CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents two sub-topics, findings and discussion. The first is findings that contain the participants' responses to the questionnaire. The second one is discussion that explains deeper about the findings obtained from the research.

4.1 Findings

This research was conducted from September 21st to December 16th 2017 at Faculty of Cultural Studies, Universitas Brawijaya Malang. This research aimed to investigate students' perceptions on watching English movies with English subtitle to learn English in informal setting. The participants were students of English Language Education Program Batch 2016. The total population was 120 students, and 89 out of them were taken randomly as the sample.

4.1.1 Instrument Testing

Testing the validity and reliability of an instrument is very important. This is used to know whether the instrument used is good in measuring the data or not.

In this research, instrument testing was conducted on 89 sample who were the students of English Language

Education Program at Faculty Culture Studies, Universitas Brawijaya Malang. The questionnaire had been distributed and by the researcher on October 17th 2017.

The result of validity and reliability tests of the questionnaire will be explained below.

4.1.1.1 Validity Test of the Questionnaire

Based on Sugiyono (2005, p. 21) validity test is a testing step performed on the content of an instrument of data collection in order to know the extent of the accuracy of an instrument in performing its measuring function in order to obtain the appropriate data.

The validity test was done by using the Coefficient of Reproducibility and Coefficient of Scalability formulas of Guttman Scale. Coefficient of Reproducibility with the score of CR ≥ 0.90 is categorized as good (Singarimbun and Effendi 1989, p. 118). The Coefficient of Reproducibility test formula is as follows:

$$CR = 1 - (e|n)$$

Note:

CR   =   coefficient of reproducibility

e   =   total number of errors

n   =   total number of possible errors(total number items multiplied by total number of sample)

Before calculating the coefficient of reproducibility, the researcher calculated the errors fist. Errors are the differences between the perfect score patterns with the observed score patterns used to arrange the score from the highest to the lowest. The errors were determined by subtracting the patterns of the perfect scores with the patterns of re-arranged version of the respondents' real answers. Then the errors were presented in the table below:

Table 4.1 Errors

RES	ITEMS									SCORES	ERRORS
	Q9	Q1	Q2	Q4	Q5	Q3	Q8	Q6	Q7		
R87	1	1	1	1	1	1	1	1	1	9	0
R5	1	1	1	1	1	1	1	1	1	9	0
R8	1	1	1	1	1	1	1	1	1	9	0
R9	1	1	1	1	1	1	1	1	1	9	0
R10	1	1	1	1	1	1	1	1	1	9	0
R11	1	1	1	1	1	1	1	1	1	9	0
R19	1	1	1	1	1	1	1	1	1	9	0
R20	1	1	1	1	1	1	1	1	1	9	0
R21	1	1	1	1	1	1	1	1	1	9	0
R38	1	1	1	1	1	1	1	1	1	9	0
R39	1	1	1	1	1	1	1	1	1	9	0

Continuation of table 4.1

RES	ITEMS									SCORES	ERRORS
	Q9	Q1	Q2	Q4	Q5	Q3	Q8	Q6	Q7		
R48	1	1	1	1	1	1	1	1	1	9	0
R52	1	1	1	1	1	1	1	1	1	9	0
R54	1	1	1	1	1	1	1	1	1	9	0
R60	1	1	1	1	1	1	1	1	1	9	0
R63	1	1	1	1	1	1	1	1	1	9	0
R65	1	1	1	1	1	1	1	1	1	9	0
R67	1	1	1	1	1	1	1	1	1	9	0
R69	1	1	1	1	1	1	1	1	1	9	0
R70	1	1	1	1	1	1	1	1	1	9	0
R76	1	1	1	1	1	1	1	1	1	9	0
R78	1	1	1	1	1	1	1	1	1	9	0
R86	1	1	1	1	1	1	1	1	1	9	0
R1	1	1	1	1	1	1	1	1	0	8	0
R3	1	1	0	1	1	1	1	1	1	8	2
R4	1	1	1	1	1	1	1	1	0	8	0
R13	1	1	1	1	1	1	1	0	1	8	2
R24	1	1	1	1	1	1	1	1	0	8	0
R25	1	1	1	1	1	1	1	1	0	8	0
R26	1	1	1	1	1	1	1	1	0	8	0
R27	1	1	1	1	1	1	1	1	0	8	0
R31	1	1	1	1	1	1	1	0	1	8	2
R32	1	1	1	1	1	1	1	0	1	8	2
R33	1	1	1	1	1	1	1	0	1	8	2
R45	1	1	1	0	1	1	1	1	1	8	2
R47	1	1	1	1	1	1	0	1	1	8	2
R49	1	1	1	1	1	1	1	1	0	8	0
R51	1	1	1	1	1	1	1	1	0	8	0
R55	1	1	1	1	1	1	1	1	0	8	0
R57	1	1	1	1	1	1	1	1	0	8	0
R58	1	1	1	1	1	1	1	1	0	8	0
R61	1	1	1	1	1	1	1	1	0	8	0
R62	1	1	1	1	1	1	1	1	0	8	0
R64	1	1	1	1	1	1	1	1	0	8	0
R68	1	1	1	1	1	1	1	1	0	8	0
R71	1	1	1	1	1	1	1	1	0	8	0
R72	1	1	1	1	0	1	1	1	1	8	2
R75	1	1	1	1	1	1	1	1	0	8	0

