

**STUDENTS' PERCEPTION ON THE USE OF MOVIE AS LEARNING MEDIA AT
JUNIOR HIGH SCHOOL**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirement to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I stated that I wrote this thesis from the results of my own thinking, I did not cheat from someone else's thesis, except citing quotation theory from the journal and reference legal, as a scientific thesis should.

Yogyakarta, August 5h 2020

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Motto

When you dream about the beach, never forget the waves. When you dream of becoming a successful person or becoming a better person, don't forget to wake up and make that dream come true. – Y

DEDICATION

Thankfully, I dedicate this thesis to:

1. The rector of Islamic University of Indonesia Prof. Fathul Wahid,ST.,M.Sc.,Ph.D
2. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Dr.H. Fuad Nashori,S.Psi.,M.Si.,M.Ag.,Psikolog
3. The head of English Language Education Department Irma Windy Astuti S.S.,M.Hum
4. Thesis Supervisor Rizki Farani S.Pd.,M.Pd
5. The English lecturer at English education department and all staff
6. My parents Mr. Slamet Ahmad Sodikin and Mrs. Sumarni who always provide extraordinary support and love, and my brother Ahmad Alfian who always gives enthusiasm and motivation to move forward
7. My beloved friend in the Marching Band, English education student batch of 2016, and friends in the Merpati Putih Martial Arts.
8. All students who have helped participate fill out the questionnaire
9. All those who have helped

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The writer realizes that the thesis that the writer wrote is not perfect, so the writer is happy for criticism and suggestions. The writer hopes that the writer thesis can be used as a reading source that can be taken advantage of, although it is far from perfect.

**STATEMENT OF WORK'S ORIGINALITY
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**STUDENTS' PERCEPTION ON THE USE OF VIDEO AS LEARNING MEDIA AT
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ABSTRACT

The purpose of this study was to identify students' perception on the use of movie as learning media in Junior High School. The method of this research is quantitative method and the instrument for data collection is adapted questionnaire from Ismaili (2012). The population in this research is 149 respondents who take general English courses with a range of ages 13- 14 years old and the sample of the research is 37. The result shows that the average respondent gave answers strongly agrees and agrees to the positive benefits gained in the use of movie as a medium for learning English. The highest average value of respondents' answers is in question number 7 with a total percentage of 84, 2% of respondents agreeing to use movie as a learning medium is highly recommended and needed. This research proves that movie is a good media that can use by student to learning English.

Keyword: Movie, Learning Media, Junior High School, Medium, Students' Perceptions

CHAPTER 1

INTRODUCTION

Chapter introduction presents the background of the study, identification of the problem, Research Questions, the objective of the study, and the significance of the problem.

1.1 Background of the study

Burden and Byrd (1999) defines instructional media as a tool that provides the Functions of learning in education, especially for delivering information from a source to a receiver, which can facilitate and improve the quality of student learning. Based on the expert's opinion, it can be concluded that the media is a tool to facilitate students in receiving learning from educator sand give students more experience so that students feel the quality in learning. One of learning tools is audio visual. Febliza and Zul (2015) say learning with using audio-visual media is a way of learning by using media contains sound and image elements, where in the process of absorption matter involves the sense of sight and sense of hearing. Based on experts statement above can be conclude that audio visual media are media / tools that are audible which means that they can be heard and tools that have visible meanings can be seen. In other words, audiovisual media is a tool that can produce sound and appearance in one unit. As for the audiovisual media groups, the following are: (1) sound films, (2) television (TV), (3) video cassettes or VCDs (Zaini, 2019). Based on the expert's opinion, it can be concluded that audio visual is a medium in the form of sound that can be heard and a collection of moving images that can be seen.

Audio visual that we often encounter is video. Sherman (2003) explains that Videos introduce learners to a wide array of real life language experiences that enriches their learning environment, and contextualize their learning process. Based on Sherman's statement, it can be concluded that video is a media for the learning process because it is able to provide efficient value as an easy to apply media and effectively makes students motivated to learn English so that it will be easy to remember learning material, enriches their learning environment and can contextualize during the learning process. However, Junior High School students have difficulty in learning English because they lack of

passion, attractiveness, motivation and focus (Nurbayati, 2009; Hariyanto (2017); Rosyida, 2017). Thus, they need video as a medium for learning so that students are excited and have new experiences in learning English in the classroom. In this study, researcher would like to identify students' perception about learning English using movie to map their interest in the media.

1.2 Identification of the problem

Based on the background above, some research show that students in Junior High School still have low motivation and interest in learning English due to lack of media usage. Thus, learning English using movie can be one of the potential solutions. In this research, researchers focus on identifying students' perception on learning English by using movie.

