

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

English is the official international language that is widely used throughout the world, both in the world of work and in everyday life. English has an important role in various sectors because English is the language that unifies the nation which is used in various important meetings such as business, large or international meetings and other large events. English is also very important for education, especially for students, by learning English students will have many advantages for instance; students are able to communicate with tourists, establishing relationships with outsiders, making separate plus points for getting a job and students can continue their education to a higher level abroad. Therefore, students have to learn real English not only by English text books but also they have to hear how things are said so that they can really understand and comprehend the whole context related to English.

Moreover, learning a new language requires a lot of process and it takes maximum effort and intention to master it (Albiladi, 2018). However, The method applied in teaching English to high school students is often a problem because of the inaccurate method given by the teacher. In this case, the fact is revealed that not all students enjoy and are satisfied in learning English. Learning will be more effective if students are actively involved in the learning process (Klippel, 1984, p. 5). Many students feel less interested and enthusiastic about learning new languages, especially English, this phenomena can happen because the methods used by teachers in their school are only transferring knowledge from textbooks and the lack of effective activities also forms a monotonous and less attractive environment for students, so that there is no enthusiasm for students to learn English. Meanwhile, the large

number of assignments and discussions makes them less interested and enthusiastic during the learning process.

Therefore, there are several fun ways to make their English learning process interesting by using movies. Movies are very useful and effective in language teaching and learning, Movies introduce students to a variety of real-life language experiences that enrich their learning environment, and contextualize their learning process (Sherman, 2003). Movies can also motivate the students in learning process because movies provide stories that need to be told, not lessons that need to be told taught. Learning with audio-visual media is a way of learning using media that contains elements of sound and images, where in the process of absorbing the material involves the senses of sight and sense of hearing (Febaliza and Zul, 2015). In addition, students like watching movies nowadays and by using movies to learning English, students can learn deeper about English language and train their skills that consist of listening, reading and speaking so that students can keep improving. By watching a movie they can see, hear directly at the screening. Watching subtitled videos in English is probably one of the richest ways to present authentic input because it is a combination of three media, namely aural, visual and textual (Itagaki et al, 2020). Using movies is one way of teaching to attract students and add new vocabulary. Canning-Wilson and Wallace (2000, p. 23) state that subtitled movies strongly motivate language learners to consciously use new vocabulary and idioms. Many people like to watch a movie because it is a fun activity, the audience just sits in a chair, and prepares the eyes and ears to watch and listen.

Several studies have found the impact of using movies on students. According to Tafani (2009), the use of movies as a means of learning English must be encouraged and implemented by language teachers. Li Ling (2009) states that the use of movies increases student motivation, makes classes more interesting, and familiarizes students with the

tradition of the target language. In addition, Xhemaili, Mirvan (2013) also stated that many scholars have noted that movies used in the classroom as materials can assist students in the learning process as part of the curriculum. Meanwhile, Champoux (1999) declared that movies can make students interested in the discussion learning process. Movies can also provide visual explanations that involve the context and concept of the material (Rokni and Ataee, 2014). Furthermore, Khoshniyat and Dowlatabadi (2014) assert that they believe that using movies can empower students with an extensive list of vocabulary, syntax, and other language skills that will allow them to improve their English proficiency. By using movies to learn English, students not only facilitated by visual or audio assistance, but the students also facilitated with audio and visual elements at the same time. While students watching subtitled movies, students not only watch and listen to the audiovisual material, but also interact with it as they translate the source text into the target language (Gorjian, 2014).

The researcher had personal experience when conducting teaching practice in SMA Muhammadiyah 2 Bandar Lampung. The teacher and students said that they had problem in learning English, however when students watched movies that they were interested in, it became understandable. Based on that experience, the researcher would like to find out students' perceptions in learning English through movies and investigate the obstacles that students have when learning English through movies.

## **1.2 Research Questions**

Based on the problem explained in the background, the researcher formulates two research questions as follows:

1. What are students' perceptions in learning English through movies?
2. What are students' obstacles in learning English through movies?

### **1.3 Research Objectives**

Based on the research questions, the researcher aims:

1. To find out students' perceptions in learning English through movies.
2. To investigate students' obstacles in learning English through movies.

### **1.4 Uses of the Study**

The researcher hopes that this research can offer advantages in learning English especially within the classroom that uses movies in the learning method. There are two advantages which incline during this case study:

#### **1. Theoretically**

This study in theory can facilitate and enrich language education, contribute ideas associated with language education using movies within the learning process and also the findings of this study offer a reference for future researchers with class discussion within the learning process using movies.

#### **2. Practically**

The result of this study can be used for various users, for instance:

1. The research findings can be used to encourage students to be more aware of good effect of watching English movies and as a media to practice their English skill.
2. In addition, this research can also provide input for teachers to improve the quality of learning so that movies can be used become a supporting and interesting media and also technique in teaching English.
3. It also can provides a reference for further researchers when perform a research in a related topic.

## **1.5 Scope of the Study**

This research focuses on investigating students' perceptions in learning English through movies and their obstacles when learning English through movies. The sample is taken out from 34 students of eleventh grade of SMA Muhammadiyah 2 Bandarlampung in the second semester for the academic year 2022/2023. The topic discussed in this study is students' perceptions in learning English through movies. The data collection techniques are carried out by filling out questionnaires and interview.