

EXPLORING SECONDARY STUDENTS' PERCEPTIONS TOWARDS LEARNING ENGLISH THROUGH MOVIES

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Abstract: The use of media can encourage students to learn English more interestingly. Students are less motivated to learn English in the classroom by using textbooks, but they are more interested in learning English by watching English movies. The purpose of this study was to investigate students' perceptions of learning English through movies as well as students' obstacles to learn English through movies. A case study was used to conduct this research. It was carried out in one class of eleventh grade students at a private senior high school in Bandar Lampung. The information was gathered through questionnaire and interview. The data were analysed by data collection, data disassemble, data reassemble, data interpreting and conclusion. Based on the findings, students had positive attitudes toward learning English through movies. Students benefited from watching English movies in a variety of ways, including improving their pronunciation skills, learning the proper way to pronounce English words, and increasing their vocabulary mastery. Students can benefit from watching English movies to become acquainted with basic conversation and expressions that they can use to begin conversing in their daily lives. Meanwhile, students face some challenges when learning English through movies, such as feeling difficult when the speakers speak very quickly and feeling complicated when they find uncommon words in the movies.

Keywords: *learning English, movie, students' perceptions*

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INTRODUCTION

English is the official international language, and it is widely used all over the world, both at work and in everyday life. English is used extensively in many fields, including education. Students must learn 'real' English not only through English textbooks, but also by hearing how things are said to fully understand and comprehend the entire context related to English. Furthermore, learning a new language was a lengthy process that requires maximum effort and intention to master

(Albiladi, 2018). However, the method used in teaching English to high school students is frequently problematic due to the teacher's inaccurate method. In this case, it is revealed that not all students enjoy and are satisfied with their English studies. Students who actively participate in the learning process will learn more effectively. Many students are less interested and enthusiastic about learning new languages, particularly English. This phenomenon can occur because the methods used by teachers in their school are only by transferring knowledge from textbooks, and the lack of effective activities also creates a monotonous and unappealing environment for students, resulting in a lack of enthusiasm for students to learn English. Meanwhile, the large number of assignments and discussions reduces their interest and enthusiasm for the learning process.

As a result, there are several entertaining ways to make the English learning process more interesting by using movies. Movies were very useful and effective in language teaching and learning because they exposed students to a variety of real-life language experiences that enriched and contextualized their learning environment (Sherman, 2003). Movies can also motivate students to learn because they provide stories that need to be told rather than lessons that need to be taught. Learning with audio-visual media was a method of learning that uses media that contained elements of sound and images, with the process of absorbing the material involving the senses of sight and hearing (Febliza & Zul, 2015).

Furthermore, students nowadays enjoy watching movies, and by using movies to learn English, students can learn more about the language and practice skills such as listening, reading, and speaking, allowing them to continue to improve. They can see and hear directly at the screening by watching a movie. Watching subtitled English videos was probably one of the richest ways to present authentic input because it combined three media, namely aural, visual, and textual (Itagaki et al, 2020). Using movies to attract students and add new vocabulary was one method of teaching. According to Canning and Wallace (2000, p. 23), subtitled movies strongly encouraged language learners to consciously use new vocabulary and idioms. Many people enjoy watching movies because it is a relaxing activity in which the audience simply sits in a chair and prepares their eyes and ears to watch and listen.

Several studies have been conducted to determine the impact of using movies on students. According to Tafani (2009), language teachers should encourage and implement the use of movies as a means of learning English. According to Li Ling (2009), using movies increases student motivation, makes classes more interesting, and familiarizes students with the culture of the target language. Furthermore, Mirvan (2013) stated that many scholars have noted that movies used in the classroom as materials could help students learn as part of the curriculum. Movies could also provide visual explanations of the material's context and concept (Rokni & Atae, 2014). Furthermore, Khoshniyat and Dowlatabadi (2014) believed that using movies could provide students with a wide range of vocabulary, syntax, and other language skills that will help them improve their English proficiency.

