

## AN INTEGRATED STUDY PACK BASED ON A SHORT FILM ENTITLED “SLAP HER: CHILDREN’S REACTION”

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### Abstract

This study aims to develop a set of alternative English teaching and learning materials covering four language skills (listening, speaking, reading, and writing). Learning materials are designed based on a short film entitled “*Slap her: Children’s Reaction*”. It is designed for language teachers of general English course for adult learners of English as a foreign language with the proficiency level of B2 according to CEFR (the Common European Framework of Reference for Languages).

The nature of the study is Research and Development (R & D). The involving steps are conducting needs analysis, designing the course grid, and developing the materials. Data were collected by analyzing CEFR documents and conducting interview. They were analyzed quantitatively and qualitatively.

The activities within the study pack were designed in chronological order. They are categorized in three orders, before viewing the short film “*Slap her: children’s reactions*”, during, and after the viewing. The activities are interlinked on levels B2 of CEFR. The activities content builds logically onto each other, with later activities that are recycling language items or content of previous activities. The activities involve all four language skills that are integrated. In the implementation of the study pack, students will be required to work either, individually, in pairs, even in groups.

**Keywords:** study pack, film, cefr, learning material

### 1. INTRODUCTION

English language teaching nowadays has been developed significantly. This is spotted also in Indonesia. Many teaching and learning approaches are invented and renewed. Not to forget the teaching and learning media and materials that keep updating.

At the present time, having audiovisual media is not something new. It has been developed since 60’s and still being favorited by many educational performers. The audiovisual becomes an alternative tool in developing teaching and learning materials. Audiovisual is varying in terms of its types, film or movie can be taken as an example.

Film used for education mainly explores three elements, as mentioned by Barrance (2010), critical (understanding and analysing film), cultural (widening learner’s experience of film), and creativity (learners make film themselves). Thus, it is possible to combine the three elements and it is a decent choice to use film as learning materials. Films can be used as teaching media for learners with any level. Of course it will depending on the type of the film.

An interview was done to students who study EFL. It was found that they enjoy film. And even more excited if they can have them during their EFL classes. Thus, the writer aims to develop a study pack based on a short film

entitled “‘Slap her’: children’s reactions”. The film is suitable for learners from primary to adult. However, the developed study pack is intended for B2 level students of CEFR (the Common European Framework of Reference for Languages). Furthermore. The study pack explores four language skills that will develop learners’ critical thinking and let them to create similar film.

CEFR is considered as suitable to be combined with this project since it is not language or context specific. It does not attempt to list specific language features. All languages suit with the CEFR. According to the common reference level, B2 level students or called by independent user are those who can understand the main ideas of complex text on both concrete and Abstract topics, including technical discussions in his/her field of specialization.

Moreover, CEFR provides language teaching guidance which leads to a successful one since it focuses on the useful outcomes of language learning (in line with the objective of this project) – for example, on what exam grades mean in terms of specific skills and abilities rather than simply the grades themselves.

In developing the study pack, the writer adapted an instructional design proposed by Dick, Carey, and Carey which covers 1) conduct instructional analysis. This was done by having literature reviews on CEFR, language skills, and the use of film in classroom, and also interviews; 2) write performance objectives. The objectives will cover four language skills; and 3) develop and select materials. Various learning sources will be combined to enrich the content of the study pack.

The final product is expected to be useful as an alternative teaching material for teachers of general English course with adult learners in B2 level of CEFR.

## **2. METHODS**

This study is categorized as Research and Development (R&D). And for the sake of the study, the writer adapted a model proposed by Dick, Carey, and Carey (2009) with some necessary changes.

The subject of the study are learners of EFL ranging the age of 16-22. Interviews were done to them with the purpose collecting information that would help in developing the study pack. Some essential information that were gathered are learners’ proficiency level and learners’ preference in studying EFL. The result of the interview was then analyzed qualitatively.

After analyzing the interview result, the writer started to set learning goals of the study pack and its activity contents or course grid, and finally select materials that would be included.

## **3. FINDINGS AND DISCUSSION**

The result of needs analysis is used to find out learners’ needs in relation with the EFL course they follow and their preference in studying EFL. The need analysis data were gathered and them analyzed qualitatively. The focus will be on the highest percentage that represents the learners’ needs. The major data analyzed cover learners’ wants, learning input, and the role of instructors.

## 3.1 How do you describe your English proficiency level?

	Level		
	Beginner	Intermediate	Advanced
Listening	35%	65%	-
Speaking	30%	65%	5%
Reading	20%	80%	-
Writing	40%	60%	-

According to the result it is revealed that most learners' proficiency are in the level of intermediate. Thus, the writer aimed the study pack for intermediate learners or B2 level learners of CEFR.

## 3.2 Excluding the current modul you use in this course, if one of these is used as a learning tool, which one do you prefer the most?

Tool	%
Music	46%
Film	54%

Based on the result, film seemed to gain most attention from the learners. Most learners are categorized as audiovisual learners.

## 3.3 If you choose film, what genre do you prefer?

Tool	%
Cartoon	4%
Action	44%
Documentary	50%
Other...	2%

Documentary genre placed no 1 among other genres. This became a consideration in choosing what type of film that would be developed as the learning materials. Finally, the writer chose "Slap her: Childrens' reaction" film that fulfill the qualification.

## 3.4 Do you prefer studying individually, in pairs, or in groups?

Tool	%
Individual	25%
In pairs	25%
In groups	40%

According to the result, learners prefer to study in groups rather than studying individually or in pairs. However, the study pack gives the learners to study either individually, in pairs, and in groups. This is decided to avoid boredom that might occur among students during the implementation.

## 3.5 What role do you hope from an instructor?

Tool	%
giving explanation	25%
giving explanation & answer keys	45%
giving samples	30%

Based on the result, learners prefer their instructor to give explanation including the answer keys. The study pack, thus, will also include the answer keys of the exercises presented.

## Study Pack Contents



## After Viewing Activities



## Final Activity



#### 4. CONCLUSION

The final product is expected to be useful as an alternative teaching material for teachers of general English course with adult learners in B2 level of CEFR. It can be used in school's English club, English courses, even in formal English classes in school.

#### 5. REFERENCES

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