

**STUDENTS' INTEREST IN WATCHING ENGLISH FILM AT HOME  
FOR THE SECOND YEAR STUDENT  
AT SENIOR HIGH SCHOOL 4  
SIAK**



**BY**

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PEKANBARU  
1432 H/2011 M**

**STUDENTS' INTEREST IN WATCHING ENGLISH FILM AT HOME  
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SIAK**

A Thesis

Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education



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## EXAMINER APPROVAL

This thesis entitled “*Students’ interest in Watching English Film at Home for the Second Year Student at Senior High School 4 SIAK*” is written by Trisna Hidayati, NIM. 10414024502. It is approved and has been examined by the final examination committee of undergraduate degree on Rajab 5, 1432H / May 31<sup>th</sup>, 2011M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for undergraduate degree (S.Pd) in English education.

Pekanbaru, Rajab 5, 1432 H

May 31<sup>th</sup>, 2011 M

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This study is written and intended to fulfill one of the requirements for award of bachelor degree at English Education Department of Education and Teacher Training Faculty of University Sultan Syarif Kasim Riau Pekanbaru. The title of this study is “students’ interest in watching english film at the second year of senior high school 4 siak”.

The writer realizes that there are still some weaknesses in this study and finishing the study. The writer gets many valuable helps and advices from many people. Therefore, constructive suggestions are needed to improve this study.

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Pekanbaru, May 5, 2011  
The writer

Trisna Hidayati

## ABSTRACT

This paper is entitled “Students’ Interest in Watching English Film at Home for the Second Year Student at SMUN 4 SIAK”.

The subject of the research is the second year student of SMUN 4 SIAK. The object of the research is the students’ interest in watching English film at home. In this case, the writer took 100 student samples of population.

There is one data collection techniques used. That is by questionnaire, which was used to know the students’ interest of watching English film at home. In analyzing the data, the writer used descriptive formula as follow:

$$P = \frac{F}{N} \times 100\%$$

the categories are:

1. High : 76%-100%
2. Enough : 50%-75%
3. Low : 0-49%

Based on the data analysis, the result shows that the student’s interest of watching English film at the Senior High School 4 Siak is about 77.8% so its mean high.

عنوان هذه الدراسة "اهتمام الطلاب بمشاهدة الأفلام الإنجليزية لطلبة الصف الثاني بالمدرسة العليا الحكومية 4 سيالك".

الموضوع في هذه الدراسة طلبة الصف الثاني بالمدرسة العليا الحكومية 4 سيالك وبينما الهدف هو اهتمام الطلاب بمشاهدة الأفلام الإنجليزية. أخذ الباحث عشرة طالب للعينات. وفي جمع البيانات استخدم الباحث طريقة واحدة وهي طريقة الاستبيان فهي لمعرفة اهتمام الطلاب بمشاهدة الأفلام الإنجليزية. ثم في تحليل البيانات استخدم الباحث صيغة وصفية كما الآ :

$$P = \frac{F}{N} \times 100\%$$

مع الطبقات التالية:

100-	76 :	.1
	75- 50 :	.2
		.3 49-0

وبالإضافة إلى تحليل البيانات فتكون النتيجة أن اهتمام الطلاب بمشاهدة الأفلام الإنجليزية لطلبة الصف الثاني بالمدرسة العليا الحكومية 4 سيالك 77.8 في المائة وهذا الرقم يعني مرتفعا.

## **ABSTRAK**

Skripsi ini berjudul “Ketertarikan Siswa Dalam Menonton Film yang Berbahasa Inggris Siswa Kelas Dua SMUN 4 SIAK”

Subjek penelitian ini adalah siswa kelas dua SMUN 4 SIAK, sedangkan objek penelitian adalah ketertarikan siswa dalam menonton film yang berbahasa Inggris. Dalam penelitian ini peneliti mengambil 100 siswa sebagai sampel.

Ada satu teknik pengumpulan data yang digunakan. Yaitu angket, yang digunakan untuk mengetahui apakah siswa tertarik untuk menonton film yang berbahasa Inggris. Dalam pengolahan data, peneliti menggunakan rumus deskriptif, yaitu sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Dengan kategori sebagai berikut:

1. High : 76%-100%
2. Enough : 50%-75%
3. Low : 0-49%

Berdasarkan analisis yang dilakukan hasilnya bahwa ketertarikan siswa dalam menonton film yang berbahasa Inggris di SMU N 4 Siak adalah 77.8 % ini berarti tinggi.



