

The Contribution of Western Movies as Media for EFL Students to Learn English in the Classroom

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Abstract

Nowadays, media become crucial aspect in language learning and teaching, since the rapid of technology in this world. This study aimed to review some previous studies about the use of western movies as media for EFL students in language classroom. To give sight for teachers that using media in the classroom can assist students to improve their language skills. The study is a library research study which was conducted by reviewing several libraries' works that are relevant and related based on existing problems. Around 15 studies related to this topic were discussed. The data were analyzed using two different thought processes, such as inductive and deductive. Deductive analysis was a method of thinking to draw findings using reasoning starting from general statements to particular inquiries, whereas inductive analysis was a way of thinking to draw conclusions starting from specific facts to general conclusions. It is found that using movies as media in language learning can improve students' English language skill in idiomatic expression, vocabulary, and speaking.

Keywords: Movies, Media, Language Learning

Introduction

Acquiring new knowledge in the process of learning can be done in many ways. The ways that could change someone becomes a better person in terms of cognitive, emotional, and behavior, are not only in the form of reading or memorizing activity, but also in a form of fun ones, like watching movies. In the language class setting, movie includes as a medium for teachers as an 'assistant' to create a more interesting and interactive classroom environment. In the teaching and learning process, the presence of the media has a quite important role, for instance to help and support unclear material in different ways. According to Ezeh et al. (2021), media encourage instructional delivery, which provides practical strategies to encourage student involvement and an active dual transfer of knowledge between the teacher and the students, creating a pleasurable and meaningful learning activity. Furthermore, Sanaky (2006, pg. 6) stated that learning media can motivate students by: (a) bringing the real object and making it move; (b) creating a copy of the real object; (c) turning abstract ideas into concrete ones; (d) fostering a shared perception; (e) overcoming limitations imposed by time, space, number, and spacing; (f) presenting information consistently; and (g) offering a learning environment that is stress-free, appealing, and conducive to learning. Referring to Laurillard (2002), she presented five functional categorizations of media and analyzed how they can be a contribution to the educational activities:

- Narrative media that are non-interactive and non-computer based, such as print, audiocassette, television or film, and digital disc.

- Interactive media, these are hypertext, hypermedia and multimedia resources. The content may consist of text, graphics, audio, video or any combinations of these.
- Adaptive media which include in virtual environments, tutorial programs and tutorial simulations.
- Communicative media, these bring students together to discuss and interact through text/graphics, audio, video or any combinations of these three modes.
- Productive media are like micro-worlds and modeling that enable learners to utilize the productive capability of electronic media to create something.

Throughout the explanation above, it can be said that movies or movie clips are one of the media teachers can use in the classroom, especially in EFL classrooms, since the movies allow students to feel the real situation of natives' conversation. In learning language, various kinds of process are needed due to many components composed in it.

Dealing with the English language that is used by many people around the world, plays a big role in communication and commerce. It is composed by many different parts of language such as the 'tricky' grammar, the 'emotional' metaphoric, the 'various' semantics and the 'colorful' idiomatic expressions. English just amazes by its extraordinary linguistics diversity. Hence, it needs an interesting and interactive media to help students engage in the learning process. As stated by King, (2002) that films are truly beneficial and worthwhile sources for teaching because they provide colloquial English in real life contexts rather than the illusive ones; giving students the chance to hear a variety of native speaker accents, slang, abbreviated speeches, stress, and dialects.

Considering these issues, it becomes interesting to review some studies that conducted on the use of western movies as media for EFL students to learn English in the classroom. Besides, to look at what language skills students can get from movie as the learning media. The role of technology in language learning and teaching that plays an important role since today's era demands teacher to be able to use technology. Huzairin et al (2020) stated that teachers can use 21st century technological teaching tools to assist students enthusiastically involve in the curriculum as the result of better understanding of teaching materials EFL students can get. Besides, the use of the media in the process of teaching and learning English will attract students' motivation and attention (Sinaga & Oktaviani, 2020). It offers information about an object and makes the classroom situation clear.

There are many technological media that can be used in EFL classroom such as, games, cards, songs, magazine, video, and such. Movie or film is one of instructional media that can be applied by teachers in English classroom to improve students' language skills. Activities like watching movies provide opportunity for students to look at examples of phrases and expressions used in real contexts. In line with this, Nath et al. (2017) said that students are attracted to activities that cover entertainment and watching movie. Although foreign language films might inevitably bring a certain frustration to language learners who have not achieved a high proficiency level, it is nevertheless obvious that the use of film is one of the key channels via which learners can be exposed to what occurs in the real world (Hayati & Mohmedi, 2011). The earlier idea regarding with this was proposed by Wood (1995). He said that films have communication relationship between classroom and society, and become a visual medium and a good starting point for learners to explore and experience another culture.