By using movies to learn English, students are aided not only by visual or audio assistance, but also by audio and visual elements at the same time. Students did not only watch and listen to the audiovisual material while watching subtitled movies, but they also interacted with it by translating the source text into the target language (Gorjian, 2014). In this study, researchers 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. Furthermore, the researchers investigated students' perceptions of learning English through movies as well as the obstacles that students face when learning English.

METHODOLOGY

Subjects

The subject of this study were eleventh grade students of a private senior high school in Bandar Lampung. They consisted of 135 students. To achieve the research objectives, the researchers only selected one class namely eleventh grade of MIPA 4 which consisted of 34 students.

Design and Procedure

This research was a qualitative research that used a case study design to understand more deeply about students' perceptions in language learning and their obstacles. Thus, a questionnaire and interview were employed as a measuring tool. Participants were required to answer all questions in the questionnaire given seriously, honestly and give their respective perception through interview.

Data Collection and Data Analysis

To answer the research questions, a questionnaire and interview were carried out with the participants using close-ended questions and face to face interview. The questionnaires were designed to find out students' perceptions about learning English through movies and used interview for investigating students' obstacles, which allowed the researcher to explore in depth the students' answer.

The questionnaire that the researchers used during this study was a sort of close-ended question adapted from Hsieh et al., (2010) with 19 queries from the research entitled 'The Effect of Movie Viewing on Learning English as a Foreign Language'. In this study, only eight queries were employed to gain the data needed to find out students' perceptions about learning English through movies. Meanwhile, to obtain data about students' obstacles in learning English, researchers used the face-to-face interview method. The questions used were taken from Lele (2018) with 13 questions in her research entitled 'The Students' Perception of The Media Used by Teacher in Teaching English'. The researchers adjusted the questions by paying attention to the topic of the research conducted. The researchers solely used five questions with numbers 3, 4, 9, 10, and 12.

To analyse the obtained data from questionnaire, the researchers calculated the result by using percentage. Meanwhile, the results of interview were analysed through five phases of analysis and their interactions adopted from Yin (2011). In the first step, the researchers collected data to develop clustering. Then, in the second step, the researchers disassembled the data to reduce and eliminate the irregular themes of the phenomenon. Meanwhile, in the third stage, the researchers reassembled the data and core cluster themes. As for the fourth step, the researchers examined the patterns of data transcripts and documents to interpret the meaning of the data and in the last step, the researchers concluded and summerized the data.

FINDINGS

The researchers elaborate the findings of the result of the respondents' responses in filling out research instruments which are presented based on the research questions to investigate students' perceptions in learning English through movies and students' obstacles in learning English through movies.

Students' Perceptions in Learning English through Movies

At this part, the researchers inform about the students' perceptions in learning English through movies. The data have been obtained from students in one class which consist of 34 students through questionnaire and interview. The queries provided which exist in the questionnaire were in 8 queries with yes/no statements. The result can be seen in Table 1 below.

Table 1. The result of questionnaire from students' perceptions in learning English through movies

No	Questions	Results	
		Yes	No
1.	Do you think watching English movies have benefecial effect on learning English?	100%	0%
2.	Do you think your English movie preferences will affect your learning?	97,1%	2,9%
3.	Do you think English captions are good in learning English?	94,1%	5,9%
4.	I am interested in learning English if the teacher uses English movie as teaching materials.	91,2%	8,8%
5.	Does keyword preview help understand the story line of a movie?	94,1%	5,9%
6.	Do you agree keyword preview before movie viewing motivates you to learn English?	79,4%	20,6%
7.	Do you agree you have learned some English by watching the movie?	94,1%	5,9%
8.	Do you think the dialog in the movie can be used in daily life?	94,1%	5,9%

(Adapted from Hsieh, WU, Lai, Chang, Chen, & Kao, (2010))

From table 1 above, it denotes that from the eight queries about students' perceptions in learning English through movies, there was one item gained 100%. One item obtained 97,1%. In addition, there were four items gained 94,1%. Afterward, one item with 91,2% existed there. Then lastly, there was one item which received 79,4%.

