

## Exploring Students' Perception and Use of Movie Clips to Enhance Students' Participation in English Classroom

**Bontor Rusmida Panjaitan<sup>1</sup>, Monalisa Irmayanti Hasibuan<sup>2</sup>**

<sup>1</sup> A state senior high school, Siak, Riau, Indonesia

<sup>2</sup> Universitas Lancang Kuning, Pekanbaru, Indonesia

Contact:	Monalisa Irmayanti Hasibuan		monalisairmayantihasibuan@gmail.com
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### ABSTRACT

Learning a foreign language is not easy and requires a lot of effort. A teacher must be able to give maximum effort in teaching in the classroom for example by using ICT. The aim of this study is to find out whether using movie clips can increase students' participation in online English classroom and what factors that influence students' participation using movie clips. The design of this research is classroom action research (CAR) with the subject of the research was 35 students of class X MIPA 6 at A state senior high school. This research was conducted in one cycle consisting of 5 online class meetings that used movie clips with different genres. From the findings it was found that by using movie clips, the participation and activeness of the students increased, which could be seen from actively asking questions, being enthusiastic in answering questions and enjoying the learning process. The result of the interview indicated that several factors affecting students' participation using movie clips were unstable internet network, the limitations of learning media such as smartphone/laptop, and even boredom with assignments and deadlines during online learning. In this case the teacher must be able to find alternative solutions for online classes to make students not bored and enjoy the learning environment. Therefore, the use of movie clips is proven to be able to increase student participation in the learning process and by using movie clips students get new vocabulary, entertain them, and also build a fun learning environment.

### KEYWORDS:

movie clips;  
students' participation;  
online learning;  
ICT;  
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### Introduction

How do teachers change students' negative perceptions of a subject at school? What things can affect it? Students' perceptions of a subject can affect their interest in studying it deeply, and this condition can come from students' views of the difficulties of the subject or from the way the teacher teaches. In Indonesia, English is categorized as foreign language that is studied in schools based on the education curriculum in Indonesia. As one of the subjects in school, English is often misunderstood as a difficult subject, where the grammar is confusing

making students become less interested in learning English (Panggabean, 2015; Widianingsih & Gulö, 2016). Consequently, it made students reluctant to speak and the class look passive (Riasati, 2012). Not only that, as EFL learners, students feel that learning English makes them anxious about the things they will learn in classroom, whether they are able to understand it or not (Gkonou, 2013). Anxiety in learning a language can come from oneself who think that the language is difficult, cultural differences, and different cognitive abilities (Hashemi, 2011).

The problems faced by some students relate to the four skills in English, namely listening (see for example (Gilakjani & Sabouri, 2016; Zur, 2020), speaking (see for example Hosni, 2014; Nakhalah, 2016), writing (see for example Bhatti, Hussain, Azim, & Gulfam, 2020; Shahid Farooq, Uzair-Ul-Hassan, & Wahid, 2012) and reading (see for example Widyasworo, 2019). Students' misconceptions about the difficulty of learning English make them less active to participate in English classes. This is what should be a special concern for an educator to be able to teach English using various strategies so that students can be more relaxed and think English as a fun lesson. Mohammed (2018) said that good time management in learning and the role of the teacher such as teaching methods or strategies, as well as the use of interesting materials can help to reduce students' difficulties in learning foreign languages.

Apart from being an educator, it is not enough just to teach a new knowledge but more importantly how to apply the knowledge and how students can participate or become enthusiastic during the learning process (Abdullah, Bakar, & Mahbob 2012). Not only concern about students' participation but also how to develop the material which has been adapted to students' needs based on syllabus (Syahdan & Lusandi, 2018). This is a challenge for teachers to be able to make students more active when learning by using creative methods or strategies. Because all teachers must be aware that to create a fun and relaxing class. At this point, teachers must be able to know and apply, at least, one strategy during learning and teaching process (Abdullah & AsyrafLokman, 2021). To create an active classroom atmosphere, a teacher is required to be able to understand the needs and ways of learning of each student.