1.3 Research question

In this study the researcher formulates questions as follows:” What is students' perception on the use of movie as media to learn English?”

1.4 Objective of the study

Based on the research problem, the research aims to identify students' perception on the use of movie as learning media to learn English in Junior High School.

1.5 Significance of the study

The researcher hopes that this study can provide benefits in learning English, especially in class that using movie in learning process. There are two benefits that can be given in this study:

1. Theoretical benefits

The researcher hopes that in this study it will be able to contribute ideas related to the using movie in learning process and be able to provide references to future researchers with discussion of classroom that in learning process use movie.

2. Practical benefits

- This research can give teacher input to improve the quality of learning that movie can be supporting media in learning English
- This research can give students new experience in learning process using movie as a media to learning English

CHAPTER 2

LITERATURE REVIEW

In this chapter, the writer tries to analyze and paraphrase the theory more deeply as supporting material for chapter 2 in accordance with the title that. Chapter Literature Review presents Video as instructional media in EFL as a subtitle, review relevant studies and theoretical framework.

2.1 Video as instructional media in EFL

Sadiman et all (2008) states that instructional media is anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the thoughts, feelings, concerns, interests and also attention of students in such a way so that the learning process occurs. Thus, instructional media is learning support that involves two processes, delivering the information and receiving the information. Instructional media can facilitate learning by combining the role of human and non-human resources (Brown, Lewis and Harcleroad,1977), for example teacher can utilize multimedia to stimulate students' sensory experience (Kemp, 1977). Teachers also can introduce both pictures and sentences showing the words in context to help students in learning (Lems, 2010).Visualization in Instructional media can help students to build mental pictures or images while reading (Keene and Zimmermann, 1997). However, the ability of mental picture would depend greatly on prior knowledge and engagement with the topic (Keene and Zimmermann, 1997). Based on the opinion of Keene and Zimmermann (1997), it can be concluded that the topic of learning provided by the teacher to students will be conveyed well if there is a supportive visualization intermediary. Supporting visualization intermediaries can be in the form of learning videos that can be applied in the classroom as learning support media. This research highlights the use of video to learn English.

Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials (Herron, et al., 1995).Berk (2009) states that the most significant potential learning outcomes are video can attract pupils' attention and concentration, generate interest in class, energize or relax pupils for

learning exercises, improve attitudes toward learning, increase understanding, foster creativity, stimulate the flow of ideas, provide an opportunity for freedom of expression, serve as a vehicle for collaboration, inspire and motivate pupils, make learning fun, and decrease anxiety and tension on scary topics. Based on Berk's opinion (2009), it can assume that there is a correlation between the use of video on student learning outcomes in the classroom that rose significantly.

In addition, using video to support learning process brings some benefits to students, for example: video can provide realistic models to imitate for role-play; increase awareness of other cultures by teaching appropriateness and suitability (Arthur,1999) and increase students' engagement (Hudock& Warden, 2001; Mayer, 2010). When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing (Katchen, 2002).In sum, video helps students to learn but teachers need to contextualize the video to stimulate learning, position video as media to achieve learning goal and avoid random selection of video to avoid learning distraction.

2.2. Review relevant studies

Some studies about video shows positive results. First, Yunus (2013) conducted a research entitled Using Visual Aids as a Motivational Tool in Enhancing Students' Interesting Reading Literary Texts. The goal from this research is to explore the opinions of teachers about the use of visual supporting media such as video as a tool for students to be motivated in their interest in reading literary texts. In obtaining data, researchers used two methods. The first method is qualitative by conducting interviews with 5 teachers randomly and the second method is quantitative by giving questionnaire to 52 teachers from seven national secondary schools in Kapit, the largest district in Sarawak, Malaysia. The results of data analysis stated that 96.2% of the teachers agreed that the video aids were relevant and fun media because they were able to visualize the contents in abstract text material so that students felt entertained and motivated to read literature through video intermediary media whose characteristics contained sound, light and color.

