

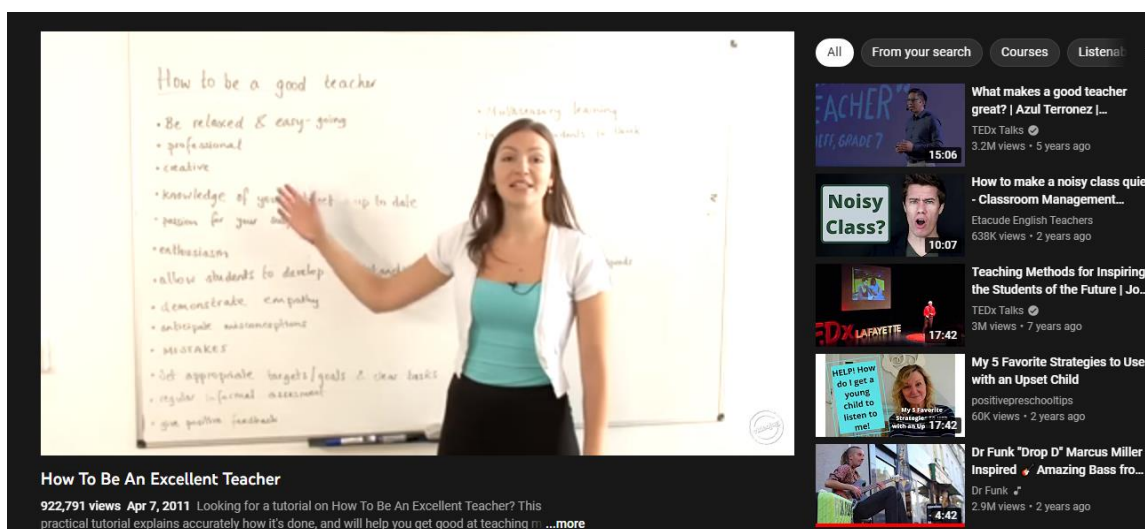
SHORT DOCUMENTARY FILM AS ENGLISH TEACHING TECHNIQUE REFERENCE FOR TUTOR CANDIDATE

By: Irwan Sarbeni et al.

Film and Television Study Program, Faculty of Arts and Design Education
Universitas Pendidikan Indonesia

Presented at CONAPLIN 2022, Language Center, Universitas Pendidikan Indonesia

In order to finalize the preparation for teaching spoken English, tutor candidates need various kinds of teaching technique references, including one in the form of audio-visual. Unfortunately, audio-visual references in the form of tutorial videos that are widely shared on social media or youtube platforms have not been able to accommodate the needs of teaching techniques for tutor candidates since they generally only demonstrate methods or techniques for teaching certain English language materials.



Meanwhile, the ideal teaching technique must also be accompanied by a positive and creative tutor character, knowledge transfer strategies, adjustments to the physical and psychological conditions of class students, thorough class preparation, and memorable class closings. These criteria cannot be seen by tutor candidates through tutorial videos references.

This study aims to experiment short documentary films as a reference for teaching technique that meet the needs of teaching preparation for 13 prospective tutors in the Intermediate English class at the Fajar English Course Institute, Kampung Ingggris, Pare, Kediri Regency, East Java through the integration of short documentary film production mentoring program in the English class learning.

This study uses qualitative methods to: explore and describe problems in teaching preparation through observation, interviews, and literature study; analyzing the character of documentary films in supporting teaching through literature study; and formulating criteria for documentary content that can be used as a reference for teaching methods through observation and interviews.

The results of this study indicate that the integration of documentary film production in English learning in the Intermediate English class can finalize the tutor's preparation to teach other more junior students in the micro teaching session in the tutorial class. Tutor candidates can create and use their own short documentary films as a reference for teaching preparations that can be made according to their needs so that tutors can better understand and demonstrate teaching techniques and other elements of classroom management such as class preparation and closing, brainstorming, and teaching approaches to students at class.

What kind of documentary that can support the tutor's teaching preparation

Observational documentary: not only to understand how to teach, but to see tutor's character in teaching, students' reaction, and all essential element of the class running.

