

# Students' perception on the use of movie segment to teach grammar in Madura Islamic University

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## STUDENTS' PERCEPTION ON THE USE OF MOVIE SEGMENT TO TEACH GRAMMAR IN MADURA ISLAMIC UNIVERSITY

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### ABSTRACT

The aim of this study is to find out the students' perception on the use of movie segment to teach grammar. The study was conducted in Madura Islamic University especially in English Department. This study is a qualitative study meanwhile the participants were fourth semester students in Madura Islamic university particularly for English department which consist of 25 students. The students were taught English grammar using movie segment then they are asked their perception about the use of movie segment in teaching grammar. In collecting data, the researchers asked the students to fill questionnaire (likert Scale) that showed students' perception toward the use of movie segment to teach grammar. After that, in analyzing the data, the researchers used two different categories which are suggested by peacock (1997) those are: (1) overall class interest & enthusiasm and (2) self-reported interest & enthusiasm. The result of the study showed that movie segment can give positive perception to the students and it can increase the students' enthusiasm in learning English grammar.

**Key words:** *students' perception, movie segment, grammar*

### INTRODUCTION

As a foreign language in Indonesia, English is so difficult to be mastered by the Indonesian students caused by some problems. The major problems arise form: learner's first language of English pronunciation, lack of understanding of common grammatical patterns, and social knowledge required to process meaning.

Dealing with the English grammar, Harmer (2001:12) defines that grammar is the description of the ways in which words can change and can be combined their form into sentence of the language. Moreover, Lado (1986:221) defines that grammar is system of unit and pattern of a language and each language has its own distinctive structure. In fact, many students particularly in English Department, Madura Islamic University assume that the difficult subject is grammar. They find it hard to understand the rules, to apply the grammar in speaking, and to memorize the formulas. They also added that when they were at school, their English teachers taught English grammar using conventional method. The English teacher explained the rules of grammar and asked them to answer the grammatical questions correctly. It was boring for students and it was one of the causes that they got difficulty in learning English grammar.

Furthermore, Teaching a language needs improvement as well as development of strategy learning method adds guiding and facilitating

language learning. In this case, a teacher plays important role. He should understand their students' condition and must be responsible to make the students interest in learning English as their subject. In addition, an English teacher is supposed to apply all techniques in process of teaching because every class has its own different characteristic. Thus, an English teacher must master how to manage the class including approaching model, method or strategy of teaching and also selecting materials.

Moreover, movie segment is a series of movie segment which is used to reach particular goals of learning, and it is also equipped some activities or practices to reach the goals which provide a moving picture. Stempleski (1990:4) states the importance of a moving picture component as a language teaching aid, and those are video can increase motivation of the students. Video can be used as a mean of communication, represent Non-verbal aspect of communication, and cross-cultural comparison. In addition, movie segment is also considered as an authentic material. Kitekaya (2004) showed that authentic material provides an example of how language is used in everyday life. Moreover, Peacock (1997) conducted a research by the title the effect of authentic materials on the motivation of EFL learners. There were three categorizes in the study, those are covering on-task behavior, overall class interest & enthusiasm and self-reported interest & enthusiasm. Meanwhile the

result showed that there is a significant increase on task behavior and motivation when authentic material was applied to the students. Furthermore, to understand students' perception is very important in reaching learning objectives. The teacher should know what the learners' need and also understand the students' perception about the method which is used by the teacher. In fact, it is rarely conducted by the teachers. Horowitz (1990) in Pazaver (2015) said that there is always different perception between students and teachers on the use of grammar, and as a result it will give a negative impact in the classroom. A study related to the students' perception was conducted by thamin etall (2019). Their research objective was to know the perception from students on implementing moodle web-based in learning grammar. The result showed that the students had positive point of view toward moodle web-based. In learning grammar, they need online learning instruction.

Related to the explanation above, here the researchers interested to know the students' perception on the use of movie segment as one of the authentic materials. The result of this research can be used as an evaluation in teaching English particularly English grammar.