Continuation table of table 4.1

RES	ITEMS									SCORES	ERRORS
	Q9	Q1	Q2	Q4	Q5	Q3	Q8	Q6	Q7		
R79	1	1	1	1	1	1	1	1	1	8	0
R81	1	1	1	1	1	1	1	1	1	8	0
R82	1	1	1	1	1	1	1	1	1	8	0
R88	1	1	1	1	0	1	1	1	1	8	2
R28	1	1	1	1	1	1	1	0	0	7	0
R29	1	1	1	1	1	1	1	0	0	7	0
R30	1	1	1	1	1	1	1	0	0	7	0
R42	1	1	0	1	1	1	1	1	0	7	2
R59	1	1	1	1	0	1	1	1	0	7	2
R89	1	1	1	1	0	1	1	1	0	7	2
R46	1	1	1	1	1	1	0	0	0	6	0
R56	1	1	1	1	0	1	0	1	0	6	2
R80	1	1	1	1	0	1	1	0	0	6	2
R12	1	1	1	0	1	0	1	0	0	5	2
R18	1	1	1	0	1	0	1	0	0	5	2
R22	1	1	1	0	1	0	1	0	0	5	2
R23	1	1	1	0	1	0	1	0	0	5	2
R40	1	1	0	1	0	1	1	0	0	5	4
R41	1	1	0	1	1	1	0	0	0	5	2
R44	1	1	1	1	0	0	0	1	0	5	2
R50	1	1	1	1	1	0	0	0	0	5	0
R74	1	1	1	1	1	0	0	0	0	5	0
R2	1	1	1	0	1	0	0	0	0	4	2
R14	1	1	1	0	1	0	0	0	0	4	2
R16	1	0	1	0	1	0	1	0	0	4	4
R43	0	1	1	1	0	0	0	1	0	4	2
R66	1	1	1	0	0	1	0	0	0	4	2
R73	1	1	1	0	0	0	1	0	0	4	2
R83	1	1	1	0	0	1	0	0	0	4	2
R84	1	1	1	0	0	0	1	0	0	4	2
R6	1	1	1	0	0	0	0	0	0	3	0
R53	1	1	1	0	0	0	0	0	0	3	0
R77	1	1	1	0	0	0	0	0	0	3	0
R85	1	1	1	0	0	0	0	0	0	3	0
R7	1	0	1	0	0	0	0	0	0	2	2
R15	1	1	0	0	0	0	0	0	0	2	0
R17	1	0	1	0	0	0	0	0	0	2	2

Continuation table of table 4.1

RES	ITEMS									SCORES	ERRORS
	Q9	Q1	Q2	Q4	Q5	Q3	Q8	Q6	Q7		
R34	1	1	0	0	0	0	0	0	0	2	0
R35	1	1	0	0	0	0	0	0	0	2	0
R36	1	1	0	0	0	0	0	0	0	2	0
R37	1	1	0	0	0	0	0	0	0	2	0
sum	88	86	80	66	66	65	55	55	32	602	64

Note:

RES = Respondent (sample)

R... = Respondent number...

Q... = Question number...

$$CR = 1 - (64/801)$$

$$= 0.92$$

The result of coefficient of reproducibility calculation was 0.92. Thus, it met the condition that the reproducibility coefficient should be equal to or above 0.90.

Coefficient of Scalability was said to be good if CS> 0.60 (Singarimbun and Effendi 1989, p. 118). The Coefficient of Reproducibility test formula was as followed:

$$CS = 1 - (e|p)$$

Note:

CS = coefficient of scalability

e   = total number of errors

p   = n – total score

So if we input the data into the formula,

$$CS \quad = 1 - (64/199)$$

$$= 0.67$$

The result of coefficient of reproducibility calculation was 0.67. Thus, it met the condition that the coefficient of scalability should be above 0.60.

So, it can be concluded that the instrument was valid to measure the data.

4.1.1.2   Reliability Test of the Questionnaire

Based on Husaini and Akbar (2003, p. 287) reliability test is a testing step performed on the content of an instrument of data collection in order to know the consistency of the instrument.

The reliability test was done by using the Kuder-Richardson 20 (Husainiand Akbar 2003, p. 290). The score ranged from 0 to 1. If the coefficient of reliability score is> 0.60 it means that the instrument is reliable enough. If the score was closer to 1, it indicated high reliability (Singarimbun and Effendi 1989, p. 118). The Coefficient of Reproducibility test formulas was as followed:

$$\mathbf{rKR_{20}} = \frac{k}{k-1}\left[\mathbf{1} - \frac{\sum pq}{\sigma^2}\right]$$

Note:

$\mathbf{rKR_{20}}$ = coefficient of reliability

k = the number of item in the questionnaire

p = the proportion of positive response

q = the proportion of positive response

σ^2 = total variant of the total scores of all the people taking the test.

The calculation of Kuder-Richardson 20 in this research was assisted by *Microsoft Excel*. The following

table on the next page was used to make the calculation of

Coefficient Of Reliability by using Kuder-Richardson 20

easier.

