

CHAPTER 1

INTRODUCTION

1.1 Research Background

A movie is a collection of moving images that tell stories and are viewed on a screen or television (Anonym). The more frequent students watch the movie, the more familiar they get with the context and contents of the movie. If they watch it over and over, they are likely to remember the lines performed by the cast of the movie they enjoy. Of course, if they watch an English-speaking movie, they will be more comfortable with the language. This will undoubtedly make it easier for students to learn English since they are familiar with the language's usage.

Munadi (2008) stated in his book that movies are a great communication resource that aids in the successful educational process. What can both be seen and heard will be a faster and simpler manner to memorize beyond what can just be read or only heard. This implies on how movies can make students achieve more educational goals in a more effective way than the conventional way of teaching-learning system. To make it simple, movies help students to focus and gain more skills in a shorter time than the original time that is used by learning in class with books and guidance from teachers.

A student has one or more of four learning styles that is publicly described as Visual, Auditory, Read/write and Kinesthetic (VARK) developed by Fleming (1987). To pinpoint the effectiveness of learning through movies, this media is all-rounder for these learning styles. At the very least, movies have 2 aspects; visual and audio. That is why movies can encourage students to learn a new language by watching it. The movie can aid both students and teachers in the educational process. One of the advantages is the ability to provide learning information in an

engaging manner, allowing the accomplishment targets to be absorbed in the students' best interests.

Alfiani (2020) took research on what students' perception in using movie as media to study English, aiming to the Junior High School students, it showed that more than 80% of the sample were approving to use movie as the media to learn English in EFL classroom. She concluded that most students get benefit while using movies as learning media in class. Whether that for motivation, easier way, or absorbing more language skills, the movie helps them in learning English. Also, she mentioned about the research of Sherman (2003). In her book *Using Authentic Video in the Language Classroom*, Sherman described on how to teach English students using movie in numerous ways and with diverse genres, complete with the attached worksheet.

Head of study program of the English Department in Muhammadiyah Yogyakarta University, Endro Hatmanto stated that in conventional ways of teaching, students are pushed to be able to just remember, not critical thinking. In which teachers are the full educators and students being the unassertive object. In this way, students are not free to develop their own way of learning. Is it right to force students to learn English this way? Students need to explore more experiences that actually can help them to absorb the knowledge with a relaxed mind and enjoyable environment when they are free to engage their critical thinking.

According to Bahri (2012, quoted by Kartika (2016)), habit and environment are the prime external factors to have an effective learning activity. By enjoying the activity of watching an English movie, the students have created a good environment where the students are feeling better to comprehend the context in the

movie. When the students enjoy their activity, then the students will do the activity over and over again. The activity becomes a habit. For someone who likes to watch movie, then the 2 prime factors have been fulfilled. As the students do a routine they like to do, they acquire something new from the activity.

A blogger named William Diep, a rising sophomore at Columbia University studying history and American studies and a graduate of the New York City public school system, shared his experience in spending pandemic days at home. He watched movies that told him about historical events in the world. He pointed out that he was grateful for his education but the school did not utilize the material that could help him visualize what happened in the history. He questioned why he read a speech text when he can watch and hear it from the movie. It proves him to be a visual student that dominantly learns by something he can see the detail with his eyes rather than just a plain text. Thus, the movie gave him the best way to learn something he missed in school. These reasons of William Diep brought the memory of the researcher when learning English through movies that the researcher liked to watch in the high school and early days of college.

Based on the researcher's experience, movies have been the best choice to self-learn English. In contrast to the previous research, this research is conducted to describe the perception of students who have nearly the same routine to watch English movies as learning media in their daily activities.

1.2 Research Questions

In this research, writer will be focusing to find the suitable answer for some questions below:

1. How do the students perceive using movies as the media in learning English?

2. What aspects do the students unintentionally acquire and find most improved when engaging with English movies as a medium for learning?

1.3 Research Purpose

The researcher aims to describe the perspective of the English students who study English while watching a movie as the reference and alternative way. To answer my wondering opinion of using movie as a media to learn English for English Students. To elaborate which skills that are recognized by the students in context of improving significantly as they watch movie. The researcher wants to explain some reasons for students that have learned English by watching movies. That movie can actually be used as the alternative choice.

1.4 Limitation of The Research

This research had a small population as the participant, who took open ended questions that the researcher provided. The priority is to take a few English students who have a routine to watch movie as a daily activity.

1.5 Significant of The Research

This research sees how much the movies' value in students' learning of English, improving language skills through as simple as watching movie. Students who like to watch movies in the future can take this method to enjoy movies in learning mannerism, so they can motivate themselves to learn foreign languages in a natural way.

1.6 Definition of Key Terms

Movie : Sequences of images that have interesting storyline and real-live conversation in English

Media : One of the approaches or equipment used during learning and teaching process.

Voices : English Students' opinion as the main input for answering the research issue.

Learning : Self-development to improve English Skills.

Perceive : The opinion or belief of the English Students.