Unfortunately, since the outbreak of corona virus in Indonesia in March 2020, the government has decided to carry out all activities online, including the learning process (Wiryawan, 2020). Of course, this policy changed the whole things in education and become new challenge for teachers to be able to adapt with the situation. This situation forces education systems around the world to be changed to online-based education by utilizing technology to avoid the spread of Covid-19 (Dhawan, 2020). Teachers must be able to find ways that are able to create the same classroom atmosphere even with distance learning and know how to attract students' attention and get feedback from students during the online learning class. It means that a teacher must be ready and able to use Information and

Communication Technology (ICT) for learning process in the 21st century (Syahdan, Marwa, & Herlinawati, 2022). But in this case the cooperation of the school by providing good internet plays an important role in the application of ICT in learning, especially during the pandemic (Syahdan, Herlinawati, & Marwa, 2021). Bilyalova (2017) asserted that one form of using ICT in learning is to use the internet in finding material sources. The use of ICT in learning will be very helpful in attracting students' attention to learning, facilitating students with more interesting material and of course students will get the language skills they need (Yunus, Nordin, Salehi, Sun, & Embi, 2013), maximize achievement targets and improve student learning performance (Azmi, 2017).

Research using online platforms has been conducted by Cakrawati (2017) in English classes and found that using learning technology becomes more effective and efficient, although they often experience unstable networks, but these media help students improve their language skills, acquire new vocabulary, and help them understand the material being taught. In line with research conducted by Hamad (2017), online learning indirectly requires students to have smartphones, making it easier for them to communicate using applications such as WhatsApp, Telegram, Instagram, Facebook, Twitter, etc. thus some teachers use the application to communicate, generally WhatsApp. The results of research conducted by Hamad (2017) show that WhatsApp is able to help students to develop their English skills, increase vocabulary, learn from the mistakes of their classmates through WhatsApp groups, and also teach student discipline in group chats. Learning media that can also provide benefits for students is video blogs. Lestari (2019) found that using video blogs as media is useful for improving students' English skills, especially speaking skills. Besides that, it can also increase students' knowledge in terms of grammar, accent, pronunciation and even knowledge of the culture of the language. The classes taught using media and technology make the class more lively and up to date and give students the opportunity to develop themselves in various aspects through new experiences (Rintaningrum, 2019). The use of ICT that is easily accessible to both students and teachers is YouTube which provides various videos in English that are useful in improving students' conversational, listening and pronunciation skills (Watkins & Wilkins, 2011) and of course more interesting for students. One of the media and strategies that can be used by teachers to teach English in a fun way and attract students' participation is using movie clips.

Movie clips is a strategy by providing video clips of a movie that uses English and available on YouTube (Chandler, 2011). The content of the movie clips given by students must be related to the material that will be given to students. So the common method that is usually used during learning which is lecturing, can be replaced by watching movie clips. Strategy with movie clips will be more fun and entertaining for students and students will be more active

during the learning process, and not only that by using movie clips students will gain other language skills, such as listening and improving their vocabulary (Ivone, 2005; Kalra, 2017); Yuksel & Tanriverdi, 2009). Thus, the problem of passive students during classroom learning that often occurs or the learning process is considered boring by students can be solved by changing the teaching strategy by using movie clips. A research conducted by Mahdiloo & Izadpanah (2017), explained that the use of humorous video clips was able to increase students' understanding of the material being taught and was also able to stimulate students to participate in class discussions which could build their critical thinking as well.

Nevertheless, the use of ICT in teaching and learning process will definitely bring gaps or difficulties for both student and teacher. The difficulties experienced by teachers and students cannot be separated from their knowledge of the use of technology and the age of students is also one of the determining factors whether they can accept technology positively or even make it difficult for them (Siani & Yarden, 2022). The use of technology in learning certainly provides benefits as well as difficulties for teachers, such as technical difficulties, lack of competence in using technology, and poor technological facilities (Ajaj, 2021); lack of training on the use of ICT so that teachers feel uncomfortable in using it (Villalba, González-Rivera, & Díaz-Pulido, 2017). In addition, the limitations of unstable internet network access become a barrier in the use of ICT (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2006).

