

Chapter One

Introduction

In this chapter the researcher discusses several points. The first one is the background of the study. As in the background, the researcher sets out the reason why the research is carried out. Then, the researcher presents the statement of the problem, delimitation of the problem, research questions, the objectives of the study and the significance of research. Every point is explained in more detail below.

Background of the Study

People like to watch movies for entertainment. However, there are people who also use movies as a medium to learn other languages. Ismaili (2013) mentioned that movies are a component of visual literacy, and “movies are a fun source of entertainment and language acquisition.” Students can learn various things from a movie, as well as gain lessons from what happens within the movie. Great movies can mean greatly for some people; movies can make them laugh, cry, or ignite fear. There are many kinds of movies that attract viewers. Fun movies, for example, can make people happy, horror movies ignite their adrenaline, while romantic movies can make people feel flattered and fuzzy (Rozzana, 2017).

Movie is one of the most popular visual aids used in the English learning process. Afif (2016) defines a movie as "a long prose describing intense human expression; a movie with a complex plot, many characters, and various settings." Movies pique learners' interest by introducing words in a more natural way. Movies provide visual elements that help students understand and improve their learning abilities. Movies, according to Ismaili (2013), are a good source of entertainment and

language learning.

Movies can be an entertaining and motivating tool for students to learn English. Sabourian and Zohrabi (2015) said that movies are a well-known non-print medium for teaching a foreign language, such as English. They are easily accessible and widely available in most countries all over the world. According to Wibowo (2019), the existence of movie streaming websites, which are becoming increasingly common in Indonesia, also helps to increase the distribution and circulation of movies. In addition to their popular means of entertainment, their use of teaching material is indeed important among language teachers. Movies, in particular with subtitles, may increase the motivation of learners, resolve confusion resulting from cultural ambiguity, and eliminate anxiety throughout learning. Because of its simplicity, many people have used English movies as a medium for learning English. Students can watch movies whenever and wherever they want. Students only need to provide a good internet connection, so that they can easily download or stream the movies they want.

There are several aspects of language skills that will be more easily understood through watching movies. Students can study independently, shy students can have time to do their best without communicating too much with others, students would not have to pay for a lesson, and movies could improve everyday language, pronunciation, and dialects (Miller, 2016). By learning English through watching movies, students learned the true English that English native speakers use. Rozzana (2017) stated that movies offer real-life exposures and are used in authentic cultural environments where one speaks a foreign language. Therefore, learning English through watching movies provides an example of the use of English in everyday life. This is important because the English

that is learned from the textbook or what is taught in the classroom is not fully used for daily conversation.

Watching movies is one of the most popular activities people usually do to spend their leisure time for entertainment. Azizah (2019) said that movies of all genres have various benefits for people, such as entertaining people with the plot of the movie, enhancing people's imagination and enabling watchers to discover new culture from the movie. Abdullah and Rahman (2017) said that most students have seen at least one movie title. Some of them still find it in their hobby, spending lots of time in front of television, computer or laptop or even going to the movies. In addition to entertainment, people can also learn language unconsciously through watching movies. The viewing activity and its variants diversify and authenticate the listening experience (Renandya & Jacobs, 2016) and help learners comprehend spoken language better because they receive input from more than one mode. Also, Extensive Listening/viewing strongly recommends the use of authentic materials such as podcasts, movies, TV and radio programs, videos, and other Internet resources (Ivone & Renandya, 2019). Therefore, as well as being just a hobby, watching movies can also become a tool for student to learn.

There are several related studies to learning English through watching movies. One of the findings revealed that movies can improve students' English vocabulary (Fajarningrum, 2019; Faqe, 2017; Putra, 2014). Another study indicated that English Major students are well aware that by watching English movies they can improve their listening skills and their speaking skills (Kurniawan & Aryani, 2019; Albiladi et al, 2018; Liando et al, 2018). Furthermore, movies can also play an important role in the

learning of expressions that are part of the everyday life of native English speakers (Iranmanesh & Darani, 2018; Ebrahimi et al, 2018; Goctu, 2017).

However, limited studies have discussed about the genre of movie used by English Education Department students when learning English is through watching movie, the activities that ELED students do while learning English through watching movies and the benefits that ELED students gain from learning English through watching movies. That being said, the movies that they watch will shape their English skills.