**METHOD**

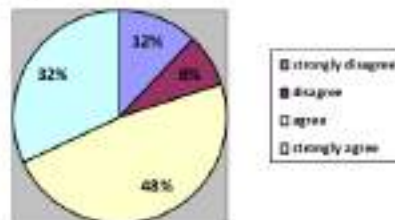
Based on the field of the investigation, this study used qualitative research method to explore the issue about students' perception in applying movie segment to teach grammar. The participants in this study were fourth semester students in Madura Islamic university particularly for English department which consist of 25 students. In addition, the researchers taught English grammar to the students using movie segment which was taken from YouTube channel. Meanwhile, the movie segments in this study were the movies which tell about past activities (past tense). In applying a movie segment to teach English grammar, the researcher firstly played a movie segment in the screen then asked the students to analyze the grammar used by the actor/actress. After that the researcher explained and discussed the grammatical usage. At last, the researcher gave some grammatical exercises to the students. To know the students perception about the use of movie segment to teach grammar, the researchers asked the students to answer questions in form of questionnaire (liker Scale) that showed the perception of the students toward the use of movie segment to teach grammar. The questionnaire was set to 4 Likert Scales: 1 for Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree).

and 4 for Strongly Agree). There were 10 questions related to the students' perception about movie segment method. Finally, the research question can be answered: how is the perception of the students on the use of movie segment in teaching grammar?

**RESULTS AND DISCUSSION**

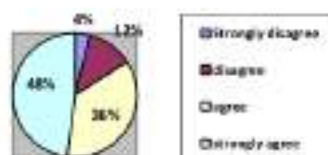
**Interpretation to the Findings**

**1.1 Enjoyment level**



From the statement number one, when the researchers asked about the level of enjoyment, the data showed that there were 12% of the students strongly disagree and 8% disagree, the students didn't enjoy the teaching and learning process. In other word most of the students enjoy learning grammar using movie segment, the students also feel relax learning grammar. It can be seen in the data that 32% agree and 48% answered strongly agree. Furthermore, students' sense of enjoyment is very important in teaching and learning process because it can increase students' motivation then of course it will also affect their achievement. According to Dun&Dun (2002) in Al-Shara (2015), "students' motivation will increase when they fell happy and satisfied, it will also guide to highest students' achievement because teachers' practices are consistent with the students' pattern".

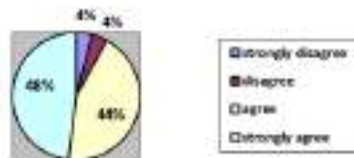
**1.2 Activeness**



It's important to implement teaching strategy which is attracting the students to be more active in teaching and learning process. Furthermore, related to the statement number 2 about activeness, the statement from the students showed that they were highly involved in learning

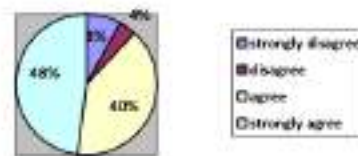
grammar using movie segment. It was shown in the data that 36 % of the students decided agree and 48% strongly agree. Meanwhile , 4% of the students strongly disagree and 12% of the students disagree. This finding gives us information that the use of movie segment can make the students in English department Madura Islamic university active to learn grammar. The active learners at the classroom can be seen by the students' activities such as asking questions, giving opinion, doing exercises etc. the active learners in the class can make the learning environment also positive. According to Davis (2009) in Abdallah et al (2012), enthusiasm and willingness of the students to participate in the classroom through verbal engagements will create a conducive classroom environment.

1.3 Attention level



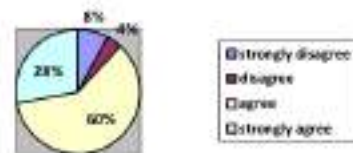
Regarding to the statement number 3, when the students were asked about the level of attention, the students believe that by watching a video and doing some activities related to the topic, it can increase their attention to the topic being discussed. From the data, the researchers found that 44% of the students strongly agree and 48% of the students strongly agree. In contrast, 4% of the students chose disagree and the rest 4 % strongly disagree. Based on the data above, it can be said that movie segment can increase the students' attention in the classroom. In addition, there have been many researches about the use of movie to enhance students' English skill, particularly students' attention. Tognozzi (2010) found that movies are able to catch the students' attention towards the target language. Ismaili (2013) concludes that movies attract students' attention and movies offer a visual context aids that can help students to understand and improve their learning skill.

1.4 Concentration level



Students' concentration is one of the challenges that the teacher should consider. It is not easy to make the students concentrate to the topic that we deliver particularly for big class. This recent study finds that the use of movie segment in teaching English grammar to the students can increase their concentration. The data showed that 40% of the students chose agree and 48% of the students answered strongly agree. In contrast, there is still 12% of the students could not concentrate, 8% strongly disagree and 4% disagree. The statement number 4 also showed that movie segment gave a positive impact to the students' concentration. This finding is supported by the previous research. A research which was conducted by King (2002) entitles "Using DVD feature films in the EFL classroom "concluded that movie can develop students' concentration.

