IMPROVING STUDENTS' ABILITY IN ANALYZING A WORK USING POPULAR MOVIE

ENDANG SUSILOWATI*, DESWANDITO DWI SAPTANTO, LATIFAH
ALKAROMAH, SALSA BILA FAUZIYAH TAMAMI
Department of English Literature, Universitas Ngudi Waluyo
*endangsusilowati@unw.ac.id

Abstract

Technological developments in learning process have provided flexibility for lecturer in carrying out lecture activities. Innovative and fun learning methods can certainly increase student interest in participating in the learning process. Movie as one of the audio-visual media that can improve understanding skills in interpreting the narrative presented in the storytelling. Movie also can improve listening and speaking skills, students can build an argument and statement about the story. This research is a form of integration between research whose output results will be integrated with the Movie Analysis course in the English Literature study program; Faculty of Economics, Law and Humanities; Universitas Ngudi Waluyo. Students of the English literature study program are required to be able to understand, interpret and retell the literary works or works of art they are studying. In the scope of this research, students will be given learning support materials in the form of a popular movie titled Avengers: End Game. The main focus of this research is to examine students' understanding through movie media. This assessment includes understanding the concept of storytelling, messages that appear in the storytelling and the ability to make a summary of the whole story in the movie. This implementation method is to use the discovery learning method, which is a learning method that encourages students to carry out investigations, find new things and build creativity in interpreting things by using their intuition, imagination and knowledge to find message behind the work. The method of carrying out this research was by distributing questionnaires and pre-test before carrying out the treatment process, then the process of implementing activities by watching the Avengers: End Game movie, and then distributing questionnaires and also post-test after the implementation of the activities was carried out. This research activity was carried out in the English Literature study program with students of the English Literature study program as the research subject. This study aims to improve students' ability to build understanding in interpreting the elements of the story. Through this research, students' analytical and interpretation skills on the elements of the story, namely themes, plots, characters and settings in a work, are increased.

INTRODUCTION

Learning English in a fun way can be through various media, one of them is by implementing learning process using movie. Movie in general is a portrait of a representation of real life. a movie that is a work of fiction is a reflection of life that actually happened. If we take a closer look, a work of fiction certainly has a 'subliminal message' that will influence the viewer or reader to become immersed in the storytelling process. Fiction can provide good learning, but it can also have a bad impact on anyone who reads or watches it. Fictional works can contain propaganda or provocation in both positive and negative terms. Popular movie is a medium that greatly helps students to learn English in an interactive way. English-language movie can be shown with *subtitles* or without *subtitles*. According to Bedareva, Litovchenko & Astapenko (2020), that movie are increasingly used in foreign language classes. Movies help students to understand and recognize context by observing the character's behavior and conversation. Movie can attract students to learn English in different ways. By watching the movie, they can see and hear it live at the screening. Watching *subtitle* videos in English is probably one of the richest ways to present authentic input because it is a combination of three media, namely aural, visual, and textual (Itagaki, Futukani, Ando & Horita, 2020).

In addition to *subtitles*, there are also movies that are presented without *subtitles*. By watching movies without *subtitles*, students are required to understand each character's conversation and behavior. Every conversation and behavior presented by one character with another character is very different, so students are really required to be more observant in order to understand the content of the movie. Students will also focus more on listening to the con-versation in the movie that can indirectly affect the process of understanding. There are students who are easy to understand and also who are difficult to understand the storyline. A study is certainly needed to find out the extent of students' understanding of movies without subtitles. Based on these problems, research is needed to examine whether there are significant results from case studies to determine students' understanding, especially from the english literature study program on a movie. research is conducted a study entitled *Improving students' ability in analyzing a work using popular movie.*

