

CHAPTER II

LITERATURE RIVIEW

A. Learners' Perspective in Language Learning

Perspective refers to an individual's perception or understanding of a particular thing or situation. Essentially, it is a person's evaluation or judgment of an event or occurrence (Risan, 2021). Learners' perception about a particular subject can influence their level of interest in it, and this can be influenced by their perceived difficulty of the subject (Panjaitan & Hasibuan, 2022). Therefore, when students perceive that a lesson has personal significance or relevance, they tend to participate more actively, put in more effort, and attain greater levels of achievement (Muñoz-Restrepo et al., 2020). Regarding to students' interest, Munn (1986:181) in Azimah (2018) said interest is an attitude that supports and motivates someone towards some objects, situation or idea.

Most students start language learning journey due to academic demands, familial expectations, and other similar reasons. Such motivations that originate from external factors tend to render the learning experience more challenging, vexing, and unenjoyable for both students and educators (Muñoz-Restrepo et al., 2020). In fact, it is quite intricate to comprehend the basic principles of motivation and the specific reasons that drive each learner to pursue the study of the target language (Alamer & Al Khateeb, 2021).

B. Learning Motivation in Language Learning

In the field L2, learning motivation is a crucial factor that impacts the academic achievement and results of students, and therefore, it is imperative for teachers to give it due consideration (Alamer & Al Khateeb, 2021; Meşe & Sevilen, 2021; Muñoz-Restrepo et al., 2020). Undoubtedly, the teacher plays a crucial role in the acquisition of a new language. The responsibility of the teacher is not limited to just delivering lectures inside the classroom but also extends to mentoring and creating a welcoming environment for the students. This implies that the teacher must be extremely collaborative in facilitating the process of learning the English language (Kannan, 2009 in Mohammed, 2018).

The author assumes that the teacher must pay attention to the learning media used, the teacher must be able to observe the learners' preference on their learning media. When it comes to selecting appropriate learning media, it is the responsibility of the teacher to carefully assess the situation and choose the most suitable type of media that aligns with the learning objectives. To make an informed decision, teachers must take into account various factors such as the nature of the learning materials, the characteristics of the students, the most appropriate media format, the learning environment, and the available resources (Marpanaji et al., 2018).

Although, learning motivation holds a crucial role in enhancing language proficiency. However, the process of learning requires appropriate media to amplify the learners' eagerness to learn, achieved by generating atmosphere of fun (Hikmah, 2019). It examined by Marpanaji et al. (2018) The primary purpose of utilizing learning media is to aid in the attainment of educational objectives. The efficacy of the learning process is directly related to the effectiveness of the chosen media. Marpanaji et al. (2018) also said that selecting appropriate media is crucial to ensure the success of the learning process.

C. Learning Media

1. Definition of Learning Media

Learning media is a method of transmitting information from the sender (i.e., the teacher) to the recipient (i.e., the student) throughout the course of the learning process (Marpanaji et al., 2018). According to Hikmah (2019) Learning media refers to any tools or channels that can be utilized to convey educational materials and engage students' attention, interest, thoughts, and emotions during the learning process, ultimately helping them to achieve their learning objectives. Marpanaji et al. (2018) said the main purpose of the media is to facilitate communication and learning. Hikmah, (2019) added that the utilization of learning media during the learning process serves a greater purpose beyond simply finishing the learning process and capturing students' attention. Its aim is to make teaching and learning easier and more effective, thereby enhancing the quality of the educational experience.

During the process of teaching and learning, media is commonly referred to as any visual or verbal information that is captured, processed, and reconstructed through the use of graphic, photographic, or electronic tools. Media not only serves as a means of conveying or introducing information, but it can also act as a mediator that facilitates an effective relationship between two key of parts in the learning process: the students and the content of the lesson (Arsyad, 2010: 3 in Hikmah, 2019). It also supported by Branch in Marpanaji et al. (2018), effective media assistance is able to create and maintain knowledge and skills. The purpose of learning media is to improve the learning process by utilizing a variety of real objects to help achieve performance goals. It is very important to choose the right media to support learning activities to achieve learning goals.

The learning media should offer tools to transition students from a state of ignorance to knowledge, from a lack of comprehension to comprehension, from basic concepts to more advanced ones, from simple ideas to more intricate ones (Marpanaji et al., 2018). Basically, there are two kinds of learning media, technological and traditional media. Currently, incorporating technology into the teaching and learning process is considered a crucial factor, and for many years now, it has been replacing the dominance of traditional media (Hikmah, 2019). Although indeed each type of learning media has different qualities which can be seen from its ability to stimulate the senses of sight, hearing, touch, taste, and smell.

