

# PERCEPTION OF VOCATIONAL HIGH SCHOOL STUDENTS TOWARD ENGLISH MOVIE WITH SUBTITLE, PARTICULAR ATTENTION ON TEACHING READING SKILL

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## ABSTRACT

The purpose of this study is: to determine the perceptions or opinions of students and vocational high school teachers. About the implementation of learning strategies using English films, along with English subtitles as a medium for learning English, especially in reading. The subjects of this study were teachers and students of SMKN 1 Banjarbaru. This research uses a qualitative method. This research was conducted in 2 stages, the first was observation and the second was interviews. Observations were carried out at PLP 1. However, constrained by the current situation due to the Covid'19 pandemic, interviews were conducted online or through the WhatsApp application for interviews with teachers, and google form with students. To analyze qualitative data, data were obtained from observations and interviews with both subjects, which were then collected in narrative form.

The results of the study concluded that the teacher agreed to the application of this learning strategy, with the suggestion that the film that was shown was a film that was appropriate for the students and used the appropriate duration for teaching and learning activities. While the results of the interviews with students were that they liked and strongly supported the learning strategy using this film media. Based on the research results, it is recommended that the teacher use the right method when implementing this learning strategy, so that students can easily follow the course of learning.

**Keyword :** *Perception, Student, Strategies, English, Reading, Qualitative, Interview, Teacher, Learning, Observation*

## ABSTRAK

*Tujuan penelitian ini adalah: untuk mengetahui persepsi atau pendapat siswa dan guru SMK. Tentang penerapan strategi pembelajaran dengan menggunakan film berbahasa Inggris, disertai teks terjemahan bahasa Inggris sebagai media pembelajaran bahasa Inggris khususnya dalam membaca. Subjek penelitian ini adalah guru dan siswa SMKN 1 Banjarbaru. Penelitian ini menggunakan metode kualitatif. Penelitian ini dilakukan dalam 2 tahap, tahap pertama observasi dan tahap kedua wawancara. Pengamatan dilakukan di PLP 1. Namun terkendala situasi terkini akibat pandemi Covid'19, wawancara dilakukan secara online atau melalui aplikasi WhatsApp untuk wawancara dengan guru, dan formulir google dengan siswa. Untuk menganalisis data kualitatif, data diperoleh dari observasi dan wawancara dengan kedua subjek, yang kemudian dikumpulkan dalam bentuk naratif.*

*Hasil penelitian menyimpulkan bahwa guru setuju dengan penerapan strategi pembelajaran ini, dengan saran bahwa film yang ditayangkan adalah film yang sesuai untuk siswa dan menggunakan durasi yang sesuai untuk kegiatan belajar mengajar. Sedangkan hasil wawancara dengan siswa bahwa mereka menyukai dan sangat mendukung strategi pembelajaran dengan menggunakan media film ini. Berdasarkan hasil penelitian, disarankan agar guru menggunakan metode yang tepat dalam melaksanakan strategi pembelajaran ini, agar siswa dapat dengan mudah mengikuti jalannya pembelajaran.*

**Kata Kunci:** *Persepsi, Siswa, Strategi, Bahasa Inggris, Membaca, Kualitatif, Wawancara, Guru, Pembelajaran, Observasi*

## INTRODUCTION

In learning English, students are expected know to master all English skills by doing exercises as often as possible, these skills are *listening, speaking, reading, and writing*. This is based on the purpose of teaching English. And students are more emphasized to speak English and have a lot of memorizing vocabulary, but what should be emphasized to use English well by reading. Reading is one of the most important skills. Reading skills are increasingly important in international communication. However, English teachers have not been able to give a maximum reading teaching. Though students need reading skills to get information and understanding through books, magazines, novels, essays, and the internet.

Therefore, the need to read and retrieve information from various texts. English is taught as a foreign language in Indonesia, so there are some problems in teaching reading. One problem that can be found is the method used by the teachers. Many types of teaching methods have both negative and good effects on students' reading skills. So many students have difficulty getting ideas or meanings of texts. Another problem is the lack of student participation in class. For example when teachers dominate classroom activities, students may feel they do not have enough opportunities to actively participate. The lack of student participation is caused by the lack of interest and interest of students in learning to read, and the lack of participation can result in a lack of motivation in learning and all of that affects the reading comprehension of students.

Reading is one of the important skills in English, because in reading course the students get more knowledge and information. Learning Reading skill is the

most important component in the learning process and social interaction, because first, reading is an indispensable communication tool in society. Second, that the reading material produced in any time period in history is most influenced by social background. Third, the development, that during the period of recorded history reading has caused two very different poles (Gray in Tarigan, (1957: 1099). Reading brings meaning and obtains meaning from printed or written material (Finochiaro and Bonomo in Tarigan, 1973: 119).