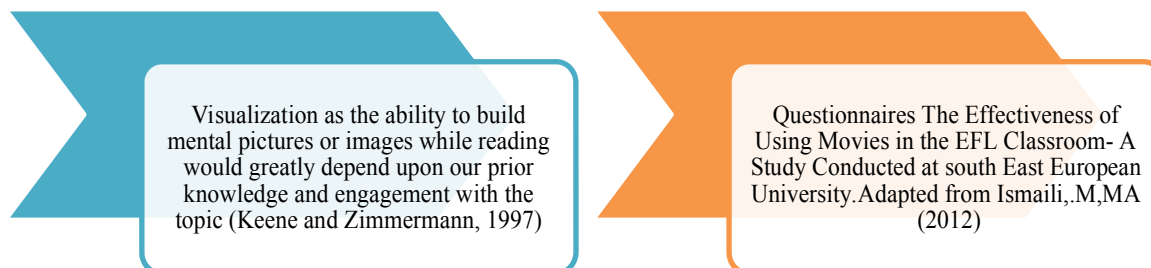
Second research is Vrapı (2015) who explored about how video used in Elbasan School as a learning tool and how English videos able to achieve the learning objectives of the English curriculum. To take data researchers use two method there are qualitative methods and quantitative methods. The data collection in qualitative method was the observation lesson with observing three times of learning English and interviewing four English teachers. The data collection in the quantitative method is a questionnaire. The sample this study is 105 students (50 students for 8th grade and 55 students for 9th grade). The results of data analysis using video as tool in learning can improve several aspects. The several aspect can achieving learning objectives such as the affective aspects of watching videos, aspects of general education, and the frequency of watching videos in relation to vocabulary growth, the relationship between watching videos and developing oral language skills, the relationship between watching videos and developing other language skills, cultural and contextual aspects of watching videos, and videos and translations.

Third research if from Arum (2017) who conducted a research entitled Improving student's speaking achievement through video. The goals from this study is to find out how students respond to English learning and to find out whether the use of video learning media is able to provide significant achievement in students' speaking skills. To take data researchers use quantitative research methods. To collect data the researchers used pre-test and post-test with a sample of 30 participants of 11th grade students in high school. The results of data is that there is an significant achievement in students' speaking ability when using video in the process of learning English and the response given by students during learning using video media is very positive so that the use of video to learn English greatly affect how agile students' speaking skills are.

The last research is from Lialikhova (2014) who conducted a research entitled The use of video in English language teaching: A case study in a Norwegian lower secondary school. The goal from this study is to investigate the use of video as learning media in the process of learning English in the lower secondary school (grades 8 to 10). To take data researchers use mix method (quantitative and qualitative). The data instrument that researcher use is interview 4 teacher, observation three teachers when lesson using video in the classroom and questionnaire answered by 105 students from 8th – 10th grade classes in lower Norwegian secondary school. The results

of data is using video in English learning process can improve students communication skill , create variety in EFL classroom , motivate students to learn foreign language, development four language skills and vocabulary growth.

2.3 Theoretical Framework.



CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the writer presents what is the researcher method to collect the data. Chapter 3 consists of research design, population, and sample, data collection technique like the instrument for data collection, validity and reliability test, and data analysis technique.

3.1 Research Design

The design of this study is quantitative method (Sugiyono, 2016) in the form of survey study. McBurney (1994) defines the survey study as assessing public opinion or individual characteristics by the use of questionnaire and sampling methods. Survey study is appropriate for this research because has practical value to used. Based on the researcher chose the survey research design because the best function is to answer questions and research objectives.

3.2 Population and Sample

The population for this research target is 149 students at Junior High School students. Sugiyono (2008) define that sample has meaning of a whole part of the whole characteristic and a characteristic of a population. In determining the sample, researcher uses Arikunto (2006) theory to obtain data from respondents who incidentally participate in filling the survey. According to Arikunto (2006) a samples are part or representative of the population under study. If the subject is less than 100, it would be better if all subjects were taken. Conversely, if the subject is greater than 100 can be taken between 10-15 % or 20-25 %. The Researcher population in this research is 149 but the researcher calculates using Arikunto (2006) theory and get value sample result is 38 students as a sample participants.

3.3 Data Collection Techniques

3.3.1 Instrument for Data Collection

Brown (2001) cited in Dornyei (2008:6), and gives the following definition of questionnaires: ‘Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. In this research, the survey questionnaire is adapted from Ismaili (2012).The questionnaire title is The Effectiveness of Using Movies in the EFL Classroom- A Study Conducted at South East European University. The questionnaire uses close-ended question. Researcher adapted the questionnaire by replacing interrogative sentence into positive sentence. The adaption questionnaire used by researchers has 19 questions, but researchers only use 8 questions, question number 2,3,7,9,10,11,13, and 14 because the items can be modified to answer research question.

