

Improving Students' Ability in Imperative Sentence through Watching Movie Dora the Explorer (At SMP Kartika IX-1 Makassar)

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ABSTRACT

The objectives of this research were; 1) To ascertain students' opinions of imperative phrases while studying using the media film "Dora the Explorer," 2) to see if watching movies helped students understand imperative sentences, and 3) to find out what kinds of imperative sentences SMP Kartika IX-1 Makassar students understand best.

Mixed method which combined quantitative and qualitative research, was the method employed. This research used the watching movie method which could be used to teach imperative sentences. Observation, interviews, and questionnaires were utilized to gather the data for this research.

The findings indicated that: 1) students were very motivated to learn imperative sentences and became more engaged in their studies; 2) students were really excited to learn new material; and 3) students were very interested in learning imperative sentences. 2) Students answer to the practice of watching movies, with 90% of students responding that the technique greatly improved their comprehension of imperative sentences. 3) From several types of imperative sentences, students better understand the use of suggestion types of imperative sentences.

Keywords: method; watching movies; imperative sentence

INTRODUCTION

English is a global language which every individual stands to overwhelm. English used as heading for any direction or any correspondence in the world incorporates relationship, business, guidance, politic, organizing, etc. In this manner, a huge part of people accept that English becomes essential language after their most memorable language since it appreciates many advantages in various points of view.

English has likewise a significant situation as an unknown dialect, required by numerous students to connect with many individuals in assortment circumstance. Along these lines, English is regarded and insightful by every person in the world.

"All over the planet English is educated in a baffling assortment of circumstances. In various countries it at first appears in the fundamental instructive program, but various universities in those and various countries continue to see that their members are insufficiently capable in English use, whether or not, as David Graddolpoints out, extraordinary English is a section need for much tertiary preparation in an overall market where English gives the usage a "competitive advantage".

"English, as different dialects, utilizes two channels: discourse and composing. They have different transmission frameworks. Discourse is sent by sound waves, started in talking and got in hearing. Composing is communicated by letters and other apparent imprints, created recorded as a hard copy and gotten in perusing".

In English there are open abilities and useful abilities. Open abilities comprise of tuning in and perusing and useful abilities comprise of talking and composing. Responsive and useful abilities the two of them can be further develop in learning English cycle. Other than responsive and useful abilities the students" need to dominate the language since it is the component of English.

LITERATURE REVIEW

Previous Related Studies

A man in her thesis with title using Cartoon Movie to Improve Speaking Skill, Rasyid (2016), This study is expected to see if the utilization of English animation movie can work on students' accomplishment at 2nd grade of SMU Abulyatama. The examples of this review were 20 students of class 2 IPA2. To gather the information, the research used exploratory plan one gathering pre-test and posttest. The instrument utilized was oral test. The talking angles canvassed in this study were sentence structure, jargon, and articulation. The outcome shows that the students' talking score expanded in all viewpoints. The language structure point of view saw the most significant/imperative addition since a piece of students' cultivated very low in grammar before including the movie in learning, yet completely later the tremendous improvement is on the accentuation point of view. It expanded from 21 to 44 or 19 places. It makes sense of that the English animation movie can be one of the great materials to work on students' talking abilities, especially in syntax viewpoint.

"The Influence of Using Cartoon Video on The Students' Speaking Ability", (Herni 2015). The research apply Trial technique with bunch pre-test-postest plan. The essayist gathered information by giving pretest and pos-test. The test of the examination is class eighth year students of Mts Muhammadiyah Tongko Enrekang in the Scholarly year 2014/2015, which comprise of 27 students. The example was taken via Animation video. The consequence of the examination is the mean score get in pretest by the students' talking as far as exactness in talking abilities was 4.58, posttest is 6,66 and absolute score in progress is 2.08. the students talking as far as experience with talking capacities is 500, posttest is 7.62 and full scale score in progress is 2.62. Which esteem t-test is higher than the worth of t-table ($5.90 > 2.056$). It is presumed that the CartoonVideo to create the students' Speaking Expertise. Along these lines, Invalid Theory (H0) was dismissed and Elective Theory (H1) is acknowledged.