Table 4.2 Microsoft Excel helper table of coefficient of reliability

RES	ITEMS									SCORES
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	
R1	1	1	1	1	1	1	0	1	1	8
R2	1	1	0	0	1	0	0	0	1	4
R3	1	0	1	1	1	1	1	1	1	8
R4	1	1	1	1	1	1	0	1	1	8
R5	1	1	1	1	1	1	1	1	1	9
R6	1	1	0	0	0	0	0	0	1	3
R7	0	1	0	0	0	0	0	0	1	2
R8	1	1	1	1	1	1	1	1	1	9
R9	1	1	1	1	1	1	1	1	1	9
R10	1	1	1	1	1	1	1	1	1	9
R11	1	1	1	1	1	1	1	1	1	9
R12	1	1	0	0	1	0	0	1	1	5
R13	1	1	1	1	1	0	1	1	1	8
R14	1	1	0	0	1	0	0	0	1	4
R15	1	0	0	0	0	0	0	0	1	2
R16	0	1	0	0	1	0	0	1	1	4
R17	0	1	0	0	0	0	0	0	1	2
R18	1	1	0	0	1	0	0	1	1	5
R19	1	1	1	1	1	1	1	1	1	9
R20	1	1	1	1	1	1	1	1	1	9
R21	1	1	1	1	1	1	1	1	1	9
R22	1	1	0	0	1	0	0	1	1	5
R23	1	1	0	0	1	0	0	1	1	5
R24	1	1	1	1	1	1	0	1	1	8
R25	1	1	1	1	1	1	0	1	1	8
R26	1	1	1	1	1	1	0	1	1	8
R27	1	1	1	1	1	1	0	1	1	8
R28	1	1	1	1	1	0	0	1	1	7
R29	1	1	1	1	1	0	0	1	1	7

Continuation of table 4.2

RES	ITEMS									SCORES
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	
R30	1	1	1	1	1	0	0	1	1	7
R31	1	1	1	1	1	0	1	1	1	8
R32	1	1	1	1	1	0	1	1	1	8
R33	1	1	1	1	1	0	1	1	1	8
R34	1	0	0	0	0	0	0	0	1	2
R35	1	0	0	0	0	0	0	0	1	2
R36	1	0	0	0	0	0	0	0	1	2
R37	1	0	0	0	0	0	0	0	1	2
R38	1	1	1	1	1	1	1	1	1	9
R39	1	1	1	1	1	1	1	1	1	9
R40	1	0	1	1	0	0	0	1	1	5
R41	1	0	1	1	1	0	0	0	1	5
R42	1	0	1	1	1	1	0	1	1	7
R43	1	1	0	1	0	1	0	0	0	4
R44	1	1	0	1	0	1	0	0	1	5
R45	1	1	1	0	1	1	1	1	1	8
R46	1	1	1	1	1	0	0	0	1	6
R47	1	1	1	1	1	1	1	0	1	8
R48	1	1	1	1	1	1	1	1	1	9
R49	1	1	1	1	1	1	0	1	1	8
R50	1	1	0	1	1	0	0	0	1	5
R51	1	1	1	1	1	1	0	1	1	8
R52	1	1	1	1	1	1	1	1	1	9
R53	1	1	0	0	0	0	0	0	1	3
R54	1	1	1	1	1	1	1	1	1	9
R55	1	1	1	1	1	1	0	1	1	8
R56	1	1	1	1	0	1	0	0	1	6
R57	1	1	1	1	1	1	0	1	1	8
R58	1	1	1	1	1	1	0	1	1	8
R59	1	1	1	1	0	1	0	1	1	7
R60	1	1	1	1	1	1	1	1	1	9
R61	1	1	1	1	1	1	0	1	1	8
R62	1	1	1	1	1	1	0	1	1	8
R63	1	1	1	1	1	1	1	1	1	9
R64	1	1	1	1	1	1	0	1	1	8
R65	1	1	1	1	1	1	1	1	1	9
R66	1	1	1	0	0	0	0	0	1	4

Continuation of table 4.2

RES	ITEMS									SCORES
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	
R67	1	1	1	1	1	1	1	1	1	9
R68	1	1	1	1	1	1	0	1	1	8
R69	1	1	1	1	1	1	1	1	1	9
R70	1	1	1	1	1	1	1	1	1	9
R71	1	1	1	1	1	1	0	1	1	8
R72	1	1	1	1	0	1	1	1	1	8
R73	1	1	0	0	0	0	0	1	1	4
R74	1	1	0	1	1	0	0	0	1	5
R75	1	1	1	1	1	1	0	1	1	8
R76	1	1	1	1	1	1	1	1	1	9
R77	1	1	0	0	0	0	0	0	1	3
R78	1	1	1	1	1	1	1	1	1	9
R79	1	1	1	1	1	1	0	1	1	8
R80	1	1	1	1	1	1	0	0	1	6
R81	1	1	1	1	1	1	0	1	1	8
R82	1	1	1	1	1	1	0	1	1	8
R83	1	1	1	0	0	0	0	0	1	4
R84	1	1	0	0	0	0	0	1	1	4
R85	1	1	0	0	0	0	0	0	1	3
R86	1	1	1	1	1	1	1	1	1	9
R87	1	1	1	1	1	1	1	1	1	9
R88	1	1	1	1	0	1	1	1	1	8
R89	1	1	1	1	0	1	0	1	1	7
positive responses	86	80	65	66	66	55	32	65	88	602
P	0.96	0.89	0.75	0.69	0.74	0.6	0.34	0.71	0.94	
q(1-p)	0.04	0.11	0.25	0.31	0.26	0.4	0.66	0.29	0.06	
p*q	0.03	0.09	0.18	0.21	0.19	0.24	0.22	0.2	0.05	
$\sum pq$	1.41									
σ^2										5.29

Note:

RES = Respondent (sample)

R... = Respondent number...