To begin with, the item gained 100% was the first question. It was the query in regard to students' thought of whether watching English movies have a beneficial effect on learning English or not. In this case, all students stated that by watching English movies, it gave them benefecial effect on learning English.

In addition, the item that obtained 97,1% was question number 2. Here, the question stated regarding to students' opinion of whether their English movie preferences affected their learning or not. As many as 33 students asserted that

English movie preferences affected their learning while 1 student stated that English movie preferences did not affect his or her learning.

Moreover, there were four items gaining 94,1%. The first item (94,1%) was the question number 3. It was concerning to 'whether they think English captions are good in learning English or not'. In this query, 32 students responded that English captions were good in learning English yet 2 students answered that English captions are not good in learning English. Then the second item which obtained 94,1% was question number 5. It was regarding to whether keyword preview help them to understand the story line of a movie or not. Thirty-one students stated that keyword preview did help them to understand the story line of a movie and 3 students asserted that keyword preview did not help them to understand the story line of a movie. Meanwhile, the third item that obtained 94,1% was the question number 7. It was with regard to whether students agree or not that they have learned some English by watching the movie. As many as 32 students responded that they agreed that they have learned some English by watching the movie while 2 students responded that they did not agree that they have learned some English by watching the movie. As for the fourth item obtaining 94,1% was the question number 8. It was in connection to whether they think the dialog in the movie can be used in daily life or not. Students of 32 people agreed that the dialog in the movie can be used in daily life while 2 students responded that the dialog in the movie can not be used in daily life.

Furthermore, the item that gained 91,2% was the question number 4. It was the question which asked about 'whether the students interested in learning English if the teacher used English movie as teaching materials or not'. In this case, as many as 31 students asserted that they were interested in learning English if the teacher used English movie as teaching materials. Meanwhile, 3 students stated that they were not interested in learning English if the teacher uses English movie as teaching materials.

As for the last item which obtained 79,4% was the question number 6. That statement was regarding to whether the students agree or not that keyword preview before movie viewing motivates them to learn English. Students with the total of 27 people agreed that they were motivated to learn English by keyword preview before movie viewing while 7 students answered that they are not motivated to learn English by keyword preview before movie viewing.

Students' Obstacles in Learning English through Movies

In this part, the researcher explained the students' obstacles in learning English through movies. The data have been gained from an interview conducted by the researcher with 10 students consist of 5 male and 5 female of eleventh grade students of MIPA 4 at SMA Muhammadiyah 2 Bandar Lampung through face to face interview toward their obstacles in learning English through movies which could be seen in the following excerpts:

- Q1* : *What difficulties do you find when learning English through movies?*
- MS1* : *I feel difficult when listening to what they are saying because they talk really fast so that it is hard for me to understand it*
- MS2* : *The way of how they talk are kind of fast and sometimes it is quite difficult to be understand and not clear enough*
- FS1* : *Sometimes when I watch movies there are some words and*

- sentences that uncommon for me so that I need to prepare a dictionary to find out the meaning of those words and sentences.*
- FS2 : *Well, there is a time where I feel quite difficult when watching movies that is when they are talking really fast, so it makes me hard to following what they are still talking about.*
- FS3 : *Sometimes the difficulty is they talking really fast so that it sounds unclear for me and hard to recognize what they are saying.*

The excerpts above show that many students have an obstacle in understanding the topic that being talk in movies, that is the speaker's speed when having a conversation. Some students also stated that they felt difficult when uncommon words appeared in a movie so that they needed to check it first or prepare a dictionary to know the meaning of the words. Meanwhile, there was also student who feel hard when watching movies with British accent because it sounds unclear and quite difficult to be understand.

