

**An Indonesian EFL Adult Learner's Perception of Learning English by
Using Movies**

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



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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this thesis, which I have composed, is entirely my own work and does not contain any portion of the work or ideas of others, except those properly cited in the quotations and references. As is expected in a scientific paper, all sources have been appropriately acknowledged and credited.

Yogyakarta, 16 January 2024

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ABSTRACT

Among the many learning media that are used as research material, there is research that focuses on movies. Hence, this research aims to analyze the English learning style of an EFL student through movies. The method is a case study which involves semi-structured interviews with several questions formulated based on 1 construct: The perception of learning English through watching movies (Tomalin, 1986; Sherman, 2003). An EFL student who has been consistently learning English through movies was recruited as the participant. This research focuses on the impact of watching English movies on the development of a learner's English skills. The result shows that there are 3 themes obtained from the data: first is **the importance of audio presence and visual presence in learning**, second is **EFL learner's high interest in English**, and the last is an **increase in English skills**. Learning English through movies has indeed helped the participant to be motivated and enjoy the learning process. Thus, it can be said that movies significantly help students to polish their English skills. This method is significant to be considered as one of alternative media to learn English for EFL learners.

Keywords: Movies as authentic materials, English learning, English as a Foreign Language

MOTTO

“I’ve Always Been a Nice Guy”

(Satoru Gojo)

DEDICATION

I dedicate my thesis to my family. I am very grateful to my parents, Mr. Agus Sariatno and Mrs. Rida Setyaningsih, and my siblings, Angga, Ima, and Aziz for their support all this time. I would also like to thank King Gnu and NewJeans for their music. No music, no life.

Yogyakarta, 16 January 2024

The Researcher,

A handwritten signature in black ink, appearing to read 'Afrizal', with a long, sweeping horizontal line extending to the right.

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ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT, and Prophet Muhammad SAW who has provided me with the mercy and strength to complete this thesis as a partial fulfillment of my academic goals. I am deeply grateful to my parents who have always prayed for and supported me throughout my studies.

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Although researcher recognize that this thesis is far from perfect, the researcher welcomes any suggestions and recommendations for improvement. Finally, the researcher hope that this thesis will be of benefit to all who read it. Wassalamu'alaikum warrahmatullahi wabarakatuh.

Yogyakarta, 16 January 2024



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CHAPTER I

INTRODUCTION

1.1. Background of the study

Learning English is something important especially in this present day. Today, English is very useful in supporting one's life and it is not considered as a mere subject in school or in college. Apart from being a subject in the field of education, English also has an important role in connecting the communication of non-English speaking countries with countries that have English as the national language.

Due to the prominence and the high demand for English, teachers and learners from all over the world have figured out various ways to learn English. One of which is by watching movies with English dialogues. The problem of the relationship between the benefits of watching movies in foreign languages through developing intelligence discussed earlier can be presumed to come from the fact that the rich authentic material sources that have many different contexts in helping to learn a language can be obtained from the movie (Masrai, 2020). For example, the use of the word "fag" in movies set in the United States has the meaning of being short for "faggot", which is a usually pejorative term used to refer to gay men. Meanwhile, in the United Kingdom, "fag" is common slang for cigarettes, sometimes also used to describe a boring task. Meanwhile, for newer phenomena, such as in the movie streaming era, there are several new slangs that popularized in tv series or movies such as the word "ate" which means that someone has did a great

job or is successful in something and the word "cook" which means someone who is cornered succeeds in turning things around in a particular debate or event. Where these two words, in non-English speaking countries, can confuse L2 learners to understand these words and translate them literally as "ate" which means the past word for eating and "cook" which means the activity of cooking.

Apart from being authentic material, movies are also considered as popular culture material. Using popular culture material is beneficial in improving enthusiasm and motivation to L2 learners according to researchers in the field of L2 pedagogy. Popular culture materials like music, movies, newspapers, magazines and cartoons support L2 English learning (Gilles et al., 1998; Rucynski, 2011). Although watching English movies can help L2 learners to polish their foreign language skill, they have to be aware of the types of the movies. Several movies, if chosen carefully, can provide authentic dialog and topics that will enrich the L2 learner's knowledge. Therefore, even though entertainment is an important aspect to encourage learner motivation, movie content should be well considered to meet the need of the learner (Stephens et al., 2012). Keene (2006) suggests that the use of movies as 'technology that is mainly used in the learners' home for entertainment, escapism and relaxation' can also encourage a passive form of viewing.

EFL or ESL learning places about movie integration that are reviewed in literature show the results if the movie has several points that are so effective as a supporting role in language classes. In honing their English skills, students have been tested to benefit from it (Eken, 2003). Not a few professionals in the world

apply the way of watching movies as a way of learning English to develop the proper English skills. The real and authentic context of the movie, such as how native English speakers communicate in everyday life or situations depicted when the actor in the movie says a sentence accompanied by how the expression shown is very helpful for L2 learners in deepening the details of learning English. Subtitles that display the results of the translation of the English dialogue into the language used by each L2 student can improve the processing of the meaning of English words in the language context of L2 students, in other cases the subtitles that display the original text in the movie dialog or English that are displayed in the movie can improve L2 skills in terms of pronunciation. Additionally, Sherman (2003) suggests that the benefits of watching movies in a foreign language in L2 aimed at mastering a language can be obtained by students. The conditions, visual dimensions and types of sound presented in various types are things that can be of particular advantage in understanding the pragmatics of conversation.

Several previous studies discussed the benefit of movies for L2 learners. One of which is Kuppens (2010) who suggest subtitles in the movie can help provide an authentic example of language and attract students to add proficiency to learning English. For example, in Western European countries such as the Netherlands and the Nordic countries, television shows, movies and songs in English are considered as important things as L2 learning materials that are most often applied by young children. Moreover, although the dialogue that shown in the movie is not translated accurately in the subtitles, several experiments still show that the habit of consuming to understand movie dialogue with subtitles can affect

L2's ability to understand English spoken by native speakers (Van Lommel et al., 2006). Popular media such as movies are by far the main focus of research into the way L2 acquires language. There is an empirical study that states that watching television that contains foreign languages can be learned by children and adolescents. The Flemish study found no significant effect when using research with Esperanto as a foreign language. In addition, the Dutch experiment conducted by Koolstra & Beentjes (1999) was dividing 246 fourth and sixth-grade elementary school students into three groups, watching English documentaries twice with Dutch translation conducted by group 1, watching English Documentaries without Dutch translation. Group 2 watched twice and the last group 3 watched Dutch television programs without subtitles. The results of the test show that students who watch documentary movies with subtitles have better results on the test than students who watch without subtitles. Students who frequently watch English-language television programs have superior abilities than students who watch little or rarely watch them.

To fill the gap, this research aims to examine the differences between individual EFL learner's and group EFL learner's perceptions as in previous research. Specifically, previous research conducted in the Netherlands by Koolstra & Beentjes (1999) used a sample of 4th and 6th grade elementary school students totaling 246 students, while this research aims to describe the perception of an EFL adult learner in Indonesia and used a sample by interviewing a 7th-semester college student who learns English through watching movies outside of the classroom.

1.2. Limitations of the problem

This study is limited to analyzing the perception of adult learner towards learning English through movies. The participant will be a 7th semester college student from the English Language Department.

1.3. Formulation of problem

In an effort to obtain L2, there are several factors that can be beneficial or detrimental for the learner, such as in terms of age, knowledge, learning methods or internal elements that affect learning methods. Andrews (2017) says that there are also external factors such as material in the classroom, economic strata, culture to the curriculum. There are several questions that will be discussed as follows.

