

## **An Analysis of Using Short Movie on Students' Motivation in Learning English at The First Grade Students' of SMK N 1 Jambi City**

Jihan Salsabila, Yanti Ismiyati, Ridho Praja Dinata

English Education Study Program, Faculty of Teacher Training and Education,  
Batanghari University

### **ABSTRACT**

This study analyzed the use of short movies on student motivation at SMKN 1 Jambi. This study aims to determine the effect of short films on the motivation to learn English in grade I SMKN 1 Jambi. After conducting the interview, the data analyzed by using a phenomenology research design with the use of qualitative research. The usage of the qualitative is used to know about the use of short movie on student motivation in SMKN 1 Jambi. This study can be concluded from 6 students. From the interview results, it is known that the use of short movies in learning English can facilitate the learning process. So it can be seen that the use of short movies can greatly influence students' motivation.

**Key Words:** *Short Movie, Motivation, Learning English.*

### **INTRODUCTION**

In education, English lessons have become one of the most important subjects in any educational program. As a foreign language, English is an important language in the world. In the learning process, motivation has a significant role in directing student behavior because students can learn and absorb knowledge from what is obtained through motivation. Motivation also affects the achievement of student learning outcomes. Various studies have concluded that motivation is closely related to the achievement of student learning outcomes in language teaching (Ur, 1991: 274).

Learning motivation is created when a student plays a role intentionally in an activity by adopting the intention and trying to learn the skills developed. Motivation can be created by understanding the purpose of the learning process. Students who are motivated will be more active in the learning process (Brophy, 2004). Nowadays, there is an increasing students' motivation of using media. This will change the way they learn in class.

The use of media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities. Learning media must be

packaged as attractive as possible so that students can be interested in learning material. If the learning media can be functioned appropriately and proportionally, the learning process will be effective.

Students tend to get bored when the English teacher provides material. This is because the classroom atmosphere is not pleasant. Moreover, teachers always use teaching techniques with the same method so that the achievement of student learning outcomes does not increase significantly. Therefore, students' motivation to learn English needs to be improved so that students are encouraged to be active in English learners.

Therefore, interactive media such as videos, films, songs or maybe interesting English learning applications are not used optimally in the teaching and learning process. The lack of media can make students bored so they feel less interested and not motivated to learn English. Although at this time advanced technology has spread widely and made major contributions in various fields such as science, business and education. but it has not been utilized optimally and effectively as a medium for learning English.

Furthermore, learning through media such as short movies in the classroom will be

very useful if combined with several learning activities. The impact of short movie in the teaching and learning process has an important role in improving the four skills in learning English. Watching English short movies as a media for teaching and learning helps increase students' sensitivity in understanding English lessons. This will make the teaching and learning process interesting and fun for students. Short movie is one of the audio-visual works of art that functions to convey messages to the wider community through story media. A short movies are also a media for education, information and persuasion. In addition, watching short movie is a pleasure for students, especially teenagers. Most of them prefer British films. Their reason is, the storyline is good, it is straightforward, the music effects and the soundtrack are good. The closeness of the movie with adolescents is expected to motivate students to learn English.

### **MOTIVATION**

Motivation is not only in the form of words, but a strong impulse from within. Motivation usually comes from the hope of getting a result. Motivation is an impulse, desire or interest that is so big within oneself to achieve certain desires, images, and goals. The existence of motivation will make individuals try their hardest to achieve what they want. Someone who has high motivation will have a good impact on his life. The high level of motivation will change their behavior, to reach their goals and live a better life

According to McDonald (1959), motivation is a change in energy in a person that is characterized by feelings and reactions to achieve a goal. Motivation can be defined as internal and external encouragement in a person as indicated by their existence; passions and interests; urges and needs; hopes and ideals; appreciation and respect. Moreover, motivation can come from within yourself or from others. With motivation, someone can do something enthusiastically.

Robbins and Judge (2014) Motivation

is a desire to strive to accomplish organizational goals as optimally as possible, which are shaped by the potential of actions to meet different individual needs. When motivated, individuals stay on task long enough to reach their goal. In other words, motivation is encouraging yourself to be strong against all obstacles or to achieve everything you want.

### **LEARNING**

Learning is the main activity in all types and levels of education. Learning is a conscious effort to change attitudes and behavior. In an effort to achieve a behavior change, motivation is needed. According to Bell-Gredler (1986: 1) learning is a process carried out by humans to obtain a variety of competencies, skills, and attitudes. These abilities (competencies), skills, and attitudes are acquired gradually and continuously from infancy to old age through a series of lifelong learning processes. Meanwhile, Skinner (1985) stated Learning is the process of gradual adaptation of behavior. In other words, learning is a step-by-step process of behavioral adaptation.

According to Thorndike (1944) learning is a process of interaction between stimulus and response. The stimulus is anything that can carry out learning activities such as thoughts, or other things that can be caught through the senses. The response is the reaction that students give when learning, which can also be in the form of thoughts, feelings, or movements/actions. From the definition of learning, according to Thorndike, changes in behavior from learning activities can be concrete, which is observable, or not concrete that cannot be observed. Although the behavioristic school prioritizes measurement, it cannot explain how to measure behavior that cannot be observed. However, his theory has provided many thoughts and inspiration to other figures who came later. Thorndike's theory is also known as connectionism school.