From many definitions of learning media explained above, the author can conclude that Learning Media is a tool for giving information about the material from teacher to students in learning process. The teacher has the responsibility to choose appropriate and effective learning media for the learning process as well as those that can attract students' attention. However, the learning media must also be of good quality and in accordance with the existing curriculum. Based on the statements of some experts, there are several types and examples of learning media that can be used by teachers in the teaching and learning process.

2. Types of Learning Media

Nowadays, the progress of computer technology has enabled the creation of educational resources that utilize a multimedia format, combining text, audio, visual, and motion components. The purpose of developing multimedia learning

is to assist students in comprehending educational material. In general, learning media divided in 4 types, there are:

- a. **Text Media**, Text-based media is employed to deliver educational content in the format of books (Marpanaji et al., 2018). Textbooks offer several advantages, including their utility as a personal learning aid, a teaching guide for teachers, a means of promoting students' selection of appropriate learning strategies, and a tool for enhancing teachers' abilities to organize lesson materials (Hikmah, 2019).
- b. **Visual media**, Visual learning media include various forms such as diagrams on posters, pictures, graphics, photos of objects, and other similar materials (Marpanaji et al., 2018). According to (Hikmah, 2019) The purpose of visual media is to capture the students' interest, provide clarity in presenting educational material, and illustrate or embellish information that may be easily forgotten if not presented visually.
- c. **Audio Media**, it pertains to the sensory experience of hearing. Audio media refers to educational material that can be presented in an auditory format, which has the potential to stimulate students' thoughts, emotions, focus, and skills, thereby facilitating the learning process (Riyana, 2012: 133 in Hikmah, 2019). Examples of audio media include conversations between individuals, musical sounds, the noise of mechanical engines, and various other similar sounds (Marpanaji et al., 2018).
- d. **Audio Visual Media**, Anderson (1994:99 in Hikmah, 2019) stated that Visual media involves a sequence of electronic images accompanied by audio elements, which are recorded onto a video tape. The electronic images are then played back using a device such as a video cassette recorder or video player. For example, Television, Movie and a media that is currently booming, YouTube.

D. Movies as Language Learning Media

English movies serve as a medium for the teaching and learning process, which can capture students' interest in the lesson and stimulate their imagination. This allows students to generate their own ideas and express them verbally in

English (Zumam & Fujiono, 2020). It supported by Louis Pugliese, a lecturer in Educational Psychology California State University, Northridge said that movie is an exciting way to learn English, because movie gives the matter of pronunciation, and also a lot of other unspoken parts of English language (Kusumaningrum, 2016). Stempleski and Tomalin in Haghverdi (2015) state that video (Movie) can serve as a tool for introducing students to both the target language and the non-verbal components of communication, such as body language, facial expressions, posture, and attire. However, the movie clips provided by the teacher must be relevant to the material being taught to students. This allows the traditional method of lecturing to be replaced with the more engaging and entertaining strategy of watching movie clips. Students become more active participants in the learning process and, in addition, gain other language skills, such as listening comprehension and vocabulary improvement (Ivone, 2005; Kalra, 2017 ; Yuksel & Tanriverdi, 2009 in Panjaitan & Hasibuan, 2022).

Movies provide examples for students to use English in interactive activities and everyday conversations in 'real life'. According to Fussalam et al. (2019) Movies can show natural expressions and flow of speech, by watching movies, students can also know the correct language context, pronunciation, stress, intonation. In addition Li & Wang (2015) said that the real context can help students in acquiring language skills in a natural communication environment, facilitating a deeper understanding of English language usage. This, in turn, allows students to apply the English words, phrases, and proverbs they have learned from movies in subsequent language communication. Haghverdi (2015) said when students watching movie, they learn some language components such as: Grammar, vocabulary, and pronunciation. Kusumaningrum (2016) also said English movies can achieve four language skills, including speaking, reading, writing and listening.

In addition, when watching movies in English, particularly with English subtitles, it can improve one's vocabulary and speaking abilities (Pratiwi & Ayu, 2020). It supported by Albiladi et al. (2018) using movie in language learning can create a more authentic language learning experience, it is possible to enhance students' oral and communication skills, increase their motivation, and promote cultural awareness. When students watch movies with English subtitles, they can

easily understand the pronunciation and replicate it since the movie has both subtitles and dialogue. In addition to dialogue, students can also learn about intonation. English subtitles can assist students in comprehending all the words or phrases that they already know. During the learning process, students may frequently misinterpret the context of what the speaker is saying (Nurmala Sari & Aminatun, 2021).