1. How is the perception of an EFL learner on learning English using movies outside of the classroom?

1.4. Objective of the study

The objective of this study is **to describe** the perception of adult learners towards learning English through movies.

1.5. Significance of study

Theoretically, this research provides an overview of the perception of adult learners in mastering L2 by watching movies. Practically the success in mastering L2 by watching popular media such as movies can be used as a reference for other learners. Movies have empirical evidence that they can improve learner's English skills.

CHAPTER II

LITERATURE REVIEW

2.1. Context of the Study: Adult as an EFL learner

Several points have a beneficial or detrimental influence on someone in acquiring a second language, whether it is from the outside or the inside. Factors of age, knowledge, character of the learner, the learning method used and the L1 language of the learner are some of the internal elements that influence a learner. While the external factors are curriculum, classroom instruction and materials, culture, socioeconomic status, and access to communication with native speakers (Andrews, 2017). In general, children are better and faster than adults in mastering a second language. If both learners study and are given the same amount of time, the knowledge and skills of children will be more acquired than adults in several aspects, such as pronunciation and fluency in pronouncing L2. Steinberg & Sciarini (2006) stated that children under seven years old have extraordinary proficiency in the process of memorizing a second language. Adult learners use syntactic cognitive skills to save time and they are aware of the difficulty of hearing received sentences, while children excel in their brain's memory skills. Existing studies have previously revealed that difficulties and inappropriate ways of doing this can be contained and the presence of errors is a sign of progress in the learning process.

The difference in experience between young and adult learners affects cognitive and mature thinking. Singleton (2001) suggests that the difference is due to the different organization in the brain. In addition, another factor that has an effect

is due to the habits of a culture tradition and the habits of each learner in their daily lives (Vygotsky, 1978). The idea of an individual is formed from several elements such as the culture adopted and the social events experienced. The influence of this is the strongest foundation. A learning material must be prepared by the teacher according to the age aspect of the learner. The sensitivity of young learners in the main language plays an important role in terms of acquiring L2, while for adult learners the thing that is able to succeed in mastering L2 is a big ambition and motivation.

The interaction of habits varies from age factor, for example habits such as reading books, watching television shows or talking with native speakers have a role in developing L2 mastery knowledge for young or adult learners. Talking with fellow human beings face-to-face and directly is the most helpful thing in mastering L2 understanding (Moss, 2003). Aspects that were previously untouched by learners can be obtained when talking directly because the topics discussed can be conveyed more detail and sustainably. The essence or core of a person's thinking can be received from a different perception if the discussion facilities are also different.

Adult EFL learners have more prominent cognitive abilities than young EFL learners, but in terms of pronunciation of a word, adult learners are still inferior to young learners. Spinner & Gass (2019) claim that adult learners are better than young learners in academics except for language pronunciation. The advantage for adult learners is that they can easily understand a method or instruction whether it is from the guidance of a professional such as a teacher or from a trial run, game or

quiz of a formal test. The way of thinking and motivation of adult learners in acquiring L2 is well structured (Ziglari & Ozfidan, 2016). The understanding of adult learners is acquired in a different way than that of young learners. The clear goal of adult learners to gain knowledge is intentional, meaning that adult students have the intention of mastering L2 in a deductive way, namely in a way that has clarity in terms of instructions and rules that are more direct or to the point. The emphasis on learning by adult learners is primarily based on strong ambition or motivation. In contrast to young learners who acquire L2 because it is more towards education, adult learners try to acquire L2 because of factors such as to be accepted in their favorite university, getting the opportunity to work abroad more easily or to gain experience (Ozfidan & Burlbaw, 2019). So, the portion of knowledge targeted by adult learners is only following the desired needs.

Facing the stages that are not easy in seeking knowledge, in any case is a common path to face. Lee (1996) asserts that humans have different capabilities in learning something naturally from birth. Everyone's different achievements in mastering some things are influenced by whether humans are active or not in the process. The existence of a sign in a child's success in learning is marked by his shrewdness in sensory and motor skills, cognitive and being able to identify formal directions as well as children who can follow learning at school, can read, write and listen to orders from the teacher (Lee, 1996). Learning language in childhood is a very advantageous act in terms of pure mastery of an L2 compared to adult learners, but students who formally pursue mastery have more experience and are more complex than children who try to master L2 in daily life (Cook, 2012).

The complex practices undertaken by adult learners require more energy and ways of thinking it can create anxiety when understanding theory. On the other hand, young learners are more efficient in terms of energy and thought because the learning gained is done using methods such as entertaining visuals and more vivid stories (Shakouri & Saligheh, 2012). Zhang (2009) said that the appreciation of the teacher when giving a story accompanied by a visual image is an effective thing in addition to motivating young learners to continue to be enthusiastic in learning.

As discussed earlier, the main difference between adult and young learners is in terms of cognitive skills. Adult learners can learn commands that have detailed and ongoing conceptual details, which young learners have not mastered (Singleton, 2001). An unconscious or intuitive way occurs to young learners when acquiring language. Young learners tend to ignore failure. Otherwise, the failure of an error when learning a theory becomes an obstacle that can cause skepticism to adult learners. This is evidenced by the opinions of professionals in the field of language. Nikolov & Djigunovis (2006) concluded that childrens preceded by memorizing while adult focused on recommendations that had been conceptualized and more often corrected the results of their work because they had sharpened their self-awareness.

Adult learners can master L2 in more detail and academics because they have good cognitive skills. The energy and learning thoughts that are expended by adult learners are more and are better organized because the brains of adult learners are faster in understanding instructions and detecting errors that occur when learning. Pronunciation and fluency in mastering L2 adult learners tend to be lower

than young students, but apart from these two things, adult students are superior in all aspects.

2.2. Learning Language Through Movies

In acquiring a second language, learners can learn in various ways other than the formal way which tends to require a lot of energy, more stressful and standardized rules. Popular culture is believed to be an effective way to learn L2 because of its popularity. Rets (2016) cites that the subject of popular culture was first used for learning materials in the late 1980s and was increasingly known to be widely used by teachers as a subject because it contains the authenticity of knowledge and is easy to understand by learners because it is often encountered every day and globalization makes learners closer to popular culture.

Popular media has a role in the daily interests of individuals, it is easy to be enjoyed by people anywhere and anytime, this makes learning to use this subject easy for learners to understand and has more meaning. Cheung (2001) argues that movies, songs, or video games found on the internet have become a part of people's lives today where these things can be a factor in solving a problem, as inspiration and even as motivation in any segment, including in acquiring language.

Mastering vocabulary, improving listening skills, how to understand phonetics in English well and knowing how to write well in L2 are uses that can be obtained by EFL learners when learning a second language by listening to songs. Vocabulary and phrases will be easier to memorize and realize by listening to songs (Murphey, 1990). Salcedo (2010) said that practicing language with audio-based content such as songs can trigger the head to inadvertently memorize the

information of the conversation. Listening to audio-based text is easier to memorize if the audio has a sound that sounds like a song than audio that doesn't have a melody like a speech or interview. Better scores were obtained by learners who chose texts told by singing rather than audio containing stories that were only read orally (Medina, 1990). Another opinion, Salcedo (2010) assesses that stories will be easier to remember with more detail when learners listen to songs that have melodies compared to listening to ordinary conversations.