Ismaili, a man with a thesis title "The Effectiveness of Using Movies in the EFL Classroom A Study Conducted at South European University". This paper analyzes the effects of

using movies in the EFL classroom. It reveals its effects on developing students listening and communication skill. The study was conducted on a sample of two groups: an experimental and a control group taught conventionally. The study was carried out at the South East European University in the academic year 2011/2012. The participants in this study were pre-intermediate and intermediate level of students, aged 18-25. The results of the study have shown that significant differences between experimental and control group of students on integrated skills, using video incorporated in the teaching material. Based on the research, The study concluded that movies attract students' attention, present language in a more natural way that found in course-books. What is more important movies offer a visual context aids which help students understanding and improve their learning skills.

Some Pertinent Ideas

Definition of Movie

A movie is one of the visual guides that can be utilized in a talking class. It makes illustrations more fun. It can likewise be utilized to cause circumstance for talking classes all the more plainly, that the students have huge excitement in showing enthusiasm in teaching learning process. According to Hornby (in Seftiarini, 2016) movie implies a progression of moving picture recorded with sound that recounts to a story, displayed at movie/movie. Movie or movie is a term that included person movies, the field of movie as a work of art, and the movies industry. Movies are made by recording picture from the world with cameras, or by making pictures using action movies or extraordinary effect.

The capacity of movie/movie is to instruct, engage and move the peruser's global language. A movie/movie can show individuals history, science, and human way of behaving. A few movies join diversion with guidance, makes the educational experience more pleasant. Movie will be exceptionally powerful expecting they are used warily and inventively prepared by the teacher; moreover, they used effectively to help the presentation of the instructors' explanation.

Imperative Sentence

Definition of Imperative Sentence

There are a few meanings of imperative sentences the main definition, "imperative sentence is the sort normally used to provide an order, or request. In English, objectives are typically missing a subject, however any remaining ordinary pieces of the sentence are available. The action word in an English imperative is the base type of the action word, without endings of any sort, in this manner indistinguishable from a subsequent individual, current state structure".

Another definition "imperative is about speaker control. They might be utilized as genuine orders, for example, those a tactical official or a parent issues to a fighter or a kid. They may likewise be utilized as additional delicate mandates or as semi mandates, in which the speaker simply expects or imagines some conduct with respect to another person and projects that expectation concerning an order, albeit not really exhausting anything".

Then, "imperative is the base type of an action word used to provide orders, make idea, and so forth". What's more "the utilization imperative in various ways, for instance, to provide orders, to make gives ideas, bearing and guidance, cautioning, and request". From those definition that imperative sentences are utilized in a few expressions. It tends to be use for providing orders; making gives idea, demand, provides guidance and guidance, giving admonition and preclusion.

RESEARCH METHOD

Design and Sample

This research employed a mixed method, which involves collecting data in order to answer the research questions formulated in the problem statement. As a mixed study, it was neither threat the subject nor manipulates the data taken from the sample, because its main purpose was to find out what are the problems inmaking imperative sentence by the students based on the result of interview andquestionnaire given.

Instrument and Procedure of Collecting Data

The researcher used interview and questionnaire as a research instrument in order to collect data of this research. In interview, to know the teacher assessment on watching movie method in showing growing experience of imperative sentences. The questionnaire was given to find out the students' difficulties in making imperative sentence. The questionnaire consisted of 10 items.

Data Analysis

The writer used mixed research in him study which the method is conveyed in descriptive analysis way to describe and to interpret the result of mixed data.

RESULT AND DISCUSSION

Findings of the First Cycle

a. Planning

In this stage there were a few exercises, first, the researcher and the teacher examined the arranging that would be led in the activity stage to take care of the issues looked by the students in utilizing imperative sentences. The illustration plan made in this cycle was two example plans. From that point onward, the examination decided the chose material and activities into an example plan. The principal material was imperative sentences; the materials took from the English course reading, additionally the examination made hand out for the students and the primary conversation was about activity action word, giving guidance, and amiable solicitation. Students need to tune in and perform; listen mindfully and answer genuinely orders given by the examination. In this stage, the researcher didn't just make the illustration arrangement yet in addition arranged unstructured perception sheet to take note of the students' exercises during showing educational experience.