3.3.2. Validity and Reliability test

1. Validity test

According to R.L. Thorndike and H.P. Hagen (2011) validity is always in relation to a specific decision or use. Based on expert statement we can conclude that validity is a scale that can show a category that can cover low, medium and high categories because validity is always associated with a specific goal. Based on Sugiono (2016), the minimum requirement for a valid instrument to be declared if the validity index value is more than 0.3.From the expert's opinion, it can be concluded that the indicator value is said to be valid if the value is more than score 0.3. In this research, the score of each validity in every questions is more than 0, 3 so it can be said the questionnaire is valid.

2. Reliability test

According to (Sugiyono, 2012: 177), reliability test is the extent to which the results of measurements using the same object will produce the same data. From the expert's statement it can be concluded that reliability is an indicator that can show the extent to which the measuring instrument or instrument can be relied on or trusted. In this

case reliability shows the extent to which the measurement results remain the same or consistent with the same symptoms using the same tool even though the measurements were repeated or repeated. The researchers in determining whether the results obtained are reliable or not, we can see the results obtained. If the correlation is 0.7 then it is said that the item provides a sufficiently reliable level, conversely if the correlation value is below 0.7 then it says the item is less reliable. In this research, the score of the reliability is 0,78 so it can be said the questionnaire is reliable.

3.3.3 Data Analysis Technique

To analyze the data, the researchers conducted several steps as below:

1. First researcher chose the adaption questionnaire as a data collection tool.
2. Second stage the researcher translates the questionnaire into Indonesian
3. Third stage the researcher conducted a test of validity and reliability
4. Fourth stage researchers distributed questionnaires to junior high school students
5. Fifth stage researchers enter data into Microsoft Excel and then calculate using SPSS
6. The last stage the researcher describes the results of the data each question.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion, the finding obtained based on the results of the respondent's responses in filling out the questionnaire so that answers are taken as research results that can be analyzed and discussed. In this study, the characteristic of the respondents is respondents with the requirements those 13 to 14 years old and for the gender is male and female.

4.1. Findings

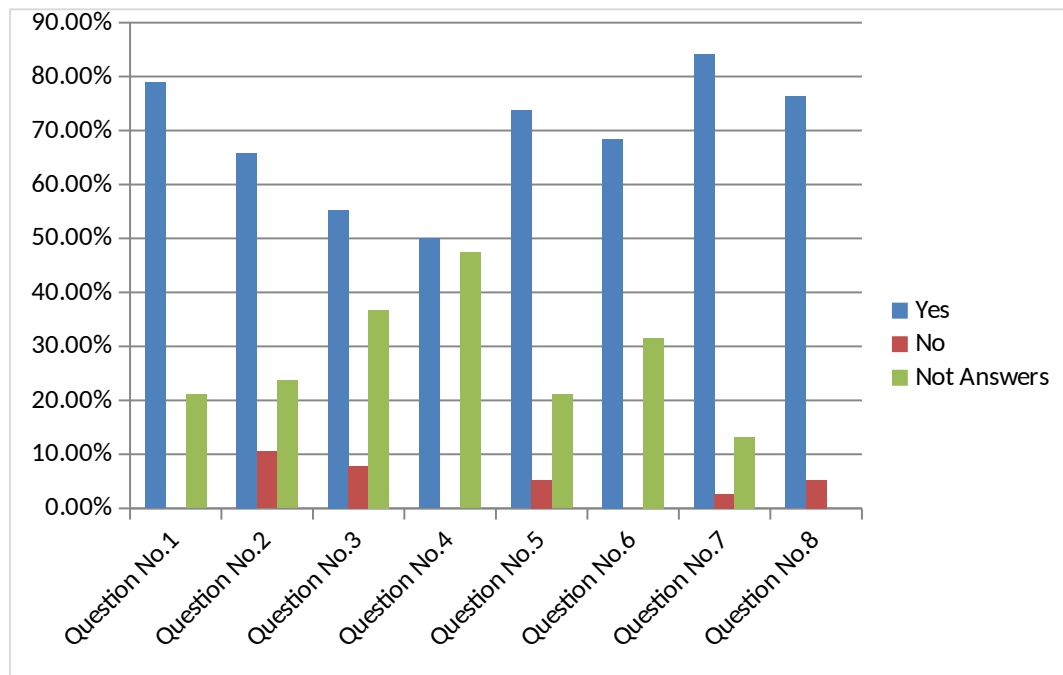


Figure A. The result student's perception questionnaire

The graph above shows that the average respondent gave answers strongly agrees and agrees to the positive benefits gained in the use of movie as a medium for learning English. The highest average value of respondents' answers is in question

number 7 with a total percentage of 84, 2% of respondents agreeing to use movie as a learning medium is highly recommended and needed.