1.5 Challenge or motivation



The statement number 5 was about challenge or motivation. On average the students fell more challenging when they learn English grammar using movie segment. There was 60% of the students answered agree and 28% strongly agree to this statement. If the students have a positive motivation of course it will also give a good impact to the learning goal. It is supported by Ellis (1994). He stated that the main factor influencing the students' success in learning foreign language is motivation. Furthermore, Fahmawati et al (2016) conducted a research entitle *the correlation among students' perceptions of classroom environment, motivation in learning English and their English achievement of the eleventh grade students of*

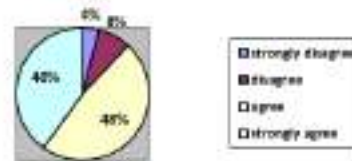
state senior high schools in Indragaya. Their research tried to find the correlations between students' perceptions of the environment in the classroom and students' English achievement, the second is correlation between each scale of students' perceptions of classroom environment and students' English achievement, the third is correlation between motivation of the students and their English achievement, number four is correlation between each scale of the students' motivation and their English achievement, and the last is correlation between predictor variables and criterion variable. Related to motivation, the finding was that there were a significant correlation between students' motivation and their English achievement. Meanwhile, there are 12% of the students did not feel motivate to movie segment but the students will also motivate then. It has a correlation with the statement number 7 about enthusiastic.

1.6 Difficulty Level



The statement number 6 was regarding to the level of difficulty. What the researchers focus in this statement is about students' perseverance in doing the tasks. It is in line with the theory from peacock (1997) which talks about overall class interest & enthusiasm, where perseverance in learning task is one of the point discussed beside enjoyment, enthusiasm, level of learner interest, activity, persistence with learning task, and concentration in the class. The result showed that 36% of the students answered strongly agree and 36% agree. Meanwhile, 20% of the students chose strongly disagree and 8 % answered strongly disagree.

1.7 Enthusiastic



For the statement number 7 is about enthusiastic. The result showed that most of the students were so enthusiastic learning grammar using movie segment. It can be found from the result where 48 % of the students said agree and 40% strongly agree. As I said before that this statement has strong correlation with the statement number 5. If some students in the class had a strong enthusiastic in learning, it will give impact also to other friends. It is supported by expert related to the peers importance. Harner (2007) said that "if peers feel enthusiastic about learning English, there will be a much greater chance that the other student may feel more motivated to learn the subject" (p.99).

The Statement number 1 to number 7 includes to the first category about overall class interest & enthusiasm. If we look at the first category, the result showed that the average of the students had a positive perception to the movie segment used in learning English grammar. The next statement will be the second category and it is about self-reported interest & enthusiasm.

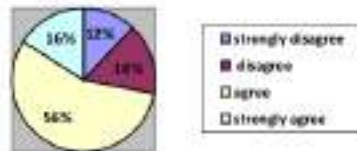
1.8 Meaningful method



Moreover, if we look at the statement number 8, the students claimed that the materials are meaningful for learning process. From the data, 76% of the students strongly agree and also agree. It is the first time for the students learning grammar using movie segment and it can give a meaningful experience for them. When the researchers asked why this method is meaningful, the students answer that they can understand the use of the English grammar in a communication

from the movie. In other word, the application of movie segment is meaningful for them.

### 1.9 Variation



Similarly, the students answered that the material can be vary because the sources can be downloaded from the internet. The data in this point is 56% agree and 16% strongly agree. The students can find different movie with the same topic or material. It can also avoid the boredom in learning English grammar.

### 1.10 Satisfaction



The last is about satisfaction in learning English grammar using movie segment. Satisfaction here is about personal perception related to how the students feel about learning experience in learning grammar using movie segment. Jannati and marzhan (2005) found that there was a significant relationship between students' satisfaction with the classroom environment and students' language achievement. Meanwhile, the data in this study showed that 84% of the students felt satisfied learning English grammar. The finding also means that the student can reach what they want to learn English grammar. All in all, from the questionnaire distributed and asked to the student, it can be concluded that movie segment give positive attitude in learning English grammar for the students of Madura Islamic university.

### CONCLUSION

The result of the study indicate that the students had a positive perception to the movie segment and it is one of the important aspects in teaching and learning process to make them reach the goal of learning. Based on the students'

perception, movie segment gave a good impact to the students in learning process. In other words, movie segment is one of the effective authentic materials which can be used to reach the learning objective particularly for teaching grammar. Moreover, a positive respond of the students will also affect their achievement.

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