b. Acting

Activity of cycle 1 was finished on Augustus 3th and fifth 2022. The examination executed the showing growing experience in view of the example plan had been made. In the main gathering, the teacher educated "activity action word" and "giving guidance" through Watching Film , there were a few exercises, first, research got some information about "activity action word", second, the examination requested one from student to act the activity action word into straightforward sentence by utilizing actual development and act before different students, next, the teacher made sense of the "activity action word" and "giving guidance", after that the teacher requested that the student make the imperative sentences in guidance structure, at last, the examination gave the end from the material and gave the work sheet to the students and gather it, from the work sheet had been finished by students, the scientist will realize students' capacity in utilizing imperative sentences. In the subsequent gathering, the examination provided the order by utilizing imperative sentence "pleasant solicitation" to the students, and the students acted the order. Then, the teacher requested one from student to approach then she/he asked his/her companion to act the order by utilizing imperative sentence "well-mannered solicitation". Then, the examination made sense of the imperative sentence "pleasant solicitation" and

requested that the students make a sentence by utilizing imperative sentence "courteous solicitation", at long last, the teacher gave the end from the material and gave the work sheet to the students and gather it, from the work sheet had been finished by the students, the examination will realize students' capacity in utilizing imperative sentence.

c. Observing

In this stage, the teacher noticed the activity while the examination is showing in the class. the teacher and teacher saw that the student were dynamic while doing the movement in the homeroom. Despite the fact that there was commotion, the student partook in the class movement. Alongside, the teacher needs to control the student who has made commotion in the class. The examination needs to deal with the class and give clear clarification about the material. The examination looked the class never fully due to the student' exercises; the teacher likewise helped the teacher for dealing with the student sit and train in the study hall.

d. Reflecting.

The examination and the teacher talked about the finish of carrying out the activity. Thusly they attempted to adjust the activity all together student more fathom in utilizing imperative sentences and all together 75 % of student in the class could pass the Base Authority Standard Criteria Negligible (KKM).

Findings of the second cycle.

a. Planning

In the arranging period of the cycle 2, the researcher executed the illustration plan and adjusted the past example plan in view of the consequence of reflecting in the cycle 1. The example plan which was utilized still connected with imperative sentences through Watching Film. The student will learn denial sentence, distinguish schematic design and etymological elements of film message, in semantic highlights there were imperative sentence and activity action word. The title of film was "Blend the chocolate in with boots". Besides there were a few changes in the cycle 2; the student needed to rehearse straightforwardly and stood by listening to the teachers' order and heading in blend the chocolate in with boots and the researcher need to obviously provide the guidance to do the demonstration of action word. The examination trust, from these arrangements the student' capacity in utilizing imperative sentences will move along.

b. Acting

The activity of the cycle 1 was finished on Agustus 3th and fifth 2022. There were two gathering in the cycle 2; the principal meeting found out about "disallowance" and the second gathering about the film text, the title was "The means by which to make soft drink ice milk". Prior to proceeding with the following illustration, the examination asked the students the past example. The main gathering, the examination requested one from the students to approach, she/he requested that another understudy act the order, after that the research made sense of the illustration "denial", asked the students to act the action word in the preclusion structure and gave the worksheet to the students. The subsequent gathering, the research gave the new jargon, for example, Put, pour, mix and add, requested one from the students to approach to make "Soda ice milk", and the students focus on the research's' guidance. To take the activity, the students made nine gatherings, each gathering comprised of four students. The students rehearsed "How to hone a pencil" and they paid attention to the research's' guidance, after that the examination gave the work sheet and the students finished the sentences about "Honing a pencil". At long last, after the sentences were finished, the students read the sentences uproariously then they gathered the work sheet to the research.

c. Observing

in the cycle 2, generally the class condition in learning process was better than previous cycle. In this cycle, the students more enthusiastic in learning imperative sentences, especially about movie text "Mix the chocolate with boots", when the teacher gave the direction by the action verb, the students' response were good and understand what was the research said. They were active in doing the activities. It means that the students more comprehend in using imperative sentences. Furthermore when they were given the exercise by the research, they enjoyed and did it individually without cheating each other. Related to the students' ability, they showed progress in using and responding the imperative sentences.