Story texts can be more easily digested by the ears of learners when read with rhythmic appreciation. This has been tested by Legg (2009) by making a comparison of the two versions by asking students to translate non-musical poetry and poetry that is carried out musically, the results obtained show that students are better at understanding and memorizing language when a story has a melody. However, there are opinions that contradict the results of previous studies. According to Racette & Peretz (2007) the most effective thing to memorize a lyric or sentence in a song or story is to listen to it regardless of the sound of the melody in an audio because melodies are more likely to disturb than help in terms of remembrance. These statements have been proven by testing by students, a song that is listened to by students tends to be repeated more than the lyrics are remembered (Racette & Peretz, 2007).

Real results in the process of mastering grammar and increasing the number of written words and being able to improve the process in quickly mastering vocabulary has been proven to be quickly done if students are routine in terms of extensiveness in reading a language to be mastered (Masrai & Milton, 2018).

However, the theme in a movie that has only been proven to be able to influence L2 vocabulary is a short video that has a theme about education (Neuman & Koskinen, 1992).

The authenticity of a language that L2 learns in acquiring a language through TV has a good input and has its own value (Webb, 2015). There are several studies that suggest that a second language can be mastered through watching movies because of the useful knowledge such as to hone sharp thinking skills for L2 students and to deepen knowledge in pragmatic use (King, 2002). Ryan (1998) adds that watching movies is considered to help increase motivation and hope for students who are trying to master L2. Tomalin (1986) explains that the content contained in the movie shows how a person speaks in real life, this contains rich authenticity values so that it can facilitate the development of L2 skills in mastering a foreign language. The presence of audio that can make it easier for students to understand the atmosphere and emotions in conversations as well as visualization of the situation that occurs is considered by Sherman (2003) as a pragmatic in the occurrence of a conversation that has special benefits.

Conceptual learning presenting an extensive spectacle such as the idea of watching a movie for L2 mastery learning materials is a novelty in the literature segment (Webb, 2015). Although watching a video or movie can help develop vocabulary, sharpen hearing or make students more able to capture a more realistic picture through images that contain audio and visuals, Renandya & Jacobs (2016) assess this stage of extensiveness is still in the early stages and Real knowledge and

learning benefits gained by L2 students can only be presented well after there is evidence of empirical studies in a competent study.

There are examples of benefits from the success of a movie in terms of developing vocabulary other than in the school environment or formal education which has positive values. L2 students who previously had never studied vocabulary and listening formally in school benefit from this (Kuppens, 2010). The ease with which students get input and knowledge that has a large volume in the vocabulary indicates that there is indeed an effect that can be utilized from watching movies. The most frequent difficulty experienced by L2 in terms of mastering a foreign language is in terms of capturing speech. Wang & Renandya (2012) claim that L2 students are still confused in listening to a foreign language because students are not accustomed to hearing an L2 language. Vocabulary is not what causes this difficulty, plus the speed of foreign speakers in speaking makes it difficult for L2 students to understand a conversation. The need to practice L2 listening continuously according to Chang & Millett (2016) can help L2 students capture the essence of foreign speech that has the authenticity of the L2 speaker's native language.

The overall ability of L2 students can be utilized to become a more widespread and large potential in a structured and gradual manner when students often repeat learning a theme containing audio and visual material twice or more. Dupuy (1999) suggests that a study in a class that discusses the same theme in several meetings will have positive results. This is reinforced by the statement of Renandya & Farrell (2011) which suggests that the vocabulary and listening skills

of L2 students will continue to be honed if students have gone through many speakers on the same theme regularly. The number of flight hours and student memory in remembering the same theme will deepen the details of the student's brain to be able to focus more comprehensively in mastering a clear meaning of an L2 language. Emphasis on acquiring new vocabulary and a more focused search for knowledge is the result that will be obtained in increasing a potential ability (Webb & Rodgers, 2009).

Movies are superior as learning materials compared to other popular media such as music, text or video games because a movie can present a video and audio that can be seen directly by L2 students. The presence of a slang language and the choice of words in everyday life that is more natural in a movie cannot be enjoyed in a text or in song lyrics (Xiaoqiong & Xianxing, 2008). Students can get motivation from movies such as getting inspiration from the way the speakers in the movie interact. But also, a movie that will be used for lessons must be chosen appropriately so that the benefits of students in absorbing knowledge can run optimally.

Again, the role of the teacher in motivating students is the most important thing to consider before anything, including choosing a learning media. The use of a movie for L2 students in mastering a foreign language is one way to motivate students. Movie media has content such as audio, visuals in real life and text in a subtitle that other media does not have, such as songs that only consist of an audio or text that only consists of writing. This proves that movie is the most superior

medium compared to other media in teaching to get a good ability (Finocchiaro, 1981).

2.3. Conceptual Framework

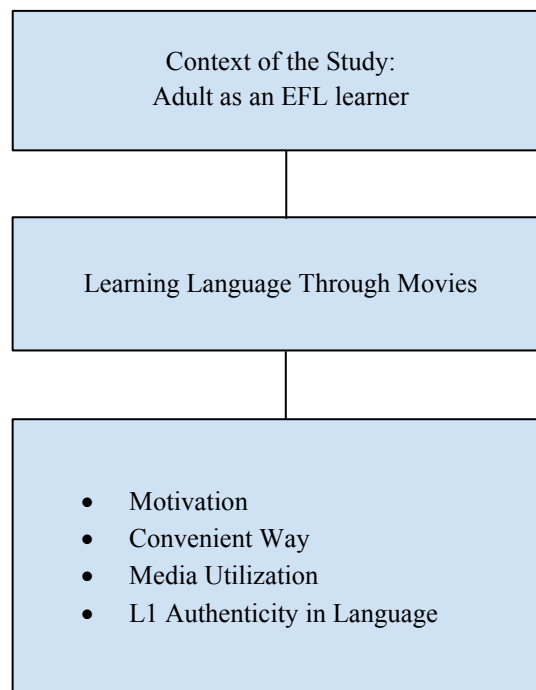


Figure 1 Conceptual Framework

Adult L2 students have pros and cons in mastering a foreign language. The advantages of adult students include in terms of cognitive abilities, mature ways of thinking and focused goals compared to young students. There are also negative factors that are more experienced by adult students than young students such as adult students who are weaker in terms of flexibility in language pronunciation, more anxious in learning and the amount of energy used in learning. The complexity of learning English in a literacy practice includes things like investing in an identity

and including imagination (Norton, 2013). Many obstacles are so complex and not smooth in learning English.

Media in learning English can be chosen according to needs. In this case, the motivation and convenience of popular media are chosen in an effort to master L2. The most superior popular use compared to other methods is in terms of obtaining the authenticity of a language. The imagination that L2 students play in imagining the authenticity of L1 speakers is designed because of motivation, an investment that becomes a strength in learning English (Pavlenko & Norton, 2007).

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The design of this qualitative research is a case study where semi-structured interview was used to collect the data. This research uses a case study method. According to John W. Creswell in his book *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, “case study is a qualitative approach that explores a system that is bound or a case that varies from time to time through in-depth data collection and involving various sources of information rich in context and reports of case descriptions and case themes”.

3.2. Context of the study

The research was conducted at one of the private universities in Indonesia by student majoring in English Education. The perception of the participant regarding the effectiveness of learning by watching movies was asked face-to-face and online studies. Participant who has a hobby of watching English movies as a learning tool was asked several questions. The results from participant’s answers regarded questions related to the extent to which the success of watching English movies as mastery of L2.

