Chapter One

Introduction

In this chapter, the researcher describes background of the research. It tells the reason why the researcher chose the topic. Then, the researcher presents identification and limitation of the problem. The researcher also presents the purpose of the study and the research questions. Finally, the researcher gives some significances of the study and the outline of the research.

Background

In Indonesia, English holds a status as a foreign language. It has become quite challenging to teach students because the language is not used in daily activities. English is also likely needed for their future as the most widely used international language in international communication. In order to increase the students' proficiency in language skills, the students need to afford their own quality learning materials. The materials should be suitable, up-to-date and interesting so that it will support their English learning.

Movie supplies exposures to the real situation and is used in authentic cultural contexts where the foreign language is spoken. As stated by MacWhinney (2001), language learning is a process of input, absorption, and output in the theory of modern foreign language teaching. MacWhinney also stated that using English movie can emphasize the language input and stress the value of language output in English learning. Besides, movies have been used in EFL classrooms by many scholars and have become an important part of the curriculum (Ismaili, 2013). Kusumarasdyati and Luo (2004) also found that using movies can catch the

learner's interest and has a significant effect on their motivation in learning. By using English movie, the students can create their own learning environment because the real context from the movie can help students for authentic communication and they can have a deeper understanding of the use of related English language. It also can increase their vocabulary knowledge, so that the students can practice their pronunciation and intonation based on the movie.

Furthermore, from the researcher's personal observation, students of English Education Department (EED) in University Muhammadiyah of Yogyakarta (UMY) spend 200 minutes in learning English in the classroom in a day. It means that the student did not fully learn English all the time. As a consequence, the students need to do self-learning to improve their skill in English. Several self-learning tools are songs, movies, games, books, etc. Based on the researcher's informal conversation to some students of EED UMY, the students rarely like to read because they prefer to learn with something which has a visual image. The students are not enthusiastic about reading something with full of words and many pages or they only read for classroom task.

For this reason, students have a preference to watch movies because an audio-visual experience can be more entertaining and engaging to them. Movies are enjoyable sources for entertainment and are language acquisition for students to expand the background understanding and combine with their own understanding of the story or concept from the movie. Through the movie, the students can improve their vocabulary, pronunciation, listening and learn cultural aspects of the story from the movie (King, 2002).

Although the students belong to English education department that is learning English as the second language, they do not always immediately understand the whole movie. That is why they used the subtitle to understand the movie since there are two types of subtitles that the students tend to use. Those are English and Indonesian. In English learning, the subtitle used in the movie can be used as the supplementary material of the language learning and language comprehension because the students can obtain some new vocabularies and practice their pronunciation.

Indeed, when they were watching a movie they do not focus on learning but it comes between the movies that they watch. Using subtitle of various languages can be interesting for the learners, especially English subtitle because they can enjoy and understand the movie from other cultures and countries. The subtitles also might offer a new way to language comprehension for the learners. In the context of EED UMY, the students use the Indonesian and English subtitle to support their understanding when watching English movie. From the researcher experience, vocabulary is one of the most important skills to learn. While with the problem, the researcher watches movie use English subtitle to improve vocabulary master.

Based on the background above, the researcher was then interested in conducting research on the purpose to know the English Education Department (EED) of University Muhammadiyah of Yogyakarta students' experience in watching a movie with English and Indonesian subtitles to learn English.

Identification and Limitation of Problems

Students of EED UMY are not fully learning English in the classroom. When learning the material from the lecturers, students can hardly remember the entire task given in more or less 200 minutes in a meeting. By using the movie, it can be one of the alternative learning tools to overcome this problem. However, the facilities to prepare the movie for learning are limited. For example, when the students want to watch movie or film in the classroom for the learning materials, the sound system cannot be used. The lecturers also barely use the movie in their classroom to teach the students. This is the reason why the students learn from English movie by themselves and they perceive that the visual from the movie can attract student's interest to learn. There have been a number of studies investigating the use of movie in EFL learning. Those studies focused on the use of English movie to improve students' oral English (Li & Wang, 2015), non-native learner's communication skills (Khan, 2015), and learning skills (Ismaili, 2013). Another study focuses on the relationship between effective learning and students' movie preference to make the EFL students more stimulating and productive (Shakir, 2015).

Meanwhile, among the studies on movies in EFL, there are no many studies investigating the use of subtitle in EFL learning. One study focuses on the effect of using subtitles on phrasal verbs in term of recognition and production (Pasban, Forghani & Nouri, 2013), while the other focuses on the impact of bimodal subtitling on content comprehension of English movies and vocabulary recognition (Etemadi, 2012). With these past studies as references, the researcher

investigates and more focuses on EED of UMY students' perception towards watching a movie using English and Indonesian subtitle to learn English. Therefore, this study will enrich the discussion on the use of movie in EFL learning using subtitles.

Based on the researcher observation, EED UMY students faced a problem in learning new vocabulary. The students have a different English learning material in high school and in university. In university, the material more complex and theoretical, the students found unfamiliar new terms while reading a journal and hard to understand the content. Others problem are pronunciation, the students find it confused because the spelling is different with the pronunciation. There are a lot of media that the students can use to learn, such as watch a movie, listen to a song and reading a novel. To overcome the problems, the researcher chooses a movie as a medium to learn. The students can use the subtitle to watch a movie to help them in understanding the movie. For the subtitle, because the EED UMY students are learning a second language so that they can use the Indonesian and English subtitle to watch a movie and learn English through it. As there are no studies that use this theme as the research, so the researcher use this idea to do the research.

The researcher limits this research on EED of UMY students' experience in watching a movie using English or Indonesian subtitles in improving their vocabulary mastery. This research focuses on the student's experience and opinion about which subtitles can facilitate the students for English learning.

Research Questions

The researcher formulates research questions as mentioned below.

1. How is the experience of EED of UMY students on the use of English and Indonesian subtitle in learning English?

2. How do English and Indonesian movie subtitles help EED UMY students' English learning?

Purpose of the Study

This study is aimed at investigating the students' experience in using English and Indonesian subtitles in watching movies and in their English learning process and how the subtitles can facilitate the students' learning.

The Significance of the Study

This study is hoped to give some significances to students, lecturers, and other researchers.

Students. The students can use this study as an idea for them to use subtitle in learning. The students are expected to get interested in learning more using movies as a learning tool and watch them with English or Indonesian subtitle.

Lecturers. The lecturers can get the information about the use of movies subtitle as a learning tool for the students. Therefore, the lecturers can consider using movies subtitle in the classroom as a teaching tool.

Other researchers. The other researchers who concern to investigate the same topic can use this study as a guide for the next topics. They can start to investigate how far the subtitles can give an impact for the students learning the

skill. The researchers can also use the same topic to find out which subtitles facilitate better for the students in their learning.

Outline of the Study

The composition of the study is arranged as follows. In the first chapter, the researcher delivers the background of the study. The researcher also states the identification and limitations of the problem, the purpose of the study to answer the research question and the significances of the study. In chapter two, this study presents the literature review of the movie, movie subtitles for language learning, a movie in TEFL, benefits of watching a movie with the subtitle for learning English, and learner autonomy. In chapter three, the researcher focuses on the research methodology. It includes the research design of the study, setting and participants of the study, an instrument of the study, techniques of the data collection and the analysis of the data. In chapter four, the researcher presents the findings of the study about the students experience in watching a movie with English and Indonesian subtitle to learn English and which subtitle facilitate more in learning. Finally, in the last chapter of this study the researcher draws the conclusion of this research and gives some suggestions.