Q... = Question number...

p = the proportion of positive response

q = the proportion of positive response

According to the table above, the calculation of reliability by using Kuder-Richardson 20 was as followed:

$$\textbf{rKR20} = \frac{9}{9-1}\left[1 - \frac{1.45}{5.29}\right]$$

$$= 1.125 \ \text{ x } \ 0.73$$

$$= 0.81$$

The result of Kuder-Richardson 20 calculation showed that the coefficient of reliability obtained was 0.81. This score then was related with the condition proposed by Singarimbun and Effendi (1989), that a coefficient of reliability score> 0.60 is said to be reliable enough. The closer it is with coefficient value 1, indicates a higher reliability. Based on this condition, coefficient value 0.81 meant that the instrument used in this research (questionnaire) had high reliability.

4.1.2 Description of Respondents' Responses Results

    4.1.2.1 Affective Aspect

        Affective aspect was related to components such as beliefs, feelings and emotions of an individual toward a certain object or a situation

(Walgito 2004, p. 127). There were three items in this questionnaire used to measure students' perceptions from the affective aspect. The first item represented the students' emotions, the second one represented their beliefs, and the last one represented feelings.

Respondents' answers of the questions related to learners' perceptions on watching English movies with English subtitles to learn English in informal setting from affective aspect could be seen in the diagram below:

1. Respondents' responses on "I like watching English movies"
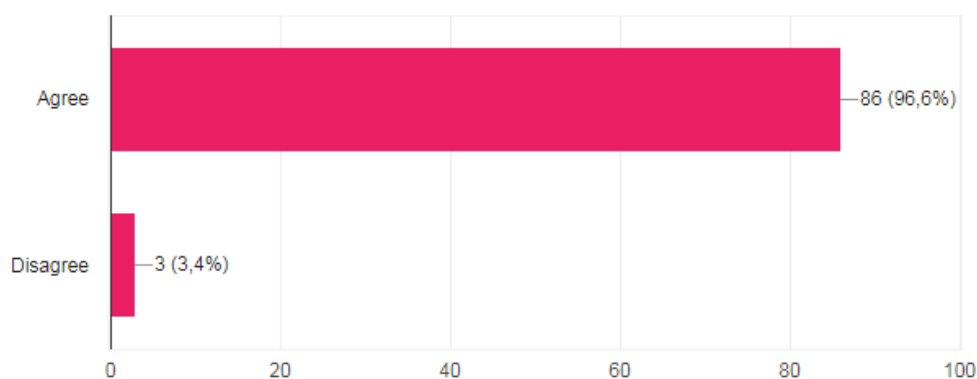
Diagram 4.1 Learners' responses of item 1

Based on the diagram above, it could be seen that 86 respondents (96.6%) out of 89 agreed

to the statement. While 3 respondents (3.4%) disagreed. Thus, it could be concluded that the majority of respondents responded that they liked watching English movies.

2. Respondents' responses on "I believe English movies with English subtitle can be used as an educational purpose to learn English in informal setting."
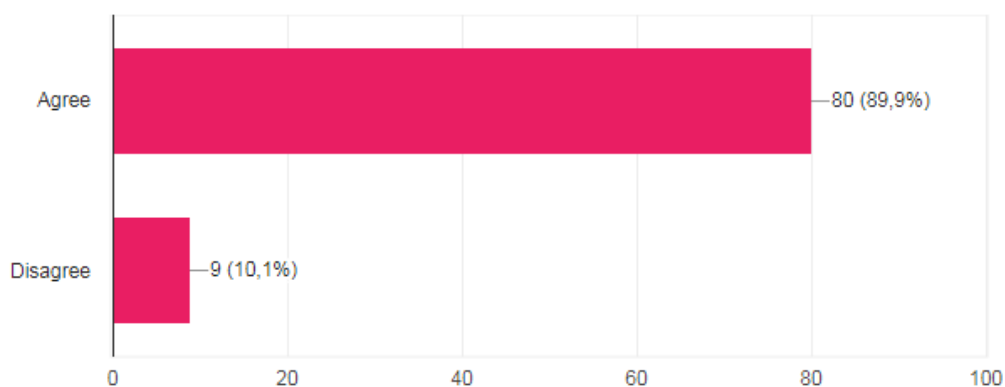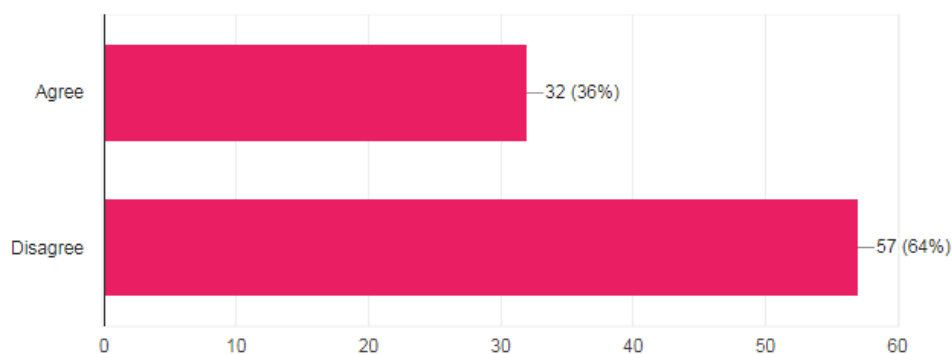

Diagram 4.2 Learners' responses of item 2

Based on the diagram above, it could be seen that 80 respondents (89.9%) out of 89 agreed to the statement. While 9 respondents (10.1%) disagreed. Thus, it could be concluded that the majority of respondents agreed that English movies with English subtitle could be used as an

educational purpose to learn English in informal setting.