3.2. Participant

The interview was attended by one of the English Education students from a private university in Indonesia namely Joy (pseudonym). In data collection, the

age of the student was 22 years old. The student is a 7th-semester student and has received English language education at the lecture level for 3 years. The interviewed student is adult learner who have a hobby of watching English Movies as English learning materials. Joy has been studying English for almost 10 years. At first, Joy studied English for academic purposes only. However, when she graduated from high school Joy's reason for learning English was because of her passion for mastering English so that she could easily communicate when she was talking to English speaker. Joy did formal learning as she got in middle school to high school. Informal ways of learning such as learning through popular media began to be often done by Joy when she entered college. Other media used apart from watching movies is by listening while reading song lyrics and Joy also acquires new vocabulary or slang from social media. Joy has been studying English through movies since she graduated from high school.

3.3. Instrument

The data collection method that was used was semi-structured interviews guided at the beginning of the discussion by interviewing Joy with various question points that had been written on sheets or working paper notes. In addition to interviewing, clear data was obtained from observing, seeing and hearing directly the responses from Joy. The interview instills instrument requirements such as credibility, transferability, dependability and confirmability so that the accuracy of the interview results is high.

Matrix of Interview Questions

No	1	
	Subject	The perception of learning English through watching movies.
	Concept	Tomalin (1986) explains that the content contained in the movie shows how a person speaks in real life, this contains rich authenticity values so that it can facilitate the development of L2 skills in mastering a foreign language. The presence of audio that can make it easier for students to understand the atmosphere and emotions in conversations as well as visualization of the situation that occurs is considered by Sherman (2003) as a pragmatic in the occurrence of a conversation that has special benefits.
	Components	<ol style="list-style-type: none"> 1. Knowing how English speakers speak in real life. 2. Easy to understand because there are audio and visual. 3. Lots of new vocabulary and knowing how to pronounce words correctly.

	Interview Questions	<ol style="list-style-type: none"> 1. Do you think that having examples of English speakers who speak in real life makes it easier to understand English? If so, why? 2. How the audio and visual of the movies help you in learning the language 3. What kind of knowledge development is obtained after watching a movie? 4. What is the difference between learning 5. English by watching movies and learning English through other media, such as books?
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Table 1 Matrix of Interview Questions

3.4. Data Collection

The interview has been carried out with only one participant required. At the beginning of the interview, Joy was asked about how her English skills developed after watching many English movies. The questions that have been asked are not fixed and continue to evolve along with how the responses are given by Joy. The results of the interviews were developed into a scientific analysis that discusses the benefits of watching English movies in mastering L2.

3.5. Data Analysis

To analyze the data, the researcher implements thematic analysis. The use of thematic analysis in this research is suitable because thematic analysis analyzes data that has the main goal of recognizing the model to get an overview of the theme through data from answers that have been obtained from researchers (Braun &

Clarke, 2006). Thematic method is an efficient way of dissecting the details of a qualitative data to find answers to the relationship patterns in a phenomenon. Holloway & Todres (2003) argue that the basic foundation for analyzing qualitative research is contained in this thematic analysis. Data was obtained and analyzed in 6 stages. In the first stage, the data was reread and transcribed. The coding of interesting data features is systematically carried out to relate the structured data. Themes are compiled from available code and have potential. An examination of the theme works in relation to the code extract (Level 1) and the entire data set (Level 2) was carried out to produce the thematic maps of the analysis. The themes are named and have a clear overall story. An interesting scientific analysis report is created because it has undergone several repeated analyzes.

3.6. Trustworthiness

Regarding credibility, the data collected is in accordance with real results because the data that has been collected from several questions contains concepts from professional observations. Data on transferability is structured and can be used for research in various other contexts because it has strong evidence and several references from professionals. Finally, the data contained in this qualitative study does not contain bias because the observations that have been made are collected from data by interviewing adult learner who have actually learned English through watching movies. The results of the questions have also been adjusted to the journal theory from professionals.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

To achieve the research objectives related to the use of movies as learning media, a qualitative method was used which contains theoretical concept from Tomalin & Sherman towards the perception of learning English through movies to obtain more precise answer results. With this framework, quite rich data was obtained since the participants had good qualifications and quite a lot of experience that could be explored. As a result of the answers from the participant named Joy, the data was then processed, observed repeatedly, and finally thematized until three themes were obtained, that consists of:

No	Themes	Subcodes
1.	<ul style="list-style-type: none"> Audio & Visual presence is an important aspect of learning. 	RL04, RL05, RL06, AV02, AV03, AV04, AV05, AV06, AV07, AV08, AV09, KN05, KN06, KN09, KN12, SG05, SG09, SG10, DT05, DT06, DT09, DT10, DT11, DT12, DT13, SE06, SE11, HI01, HI02, HI03, HI04, HI06, & HI07
2.	<ul style="list-style-type: none"> Participants' interest in learning English is high. 	RL01, AV06, AV08, AV09, KN03, KN04, KN05, KN08, KN09, KN11, KN12, SG03, SG04, SG05, SG06, SG07, SG10, SG11, DT01, DT02, DT03, DT04, DT05, DT06, DT07, DT08, DT09, DT10, DT11, DT12, DT13, DT14, DT15, DT16, DT17, SE01, SE02, SE05, SE11, SE13, SE15, SE16, SE17, HI01, HI02, HI03, HI04, HI05, HI06, & HI07
3.	<ul style="list-style-type: none"> There is an increase in English language skills gained. 	RL01, RL02, RL05, AV01, AV05, KN01, KN02, KN03, KN06, KN07, KN09, KN10, SG01, SG02, SG03, SG08, SG11, DT03, DT04, DT06, DT08, DT13, SE01, SE02, SE03, SE04, SE06, SE07, SE08, SE09, SE10, SE11, SE12, SE13, SE14, SE15, & SE17

Table 2 Themes & Subcodes

The collection of data that has been thematized gives rise to 3 themes which discuss the importance of the presence of audio-visual aspects in learning, the high interest of students in learning English, and discusses the increase in English language skills acquired. First, audio & visual presence is an important aspect of learning. The existence of visual media provides a different learning experience that is able to stimulate students to think creatively so that it is possible to get ideas on how to learn English, for example, students take influence on how to pronounce or

get new vocabulary from a character who is a native speaker in a movie. Second, participant interest in learning English is high, where the strong interest of participant in learning English is the main fundamental for the success of learning English with popular media. In addition, movies provide contributions such as increasing participants' motivation and self-confidence in real life. Lastly, there is an increase in English language skills gained, an uplift in the resource person's mastery of English is realized because the movie continues to make the person stay entertained with English.

4.1.1 Audio & Visual presence is an important aspect of learning

It cannot be denied that audio & visuals elements are what makes Joy interested in English. Those things give the impression of entertainment and make the learner continue to feel curious about English. Examples such as eye-catching visuals from cartoon TV shows are things that make learning English enjoyable.

“I basically like audio visuals, so I enjoy learning more using movies or video games”, said Joy (AV02, DT09, SE11, & HI04).

According to Joy, audio & visuals in TV shows or movies make learning more realistic, such as the presence of English subtitles from conversations are able to broaden her vocabulary insight in middle and high school, which makes studying the language more focused and directed because little by little they are becoming more honed.

“Since I was in grade 1 of elementary school, I felt that English was fun, so if I was presented with audio-visual things that contained English, I would become more involved and familiar with it”, said Joy (AV03, SE12, & HI05).