Documentary content criteria

Teaching preparation, teaching process, tutor-student interaction, students' reaction, and after teaching. Thus, tutor can see how class is running and how the class change the students.

Tabel 1
Formulasi pokok-pokok adegan yang dirangkum menjadi *checklist scene*




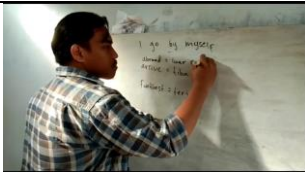
Scene (Adegan)	Deskripsi
Suasana sebelum kelas dimulai	Menggambarkan antusiasme siswa terhadap kelas dan kesiapan siswa mengikuti pembelajaran
Pembukaan kelas	Menggambarkan adab dan ketertiban penyelenggaraan kelas
Suasana pembelajaran di kelas	Memperlihatkan bahwa pembelajaran memberikan energi positif kepada seluruh peserta kelas
Detail tutor saat menyampaikan materi	Materi inti yang disampaikan tutor dalam kelas harus dapat ditangkap dan dipahami oleh audiens
Karakter khas atau momen khas saat tutor mengajar	Menggambarkan bagaimana karakter khas dan positif seorang pengajar dapat memberikan warna dan antusiasme siswa dalam pembelajaran
Reaksi siswa	Memperlihatkan reaksi dan tanggapan siswa saat berinteraksi ataupun menyimak dalam kelas
Detail kegiatan yang siswa lakukan dalam pembelajaran	Kegiatan inti dalam pembelajaran harus terlihat jelas dan dipahami oleh audiens, seperti kegiatan mencatat, <i>games</i> , kegiatan praktik berkomunikasi dalam bahasa Inggris, berdiskusi dan lain-lain yang merupakan kegiatan khas di suatu materi bahasa Inggris pada kelas yang menjadi objek dokumenter.
Inti materi pembelajaran	Film harus dapat menyampaikan dengan jelas materi yang sedang di-film-kan dalam film
Penutupan kelas	Menggambarkan adab dalam mengakhiri pembelajaran
Suasana setelah kelas selesai	Menggambarkan reaksi atau sikap siswa setelah mengikuti pembelajaran
Musik/ suara latar artistic (opsional)	Suara pengisi yang dapat ditambahkan pada <i>scene-scene</i> tertentu dalam film selama tidak membuyarkan pesan film
Elemen visual artistic (opsional)	Elemen visual yang berhubungan secara langsung maupun tidak langsung dengan kegiatan pembelajaran untuk mempercantik penyajian visual film ataupun untuk mempertegas atau mendramatisir pesan yang ingin disampaikan dalam film dokumenter

Supervision and production process

Shooting at a good light intensity; not back to the subject; avoid sound noise; avoid backlighting; setting and utilizing smartphone camera features; addition of audio and visual artistic elements; as well as additional external devices to support camera work. As an exercise, they also practice taking pictures of learning activities, starting from the planning stage of taking pictures, shooting candid teaching activities, up to the stage of editing and presentation of works.

Tabel 2
Film-film dokumenter karya para calon tutor yang menjadi sampel referensi persiapan mengajar











Grup	Materi film	Contoh Bagian Film	Keterangan dan Alasan Pemilihan Sampel
------	-------------	--------------------	--