- Q2 : *What difficulties do you find when you learn listening skill through movies?*
- MS1 : *Well so far, every time I watch English movies to train my listening skill, the difficulty is about the audio itself like if the quality of the audio is good, I do not have a problem on it but if the audio is quite suck it sounds unclear and I need to play it repeatedly.*
- MS2 : *The difficulty is sometimes they talk so fast so that I cannot even know what they are talking about.*
- MS3 : *I feel difficult when try to understand what they are talking to because when I watch movies without subtitle it really challenges me.*
- FS1 : *The difficulty is sometimes the way of how they pronounce the word are so fast and I feel difficult too when I face the British accent, it is hard.*
- FS2 : *The difficulty which I found when listening to movies is I feel hard to differentiate the words which have the same pronunciation.*
- FS3 : *Well same as the previous one, when I found the words which I do not know I feel difficult to understand what they mean*

As for the excerpts, it demonstrates that students mostly feel difficult in listening the movies without subtitle because while they were watching movies focusing on listening, they needed to listen more carefully to understand the context of the movie. In addition, some students also answered that they felt hard to differentiate the words with the same pronunciation. They felt difficult to get what the speakers meant because sometimes they spoke fast and it made them complicated when they watched movies using British accent.

DISCUSSION

From the research findings, it was found that the results are in line with the statement in the questionnaire number 1 which stated that watching English movies have a beneficial effect on learning English. It can be shown from the high

percentage of the statement that is 100% which means all students answered yes. It can be concluded that movies have a beneficial effect for learning English. The ever-evolving technology brought benefits to the improvement of various aspects of education, such as learning and teaching (Aminatun, 2019). As Porcel (2010) said that students could obtain numerous benefits by watching English movie. Students could enhance their speaking skill as native speaker. In learning a language, speaking skill is an important part of language learning. Moreover, Porcel said that by using movies as English material in the classroom, it gave students meaningful experiences. This is in accordance with the result of the interview where students asserted that watching English movies helped them a lot to learn English easily especially in fixing and improving their pronunciation. They can know how to pronounce every single word properly while watching movies. Ayu (2020) stated that students could learn English in more easily way in anytime and anywhere by using online English movie. In addition, students also stated that by watching movies they can get tons of new vocabulary that they can use in their daily life.

The research findings also revealed that students assumed that English movie preferences affecting their learning. As many 97,1% of respondents answered yes while 2,9% of respondents answered no, so this was the result regarding to the questionnaire number 2. Thus, it denoted that student's movie preference had a beneficial influence in the process of learning English and based on the result of the interview, students tend to watch action genre movie than others, the reason for circumstance is that they more enjoy and interested when it comes to action movie and it gave them such an eager feeling to keep watching it. Berk (2009) declared that movies were the most significant potential learning outcomes which could attract students' attention and their concentration. In addition, movies can also generate students' interest, enhance students' attitudes toward learning and improve their understanding. Students informed that while watching action movies they tended to know more about vocabulary which related to action for instance attack, back off, assemble, defense, offense etc.

In addition, the researcher gained the result that English language captions are good in the process of learning English. The caption or subtitle emerging in the movie can assist students to know what the speaker says and makes them easier to understand the context of the movie. The statement's questionnaire number 3 got 94,1% of yes answer and 5,9% of no answer. It can be concluded that English captions are well used to learning English. Subtitles on movies proved to be more effective in enhancing overall understanding for students than movies which did not use subtitle (Ebrahimi & Bazae, 2016). Students can enjoy while learning English at the same time when they are watching movie and English caption movie helps them to enhance their vocabulary mastery. As Fage (2017) uttered that watching English movies with subtitles increased the vocabulary learning and made students to get new vocabulary. Additionally, it also assists students to learn more about words, grammar, idioms, and slangs in English. Gorjian (2014) asserted that by mastering the core components of vocabulary, it would be easier for students to speak, write, read, and listen well. By increasing vocabulary mastery, students could improve their speaking skill (Pratiwi & Ayu, 2020). According to Carter (2006) the main chore in learning another language was learning vocabulary since the language that people learn consisted of vocabulary. Thus, vocabulary could not be separated from the language. By presenting the use of English language, movies could act like the aid

students to know and learn how to speak and pronounce words correctly and be a good speaker as English native.

