

FILM TRANSCRIPT AS MEDIA IN TEACHING GRAMMAR

by Naely Muchtar

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The 3rd Annual Seminar on English Language Studies

*Strengthening "National Character Building" through new trends
on English Language Studies: Education, Linguistics, Literature,
Translation and Culture*

Editors

Fathu Rahman
Harlina Sahib

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Hakim Yassi,
Herawati Abbas,
Sukmawati



POSTGRADUATE PROGRAM OF
ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCE
HASANUDDIN UNIVERSITY
2018

PROF. MATTULADA AUDITORIUM
HASANUDDIN UNIVERSITY
DECEMBER 15TH, 2018

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**Prof. Mattulada Auditorium – Hasanuddin University
December 15th, 2018**

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**Postgraduate Program of English Language Studies
Faculty of Cultural Science Hasanuddin University 2018**

From The Chairman of S2 ELS Faculty of Cultural Sciences Hasanuddin University

Welcome to the Annual Seminar on English Language Studies (ELS). We organized the seminar for those, who are interested in presenting papers in all fields of Education, Linguistics, Literature, Translation, and Culture. This year is the third annual seminar and also to welcome the anniversary of 63rd the Faculty of Cultural Sciences in every December.

The academic global world over is preoccupied with various ways of understanding language (Linguistics), literature and culture. In addition to their interrelations and interdependence, the new ideas, perspective, and approaches emerging from various studies, disciplines such as literary theory, philosophy, sociology, linguistics, pragmatics and discourse analysis alongside technological revolution and socio-cultural transformations, have a bearing on our study of language and literature. The conference aims at exploring this dynamic with a focus on the complementary nature of language, literature, and culture and their centrality in human life.

The ELS (S2 ELS FIB Unhas) holds their third Annual Seminar on English Language Studies with the purpose of Strengthening "National Character Building" through new trends on English Language Studies: Education, Linguistics, Literature, Translation, and Culture

The seminar brings together multi-disciplinary expertise from all relevant fields. The topics covered issues on

- Metacognition in Language Study Skill.
- Emerging Pathways and Possibilities in Language Education.
- Language Teaching and Teaching Literature.
- Current thinking about the role of teaching methods and strategies.
- Language and society; sociolinguistic and psycholinguistic.

The annual Seminar 2018 takes place at Prof. Mattulada Auditorium on Hasanuddin University Makassar, 15th December 2018. A number of presenter and participant registered from universities such as Gadjah Mada University, Padjajaran University, UNM, universitas Masamus, UIN Alauddin Makassar, IAIN Palopo. The seminar presents Prof. Dr. Abdul Hakim Yassi, DIPL. TESL., MA, Prof. Drs.H. Burhanuddin Arafah, M. Hum,

Ph.D, and Prof. Dr. H Mansur Akil, M.Pd as plenary speakers.

This one-day seminar is divided into forum session and parallel session. The forum session presents guest speakers while the parallel session is divided into room based on the topic of issues. Because of time constrains, not all papers are presented.

The goal of this seminar is to encourage the academic atmosphere and to open the students' horizons of knowledge, in other words, it is meant as a scientific forum for sharing knowledge and experience, experts and students, as well as to promote ELS S2 Faculty of Cultural Sciences Hasanuddin University more broadly.

This proceedings contains 55 papers from various fields, among others are Linguistics, Literature and Culture, education, Translation. We dedicated this seminar proceeding to our students who were the intellectual stimulus for conducting the seminar in the first place. To everyone, we are truly grateful.

We do hope this seminar will run as we planned. Thanks and congratulation to all.

December 15, 2018

Chairman,

Dr. Harlina Sahib, M.Hum



Foreword

**Dean of Faculty of Cultural Sciences
Hasanuddin University**

First of all, let me congratulate to English Language Studies (ELS) of Postgraduate program, Faculty of Cultural Sciences on the efforts to organize the seminar. This seminar is, indeed, a quality Improvement for encouraging the academic atmosphere at the said program and S2 ELS students are able to realize it. I really appreciate and applaud for the initiation. The great thankfulness is due to all those who have helped the implementation of the activities. Improving the quality of education is not only done in the classroom or student research but also in the form of a seminar like so. The S2 ELS program which has being accredited "A" should maintain the quality for the benefit of students, so this activity should be supported by the entire academic community of S2 ELS students. I highly appreciate the efforts of the committee to realize this seminar. For that reason I would like to thank FIB press for being publishing papers in the conference proceedings. This entirely coming from the initiation of students under the coordination of Head of Study Program, and I do hope that this annual seminar will be continued for the next coming years. On behalf of Faculty of Cultural Sciences, I, once again, kindly welcome this activity.

Finally, to all guest speakers I would express and welcome to Hasanuddin University, welcome to the Faculty of Cultural Sciences.

December 15th, 2018

Dean,

Prof. Dr. Akin Duli, M.A

Acknowledgments

We are grateful to the following person who have supported this Annual seminar:

Prof. Dr. Akin Duli, M.A, Dean of Faculty of Cultural Sciences and The vice dean....

