

CHAPTER I

INTRODUCTION

This chapter presents background of the study, rational research, research novelty, research question, and research objective.

1.1 Background of The Research

The difficulty of teaching English today has increased significantly. Language teachers must offer top-notch instructional materials that are fascinating, engaging, and current while also serving as a tool to ensure that the students learn in order to assist language learners in mastering (increasing their proficiency) of language skills (Merita Ismaili. MA, 2013). Students might lose interest in learning because of their lack of enthusiasm for the subject matter caused of unchallenging English learning materials, lack of opportunity to implement the English technology in their daily activities, simply boredom (Noom-Ura, 2013). English Teachers nowadays are expected to create creative learning approaches or strategies and so innovative use of educational technology media is needed. It is suggested that English teachers should incorporate engaging technological resources in the classroom since technology is a great way to reinforce concepts and turn dry courses into engaging and inspiring learning experiences. A variety of technical media, including websites, songs, games, cards, magazines, and more, can be used in EFL classes. One educational medium that English teachers might utilize to help their students with their English is the movie or the film. Film can be a very interesting medium for education.

Meanwhile, middle school is a unique transitional period in life. That said, middle school students often have the wonderful experience of unwanted criticism and teasing about their appearance, interests, dress, friends, intelligence, and many other things. Teachers and adults, on the other hand, understand child development (social, emotional and intellectual) in different ways, middle school students are often unaware of this process and respond to these challenges in a variety of ways, including bullying, isolation, and peer pressure. To facilitate this

transition from childhood to adulthood, many educators are turning to character education. As Jackson and Davis (2000) pointed out in *Turning Points 2000: The goal of middle school in 21st century youth education should be to "help every student develop the ability to lead a healthy life, both physically and mentally." To be a caring, compassionate, tolerant person. And to be an active and contributing citizen of the United States and the world.* (Jackson and Davis 2000, 11) Many people think of junior high school students as children. In fact, these students often make decisions that dramatically affect their future as adults. Character education can be undertaken in various ways. Teaching-learning English is getting challenging than ever these days. Supporting learner proficiency regarding in language skills, teachers need to provide quality teaching materials. When students are motivated and delighted by the educational materials, they learn more effectively. Both adults and children should be aware of this. It's possible to claim that teachers would characterize a pupil as motivated if s/he engages in learning activities productively and maintains that engagement without needing constant direction or encouragement. Instructors regard it as their responsibility to inspire pupils by peppering them up for class activities (H. Xiaoqiong and J. Xianxing 2015). Current society is so addicted to technology and English teachers might view the current phenomenon as a fantastic opportunity to balance it in the realm of teaching since one strategy for grabbing pupils' attention is by finding out what they've recently enjoyed. Thus, engaging an up-to-date teaching media is being a tool that will determine in learning activities.

Although this teaching strategy has been identified in all research-based educational media, using film as learning and teaching tool is not a brand-new approach. Otherwise, this teaching tool is infrequently employed in schools across Indonesia.

1.2 Rational Research

Film is a collection of moving images that tells a story or other subject and is intended for viewing on television or in a cinema (Hornby, 1995: 434). While Lorimer (1995: 506) stated that films may capture culture, as well as social or political issues and other facets of cultures that are hard to communicate through other media. The fact that practically every household in around the world owns at least one television in their home serves as evidence. Because it delivers moral values, is produced in a variety of genres, is captivating with numerous vibrant animation and special effects, is simple and inexpensive to obtain, and frequently includes language and cultural content, movies have grown to be the most popular form of literature. Thus, film can be a particularly interesting medium for education. Teaching with film is a powerful instructional method that has been shown to increase student interest in the content as well as promote students use of higher-order thinking skill (Russel and Waters, 2010). Moreover, Drisscol in 2005 claimed that by giving pupils the specific settings and context they need to examine character elements that are mostly abstract, movies can improve the curriculum when used appropriately. When used improperly, movies can just be seen as a tool to kill time, manage behavior, or even entertain the pupils as a reward. The presentation of films should be accompanied by learning objectives and goals based on each student's unique needs and any applicable educational standards, teachers must always keep in mind. Research has indicated that authentic activities, such as teaching through films, support teachers in achieving educational objectives such learning retention, comprehension, reasoning, and critical thinking.

Indonesia middle school students is in the range age of 13-15 year old categorized as adolescence (Syamsu Yusuf, 2004: 26–27), more, according to Desmita in (2010: 36), students at this age begins to develop standards and expectations of self-behavior in accordance with the social world also interest tendencies and career choices are relatively clearer (Desmita, 2010: 36).