Where for Joy, audio & visual presents content that is easy to understand so that students who have just entered the world of English can be focused in the short term and increasing learner's English fluency in the long term.

4.1.2 Participant's interest in learning English is high

Starting from getting used to watching English movies from elementary school, which finally made her now at the stage of being able to understand, even though according to herself she hasn't really mastered it.

“I have found English to be fun since I was in 1st grade, so if I am presented with audio-visual things that related to English, that's fine, so that's the term for me to dive in”, said Joy (AV03, SE12, & HI05).

Which emphasizes that she also has a great desire to study English. Apart from the impact of studying English with movies, in this case, Joy also has big curiosity.

“Due to I enjoy it, I wanted to take English lessons at LIA during the 6th grade of elementary school until the 9th grade of junior high school. "After that, I continued at the next level in grade 10 to grade 12 of high school”, said Joy (SG11 & DT15).

4.1.3 There is an increase in English language skills gained

There is an increase in English language skills related to learning English through popular media such as movies and TV shows. This is one of the long-term effects experienced by Joy. Joy said that the habit of watching English language movies and anime with English subtitles from elementary school to high school helped develop her English listening, vocabulary and logic skills.

“In my opinion, the knowledge development is in the listening and vocabulary section”, said Joy (KN06 & SE07).

Year by year, there is clear and directed development regarding English skills. The English fundamentals she had when she was still in elementary school gave her more motivation to go to the next level.

“Because when I was in elementary school, I was already learning English. Because it's a hobby that doesn't require me to do this or that, so I think my understanding will flow better, and writing will be easier. Coincidentally, at that time, I also had a hobby of writing. Well, I feel like my vocabulary is "rich" because when I watched anime with subtitles (when I was in middle school) I liked to use "cool" vocabulary and I implemented it”, said Joy (SG06, SE09, KN07, DT07, & SE10).

Improvements carried out by self-teaching or by taking tutoring courses make her able to understand more about problems related to what is still lacking in her skills of English.

4.2 Discussion

Audio and visual presence is an important aspect of learning because this is related to Joy's personal preference. Joy has stated many times that she basically likes audio visuals. So, it can be said, rather than learning using textbooks, audio visuals stimulate other senses of the learner so that learning can be meaningful and efficient. According to Chan, Chin, Nagami, & Suthiwan, (2011) the learning process can be significantly more responsive, meaningful to specific needs, and focused on what students need because of the stimulation from the use of audio & visual media in the learning environment.

In this case, audio visuals are important in Joy's learning experience because audio visuals are Joy's own favorite. Knowledge and skills were significantly gained by Joy by being exposed to audio visual media because it fits her personal preference of learning style, as stated by Al-Zayed (2017), enabling a student to

become aware of and able to choose learning preferences that are suitable and useful for themselves is important.

Joy gained motivation and self-confidence after getting used to English. Joy was inspired to take an English course because her self-confidence increased so that her passion for gaining knowledge also increased. If students have a positive attitude towards learning English, then students will show a passion for English and they will be willing to study in more depth (Lai & Aksornjarung, 2018). Meanwhile, self-confidence means the English language skills that the learner is believed to possess (Hong et al., 2014; Waluyo & Rofiah, 2021; Y. M. Liu & Hou, 2021).

Joy's habit of doing practices like a character does in a movie aims to hone her skills so that it is not just limited to theory. Apart from using movies as a learning medium, Joy is a highly motivated learner who has high self-regulated learning. It can be seen that from her previous statement she had his own initiative from observing a scene in a movie to implementing several dialogues in his everyday life. This in line with the regulation theory addresses by Maftoon & Tasnimi (2014) who believe that independent learners who have high enthusiasm are able to find designs and dynamics of better ways of learning.

Joy can be said to be a diligent student who often studies on her own accord and takes English courses. However, due to efforts to master English which were not yet optimal, Joy shifted more towards enjoying and having fun in learning English by involving authentic materials, one of which was movies. Regarding authentic materials for learning, such as movies, according to Woottipong (2014), movies offer advantages for language teaching, for example movies provide

students with situations in real life communication by exposing the types of conversations they might encounter in everyday conversations. Apart from that, students can be more focused because the authentic material in the movie makes students know which skills are needed and which are not needed for their job or studies.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusions

This study examines a case related to an attempt to learn English skills through popular media such as movies, television shows, songs, novels, and even video games. The research carried out is based on developments over time and technological advances which significantly change the habits of every human being in carrying out certain activities, including the way a student learns certain things, one of which is the way an EFL learner learns English. Studying English in a less academic way is something that is very common in the internet era. Some of the findings that written have the aim of providing a perception regarding the use of pop culture as a means of mastering English carried out by the gen z.

Despite initially watching movies was purely for entertainment, participants felt that movies were effective in improving skills in speaking, listening, writing and reading in English. Participant believe that the results of watching movies can enrich their vocabulary and to polish their pronunciation in English.

More than that, movies also help participant enrich their knowledge of cultural aspects, lifestyles and ways of thinking of native English speakers. This research examines the effectiveness of how an individual can enrich their English language skills in a self-regulated manner and outside of school learning.

5.2 Recommendations

In conclusion, the results of this research are at least able to provide insight and suggestions for educators and parties involved in developing the English language curriculum in schools. The integration of movie media into an authentic learning source for students in schools in this research can be recommended and considered in the educational process.

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APPENDICES

Appendix 1. Interview Transcriptions

Data Number	Interview	Data Reduction	Coding	Sub Coding
001	<p>A: Do you think that having examples of English speakers who speak in real life makes it easier to understand?</p> <p>C: Ini harus native atau gak harus native?</p> <p>A: Tidak harus native</p> <p>C: Berbicara dan mendengarkan langsung tentunya lebih plong, karena bisa meningkatkan rasa percaya diri (SE01), keyakinan terhadap seberapa dalam pemahaman bahasa inggrisku, dan juga untuk meningkatkan fluency berbahasa inggris (KN01, SG01, & DT01). Menurutku, saat aku berbicara dengan penutur b. inggris, semua yang aku pelajari dari dulu tu seakan-akan harus dipaksa dikeluarkan dalam waktu yang singkat. Lebih tepatnya kayak tata bahasa, kosa kata sama pelafalan tu</p>	<ol style="list-style-type: none"> 1. Knowing how English speakers speak in real life. 2. Easy to understand because there are audio and visual. 3. Lots of new vocabulary and knowing how to pronounce words correctly. 4. Setting of specific goals. 5. Strategies in doing tasks. 	<p>RL</p> <p>AV</p> <p>KN</p> <p>SG</p> <p>DT</p>	<p>(RL01) English skills can be efficiently improved because deficiencies are identified.</p> <p>(RL02) Can find out how English speakers speak. More realistic.</p> <p>(RL03) Not only observing, but also practicing.</p> <p>(RL04) Observing a scene in a movie to be implemented in real life.</p> <p>(RL05) Knowing how tones and speaking</p>