All committee members; Nasriandi (Chairman), Muhammad Hasan Basri (vice Chairman), Reskiawati Anwar (Secretary), Fikratul Khairiyah (Accounting) and members; Ahmad Rizal Abdullah, Busdamayanti, Abdurrahman Aslam, Fitri Amaliah, Irmawati, Hilmawati, Eka yulitin A. ikro, Aini Sabrina, Ani Dyah Astuti, Arroyan, Nurhaeri, Fuji lestari, Rahmat hasan, M. ardiansyah, Riskayadi, Hainil bahar, Nurjannah, Wahyu pratama putra, Muh. Nisyar Kahwi, A. ilah nuru falah, Quraisy, M. Alim Akbar, Syarifah Fakhrana Fildzah, Nur hidayah, Nataniel, A. Suwarsih, Irene Novita, Elmi, Dewi Andriani, Rosalina Floriani, Arin Mantara Anggawijaya, Nur Alifah A.J, Litha Nesidekawati Dakka, Alwiya Saboe, M. Ridha Anugrah Latief, Husnul Mujaddidah, Fatnia Paramitha Makatita, Abdurrahman Reliubun, Nurul Hikmah, Andi Farid Baharuddin, Astrid Eka Mustika, A. Ilah Nurul Falah, Muhammad Nisyarkawi, Ani Dyah Astuti, Intan sari Nurislamiah, Desy Eva Laila Rokhmah, Yuni Ratna Purwaningsih, Nur Ima, Reski Amalia. S, Desy Nur Indrasari, Nuzul Hirdayana, Dwi Pratiwi S. Husba, Nur Hikmah, Zulfahmi Irwan, Hardillah.

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Editor's Note

Many people have contributed to this seminar. The editors would like to offer particular thanks to the committee who has been working hard formatting the entire papers to be willing to be printed proceeding. As the committee has delivered to all contributors, that the submitted paper is the paper that has not been publish elsewhere, contains no conflict of interest and does not indicate elements of plagiarism, a part or a whole. All claims arising then would be the responsibility of the author; the seminar organizers liberate themselves from all charges.

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TABLE OF CONTENTS

From The chairman of S2 ELS FIB UNHAS
Forwarded: Dean Faculty of Cultural Sciences
Acknowledgments
Editor's Note
Table of Contents

Education

1. Applying Reading TOEFL Tricks in Conducting National Examination Exercises of Students of JILC Makassar – Muhammad Hasan Basri (1)
2. An Analysis of Students' English Development and Subjects Comprehension in Chemistry Bilingual Program - Suciaty Pratiwi (13)
3. The Effect of Word-Wall Media on Students' Vocabulary Achievement and Attitude – Riskayadi (24)
4. The Error Analysis in Pronouncing English Word at the Fourth Semester of English Department at UNIDAYAN Academic Year 2012/2013 – Aroyan (31)
5. Rapport Threat and Rapport Enhancement Behaviours in Students' Classroom Interactions – Reski (41)
6. Increasing Students' Grammar Ability Through Cooperative Learning Method (A Case Study At Senior High School 10 Bulukumba) - Ahmad Rizal Abdullah (50)
7. Improving Speaking Ability Through Simplified Parliamentary Debate in Speaking Class at First Semester Students Of English Department Of Musamus University Academic Year 2013/2014 - Desy Eva Laila Rokhmah (60)
8. Teachers' Challenge on Implementation of ICT Tools in ELS at SMKN 1 Wajo - Hairil Bahar (74)
9. Integrating Local Contents in Essay Writing Materials For Students of English Education Program at IAIN Pare-Pare - Magdahalena Tjalla & Abdul Haris Sunubi (84)
10. The Effectiveness of Language Laboratory in Building up Listening Comprehension of SMAN 11 Makassar Students - Andi Suwarsih Mustamin (91)
11. The Use of BBC Video in Teaching Writing - Syarifah Aisyah S. Hamzah, Abdul Kadir, & Delfina Gemely (100)
12. The Correlation Between Listening Anxiety and Listening Comprehension of the Second Grade Students at SMA Negeri 6 Samarinda in 2016/2017 Academic Year - Muhammad Alim Akbar Nasir (108)
13. Errors Made by Sixth Semester Students of English Department of IAIN Palopo in Writing Essay – Dahlan (119)
14. Enhancing Students' Writing Skill Through Semantic Mapping Strategy - Hadrawati Hasanuddin (130)
15. Need Analysis of English Course Material for Maritime Students - Raidah Mahirah & Muhammad Basri Wello (138)