There are few of previous studies on the use of movie media in learning process. Febrianto (2020) conducted a study about learning English from scholars and successful professionals in one way, namely using English *subtitle* movies. As we know that English *subtitles* can affect the understanding of the audience including students of English Literature, but this is different from what the researcher will analyze in this study which focuses on movies without *subtitles* as a new case study. Hanifah (2019) conducted a study entitled *Improving English Speaking Skills Through Movie Media*, she conducted the research to determine the process and results of improving English speaking skills using movie learning media. Movie as a learning medium is very liked by students so that it makes it easier for students to interact. The research method uses action research. Pranata et al (2021) conducted study entitled Effectiveness of Using Animated Movie Media on Increasing Story Writing Skills. This research aims to determine the effectiveness of using animated movie media to increase the writing skills of fourth grade students. Susanti (2016) conducted research to improve children's story listening skills of fifth-grade students through animation

movie media. This study was a class action (Classroom Action Research) with Kemmis and Taggart's model. This model consists of planning, action, observation, and reflection. Praveen Alluri (2018) conducted a study entitled *Enhancing English Language Teaching Through Movies in General Foundation Programs: Arab World English Journal*. This study examines the process of learning English that can improve critical thinking skills by using movie media in undergraduate students who want to continue their studies to a higher level. Kabooha (2016) conducted a study entitled *Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI),* focuses on the attitude of students in learning a foreign language, namely English. This study uses movie media as a learning medium to improve their English language skills. Roy et al (2018) conducted a research entitled *Learning English through Watching Movies*, this study focusses on the main important thing of movie in order to increase the speaking and listening skill of students. Rao (2019) conducted a study entitled *The Impact of English Movies on Learning in ESL/EFL Classrooms*, the study focusses on the movies on learning English in ESL/EFL classrooms. It also focuses on the use of audiovisual technologies, such as English movies, in the English language classrooms, with a view to suggest the incorporation of these audiovisual technologies for ESL or EFL learners of English language.

According to the previous research, there are no previous studies that carry out research activities using movie as a research object to increase students' understanding in uncovering hidden messages conveyed by the author, as well as understanding the details of the story, namely explanation of plots, characters and settings in popular movies that have been chosen as research objects. This study used a type of qualitative method on descriptive design and two research variables, namely the independent variable and the dependent variable, which later contained observations and interviews as data collection techniques. This study aims to increase students' understanding of the elements of stories, in particular the themes, plots, characters and settings.

Discovery Learning

(Svinicki, 1998) states that There are three main characteristics of the discovery learning method associated with cognitive theory, they are: 1) an emphasis on active learning, 2) the development of meaningful learning, and 3) the formation of the capacity to change attitudes and values towards the subject and oneself as a problem solver. The application of the discovery learning method is very suitable to be applied in the learning process, so that the learning process becomes more active and creates enormous curiosity for students. The main strength of learning with this method is that it can create interactive learning, so that students become enthusiastic and motivated to find out the results of the activities assigned to them.

Measuring Students' Understanding in Terms of Story Elements

In accordance with what is happening today, lecturers are required to understand and know whether the material they have conveyed is truly understood by their students. Sometimes when asked if they understand or not, students just nod or shut up. So that indirectly can provide an information that they all understand, even though there are some who do not understand. This can be a problem that is being experienced by English Literature lecturers.

The writer seeks to provide a solution by conducting research related to case studies on the level of understanding of

English Literature students in semesters 2 and 4 on movie without *subtitles* which can later provide significant results. The significant result is the discovery of ways to find out the level of student understanding. Here's how to find out the level of understanding of English Literature students towards movie without *subtitles*:

Interpreting

The first way to find out or measure students' understanding of learning is through interpretation. Interpretation occurs when a student can change one form of information to another form of information.

Giving an example (*Exemplifying***)**

Providing this example can show that a student as a form that can or is able to identify the characteristics of a concept and then use the characteristics of the concept obtained to make an example.

Classifying

A student is called to understand when he can recognize that something (object or phenomenon) falls into a certain category.

Summarizing

Summarizing is the act of making a statement that represents all information or creating an abstract from a piece of writing. Summarizing requires students to choose the essence of an information and summarize it.