Based on the researcher's personal experience, learning in the classroom cannot fully make students understand everything about English. Students must have their own initiative to learn things that are not taught in class. Thus, students should not only depend on the lessons provided in class. Learning English through watching movies can be a strategy that is quite effective and enjoyable. From the informal interviews that have been conducted by the researcher with several ELED students, according to them, learning English through watching movies is one of the fun learning media. However, there are some problems faced when implementing learning English through watching movies. The first is the use of idioms in a movie. Many conversations use figurative language, making it difficult to understand the meaning of the conversation. Also, sometimes the actors in the movie talk too fast. So, it is difficult to learn pronunciation.

Based on the background above, the researcher is interested in conducting the research on learning English through watching movies. The researcher will focus on the genre of movie used by English Education Department students when learning English is through watching movie, the activities that ELED students do while learning English

through watching movies and the benefits that ELED students gain from learning English through watching movies. Looking at this condition, the researcher decided to have “Learning English through Watching Movies” as the topic of this research. Therefore, it is important to conduct this particular research related to students, so that future teachers can make use of movies as a learning media.

Identification of Problem

Based on the researcher's observation when the researcher was attending a class, most of the students often feel bored with learning English through textbooks and listening to materials from lecturers. Taking lessons with full concentration does not guarantee students can capture all the material taught in the classroom, especially if students do not focus on learning. This situation can certainly affect the students' learning effectiveness. Furthermore, not all students have the same ability to understand lessons. There are students who immediately understand, there are also students who take a long time to learn English.

Besides, English language materials taught in the classroom is not fully used by English native speakers in everyday life. Students also find it difficult to communicate using English directly or listen to other people conversing in English because in Indonesia, English is considered a foreign language and not a second language. It is difficult to practice English directly in this environment because people are rarely used to communicating in English. Students have to take the initiative to find other ways that are more interesting and flexible in learning English. Watching movies is one way that can be applied to help ELED students to be more optimal in learning English.

Delimitation of the Problem

In this study, the researcher focuses on the genre of movie used by English Education Department students when learning English is through watching movie, the activities that ELED students do while learning English through watching movies and the benefits that ELED students gain from learning English through watching movies. This research will be conducted at the English language education department, where the students appear interested in watching English movies. This research is a qualitative study using a descriptive qualitative design. The English Language Education Department students across batches 2017-2019 will be the participants. The researcher will choose students who have experiences of learning English through watching movies based on the informal interview with some students. The researcher will use interviews as a method of data collection. Open coding, analytic coding, axial coding, and selective coding will be done to analyze the data.

Research Questions

In this study, the researcher had suggested the research questions. As a research guideline, there will be three research questions. The questions are:

1. What movie genres do ELED students use when learning English through watching movies?
2. What are the activities that ELED students do while Learning English through watching movies?
3. What are the benefits that ELED students gain from learning English through watching movies?

The Objectives of the Research

Based on the research question above, the purposes of the research are:

1. To investigate what movie genres do ELED students use when learning English through watching movies.
2. To explore what are the activities that ELED students do while Learning English through watching movies.
3. To find out what are the benefits that ELED students gain from learning English through watching movies.

Significance of Research

This study is expected to provide benefits to certain parties, such as the researcher, teachers, students and other researchers.

For the researcher. The researcher can find out about students' perceptions when learning English through watching movies. The researcher can also gain knowledge about the benefits students get when learning English through watching movies. In addition to its benefits, the researcher can also better understand the challenges in implementing this media. Then, the researcher can also consider whether learning English through watching movies can be used in the future in the researcher's career related to teaching English.

For the students. This research serves the knowledge about the perceptions of ELED students towards learning English through watching movies. Students can get to know about ELED students' experiences and what benefits they can have while learning

English through watching movies. Then, students can consider whether learning English through watching movies could be one of the methods they could integrate when learning English.

For the teachers. with this research, teachers are expected to consider whether learning English through watching movies can be applied in teaching and learning activities in the classroom. The teacher is expected to become more knowledgeable about the ELED students' perspective on learning English through watching movies. In addition, teachers can also understand what experiences are felt and what benefits ELED students gain when learning English through watching movies.

For other researchers. This research is expected to be able to provide basic information about learning English through watching movies. The existence of this research can hopefully help other researchers who want to conduct research on the similar topic. Furthermore, this research is expected to provide inspiration or ideas about learning English through watching movies for future researchers.