16. Applying Peer Assessment on Students' Writing Skill in Fomal and Informal School - Dian Savitri & Kifti Halimah Islami (167)
17. The Development of English Speking Assessment Portofolio Through British Parliamentary System at Musamus University Academic Year 2016/2017 - Arin Mantara Anggawijaya (173)
18. Language Strategy in Speaking by Children and Adults (A case Study of Metro English Course Parepare) - Pratiwi Samad, Kurnia & Andi Nurhasanah (187)
19. The Use of Quran's English Translation to Improve the Students' Vocabulary at Tenth Grade Students of Islamic Boarding School of Babul Khaer Bulukumba – Quraisy (199)
20. Women's Role in Students's Work Sheet Book at Secondary School - Ranta Butarbutar (215)
21. A contribution of Reading Illustrated Story Activities on the Improvement of Students' Speaking Ability (A case Study at SMK Pratidina Bhayangkara Makassar) - Widiastuti & Nurasia Natsir (226)
22. Student's Perception Towards the Use of L1 in L2 Learning - Mustaqim Haniru (237)
23. The Use of British Parliamentary debate Style in Teaching Speaking Skill at the Second and Fourth Semester of English Study Program IAIN Palopo – Nasriandi (247)
24. Student's Reading Comprehension Under Directed Activities at the Second Grade of SMP Negeri 17 Makassar - Nataniel Sirenden (264)
25. The Using of Dialog Method to Improve Students' Pronunciation in Learning English at the Second Grade of MAN Baubau - Fikratul Khairiyah (279)
26. Local Cultural Contents and Learners' Characteristics in Foreign Language Learning - Antonius Ali Wutun (295)

Literature

27. An analysis of Figurative Languages Used in Khaleed Hosseini's Novel a Thousand Splendid Suns – Nur Hidayah Natsir (305)
28. The Influence of Social Settings on The Main Character in Fitzgerald's *This Side of Paradise* - Syarifah Fakhra Fildzah (317)
29. Moral Values of Characters in Coelho's *The Alchemist* – Irmawati & Ilah Nurul Falah (327)
30. Emotional Maturity of Emma Woodhouse: An Analysis of Jane Austen's Emma - Reskiawati Anwar (337)
31. Timeless Beauty and Intertextuality: Mythological Fetures of Aphrodite Percy Jackson and the Titan's Curse - Arga Maulana Pasanrangi, Rezky Ramadhani Muhlis, & Nugraha Salim (347)
32. The Political Hegemony in Orwell's 1984 - Andi Farid Baharuddin (356)
33. Multiculturalism in The Prince and the Pauper Novel's by Mark Twain - Fitri Amalia Burhanuddin (367)
34. The Emotional Reader Response Toward Chopin's "The Story of an Hour" - Andi Inyah Soraya (375)

35. An Analysis of the Main Character in Relation to Patriarchy in Charlotte Bronte's Jane Eyre – Irene Novita (382)
36. The Struggle of Erin Gruwel on Educational Innovation in “ The Freedom Writer” Movie - Nurhaeri (391)
37. Bushido Culture in Nover “47 Ronnin” by John Allyn - Wahyu Pratama Putra & Sumarlin Rengko HR (400)
38. Moral Values in Mitch Albom's The Time Keeper – Ardiansah (406)
39. Portrait of Immigrant Woman in Novel The Namesake by Jhumpa Lahiri: Subatem Study - Ayu Triria Puspita Devi (418)
40. The Ambition of The Main Character's as Seen in Joyce Sweeney's The Dream Collector – Hilmawati (427)

Linguistics, Translation, and Culture

41. The Analysis of Subtitle Translation Technique on The Movie out of The Furnace - Rahmat Hasan (426)
42. Grammatical Problems Encountered by College Students in Translating Indonesian Text into English - Ani Dyah Astuty (448)
43. Persuasion in Children's Conversation at Indonesian Religious Kindergarten - Hikmawati & Nurfaeni Asjuh (456)
44. Stylistics Classification of English Vocabulary in the Selected Eminem's Songs - Muhammad Nisyarkawi (471)
45. The Analysis of Language Style Used by The Speakers in “The Tonight Show With Jay Leno” Talk Show Season 21 Episode 145 – Nurjannah (483)
46. Prohibited Expression in Wedding Advice: Entextualization of Pasang Ri Kajang - Harlinah Sahib (493)
47. The speech Production of 4th – 6th Years Old Children in Bright Star School at Makassar (Case Study) - Eka Yulitin A. Ikro (502)
48. Derivational Process of Wawonii Language - Yuliyannah Sain, Andi Rachmawati Syarif, Nurilmi, & Nurul Haqim (513)
49. The Acquisition Order of Past Tenses: An Interlanguage Analysis - Muhammad Ahkam Arifin, Suryani Jihad, Sri Mulyani, Hardiani Ardin, & Nurwahidah (526)
50. The Role of Pasang Ri Kajang in The Culture of Kajang Society, Bulukumba (Ethnographic Study) – Asyrafunnisa (533)
51. Small Talks' Utilization in Jakarta Post - Isnaini Eddy Saputro (543)
52. Turn-Taking in The Classroom Interaction of Indonesian Early Childhood Education – Hasriadi (552)
53. The Typical Linguistic Feature of English Used by Indonesian News Anchor - Zul Astri (564)
54. Linguistic Features on Sere Bissu Ritual Speech – Busdamayanti (576)
55. The Family Values in Little Women by Louisa May Alcott – Astrid Eka Mustika (587)
56. Film Transcript as Media in Teaching Grammar – Naely Muchtar (601)