3. Respondents' responses on "I enjoy watching English movies with English subtitle to learn English in informal setting".
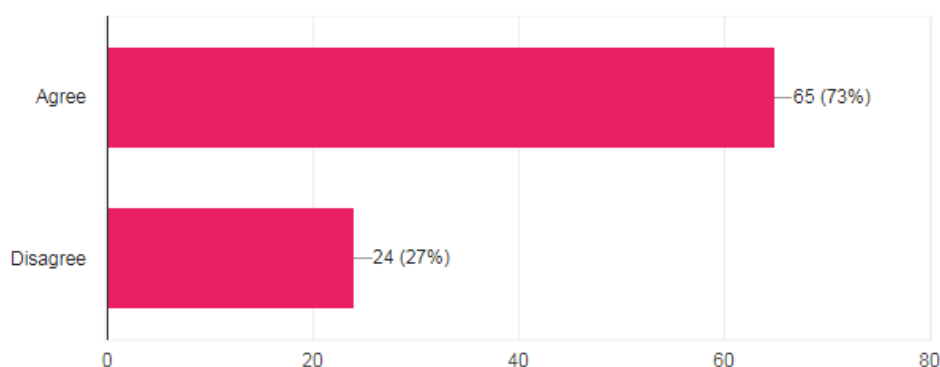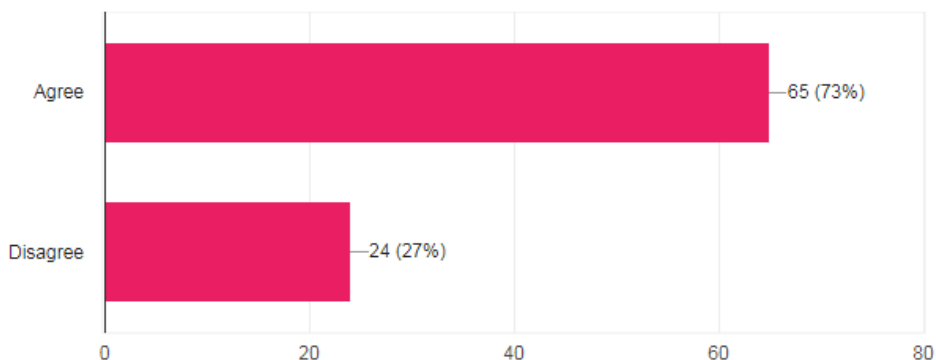

Diagram 4.3 Learners' responses of item 3

Based on the diagram above, it can be seen that 65 respondents (73%) out of 89 agreed to the statement. While 24 respondents (27%) disagreed. Thus, it could be concluded that the majority of respondents agreed that they enjoyed watching English movies with English subtitle to learn English in informal setting.

4.1.2.2 Cognitive Aspect

Cognitive aspect was related to components such as beliefs, feelings and emotions of an

individual toward a certain object or a situation (Walgito 2004, p. 127). There were three items in this questionnaire used to measure students' perceptions from the cognitive aspect. The first item represented the students' experiences, the second one represented their opinions, and the last one represented knowledge.

1. Respondents' responses on "I realize that my English proficiency improved after watching English movies with English subtitle regularly".
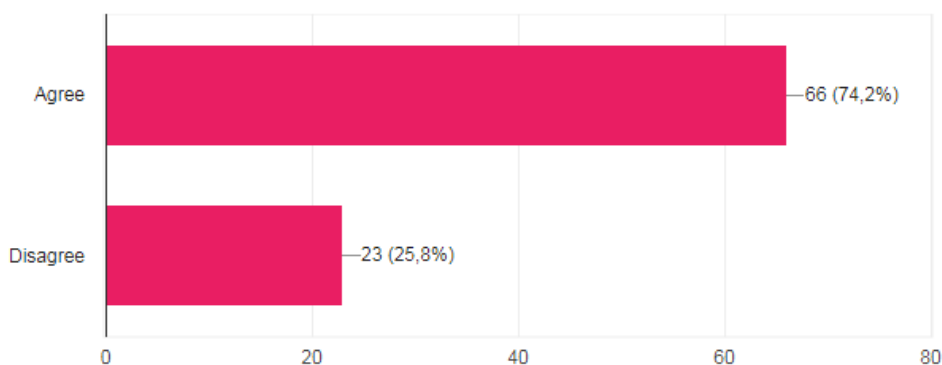
Diagram 4.4 Learners' responses of item 4

Based on the diagram above, it could be seen that 66 respondents (74.2%) out of 89 agreed to the statement, while 23 respondents (25.8%) disagreed. Thus, it could be concluded that the majority of respondents agreed that their English proficiency improved after watching English

movies with English subtitle to learn English in informal setting regularly.