The impact of film has also been supported by scientific research from Blasco, Moreto, Blasco, Levites, & Janaudis (2015), they discovered that feature films play a crucial role in enabling English teachers to communicate their arguments clearly and directly to a particular scene; this further encourages learners to extrapolate their own lives from the movies, giving them the chance to maximize their linguistic abilities. Numerous academics have shown that using movies in EFL classes might help them become more effective teaching tools. This is based on the idea that movies expose audiences to "real language," which is language that is used in real-world situations and within the cultural context in which it is spoken. Also, they discovered that watching movies can increase students' enthusiasm to learn (Kusumarasyati, 2004; Luo, 2004).

Based on the definition above, it is concluded that a film-based teaching or teaching using movie is a must-try learning strategies in order to provide fun learning activities for millennial students that very addicted to technology.

1.3 Research Novelty

Using movies as a teaching tool is another strategy for incorporating character values into the classroom. Instead of only using course books, it encourages students to engage in critical thinking (Cheryl Bluestone 2000) and simultaneously makes it easier for pupils to understand by using visual information (Jack C. Richards and Deborah B. Gordon 2005). Moreover, Pablo G. Blasco, Mariluz González Blasco, Marcelo R. Levites, Graziela Moreto and James W. Tysinger (2011) also pointed out that using movies to teach students effectively accesses their affective domain, encouraging introspective attitudes and tying the learning process to their real-world experience. When compared to other forms of media, film is thought to fill a crucial gap (Bluestone 2000) that presents a reality of life (Blasco et al. 2011). Concerning character development in middle school students' age categorized as adolescence, in this age stage pupils are in essential transition at a critical time in their biological and mental development (Justice 2017; Wormeli 2011) and more serve as the chance to gain

more independence while sparing them from the full responsibility and pressures of high school life, serving as a deliberate middle ground between the two extremes of elementary and high school. As today's generation is exposed by digital era, the challenge of life for young adolescence is increased, cyberbullying is lurking targeting the young users with transitional mental age as the most susceptible demographic to be victim with the issue. In order to reform character education in interesting way especially for junior high school students, character development concept could be studied from films.

Prior studies have attempted to examine film as a pedagogical strategy in learning event, one of examples of them is a research from Kasiyarno, Rohmatunnazilah, Ali Audah & Suwarno (2022) investigated the use of film "G.I Jane" to enhance learners' knowledge about gender awareness. Grounded in classroom-based pedagogical strategy with S.F.L based analysis the findings revealed that the film is an efficient instrument to develop students' gender awareness, students' perception of women's efficacy, gender equality promotion, and social reality reinforcement. The film inspires and deliver a room for reflection and dialogue on gender issues that students may encounter in their daily life, then it eases the participants in understanding the issue of gender bias through a more complex lens. Another research conducted by William B. Russell III and Stewart Waters in their journal in 2014 with the title *Developing Character in Middle School Students: A Cinematic Approach*. This article examines how film can be used to engage students in moral-dilemma discussions to promote critical thinking and character development with a filmography of useful character education-related films for teacher inspiration. This research is very helpful for researcher in establishing a film-based teaching properly.

As based on aforementioned previous research, empirical studies on character development movie-mediated pedagogical contexts remain limited since most of the researchers are focusing in different field topics and some which not mentioned yet are investigate students' English skill, with regard as a response to the challenge, the present study investigates students' character development

watching a short movie. It is hoped that the empirical evidence in this study can serve as an insight into the use of film as a potential scholarly resource on character education.

1.4 Research Question

Despite of a limited study on exploring a film-based teaching to promote character development to students. In fact, researches using film as teaching media is nothing new. It has been demonstrated that using film as a teaching tool increases student interest in the subject matter and encourages the application of higher-order thinking skills (Russell 2009; Russell and Waters 2010), moreover, the use of cinema as a teaching tool must never be forgotten by educators. Just like all tools, the success of a film depends on how it is used. By giving pupils the specific scenarios and context they need to examine character elements that are mostly abstract, movies can improve the curriculum when used appropriately. When used improperly, movies can just be seen as a tool to kill time, manage behavior, or even entertain the pupils as a reward. The presentation of films should be accompanied by learning objectives and goals based on each student's unique needs and any applicable educational standards, teachers must always keep in mind. According to research, authentic activities like teaching with movies aid instructors in achieving learning objectives like comprehension, reasoning, and critical thinking (Drisscol, 2005). Anchored in study-case design, this study seeks to answer the following research question:

(1) To what extent does the perceived values from the present movie contribute to students' character development?

1.5. Objective of The Research

This research attempts to examine how perceived values from the present movie engage students in character development.