E. Previous Study

Considerable attention has been devoted to the effectiveness of media, particularly English movies, in the realm of language education. There are some researchers argued that movies provide more interactive and engaging approaches to teach and learn English (Tafani, 2009 in Albiladi et al., 2018). According to modern foreign language teaching theory, the process of learning a language involves receiving input, assimilating it, and producing output, by using English movies in language learning especially in listening and speaking English classes highlights the significance of language input while also emphasizing the importance of language output (Li & Wang, 2015).

Previous study on the use of English movies as media for English language teaching and learning have reveals insights into their benefits, challenges, and effectiveness. These studies are aimed at various English language skills such as listening, speaking, vocabulary mastery and so on. Researchers have investigated English movies as a means of acquiring the language that is both effective and interactive. It confirmed by many researchers (Albiladi et al., 2018; Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015) they have claimed that the utilization of English movies has various inherent benefits for enhancing language proficiency. The author has analyzed several relevant previous studies to support and prove the originality of this research.

The first is a study by Albiladi et al. (2018) from University of Arkansas, Fayetteville, USA. The study aimed to investigate the perception of adult English language learners in the United States regarding the efficacy of using movies as a tool to improve and advance their language skills. In addition Albiladi et al. (2018) said this research investigated both the advantages and difficulties commonly linked

to utilizing English movies as instruments for English language instruction and acquisition.

The data analysis was carried out by Albiladi et al. (2018) based on four themes related to adult English language learners' perceptions about the use of English movies as media tools in learning English (Language Development; Authentic Learning; Self-Learning; Cultural Awareness). For the result, Albiladi et al. (2018) explained, according to the participants' perspectives, movies are deemed as an effective and advantageous approach to acquiring English language skills. Additionally, based on the study, movies can serve as a tool not only for language development but also for fostering learners' autonomy and cultural awareness.

The Second is a study by Khoshniyat & Dowlatabadi, (2014) from Arak University, Iran. The study analyzed the effectiveness of employing Disney movies as a teaching aid for English idioms to young Iranian EFL learners. The primary objective of using Disney movies was to simplify the process of learning English idioms and create an enjoyable and engaging learning atmosphere. The study comprised 40 young EFL learners, who were split into experimental and control groups. The experimental group was exposed to Disney movies to learn English idioms, while the control group received instruction in English idioms using traditional teaching methods. Both groups underwent pre and post-tests to evaluate the impact of Disney movies on their acquisition of English idioms.

The results of the study indicated that the students in the experimental group scored significantly better than those in the control group. The research demonstrated that the use of Disney movies helped students to comprehend and retain idioms more effectively. Khoshniyat & Dowlatabadi (2014) concluded that using movies in English language teaching can add imagination and creativity to language learning, making language classes more enjoyable and motivating for students.

The third is a study by Kusumaningrum (2016) that was conducted in Indonesia about "Using English Movie as an Attractive Strategy to Teach Senior High School Students English as A Foreign Language". The study investigated the utilization and potential advantages of integrating English movies into English as a

Foreign Language classes. Kusumaningrum (2016) employed English movies as a teaching media due to the fact that some students may not enjoy learning a new language in an unfavorable classroom environment or with an ineffective learning approach.

Kusumaningrum (2016) discovered that incorporating English movies into the curriculum facilitated the learning process and enabled language learners to enhance their language skills, such as speaking, writing, and listening, in more engaging and interactive ways. Kusumaningrum (2016) concluded that English movies offer a greater chance to teach and learn English in an authentic learning environment. In addition, the notion that movies are universally appealing reinforces the teacher's confidence in utilizing English movies as an attractive approach for teaching English as a Foreign Language to senior high school students.

The fourth is a study by Li & Wang (2015) from Hebei Finance College, Baoding City, China. This study examined the influence of utilizing English movies to augment the English-speaking skills of Chinese college students. The researchers integrated English movies into the English course curriculum to enhance the students' listening and speaking abilities. After the college students were exposed to the English movies during the course, the researchers assigned them written or oral tasks that required them to recapitulate or narrate the storyline of the movies.

The findings of the research indicated that not only did the students' oral skills show improvement, but their cultural awareness also increased. Li & Wang, (2015) further stated that employing movies for educational purposes allowed students to learn the language in a real linguistic environment, identify the cultural contrasts between Chinese and Western cultures, stimulate their motivation, develop adaptability in practical situations, and consequently enhance their foreign language communication and application abilities.