2. Respondents' responses on "I think watching English movies with English subtitle is very helpful to learn English in informal setting".
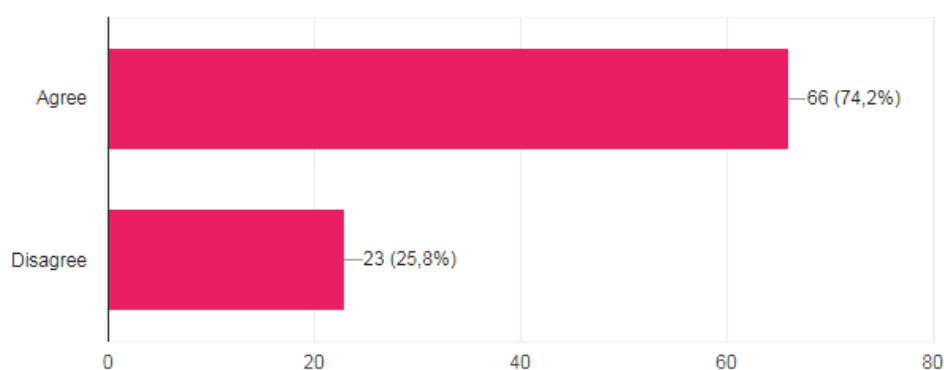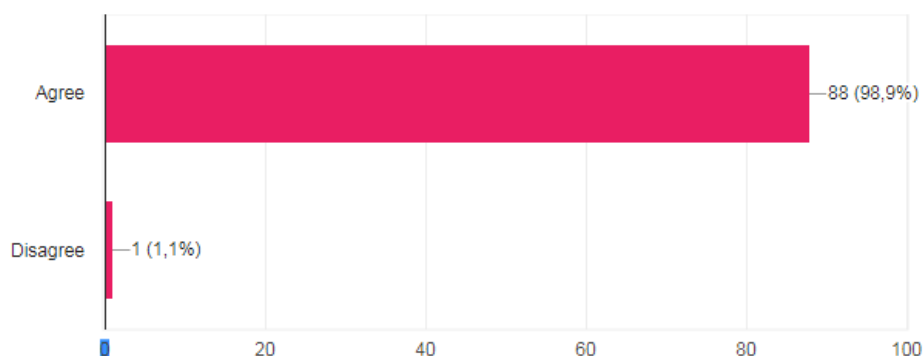

Diagram 4.5 Learners' responses of item 5

Based on the diagram above, it could be seen that 66 respondents (74.2%) out of 89 agreed to the statement, while 23 respondents (25.8%) disagreed. Thus, it could be concluded that the majority of respondents agreed that watching English movies with English subtitle was very helpful to learn English in informal setting.

3. Respondents' responses on "It is easier for me to memorize vocabulary, pronunciation and grammar by watching English movies with English subtitle".
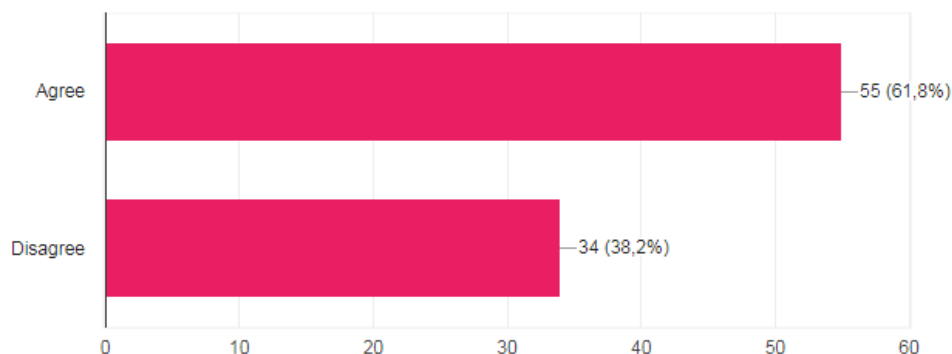
Diagram 4.6 Learners' responses of item 6

Based on the diagram above, it could be seen that 55 respondents (61.8%) out of 89 agreed to the statement, while 34 respondents (38.2%) disagreed. Thus, it could be concluded that the majority of respondents agreed that watching English movies with English subtitle to learn English in informal setting made them easier in memorizing vocabularies, pronunciations and grammatical patterns.

4.1.2.3 Psychomotoric Aspect

Psychomotoric aspect was related to components such as behavior, motivation, and attitude of an individual toward a certain object or a situation (Walgito 2004, p. 127). There were three items in this questionnaire used to measure students' perceptions from the psychomotoric

aspect. The first item represented the students' behaviour, the second one represented their motivation, and the last one represented attitude toward learning English in informal setting by watching English movies with English subtitle.

1. Respondents' responses on "I watch English movies with English subtitle at least once a week to improve my English proficiency".

Diagram 4.7 Learners' responses of item 7

Based on the diagram above, it could be seen that 32 respondents (36%) out of 89 agreed to the statement, while 57 respondents (64%) disagreed. Thus, it could be concluded that the majority of respondents rarely watched English movies with English subtitle at least once a week to learn English in informal setting.

2. Respondents' responses on "I become more motivated to learn English by watching English movies with English subtitle".

Diagram 4.8 Learners' responses of item 8

Based on the diagram above, it could be seen that 65 respondents (73%) out of 89 agreed to the statement. while 24 respondents (27%) disagreed. Thus, it could be concluded that the majority of respondents agreed that they become more motivated in learning English by watching English movies with English subtitle.

3. Respondents' responses on "I support the idea of using English movies with English subtitle as a media to learn English in informal setting".