		Materi Dokumenter	
1	Promotion dari Kelas Basic Speaking		Dokumenter ini bercerita tentang aktifitas pengajaran materi Promosi barang yang merupakan salah satu aplikasi penting dari kemampuan bahasa Inggris lisan. Materi ini dipilih oleh grup 1 karena merupakan materi inti kelas Basic Speaking yang teknik penganjarannya harus dikuasai oleh para calon tutor, dimana kemampuan mempromosikan barang kepada publik membutuhkan pembelajaran khusus dan perkembangan kemampuan siswa akan sangat bergantung kepada teknik mengajar tutor dalam kelas.
2	Tongue Twister dari Kelas Pronunciation		Dokumenter ini menjabarkan proses pembelajaran <i>tongue twister</i> yang merupakan bagian dari program kelas <i>Pronunciation</i> . Tujuan dari pemilihan materi ini adalah selain mengamati teknik pengajaran, calon tutor juga ingin mengamati bagaimana bentuk dan teknik <i>brainstorming</i> yang diterapkan pada kelas yang menjadikan kelas menyenangkan dan transfer ilmu tercapai.
3	Vocabulary dari Kelas Vocabs		Menurut kelompok 3 pembelajaran <i>vocabulary</i> sangat penting namun seringkali penyajiannya monoton sehingga siswa cepat bosan. Oleh karena itu, grup 3 memilih 1 kelas vocabs yang dinilai paling menarik diantara kelas vocabs lainnya untuk didokumenterkan agar mereka dapat mempelajari bagaimana kelas tersebut terselenggara dan formula apa yang diterapkan sehingga kelas begitu diminati siswa.
4	Vocabulary dari Kelas Vocabs		Dokumenter ini lebih menekankan pada bagaimana prosedur baku kelas <i>vocabulary</i> diselenggarakan dan bagaimana sistematika penyampaian materi. Karena bagi grup 4, prosedur dan sistematika kelas merupakan hal yang masih kaku untuk diterapkan namun tanpa prosedur dan sistematika tersebut, siswa hanya mendapatkan daftar kosakata tanpa tahu aplikasinya dalam komunikasi bahasa Inggris sehari-hari ataupun pada situasi-situasi komunikasi tertentu.

They take all essential part they need as teaching reference.

Tabel 3
Sampel adegan sesuai *checklist scene*

Scene (Adegan)	Kutipan Gambar Film	Keterangan
Suasana sebelum kelas dimulai		Sebelum memasuki kelas tampak beberapa siswa sedang mengamati kembali catatan pelajaran mereka dan berdiskusi tentang materi yang telah dan akan dipelajari (karya grup 1).

Pembukaan kelas		Tutor saat membuka kelas dengan doa dan review materi yang telah dipelajari di hari sebelumnya (karya grup 4)
Suasana pembelajaran di kelas		Suasana pembelajaran kelas Vocabs saat persiapan presentasi aplikasi kosakata dalam bentuk cerita pendek (karya grup 3).
Detail tutor saat menyampaikan materi		Tutor kelas saat menyampaikan materi teori promosi sebelum dipraktikkan dalam bentuk presentasi individu (karya grup 1).
Karakter khas atau momen khas saat tutor mengajar		Karakter khas salah satu tutor pada kelas <i>Pronunciation</i> yang sering menutup kelas dengan nada seperti membentak untuk membangkitkan energi dan semangat siswa di akhir kelas (karya grup 2).
Reaksi siswa		Reaksi siswa saat memainkan game <i>tongue twister</i> (karya grup 2).
Detail kegiatan yang siswa lakukan dalam pembelajaran		Salah seorang siswa mengamati produk makanan yang akan dipresentasikannya dalam bentuk promosi di kelas <i>Basic Speaking</i> (karya grup 1)
Inti materi pembelajaran		Siswa mempraktikkan aplikasi kosakata dalam percakapan pendek secara berpasang-pasangan, merupakan inti pembelajaran di kelas Vocabs (karya kelompok 4)
Penutupan kelas		Siswa bertepuk tangan setelah mendengarkan penutupan dari tutor kelas berupa motivasi belajar (karya grup 1).
Suasana setelah kelas selesai		Siswa tampak senang usai pelajaran selesai dan masih tetap di kelas untuk menunggu kelas bahasa Inggris selanjutnya (karya grup 2).
Musik/ suara latar <i>artistic</i> (opsional)	dalam film	dalam film
Elemen visual <i>artistic</i>		<i>Fade out</i> dari gambar dedaunan yang disinari matahari ke plang lembaga kursus, menandakan waktu aktifitas pembelajaran di tempat kursus dilaksanakan mulai pagi hari (karya grup 1).

What's the contribution?