The use of technology also affects students' motivation in learning and has a negative impact on their learning experience during online learning (Serhan, 2020). as an important factor that influences student success and student outcomes during learning, learning motivation is the key that must be considered by teachers (Meşe & Sevilen, 2021). Meşe & Sevilen (2021) stated that online learning has a negative impact on student motivation because of the lack of direct social interaction with teachers or other students, dissatisfied with the learning materials delivered, and lack of discipline in taking online classes. Online learning also has an influence on students' economic conditions and feels anxious during online learning (Simamora, 2020).

Based on observations during the application of English language teaching using movie clips in class X MIPA 6, it turned out to affect student participation which can be seen from student activity in learning and also builds student curiosity about what they did not know before, such as new vocabulary. The purpose of this study was to increase students' participation in learning English through the use of movie clips. From the ideas above, the researcher is interested in conducting research to enhance students' participation by using movie clips and their perceptions of the use of movie clips. In this study, the researcher aimed to answer research questions: (1) Can the use of movie clips increase students' participation

in the process of teaching English as a foreign language through online learning? (2) What are the factors that influence students' participation in online learning using movie clips?

## Method

The design of this research is the classroom action research (CAR) in qualitative research which was conducted for almost 2 months. The application of movie clips in the classroom learning process started on 27 August 2021 until 7 October 2021 at a state senior high school. The total number of class meetings with the application of learning using movie clips is 5 meetings. The application of learning using movie clips was carried out to students of class X MIPA 6 at a state senior high school, with a total of 35 students.

Data was collected by conducting observations and interview. Interview were conducted with 10 students to find out their opinions during learning English by using movie clips. In addition, the researchers also made a checklist table for teacher and student observations filled in by the research partner in carrying out this research. The teacher's observation table contains the steps of the teaching process carried out by researchers to comply with the lesson plan guidelines and also guidelines in the application of learning methods with movie clips. While the student observation sheet contains several criteria that are markers of whether students are stimulated to be more active in participating in class.

This research was conducted in one cycle consisting of 5 meetings. The classroom action research model used is the Kemmis and McTaggar model in which each cycle has four phases, consisting of plan, action, observation, and reflection.

### (1) Plan

In this stage the researcher plans or prepares a lesson plan and looks for movie clips that match the material to be taught. In addition, the researcher also made an observation checklist that would be used to see student participation in learning and also as a guide for researchers in teaching.

### (2) Action

After making a lesson plan and the instruments needed during observation, then the researchers carried out the learning process by following the lesson plan and also during the learning process the researcher tried to increase student participation such as asking questions to students, asking students to find difficult vocabulary, asking students to make new sentences from the vocabulary they find difficult, asking students to draw conclusions from the movie clips they have watched, and asking students to link the material being studied with the movie clips given.

During the pandemic, learning is carried out online and also adapts to the conditions of students who have difficulty accessing the internet network, so researchers do not teach using

zoom media but through WhatsApp groups. Researchers sent movie clips by dividing them into 4 parts. The first movie clip without subtitles, the second with subtitles, the third contains keywords with their meanings to help students understand the given movie clip, and the last is a movie clip without subtitles as well.

The purpose of the repetition of giving movie clips without subtitles at the beginning and end is to find out whether students can better understand the contents of the given movie clips after going through the second and third stages. After that, students were given the task of making a sentence from every difficult word they found and from the keywords in the movie clips. Besides that, the researcher also provides some vocabulary that must be mastered by beginners. The way the assignment is collected depends on the speed and accuracy of the students in making new sentences. The researcher made an agreement with the students that the fastest one would get a plus as a reward.

### (3) Observation

Observations were made during the teaching process by using movie clips. At this stage the researchers are assisted by a research partner to check the suitability between the application and the observation sheet that has been made and see how students participate and enthusiastically study while watching movies. Besides that, there are also field notes that contain various things that happened outside of the observation checklist sheet to describe in detail the situation and condition of the class. The results of these observations will be interpreted and described as a form of explanation of whether movie clips are able to increase student participation in online classes and also become a reference to find out whether there are other factors that can affect student activity during online learning.

### (4) Reflection

The final step is to reflect or flashback on all the series of activities that have been carried out. The purpose of reflection is to find out the weakness of the researcher during teaching and can improve it. These weaknesses can be seen from the observation checklist and also field notes when the learning process is carried out. In addition, to find out the weaknesses of the application of movie clips in English classes, the researchers also conducted interviews with 10 students to find out their opinions or perspectives while studying using movie clips and also what factors caused them to be less active in online classes.