The data from the previous section shows that keyword preview in the movie helps students to understand the story line of a movie. The result of the questionnaire number 5 gained 94,1% of yes responds and 5,9% of no answer with. As Sabouri and Zohrabi (2015) stated that movies could assist student's various problems, for instance hard in understanding a topic or material, lack of vocabulary, reading's speed, students' error grammar, and conversation skills. Keyword previews which commonly available in the trailers indeed help the viewer to know the clue of what the movie shows about. Words and sentences that are presented in the trailer have a connection which explain the whole story of a movie, each word and sentence contains every aspect that exist in the movie itself. Louw (2006) stated that movies involving a language that was more natural to use than in the textbooks, the advanced technology which produced a good visual context assist student to understanding the movie easily which caused them like the movie. As Sari (2017) said that teachers were advised to apply some technology in the process of learning and allow students use it outside the classroom where students are more comfortable in practicing their speaking skill. Thus, by watching keyword preview before movie viewing help students to understand the story of a movie.

Meanwhile, the findings also denoted that students agreed that they have learned some English by watching the movie, students got many things by just watching movie which includes they learn basic conversation, grammar points, vocabulary, idioms, phrases, and slang. Not only that, students also knew various accents from the movie they watched, and students could learn from how it sounded like. Sari & Sugandi (2015) asserted that watching movies could aid students to enhance their grammar and vocabulary mastery through observing gestures and expressions in the movies. According to Simamora and Oktaviani (2020) learning through movie media can assist students to learn vocabulary in interesting way. Learning and understanding vocabulary would make it easier for people to say something in a foreign language (Berk, 2009; Ambarwati & Mandasari, 2020). Priyono (2004) also stated that the most important aspect in the process of learning language was vocabulary. Moreover, when students watch English movie, it will train their listening, reading and pronunciation skills. Nasution, (2005, p. 104) declared that students could learn something by watching movies, students can learn about language culture, style, and many expressions from native speakers. Through movies students will learn many things such as seeing pictures that will make them understand the story, students will also gain new knowledge related to the values of life through the behavior in the movie. The questionnaire number 7 informed that the result consisted of 94,1% of yes responds and 5,9% showed of no responds. In this case, it can be concluded that English movies are useful in the process of learning English for students since movie gives such a good lesson for them which causes their skills to develop.

Moreover, another result was found from the questionnaire number 8 which stated about whether the dialog in the movie can be used in daily life. The score is 94,1% which included in yes respond and 5,9% indicated no respond. From the result of the questionnaire, it shows that students assure with the statement given which explained the dialog in the movie can be used in daily life. Mirvan (2013) uttered that dialogue was a conversation that occurred between several people in a way that helped to

work together cooperatively, so that both parties understand each other, and lead to clear results. As Wood (2002) stated that movie dialogue contained spoken language with a clear context and is usually more familiar to use in oral practice so that students can easily remember it. Movies provide many dialogs that refer to every condition exist in the movie itself and the dialog that is being used relates to the context of the story of a movie. By watching movies, students certainly can get many kinds of dialogs that they can used in their daily life.

Furthermore, based on the findings, the researcher gained the result that students are interested if the teacher uses English movie as the teaching material. The result from the questionnaire number 4 showed 91,2% indicated of yes responds and 8,8% denoted of no respond. It is in line with the result of the interview where students asserted that they agreed and fancy in learning English through movie. Students stated that movie helped them a lot in learning English because it was interesting, understandable and they are not getting bored easily, instead they feel enjoy with it. Using various techniques in the classroom to learn a foreign language, such as listening to English voices, describing pictures, and watching movies, can help students learn English effectively. In learning a foreign language, an important skill that the learner must have was listening (Aminatun et al, 2021). Ishihara and Chi (2004) asserted that learning with movie made students to be more motivated and interested, movie is a media which offers not only sound but also visual effects that interacts the students to study. The use of media in the process of teaching and learning is categorized as one of the ways for teachers which can help them deal with technology. By watching an English movie, students can gain the culture of the English language and they can know how the use of English language, students can learn directly through the movie by the reality of the language, students can listen the correct way of how to pronounce the words, they can listen a good intonation directly, students also can learn many vocabularies and slank words. In addition, students also can learn many expressions such as, the way of the people angry, how to ask a favor and how to have a conversation in fun way. As Aminatun (2019) said, the role of technology in the education system had affected teaching methods from traditional to modern methods. From this data, it can be concluded that students are more interested in learning English if the teacher uses English movie as teaching material.