d. Reflecting

In the wake of completing each stage in cycle 2, the teacher and the Instructor talked about the activity of cycle 2. This stage was completed subsequent to getting the score aftereffect of imperative sentence test. The student' capacity in involving imperative sentence in the cycle 2 better than cycle 1. The researcher and the teacher fulfilled in light of their score result were great. Besides, the student could reaction the research's' order effectively and they excited and appreciated during instructing and educational experience. The examination and the Teacher reasoned that the Watching Film could work on student' capacity in utilizing imperative sentences

Result of Post Interview

In the wake of executing Watching Movie technique, the researcher completed the interview with the teacher. It was directed on Friday, Augustus tenth 2022. Subsequent to completing cycle 2. It began at 10.00 A.M and completed at 10.30 A.M. The researcher needed to know the teacher assessment on Watching Film strategy in showing growing experience of imperative sentences. For this situation, the examination isolated three classifications questions in the meeting. There were the student condition in educating and educational experience of imperaive sentences in the homeroom, the technique that was use in the study hall, and teachers' perspective about Watching Movie.

First classification was the student's condition in educating and educational experience of Imperative Sentence in the homeroom, the teacher said that students condition was great, enthusiastic in getting material, and had inspiration for communicating in English. Then, the student's cooperation was adequate in learning Imperative Sentence since they as a rule communicate in English in showing learning English cycle. At long last, the students more cheerful and active in learning Imperative Sentence, they were not bore. Second classification was the technique that was use in the study hall. The troubles that looked by the student when the researcher involved the Watching Film in learning imperative sentences was the class the board uncontrolled and to take care of this issue, see the student and rehash the guidance which has convey by the examination in educating and growing experience. Then, the Watching Film technique can work on student' capacity in utilizing imperative sentences, it was directly practice to making imperative sentence and reaction the guidelines.

The last, the teacher at any point executed the Watching Film technique and she has an inspiration to involve it in the homeroom exercises. The last classification instructors' perspective about watching Film. Teacher said the Watching Film strategy was viable for learning imperative sentence, this technique can work on student capacity in utilizing imperative sentences. The teachers' idea as the instructor we need to involve Watching Film in educating and educational experience each gathering all together that the understudies know and understand in imperative sentences.

Discussion

Data of Interview

The information acquired from interview with English teacher showed that the students still challenging to act the activity action word in imperative structure and didn't answer the order from the instructor since they were absence of jargon and failed to really see what the teacher was said. After the pre interview completed the researcher felt that educating and growing experience of imperative sentence in the eighth grade students of SMP Kartika IX-1 Makassar ought to be changed, in this way the examination chose to show imperative sentence through watching movie strategy and carried out the homeroom activity research. Subsequent to executing the activity students' condition was great, enthusiastic in getting material, and had inspiration for communicating in English. Then, the students' support was sufficient in learning Imperative Sentence since they as a rule communicate in English in showing learning English cycle. At last, the students more cheerful and dynamic in learning imperative sentences, they were not bore. Teacher said the Watching movie strategy was successful for learning imperative sentence, this technique can work on students' capacity in utilizing Imperative Sentences.

Data of Questionnaire

The researcher made ten questions for the questionnaire, then made statements to make more straightforward to interpret the information, overall the researcher closed into instructing and educational experience of Imperative Sentence through Watching Movie. The information from the survey acquired that in the wake of involving Watching Movie in showing Imperative Sentence; the student's gave positive reactions or 90% toward the activity. As per the students Watching Movie made them dynamic in learning imperative, powerful for imperative material, simple to learn imperative and the student's got the new information from Watching Movie. Watching Movie could make study hall really fascinating in educating and growing experience of Imperative Sentence.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that students ability in imperative sentence through watching movie at the VIII B Grade students' of SMP Kartika IX-1 Makassar in 2021/2022 academic year have improve in making imperative sentence. The students' reaction about watching movie was positive response or 90 % from the Students who chose "Yes" Reply from 10 questions. It implies that watching movie method viable for learning imperative sentences, this technique can further develop students ability in utilizing imperative sentences.

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