## Results & Discussion

The implementation of classroom action research by applying the use of movie clips to increase student participation is carried out in one cycle which has 4 stages. In fact, the benefit of this research is not only to improve something in students, but also to improve the teaching ability of teachers. Not only teaching but also knowing the weaknesses of students in their classes and being able to improve them for the better. Most of students feel that English class

is difficult and boring, but on this chance the researcher will explain how the students' perspectives and also the influence of the application of movie clips in learning English based on experience of 35 students of class X MIPA 6 at A state senior high school.

There are two things that want to be discussed in this paper, the first is how students participate during online learning using movie clips media and the second is the factors that can influence students to be active in learning and also their opinions during the application of movie clips.

#### (1) Students Participation during Online Learning Using Movie Clips

To find out how the development of students to take an active role, the researchers measured it based on how many criteria were found on the observation sheet as shown in the table below:

Table 1. Table of the number of students participating in each meeting

Student Participation Indicators	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
Students ask questions	-	2	3	3	3
Students answer the questions given by the teacher	1	3	3	4	6
Students who make new sentences from the given vocabulary according to movie clips	31	29	32	34	35
Students who are willing to express their own opinions or conclusions about the learning that has been given through movie clips	-	1	1	2	4

Based on the table above, it can be seen that student participation has increased which is marked by the desire of students to ask questions, answer questions and provide their own opinions. At the beginning of the application of learning with movie clips, students looked confused, so they tended to be passive. However, after several times doing the same treatment, they began to feel comfortable and can adapt to a new media of learning for them. In line with a research conducted by Park & Jung (2016) which found that with the media movie clips students were more motivated to learn English and its culture, besides that it positively affected student participation in classroom.

As in the table, students who asked about things they did not understand increased. Their questions relate to some of the new vocabulary they encounter in the movie clips. For example, the phrase so-so, gonna which stands for going to, huge, nested, preposterously, villain, and other vocabularies. Not only that, but they also asked about some subject matter

that they did not understand regarding the topic of discussion. When students ask vocabulary that they do not understand when watching movie clips, they indirectly increase their knowledge about a vocabulary (Oladunjoye, 2017), help them to remember that word (Yuksel & Tanriverdi, 2009), and also introduce new grammar for students (Kusumaningrum, 2015).

Other responses can also be seen from how they answer every question that is asked during the lesson. The interaction between teachers and students is more intense. The assignments given will also be more fun for students, because they will be asked to make one sentence using the given vocabulary related to the movie clips they have watched. In general, school assignments are always related to answering some questions, but during the research the task given is to create something new with the creativity and level of understanding of each student. So that students will be free to be creative. Thus, the teacher can see the level of understanding of students and how they are able to create new things that each student will certainly be different.

Stimulation of questions will certainly be very helpful to get feedback from students, but more than that a good level of achievement for a teacher is being able to ask students to express their opinions about what they have learned. If students are able to provide their own understanding of the material that has been studied or provide conclusions at the end of the lesson, it is an indicator that they understand and master the material.

After using movie clips, most of the students enjoyed it during the lesson, but they also faced difficulties in understanding and capturing the meaning of the conversation in the movie, so they had to repeat it several times to understand. Not only that, it turns out that the genre of the movie that is given also has an effect on students. Most students prefer cartoon and action genres. Cute and colorful cartoon visualizations are able to attract students' attention. As research conducted by Eshankulovna & Alisherovna (2021) who used cartoons as a media for learning foreign languages and suggests that cartoons are preferred by children because of their colorful visualization, music, characters that are able to attract children's attention and teachers have interesting opportunities to make students play an active role during learning. They also said that the vocabulary in the cartoon was more understandable, and the way of speaking was not too fast so that they could hear clearly what was being said. Watching cartoons can also increase students' motivation in learning foreign languages and provide a more relaxed and less anxious classroom environment (Egounleti, Hindeme, & Sonou, 2018).

