

## **Chapter One**

### **Introduction**

This chapter is divided into several sections that discuss research background, problem statement, problem delimitation, research questions, research objectives, and research significance. Additionally, this research contains one research questions. The sections are elaborated as follows.

#### **Background of the Study**

A movie is a part of entertainment that shows as a motion picture. A movie is also considered as an art. However, nowadays, a movie does not use as an entertainment but also for an education. This is in line with Yulfani & Rohmah (2021) explained that movie could be used as a form of entertainment, critics, propaganda, political and advertising tools, and as well as education tools. An English movie can be used as a learning media in teaching English. An English movie provide several advantages to help students learn English. On of the advantages is to kill students' boredom. This is in line with Yuliastuti et al., (2021) stated that watching English movies is one medium to avoid feeling bored when learning English in class. Because high school students will quickly feel bored and face difficulty in learning English that only focuses on reading books and answering questions. Numerous students face several difficulties in learning English, such as poor comprehension on listening and reading activity, limited vocabulary, slow reading, poor grammar, and difficulty in speaking and writing. Learning English is perceived as challenging antedious activities, especially for high school students who are still considered as teenagers (Kusumaningrum, 2016).

Therefore, English movies provide several advantages to help students learn English. This is in line with the study from Li and Wang (2015) that investigated the impact of using English movies to enhance the English speaking and listening skills of Chinese college learners. The result of the study showed that movie could help students in improving their ability of writing, speaking, reading, and listening by providing a large amount of language exposure to present cultural aspects. Moreover, the teachers played an important role in the teaching and learning process because they did not only teach and provide learning materials, but also made sure their students really comprehend what was taught to them. In short, movies provided various advantages especially in English learning.

Furthermore, Ismaili (2013) referred to movie as a visual entertainment and an effective tool for language acquisition supported by inferring that using movies is a fun strategy to teach English for high school students and a classroom activity that can encourage students' motivation. This is because movies provide fun components that can be used as students' task that provides a pleasant and encouraging environment that is ideal for learning. Moreover, Khoshniyat and Dowlatabadi (2014) believed that using English movies can support English Language Learners (ELL) by providing extensive vocabulary lists, syntax, and other language skills.

Learning English through movies is considered as more fun compared to learning through books. Movies also provide aspects that are not available on books, such as visuals and audio (on ways to pronounce certain vocabularies) to ease English learners. By watching movies, students can learn accents, such as

American and British. For instance, the Harry Potter movies use British accent because J.K. Rowling referred the movie setting from the middle age of English country wrapped in a modern era. Thus, this movie is recommended for students to identify and learn British accent. In addition, watching movies is one of the methods to learn English that provide contexts from real life. Remembering new words' meaning and uses in English is sometimes considered as difficult; thus, movies can help learners remember them by providing context and the situations to use the words.

Based on the researcher's internship experience in a high school in Yogyakarta, the teacher taught English to his students by watching a movie. After the movie was done, the students collected their notebooks consisting of vocabularies list that they acquired while watching the movie. While watching the movie, the students looked enthusiastic and happy. They also looked excited when discussing the movie. Therefore, the method of presenting movies in learning allows students to learn more, such as understanding the movies' meaning, the moral messages, and acquiring new vocabularies from the movies.

Based on previous explanations, it is concluded that the use of English movies can improve students' skills in English speaking and listening. This current research aimed to find some evidence that watching movies help students in their learning activity, specifically for the eleventh graders of a public senior high school in Nogosari as the subject of the research. The researcher is intrigued in investigating advantages of using movies to increase students' interest and skills in learning English as a medium for education, information, and persuasion also as an

audio-visual artwork to convey messages to others through watching movies. Hence, the perceptions of students in using movies as a tool to learn English and the benefits obtained by the students were the focus of this study.