Diagram 4.9 Learners' responses of item 9

Based on the diagram above, it could be seen that 88 respondents (98.9%) out of 89 agreed to the statement, while only 1 respondent (1.1%) disagreed. Thus, it could be concluded that almost all of the respondents gave positive responses to the idea of watching English movies with English subtitle to learn English in informal setting.

4.2 Discussion

Learners' perceptions on watching English movies with English subtitle to learn English in informal setting could be known by doing descriptive statistical test of the primary data of the research obtained from the questionnaire distributed to the respondents, who were students of English Language Education Progam in Faculty of Cultural Studies at Universitas Brawijaya Malang. This test showed how learners' perceptions
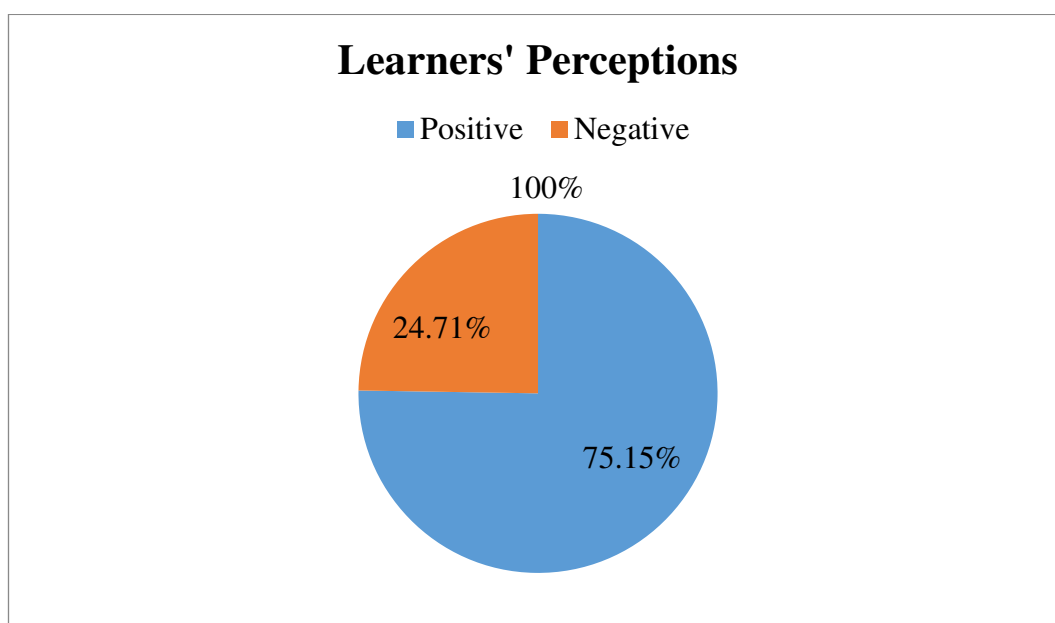
on watching English movies with English subtitle to learn English in informal setting were.

The formula used to analyze the data was Guttman scaling analysis. The respondents' responses were converted into numeric data. To calculate Guttman Scaling analysis, the respondents' responses were divided into two criteria; positive and negative responses. The option "yes" was interpreted into positive response, while "no" was interpreted as negative response. Each positive response was given the score 1, while negative response was given the score 0. Then, they were summed up separately. After that, the total score of each criterion were converted into percentage by using these following formulas:

1. Percentage of Positive Response = $\frac{\sum PR}{R}$ x 100%

Note:

PR   =   positive response score

n   =   the total score of respondents' responses

2. Percentage of Negative Response = $\frac{\sum NR}{R}$ x 100%

Note:

NR   =   negative response score

n   =   the total score of respondents' responses

So, by using the formulas above, the data calculation to find out learners perceptions on the use of English movies equipped with English subtitle to learn English in informal setting could be seen below:

Percentage of Positive Response

$\sum$PR = 602

R = 801

$$PR\% = \frac{602}{801} \; x \; 100\%$$

$$= 75.15\%$$

Percentage of Negative Response

$\sum$NR = negative response score

R = the total score of respondents' responses

$$PR\% = \frac{198}{801} \; x \; 100\%$$

$$= 24.71\%$$

From the calculation of the percentage of students' positive responses, it showed that 75.15% of the students gave positive responses regarding the

use of English movies equipped with English subtitle to learn English in informal setting. However, 24.71% of them gave negative responses.

Diagram 4.10 Learners' perceptions on watching English movies with English subtitle to learn English in informal setting

It could be seen that the percentage of students' positive responses was higher than the negative one. Thus, it could be concluded that the majority of the students had positive perceptions on watching English movies with English subtitle to learn English in informal setting.

4.2.1 Learners' Perceptions

Based on the result of the research, most of the students had positive perception on watching English movies with English subtitle to learn

English in informal setting. The highest amount of "yes" answers was found in item number 9, followed by item number 1 then number 2. Items number 1 and 2 were included in the questionnaire to investigate learners' perceptions on watching English movies with English subtitle to learn English in informal setting from affective aspect, while item number 9 was included in the psychomotoric aspect.

Item number 9 that stated "I support the idea of using English movies with English subtitle as a media to learn English" had the highest amount of "yes" answer. Only one student disagreed with the statement of item number 9. The reason was because it would be difficult to manage their learning outside the classroom especially if the learning activity was only by watching some movies, while students who agreed with the statement of item number 9 said that they supported the usage of English movies equipped with English subtitle as a media to learn English whether in informal or formal setting. The usage of movies in language learning was also supported by Briggs (1970) who stated that movies could also be used as a media since it conveyed messages and information to the audience.