## (2) Factors that Affect Students' Participation in Online Learning Using Movie Clips

The use of movie clips is proven to increase student participation in online learning which is seen from an increase in students asking questions, being active in collecting assignments and also being active in answering questions. But there are several factors that can be a barrier

to student activities during online learning by using movie clips. The impact of the COVID-19 pandemic is very large in human life, because it forces everyone to adjust to the new normal life which feels very strange and also uncomfortable (Marinoni, Van't Land, & Jensen, 2020). Nambiar (2020) said that face-to-face learning is better in many aspects, both in terms of interaction or quality between teachers and students.

Apparently, there are many problems faced by teachers and students, which in this case is specifically the cause of students' lack of participation in online classes. Based on interviews with several students, their main problems are on gadgets and internet networks. Some students living in remote areas, found it difficult to access the internet, and participated in online learning. Signal instability or difficulty accessing the internet is a major problem that almost all students experience during online learning (Haris, Naway, & Pulukadang, 2019; Giatman, Siswati, & Basri, 2020; Hermanto & Srimulyani, 2021; Prasetyanto, Rizki, & Sunitiyoso, 2022), especially Tualang sub-district is a remote area where internet access is not evenly distributed. This can be seen when the student is late or does not fill in class absences at all.

Aziona & Nhedzi (2021) also argues that an unstable internet network affects student participation in class, for example being late in filling attendance in online classes. It's the same thing with gadgets, some students who have economic difficulties cause them to have to share gadgets with other siblings to take online classes which of course will be very inefficient for them in learning. As explained by Francis & Weller (2021) that the limitations of parents in terms of the economy resulted in students being less facilitated in terms of gadgets and became another factor that could hinder online learning. In addition, some students who use Wi-Fi sometimes also experience problems when the electricity goes out. This makes them lose the internet network which has an impact on their online classes.

Not only that, the lack of motivation and enthusiasm of students in participating in learning is also a factor causing them to be less active during the learning process. They think that lessons during online classes become more problematic because they could not ask questions and got clearer answers from the teacher directly. They got difficulties to understand the subject matter that was only given through videos, making them even more indifferent in learning. Giving material in a boring way makes the classroom environment boring. In online learning, several crucial things that can affect students' motivation to learn online come from teaching methods, lesson presentation, feedback and interaction with teachers (Meşe & Sevilen, 2021). Consequently, that teachers need to make more efforts in online teaching both in terms of preparation and implementation to achieve good final results as well.

The piled-up tasks are also a factor that causes them to learn not optimally. Short deadlines and a lot of assignments take up their time during online classes, very different from

offline classes. Their boredom with online classes makes them indifferent to the way teachers teach which can be said to be very traditional. In accordance with what Fatoni, Arifiati, Nurkhayati, Nurdiawati, Fidziah, Pamungkas, Adha, Irawan, Purwanto, Julyanto, & Azizi, (2020) said, there were a lot of assignments from online classes, even though students were doing it from home but they could not feel peace because of the assignments and deadlines given by the teacher, even almost all subjects.

The limitation of this research is in terms of duration because it only implements the use of movie clips for 5 meetings and was carried out online due to the pandemic situation. Future research projects should take a longer research duration in order to obtain more complex results. Another limitation comes from the media used to send movie clips which is via Whatsapp because of online learning. The researcher recommends using movie clips in offline classes as well to see the enthusiasm of students when watching movie clips directly. Finally, this research uses various genres of movie clips, so the researcher recommends future research to do the same research but with one genre of movie clips from the beginning to the end of the research, for example by choosing movie clips with cartoon themes. So that it can be seen whether the genre of movie clips can affect students' participation.

## Conclusion

In teaching there will always be problems and shortcomings, whether it comes from teachers or students, especially in online classes where teachers cannot directly interact face-to-face with their students. English classes which are considered boring and difficult, can be overcome by providing new things, for example the application of movie clips. The problem of the lack of student participation in online classes can be overcome by providing something new and in this case is the application of movie clips in English classes. It is because most people, basically, like to watch movies.

The use of movie clips is proven to be able to increase student participation in taking part in the learning process. Another benefit of using movie clips is that students get new vocabulary and of course entertain them, and also build a fun learning environment. In the end the barrier factors during online classes can be minimized and produce students who are creative, and active.

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