Inferring

Inferring occurs when a student abstracts a sample or finds a pattern from a series of examples or facts.

Comparing

A student can compare when he or she can detect similarities and differences shared by two or more objects.

Explain (*Explaining***)**

Students can explain when they can provide a model of a theory or can construct and use a cause-and-effect model in a system.

METHODS
Research Design

This type of research is qualitative research using descriptive methods. According to Sugiyono (2019: 18), the qualitative research method is a research method based on the philosophy of *postpositivism*, used to examine the condition of natural objects, (as opposed to experiments) where researchers are key instruments, data collection techniques are triangulated (combined), data analysis is inductive/ qualitative, and the results of qualitative research emphasize the meaning of generalization. While the descriptive understanding according to Nazir (2014: 43), is a method in examining the status of a group of people, an object, a condition, a system of thought, or a class of events in the present.

Research Stages

This research was conducted with the following steps: This research began by preparing research supporting materials, namely the movie entitled *Avengers: End Game*.

The second stage is to gather students in semesters 2 and 4 as many as 15 students in the English Literature study program as respondents.

The next stage is to collect primary data, namely providing questionnaires and initial observations (pre-implementation) before the implementation of learning implementation with movie media is carried out.

The movie entitled *Avengers: End Game.*

Providing questionnaires after implementation (post-implementation)

Process the data from the questionnaire, make a final report and create an article on the results of the research.

Integration of Research with Courses

The research variable is an attribute or trait or value of people, objects, organizations, or activities that have certain variations that are determined by researchers to be studied and then their conclusions are drawn (Sugiyono, 2016: 68). There are 2 variables involved in this study, namely the *independent variable* and the *dependent variable.* Independent variable means a variable that has an influence on the changes that occur in other variables. A change that occurs in a variable is caused by this independent variable. In contrast to the independent variable, the dependent variable means the variable affected by the other variable.

The existence of this variable is considered to be a result of the existence of an independent variable. The independent variable of this research is the level of understanding of English Literature students Semester 2 and 4 towards Movie without subtitle, while the dependent variable is how to know the level of understanding of English Literature students in the element of the fiction story.

This research aims to support courses in the English Literature study program. The treatment carried out in this study is an integration of the *Film Analysis course.*

The following is a table showing the integration of research with the subject *Film Analysis* course material:

Table 1. Movie Integration Form in Film Analysis courses

Semester Learning Plan 'Film Analysis'				
Session	Final ability of students	Study Materials	Materials	Identification
13	Students are able to understand and explain narrative aspects in movie	Get to know and learn 1. Universality in the story of the movie 2. Narrative function 3. Structuralism and narrative 4. Codes and Conventions 5. Movie Genres	Movie	1. Understanding movie 2. Identify the narrative 3. Find out the message
(14-15)	Students are able to understand and explain the plot and storyline in the movie	Get to know and learn about the plot: 1 The Definition 2. The type 3. Its development 4. Its application	Movie	1. Identify the work 2. Making summary

Source of Data

The source of data used in this study are primary data and secondary data. According to Sugiyono (2018: 456), primary data is a data source that directly provides data to data collectors. The data is collected by the researcher directly from the first source or place where the research object was conducted. This data source was obtained from respondents who had been selected by researchers through *purposive sampling techniques.* According to Turner (2020), *purposive sampling* is used when a researcher wants to target an individual with characteristics of interest in a study. From the results of the application of these techniques, respondents from Ngudi Waluyo University obtained. The first respondent was a 2nd Semester English Literature student and a 4th Semester English Literature student.

Data Collection Techniques

According to Sugiyono (2016: 193), data collection technique is a strategic step in research, because it has the main purpose in obtaining data. There are two data collection techniques used in this study.

