

ENGLISH STUDENTS PERCEPTION TOWARDS WATCHING FILM IN SPEAKING SKILL

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Abstract: Watching English movies is one of the media that can help in learning to speak. This study aims to reveal students' perceptions that watching English movies can help improve their speaking skills. This study uses a qualitative approach with a single case study design. Participants in this study were 6 students majoring in English education at a university in Malang. Data collection was carried out through interviews. The interview session used a semi-structured model with 5 questions. The data will be analyzed by transcribing the recordings into written text, the data obtained will be labeled or categorized based on the answers from the research participants. The findings of this study indicate that English movies can improve students' speaking skills. Participants in this study believed and proved that learning using movies was very enjoyable, and what they got was improved speaking skills, listening skills, and increased fluency in accented pronunciation. Future research can assess the impact of various film durations and formats on students' speaking skills to determine which format is most effective in the context of speaking learning.

Keywords: Student perception, Speaking skill, Films

INTRODUCTION

The evolution of technology has a significant influence on all aspects of life. The transformation that occurs directly or indirectly can influence the dissemination of knowledge and information over time. Cognition for the younger generation to prepare knowledge and follow developments is something that must do, one of the crucial things is to be able to speak English well. Mastery of English as an international language is one of the important requirements that must be mastered by the younger generation so that they can survive and compete with other nations in the era of the Industrial Revolution (Purnama & Wahyudi Karimullah, 2024), states that English is used to obtain various information often encountered in science and technology. There are many ways to learn English, such as reading dictionaries and books and listening to songs and video recordings. As stated by M. Mustofa (2019), with video recordings, students can easily analyze mistakes and make students feel relaxed during the learning process. However, there is another medium that can train their speaking skills, namely by using films. As Wright (2005) stated, audio-visual media such as films, videos and DVDs have been frequently used as learning resources since 1970. Apart from being entertaining, films can also practice pronunciation, add new vocabulary and facilitate daily conversations. Because the visuals are attractive, film lovers don't get bored and are interested in learning about it.

In the previous research, Agus (Darell & Agus, 2023) examined whether fantasy films could improve students' speaking skills. This research showed that some students agreed that fantasy films could improve their speaking abilities, and some disagreed. In Herlianto's previous research, R. and

Inayah (2019), who discussed the influence of literary films on improving speaking skills in tenth-grade students using experimental quantitative research methods, obtained the results that literary films significantly influenced speaking abilities. Furthermore, there was research using animated films . (Narasati, 2021) to improve students' speaking skills. The method used in this research is descriptive statistics using control classes and experimental classes. The results obtained show that the use of animated films can improve speaking skills in terms of before and after watching animated films. Another researcher, Ayuningtyas Puspitaningrum (2017), conducted the first research at MA Al-hikmah Bandar Lampung. The research was conducted in a quasi-experimental research context using quantitative methods. The researchers used an experimental design because the influence of animated films on students' ability to communicate was examined. As a result, he found that animated films greatly impacted communication skills. Previous research involved making short films to train students' speaking skills. Data collection used a post-test-only design to measure scores in each class. The results were partial. Most students were able to improve their speaking skills by making short films. Wijaya, A. A. (2016).

The weakness of previous studies is that the researchers only focused on research among middle and high school students. In contrast, it is known that those still at school at that level do not focus on learning English, so they also conducted research using films with the cartoon or animation genre as a medium for improving speaking skills. In contrast, this film genre makes students focus more on enjoying films than studying to practice their speaking skills. Therefore, this research will examine how students perceive films to fill the gaps in previous research. To study speaking skills using qualitative research methods by interviewing 8th-semester students from several universities in Malang to determine whether English language films can help them improve their speaking skills.

METHOD

This research uses a qualitative approach with a single case study design. The instrument used in this research is interviews, where the data obtained after conducting interviews will be processed and analyzed later analysis to obtain valid findings. The participants in this research were students majoring in English in Malang. The researchers examined 8th-semester students who often watched English language films. The participants in this research were 6 students, all participants came from 3 universities in Malang. To collect data, researchers conducted interviews. There were 5 questions using Indonesian that were asked to students. Indonesian was used to make it easier for students to answer questions and for researchers to understand the meaning of participants' answers. This research uses a qualitative approach with a single case study design. Data was collected by conducting semi-structured interviews with research participants who had experience related to the research topic. After conducting the interview, the data will be analyzed by transcribing the recordings into written text to make it easier for researchers to understand the answers from the research participants. The data obtained will be given labels or categories based on the answers from the research participants. After that, the data will be reduced.

