

# **STUDENTS' PERCEPTIONS ON THE USE OF SHORT MOVIE FOR TEACHING ADJECTIVE IN LISTENING**

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the research background, research questions, objectives of the research, significances of the study, and theories of this study. This chapter also shows the previous researches with relevant topics with this study. The purpose of this research is to know students' perception of the use of short movie for teaching adjective in listening towards 7th grade of Ar-Raudloh Junior High School students.

#### **A. Research Background**

Learning is an integral process between students, educators, and material discussed in the learning environment. The learning process occurs because of the interaction between the environment. Therefore, learning can occur anytime and anywhere. One of the signs someone has learned is the change in behavior in people who may be caused by changes in the level of knowledge, skills, and attitudes wherever and whenever.

In this case, educators are required to be able to implement existing tools. Educational technology as a way of teaching that uses technological tools can be fully utilized in education during learning such as television, radio, films, overhead projectors, videos, computers, and tape recorders. These tools in teaching methodology are usually called teaching aids and/or audio visual teaching tools. In educational technology, these tools are called hardware and software (Nasution, 2005: 2).

Vilma Tafani (2009), in *Teaching English through Mass Media* states: Radio plays an important part in developing people's imagination, in creating mind through the power of words, it stimulates the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, when the radio is used in the classroom, it helps students promote their imagination, to voice their creativity.

In learning, teachers are very required to be able to make the learning process take place more conducive. One of them is the use of appropriate learning methods. In the selection of learning methods, of course, an educator needs a learning media that can help a teacher deliver messages to students so that the message delivered can be more clear and easily understood by students.

One of the benefits of learning media is that it can lead to student learning motivation. So, from that, the existence of a learning media also has an important role in increasing students learning motivation. One of the media used by teachers in the learning process is audio visual learning media. Learning media audio visual is media that can be seen and heard to clarify the message or information conveyed.

In the meantime, there was a problem that appeared in the pre-observation environment in one of the junior high schools in Bandung. Some students have difficulty in learning English in discussions because they think it is difficult to listen to English from foreign speakers and those who like to speak English. So, they also find it difficult to communicate in the language, mainly because their knowledge in English is still fairly standard.

Watching short films in English can be applied in the teaching of listening. English short films can stimulate students' learning enthusiasm with stories, color images, emotions, and actor sound effects and increase their learning interest (Chun & Meng-ji, 2015). Audiovisual media such as short films are widely used in English language classes to display stories, events, or other places. Images that are played together with information in English must be selected according to the level of student development. Therefore, the selection of short films must be in harmony with the syllabus in the class. So that what is displayed is in harmony with what students learn and even supports this learning activity. Therefore a research on the use of short movie for teaching listening is conducted.

This study is intended to describe the challenges in learning listening to English using short film media and to determine students' responses to the learning by using short films. The use of video in the teaching and learning

process has become popular around the 21st century when students spend more of their time with audiovisuals than printed material (Balbay & Kilis, 2017). Here, technology can be used as media to teach English. Some teachers have access to this high technology, such as computers that can surf the internet to facilitate the teaching and learning process.

Research on teaching listening has been carried out by several researchers. First, a research by Safranji (2015) tries to improve listening comprehension through film. Second, a research by Henne Bourdeaud'hui (2018) discusses the identification of elementary school students and class characteristics related to listening skills. Third, a research by Carol Griffiths (2013) discusses the use of songs in language classes. Fourth, a research by Rahim (2013) discusses the identification of adjectives in television advertisements. Meanwhile, this research chooses to use the use of short movie for teaching adjective in listening. The students are given a short movie and write some adjective that they hear and comprehend.

## **B. Research Questions**

The formulations of the problems in this research are as follows:

1. How is the process of teaching adjective in listening using short movies as the media?
2. How do the students respond to learning adjective in listening by using short movies?
3. What are the challenges of teaching adjective in listening using short movies as the media?

## **C. Objectives of The Research**

This study is aimed at:

1. To know the process of teaching adjective in listening using short movies as the media
2. To know the students' responses learning adjective in listening by using short movies

3. To find out the challenges of teaching adjective in listening using short movies media

#### **D. Significances of the Study**

This study is expected to give several significances. Theoretically, the study can be used as a reference for English teacher to use teaching media and can contribute to the knowledge in developing understanding and studies related to listening. Also, this research can be a reference for the future researchers.

Practically, this study is expected to be able to provide English teachers with an effective method for teaching adjective in listening to junior high school, and teachers can use this approach to make the learning process more creative.

#### **E. Rationale**

Definition perception according to Abdullah (2015) Perception is the existence of experience about an object, a moment or things through feelings which cover the ability to differentiate, grouping, focusing about the experience, where someone is aware of everything in the environment. Elsewhere, according to Robbins (2003) states that perception is a process taken by each individual to organize and interpret the impressions of the senses that you have to give meaning to the surrounding environment. Many factors can affect perception, ranging from the perpetrators of perception, perceived objects, and existing situations. So from the definition above, perception is the words from a particular point of view (perspective) based on experiences, moment, existing situations, and knowledge.