Observation

The definition of observation according to Sugiyono (2018: 229) is a data collection technique that has specific characteristics when compared to other techniques. Observation is also not limited to people, but also other natural objects. Observations in this study were carried out by observing English Literature students in Semesters 2 and 4 while enjoying/ watching films without subtitles.

Interviews

Interview according to Yusuf (2014: 372) is an incident or process of interaction between the interviewer and the source of information or the person being interviewed through direct communication or asking directly about an object under study. The type of interview used in this study is an open interview. According to Sugiyono (2016: 31), open interviews are free where they do not use systematic interview guidelines and interview guidelines that are used in the form of outlines of the problems to be asked. Researchers use this technique so that respondents can convey perceived things about the topic of this study more transparently.

Data Analysis Technique

The data were analyzed using models from Miles and Huberman. Data analysis is divided into several stages, namely as follows:

Data reduction, is the stage of data simplification in accordance with needs to be easy to get information. Data that has been collected will be categorized or grouped into data that is very important, less important, and not important. Furthermore, researchers can store where data is needed and discard data that is not necessary for research. That way the data will be simpler and clearer so that it is easy to get to the next stage.

Presentation of data, is done to display data that has been reduced to the form of charts, *charts*, and others. The goal is to be more easily conveyed and understood by other parties. This will also make it easier for readers to absorb the information contained in the data.

Conclusion drawing is information obtained from data that has been compiled and grouped which is then presented using certain techniques.

RESULT

Based on the implementation of research activities, the following is a detailed report prepared based on the results of the activities:

Students certainly have a variety of activities that are carried out outside of lecture hours. Before carrying out the study, the research team had distributed a questionnaire to obtain data on students' interest in English. The following is a graph of the results of the distribution of questionnaires showing student interest in improving English language skills:

Student Questionnaire Results Chart of English Literature Study Program, Universitas Ngudi Waluyo

The chart above has shown the results of the questionnaire of students of the English Literature study program of Universitas Ngudi Waluyo that the interest in watching films is the most in demand by them, second place is listening to music, next is watching and listening to English-language *YouTube* content, communicating with friends using English and lastly is listening to English-language *podcasts*.

Based on the results of the questionnaire, the study needs to be done to measure the significance of students' understanding of the film without using *subtitles*. This process is very important because by watching the movie without using subtitles, it can improve students' ability to listen, think critically and be sensitive to the content of the storytelling in the movie. In addition to some of these abilities, students are also required to be able to understand the story and retell the story in the form of essays. The selection of this movie is a supporting medium in the process of carrying out this study, the goal of this study is to be integrated with the *Film Analysis* course in the English Literature study program.

Distribution of questionnaires related to the film Avengers: End Game

This stage, the distribution of questionnaires related to movie's understanding is carried out before the implementation of implementation is carried out. Pre-implementation is intended to determine the extent of students' understanding of this *Avengers: End Game* movie. The following are the contents of the questionnaire:

From the results of observations, there was an increase in understanding of the content of English-language movie without subtitles by English Literature students. This increase in understanding is evidenced by the average results of test questions given before and after the implementation of learning with movie. The results of the assessment showed a very significant improvement, the pre-implementation test received an assessment score of **2**, while the average post-implementation test obtained an assessment score of **4.6**. Referring to the results of this assessment, Movie as supporting media can improve students' understanding skills. Thus, it can be concluded that using movie without subtitles is a significant way to find out or measure the level of understanding of English Literature students in semesters 2 and 4 in the scope of understanding, interpretation and creativity in retelling stories in films.

Through this study that has been completed, the results of this activity can be used as evidence that there is an increase in students' abilities in two important components of *listening* competence, namely the ability to understand (*comprehension*) and the ability to remember/ listen (*memorization*). Moreover, students are able to increase their skill of speaking in a different way. They can watch, learn, analyze and present the material in the class about their sum-

mary of the movie.