In this research show that movie as a learning media give big advantage in learning process such as can make students interest, motivate students and make students clearly understand about the material. The results of this study indicate that the use of movie as a media for learning English has a positive effect. These results are consistent with Sherman's research (2003) explaining that Video is able to provide a real picture in learning English so students are interested, motivated and they can easily understand the material conveyed through English language learning media.

4.2. Discussion

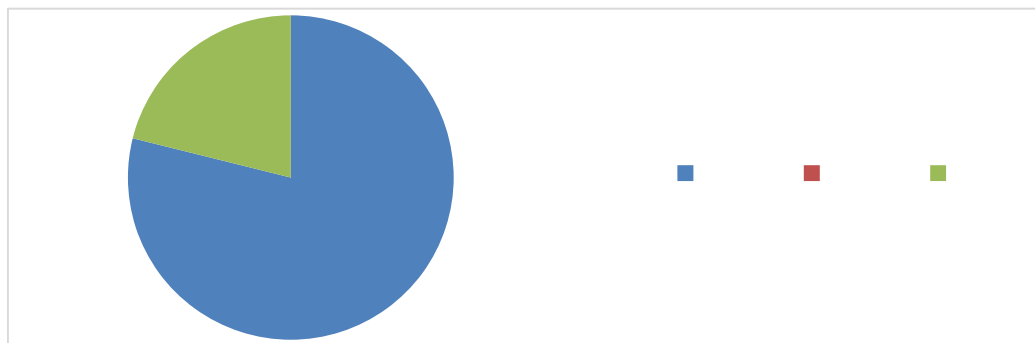


Figure 1 Movie has beneficial effect on learning English

Figure number one describes whether the movie has a beneficial effect on learning English. 78.9% of respondents answer yes, 0% of respondents answered no and 21.1% respondent not answer the question. From the data it can be concluded that the movie as a medium for learning English has a beneficial effect.

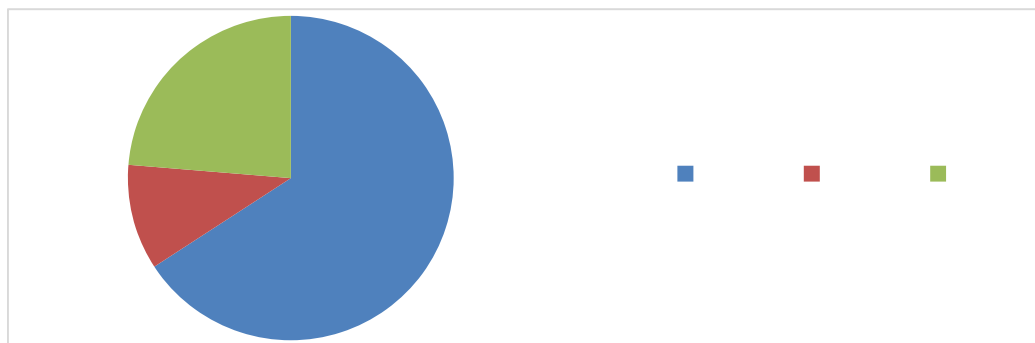


Figure 2 Influence on learning process using English movie in class

Figure number two describes whether the use of English movie in class has an influence on the learning process of learning English. 65.8% of respondents answered yes, 10.5% of respondents answered no and 23.7% respondent not answer the question. From the data, it can be concluded that movie as a medium for learning English has a beneficial influence in the process of learning English.

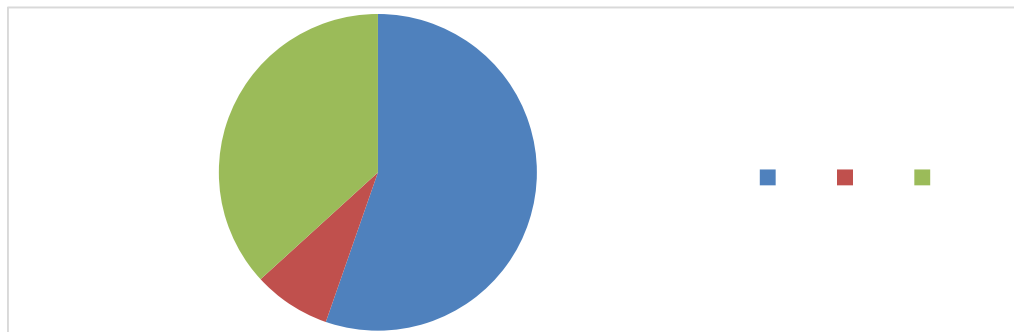


Figure 3 Use of English language text can explaining pictures and has influence on the learning process

Figure number three describes whether the use of English language texts is good for explaining pictures and has an influence on the learning process of learning English. 55.3% of respondents answered strongly yes, 7.9% of respondents answered no and 36.8% respondent not answers the question. From these data, it can be concluded that English-language texts are well used to explain images for learning English and have a beneficial influence on the learning process of English.