FILM TRANSCRIPT AS MEDIA IN TEACHING GRAMMAR

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ABSTRACT

The aim of this paper is to deliver description of the requirements and procedures in teaching grammar to electrical engineering students by using film transcript. There are many features of film that make it become powerful for teaching tools since there are some aspects in reality that only the cinema is privileged to communicate. Different visual effects and cutting edge technology are also combined with sound and music in addition with special effects makes every film has their own characteristics and uniqueness to spoiled viewers for enjoying every single film making them great resources for language subjects. The lecturers can choose a film with powerful scenes that can be used to teach grammar in the classroom or the students can choose their favorite film from any genres based on their preferences. The students will remember it for a very long time if the task given is meaningful. The requirements and procedures consists of seven stages to be applied in teaching general English subject which consists of tenses based on Polytechnic curriculum. It provides new insight of information for lecturers in dealing with one of the media in teaching grammar namely film transcript. To trigger students enthusiasm in learning grammar film transcript hold positive influence especially when the students can identify tenses of their favorite film. The students must do the task individually and only used film transcript, film video, dictionary, and English 1 book. To avoid some of the students are cheating the grading process will be taken in written and oral format. The main contribution of the paper is to broaden lecturer vision in applying film transcript as proper media for teaching grammar to the students. The lecturer can choose appropriate film transcript based on the students educational level and competency.

Keywords: film transcript, media, grammar

INTRODUCTION

English 1 subject taught to the first semester students of all departments in Politeknik Negeri Ujung Pandang (PNUP) and all of the topics taught in English 1 are similar from one department to other departments. English in electrical engineering department consists of English 1 (General English 1), English 2 (General English 2), English 3 (English for Engineering), and English 4 (English for Academic Writing). English 1 emphasizes on grammar as the core of the subject and it covers 12 topics that mainly focused on the description and explanation of making correct and proper sentences based on tenses given and provided clear examples of tenses based on the formula or pattern of each tenses.

The contents of English 1 namely

1. Simple present tense.
2. Present continuous tense.
3. Simple future tense.
4. Present perfect tense.
5. Simple past tense.
6. Determiners, articles, and quantifiers.
7. Passive voice.
8. Countable and uncountable nouns.
9. Degrees of comparison
10. Imperatives
11. Relative Clause
12. Gerund

The topics covers opening (the introduction and explanation of topic), presentation (the tasks are given namely conducting sentences, translating sentences from bahasa Indonesia to English and vice versa, and rearranging jumble sentences into correct sentences), and closing (the lecturers are given chances to be as creative as possible in giving the tasks for this part). These following are images of the first unit simple present tense of English 1.

UNIT 1

SIMPLE PRESENT TENSE

1.1. Pendahuluan

Simple Present Tense digunakan untuk membicarakan suatu perbuatan/kegiatan atau situasi yang terjadi pada waktu sekarang (tidak harus sedang berlangsung). 'Tense' ini juga membicarakan kegiatan/situasi/keadaan yang terjadi sepanjang waktu (berulang-ulang), atau 'general truth' (suatu kebenaran yang bersifat umum). Perhatikan contoh kalimat dalam Bahasa Indonesia berikut.

- Kegiatan yang terjadi sepanjang waktu (berulang-ulang)
 - Kami belajar hari Senin sampai Jumat.
 - Mereka pergi piknik pada akhir pekan.
 - Saya sering mengantuk pada sore hari.
- 'General truth' (suatu kebenaran yang bersifat umum)
 - Air mendidih pada suhu 100°C.
 - Bumi berputar mengelilingi matahari.
 - Jimmy takut ketinggian.

1.2. Presentasi

1.2.1 Struktur Kalimat Simple Present Tense

➤ Kalimat verbal (Dalam Bahasa Indonesia subjeknya diikuti langsung oleh kata kerja, jenis kata yang menunjukkan/bermakna kegiatan/tindakan)

Contoh:

1. Kami tidur pada jam 10 malam.
2. Mereka menonton TV di ruang tamu.
3. Dia (prep) bercakap Bahasa Inggris dengan sangat baik.
4. Arman minum kopi.

Pada kalimat contoh di atas, kata-kata 'tidur', 'menonton', 'bercakap', dan 'minum' merupakan kata kerja yang menunjukkan/bermakna kegiatan/tindakan, yang mengikuti langsung subjek kalimat.

Sekarang perhatikan struktur kalimat untuk membuat kalimat positif, negatif, dan kalimat interogatif (bertanya) kalimat verbal dalam simple present tense.

• Kalimat Positif

Struktur: Subject + Basic Verb/Verb 1 + -s/-es + Pelengkap

Contoh:

1. We sleep at 10 at night.
2. They watch TV in the living room.
3. She speaks English very well.
4. Arman drinks coffee.