This treatment activity has not been implemented optimally due to limited time and frequency of meetings. The implementation of the integration of supporting media is that this movie is able to increase students' interest and knowledge about the elements of story. The application of movie and video applications that follow the development of science and technology is an effective method and is very useful for the knowledge development of the English Literature Study Program of Universitas Ngudi Waluyo. In the future, the use of movie, games, and social media can be applied as a medium to support the learning process and can be implemented with a more structured and varied schedule.

CONCLUSION

Through this research, it has been found that there is an increased understanding of the content of the elements of the story of English-language film entitled Avengers: End Game by English Literature students. This increase in understanding is evidenced by the average result of the pre-implementation test achieving an assessment score of **2**, while in the average result of the post-implementation test achieving an assessment score of **4.6**. Referring to the results of this assessment, movie can improve students' understanding skills. Thus, it can be concluded that using movie can be a significant way to find out or measure the level of analyzing the message and also the elements of fiction story.

Suggestions

The use of interactive lectures needs to be carried out more often because this can increase students' interest in learning a subject. The use of movie can greatly help the learning process in lectures. The use of supporting media in the future can be more often applied to support existing courses. The participation of study programs up to the university level is very necessary to support the application of more interactive supporting media.

REFERENCES

Alluri, P. (2018). Enhancing English Language Teaching through Movies in General Foundation Programs. *Arab World English Journal (AWEJ)*. Proceedings of 1st MEC TESOL Conference 2018. DOI: https://dx.doi.org/10.24093/awej/MEC1.11

Bedareva, A.V., Litovchenko, V.I., & Astapenko, E.V. (2020). Foreign Language Media Texts as a Means of Forming the Media Competence of University Students. In *International Scientific Conference "Digitalization ofEducation: History, Trends and Prospects"* (DETP 2020) (pp. 17-21). Atlantis Press.

Hanafiah, W. (2019). Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Media Movie. *EPIGRAM (e-Journal)*, *16*(2), 149–158. https://doi.org/10.32722/epi.v16i2.2229

Itagaki, S., Fukutani, R., Ando, A., & Honita, T. (2020). A Proposal of E-Learningfor Skills of Traditional Japanese

Wood-Processing Including Evaluation of Condition of Cut Surface. In *EdMedia+ Innovate Learning* (pp. 1116-1124). NC: AACE. Waynesville.

Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching, 9*(3), 248. https://doi.org/10.5539/elt.v9n3p248

Miles, M.B. & Huberman, A.M. (2017). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage. London.

Nazir, M. (2014). *Metode Penelitian*. Ghalia Indonesia. Bogor.

Pranata, K., Kartika, Y. W., & Zulherman, Z. (2021). Efektivitas Penggunaan Media Movie Animasi Terhadap Peningkatan Keterampilan Menulis Cerita. *Jurnal Basicedu, 5*(3), 1271–1276. https://jbasic.org/index.php/basicedu/article/view/867

Rao, S. P. (2019). The Impact of English Movies on Learning in ESL/EFL Classrooms. *Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal Impact Factor, 7*(4), 430–438. https://doi.org/10.33329/rjelal.74.430

Roy, Sujit, U. (2018). Learning English through Watching Movies Team member. *ResearchGate, 14*(27).

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta. Bandung.

Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Alfabeta. Bandung.

Sugiyono. (2019). *Statistika untuk Penelitian*. CV Alfabeta. Bandung.

Susanti, W. (2016). Peningkatan Kemampuan Menyimak Cerita Anak Melalui Penggunaan Media Movie Animasi the Improvement of Children Stories Listening Skill Through Animation Movies. *Pendidikan Guru Sekolah Dasar, 5*(9),904–912. https://journal.student.uny.ac.id/ojs/index.php/pgsd/article/viewFile/1360/1234

Turner, D.P. (2020). *Sampling Methods in Research Design*. 01 Vol. 60. Iss. 1.

Yusuf, A.M. (2014). *Metode Penelitian Kuantitatif, Kualitatif &PenelitianGabungan*. Prenada Media Grup. Jakarta.