

**ENGLISH MAJOR STUDENTS' PERCEPTIONS ON THE
HABIT OF WATCHING MOVIE WITH ENGLISH SUBTITLE
FOR SPEAKING SKILL ADVANCEMENT**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SRIWIJAYA
INDRALAYA
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State that the thesis entitled “English Major Students’ Perceptions on the Habit of Watching Movie with English Subtitle for Speaking Skill Advancement” is my own work and I did not plagiarize or use inappropriate quotation in violation of the ethnic and standards stated by Ministry of Education of Republic of Indonesia Number 17, 2010 concerning the plagiarism in higher education. Therefore, if I am found to have plagiarized this work, then I am ready to get the consequences.

Indralaya, July 2023

The Undersigned,



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DEDICATION

This thesis dedicated to:

Allah SWT that has blessed me with being healthy physically and mentally to finish my thesis. I also thank my parents, especially my mother Ika Asnitasari who is always there to push me up, my father Sudarianto the one who ready to take me and pick me up from one place to another, two people whom I could never repay with anything in the world.

Also thank you in advance for my little brother, Aji, and my dearest friends Dia, Iwi, Fatimah, and Yuwi who gave me a lot of help in the process of making the thesis.

They gave me ability, motivation, strength, facility, and spirit to finish my thesis.

MOTTO

**Leave everything to Allah,
Whatever it is ask Allah first**

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Hopefully, this thesis will be useful for teaching and learning in English Education Study Program, teachers and schools, Indonesian government, and all people who need this.

Palembang,
The researcher,



Nadzila Puji Wirantika

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ENGLISH MAJOR STUDENTS' PERCEPTIONS ON THE HABIT OF WATCHING MOVIE WITH ENGLISH SUBTITLE FOR SPEAKING SKILL ADVANCEMENT

ABSTRACT

This study aimed to find out the students' perceptions on the habit of watching movie with English subtitle for speaking skill advancement. This study was conducted at the English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University. There were 166 participants of second and fourth semester students participating in this study from English Education Study Program, Faculty of Teacher Training and Education. In order to answer the problem of this study, the researcher used an explanatory sequential mixed-method approach. Explanatory sequential mixed-method is a method where the quantitative research done first and being analyzed. After that, the conclusion of the findings would be elaborated and expanded with the qualitative research. The data of this study were obtained from 15 items of a close-ended questionnaire and 5 open-ended questions of the interview. The result of the study revealed that majority of the students had positive perceptions on the habit of watching movie with English subtitle for speaking skill advancement. Students claimed that watching English movie with English subtitle helping to improve speaking skill as it is a trustworthy media for speaking aspects such as, vocabulary and pronunciation. Thus, it was stimulating the students to practice speaking better. The students recommended this habit or activity to improve speaking skill for it is both entertaining and educating.

Keywords: Students' perception, Habit, English movie, English subtitle, speaking skill

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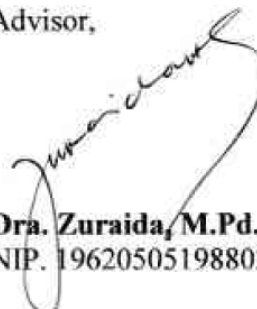
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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains (1) background of the study, (2) research question, (3) research objective, and (4) significance of the study.

1.1 Background of the Study

Verbal language is one of the means to communicate opinions of a person to another whether it is individual or a group of people. Using verbal language, anyone could tell anybody directly about anything. Such as, needs, wants, offers, and etc. English is a huge language which applied in many gigantic countries that believed by most as the superpower or leading countries in the world. English is now the majority language spread to the world wide. Based on the online German platform namely, Statista Research Department (2023), there were around 1.5 billion people worldwide who spoke English either natively or as a second language. To add, it is on the first place of the chart.

Understanding the role of English in real life make people try more and more ways to master it, especially the speaking skill as it indicates that someone knows how to use the language very well (Fajrina, 2015). Speaking is simply a term of uttering the ideas in one's mind. Thus, Speaking English means uttering the idea in mind through English language. Being able to speak in English might be the most essential motivation on why someone learning the language. Speaking is one of the four main skills that students should master based on the educational curriculum of Indonesia. Pratiwi (2017) states that, as English Foreign Language (EFL) learners, the students expected to be able to apply this skill throughout the condition and situation. She furthermore mentions that developing the ability to

Speak or orally communicate with others in any language is one of the key for success of someone while studying foreign language.