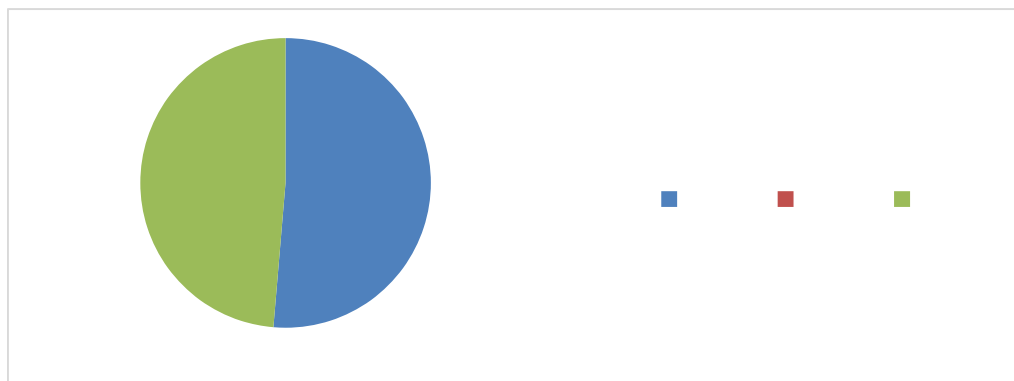


Figure 4 English movies as teaching material make student interesting in learning English

Figure number four describes whether the respondent is interested in learning English if the teacher uses an English movie as teaching material. 50% of respondents answered yes, 0% of respondents answered no and 47.4% respondent not answer the question. From these data, it can be concluded that respondents are more interested in learning English if the teacher uses English movie as teaching material.

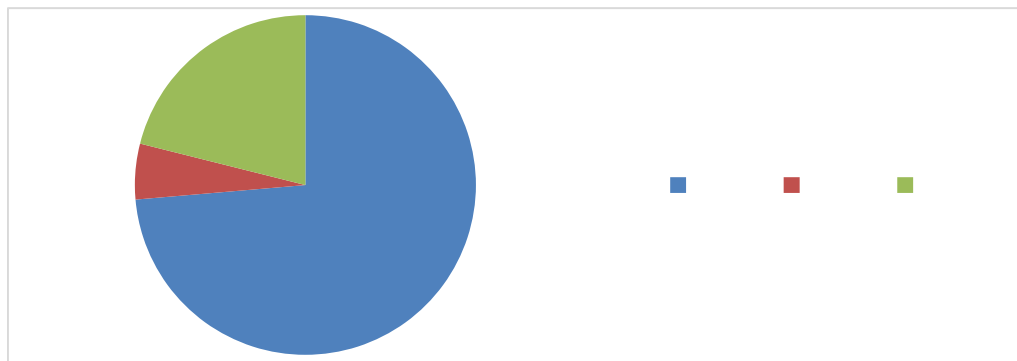


Figure 5 Material keyword grid helps students understand the story line of English language video

Figure number five describes whether looking at the material's keyword grid helps the respondent in understanding the story line of an English-language movie. 73.7% of respondents answered yes, 5.3% of respondents answered no and 21.1% respondent not answer the question. From these data, it can be concluded that seeing keyword material grids helps respondents in understanding the storyline of an English-language movie.

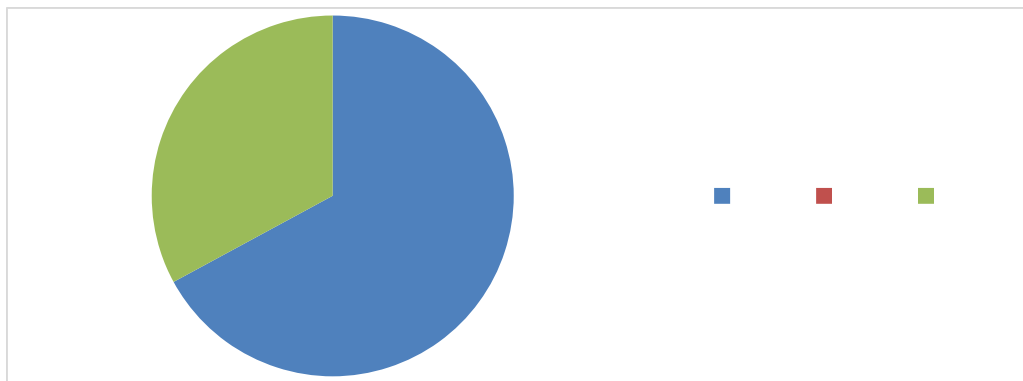


Figure 6 looking at the material keyword lattices before watching an English-language movie can motivate students to learn English