Through reading activities, students can expand their knowledge and that can also make them wise and respect Students 'reading skills must be developed teachers have a duty to develop their skills and abilities everything teachers do in reading classes must be designed to build students' ability to understand increasingly complex text content, technical methods and teaching media selected and used by the teacher will affect the success of the teaching and learning process and student learning achievement. In the activities of teaching reading it requires good methods, media, and strategies in this research.

Using good methods becomes an effort to improve students' reading abilities. Good media and strategies also make the class a stay alive during reading lessons, with the good media and different will increase the interest and motivation of students to learn English, because according to the problems that often occur many students do not like English lessons, because the lessons are difficult and especially if the teacher does not use media and good strategies in learning to increase student motivation.

At the Vocational High School, many students are required to master English, especially in SMK Negeri 1

Banjarbaru, there are many departments that emphasize their students to be able to master English, especially in the Hospitality and Office departments. Many students in the class are still stammer in reading English and find it difficult to find ideas and subjects in English reading texts, due to lack of motivation and lack of student interest in learning. Therefore this research will be carried out in an effort to overcome various kinds of students' problems related to learning to read in English by interview to find out students' perceptions of reading learning using English movies and using English subtitles.

## **METHODS OF RESEARCH**

This research used Qualitative method, because this research aims to determine the perception and responses of student toward the learning media by using English-language film and their subtitle in supporting their English learning, especially in learning to read. So, this research will use an observation survey and online interview via google form to collect data to know students' perceptions and responses to the presence of film as their learning media. so for sample of this research, I will take 4 class, thus taking data for sample of this research is from 100 students of class XI SMKN 1 of Banjarbaru

## **FINDING AND DISCUSSION**

### **A. Finding**

This study aims to determine the opinions or perceptions of teachers and students with the English learning strategies or methods, especially reading using subtitles in a film. This study uses a Qualitative method.

This research was carried out in May 2020 at SMKN 1 Banjarbaru. This chapter contains a description of the data and research findings that have been collected. In this chapter, the data implementation is carried out through observation, interviews and documentation. Observations and interviews were conducted to find out the strategies used in face-to-face teaching at SMK 1 Banjarbaru. Documentation was carried out to look for profile data about SMKN 1 Banjarbaru.

This research should have been carried out in practice directly to the targeted school by giving a list of questions that they had to fill in after I gave an explanation of this research, but the current situation is not possible because there is a pandemic covid '19. Therefore this research was conducted online through Google Forms with the contents of a list of questions about this English learning strategy that must be filled out by 11th grade students at SMK Negeri 1 Banjarbaru. And also interviews via WhatsApp messages with some English teachers at the SMKN 1 Banjarbaru. This data collection was taken from as many as 100 of 330 11th grade students at SMKN 1 Banjarbaru and also 2 teachers at the SMKN 1 Banjarbaru.

Before I give them questions, of course I explain in advance about my research and the course of the English learning strategy using the movie with subtitles so that they understand the use of the strategy that I'm researching. And this is a list question for teacher and the student :

- a. List question for teacher

1. In teaching English, especially in reading skills, what method do you usually use?
  2. How is the mother's response to the implementation of the English learning strategy using the film?
  3. Do you think the strategy is able to make students more enthusiastic and active in the classroom?
  4. Do you think the strategy is able to increase students' interest in learn english?
  5. Do you think this strategy can support language learning English especially in their reading skills?
  6. If the mother is told to use the strategy to teach in the classroom, then what method will you use?
  7. According to the mother, is the learning strategy effective for the learning process especially in reading skills?
- b. List question for student
1. Do you like learning English?
  2. So far have your English learning been crowded, fun and cool?
  3. Do you think that learning media using film like this is good to apply?
  4. Is the media effective for learning?
  5. Do you (students) agree with the learning media?
  6. Is the learning media able to support learning to read English well?
  7. Is the learning media able to change the learning atmosphere into fun?
  8. Is this learning media able to make you active in learning English?
  9. Will this learning media be able to make you better understand and understand (especially in the field of reading) English?
  10. Is the learning media able to add enthusiasm and interest in your learning towards learning English?
  11. Can students easily capture the essence of the story by watching an English film and reading the subtitles instead of just reading the story in a book?
  12. Do you support the media to support learning activities?

## B. Discussion

In this stage we will discuss the responses of English teachers in SMK 1 Banjarbaru and also the students to the questions that have been asked.

### a. Teacher perception

Based on the results of the interview via WhatsApp with the two teachers, I summarize one conclusion, namely, in teaching English, especially in reading skills, the method that is usually used is that they try to use some of the strategies available so that learning in the classroom is not boring. The PQRST (Preview, Question, Read, State, Test) strategy is also good to implement when teaching reading.

