

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

Movies have been considered as one of the materials to support English proficiency levels. Some studies, Mishan (2005) said that motion pictures uncover that bona fide material and they give the learners with veritable input. Stoller (1988) and Champoux (1999) they too utilizing motion pictures in dialect instructing must be done maintaining a strategic distance from understudies and instructor turning detached. In other words, the educational modules ought to be content-based and the motion pictures ought to be utilized as a springboard for other exercises. The assignments must be arranged keeping in intellect the aptitude level of the learners and they ought to be challenging sufficient but not as well troublesome in arrange to keep the understudies propelled. The assignments ought to moreover be enacting sufficient for distinctive sort of understudies notwithstanding of their information or identity. The assignments moreover imperative to take note that the students' responses may shift and for a few understudies for occasion a certain scene can be diverting.

The previous studies about the use of movies in English learning indicated that it depends on the context of where the studies are conducted. The first one is by Nath, Mohamad, Hamidah (2017). They used movie by facebook group discussion thread, reflective notes and semi-structured focus group interview responses, their assessment about parts of the movie, the impact of the movie on their affective filter (*When the filter is on, the student is shutting out information, when the uneasiness is high, confidence is low*) by Gass, Susan, & Selinker (2008), the accommodation of motion pictures in improving their English. The results show that movie can likewise be directed as an out-

of-class movement whereby learning could happen without educators' direction. Members were offered freedom to watch the films amid their own relaxation time under the thought that doing as such could affect their inspiration, uneasiness and fearlessness, more so than if it is directed inside the classroom setting. The second one is by Muntane & Faraco (2016). They used movie by watching subtitled movie. The results show that the participants need to assess the exchange off between the dimension of plot understanding and the helpful impacts for their L2 learning, as our outcomes show appreciation costs for the no captions and English subtitled conditions in correlation with Spanish subtitled or, as an expansion, named material. The third one is by Adnan (2014) used movie by improve students listening ability. The results show that by watching movie students can become familiar with the right elocution, helpful articulations from local speakers. From the activities, the students are additionally solicited to compose a rundown from the movie, locate the importance of valuable articulations, comprehend the ethical exercise of the films and present their own reports. The third studies, they used the same activity is in the classrooms.

Indeed, in spite of the fact that utilizing motion pictures can broaden the educational programs and persuade the learners to think about a remote dialect, utilizing motion pictures isn't continuously clear and trouble-free. Agreeing to Stoller (1988) notices moreover destitute gear as a figure which may complicate the utilize of motion pictures in instructing. In any case, these days the dialect classrooms are or maybe well prepared, and nearly each classroom has either a tv or a computer, which permits utilizing for occurrence DVD motion pictures. However, in littler schools it may be conceivable that moreover destitute gear prevents the utilize of movies, but it isn't exceptionally likely these days. In expansion, it is imperative that there are motion pictures accessible at school. In some issues, a few analysts still require the utilization of movies in language

class. Among the different social items, include movies are most appealing to students due to their excitement and imaginative impacts. Based on the various cultural product, the highlight motion pictures are more normally instead of recordings for EFL and ESL guideline in light of the fact that they furnish students with a movie to be delighted in as opposed to an exercise that should be tried on by King (2002). Additionally, movies present English in real life context and authentic cross-cultural information. The huge potential scope of subject, language, informative circumstance, creative energy and culture that movies offer can't be coordinated by some other crude open materials, in any event in the EFL setting of Asia (Wood, 1995). From the results of observation of the research before, the use of this method is very rarely used by researchers. The development of learning is still minimal. So the process of optimizing the smoothness of the English language, so less and tend to focus leads to other things.

In this study, students can to explore the substance of the movie to gain learning and non-language just as language abilities. By attracting regard for the substance, the second methodology appears to use the movie more completely than the first. All things considered, the estimation of highlight movies lies in its rich substance. Consequently, this examination centers on the second methodology. It included several volunteer students in a transient learning through movie action. The purpose is to examine the value of using movies as task-based language teaching.

### **1.2. Formulation of the Problem**

How is the students' perception during short movie discussion?

### **1.3. Objectives of the Study**

To describe how the students perceive movie discussion as task based practice.

#### 1.4. Significances of the Study

- Theoretical Use

The study will focus on the utilization of movie discussion as task-based language teaching.

- Empirical Use

The study is based on interviews with students. The most center is on students' encounters and considerations around motion pictures as task-based language teaching.

- Practical Use

The study will be done by students with watching movies and then respond to how the benefits of the method in task-based language teaching.