	<p>harus bisa digunakan di luar kepala lagi haha, jadi ya cara berpikir yang “lambat” tu harus menjadi “cepat” saat berbicara dengan penutur berbahasa inggris.</p>	<p>6. Increasing self-efficacy</p> <p>7. High intrinsic interest.</p>	<p>SE</p> <p>HI</p>	<p>gestures work to serve as examples in communicating.</p> <p>(RL06) Simulates a scene from a movie in real life.</p> <p>(AV01) Can listen and talk directly.</p> <p>(AV02) Audio and visuals make learning enjoyable.</p> <p>(AV03) Interest in audio and visuals led to a desire to learn English.</p> <p>(AV04) The existence of audio visual can make learning more realistic.</p> <p>(AV05) Get examples</p>
002	<p>A: Apakah banyak kendala saat kamu berbicara langsung dengan bahasa inggris gitu?</p> <p>C: Kendalanya ya kalo baru pertama kali pasti ada banyak kesalahan ya, seperti aku meresponsnya agak lama dan sebagainya, tapi di sini juga ada sisi positifnya seperti aku jadi bisa belajar dari kesalahan. Jadi ya experience sering berbicara dengan penutur berbahasa inggris adalah salah satu cara yang bagus untuk memperbaiki kesalahanku (DT02), karena mereka juga dapat menunjuk kesalahanku di mana dengan cepat, intinya mereka dapat membantu meningkatkan kualitas bahasa inggrisku dengan efisien, lebih mudah dipahami (KN02 & RL01) dan aku jadi lebih termotivasi hehe (SG02 & SE02).</p>			

003	<p>A: Okay, baik, jadi lebih mudah dipahami ya kalo ada contoh penutur Bahasa Inggris di real life. Menurutmu, bedanya di mana sih belajar dengan berbicara dengan penutur berbahasa Inggris secara langsung dibandingkan lewat movie, game atau kartun gitu?</p> <p>C: Okay, yaa in real life, iya menurutku lebih enak, karena bagi aku kalo ngeliat dari movies, game, atau kartun itu beda ya dari kehidupan nyata, soalnya kalo langsung ya itu tadi, aku bisa dengerin langsung orang itu berbicara seperti apa (AV01), kekuranganku dapat diidentifikasi (SE03) dengan cepat (SG03), pokoknya lebih asli gitu haha (RL02 & DT03).</p>			<p>from movies to apply in real life.</p> <p>(AV06) Audio and visuals make someone interested and curious in learning English.</p> <p>(AV07) Knowledge is easier to understand when audio and visuals are present.</p> <p>(AV08) Audio and visual contributions are huge and can keep a person motivated to keep learning.</p> <p>(AV09) Audio and visuals make a child's curiosity more honed.</p> <p>(KN01) Increase</p>
004	<p>A: Jadi, contoh dari suatu karakter dalam kartun atau movie dsb gitu tidak seefisien ketika kita berbicara dengan orang secara langsung di kehidupan nyata ya?</p> <p>C: Ada persamannya, movie tetap efisien tapi tidak sedetail kalo kita berbicara secara langsung, karena kalo dalam hal</p>			

	seperti itu kita hanya sekedar menyimak. Tapi, jika kita berbicara dengan orang secara langsung kita tidak hanya mengamati gerak tubuh tapi aku juga jadi lebih terlatih, karena aku langsung mempraktikan (RL03, KN03, SG04, DT04, & SE04) .			English fluency (KN02) The quality of English has improved due to known deficiencies . (KN03) Practice makes a person more skilled. (KN04) The habit of being bound by English since elementary school becomes an asset at the next level. (KN05) Watching TV shows with English subtitles in an effort to improve English vocabulary and logic. (KN06) Improvement in listening and
005	<p>A: Okay cukup sih kayaknya ya, bagus jawabannya haha, beneran. Kita ke pertanyaan berikutnya, how the audio and visual dalam movie membantumu dalam mempelajari Bahasa?</p> <p>C: Movies ini boleh saya jawab sebagai kartun tidak?</p> <p>A: Boleh-boleh</p> <p>C: Okay, jadi menurutku sangat membantu, karena aku pas jaman sd itu tiap hari sering nonton kartun, series, movie tanpa subtitle. Jadi aku itu dulu sering nonton kartun nickeloden kayak spongebob dsb. Awalnya enggak tau kenapa sebenarnya kenapa dulu nonton tanpa subtitle, tapi gara-gara keseringan saya jadi tertarik buat nonton</p>			

	<p>kartun berbahasa inggris tanpa subtitle Indonesia. Pokoknya dari kebiasaan itu, Bahasa inggris saya jadi lebih terasah dan jadi modal di jenjang berikutnya seperti SMP, SMA bahkan sampai sekarang (KN04, SE05, & HI01). Sebenarnya di masa SMP dan SMA saya tidak nonton kartun berbahasa inggris lagi, tapi lebih ke menonton anime. Tapi tetap saja aku nonton anime itu pake subtitle Bahasa inggris buat mengasah Bahasa inggrisku kayak buat memperdalam vocabulary dan logika berbahasa inggris (KN05, SG05, DT05, SE06, & HI02).</p>			<p>vocabulary after being used to watching English movies for a long time.</p> <p>(KN07) Comprehension of English becomes more fluid, and writing something in English becomes easier due to increased vocabulary.</p> <p>(KN08) Learn and remember vocabulary by implementing it in real life.</p> <p>(KN09) Improvement in terms of vocabulary in junior high and high school related to the habit of watching movies with English subtitles.</p>
006	<p>A: Jadi audio dan visual di suatu movie tersebut jadi hal yang mempertegas ya dalam belajar Bahasa inggris?</p> <p>C: Iya betul, lebih familiar, hal-hal itulah yang familiar.</p> <p>A: Perkembangan pengetahuan seperti apa yang kamu dapat setelah nonton movie? Maksudnya lebih ke speaking, listening, atau reading?</p>			

	<p>C: Menurutku knowledge developmentnya di bagian listening sama vocabulary (KN06 & SE07). Terus speakingnya itu tidak terlalu sih karena aku gak ada partner ya buat omong ini itu karena kita kan pas nonton cuma nyimak kan? Haha</p>			<p>(KN10) Basic understanding of English in elementary school.</p> <p>(KN11) Strategies in choosing vocabulary and tone of way of pronouncing according to the events that are happening.</p> <p>(KN12) Observation of tone and gesture in speaking in a movie scene to be used as an example in everyday life.</p> <p>(SG01) Increase fluency in English.</p> <p>(SG02) Efficiency in learning increases motivation.</p> <p>(SG03) Learning by practicing</p>
007	<p>A: Ada perbedaan tidak ketika kamu pas masa SD nonton kartun berbahasa inggris tanpa subtitle dengan masa SMP SMA ketika menonton anime berbahasa jepang dengan subtitle inggris? Dimana letak perbedaannya? Menurutmu lebih mudah dan lebih banyak mana ilmu yang kamu serap dari kedua cara tersebut?</p> <p>C: Ohhh, I see... okay, paham. Jadi menurut aku ada perbedaannya, khususnya pas SMP dan SMA, karena kan pake subtitle ya... menurutku sangat membantu dan membuatku focus dalam belajar (DT06, SE08, & HI03), soalnya pas jaman SD itu aku lebih kayak “dicekokin dulu Bahasa inggris”... jadi aku didrill dulu, masih kaget, gampangannya baru di masa pengenalan... juga kan saya nonton tanpa subtitle,</p>			