## **SHORT MOVIE**

Initially all movies were short. The early movies were only about a minute long. Along with the development of the industry, the duration of the movie is getting longer, and short movies are only used as a media for students to experiment and learn. However, this does not mean that short movies are always just an experimental media. Nowadays, especially after the development of digital technology, short movies are increasingly having their own peculiarities. According to Javandalasta (2011: 2) a short movie is a work of fictional movie with a duration of less than 60 minutes. In many countries, short movies have been used as experimental laboratories and stepping stones for filmmakers to produce long movies

Short movies are also referred to as audio-visual communication media to convey a message to a group of people who gather in a certain place. All short movies can be said to have one goal, which is to draw people's attention to the loads of problems it contains. Short movie is a combination between efforts to convey messages through moving images, using camera technology, color and sound. A short movie is created when there is a story that contains a message to be shown to the audience. Movies convey their messages through moving images, colors and sounds. Because the short movie covers everything so that the audience can easily see what the contents of the short movie are.

According to Hornby (2006:950) movie is an image in a frame that is projected frame by frame by the projector lens mechanically so that the image on the screen appears alive which is recorded with a sound that tells a story, displayed in the cinema/film. Besides that, short movies are complex social, psychological, and aesthetic phenomena which are documents consisting of stories and images accompanied by words and music. So that the short movie is a multi-dimensional and complex production. In addition, the presence of movies in the midst of human life

is increasingly important and equal to other media.

## **RESEARCH METHODOLOGY**

This research used a phenomenology research design of qualitative research. Alase (2017) stated that, phenomenology is a qualitative methodology that allows researchers to carry out and apply their subjectivity and interpersonal abilities in the exploratory research process. Furthermore, the main aspect of the research of phenomenology is that the researcher aims to investigate how individuals experience a phenomenon from their perspective (Christensen & Johnson, 2008). In other words, the phenomenological research method is a science that is oriented to get an explanation of the apparent reality. The phenomenological focus model approach is the experience carried out by individuals.

The subject of this research is the first grade of SMKN 1 Jambi city, which consist of one class and just 6 of 32 students in the class to following interview. This qualitative research uses purposive sampling, it is a type of sampling technique that classifies participants according to pre-selected criteria that are relevant to certain research questions (Mack et al. 2005).

In this research, to collect data, this research used the interview method, interviews asking about students' experiences using short movies on their motivation in learning English. It will be used by the researcher for getting in-depth data of understanding from participants. An interview is a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant) further qualitative interviews consist of open-ended questions and present qualitative information (Christensen & Johnson, 2008). Moreover, Christensen & Johnson (2008) stated "Qualitative interviews are also called depth interviews because they can be used to obtain in-depth information about a participant's thoughts, beliefs, knowledge,

reasoning, motivation, and feelings about a topic"(p. 207). Additionally, qualitative interviewing allows a researcher to enter into the inner world of another person and to gain an understanding of that someone's perspectives were expressed, by Patton (1990, as cited in Christensen and Johnson, 2008).

In this phenomenological research, the researcher obtain data using structured and specific data analysis methods developed by Johnson and Christensen (2008), with the following steps. In the first step, the researcher begins by describing a complete picture of the phenomenon of using short movies experienced directly by the informant and examining verbal statements related to the research problem. In the second step, the researcher recorded statements in interviews about how students experienced this phenomenon, and the questions in this interview were translated into Indonesian to make it easier for students to answer. Furthermore, the statement that has been recorded is then rewritten and the recording is complete (making a transcript). Additionally, valid data of member checks will also be analyzed in-depth and re-analyzed by the researcher to obtain the best analysis by using coding to identify themes and patterns of the interview data. Miles and Huberman (1994) stated, "coding is analysis" (p. 56), then Johnson and Christensen (2008) stated, "coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories" (p. 534). Coding process used within-case and cross-case displays analyses as suggested by Miles and Huberman (1994).

The researcher used within-case and cross-case displays to: 1) extend interviews data, to find and list every significant statement relevant to the topic, 2) to create clusters of meanings by organizing, grouping, or clustering the significant statements among the cases (participants), and 3) to remove or reduce overlapping and repetitive data. After all the stages are completed, the researcher will reflect based on the description and use

structural descriptions, to search for all possible meanings and different perspectives, and make a description of how the phenomenon is experienced by students.

## **FINDINGS**

From the result of the interview, it clearly showed that personal feeling of experience in learning English surely affected their experience on learning English using short movie. All of the students answered that they had ever watched an English short movie. Various reasons such as using short movies are fun in learning English, short movies made learning not quickly bored, short movies can attract students' interest in learning English, short movies make students motivated and excited about learning. Almost all of the students had ever learned English by using short movies that the researcher gave as learning material when the researcher did teaching practice at SMKN 1. Moreover, almost all of the students like learning using short movies, there was one student who stated that he was not like learning in this way. The students stated that learning English by using short movie it's made them easier to understand the materials, didn't make students become bored, learning can be more inspiring, and more interesting. From their statements above, it can be seen that students' personal experiences in learning English become the factor that influences their motivation to learn English by using short movies.