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# CHAPTER I

## INTRODUCTION

### **A. The Background**

Everybody in this world needs a language, because people use it to communicate each other. Jack C Ricards (1985:196) says that language is the system of human communication which consists of the structured arrangement sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. The communication is our ability to share our ideas and feelings and it is the basic of all human contact. Many countries like in Indonesia use English as a foreign language. That means the role of English in countries where it is taught as a subject in school but not used as a medium of instruction in education not as a language of communication (e.g. in goverment, bussiness, or industry) within the country.

Knowledge is the important thing to a country in developing, without knowledge a country can not get the progress and developing, especially to compete with foreign country. A success of knowledge and education that can be seen with the successful in getting an achievement, in this case the students' achievement.

There are many ways that can be done by the students in order to increase their ability; one of them is not only learning in their class activity, but also use many kinds of media in their envorenment, such as video or multimedia and television.

English film is interesting media source which is very interesting in learning process. It is the most favourable English program for everybody. The final goal of learning is that the learner can learn English not only watch to the English film as a media of learning as native speakers but also they can increase their ability as good as possible, and they can enjoy the entertainment in their home.

Television is one of the electronic media which is giving the entertainments. There are many channels in Indonesia such as RCTI, TRANS TV, Global TV and etc. All of these channels display western movies/films, songs, and animation in their programs.

Bloumer says that most of people especially the students are very interested in watching television. And most of the students are interested in the film explanation. Even tough the film is the true story, especially for the student, they can get knowledge from watching and listening the film. Moreover, more than 76% students think that watching television is part of their life before they get sleep.

Some students watch English film on Television still do not understand the whole meaning, but they could catch the idea by watching the picture, which can help student to understand the film. By watching television, the student can take opportunity to learn English.

Crow and crow in Rena Fitryani (2008: 4) says that interest is things which has relationship with moving to motivate us to interest with people, thing, activity or experience. Interest is persisting tendency to pay attention to enjoy

some activity or content. So that, interest is the important problem which is indivisible in our lives to get everything.

Markum says that the television program have big role for student, because of that media is more effective than another media, such as newspaper, radio or magazine. Television is the combination of watching and listening in illustration creates action from a series of images and we have the illusion of something living.

From the defenitions, it can be concluded that intersest is individual tendency to be attracted to an object by willing which is depending on talented and environment.

Brown (1997:20) states that media is useful in teaching and learning activity. So, media has an important role in teaching and learning process. Besides useful for the students, it is also help the teacher in presenting the information to the students easily. Then, Oemar Hamalik (1994:6) said that media as the tool of communication in teaching and learning process. It means teaching by media in speaking can help the students to increase their vocabularies. According to Muhammad Ali (1987:89), the teaching media is a tool that can stimulate feeling, mind, attention, interest and motivation of the student to learn.

Senior High School 4 SIAK is located in Sultan alamuddinsyah street km. 7 perawang Siak. Dealing with the preliminary study of the writer did in Senior High School 4 Siak, even tough, the students have watched television everyday from Elementary school until senior high school, only some of them are interested in watching English film, some other prefer Indonesian film such as sinetron. So, the writer found some symptoms. They are as follows:

1. Some of the students like to watch Indonesian film.
2. Some of the students like to watch English film that have been dubbing already by the people.
3. Some of the students favorite watch on television is sinetron

Dealing with the background of the problem and the phenomena stated above, so the writer is interested in researching the problems entitled **“STUDENTS’ INTEREST IN WATCHING ENGLISH FILM AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 4 SIAK.**

#### **B. The Defenition of The Terms**

1. Students

Student is a person who is studying at a college or university or at the school: any person who studies ( Hornby, 2003:1344)

2. Interest

Interest is the feeling that you have when you want to know or learn more about something. An activity or a subject that you enjoy and that you spend your free time doing or studying ( Hornby, 2003:708)

## **C. The Problems**

### **1. The Identification of the problem**

Based on the background and phenomenon above, the problems can be identified as follow:

1. Why do some of the students like to watch Indonesian film?
2. Why do some of the students like to watch English film that have been dubbing already by the people?
3. Why do some of the students their favorite watch on television is sinetron?
4. Why do some of students are not interested in watching English film?
5. What factors influence students' interest in watching English film?

### **2. The Limitation of the problem**

To avoid missurderstanding of the research, so the writer has to limit the problem on the students' interest in watching English film.

### **3. The Formulation of the problem**

Dealing with the limitation of the problem stated above, the problem of this research will be formulated in the research questions : How is the students' interest in watching English film?

## **D. The Reasons for Choosing the Title**

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The topic is very important because it can add our knowladge in increasing students' motivation to speak English.

2. The topic is very interesting to be discussed and the writer wants to know how far the students' interest in watching English film.
3. as far as the writer knows, this topic has not been researched yet.