### **Statement of the Problem**

The identification of these problems was based on informal interview with the English teacher from public senior high school in Nogosari. The researcher found some the problems during the informal interview. First problem was the students admitted that they were bored in learning English vocabulary. The reasons whhe teachers did not give them interactive learning during the study. Second, the teachers were monotone. Third, the method that the teachers used were outdated method for the students because it was all about lecturing.

Second problem was several students claimed different perceptions of their teacher using movies as an activity in the learning process. The researcher did prior investigation about this learning strategy and several students claimed that it could help them understand the material easily while other students did not find it helpful.

### **Delimitation of the Problem**

In this study, the researcher limits the research in order this research not too broad. Delimitation of the problem is created to find deep focus from the research. Based on the previous section, this research is focused on exploring the benefits of watching English movies as a method to learn English as perceived by eleventh graders of a public senior high school in Nogosari. Specifically, this study aimed to

provide valuable information for students regarding the use of English movie that is not only for entertainment but also for learning and improving English skills.

### **Research Question**

Based on the description of the issue, this research was intended to answer the following research question: “What are the benefits of watching English movies as a method to learn English as perceived by eleventh graders of a public senior high school in Nogosari?”

### **Objective of the Study**

Based on the research question, the objective of the research was to explore the benefits of watching English movies as a method to learn English as perceived by eleventh graders of a public senior high school in Nogosari, Central Java.

### **Significances of the Study**

This research has a purpose to provide positive impacts for several parties, namely the teachers, the students, and other researchers.

### ***The Teachers***

This research is expected to inform the teachers understand the benefit of using English movie in learning. Moreover, knowing and understanding the use of English movie in learning, expected to give the teachers input about interactive media that can be used in learning English is crucial or not to be implemented so that the students would not get bored when learning English.

### ***The Students***

The results of this study are expected to motivate students to be more interested in learning English by watching English movies. Students are suggested to elaborate their learning by watching English movies, especially to improve their language skills, namely reading, listening, writing, and speaking.

### ***Other Researchers***

This research is expected to help other researchers understand the basic information of the implementation and benefits of watching English movies as a learning method. In addition, other researchers can use the findings of this study as a theoretical description and recommendation for their research.

### ***Organization of the Chapters***

This research is divided into five chapters. They are introduction, literature review, methodology, findings and discussions, and conclusion. The introduction explains the researcher's background including the researchers' reasons to conduct this research. Then, in the introduction, there is also the statement of the problem that explains the problem occurs related to the topic and also followed with the limitation of the problem so that the researcher would not get too broad in discussing this research. Next, in this research, there has one research questions, 1) What are the benefits of watching English movies as a method to learn English as perceived by eleventh graders of a public senior high school in Nogosari? Not only that, this research also has objective of the study to tell the readers about the goal of this research, and this research also has significances of the study which explains

about the benefit of the research to teachers, students, and other researchers. Additionally, this research has the organizations of the research.

Next, in the chapter two provides the literature review related to the research. The benefit of the literature review is to review the previous literature in the form of journal article, book, and others credible resources. Moreover, in this research, The researchers have found that learning English using media, especially English-language films, is considered fun, interesting, and not boring for students. By watching English films, students can practice their English skills in listening, writing, speaking and reading.

Then, the third chapter is methodology. Methodology discusses the research approach and design used by the researcher and the setting of the research. In this research, the researcher used a qualitative approach and used descriptive qualitative design. Then, in this research, the researcher interviewed five female students from senior high school in Nogosari. The participants were eleventh graders. Furthermore, in this chapter, the researcher also provides the data collection method, data collection procedure, data analysis, and trustworthiness.

Moreover, the fourth chapter discusses the findings and discussion of this research. This chapter also explains about the analysis from the data that the researcher collected from the interviews. In this research found six findings related to benefits of watching English movies. There are improving pronunciation skills, improving listening skills, increasing vocabulary, improving spelling, improving writing skills, developing idioms. In this chapter, the researcher also provides

discussion to strengthen the findings. The last chapter is conclusion which explains the summary of the research along with suggestions.