	<p>ya jadi saya sekedar tau di pemahaman “Bahasa inggris tu kayak gini” gitu. Jadi tetap yang paling membantu dan mudah dipahami itu pas jaman SMP dan SMA karena kasarannya kan kita tinggal membaca kalimat Bahasa inggris ya... itupun juga saya merasa lebih mudah karena di masa SD saya udah ada modal ilmu Bahasa inggris jadi ya mudah saya tangkap ilmunya. Terus ada perbedaannya di knowledge, karena aku pas SD juga udah “didrill” Bahasa inggris... karena emang hobi sih bukan dituntut ini itu, jadi menurut aku pemahamannya jadi lebih ngalir, dan nulis jadi lebih gampang (SG06 & SE09). Kebetulan aku di masa itu juga lagi hobi nulis. Nah aku merasa vocabulary aku “rich” gitu karena pas aku nonton anime pake subtitle (pas di smp sma) aku suka nyatet vocabulary yang “keren” dan aku implementasiin (KN07, DT07, & SE10).</p>			<p>directly with English speakers can identify deficiencies quickly.</p> <p>(SG04) Doing practice with the aim of becoming more skilled.</p> <p>(SG05) Watch TV shows with English subtitles to enrich English vocabulary and logic.</p> <p>(SG06) The habit of practicing English since elementary school aims to get used to it at the next level.</p> <p>(SG07) Take notes and implement vocabulary</p>
008	<p>A: Jadi pas kamu baca subtitle dan nemu kata-kata yang masih asing gitu kamu sering browsing buat cari artinya gitu kan?</p>			

	<p>C: Iya, aku cari artinya... tapi kadang kan aku lupa ya, jadi aku cari cara, jadi aku sering nyatet vocabulary itu dan artinya di catatan dan vocabulary yang baru itu aku implementasiin di tulisanku biar vocabulary yang aku dapat itu engga hilang dari ingatan (KN08, SG07, & DT08).</p>			<p>to remember.</p> <p>(SG08) Understand the fundamentals of English.</p> <p>(SG09) Movies and TV shows are media for learning English.</p> <p>(SG10) Studying English with movies aims to keep you interested.</p> <p>(SG11) Being willing and daring to take English lessons because have been used to English since childhood.</p> <p>(DT01) Talking with English speakers aims to deepen understanding</p>
009	<p>A: Jadi karena pas masa SMP dan SMA itu liat movie dsbnya pake subtitle jadi ilmu vocabularynya kah yang lebih banyak didapat?</p> <p>C: Iya lebih banyak vocabulary (KN09).</p>			
010	<p>A: Dan di masa SD, atau sebelumnya bagaimana?</p> <p>C: Kalau SD menurutku lebih ke “bagaimana cara mengerti Bahasa Inggris secara general” gitu, jadi fundamentalnya (KN10 & SG08).</p>			
011	<p>A: Pertanyaan ke empat, perbedaan belajar Bahasa Inggris pake movie dengan buku, novel, atau lagu itu apa? Pasti pernah kan kamu</p>			

	<p>belajar pake media tersebut?</p> <p>C: Bedanya, apa ya? Jadi aku itu lebih seneng audio visual, jadi kalo buku itu menurutku enggak terlalu sering aku lakuin dibanding series atau movie. Perbedaananya banyak sih, kalo istilahnya aku mau belajar dengan konten yang lebih banyak, ya tentunya belajar pake buku ya... secara di buku seperti narrative dan maksudnya kayak terms yang dijelaskan detail, kalo series atau movie kan paling kurang lebih 2 jam kan hanya dialog casual, tapi karena aku basicnya suka yang audio visual, jadi aku lebih nikmatin belajarnya pake yang movies, atau video game gitu (AV02, DT09, SE11, & HI04).</p>			<p>ng of English.</p> <p>(DT02) The experience of speaking with English speakers is a way to fill in the gaps.</p> <p>(DT03) More realistic, more real time, and more efficient learning by speaking with English speakers.</p> <p>(DT04) Practical assignments make you more skilled.</p> <p>(DT05) Watching TV shows is one of the strategies in honing English.</p> <p>(DT06) English subtitles make focus</p>
012	<p>A: Jadi bedanya hanya di tingkat entertainnya gitu ya?</p> <p>C: Iya betul, pake movie dan video games lebih seru tapi kalo pengen yang secara saintifik ya mau ga mau tetap harus disambi dengan belajar pake buku, pokoknya kelengkapan</p>			

	<p>lebih dapet di buku, artikel, atau teks-teks gitu (DT10).</p> <p>A: Okay, di bagian perception udah, sekarang ke bagian kedua. Tujuan khusus gitu ada nggak sih pas belajar lewat movie, video games gitu?</p> <p>C: Lebih ke enggak sengaja sih... kalo pas SD ya. Gatau ya, pas jaman sd itu aku kaya ga terlalu tertarik sama entertainment Indonesia jadi aku iseng-iseng nonton nickelodeon, Disney apa cartoon network gitu gara-gara dulu di rumah langganan indovision. Jadi tujuanku ya hanya sesederhana sekedar buat tontonan aja dulunya.</p>			<p>and enrich vocabulary.</p> <p>(DT07) Write down new vocabulary with the aim of increasing vocabulary knowledge.</p> <p>(DT08) Remembering the vocabulary obtained by implementing it in real life to keep it in mind.</p> <p>(DT09) The habit of watching English movies is a trigger for learning English in more depth with books or journals.</p> <p>(DT10) Watching movies as a hobby is an asset to learn more scientific English, or</p>
013	<p>A: Berarti dulu kayak nonton itu emang enggak sengaja buat media belajar gitu ya?</p> <p>C: Iya, awalnya nggak sadar... bukan yang nonton ini itu buat belajar. Aku dari kelas 1 sd merasa Bahasa inggris itu menyenangkan, jadi kalo aku disodori hal-hal audio visual yang berbau Bahasa inggris ya mau-mau aja, jadi lebih</p>			

	terjun lah istilahnya (AV03, SE12, & HI05).			to the next stage.
014	<p>A: Benar-benar tidak ada tujuan khusus ya berarti? Enggak harus secara akademis sih, buat basic skill aja gitu tidak ada berarti?</p> <p>C: Ya paling seperti yang saya katakan tadi, secara general aja, dan enggak ada tujuan khusus awalnya, tapi karena terbiasa ya jadi media buat belajar (SG09 & DT11).</p>			<p>(DT11) The habit of watching movies makes it a learning medium.</p> <p>(DT12) Observing a scene in a movie is a strategy in learning English.</p> <p>(DT13) Get an example of selecting vocabulary and tone or conversational gestures from scenes in the movie.</p> <p>(DT14) Interest keeps interest in learning.</p> <p>(DT15) His passion for English made him interested in taking an English course.</p> <p>(DT16) Keeps</p>
015	<p>A: Dari kebiasaan nonton gitu pernah nggak terselip pengen cari tau lebih tentang culture Bahasa Inggris gitu? Ada strateginya gitu kah?</p> <p>C: Oh paham, tapi bentar aku flashback buat mikir dulu. Jadi ada strateginya, jadi dulu kan aku liat kartunnya nggak ada subtitle, apalagi aku masih bocah sd waktu itu dan aku enggak les Bahasa Inggris, jadi aku Cuma ngandelin ilmu Bahasa Inggris dari kelas 1 di kelas. Pas aku nonton series itu kan itu bener-bener orang USA kan dubbingnya... jadi</p>			