## **E. The Objective and the Significance of the Research**

### **1. The Objective of the Research**

To know about the students' interest in watching English film.

### **2. The Significance of the Research**

In general, the objective of the research of this research is to find out the correlation between watching English films and students' speaking motivation at the second year of Senior High School 4 SIAK

This research also intends to find the answers for the problems depicted above. Particularly, this research intends:

1. To contribute useful information to the second year of Senior High School 4 SIAK.
2. To give input to teacher, so he or she helps their students to increase and improve their knowledge.
3. To develop and enrich the researcher's insight and knowledge dealing with English film.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Theoretical Framework**

##### **1. The Theory about Interest**

To determine the individual interest to do something that can be seen by their personality. The personality is part of the individual it self which is indivisible from someone attitude. In other words, interest is one of individual personality element, which is it has important role in producing a decision.

Interest is the description of feeling, so that, it just can be guessed and it can be determined, such as:

1. Expression of interest, it means people can appreciate their interest or choosing by observation. Example: someone's interest in watching English film, it can be seen from their frequency of watching English film.
2. Existence of interest, it means people can appreciate their interest by action. Example: the students collect the things that related to the character in the English film.
3. People can measure his interest by answering some questions.

## **2. The factors that influence the interest**

Based on the definition, interest is individual tendency to be attracted to an object by willing which is depending on talented and environment.

Interest is depending on someone talented and environment. In other words, the individual interest is influenced by some factors such as: internal factor and external factor.

- a. The internal factor includes physical, psychological, socio psychologies, socio genesis, attitude and habit.
- b. The external factor includes intensity of stimulus and repetition.

Everyone has internal condition, which is the internal condition has part in their daily activity. One of the internal conditions is motivation. Motivation has big contribution for the student in learning. Intrinsic motivation is the motivation which is come from their individual, such as interest or curiosity. Interest is very necessary. It is persisting tendency to pay attention to and enjoy some activity or content. If the students are interested in some activity they may pay attention to the activity.

Elizabeth B. Hurlock (1978:420) says that interest is sources of motivation which drive people to do what they want to do when they are free to choose. Throughout the childhood year, interests provide a strong motivation to learn. Children, who are interested in an activity, whether it is play or work, will put forth more effort to learn than will children who are less interested or bored. This is the “teachable moment” the time when children are ready to learn because they are interested in what learning will bring them in personal advantages and satisfactions.

Interests add enjoyment to any activity the individual engages in. If children are interested in an activity, the experience will be far more enjoyable for them than if they are bored. Furthermore, when children fail to derive enjoyment from activities, they do not put any more effort into the activities than is absolutely necessary. As a result, their achievements fall far short of their capacities. This makes them feel guilty and ashamed attitudes that further their enjoyment in the activities.

Sukardi says that interest can be influenced by:

1. The experience.
2. Someone hobby and activity
3. Someone activity in society
4. The relationship with another individual

From the factor that can be influence the interest that can be classify into two factors, they are internal factor and external factor

1. Internal factor is factor which come from the individual it self, consist of:
  - a. Experience
  - b. Hobby

2. External factor is factor which is come from out side of the individual, consists of:
  - a. The students' activities at school in learning.
  - b. The students' activities in group of society.
  - c. The students' relationship with another individual

Sujanto says that interest is influence by some factors, they are:

1. Knowledge

We need knowledge or information about objects to know about someone or object interest.

2. Observation

Observation is a process to know the world by using the sense

3. Opinion

Opinion is the description about what they watch, opinion will be happening after the observation process to the object.

4. Experience

Experience is all about someone event or incident and situation, experience will be forming someone attitude.

5. Perception

Perception is a process which is receives the message or information.

6. Attitude

Attitude is someone condition which is moving to do something in consideration the object and to form the basis of experience.

Joelani says that the factors that influence the interest, they are:

1. Habit, is the combination of actions that doing automatically, in other word usually with an action influence the interest.
2. Gender, between male and female has differentiated in physic, environment has different treatment between male and female, so that, it cause differentiate attitude and habit between male and female.
3. Environment has participation to form the individual interest in doing something. Environment which is supported the interest.

The personal characteristics in interest

Sukardi says that the personal characteristics that show the interest to an object, they are:

1. Usually talk about the object that he interest
2. Trying to study the object that he interest
3. Trying to look for the information about object that he interest
4. Usually watch to the object that he interest
5. Usually ask to the people about object that he interest
6. Like to watch the object that he interest
7. Pay attention to what he interest

### **3. The Nature of Watching English Film**

Word “media” is come from Latin language “medius” means “middle”, “messenger”. Media, can mean human life, material, or something happen that make student can get knowledge, skill, or behavior. (Azhar Arsyad:1997).