Dalam kalimat bahasa Inggrisnya, kata kerja *sleep*, *watch*, *speaks*, dan *drinks* mengikuti langsung subjek kalimat, tanpa didahului oleh *to be (am/is/are)*. Kata diperhatikan, bentuk dasar (*basic verb*), biasanya diistilahkan dengan 'verb 1' 2 kata kerja pertama, yakni 'sleep' dan 'watch' tidak ditambahkan dengan akhiran '-s' atau '-es', sedangkan 2 lainnya ditambahkan dengan akhiran tersebut.

Dalam kalimat 'simple present tense' penambahan dan tidak adanya penambahan akhiran '-s' dan '-es' pada kata kerja seperti itu tergantung pada subjek kalimat kedepannya. Kata kerja yang menggunakan akhiran '-s' atau '-es' mengikuti subjek *ketiga tunggal*. Jika mengikuti subjek *bukan ketiga tunggal*, kata kerjanya tidak menggunakan akhiran '-s' atau '-es'.

Contoh Subjek Ketiga Tunggal	Penggunaannya dengan Basic verb (+ 's' atau 'es')	Contoh Subjek Bukan Ketiga Tunggal	Penggunaannya dengan Basic verb TIDAK ditambah 's' atau 'es'
She, He, It, Indra	She/He sings ... Indra teaches ... It rains ...	I, You, They	I read ... You ask ... They complain ...
Your friend	Your friend eats ...	His students	His students study ...
Their team	Their team loses ...	Indra's friends	Indra's friends like ...
One of them An accountant	One of them hates ... An accountant works ...	My colleagues	My colleagues help ...

Latihan 1. Gunakan kata-kata kerja yang disiapkan dalam kurung dengan tepat untuk menyempurnakan kalimat berikut.

1. Anita _____ her hair every morning. (brush)
2. Alex _____ English. (teach)

3. Jessica and her friends _____ her dog twice each day. (walk)
4. The baby _____ almost every night. (cry)
5. My brother and sister _____ abroad. (work)

• **Kalimat Negatif**

Struktur: *Subject + do/does not + Verb1 + Pelengkap*

Contoh:

1. *She does not speak* English very well.
2. *We do not study* chemistry.
3. *Herman's father does not teach* at my school.
4. *Their sister does not go out* on Saturday night.

Latihan 2. Lengkapi kalimat berikut dengan menggunakan kata-kata kerja yang ada dalam kurung.

1. Alex (drink, not) _____ coffee.
2. We (have, not) _____ class today.
3. Boby and Bella (go, not) _____ to campus every day.
4. I (walk, not) _____ to work today, but I ride my bicycle.

• **Kalimat Interogatif**

Struktur: *Do/Does + Subject + Verb1 + Pelengkap*

Contoh:

1. Does he speak English very well?
2. Do you always study chemistry twice a week?
5. Do they go on picnic on Sunday?

Latihan 3. Ubah kalimat berikut menjadi kalimat bertanya.

1. Alexa speaks three foreign languages.
2. They have brilliant ideas.
3. He works for a foreign company.
4. Tedy and friends play basketball on Saturday afternoon.

➤ **Kalimat non-verbal** (Dalam Bahasa Indonesia, subjeknya diikuti langsung oleh kata sifat/situasi, kata benda, kata keterangan, misalnya keterangan tempat).

Contoh:

1. Saya lelah.

3

2. Arman seorang analis.

3. Bella dan Kiki (ada/berada) di Denpasar.

Pada kalimat contoh di atas, kata-kata 'lelah' merupakan kata sifat (adjective), 'seorang analis' adalah kata benda (noun), dan 'di Denpasar' adalah kata keterangan tempat (adverb of place). Perhatikan struktur kalimat positif, negatif, dan interogatif (bertanya) kalimat non-verbal dalam simple future tense.

Kalimat Positif

Struktur: *Subject + To be (am, is are) + Pelengkap*

Contoh:

1. *I am tired*, BUKAN *I happy*.
2. *They are happy*, BUKAN *They happy*.
3. *Our campus is busy*, BUKAN *Our campus busy*.
4. *She is disappointed*, BUKAN *She disappointed*.
5. *Arman is an analyst*, BUKAN *Arman analyst*.
6. *Bella and Kiki are in Denpasar*, BUKAN *Bella and Kiki in Denpasar*.

Dalam kalimat Bahasa Inggris, subjek kalimat di atas diikuti oleh *to be am/is/are*. *Am* digunakan untuk subjek pertama tunggal 'I', 'is' untuk subjek ketiga tunggal, dan 'are' untuk subjek bukan ketiga tunggal. Sebagaimana bisa dilihat, seluruh *to be* mendahului kata sifat, kata benda, kata keterangan.

Latihan 4. Terjemahkan kalimat berikut ke dalam Bahasa Inggris.