From all the interview results, the researcher found students' motivation towards learning English using short movies, that most of the X accountants 1 students liked to watch English short movies and the researchers found that using short movies could motivate students to learn English. The use of short movies can attract students' interest in the learning process

A short movie is an alternative for students in learning English because using short movie the learning process easier to understand, learning is more fun, can increase

students' English vocabulary. In addition, short movies are movies that can be accepted by all circles. Bell-Gredler (1986: 1) stated learning is a process carried out by humans to acquire various competencies, skills, and attitudes. The learning process is an activity that involves teachers and students. The success of the teaching and learning process is influenced by student learning motivation. The same thing with students in class X accounting 1, learning English using short movies makes students more interested in learning and the learning process is not boring, this is because many students like watching movies. The existence of learning motivation like this can give students enthusiasm and learning to be more focused. Building intrinsic motivation in students will be better than extrinsic motivation. With the intrinsic motivation of students to learn English because of their sincerity, positive learning results will be seen.

According to Deci and Ryan (2010), intrinsic motivation is an important motivator for learning, adaptation, and competency growth that characterizes human development. An example is learning English using this short movie. The learning process that students feel is fun and easy to understand the meaning of the material presented so that students are able to learn sincerely because they want to gain knowledge. Learning certainly has the goal of students being smarter and getting better grades. Motivation itself is a mental force driving learning that must be turned on in students so that they can achieve satisfactory learning outcomes.

In line with Harmer (2002: 51), there is a factor that affects students' motivation in learning, namely methods of learning. This learning method is important so that teachers and students have confidence in how to learn and teach. When the teacher applies the learning method using audio-visual media such as short films as material, students will be more active in lessons, indirectly selecting the right method can make students feel comfortable and motivated in learning so that

learning achievement is good.

In addition, Sommer (2001) stated that the use of short movies in the teaching and learning process can generate new desires and interests, lead to motivation and stimulation of student learning activities. This means that watching short movies in English as a medium for teaching and learning helps increase students' sensitivity in understanding English lessons. Short movies that attract students' interest can have a positive effect on their learning motivation. Apart from being a motivation, short movies can also make the language learning process more entertaining and enjoyable.

According to Ruusunen (2011), short movies can be an entertaining and motivating tool for students. Using short movies can bring the impression of originality, variety, reality, and flexibility to EFL (English Foreign Language) classes. The reasons why use English short movies in EFL classrooms are due to the authenticity, quality, and amount of input provided by films and some of the positive effects that movies have on language learning, for example, exposure to foreign languages and entertainment aspects of films which also affect student motivation. From the results of the research in the interview, the researcher concluded that the student's experience and personal feelings in learning English using short movies on student motivation were very good. This is evident from the enthusiasm of students in learning very well.

Based on the interview result, the researcher found how is an analysis of using short movie on students' motivation, short movies had a good effect on the learning process. Students who are not active English learners are more interested in learning English using this media. This is because if the students only learn by reading and doing questions in books, most students will be bored in the learning process. Learning must be something interesting and innovative, not rigid. The results of the interview showed that most of the students gave positive experiences

about learning English using short movies. In conclusion, teaching English using short movies is very useful for student motivation.

### **CONCLUSION AND SUGGESTION**

Based on evidence which was provided in findings and discussions, the researcher presents several items of conclusions as follows: Using English short movies on students' motivation in learning English at the first grade students' of SMKN 1 Jambi has a good effect on learning English. The use of short movies can enhance students' motivation to learn English. It proved that the short movie able to attract the interest of students' to learn English better. This is due to the method used for learning as usual seem uninteresting and boring. This statement is supported by the result of an interview with students, most of them have the interest to learn English by using short movie. In addition, students also find the learning process to be fun, make it easier for students to understand lessons, and can also increase their knowledge in learning English.

Short movie have several function for each student on motivation, it were 1) Short movies make students excited and motivated to learn English, 2) Learning English by using short movies makes the learning process fun, 3) The process of learning English is not monotonous, 4) Students can learn English from unknown to know, 5) Short movies reduce students' anxiety in learning English, 6) Learning English by using short movies can train students' concentration, and 7) Learning English by using short movies adds to the vocabulary of students in English.

After analyzing the data and making the conclusion, the researcher has some suggestions: 1) School should provide instruments to increase students' motivation and develop the creativity of students in the English language and arts, 2) Teachers teaching media can be influential to the enthusiastic students in learning English especially on their motivation. 3) The student

should not be afraid or embarrassed to learn English. The use of short movies in learning English on students' motivation is a medium that is very interesting and exciting. In addition, teachers can provide support to students to watch short movies so that students are interested and curious about the lesson messages conveyed by the short movie itself.

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