Speaking ability in English as a verbal language seems like a demand these days considering how English speakers needed and wanted. This statement is in line with the paper written by Fajrina (2015) that says, as English become the medium of the communication in various kinds of domain, resulted the demand of it speakers in every country. To be able to become good English speaker there are some easier “ways”. For example, a baby, little kid, and people who got continuous exposure of English. It is easy because those people are not put much effort for study. Ghasemi and Hashemi (2011) mention in their paper that children under ten years old would easily receive new language and most probably have near native pronunciation. In addition, Alaga and Palencia (2015) state that media exposure would help to enhance one’s communication ability. However, those not happen all the time to anybody, some or most of the people need to make efforts to learn speaking, which in this case is English.

Based on EF EPI English Proficiency Index on 2022, Indonesia is in 81st position from 111 countries. In this position Indonesia categorize as low English language skill in proficiency. This fact is even worse than what happen in the last two years where in 2020 Indonesia was in the 74th place and dragged down to the 80th place in 2021. In Indonesia, English is a foreign language and not usually applied in daily basis. Therefore, people might find it hard to understand or speak in this language properly (Hibatullah, 2019). Students face difficulties in learning English such as, lack of vocabulary, grammatical error, limited exposure, mispronunciation, and etc. Those difficulties could only overcome by putting a right strategies and techniques (Hapsari, 2018). Similar to that, Sholeh and Muhaji (2015) explains that, in speaking skills the students face hardships when dealing with pronunciation, vocabulary, and grammar. These three micro-skills are essential in speaking skill. The better someone performances on each micro skill, the better the ability to speak in English the students have. The difficulties could be caused by the students. Such as, lazy, no motivation, or simply did not want to learn. Similar to pronunciation and vocabulary, teachers also still find many grammatical errors in students’ works and performances. Sometimes

students do not know about the tenses function. Students do not know how to use the tenses in the right condition, such as how to use simple or past perfect tense in proper ways (Lubis, 2017).

According to Panggabean (2016), since 1980's grammar-based approach in Indonesia has changed into functional use approach in English curriculum. However, the instructors still teach English with grammar-based approach. The same case happened with the learning of pronunciation and intonation the instructors deem correct despite that they do not know exactly the correct ones. Consequently, the instructors fail to create exciting atmosphere of learning and teaching. By that reason, many learners find it burdensome to learn English.

In terms of teachers, there are some negative factors come from teachers too: 1) Teachers ignore to fix students' pronunciation; 2) Teachers are too lazy to correct students' pronunciation whether it is right or wrong; and 3) Teachers are not aware that pronunciation is essential in English communication. (Prihatmi, 2017). Rabab (2015) points out that the learners themselves, the curriculum, the environment and inappropriate teaching strategies are factors on why someone failing and struggle a lot when studying English.

According to Fatihassalam (2021), English language learning in the school in Indonesia is mainly learned from books. Speaking and listening should be practice more in class when learning English. The lack of daily basis conversation practice in learning English in Indonesian school makes the student did not have good skill on it. When someone is talking in English, some people would mock, bully, even make a joke about the person. As a result people scared to have English conversation. Thus, it is quite challenging to learn English especially doing a public practice.

Difficulties in learning English generate issues on English learners. The students would find the unfamiliar situation when they have to use English in society or real life where the verbal communication is needed. That possibly could happen since the learners only use to answer the paper not real people (Alexander, 2012). Sawir (2005) found that teachers neither make the students used to perform the English skill in the form of a conversation or dialogue practice inside the classroom nor the teachers familiarize themselves to speak with the students using English language. This is absolutely requires solution.