Tutors can experiment and make their own teaching references according to their needs in preparation for teaching as well as hone their creativity in empowering technology. The implication is that tutors become more mature in preparing teaching supplies, and the achievements that have been targeted in the Intermediate class English learning curriculum are achieved more quickly, namely students can maintain, develop, and transfer their English skills through the micro teaching tutorial program.

Screenplay of *Asal-muasal Tanah Jawa: A Prototype of The Babad Tanah Jawi Content Saving through The Adaptation*

By: Irwan Sarbeni et al.

Film and Television Study Program, Faculty of Arts and Design Education
Universitas Pendidikan Indonesia

Babad Tanah Jawi is one of the masterpieces of Javanese literature which contains historical facts about Java land which have been written in several versions. Javanese scholars deeply hopes that the constructive and forward-minded values contained in the *Babad* could be disseminated and studied by all levels of society, especially Javanese, in an easily digestible way and through media that is close to society's daily, so that Javanese can recognize their original identity and avoid historical conflicts that come from non-primary sources.

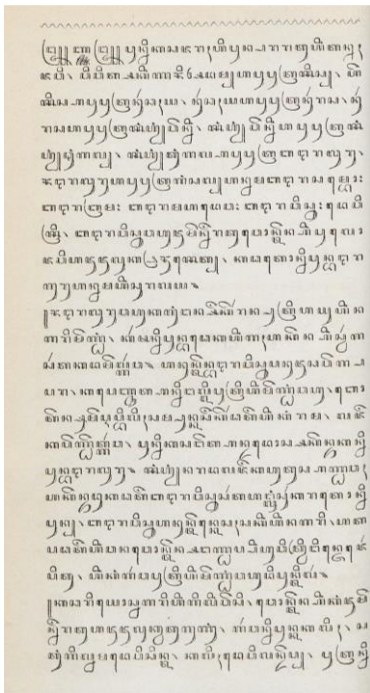


Fig. 1. Babad Tanah Jawi Script, From Leiden Library (via Dr. Ahmad Baso)

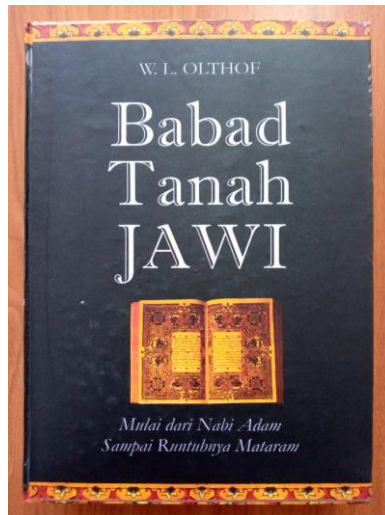


Fig. 2. W.L. Olthoff's *Babad Tanah Jawi: Mulai dari Nabi Adam sampai Runtuhnya Mataram*



Fig. 3. Opening Chapter of the Babad Tanah Jawi book

Therefore, Javanese scholars are very sorry when studies on *Babad* always end up in formal writing that can only be accessed by a limited circle (academics).

Responding to these problems, this research was carried on the behalf of studying the script text character of the *Babad Tanah Jawi* and adapt its content on the Chapter of *Asal-muasal Tanah Jawa* (The Origins of the Land of Java) to a screenplay (film script) as an act of salvaging the content of the *Babad* script to a feature film.



Fig. 4. Bagan alur alih wahana naskah

This research is presented qualitatively with ‘Adaptation’ method to compose the screenplay. The adaptation is an essential stage in filmmaking since a well-prepared film is largely determined by the quality of its creation guidelines (screenplay).

This study resulted two screenplays, fiction and documentary screenplay. The fiction screenplay is composed based on the hypogram script character of *Asal-muasal Tanah Jawa* which tends to present the story concisely so that the essence of the adaptation is emphasized on the clarity of the plot. While, the setting of place, time and actors’ characters narrated on the screenplay were the results of external research to dramatize the story. The documentary screenplay is based on the need for a deep understanding of the essential elements in the story that are not explicitly explained, such as the relationship between places, myths, and actor characters.



Fig. 5. Film Illustration