

## **CHAPTER I**

### **INTRODUCTION**

For the sake of the research, there are six sub topics discussed in this chapter namely background of the study, problems of the study, objectives of the study and definitions of key terms.

#### **1.1 Background of the Study**

English has been used as an international language to communicate between people from different nations for many years. It is used in various parts of society such as in social media, technical practices, trading, tourism, official works, and even daily activities. Hence, English becomes one of the compulsory subjects in many countries, and one of them is Indonesia.

In Indonesia, English is taught to students in High Schools and Universities, but many elementary schools also have English class. There are even some pre-schools that teach English to young learners between the ages of three to six years old. This fact is a proof that learning English is important in all level of educational institutions.

Despite the importance of learning English in formal setting such as at schools, it is important for learners to improve their proficiency through activities outside the classroom or in informal setting. Wong and Nunan (2011 cited in Olmedo 2014, p. 7) revealed that learners who spent more time practicing their English outside the classroom are more successful in

improving their proficiency than students who only learn English inside the classroom.

Following the concept of formal and informal language learning, there are some distinct differences between them. Rogers (2004 cited in Bahrani et al 2014, p. 4) stated that formal language learning is highly institutional and occurs in structured settings. It means that formal language learning takes place in schools where it is bound by the rules set up by the schools and the government, and taught by teachers. In addition, Lightbown and Spada (2001 cited in Bahrani et al 2014, p. 4) stated that informal language learning is unstructured and happens outside the classroom such as at home or at the office where learners are exposed to the target language.

An example of informal language learning activity is watching movies. As an activity that many people from different gender and age enjoy to do, watching movies can be used as a fun way to learn new languages. Watching movies is also a more entertaining method in EFL learning than other activities such as reading books, listening to songs played by mp3 player, writing texts, and so on (Fjallstrom 2010, p. 5). Thus, the researcher intended to know how is the learners' perceptions on watching English movies equipped with English subtitles to learn English outside the classroom by conducting a survey research entitled "Learners' Perceptions on Watching English Movies with English Subtitles to Learn English in Informal Setting".

The participants of this research were the students of English Language Education Program at Universitas Brawijaya Malang. The total population was 120 students and 89 out of them were taken as the sample according to sample stipulation table by Isaac and Michael (1995). The reason why the researcher chose students of English Language Education Program as the sample was because the researcher had seen the recent phenomena among students of English Language Education Program at Universitas Brawijaya Malang and found out that most students enjoy watching movies in their free times, including English movies equipped with English subtitles. Furthermore, students of English Language Education Program are expected to be the next generation of English teachers. So, they must do their best to perfect their English proficiency by learning and practicing more, both inside and outside the classroom.

In addition, the main instrument of the data collection was a questionnaire which was constructed based on the theory of three main aspects of perception proposed by Walgito (2004). The questionnaire was aimed to find out the students' perceptions on watching English movies with English subtitle to learn English in informal setting, whether they were positive or negative. After that, the data obtained were analyzed by using descriptive statistical approach.

In the end, it was expected that the result of this study could be beneficial for the students and lecturers in the teaching and learning process of English, and also for the next researchers.

## **1.2 Problem of the Study**

Based on the background of the study, the researcher formulated the research questions as follows:

“Are the learners’ perceptions on watching English movies with English subtitle to learn English in informal setting positive or negative?”

## **1.3 Objective of the Study**

In line with the problem of the study, the objective of this study is to investigate learners’ perceptions on watching English movies with English subtitle to learn English in informal setting.

## **1.4 Significances of the Study**

For the students who want to improve their proficiency in English, they will have an effective yet entertaining way to learn and improve their English outside the classroom by watching English movies with English subtitle. For the lecturers, this can become an option of media that the students can enjoy in EFL teaching and learning activities. Moreover, it is expected that this research would also be a beneficial additional reference for other researchers who want to conduct a research in similar terms.

## **1.5 Limitation of the Study**

This research is limited to the survey of learners’ perceptions on watching English movies with English subtitle to learn English in informal setting conducted on the students of English Language Education Program

batch 2016 at Universitas Brawijaya Malang. The researcher wanted to know whether the students' perceptions are positive or negative.

## **1.6 Definitions of the Key Terms**

Definition of key terms is very important to understand the meaning of the topic. The definition of key terms of this study is as follow:

### **1. Subtitle**

Based on Cambridge English Dictionary, subtitle is words, phrases, or sentences that are shown under the scene of a video to understand what are being said.

### **2. Formal Learning**

Based on Rogers (2004 cited in Bahrani et al, 2014, p. 4), formal learning is a learning activity that takes place in educational institutions and occurs in structured settings.

### **3. Informal Learning**

Based on Lightbown and Spada (2001 cited in Bahrani et al 2014, p. 4) informal learning is learning activity that happens outside the classroom such as at home or at the office where learners are exposed to the target language without being bound by strict rules.

### **4. Perception**

According to Septiana (2016, p. 169) perception is a process related to the entry of information into human's brain through the five senses.

## 5. **Movie**

Movie is a combination between photography and cinematography with a collection of pictures and moving objects that produce a scene (Mariah 2009, p. 42).