Lastly, the findings denoted that students agreed that before movie viewing motivated them to learn English. The questionnaire number 6 showed the result as follow, 79,4% of respondents answered yes while 20,6% of respondents answered no. Keyword preview which available in trailer contains of selected shots from the movie and demonstrate every important point that refers to the story of a movie. Since trailer has a purpose to attract the viewer to watch the movie, keyword previews are usually made with a well design and meaningful words. According to Bettiol (2001) students got better result in the process of learning English language when they are motivated to learn than the students who are less motivated to learn. Motivation is very significant aspect that teacher should do in the classroom to make the process of teaching - learning easier. Sinaga and Oktaviani (2020) asserted that the use of media in the English teaching and learning process will attract students' attention and motivation. From the data mentioned before, it informs that looking at the keyword preview before watching English movie can motivate students to learn English.

From the research findings of students' obstacles in learning English through movies in the interview section, the researcher got the result that students have some difficulties in learning English through movies. Students informed that they feel hard when the speakers of the movie talk in a fast way, it makes them difficult to process the translation on their brain because the time is too fast for them to get every single meaning of the words produced by the movie. Then, while students watch the movie to learn English, there is always uncommon word and sentence which make them have to think it first or seek for the meaning itself so students can understand what it means. In addition, there is other obstacles which students get namely students tend to do not know some words of what the speaker says while watch the movie or they lack vocabulary, so when they find the words they do not know they usually either will take a note of those words to remember or prepare a dictionary to find its meaning.

Other findings found that the students get obstacles in learning their listening skill. Based on the result from the interview section, students asserted that the thing which makes them hard to learn and train their listening skill is still same as the previous obstacle namely the speed of the speakers in the movie itself. English movie where all the actors and actresses are native of English, it is crystal clear that they can talk fluently and do not have any problem since they used their mother tongue while students which in this case uses English as their foreign language, it is undeniable that they feel difficult when listen to the movie they do not accustomed with. Meanwhile, some students also stated that the obstacle which they found when learning to listening skill in the movie is they feel difficult to differentiate the words that have the same pronunciation, since students only hear the sounds of the movie while do not see and read the subtitle so it is quite challenging for them, students need to focus and pay attention of the context that is being talk in the movie.

Moreover, there are few students who declared that they hardly listen to the movie which uses British accent. Students clarified that it is indeed hard to hear what the speakers say and kind of unclear since British accent has a unique way to pronounce every single word, they tend to replay the scene that they think it is unclear. Students also do slower the time to get what it said so that they can know and understand the conversation from the movie. To sum up, students' obstacles when they watch movies consist of; they feel hard when the speakers converse in a fast way, students feel hard to find the meaning when uncommon words emerge, they lack vocabulary, students also feel complicated to differentiate the words that have the same pronunciation, and they feel hard when watch movies with British accent.

CONCLUSION AND SUGGESTION

Based on the findings and discussion, the researchers concluded that students' perceptions of learning English through movies are positive. Students gained many benefits from watching English movies for learning English, including the ability to reform and improve their pronunciation skills. Students can also learn how to correctly pronounce English words and improve their vocabulary mastery. Furthermore, English captions are beneficial for students learning English because they help them understand the context of the story more easily. Students are more likely to participate in the English class learning process if the teacher uses an English movie as the material, because movies provide students with numerous lessons that they can apply in their daily lives. Not only that, but by watching English

movies, students can become acquainted with basic conversations they have heard. Students can learn simple dialog and expressions that they can use to begin a conversation.

Students, on the other hand, face some challenges when learning English through movies, such as feeling complicated when watching movies where the speakers speak quickly which making it difficult for them to process each word to be translated. Next, students have difficulty in distinguishing between the same pronunciation of a word that they heard when they encountered uncommon words in the movie they are watching. Another challenge that some students face is a lack of vocabulary.

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