	<p>bicaranya cepet dan terkesan gibberish ke telingaku yang bukan native speaker English, jadi strategiku ya aku liat adegan tersebut, contohnya kejadiannya tu baru seperti apa, tokoh karakter di suatu adegan tertentu tuh kalo lagi scene sedih atau senang bagaimana percakapannya (RL04, AV04, KN11, & DT12).</p>			<p>motivated to learn English since childhood until now.</p> <p>(DT17) Being independent in learning English because of high curiosity.</p> <p>(SE01) Practice makes self-confidence increase.</p> <p>(SE02) Become more motivated when practicing directly with English speakers.</p> <p>(SE03) Deficiencies can be efficiently identified.</p> <p>(SE04) Become more trained because you practice directly and</p>
016	<p>A: Jadi begini ya, seumpama, ada suatu adegan di pemakaman, pastinya kan sedih dan hanyut kan cara suatu karakter berbicara, ekspresi mukanya, atau gesture tubuhnya... jadi pemilihan kosakata dan tone yang digunakan ketika bicara dalam suatu adegan gitu jadi salah satu strategi juga dalam memperdalam ilmu berbahasa inggris? Ada visual tersebut apakah membantu banget?</p> <p>C: Iya, betul-betul, dari tema suatu adegan kan ada tone sama gesture tersendiri, jadi aku bisa memilah kalo lagi ini tuh pake ini, kalo itu pake itu (RL05, AV05, & KN12). Itu salah satu strategi (DT13).</p>			
017	<p>A: Okay. Menurutmu pas belajar pake movie itu bikin</p>			

	<p>kamu tambah semangat nggak sih? Soalnya kan pastinya lebih entertaining ya bagi kebanyakan orang dibanding buku, walau enggak semuanya sih, hehe.</p> <p>C: Iya, menurutku sangat ngeboost motivasi seorang anak apalagi setauku yang aku dapet dari matkul Teaching English to young learners memang dikatakan kalo anak-anak itu suka yang animasi, foto gitu-gitu dibanding teks, jadi aku ngrasa itu sangat membantu mengikat interest anak, dan itu relate ke aku. Selain itu juga bisa ngebuat anak-anak buat stay interest belajar Bahasa Inggris. Karena terpicat itu aku merasa makin penasaran dengan hal-hal selanjutnya (AV06, SG10, DT14, SE13, & HI06).</p>		<p>don't just observe.</p> <p>(SE05) The habit of being interested in English since childhood has become an asset at the next level.</p> <p>(SE06) Can enjoy tv shows with English subtitles to improve fluency.</p> <p>(SE07) Fluency in terms of listening and vocabulary increases.</p>
018	<p>A: Tapi pernah nggak sih pas lihat series western, Hollywood atau apalah gitu kamu meragaain apa yang tokoh karakter lakuin di suatu adegan ke kehidupan sehari-hari? Maksudnya kayak ada suatu scene di suatu series atau movie yang iconic sampe kamu tiru secara spontan di kehidupan nyata? Haha ga harus iconic sih.</p>		<p>(SE08) Learning becomes more focused.</p> <p>(SE09) Comprehension of English improves naturally and is better able to write in English.</p>

	<p>C: Ohh hahaha paham, pernah-pernah, ya pernah niru, kan ada adegan baik dan buruk, tapi malah adegan buruknya yang aku tiru sampe kena omel ortu hahaha</p> <p>A: Bentar-bentar, buruk itu seperti swearing kah gitu? Hahaha</p> <p>C: Hahaha bukan-bukan, maksudnya, ada adegan di suatu movie US satu karakter bicaranya mumbling gajelas, lalu lawan bicaranya bales “blablabla what u talking about?” gitu (RL06), nah seperti itu, pernah pas sama mamaku aku meragaain gitu terus dimarahin hahaha.</p>			<p>(SE10) Vocabulary becomes richer.</p> <p>(SE11) Enjoy learning more by watching movies or TV shows.</p> <p>(SE12) Feeling more advanced and used to English.</p> <p>(SE13) More motivated and more interested in learning English.</p>
019	<p>A: Oalah hahahaha, iya paham-paham.</p> <p>C: Iya jadi gampang nyerep pokoknya kalo belajar pake media yang memuat audio visual gitu (AV07), pokoknya juga ada lah yang baik tapi aku lupa.</p>			<p>(SE14) Have fun and be confident using English.</p> <p>(SE15) Self-confidence becomes an important capital to dare to take lessons.</p>
020	<p>A: Jadi kepercayaan diri yang didapat ada tidak pas kamu belajar Bahasa Inggris lewat movie dsb gitu? Maksudnya, kan kamu tuh</p>			<p>(SE16) Motivated</p>

	<p>belajar pake audio visual, ada contohnya langsung kan... nah jadi kamu harusnya lebih dong toh buat mengimplementasikan cara berbicara di kehidupan nyata.</p> <p>C: Ada, ya kalo dulu itu aku pas bicara pake Bahasa inggris jadi have fun have fun aja (SE14), nah karena dari kecil udah kebiasa suka Bahasa inggris tanpa paksaan jadi dengan modal suka itu aku jadi mau buat ikut les Bahasa inggris di LIA waktu kelas 6 SD sampai kelas 9 SMP. Terus kan udah tamat, terus aku lanjutin di level selanjutnya di kelas 10 sampai kelas 12 SMA (SG11 & DT15). Kan pernah tuh dulu orangtuaku nyaranin aku dan kakakku buat ikut kursus Bahasa inggris, tapi dulu kakakku gamau gara-gara takut, tapi aku mau. Nah, dari hal itu mungkin aku ngrasa kalo aku jadi punya self-confidence terkait b. inggris gara-gara aku dari kecil udah terbiasa terekspos sama b inggris dari kecil. Jadi aku udah kebayang alurnya kalo nanti pas kursus tuh, ya seperti ini dan itu (SE15).</p>			<p>to learn English in the long term.</p> <p>(SE17) Curiosity is more refined.</p> <p>(HI01) Watching English cartoons since childhood has made me interested in English.</p> <p>(HI02) Want to watch TV shows with English subtitles to study.</p> <p>(HI03) Enjoying learning with movies makes learning focused and directed.</p> <p>(HI04) Can enjoy learning by</p>
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021	<p>A: Oh iya-iya paham, paham. Berati lanjut ke pertanyaan terakhir aja, yang ke-empat. Hampir sama sih seperti sebelumnya. Apa sih peran movie dalam membantu memotivasi dalam belajar Bahasa Inggris?</p> <p>C: Menurutku sangat banyak perannya, peran movie dalam pembelajaran gede banget kontribusinya. Jadi itu mungkin ngebentuk kebiasaanku untuk ngeshape kalo aku tu sukanya audio visual sampai sekarang, semisal dibandingin ya... liat movie series kan paling Cuma 4 hari, sedangkan kalo buku kan bisa sampe sebulan, ya emang beda sih... isinya kan juga beda, kalo role ya paling it makes me to keep motivate buat belajar Bahasa Inggris pas aku masih kecil selama selama 6 tahun itu sih (AV08, DT16, SE16, & HI07).</p>			<p>watching movies.</p> <p>(HI05) Making learning English fun.</p> <p>(HI06) The excitement in the movie adds to motivation in learning English.</p> <p>(HI07) Movie has a big contribution in the journey of learning English in a long period of time.</p>
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022	<p>A: Jadi semangat belajar ya berarti?</p> <p>C: Iya betul. Lebih semangat belajar, lebih ingin tahu juga, curiositynya lebih keasah gitu, kayak.... “Ini ada lagi nggak ya lainnya?” gitu (AV09, DT17, & SE17).</p> <p>A: Oke segini aja ya berarti, terimakasih Chintya atas waktu interviewnya, Terima kasih banyak</p> <p>C: Iya Afrizal, sama-sama terimakasih banyak.</p>			
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Table 3 Interview