

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In Indonesia, English language is a foreign language. Therefore, for Indonesian English is challenging to learn. In fact, for Indonesian students, English is one of the toughest subjects at school. One of the reasons is the differences in linguistic features between Indonesian and English language, such as phonemes, syntax, grammar, tenses, pronunciation, and meaning. Those differences can create problems for English learners (Sholihah, 2014).

To help students learn English better, the quality of English teaching needs to be improved. One of the determinants of good teaching is the quality of teachers. Teachers are not only required to master the content of the subject, but also to have communicative competence in English to handle the classroom (Hartono, Saleh, Warsono, & Anggani, 2018)

The teachers are expected to teach in the classroom effectively and efficiently. It means the learning process must be carried out interactively. It must be inspiring, fun, and motivating so that students can participate actively because students are required to master all the materials.

For the current generation or the so-called generation Z, students are facilitated by technology. Even though teachers do not give or explain material well, students can learn English through the available media such as films.

Films with subtitles have many benefits for everyone who watches them. In terms of social life, people can understand the meanings of moral values of the film. For English learning, movies have several advantages. First, to sharpen the listening skill. In addition to focusing on the visuals, learners will also focus on the sound, which can help sharpen the listening ability. From the subtitles, learners can also get new vocabulary. (Hoge, 2013) in his video suggested that, with listening, it will be easy to learn grammar and vocabulary, it is easier and faster to understand English language. He emphasized that the main key to learning foreign languages is “learn with your ear, not with your eyes” (Hoge, 2013). Subtitles in the film will be the same as what is spoken by actors and actresses in the film. Thus, students are expected to be able to identify English pronunciation directly from native speakers. Hence, students will get used to hearing the phrase or the pronunciation of English conversation, which can help students improve their listening skills (Mulyadi & Mutmainnah, 2015).

English films are one of the media in language learning to increase students' language mastery. There are stories to follow and watch. Thus, students are likely to be interested in. Films with subtitles have some benefits. Subtitles are helpful for students who want to improve their listening and

reading comprehension. Students who watch subtitled films to learn foreign languages have shown improvement in reading and listening comprehension, word recognition, decoding skills, and vocabulary mastery. Visual media equipped with subtitles can increase students' listening comprehension (Mulyadi & Mutmainnah, 2015).

By using films or movies in learning a language students can enrich their vocabulary and their grammar. Generation Z usually keeps them updated with the latest film/movie. They watch the movie/film in the theater, or on their smartphones or laptops. They can watch the movie/film whenever and wherever they want. Movies give them many opportunities to learn and practice their English skills.

Using films or movies in the learning process also has some disadvantages. Learning English languages through the film is seen as time-consuming. Students will spend at least two hours watching a movie because they have to follow the storyline, watch the scenes, and read subtitles. However, it does not guarantee that they can immediately understand or master the language (Mirvan, 2013). Another disadvantage is that students prefer watching actors or actresses in focusing on the main instructional goals (Sari & Sugandi, 2014).

Although films have advantages and disadvantages for English learning, they can help students improve their English. It is interesting to investigate whether students have positive attitudes towards the use of films to learn

English. Thus, the writer is proposing a study entitled "A Study of Students' Attitudes towards the Use of Films in Learning English".

### **1.2 Field of the Study**

The field of this study is related to Applied Linguistics, especially SLA (Second Language Acquisition).

### **1.3 Scope of the Study**

This research focuses on students' attitude toward the use of films in learning English. The researcher conducted this study in Kesatrian 1 Senior High School, Semarang.

### **1.4 Problem Formulation**

The writer formulates the problems of the study of this research as follows:

1. What are the students' attitudes towards the use of films to enhance English learning?
2. What are the respondents' opinions about using films to enhance English learning?

### **1.5 Objectives of the Study**

Concerning the problems mentioned this research is conducted to achieve these following objectives:

1. To identify student's attitude towards the use of films to enhance English Learning

2. To find out the opinions of the respondents about using films as media to enhance English learning.

### **1.6 Significance of the Study**

In the field of Second language Acquisition (SLA), the results of this study are expected to provide input about the use of English-language films in the English learning process. This research is also expected to inform English teachers about the extent to which films can be used to teach English.

### **1.7 Definitions of Term**

- a. Attitude

An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner (Oroujlou & Vahedi, 2011).

- b. Film

A film is a medium in the form of videos which must be entertaining and contain meaning (Rabiger, 2004).