Figure number six describes whether looking at the material keyword lattices before watching an English-language movie can motivate respondents to learn English. 68.4% of respondents answered yes, 0% of respondents answered no and 31.6% not answer the question. From these data, it can be concluded that looking at the material keyword grid before watching an English-language movie can motivate respondents to learn English.

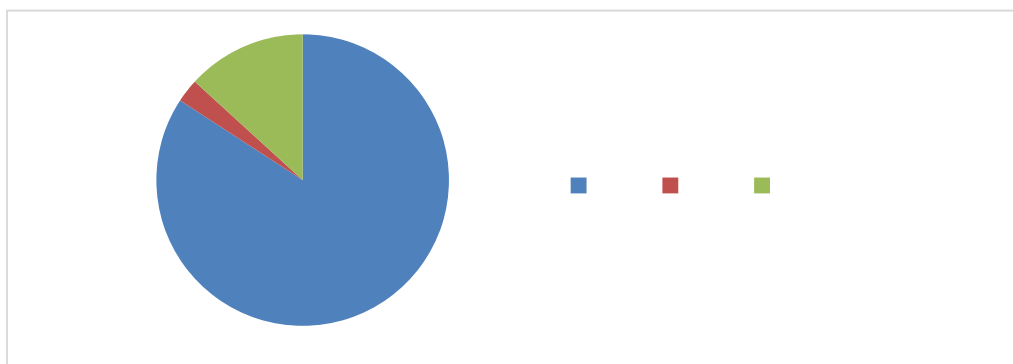


Figure 7 English movie is useful in learning English

Figure number seven describes whether an English movie is useful in learning English. 84.2% of respondents answered yes, 2.6% of respondents answered no and 13.2% not answer the question. From these data, it can be concluded that English movie are useful in learning English.

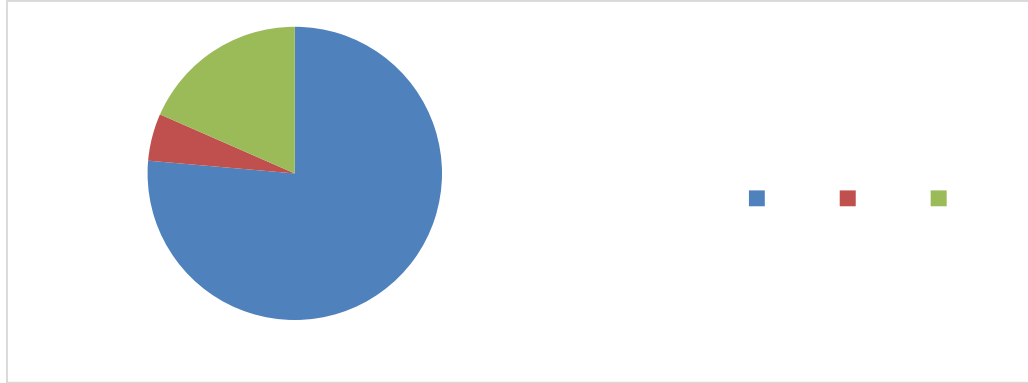


Figure 8 Students can learn English after watching a movie in English

Figure number eight describes whether the respondent can learn English after watching a movie in English. 76.3% of respondents answered yes, 5.2% of respondents answered no and 18.4% not answer the question. From these data, it can be concluded that respondents can learn English after watching movie in English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based on research findings in previous chapter and suggestions for further research.

5.1 Conclusion

Based on this research, the writer concludes that The result of students' answers in filling out the questionnaire students' perception on the use of movie as a media for learning English prove that respondent's answers Yes on the use of movie as a medium for learning English has a positive effect on learning English. The use of movie as a learning media make student in junior high school interest in learning English. The data show that students answer in filling out the questionnaire is 50% answers yes, 0% student's answers no and 47.4% not answer the question. It proved from that data audio and visual from the movie cannot make students boring again on learning process. The use of movie as a learning media make students in junior high school motivated in learning English. It proved from that data 68.4% students answer yes, 0% students answer no and 31.6% students not answer the question. The use of movie as a learning media makes students in junior high school easily to understand the English material. Audio and visual from the movie make students more easily to accept the material. It is proved from that data 73.7% students answer yes, 5.3% students answer no and 21.1% students not answer the question. Another positive effect on The use of movie as learning media is movie make students and teacher got new experience on using technology also The use of movie as a learning media can help teacher to maximize the achievement of learning objectives in a short time it is proved from that data 84.2% students answers yes

2.6% students answers no and 13.2% students not answer the question. The researcher concludes that video is useful learning media that can use to learning English.