Movie clips and films offer big opportunities of speaking and listening activities for developing language fluency. Some reasons for the use of movies in language instruction are stated by Ainworth, (2008); Hoffler&Leutner,(2007); Schnotz&Rasch, (2005):

- Movies are motivating and they help ease the cognitive load whereby learners can

form mental images of the presented materials more comfortably.

- They enable learners to perform parallel cognitive processing by providing additional information that cannot be displayed through static pictures.
- They help learners build a dynamic mental representation by providing through external support for simulating the behavior of the system depicted.

It can be said that movies are an entertaining and motivating learning media for students. They give students a real- life language input, which may be difficult to receive otherwise in a non- English-speaking environment. In other words, using movies in English language teaching provides authenticity, variety, and flexibility into EFL classrooms.

Methodology

This study used the library research method to obtain data answering the research question. The library research method was chosen as a method of data collection since the study was done by reviewing several libraries' works that are relevant and related based on existing problems.

In this research design, the data were taken selectively from the relevant literature such as journals, articles, books, and research reports. The related literature was searched based on the topic under this study, such as how movies can contribute to the language learning for student in EFL classroom, and

After collecting the data needed, the data were analyzed using two different thought processes, such as inductive and deductive. Deductive analysis was a method of thinking to draw findings using reasoning starting from general statements to particular inquiries, whereas inductive analysis was a way of thinking to draw conclusions starting from specific facts to general conclusions.

Finding and Discussion

The contributions of movies to language learning consist of

1. Improving idiomatic expressions mastery

According to Khairunisa (2016), idiomatic expression or simply put, idiom, is a type of figurative language that have a meaning different from the literal interpretation. In other word, idiom is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own, for instance, “*piece of cake*” is an idiom that means something easily done (Merriam-Webster Dictionary). Idiomatic expressions contain unpredicted meaning which cannot be guessed directly. Based on a study from M. Ilham Subkhan (2018), there are some idiomatic expressions found in *American Sniper* movies, such as:

- *Better safe than sorry*

Means: It is best not to take risks, even if it seems boring or hard work

- *No pain no gain*

Means: there must be some suffering in order to succeed.

- *Rome wasn't built in a day!*

Means: it takes long time to do important thing properly.

According to Maisa & Karunakaran (2013), idioms are colorful and fascinating aspects of English; they are commonly used in all types of languages, informal and formal, spoken and written. Learners' language skills will increase rapidly if learner

can understand and use them confidently and correctly. It can be said that students who effectively communicate with idioms show a good understanding of language, because they could understand and communicate on a deeper level of language and able to transmit certain information about the speaker that might not be obvious.

Native speakers like using idiomatic expression in their daily conversation and it could be found in western movies. Therefore, by watching the movies, students will naturally acquire the idiomatic expressions mastery. There are some previous studies explored about the contribution of movie to improve students' idiomatic expressions mastery. First is a study by Tabatabaei & Gahroei (2011), a student of Islamic Azad University. He investigates about the contribution of movies clips to idiom learning improvement of Iranian EFL learners. The result of their investigation leads to the following conclusions; the first is, using movie clips including the idioms has a significant effect on idiom learning of the EFL high school students, and the second one is, that both students and English teachers had positive attitudes towards the application of movie clips in teaching new idioms.

Furthermore, Iranmanesh & Darani (2018) from Islamic Azad University examined the effect of movies on learning English idiomatic and everyday expressions among Iranian EFL learners. The findings of the study are the fact that L2 learners like movies and presumably have positive attitude toward learning English through watching movies, and the learning English idiom becomes effective. Movies are considered as the best techniques in teaching English because of numbers of its benefits and advantages, such as providing authentic language input and encouraging classroom discussions. Regarding with Western movies benefits in teaching English idiomatic expression, Sari & Sugandi (2015) also address on some advantages of western movies in English learning. It is stated that western movies with the subtitles can help students to see written of the words. Besides, by watching English movies, students listen to many new words and phrases, especially idioms and colloquial expressions. Students take a note of the words and memorize them to make the vocabulary learning process becomes more effective.