In other hand, According to Robbin (2003: 124-130), there are two kinds of indicators of perception, namely:

1. Acceptance. The acceptance process is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to capture stimuli from the outside.

2. Evaluation senses are captured, then evaluated by individuals. This evaluation is very subjective. One individual values excitement as difficult and boring. But other individuals rate the same excitement as something nice and pleasant.

Listening skill is a process in language skill that needs practice by using audio/technology. There are many choices of listening materials such as CD, DVD, or video applied in the classroom. However, there are many pieces of evidence that listening is lack the attention of teachers (Field, 2009, p.1).

Again, we can distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with the transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials.

Moreover, it is obvious that visual clues clarify the meaning since the speaker is going to use the language pattern both verbally and non-verbally. Stempleski (1987), cited in Milasari (2008:15), stated the importance of using video in the classroom as follows: (a) Using video material in a non-English Language Teaching (ELT) environment can motivate students. (b) Videotaped material in a non-ELT environment pretests the real language. (c) Viewing provides the learner with an aesthetic look at the culture through viewing native speakers in real-life language interaction the EFL learner is exposed to the critical aspects that accompany language use in the communicative speaking. (d) Using videotaped material facilitates better comprehension of the intended messages.

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Smaldino, et al (2005:288) the advantages of the video are: (a) Motion, (b) Process, (c) Risk-free observation, (d) Dramatization, (e) Skill learning, (f) Affective, (g) Problem solving, (h) Cultural understanding, (i) Establishing community.

Listening is one of four major skills in the language. But, most of the students have a lot of lack of listening, e.g., understanding adjective vocabulary. So here, the researcher will discuss how students perception on the use of short movies for teaching adjective in the learning process of listening.

#### **F. Related Previous Researches**

The use of short movie is researched in the English language classroom to know the student's perceptions and the challenges in learning listening using short movie. There are some cases that ever been researched before,

*The first* is a research by Safran (2015). This study explored to what extent students enhance listening comprehension through movies with and without subtitles and what their attitudes are towards this teaching tool. The study made use of a quantitative data survey consisting of a 25-item questionnaire and a qualitative data survey via oral interviews. The research sample comprised 38 students learning English as a foreign language. Twenty-two participants were females, and sixteen were males. The average age of the participants was eighteen years. Nine students were studying at secondary schools, and twenty-nine of them were university students. Firstly, they were interviewed to build up an image of their background towards watching the film in advance. Secondly, a questionnaire was applied to explore students' opinions after completed learning listening skills through films. A group of 38 students was interviewed in order to build up an image of their background towards watching the film in advance. The results were the following:

1. 31 students claim that they liked watching films, whereas 7 of them do not like watching films so much.



2. 29 of them prefer watching films in English every time and 9 answered like not always
3. 22 students would like to watch films with subtitles whereas 16 of them prefer watching without subtitles
4. All of the students admit that watching films improve listening skills
5. 18 students said that they can understand the language at once, 20 students said that they could comprehend by the context of the situation or event being shown.
6. 21 students said they sometimes get bored when they do not understand the language, 17 students consider that even if they do not understand it is a process of improving listening ability.

This research is different from the current research in the way is that in this research, they believe that they gain more from the vocabulary, better understand foreign cultures, and feel relaxed and have fun while studying in class. However, some of them are not sure whether watching the film wasting time and not meeting their needs. Also, some students have negative attitudes towards film too, but most of them appreciate this teaching tool and want to study in the next course too.

*The second*, a research by Carol Griffiths (2013). This study illustrated the potential of songs by presenting one for quite young learners and one for more mature students. Suggestions will be made for using the songs to develop skills and language awareness. In this paper, ideas have been suggested for using songs to improve not only listening skills but also speaking, writing and reading as well as expanding vocabulary, practicing pronunciation, developing comprehension and increasing grammatical awareness. In other words, songs can be used to present an integrated language learning package which is also enjoyable and memorable. This research is different from the current research in the way is that this research explains theoretical only.

*The third*, a research by Normaliza Abd Rahim, (2013). The study focuses on the use of adjectives in television advertisements among Korean learners at Hankuk University of Foreign Studies, Korea. The objectives of the

study were to identify and discuss adjectives incorporated into the advertisements. The students involved in the study were ten male and female subjects from a Malay language class. The subjects had to choose one television advertisement and view it several times. They were given three weeks to identify and discuss the adjectives in the advertisements. The subjects were interviewed on their views about the adjectives in the advertisements. The interviews were video recorded and analyzed for the purpose of the study. The results of the study revealed that each subject managed to identify five adjectives per advertisement. They also managed to offer their views on the adjectives, which were not directly uttered by the models in the advertisements. This research is different from the current research in the way is that students may find it difficult to understand language and with the assignments given to them in identifying adjectives, the difficulty will increase, besides the use of adversity can also saturate students so they need to read the same ad because the adjectives obtained less.

