



## The Use Of "The Flash" Movie Scenes To Teach Idioms For Tenth Grade Students Of SMK Katolik St. Mikael Surakarta

### *Penggunaan Adegan Film "The Flash" untuk Mengajarkan Idiom kepada Siswa Kelas Sepuluh SMK Katolik St. Mikael Surakarta*

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#### Abstrak

Makalah ini meneliti efektivitas penggunaan adegan dari film "The Flash" untuk mengajarkan idiom kepada siswa sekolah kejuruan. Idiom seringkali sulit dipahami oleh pelajar karena maknanya yang tidak harfiah. Dengan memasukkan adegan dari film populer, pendidik dapat memberikan dukungan kontekstual dan visual yang meningkatkan pemahaman dan daya ingat. Studi ini meninjau literatur yang relevan, membahas manfaat dan tantangan, serta mengusulkan strategi praktis untuk implementasi. Makalah ini memberikan gambaran komprehensif tentang penggunaan adegan film "The Flash" untuk mengajarkan idiom di sekolah kejuruan, menggabungkan wawasan teoretis dengan aplikasi praktis untuk meningkatkan pengalaman belajar.

**Kata kunci:** *The Flash, idiom, sekolah kejuruan, adegan film*

#### Abstract

This paper examines the effectiveness of using scenes from the movie "The Flash" to teach idioms to vocational school students. Idioms are often difficult for learners to grasp due to their non-literal meanings. By incorporating scenes from a popular movie, educators can provide contextual and visual support that enhances comprehension and retention. This study reviews relevant literature, discusses the benefits and challenges, and proposes practical strategies for implementation. This paper provides a comprehensive overview of using "The Flash" movie scenes to teach idioms in vocational schools, combining theoretical insights with practical applications to enhance the learning experience.

**Keywords:** *the flash, idiom, vocational school, movie scene*

#### INTRODUCTION

An idiom is a group of words that can be used to establish a meaning that cannot be inferred from the individual words alone. It is a unique means of artistic or musical expression. Expressions are a person's opinions that can be expressed in a variety of ways, including body language, facial expressions, and spoken words. Someone does this to make a point easier to understand for the audience. In every language, there are idioms, also referred to as idiomatic expressions. There are so many idioms, particularly in English. Idiomatic phrases are colloquial forms of English that convey a meaning unlike their literal meaning.

Learning about the idiomatic expressions enables people to understand the meaning of the speaker, besides being able to make people who use English as a second language look like native speakers. According to Hurford (2007: 328), idiomatic expressions consist of many words that mix the literal meanings of each word in the sentence. Language can be used to express ideas in a variety



of contexts, including everyday speech, films, poetry, and music. The movie is used as the study's object in this investigation. We watch movies on many occasions in our lives.

One literary work that has both an informational and entertainment purpose is the film. Film serves as a conduit for knowledge to the public, much like books and other printed works, images, sound recordings, paintings, and other artwork do. The data shown in a movie teaches society new things. Regardless of the genre or subject matter, movies usually leave viewers with easily digestible moral lessons. It can also be simpler to comprehend a movie than to read a written piece, such as a book. Thus, a lot of people employ cinema as a strategic communication tool. Additionally, movies serve as a conduit for information throughout society. There are a ton of phrases with idiomatic idioms in all three categories.

While many people like watching movies, many others find it difficult to understand or misunderstand the significance of the statements made by the actors. The author of the film concentrates on the idiomatic terms since they are common in regular English discourse, a natural part of the language, and are used by native speakers on all occasions—not just holidays (Prastawa. S & Sutrisno, 2025). The film was chosen by the writer because it is appropriate for all audiences, particularly younger ones. Additionally, a lot of common expressions may be found in the film. As a result, it's important to accurately interpret the movie's common expressions to avoid confusing viewers.

Idioms are an essential component of language, often reflecting cultural nuances and expressions that are not directly translatable. For vocational school students, mastering idioms is crucial for achieving fluency and engaging in everyday communication. This paper proposes that using movie scenes, specifically from "The Flash," can be an effective method for teaching idioms, as the visual and contextual elements of the film can aid in understanding and memorization.