Referring to the views of Wibisono (2020), seven points that possibly being the best way to study English including the speaking skill. First, access and facilities are essential. For example, books, videos, songs, movies and etc. Next to the list, is the enjoyment while doing the study. Third, desire and the will to learn will make the “engine” runs. Then, acknowledging the importance to learn the skill. It is crucial to realize this matter as a learner, considering that will make a person try the best for the language study. The fifth, getting rid the thought about being a native-like speaker. The seventh or the last one, taking an initiative to study the language would ease the learning process, for the reason that ones’ already have the will to study. Likewise, referring to the views of Septyandi (2020), method that more effective to use in learning English language is literacy or better known as reading activity. With literacy learners would understand the language through its’ lingual features as well as learn the parole of communication. He further explained that other than literacy listening also have significant role. The fact that there are a lot of similar sounded words in English makes listening even tougher it is not easy and need to be practice by the students in order to notice the difference between them. Plus, pronunciation will determine the meaning of the word itself. In that case, there are various kinds of ways on how to develop the skills in English. Weather through visual, audio, memory, social environment, or a psychological factor. Such as, inner motivation, strong will, and interest towards the language.

From many methods exist nowadays, there are some that could make the learners both feel pleased also still learning. Such as, listen to a song, reading interesting stories, and watching movies. Movie as a tool to learn is quite effective to use since there is no book, no rule, and no exam. The audiences only need to watch and enjoy it and ones’ could just change the movie if it is not up their taste. According to Lestari et al. (2015), English movie is one of the ultimate material that could be used as the source of language input. On her research she found that there is a positive relation between watching movie habit and the speaking skill. It means that speaking skill would increase if someone spending more time to watch or at least making the ear and brain use to the language. Similarly, Matondang et al. (2015) reported that the students would get better progress on the speaking skill along with the habit of watching movie. Not only for entertainment movie

could also use as the medium for learning English. Then, the sense of enjoyment while studying will help the students with the speaking skill advancement. It could be great stimulation for both receptive and productive skills for students. Also, the fact that movie most of the time present cultural aspect from the origin country. Such as, food, behavior, or the interaction between the people, the information would help the learners absorb more the language in terms of the use since language and culture are like two sides of one coin. Hikmah (2020) in her research at SMAN 13 GOWA with 54 participants reported that there is a correlation between watching English movie and speaking ability.

Developing habit of watching movie with the English subtitle could also helping the students to learn the elements of speaking skill such as, pronunciation, vocabulary, spelling, and confidence in communication (Arumugum et al., 2022). Movie exposure could also give additional information. Such as, body language, intonation, facial expression, and the cultural side of the language owner country (Sari & Apriani, 2020). Megawati and Nuroh (2018) found that the use of subtitle in the movie for speaking ability is really helpful, even not only for student speaking skill but also for other English skills. Resulted, both teachers and students gaining the advantages of watching movie not just for fun but also for learn. Lestari et al. (2015) reported, by having habit of watching English movies, students are exposed to more English language input.

There have been some studies about the use of English movie for English skills. The research done by Veronica et al. (2019) aimed to find out whether there is a correlation or influence on the habit of watching English movies for pronunciation mastery. The participants of the study were the students of English education study program at Sriwijaya University. There is a positive result of this study showed that there is a correlation between the habit of watching English movie and pronunciation mastery.

Another previous study showed that watching English movie affect speaking ability. The study was conducted by Liando et al. (2018) at the North Sulawesi University. The study aimed to find out the students' perceptions on watching English movie for listening and speaking skills improvement. The study revealed that the participants had positive perceptions towards watching English movie to improve listening and speaking skills.

Based on the explanation above the researcher is interested to do a research focusing on the Student's perceptions means how are the students point of views about the habit of watching movie with English subtitle for the advancement of speaking skill in English Education Study Program, Faculty of Teacher Training and Education both from Indralaya and Palembang class at Sriwijaya University.

1.2 The Problem of the Study

Based on the study background, the problem of the study could be formulated into a research question: What are the students' perceptions on the habit of watching movie with English subtitle for speaking skill advancement?.

1.3 The Objective of the Study

The aim of the study is to obtain the students' perceptions on the habit of watching movie with English subtitle for speaking skill advancement.

1.4 The Significance of the Study

The findings of this study are expected to deliver beneficial information for the improvement of English language learning, both theoretically and practically:

Theoretically, the results of the study are expected to motivate and influence the students to develop their speaking ability through watching movies with English subtitle. The research findings could also notify the lecturer about the perceptions of the students on the habit of watching movie with English subtitle to advance the speaking capability.

Practically, this study would give some information for the students that develop a habit of watching movie with English subtitle could help or become a source to enhance the speaking skill. Furthermore, for the upcoming researcher, this study hopefully became a helpful reference seeing that this research might provide subsidiary knowledge for the similar topic of research.

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