CHAPTER TWO

LITERATURE REVIEW

1.1   Previous Studies

There are some previous studies that have similar topic which investigated in this study, the researcher found five studies that becomes references in conducting this study. The first previous study is entitled "Learning English through Movies: Adult English Language Learners' Perceptions" conducted by Albiladi and Fahad in 2018. The purpose of this study is to test adult English learners in the United States in seeing the effectiveness of watching films to strengthen and sharpen their language proficiency. This study also focuses on language learners' beliefs as the benefits and challenges of relying on English movies to improve their language competence. This study use qualitative research methods to collect data and analyze it in this research study. This research study explores the perceptions of English learners about the use of movies as a means of teaching and learning English. To obtain research data using face-to-face interviews and online interviews, about 25 students are select as samples in this study and they are asked to answer the questions given. The findings revealed that according to language learners, movies are beneficial in terms of increasing students' cultural awareness and their language skills.

Then the second study is entitled "The Use of English Movies on Improving Students' Interest in Learning English at SMP Negeri 2 Ngunut". This study is conducted by Azimah in 2018. This research use a descriptive qualitative approach. Descriptive method is used to collect data directly through observation, interviews, and taking learning outcomes in the form of tests. The samples are from 35 students of Junior High School 2 Ngunut grade 8. The findings show that films can be use as a teaching medium in the teaching and learning

process, watching English films can also be use as a technique to improve student interest skills as well as student achievement.

In addition, the third previous study is entitled "The Effects of Using Movies in Improving Vocabulary and Motivation to Learn among Students across Different Age Groups" by Zulfahmi and Nikmah in 2020. The aim of this study is to understand the effect of using films in improving the quality of vocabulary and learning motivation for students in various age groups. Descriptive qualitative is use as a method in this research. Data collection is carried out through tests, questionnaires and interviews. Research focuses on the relationship between vocabulary skills improvement and motivation and also the age group of the participants. The sample is taken from 7 male and female students in different age groups and proficiency levels, 3 male students at the primary school level, 2 students from the secondary school level and 2 from senior high school. The findings show that this method can improve the vocabulary of students, but it does not increase students' motivation.

As for the fourth study that is conducted by Kabooha in 2016 entitled "Using Movies in EFL Classrooms: A Study Conduct at the English Language Institute (ELI), King Abdul-Aziz University". This study aims to examine the attitudes of Saudi students as well as teachers towards the integration of English films in their classrooms to develop students' language skills. The method in this research uses a mixed methods approach, a research approach in which the researcher enters the quantitative and qualitative chest. The sample in this study are 50 middle-level female students aged 18 to 21 who studied English at the English Institute at King Abdul Aziz University. The findings of this study indicate that students and teachers have positive attitudes towards using films in their classrooms to improve students' language skills.

The last previous study is entitled "The Advantages of Using Films to Enhance Student's Reading Skills in the EFL Classroom" by Mirvan in 2013. This study has an interest contributing to the quality of the teaching and learning process, through the use of films in ELT classes. The method use in this research is qualitative and to obtain and collect data, two types of data collection are used, namely by questionnaire and quiz. The questionnaire is use to investigate student and teacher attitudes towards film-based teaching and learning. The sample of the study consisted of 80 student participants, male and female, all in a multicultural classroom setting. The findings in this study indicate a significant difference about integrated skills using video that is incorporated in teaching materials.

From the previous studies that have been conducted, the differences between the study which being conducted and the previous one are obvious. In this study, researcher focuses on students' perceptions and obstacles in learning English through movies. The way of how students learn English through movies and what barrier students have while learning English through movies, unlike the previous studies which focus on the improvement of students result.

1.2 Theoretical Framework

2.2.1. The Definition of Movie

Movie is a work of art that has various artistic elements to complement spiritual needs. According to Arsyad (2003, p. 45) movie is a collection of multiple images that are within the frame, where the frame is projected through the projector lens mechanically so on the screen you can see the image comes alive. Movies move quickly and take turns so that it provides its own charm. Another statement according to Baskin (2003, p.4) movie is a form of mass communication media from various kinds of technology and various elements of

the arts. Movie different from literature, painting, or sculpture. The art of movie relies heavily on technology as a raw material for both production and production exhibition to the audience. Movies are just moving images, however the movement is called an intermitten movement, a movement that is appears only because of the limitations of the ability of the eye and brain humans capture the number of image changes in a fraction second. Movie is a very influential medium, more than any other media, because it works together audio and visually well in making the audience less bored and more easy to remember, because of the interesting format. So, in making a movie, it must go through a thought process and a technical process, namely in the form of finding ideas and story ideas. Meanwhile, the technical process is in the form of artistic skills to realize any idea, idea or story in order to become a movie that is ready to watch. The movie genres that you should know are Horror, Romance, Drama, Thriller, Colossal, Comedy, Action, Mystery, Sci Fi (Science Fiction), and fantasy films.

2.2.2. The Importance of Using Movie in Learning English

Media is a tool that can be used to convey messages from sender to receiver. Which is expected to attract the attention and interest of students so that the teaching and learning process can occur. Fleming (1987, p.234) stated that the media functions to regulate an effective relationship between two parties, namely students and lesson content. Hainich and colleagues (1982) put forward the term media as an intermediary that delivers information between sources and recipients. So that the movie can also be used as an intermediary medium in conveying messages from the sender to the recipient. Movies as part of visual literacy and movies become a very enjoyable source of entertainment and language acquisition (Chan & Herrero, 2010, p.6). Chan & Herrero (2010),

stated that the use of movies for English classes for second speakers or in extracurricular activities can encourage students' motivation, because the cheerful component, and movies made according to the situation can help students to use the surrounding environment as learning activities, along with increasing participation and interaction between students. Many researchers have revealed that the use of movies in English classrooms as second speakers can be very important in the learning process. In fact, movies can explain the "real language" used in authentic settings and cultural contexts that can attract students to learn. Watching movies can also bridge language skills and language goals that can stimulate the four criteria for language learning abilities, namely listening, reading, speaking, and writing. When a movie uses subtitles it can make students interact more with the movie because they can read the text at once in addition to seeing and listening, then they can understand and are able to make their own translations of the source language and the destination of the language. The students also believe that the use of movies in the classroom provides many new experiences, they are more interested in attending the class until the end because they can see firsthand the life they live rather than having to follow and read them in books, and can also provide a relaxed situation (Ismaili, 2012). When watching English movies, students will be more familiar with informal vocabulary and slangs which they cannot get from any dictionary (Sxynalski, n.d). Movies also provide students with an understanding of language with the opportunity to see dynamic social communication as native speakers in interacting in real situations (Ismaili, 2013, p.122).

2.2.3. The Role of Movie for Students in Learning English

The world of education today lives in the world of media especially movie, where learning activities has moved towards reducing the delivery system of teaching materials with the lecture method and replaced by the use of instructional media. The more so on learning activities that emphasize related competencies with process skills, it takes the role of learning media. With regard to the development of learning technology, the role of media has become very important in the world of education, for example movie. The importance of presence learning media of course very depending on the purpose and content or the learning substance itself. The presence of movie in learning English is also determined by perspective or our paradigm for the system learning. The movie has various roles in learning activities. During this time, learning may be more a lot depends on existence teacher. In such a situation, the movie probably not widely used by teacher. Or, if the movie is used only limited as a "tool" learning. Learning media that are well designed using movie can enhance and advance student learning in various skills, movie provides a separate way of learning that makes students interested, entertained and enthusiastic about learning English because movie provides many variations of context that students can choose according to their interests and hobbies. In short, we can conclude that learning media is an integral part in learning.