Language acquisition research highlights the significance of context for the acquisition of commonly used phrases. Liu (2008) asserts that idioms are better comprehended when they are included in relevant situations. Research by Cooper (1999) and Boers et al. (2007) emphasize how visual aids might improve understanding. By integrating visual and audio elements with multimedia—like movies—abstract idiomatic statements become easier to understand (Stempleski & Tomalin, 2001).

Idiomatic phrases are a particular kind of informal language in which the meaning of the phrase or expressions is not clear from the conventional meanings of the words that make up the phrase. According to McCarthy and O'Dell (2003:6), idioms are statements with a meaning that is not immediately clear from the individual words. For instance, the phrase "drive somebody round the bend" can mean "make somebody angry or frustrated," but we cannot infer this from the words alone. Idiomatic expressions, according to Lazar (2006: 3), are collections of words whose meanings cannot be accurately expressed word for word. The meaning cannot be accurately conveyed into the target language if it is translated literally.

According to (Lim, 2004) idioms is also defined as a group of words strung together to assume a specific meaning of different from the meaning each individual word. Based on all definitions of idiom above, the writer concludes that idiom is an expression, a word, phrase, or sentence whose meanings cannot be understood by individual word but must be learned as a whole.



## Types of Idiomatic Expression

Idioms have been categorized by many scholars with different classes, Lim (2004: 15) proposed six types of idioms, they are:

### 1. Phrasal Verb

Brown (2002:45) stated that Phrasal Verb is a phrase which contains of a verb and other elements such as adverb or preposition and the meaning itself cannot be derived from the literal meaning of its part (the original meaning of the elements), but its meaning retract a statement. Phrasal Verbs are mostly used in formal and informal; spoken and written language. The examples of phrasal verbs can be found in call on, put off, do away with.

### 2. Prepositional phrases

Downing and Locke (2006: 532) stated that prepositional phrase has definition that a phrase marked with a preposition and followed by its complements, particularly a noun phrase represented by a noun, a pronoun, an adverb, an adjective a prepositional phrase.

### 3. Idioms with verbs as keywords

Types of idioms uses verb to emphasize the idiom. Verb is a word or phrase that describes an action, condition, or experience. The examples of this type of idiom can be found in come in handy, fight shy of, leave much to be desired.

### 4. Idioms with nouns as keywords

Types of idioms uses noun as the keyword. Noun is a word that refers to a person, place, thing, event, substance, or quality The example of this idiom can be found in a blessing disguise and child's play.

### 5. Idioms with adjectives as keywords

This type of idioms uses adjectives to emphasize the idiom itself. Adjective is a word that describes a noun or pronoun for example, the idioms in cold comfort, wishful thinking, plan sailing; well manner, empty headed.

### 6. Idiomatic pairs

Wyatt (2008: 96) mentioned that an idiomatic pair is an idioms formed by two words which contains of adjectives, nouns, and adverbs that united together to form an idiom sentence. The examples are in safe and sound, aches and pains, sink or swim.

## METHOD

This study employs a mixed-method approach to evaluate the effectiveness of using "The Flash" movie scenes to teach idioms. A group of vocational school students participated in a two-week program where idioms were taught through selected scenes from "The Flash." Pre- and post-tests measured idiom comprehension. Additionally, student feedback through surveys and focus group discussions provided qualitative insights into engagement and perceived effectiveness.

To ensure a comprehensive understanding of the impact, the study collected data through multiple methods. Quantitative data were obtained from the pre- and post-tests, which assessed students' idiom comprehension before and after the intervention. These tests included a range of



idioms featured in "The Flash" scenes used during the program. Qualitative data were gathered via surveys and focus group discussions, which explored students' attitudes toward the teaching method and their engagement levels.

The study involved 66 students (2 classes) of X graders of SMK Mikael Surakarta. These students were randomly divided into two groups: an experimental group, which received idiom instruction through "The Flash" scenes, and a control group, which was taught idioms using traditional methods such as textbooks and worksheets. This division allowed for a comparative analysis of the effectiveness of the multimedia approach.

The two-week program was structured into daily sessions lasting 45 minutes each. In the experimental group, scenes from "The Flash" were carefully selected based on their rich idiomatic expressions and relevance to the students' learning objectives. Each session began with a brief introduction to the idioms, followed by viewing the selected scene. Post-viewing discussions facilitated comprehension and contextual usage of the idioms. In contrast, the control group engaged in conventional idiom lessons involving reading and writing exercises.