1. Arman sangat ramah.
2. Kantor-baru kami luas.
3. Tempat parkir (ada) di belakang gedung.
4. Penelitian Anda sebuah terobosan baru.
5. Ayah saya seorang mekanik.

• **Kalimat Negatif**

Struktur: *Subject + To be (am, is are) + NOT + Pelengkap*

Contoh:

1. I am not happy.
2. He is not my idol.
3. The classroom is not on the second floor.

4

Latihan 5. Terjemahkan kalimat berikut ke dalam Bahasa Inggris.

1. Suaranya (lk) tidak jelas.
2. Ide Anda tidak ada di benak kami.
3. Metode Penelitian bukan di Bab 4.
4. Afrika bukan sebuah negara maju.

• **Kalimat Interrogatif**

Struktur: *To be (am, is, are) + Subject + Pelengkap*

Contoh:

1. Am I smart?
2. Are they teachers?
3. Are you happy?
4. Is she very beautiful?

Latihan 6. Terjemahkan kalimat berikut ke dalam Bahasa Inggris.

1. Apakah ruangan Yulia panas?
2. Apakah emas mahal sekarang?
3. Apakah Badang di Provinsi Bali?
4. Apakah Mrs. Irma dosen Bahasa Inggris kita?

Kalimat bertanya yang dimulai dengan kata kerja bantu 'do/does' seperti 'Do you drink coffee?' atau *to be* 'am/is/are' seperti 'Are you alright?' dijawab dengan 'Yes' atau 'No'. Kalimat bertanya *juga dijawab bukan* dengan 'Yes' atau 'No' menggunakan kata-kata tanya (*Information Questions*) seperti 'Where' (di mana), 'When' (kapan), 'Why' (mengapa), 'What' (apa), dan 'How' (bagaimana). Posisi kata-kata tanya ini ialah di depan 'do/does' atau 'am/is/are'.

Contoh:

1. Where does she work?
2. What does Emmy understand?
1. Why are you sad?
2. Where is Anna now?

Latihan 7. Buatlah kalimat pertanyaan berdasarkan jawaban yang digarisawahi, dengan menggunakan kata-kata tanya Why, Where, When, How, dan What.

A: _____

B: Hana eats lunch at the cafeteria Sunday night.

A: _____

B: Peter and Sally is at the post office.

A: _____

B: He is absent because he is sick.

A: _____

B: Mrs. Newman speaks very fast.

A: _____

B: Yusran hates horror movies.

1.2.2 Penggunaan adverb of frequency dan Adverb of Number

Simple present tense sering menggunakan *adverb of frequency* untuk menunjukkan seberapa sering suatu kegiatan terjadi. Ada beberapa *Adverb of frequency* yaitu:

- always (selalu) * often (sering)
- usually (biasanya) * sometimes (kadang-kadang)
- seldom (jarang) * never (tidak pernah)

Berikut ini beberapa contoh kalimat dengan menggunakan adverb of frequency:

1. I always eat hygienic food to avoid stomachache.
2. She never sheds a tear in front of us.
3. I am often hungry when I wake up.
4. You are seldom first to arrive at work.

Adverb of number juga dapat digunakan untuk menunjukkan *habitual action* (kebiasaan). Contoh kata keterangan ini antara lain:

- days a week (3 hari per minggu)
- twice a month (dua kali sebulan)
- 8 hours a day (8 jam per hari)
- every day (setiap hari)
- every month (setiap bulan)
- two times a week (dua kali seminggu)

5

6

Latihan 8: Gunakan *adverb of frequency* dengan benar pada kalimat di bawah ini.

1. He listens to the radio. (often)

2. They read a book. (sometimes)

3. Pete gets angry. (never)

4. Tom is very friendly. (usually)

1.3. Penutup

Pada bagian ini dosen akan memberi tugas kepada Anda untuk mengerjakan soal-soal yang terkait dengan materi bahasan yang telah Anda pelajari.

Figure 1. Simple present tense of English 1 Book

Based on English 1 book stated in closing part. The lecturers are demanded to challenge the students in mastering the topic of each unit, therefore the creativity in making or

selecting the tasks are urgently needed to avoid boredom for the students in doing exactly the similar tasks or projects every weeks.

LITERATURE REVIEW

Grammar class is often portrayed as an unattractive moment where the class is full of theories from tenses. Grammar causes the students' activities discomfort and even terror of memorizing all of the tenses. Many educators tried very hard to manage this issue by providing teaching aid to attract students' intention (Al-Mekhlafi and Nagaratnam, 2011).

The role of grammar in English as foreign language is plays vital role of language curriculum at all levels. Grammar taught in numerous different ways based on the character and background of the students, therefore the usage of adaptable materials are very useful to arouse students' interest. Thus, using films in teaching grammar is interesting for the students. Moreover, grammar assignments based on a film could be for example gap-fill exercise, an introduction to new grammar topic, a revision of already learned grammar topic or coming up with a grammar rule based on a scene of the film (Ruusunen, 2011).