5.2 Suggestion

Based on the discussion and conclusions that have been outlined, the suggestions that researchers can give such as

1. English Teacher

English teachers are expected to be able to overcome obstacles that can hinder the process of learning English using movie learning media. Teachers are also expected to not be stuttering about technology or in other words are already trained in using technology so that the learning process will run smoothly.

2. The School

The schools should be able to facilitate the process of learning English, as it is given a special laboratory for learning English so students get better and maximum on learning English. The school should also be able to increase the schedule for English extracurricular meetings so that students are more active and sharpened their English skills.

Kim,H.S.(2015). Using Authentic Videos to Improve EFL Students Listening Comprehension. *International Journal of Contents*, Vol.11, No.4, Dec. 2015

Lialikhova,D. (2014).The Use Of Video In English Language Teaching : A Case Study In A Nourwegian Lower Secondary School. *University of Stavanger* : 1-131.

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APPENDIX

1. Original Questionnaire

Scale

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Questionnaire for students

Q2. Do you think watching English movies has a beneficial effect on learning English?

Q3. Do you think your movie preferences will affect your learning?

Q7. Do you think English captions are good in learning English?

Q9. I am interested in learning English if the teacher uses English films as teaching materials.

Q10. Does keyword preview help understand the story line of a movie?

Q11. Do you agree keyword preview before movie viewing motivates you to learn English?

Q13. Do you think this film is useful in learning English?

Q14. Do you agree you have learned some English by watching the film?

2. Adaption Questionnaire

Assalamualaikum WR WB

Let me introduce myself, my name is Yulia Alfiani. I am student from The Islamic University of Indonesia that already takes a research about The Use of Video as a learning media to Learn English in Junior High School. Please help to fill out this questionnaire. Thank you for your help.

Statement

1. Do you think watching English videos has a beneficial effect on learning English (Yes/No)
2. Do you think your English video preferences will affect your learning (Yes/No)
3. Do you think English captions are good in learning English (Yes/No)
4. I am interested in learning English if the teacher uses English video as teaching materials. (Yes/No)
5. Does keyword preview help understand the story line of a video (Yes/No)
6. Do you agree keyword preview before video viewing motivates you to learn English (Yes/No)
7. Do you think this English video is useful in learning English (Yes/No)
8. Do you agree you have learned some English by watching English video (Yes/No)

3. Questionnaire in bahasa

Assalamualaikum WR WB

Perkenalkan nama saya Yulia Alfiani, saya adalah mahasiswa dari Universitas Islam Indonesia yang sedang meneliti tentang penggunaan video sebagai sebuah media untuk belajar bahasa inggris di SMP (Sekolah Menengah Pertama) . Saya mohon bantuan adik adik untuk mengisi kuesioner. Atas bantuannya saya ucapkan terimakasih.

Pernyataan

1. Apakah menurut anda menonton video dalam bahasa inggris memiliki efek yang menguntungkan dalam belajar bahasa inggris (Ya / Tidak)
2. Apakah menurut anda penggunaan video bahasa inggris di kelas memberi pengaruh dalam proses pembelajaran bahasa inggris anda (Ya / Tidak)
3. Apakah menurut anda penggunaan teks berbahasa inggris baik digunakan untuk menerangkan gambar (Ya / Tidak)
4. Saya tertarik belajar bahasa inggris jika guru menggunakan video bahasa inggris sebagai bahan ajar (Ya / Tidak)
5. Apakah melihat kisi-kisi kata kunci materi membantu anda dalam memahami alur cerita sebuah video berbahasa inggris (Ya / Tidak)
6. Apakah anda setuju bahwa melihat kisi kisi kata kunci materi sebelum menonton video berbahasa inggris dapat memotivasi anda untuk belajar bahasa inggris (Ya / Tidak)
7. Apakah menurut anda video bahasa inggris berguna dalam pembelajaran bahasa inggris (Ya / Tidak)
8. Apakah anda setuju bahwa anda dapat belajar bahasa inggris setelah menonton video dalam bahasa inggris (Ya / Tidak)