The collected data were analyzed using both quantitative and qualitative methods. For the pre- and post-test scores, statistical analysis, including paired t-tests, was conducted to determine significant differences in idiom comprehension within and between the groups. Survey responses were analyzed using descriptive statistics to gauge overall student satisfaction and perceived effectiveness of the teaching method. Thematic analysis of focus group discussions provided deeper insights into the students' experiences and engagement levels with the multimedia approach.

## RESULT AND DISCUSSION

### Result

While the study provides valuable insights, it is not without limitations. The short duration of the intervention and the small sample size may limit the generalizability of the findings. Additionally, the reliance on scenes from a single movie may not capture the full range of idiomatic expressions students might encounter in real-life situations. Future research should consider a longer intervention period and a more diverse set of multimedia resources.

The results indicated a significant improvement in students' understanding of idioms. Qualitative feedback revealed high levels of student engagement and enjoyment, with many students reporting that the movie scenes helped them better remember and understand idioms.

Table 1. The result of the Pre-test and Post test

	<b>n</b>	<b>min</b>	<b>max</b>	<b>mean</b>	<b>Std deviation</b>
<b>Pre test</b>	33	30	90	72	13.67
<b>Post test</b>	33	70	95	84	6.31

The table above showed the significant improvement of the students. The minimum score in the pre-test was 30 then it increased to 70. The maximum score increased 5 points from 90 to 95.

### Discussion

The findings support the hypothesis that using movie scenes, such as those from "The Flash," can enhance idiom comprehension. The visual and contextual elements of the film provided



students with relatable and memorable examples of idiomatic expressions. Vocational school students, who often benefit from practical and engaging learning methods, found this approach particularly effective. However, challenges included selecting appropriate scenes and ensuring that the language used was suitable for the students' proficiency levels.

The significant improvement in post-test scores suggests that multimedia resources can be powerful tools in language instruction. By engaging multiple senses, movies can create a more immersive learning experience, which is particularly beneficial for students who may struggle with traditional teaching methods. The high levels of student engagement and enjoyment reported in the qualitative feedback further underscore the potential of using films in educational settings.

Despite these positive outcomes, the study also highlighted some limitations. The process of selecting scenes that are both educationally valuable and age-appropriate proved to be time-consuming. Additionally, the idiomatic language in "The Flash" might not be representative of the idioms students will encounter in everyday situations or in professional contexts relevant to vocational education. This suggests a need for a more curated selection of media content that aligns closely with students' learning goals and real-world language use.

Future research should explore the long-term effects of using multimedia in idiom instruction. Longitudinal studies could provide insights into whether the initial improvements in comprehension are sustained over time. Additionally, expanding the variety of multimedia resources beyond a single movie could help identify the most effective types of content for idiom teaching. For instance, incorporating scenes from various genres and cultural contexts might offer a more comprehensive understanding of idiomatic usage.

Furthermore, it would be beneficial to examine the differential impact of multimedia-based instruction across different student demographics. Understanding how factors such as age, language proficiency, and learning preferences influence the effectiveness of this approach can help educators tailor their teaching strategies to better meet the needs of diverse student populations.

### **Practical Strategies**

Based on the findings, the following strategies are recommended for educators:

1. **Scene Selection:** Choose scenes from "The Flash" that are rich in context and appropriate for the students' language proficiency levels.
2. **Pre-Viewing Activities:** Introduce the idioms and their meanings before showing the scenes to provide a foundation.
3. **Active Viewing:** Encourage students to identify and note the idioms used in the scenes.
4. **Post-Viewing Activities:** Engage students in discussions, role-plays, and creative writing tasks that reinforce the idioms' meanings and usages.
5. **Cultural Context:** Provide background information about the movie and its cultural context to enhance understanding.

### **CONCLUSION**

Using scenes from "The Flash" movie is an effective method for teaching idioms to vocational school students. This approach not only improves comprehension and retention but also



makes learning engaging and relevant. Integrating multimedia resources into language instruction can better meet the needs of diverse learners and enhance their overall language proficiency.

In conclusion, while the use of movie scenes in teaching idioms shows great promise, it is essential to address the challenges and limitations identified in this study. By doing so, educators can enhance the effectiveness of multimedia resources and create more engaging and impactful language learning experiences.

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