

CHAPTER I

INTRODUCTION

A. Background of Study

English as a Foreign Language is a subject that must be implemented in schools and universities based on education curriculum in Indonesia. The aim is to increase informational literacy, which is expected that students can use English to access international knowledge and use English in formal and informal activities (Kusumaningrum, 2016). But in Indonesia, students interest in learning English is still low, English First (2020) reports that currently Indonesia's English Proficiency Index or EPI is ranked 80th out of 112 countries. According to Antara News (2021) Yunita Yanti as EF Adults Indonesia Academic Operations Manager said that there are several factors that influence the lack of interest in learning English in Indonesia, such as socio-cultural aspects which assume that learning English is not important, and also the perception that because they live in Indonesia, they don't need to learn foreign languages. As EFL students, they are worried whether they can understand or not when it comes to learning English (Gkonou, 2013). English students often misunderstand and also have difficulties in learning, students faced problem related to four English skills such as: Listening, Reading, Writing, and speaking (Panjaitan & Hasibuan, 2022). Students' perception about the difficulty of learning English makes them uninterested and become passive in English classes.

Based on research conducted by Azimah (2018) in pre-observation the author found students are less interested in learning English and still have difficulty understanding English, students also still often make some mistakes in carrying out the tasks given by the teacher. Azimah (2018) also found several problems related to the teaching and learning process such as: Only active students were involved in learning, thereby reducing the level of confidence of students who are not active in the learning process; lack of variety in learning, teachers only use textbooks as learning media, it makes students bored and less interested.

Teachers in Indonesia must pay more attention to the use of media in the learning process, teachers are also required to be able to use a variety of strategies so that students feel relaxed and think that English is fun. According to Mohammed

(2018) there are several things that can reduce students' difficulties in learning English including good time management in learning and the methods, strategies used by teachers, such as delivering interesting material and media. One strategy that can be used by teachers to attract attention and increase student interest is using English movies. The use of English movies in learning English has become increasingly popular in recent years, both in formal and informal settings. Movies can provide learners with authentic language input, cultural exposure, and a more engaging and enjoyable learning experience.

In Indonesia, English is taught as a foreign language in schools and universities, and there has been a growing interest in using movies as a supplementary media for English language teaching and learning. Based on research that conducted by Azimah (2018) Movies can serve as a medium for teaching, and utilizing English movies as a media can enhance students' interest and improve their academic performance. Incorporating movies into language learning can not only capture students' attention, but also aid in advancing their language proficiency.

B. Rational Research

With the advancements in technology, people have convenient access to fulfill their needs. The younger generation in particular has a fondness for watching movies, which can be leveraged by teachers as a medium to teach English. Using media and technology to teach classes creates a more dynamic and current learning environment, allowing students to enhance their skills and gain new experiences in various aspects (Rintaningrum, 2019). Based on the research title "Learners' perspectives on the use of english movies in learning English", The author wants to investigate learners' perspective, motivations, and preferences towards using English movies in learning English.

According to Zumam & Fujiono (2020) The weak of students motivation, causing them to be less engaged in the teaching and learning process. This lack of motivation also resulted in less confidence in speaking and practicing the English language in front of their classmates. By utilizing movies in the teaching process, the issue of passive students during classroom learning, which is often caused by a

lack of motivation and interest in the material, can be addressed. This approach involves changing the teaching strategy to make the learning experience more engaging and enjoyable for students. Because according to Meşe & Sevilen (2021) Learning motivation is a critical factor that impacts students' success and outcomes in the learning process. Therefore, it is crucial for teachers to prioritize and take into account when designing their teaching methods.

This research provides insights into why learners choose to use movies, how they perceive the benefits and challenges of this approach, and what factors influence their decision to use movies. The results of this study can also see a students' preference of using English movies with other language learning methods commonly used in Indonesia, such as textbooks or language exchange programs. Because with the widespread availability of technology, using English movies in learning English can be a cost-effective and accessible approach for students who may not have access to traditional language learning resources.

Thus, the background related to learners' perspective about learning English became the reason for the author to do the research. The theme of this study is about students' perspective about using English movies for learning English. For limiting the discussion of this research, the author provides the scope and limitations of the problems to be discussed. This research discussed the learners' perspective (motivations, preferences) about using English movies in their English learning activities, especially learners in Cirebon.

C. Urgency of the Research

This research was adapted from some research that discussed about using English movies in the class activity in some school in Indonesia, apart from the many research on the use of English movies in learning English in the classroom, the author found a research gap that is the existing research about the use of English movies in learning English in Indonesia, mostly discussed about the increasing English skills such as: Listening, speaking, vocabulary mastery. As previously mentioned, students faced problem related to these English skills such as: Speaking based on Nakhalah (2016), Listening based on Zur (2020), Writing based on Bhatti et al. (2020), and Reading based on Asworo (2019).

The problem is caused by an anxiety, because Hashemi (2011) in Panjaitan & Hasibuan (2022) said anxiety that arises during the process of learning a language can stem from an individual's perception that the language is difficult, differences in culture, and varying cognitive capabilities. And according to Azimah (2018) If students perceive English as a difficult language to learn, they may lose interest in the learning process, which can result in a lack of engagement and reduced attention to the material being taught.

Therefore, the author wants to know about students' perspectives (motivation and preferences) in learning English using English movies, because when the resulting perspective is positive, learning activity will also take place positively and some aspects of the skills that will be achieved will also be maximized.

D. Research Question and Objective

1. Research Questions

Based on the background of the study related to learners' perspective on the use of English movies in learning English above, the author formulated two research question, the questions are:

- a. How does the influence of English movies on learners' motivation in learning English?
- b. How are learners' perspective of English movies as their learning media?

2. Research Objective

Based on research question above, there are two research objectives. The research objectives are:

- a. This research also aims to find out the influence of English movies on learners' motivation to learning English.
- b. This research aims to know about learners' perception on the use of English movies as their learning media (Learners learning media preference)