PQRST is a strategy that teaches students to be more careful in reading and provide better understanding. The aim is to increase student curiosity related to the material or topic being read.

Their response to the use of this strategy was very interesting they also said because with films students became more eager to learn because there were visuals that students saw and watched. Of course we must give direction to students first that the skills we want to explore from students are reading. But of course there are other skills in it such as listening when they watch the film. Writing when students write words that are not understood or not clearly heard. Speaking will also appear when students say a word or sentence.

This strategy is also able to make students more enthusiastic and active in the classroom because the strategy is very interesting especially the films that will be watched by students are films that are being talked about (new films). But of course students should be reminded of the signs that are addressed for the purpose of learning so that there is something obtained at the end of the lesson.

This strategy is also able to increase students' interest in learning English because of course it is the expectation of every teacher when entering class and carrying out obligations as instructors want what teachers share with students can make students have new experiences that they will someday apply in their lives to front.

According to them also this strategy is certainly capable of supporting English language learning especially in their reading

skills because as teachers we must be sure of it. Because a teacher's confidence will make students optimistic when learning.

They also said if they were told to use the strategy to teach in the classroom, then the inquiry method they would use where students were asked to understand the material that is the film they were watching. Although the main goal is they can read subtitles from the film. Of course we cannot ignore the other three skills namely listening, writing and speaking.

And of course this learning strategy is effective for teaching and learning process, especially in reading skills. Because the teacher must make every effort to make effective learning with any strategy. The teacher also still has many other techniques or methods that can be applied in class if this strategy is less effective.

Indeed the task of the teacher is to direct students to get the results of learning, but there must be obstacles because each student has a different level of understanding of each other. And that is his art of being a teacher who is in the sophisticated era as now. We must be able to utilize existing technology to guide students to learn.

#### b. Student's perception

The students' answers to this strategy is that, out of 100 students, most of them like English, because

it is not only cool but English is very cool and crowded, but there are also some children who don't like English lessons , because the lessons are difficult.

According to them the application of film to support learning English is very good and also effective for learning. They also agreed with the strategy and learning media using the film because the strategy would make the learning atmosphere more fun and also make them more eager to learn English.

Most of them also said that the learning strategy was able to make them active in learning English and certainly would make it easy for them to understand and capture the ideas or what was contained in the film. Because of course the film shown must be a film that is educational and also not distorted.

In the use of English learning strategies, especially in reading using subtitles in this film is certainly able to make them understand and understand what is conveyed in the film. Because they not only read, they also listened and listened to what happened in the film. And with the implementation of this strategy they say that this strategy will certainly increase their interest in learning especially in English.

They also said that in listening and capturing the essence of a story, it would be easy to watch. Because if only using books or magazines

will make the atmosphere become bored. Moreover, only reading English texts without presented captions. So with the film they can capture the essence of a story even though it is also presented with English subtitles which they will also read. But with the appearance of a moving picture presentation in the film will greatly facilitate them in capturing the essence of a story that is shown.

In applying this strategy, of course, it is specialized in reading skills, but in this strategy also does not escape from other skills such as listening and speaking. Therefore they support the strategy and this learning media is applied because this strategy is able to support teaching and learning activities in the classroom

## **CLOSURE**

### **A. Conclusion**

In this chapter the author will convey conclusions from the results of research that has been done. Based on the results of the study, the effectiveness of learning is based on the media and also learning strategies especially in SMK 1 Banjarbaru. Because of the presence of media, methods and also a good learning strategy, it is also very influential on students' interest in learning. Because of course a different atmosphere is present in the middle of learning.

Based on the results of this study and the conclusions from several responses, this learning strategy is very good and has the right to be applied. Some of those who say that they do not

like learning English, will become interested and enthusiastic about learning English, if this strategy is applied. They say that:

"English learning, especially in reading, if using this strategy will certainly make it easier for those who do not know the correct pronunciation of a vocabulary" there are also those who say that "certainly with this strategy, will make us students interested and more eager to learn English. Because the strategy is very interesting and won't bore us in the classroom. "

So, the conclusions that can be drawn are:

1. Learning strategies using this film, especially reading subtitles using English in the film are feasible to apply. Because it not only attracts the attention of students, it also makes it easy for students to conclude and draw the gist of a story from the film being shown.
2. The effectiveness of this learning strategy can be concluded and this media and strategi already can be applied based on the results of this study. Judging from the responses and responses of the teachers and also students at SMK 1 Banjarbaru are in accordance with the intended aspects, namely: research objectives, methods and also the media used in data collection.
3. Strategy and also instructional media are very influential with the course of teaching and learning activities. Also very influential with the interest and enthusiasm of students in learning, especially learning English.

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