Item number 1 that stated "I like watching English movies" was placed as the second higher. This corresponded with Fjallstrom's (2010, p. 1) statement that movies had become part of young people's lives. But, there were also some students who disagreed with the statement of item number 1 because they preferred movies from other countries as their favorites to fill their leisure times.

Item number 2 that stated "I believe watching movie can be used as an educational purpose to learn English in informal setting" was placed as the third higher. The students said that there were also many teachers who already used movies as teaching media in EFL classroom. So, it would be possible to learn English through movies outside the classroom as a supplementary learning activity. This was also in line with the mission of movie industry since 1979, that stated besides as an entertainment media, movies should also be used as a means of education (Effendy 2008, p. 212). But, there were some students who disagreed with the statement of item number 2. The reason was because learning a language through movies was not effective since the audience would be distracted by other elements in the movies. Usually, when they watched English movies they tended to focus in reading the subtitle than focus on the more valuable information such as grammar, pronunciation, intonation and etc.

Items number 4, 5 and 3 were counted as the middle range on the amount of "yes" answers. Item number 3 was included in affective aspect, while items number 4 and 5 were included in cognitive aspect.

Item number 4 and 5 with the statement "I realize that my English proficiency improved after watching English movies with English subtitle regularly" and "I think watching English movies with English subtitle is very helpful to learn English in informal setting" were placed as the fourth.

Some students who disagreed with the statement of item number 4 argued that their English proficiency did not improve because they did not

watch English movies with English subtitle regularly, while other students agreed that their proficiency improved after watching English movies with English subtitle regularly. The improvement of language proficiency from watching movies in the target language was also stated by Mitterer and McQueen (2009, p. 1). According to them, subtitle in the target language of the movie indicates what is being spoken and can also improve the learners' pronunciations by mimicking how certain words sound in that language, while unconsciously add more vocabularies.

In item number 5, the students said that learning English in informal setting by watching English movies equipped with English subtitle is very helpful for them. This was in line with Wong and Nunan (2011 cited in Olmedo 2014, p. 7) who stated that learners who spent more time practicing their English outside the classroom were more successful in improving their proficiency than students who only spent times learning English inside the classroom. Furthermore, according to Hanley et al (1995, cited in Ismaili 2013, p. 122), movies provided interesting and motivating materials to accompany audio and written inputs, therefore it supported comprehension and production of foreign language input. Thus, English movies that equipped with English subtitles can facilitate learners' language acquisition.

Among the students who agreed with the statement of item number 5, there were also some students who disagreed with item number 5. They argued that watching English movies with English subtitle can only helped them a little in learning English. The reason was the students rarely noted

the important information that they could get from watching English movies with English subtitle since they only watch movies for entertainment.

Item number 3 which stated "I enjoy watching English movies with English subtitle to learn English in informal setting" was placed as the fifth. Students who agreed to this statement said that by watching English movies equipped with English subtitle, they could relax while at the same time learn new information about English, while students who disagreed argued that they preferred to watch English movies with Bahasa Indonesia subtitle so that it would be easier for them to understand the context and dialogues of the movies.

From the students' answers in the questionnaire, there were also some items that got quite many "no" answers. The highest amount of "no" answers was found in item number 7, followed by items number 6 and 8. Items number 7 and 8 were included in the questionnaire to investigate learners' perceptions on watching English movies with English subtitle to learn English in informal setting from psychomotoric aspect, while item number 6 was included in the cognitive aspect.

Item number 7 that stated "I watch English movies with English subtitle at least once a week to improve my English" had the highest amount of "no" answer. More than half of the sample disagreed with the statement of item number 7. Students who disagreed with this statement argued that they rarely had free times just to watch some movies because of their college tasks. So, they did not have the exact frequency how many times

they watch English movies with the subtitle to improve their English proficiency in a week. Often times, they spent a full week without watching a movie at all.

Items number 6 and 8 were also tied with the same amount of answers. Students disagreed with the statements of item number 6 and 8 that stated "It is easier for me to memorize vocabulary, pronunciation and grammar by watching English movies with English subtitle" and "I become more motivated to learn English by watching English movies with English subtitle".

The students who disagreed with the statement of item number 6 argued that when they were watching a movie, they would focus on the scenes and the storyline of the movies. They rarely payed attention to the grammatical forms of the dialogues, pronunciations and vocabularies. Usually, when they met some words that they did not know the meanings, they will just skip them because it was a very unpractical if they had to open a dictionary or browse the internet several times during a movie only for searching the meaning of some words. It was also the same with pronunciation. The students did not want to debate or chat among themselves for some words that they did not know and ended up ruining their mood or their concentration in enjoying the movies.

The students who disagreed with item number 8 argued that they watch movies to refresh and relieve themselves from college affairs. Their intention of watching movies were purely just for entertainment. So, their

motivations to learn English did not have any relation with their watching movies, even English movies with English subtitle. Meanwhile, students who agreed with the statement of item number 8 said that they were very motivated whenever they learn English through movie-viewing activities. The reason was because watching movies was a fun activity and the movies were very interesting. This fact was supported by many researchers who stated that movies provided interesting and motivating clues to accompany audio or written inputs, therefore it supported comprehension and production of foreign language input and output (Hanley, et al, 1995; Herron, et al., 1995; Wen, 1989; Weyers, 1999 cited in Ismaili 2013, p. 122).