

## **Chapter One**

### **Introduction**

In this chapter, the researcher describes the background of the research. It explains the reasons why the researcher chose the topic. Then, the researcher presents identification and delimitation of the problems. The researcher also provides the research questions and the objectives of the research. Finally, the researcher presents some significances of the study and the organization of the chapters.

### **Background**

In Indonesia, English acts as a foreign language studied as a compulsory subject in high schools and universities. For Indonesian students, learning English may become challenging because the language is not used in daily activities. Therefore, to increase the students' proficiency in language skills, the students need to have their own quality learning materials. They must find the right learning media outside the classroom. The materials chosen by the students are usually suitable to them, up-to-date and interesting, so it can support their English learning. Hence, learning media outside the classroom chosen by the students contribute to the students' language proficiency development.

There are a lot of activities that the students can do to learn English, for example watching a movie, listening to a song, or reading a novel. The students can use media such as movies, songs, flash cards or printed texts to learn English. As one of language learning media, movies are enjoyed sources for entertainment and language acquisition for students to broaden their understanding of the background and to combine their own understanding of the film story or concept. Khan (2015) believes that the "visuality" movie will make it easier for language learners to grasp and understand language in an ideal visual sense, making it an important

resource for learning a language. He also claims that movie provides a range of approaches and tools to teach the target language, helping students develop their listening and communication skills.

Movies are often considered as motivating learning media for English learners. Ismaili (2013) stated that movies have been found to be an effective motivator for studying language. Movie supplies exposures to the real situation and is used in authentic cultural contexts where the foreign language is spoken. According to Seferoğlu (2008), movies provide authentic language feedback and encourage classroom dialogue. They also provide a practical view of the language and culture that provides insight into the realities of native English speakers' lives (Florence, 2009). In addition, studies have identified some advantages in the use of movies in foreign language classes. For example, movies can catch the attention of the students towards the target language (Tognozzi, 2010). Using English movies will illustrate the language input and emphasize the importance of language output in learning English. Kusumarasyati, 2004; Luo, 2004 also found that film attracts the interest of the learners and can positively influence their motivation to learn.

Using movies for learning a language is often associated with the learners' language improvement. Goctu (2017) examined the attitudes and awareness of English as a Foreign Language (EFL) learners to the integration of English movies in their classes in terms of improving their foreign language skills. The findings of the study indicated that students have positive attitudes towards the use of movies in their classes in terms of improving their language skills. This study is remarkable for teachers who are willing to use movies in their classes as a tool to improve their learners' foreign language level. However, the problems are that there are many obstacles when teachers use watching movies as the learning media in the classroom. The

problems that may raise are related to the time allocation, the supporting facilities, the technical problems or the students' interest toward the content of the movies. In addition, there is students' preference to find or to choose a pleasant learning media which makes the students comfortable in learning especially outside the classroom. Therefore, the activity to watch movies outside the classroom can be one of the alternatives the students can do to learn English.

Watching movies can be done independently by the students when they are not in the class or when they are at home to improve their various skills in English. The students can create their own learning environment by using English movies they prefer. This activity allows students to interact authentically, and they can have a better understanding of the use of related English. This will also improve their knowledge of vocabulary so that students will practice their film-based pronunciation and intonation. The subtitles that usually accompany the movies become supporting facility during watching movies as the independent English learning activity outside the classroom.

Using subtitles from various languages can be interesting for students. Using subtitles especially English subtitles is also a new method and can be enjoyed leisurely, because students can enjoy and understand the movies. Subtitles may also offer new ways of understanding language for students. When the students watch movies, they do not focus on learning, but it happens between the movies they watch. Subtitle is considered as one of the ways to help the students understand the story of movie. It also can be a media in learning vocabulary. Research conducted by Zanon (2006) mentions several advantages of subtitle such as: "It motivates learners and makes them secure and self-confident. Besides, it can help language learners to monitor their speech and find new vocabulary. Apart of that, Aloqaili (2014) found that three experimental groups watching movie with subtitle scored highly significant in gaining

vocabulary than three control groups who watch movie without subtitle. Based on the statements above, it can be inferred that using movies with subtitle as media used in learning process can improve students' vocabulary acquisition.