There are many features of film that make it become powerful for teaching tools since there are some aspects in reality that only the cinema is privileged to communicate based on the thesis written by Fjallstrom in 2010 some of the original characteristics of film are the camera movements, angles, and editing that enable the production of views that cannot be found in reality. Different visual effects and cutting edge technology are also combined with sound and music in addition with special effects makes every film has their own characteristics and uniqueness to spoiled viewers for enjoying every single film.

Donaghy in 2014 wrote his article about the learning experiences that film and video contributes to students. He stated four reasons why film is excellent tool in teaching and learning.

1. Learning from films is motivating and enjoyable.

Motivation is one of the most crucial factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' daily lives therefore; it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable for both students and lecturers.

2. Film provides authentic and varied language.

Another benefit of using film is that it provides a source of authentic and varied language as regalia. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language namely the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in

an English-speaking environment, conceivably only film and television can provide learners with this real-life language input. It will expose students also with different tenses used by actor and actress in the dialogue along with certain accent and dialect of English at the same time.

3. Film presents a visual context

The visuality of film makes it an invaluable language-teaching tool, enabling learners to comprehend more by interpreting the language in a full visual context. Film supports the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

4. Variety and flexibility

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role-plays, reconstructing a dialogue or summarizing. It is also possible to bring further variety to the language-learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

DISCUSSION

Everyone loves watching film, and they form lasting impressions in our minds, making them great resources for language subjects. The lecturers can choose a film with powerful scenes that can be used to teach grammar in the classroom or the students can choose their favorite film from any genres based on their preferences. The students will remember it for a very long time if the task given is meaningful. Film transcript allows the student to practice grammar everywhere inside and outside the classroom. They have full access on every grammar formula with positive, negative, and interrogative word pattern. Students will have chance to learn many words, phrases and grammar and how they are used in real life. Film transcript also offers miscellaneous sentences that will enrich students' knowledge in comprehending English tenses. The procedures and requirements of using film transcript in teaching grammar based on English 1 book are:

1. *There are active sentences and passive sentences in English. Active sentences taught from unit 1 simple present tense up to unit 5 simple past tense while passive sentences taught in unit 7. For unit 7 passive sentences is given with the examples of changing active sentences to passive sentences based on the tenses from unit 1 up to unit 5. Checking students' comprehension in making and translating in both sentences are very important. The students must conduct every practice task in English 1 book as the*

requirements for this task. The tasks from each unit range from three until eight tasks that divides into translating, conducting sentences, rearranging sentences, etc.

2. Always provide three different examples of sentences in positive, negative, and interrogative as much as possible to enrich students' knowledge in differentiating and identifying sentences format. In addition, tenses also consist of verbal and non-verbal sentences, ask the students to make both sentences orally to know their level of mastery. The practice aid can be taken from song lyrics as an introduction before the students face and read longer dialogue from film transcript. The activities are the students listening three kinds of songs while completing the blank lyrics of songs, which consist of tenses. After the songs ended, ask the students to switch their own paper with their desk-mate to check their friend's answer in the sheet of paper from lyrics given. The students can write their comments and suggestion for their friends to improve their tenses.

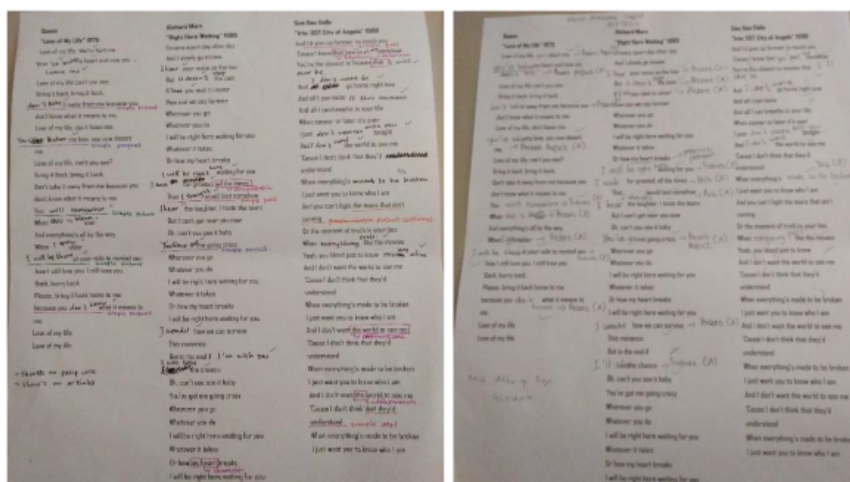


Figure 2. Songs Lyrics Task

3. There are many genres of film therefore; every student must have one title of film as their favorite since film transcript is an individual task. The list of the film and the duration of the film must be submitted to the lecturer to avoid the students who choose the short length of film transcript and the students who choose the same title of the film as their

individual task. The duration of the film minimum one hour to guarantee that the transcript consists of miscellaneous tenses.