FINDINGS AND DISCUSSION

The findings of this research are described based on questions that were given to 8th-semester English language education students who live in Malang and often watch films in their daily lives.

a. English Students' Perceptions

All participants' responses were positive about films as a learning medium. Films can also be used to learn to speak and practice listening skills, discover new vocabulary, and speak accent and intonation. As Participant Number 3 stated, *"Films for speaking itself certainly make it easier for me to learn many things, starting from the ability to listen, the ability to learn intonation, and, of course, the ability to speak. Because films tend to give me new impressions that are more fun to use*

as learning material, especially if we don't, if you understand the pronunciation or have new vocabulary, you can repeat it, so it's just easier, basically..." films tend to give new impressions that are more pleasant to watch and Make it study material.

b. Challenges and benefit

responses given by research participants regarding the challenges or difficulties they faced when watching films were about the Speed of the actors speaking. Of course, participants accustomed to using English had accents or slower ways of speaking and clear sentence pronunciation. In contrast, In films, the actors who act are native speakers, so their pronunciation and accents are very different and challenging for some participants to understand. However, some benefits are felt when or after watching films, namely that participants gain more new vocabulary because of the dialogue in the movie. This leads to everyday conversation, and they can also be more fluent in English pronunciation.

c. Students' Practical Experience

From the results of interviews obtained from this question session, they tend to be more active when discussing, more confident when answering the teacher's questions, and not worried when practising speaking with classmates. However, there was a response from P2 : *" I think it's not personal because the vocabulary in films and the vocabulary in learning are almost different; the difference is almost 50%, so I don't see it this way. When it comes to understanding what the lecturer says, I'm still biased, but when it comes to interacting straight away, I'm still not 100% fluent, remembering that the film I watched and the conversation in class were different."* who disagreed because, according to his statement, the language in the film and the language in class were very different. According to him, the language used in the movie was too fast and less realistic, while the language taught by Lecturers tended to be easier to understand.

d. Interact in Real Life

Participants had different practical experiences. Some thought films made them more active and confident when talking to interlocutors and native speakers. However, some participants believed that the influence of cinema on interacting in real life was not very significant and were still stuttering and not fluent in speaking, but they could handle this well. P4: *"It definitely influences us because when we watch films, we see how he talks and says what he does. Well, when we interact in real life or in class using English, it really influences me. I become confident or self-confident because I'm sure it won't be wrong because I've trained my vocabulary a lot, and that's the effect of watching the film."*

e. Strategy

participants have various strategies to hone and learn speaking skills. As said by Participant P3 : *"Of course, in my English learning strategy, I note down difficult vocabulary. From there, I understand more and can apply it in everyday life even though it's still mixed with English and Indonesian. That's what makes me comfortable learning English using film."*, the most common approach is to note down new vocabulary that is very difficult to pronounce and study it repeatedly until they can remember and pronounce it well. Then another Participant said that the strategy for beginners is watching films they like and have light themes with the concept of presenting family films where the conversation tends to use everyday conversation. Then, in the next week's stage, he will watch movies that are heavy in scale, such as films discussing government, because there will be new vocabulary rarely used in everyday life.

CONCLUSION AND SUGGESTION

the findings of this research show that they agree and have proven that films can help. They are learning to speak, saying that learning using films is fun and makes them not bored quickly. Then the positive thing they get apart from improving their speaking skills is that they experience an increase in understanding vocabulary and an increase in confidence in speaking in front of In general, this has an effect on their learning motivation being more motivated. Participants had

different practical experiences. Some thought films made them more active and confident when talking to interlocutors and native speakers. However, some participants believed that the influence of films on interacting in real life could have been more significant. They were still stuttering and not fluent in speaking, but they could handle this well. Suggestions for teachers are to help students improve their creativity and speaking skills. For example, teachers insert film clips when presenting material in class, and teachers can also schedule speaking classes to watch films so that students get an idea of how to use films as a speaking learning medium. Of course, it will be helpful to stimulate students so they don't get bored during the learning process in class. Future research could assess the impact of different film durations and formats (for example, short films versus long films) on students' speaking abilities to determine which format is most effective in the context of speaking learning. Explore various assessment methods to measure the effectiveness of films in improving speaking skills, including self-assessment, peer assessment, and teacher assessment, to gain a more holistic understanding of the impact of cinema as a learning medium. These suggestions will guide future researchers and help develop a deeper understanding of film's effectiveness as a medium for teaching speaking.

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