analysis, present situation analysis, and constraints analysis. Furthermore, the product needs to cover content and setting. The target needs of the English freshmen in STBA JIA are improving integrated skills in English and implementing video in learning. As the product developed is a teaching model, the product needs to encompass the fundamental elements of the teaching model, which are focus, syntax, principle of reaction, social system, support system, and application context.

The teaching model that is appropriate for the English freshmen in STBA JIA is the Movie Discussion Club. It is a club that focuses on improving learners' integrated skills in English by using movies as the subject of discussion. The meeting, often called a movie play, is held weekly as a non-course.

Regarding the conclusion at the end of the research, several suggestions were proposed. Campus, as a stakeholder and policy maker, should support the learners and lecturers in improving the skills needed. The club's existence is essential since it can encourage weak learners and support strong learners. Further, a club can provide a more flexible schedule for the learners who want to join the club. Further, the researcher considers that the lecturers provide a chance for learning integrated skills in their courses. Since English skills are implemented in every English course, the lecturers can spare a session in their teaching for a discussion. A club with a different topic can be designed outside the course to enrich learners' integrated skills and critical thinking. Lastly, after designing and developing this research, it is suggested to develop a teaching model with a similar concept that is applicable in a classroom. Moreover, the teaching model focusing on integrated skills in English is recommended.

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