4. *Show several examples of tenses identification in film transcript to the students, remind the students that in the transcript there are simple and complex sentences. Each student triggered to ask as much as possible questions to be answered written and oral. Various questions must be given to drill the students in order they are not only can write the sentences correctly but also more fluent in expressing it orally. Drill the students by asking them to make sentences based on time signal from each of the tenses. Time signal will be very crucial in identifying tenses in film transcript.*
5. To measure students' mastery level, divides the class into several groups and hand in one film transcript for each group. Ask the students to work in groups and identify each of the tenses given they also will be required to translate each sentences in bahasa Indonesia. Keep on guiding the students to identify the tenses. High achiever students in the groups can teach the average and low achiever students so there is useful feedback from their group mate. To avoid boredom for high achiever students, challenge them to identify the tenses as fast as possible by applying good time management for them. As the motivation provide them with students rank list if it necessary based on the characteristics of students in the classroom.
6. After group work completed, the students are ready to complete their own individual task. Give one week for completing their individual film transcript. If the students found difficulties in deciding the tenses, they can watch the film video as references to decide the proper tenses from the dialogue given in film transcript. They must do the task individually and only used film transcript, film video, dictionary, and English 1 book. To avoid some of the students are cheating the grading process will be taken in written and oral format.
7. The students submitted their task in the following week and it checked by their pair (desk-mate) as pair correction. Make sure the students can identify their friend's mistakes and they can do the correction by themselves before asking help from the lecturer. The lecturer will check for final grade therefore the task double-checked by their desk-mate and the lecturer. For the oral grading, lecturer may ask several questions related to tenses in film tmascript. The questions can be randomly chosen from many tenses all over the transcript to check students' comprehension.

Grammar Category	Line	Time Range	Transcript Text	Time Range	Transcript Text	Time Range	Transcript Text
SIMPLE PRESENT TENSE PRESENT PERFECT TENSE PRESENT PERFECT CONTINUOUS PRESENT CONTINUOUS PAST CONTINUOUS TENSE PAST PERFECT CONTINUOUS SIMPLE FUTURE TENSE FUTURE PERFECT TENSE FUTURE CONTINUOUS TENSE FUTURE PERFECT CONTINUOUS TENSE	1	00:00:36,200 → 00:00:38,736	Good.	11		18	00:01:25,680 → 00:01:27,511
	2	00:00:38,760 → 00:00:41,433	Because it's about to get complicated.	12	00:01:08,520 → 00:01:11,398	19	00:01:28,160 → 00:01:30,754
	3	00:00:44,120 → 00:00:47,237	No, I'm gonna start out slow.	13	00:01:11,480 → 00:01:14,074	20	00:01:30,840 → 00:01:33,149
	4	00:00:47,320 → 00:00:49,231	You don't have a clue where your em...	14	00:01:14,160 → 00:01:17,948	21	00:01:34,000 → 00:01:35,956
	5	00:00:39,560 → 00:00:41,630	See, once upon a time.	15	00:01:18,360 → 00:01:19,713	22	00:01:36,040 → 00:01:38,508
	6	00:00:41,720 → 00:00:44,280	You could walk into your bank and they'd open a vault.	16	00:01:20,000 → 00:01:22,309	23	00:01:38,600 → 00:01:41,910
	7	00:00:44,960 → 00:00:46,029	You guys, just start without me.	17	00:01:22,640 → 00:01:25,598	24	00:01:43,560 → 00:01:48,270
	8	00:00:46,120 → 00:00:47,792	I'll catch up!	23	00:01:54,120 → 00:01:56,588	29	00:02:16,560 → 00:02:17,560
	9	00:00:47,920 → 00:00:48,920		24	00:01:56,800 → 00:01:59,917	30	00:02:20,720 → 00:02:22,756
	10	00:00:49,560 → 00:00:52,279		25	00:02:00,320 → 00:02:02,675	31	00:02:24,880 → 00:02:25,880
11			26	00:02:02,840 → 00:02:04,876	32	00:02:28,120 → 00:02:32,830	
12			27	00:02:04,960 → 00:02:06,188	33	00:02:33,040 → 00:02:36,919	
13			28	00:02:09,640 → 00:02:11,198	34		
14			29				
15			30				
16			31				
17			32				
18			33				
19			34				

Figure 3. Film Transcript Individual Task

CONCLUSION

Film transcript can be alternative and complement media for teaching grammar since it is important to emphasize variation in teaching by using any kind of media. It is interesting and important to follow the development of film to encourage the students to absorb and adapt with variation of sentences in tenses which serves based on film transcript. The students will be motivated and enthusiast in learning English as the media is taken from their favorite film transcript. They also can consult directly to film video if they found difficulties in understanding the particular tenses. There are many genres of film therefore, the lecturers can select proper film transcript for their students. Grammar will be taught easier and less stressful, it helps lecturer to have different task variation rather than the similar task repeat from week to another weeks. The class atmosphere will be very enjoyable for both lecturers and students, as the task is demanding to be done as active as possible.

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