In the context of learning English at English Language Education Department (ELED) at a private university in Yogyakarta, some students have experienced in learning English using movie as learning media outside the classroom. Sometimes, they use Indonesian subtitle and use English subtitle to support their understanding when watching English movies. Based on the interview done informally by the researcher to the students who will be prospective teachers after graduation, it was found out that movies can provide broad insights and improve skills in pronunciation, listening skills, and vocabulary.

Even though movies provide many advantages in learning, not many students use movies as their independent learning media. Many students only enjoy movies as entertainment. This means that many students are not intentionally using movies with English subtitle as a learning medium for their independent learning. Sometimes, at home their parents are ignorant or do not support them to watch movies. There are also parents who lack understanding so that they prohibit their children from watching movies. Some also think watching movies is a waste of time. In addition, among the students who use movies in EFL, there are not many studies investigating the use of subtitle in EFL learning. There is one study that focuses on the effect of using subtitles on phrasal verbs in term of recognition and production (Pasban, Forghani & Nouri, 2015), and another one focuses on the impact of bimodal subtitling on content comprehension of English movies and vocabulary recognition (Etemadi, 2012). This shows the topic of using subtitled movies still needs to be explored.

Based on the background above and considering not many studies have discussed the students' experience of watching movies with subtitles in learning English, the researcher is interested in conducting research on the use of watching movies in learning English. The researcher explored the English Language Education Department of a private university in Yogyakarta students' perception towards watching a movie using English subtitle to learn English. More specifically, it explored challenges and benefits of using movies with subtitles in EFL learning.

### **Identification of the Problems**

English learning materials at university level are different from the ones at high schools. At university, students are required to do independent study using various materials and media available outside the classroom. Based on the researcher's observation, the students of English Language Education Department (ELED) at a private university in Yogyakarta faced problems in learning English. Using movies with the subtitle can be one of the alternative learning tools to overcome their problems. The students can use the subtitle when watching movies to help them in understanding the movies.

Generally, students misunderstand the message from the dialogue. The students who do not have a lot of vocabulary will have difficulty understanding the meaning of the dialogue shown in the movie, for example, when students face certain idioms in English. Students find it difficult to understand idioms that are often brought up in the conversations of the movies they watch.

The next problem is that there might be a possibility that the students give up easily when facing challenges in using movies as a part of learning. It is also possible when watching movies with subtitle, the students do not use the appropriate strategies, so the maximum positive effects

are not gained. It can also be because of their unawareness of the benefits of using movies with subtitle for learning English. The students will possibly only focus on the enjoyment rather than learning.

Therefore, when the students have to learn English using movie by themselves, there are factors that make this activity difficult to do. These possible problems related to the use of movies English subtitle need to be explored further.

### **Delimitation of the Study**

Since there are many possible problems related to the topic of the use of movies with subtitle in learning English. In this research, the researcher focused only on the challenges and the benefits of learning English through English movies with English subtitles in learning English. The subtitle accompanying the movies in this research was the English subtitle. This research was based on the students' opinion and experience. The research only involved the students of English Language Education Department (ELED) at a private university in Yogyakarta.

### **Research Questions**

The researcher formulates the research questions as follow.

1. What are the challenges of using movies with English subtitle in learning English?
2. What are the benefits of using movies with English subtitle in learning English?

### **The Objectives of the Research**

There are two objectives of this research. First, this study aims to find out students' challenges of using English subtitled movies in learning English. Second, this study aims to find out the benefits of using English movies with English subtitle in learning English.

## **The Significance of the Research**

This study is expected to give some benefits to students, teachers, and other researchers.

**For students.** This study provides the information on the challenges and benefits of the use of English movies with English subtitle. Therefore, it can give students the ideas on the use of English movies with English subtitle in their independent learning. The information might motivate them in using movies in their learning outside the classroom. The students might be more aware of the challenges so that they can be more prepared in using movies with English subtitle as a learning tool.

**For teachers.** For teachers, this study provides information on the challenges and the benefits of using English subtitled movies. Therefore, teachers can suggest and motivate their students to involve movies in learning English outside the classroom.

**For future researchers.** This research is also beneficial for the future researchers. The future researchers who concern to investigate the similar topic can use this study as a guide for their research. They can use this study as one of the references in their research.