2. Improving vocabulary mastery

A recent study by Hestiana (2022) explored the effect of watching movie subtitles on students' vocabulary mastery. She mentioned that it is a demanding task for language learners to learn new vocabulary as it improves their communication skills. When students watch English movies but do not have any ideas of the actors or actresses are talking about, they will look for the meaning through the displayed English texts by translating the difficult words and phrases into Indonesian, for instance. This study found that students gave a positive response which said that learning English through western movies increase their vocabulary.

Then, Nurmala Sari & Aminatun (2021) investigated students' perception towards using movies to improve students' vocabulary mastery. It is stated that learning vocabulary is very essential in learning a foreign language because if the students are lack of vocabulary knowledge, it becomes difficult for them to produce or voice of what they have understood. Hence, the English learning and teaching process needs to be attractive. According to this study, one of the interesting media that can help students to learn vocabulary is film or movie. In line with this, (Simamora & Oktaviani, 2020), also said that students can be more motivated to learn English by new vocabulary in the film or movie since it bring the environment alive to the classroom.

Simamora & Oktaviani's study (2020) investigates students' opinions towards learning English vocabulary by watching English Movies. They asserted that learning English with movies as one of the media in learning process is something cannot be denied. The study showed positive findings; (1) Students could enhance their vocabulary by watching English movies because they often found new vocabulary from the movie, and (2) Students could learn English by watching English movies. The more they watch English movie, the easier they learn English because when they watch a movie they could learn the language not only from listening activity but also from the scene and expression of the actors/actresses in the movies.

In addition, Lestari (2018) conducted a study to know whether using English subtitle in movie is effective or not in increasing students' vocabulary. She brought this study due to students' respond toward the question of their feeling in learning English. Most of the students said that they were bored during the learning process because of the conventional method used. They needed new style of learning, new atmosphere in class, and new learning situation which create more interesting and fun class. This study found that using English movie made students easier to know some new words, created interesting and enjoyable classroom atmosphere, and helped students to enrich their treasury. In the same year, Zulfa, (2018) evaluated whether the frequency in watching English movies correlates with students' vocabulary mastery. This correlational study found that there is high correlation between students' frequency of watching English movies and their vocabulary mastery. All of these findings show that having western movies as media in English learning can improve students' vocabulary mastery.

3. Improving speaking skills

Another contribution of western movies in English language learning is for improving students speaking skill. As it is stated in a current study by Serasi (2022) that the development of spoken language comprehension is one of the main advantages of film contribution. Students can explore ways of language are used by native speakers since the conversations in films occur in real life context. This study discussed about this issue which investigated whether or not students' speaking skills may be improved by watching short films. The findings showed from this quasi-experimental research – that when students were presented to an activity that was familiar to them which in this case is watching movie, it was much easier for them to become interested in what was going on in the classroom. The students who were unwilling to talk showed an ability to speak freely as a result. It motivates students to have more practice in pronouncing the words and to extend their vocabulary since they heard native English speaking in a real accent.

Then, a study by Nita et al (2020) is conducted to discover more about how collaborative learning utilizing movies as a medium improves English speaking abilities. This action research was found that the use of film as media in the collaborative learning model of speaking English has increased student participation. Their participation in learning tends to develop, this is seen by their action in the class which is more responsive than the prior one.

In addition, students who had trouble speaking English became able to speak easily after the treatment and created a more enjoyable learning process. The cause of students' low English speaking skills can be overcome after the diagnosis problems is process and the solutions effort is provided.

Besides, Madiyoh et al (2018) examined the effectiveness of audio-visual media in enhancing students speaking development. It is stated that selecting the appropriate technique for language learning is the essential role of teachers. It does not only help students to reduce their boredom but also improve the quality of teachers in their teaching performance. According to this study, audio-visual media play a major role in English language teaching, and one of the examples of audio-visual media is movie or film. Movie or movie clip acted by some actors presents part of native's life and culture which can be an additional knowledge for the students, and this becomes an essential source of education nowadays. The findings of this study come up with some teaching implications, as follows:

- 1) The use of movies as media in language learning could provoke students' interest and motivation in using the language. Hence, it is able to engage students to speak and improve their speaking skill.
- 2) The movies do not only present the real language used, new words, phrases, and expressions, but also a full context of language that also could help students to improve their ability in speaking English.

Conclusion

From the previous findings discussed, it can take into account that movies are effective media teachers can use in language learning, especially that in EFL context. Western movies possess numbers of benefits that help both teachers and students to achieve the learning goals. Some of the contributions of using movies in the classroom are helping students to improve their English language skills such as idiomatic expression, vocabulary, and speaking skill. Throughout these findings, it is hoped that teachers can improve their teaching performance by using technological media that are interesting and enjoyable like movie or film.

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