Many limits are given by people about media. Association of Education and Communication Technology/AECT in America, make limit about media is as all of things that is used by someone to gives information or message. Media also means all of student’ environment components can stimulate them to study. Another opinion said that media is all of physical equipment that can give message to stimulate student to study. Such as book, film, television, tape recorder, and slide (Arief S. Sadiman dkk: 2009).

#### **Function and benefit of media**

The prominent function of media is as an instrument of teaching. The use of media in learning can stimulate student’s curiosity, motivate and stimulate studying activity, and can influence student psychologist. Beside can motivate and interest the student, media also can help student to increase their understanding, serve the interesting and actual data, make easy meaning of data, and add the knowledge.

Media have big influence of our sense and can give more understanding, the people who just listen is have different understanding with the people who watch or see. And the people who watch and listen have more understanding than the people who just see or listen. Additional, media can make student happy and have spirit to study. (Azhar Arsyad: 1997)

There are many functions of media. Azhar Arsyad (1997:26) says that:

1. Media can explain more about the information and the message. So, it can accelerate and increase process and result
2. Media can manage and increase student attention. So, it can motivate them to study, direct interaction between student and their environment, and can give them change to study by themselves appropriate with their skill and interest
3. Media can handle sense limits, space and time:
  - a. Object or big thing can be changed with picture, photo, slide, film, radio, or model.
  - b. Object or small thing that cannot be seen, we can see it by microscope, film, slide, or picture.
  - c. The rare event that is happen in the past or just happen once in 10 years, it can show on video recording, film, photo, or slide.
  - d. Object or difficult process, like blood rotation can put concretely in film, picture, slide, or computer simulation.
  - e. The event or dangerous experiment can be simulated with media such as computer, film and video.
  - f. Surrounding event that spend much time to see directly, can serve by recording technique such as film, video, slide, or computer simulation.
4. Media can give same perception and experience to student about the event in their surrounding, and it can make direct interaction among teacher, society, and environment.

**a. Television**

Television is an electronic system that show motion picture with sound through the air. This system consists of equipment that can change light and sound through electric system. And it is changed again into the light that we can see and the sound that we can hear. (Abu Anwar: 2007)

Television give big social effect for socialize. Either in children environment, teenager and adult. This effect can be seen in daily conversation and behavior. The effect of speaking can seen after someone look at television and they can remember what they see after watching it strongly.

Based on <http://kidshealth.org> (2010) said that most kids plug into the world of television long before they enter school. According to the Kaiser Family Foundation (KFF):

1. two-thirds of infants and toddlers watch a screen an average of 2 hours a day
2. kids under age 6 watch an average of about 2 hours of screen media a day, primarily TV and videos or DVDs
3. kids and teens 8 to 18 years spend nearly 4 hours a day in front of a TV screen and almost 2 additional hours on the computer (outside of schoolwork) and playing video games

The American Academy of Pediatrics (AAP) recommends that kids under 2 years old do not watch any TV and that those older than 2 watch no more than 1 to 2 hours a day of quality programming. The first 2 years of life are considered a critical time for brain development. TV and other electronic media can get in the way of exploring, playing, and interacting with parents

and others, which encourages learning and healthy physical and social development.

As kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family. Of course, television, in moderation, can be a good thing: Preschoolers can get help learning the alphabet on public television, grade schoolers can learn about wildlife on nature shows, and parents can keep up with current events on the evening news. No doubt about it — TV can be an excellent educator and entertainer.

In our socialization, Indonesia, television is not a luxurious thing. Most of Indonesian people have television. So, now, television has to produce good production to make a good environment in the future.

Television is one of electronic media which is giving entertainments. There are many channels in Indonesia such as RCTI, SCTV, TRANS TV, Global, TPI and etc. All of these channels display western movies or film, song, and animations in their programs.

Television programs have a big role for the students. It is because of the media itself which is more effective than another media, such as newspaper, radio or magazine. Television is the combination of watching and listening. In illustration, it creates action from a series of images and we have the illusion of something living.

The amount of time children spend in watching television. The time may be regulated by family rules by the demands of schoolwork or home

duties, by whether the family owns one television set or more, or none at all, by how many family members there are to share the watching time and many other conditions.

Some research shows that student that study through television for all learning material can master that material same as if they study with their teacher in the classroom. Even though, television has many advantages in conveying message and learning material, television also has a weakness.

The advantages of television

1. Television can radiate many kinds of Audio-Visual including picture, film, object, specimen, and drama.
2. Television can show model and good examples for student.
3. Television can bring real world at home and in the class, like people, objects, and something happen, through on air or recording.
4. Television can give a chance to student to see and hear themselves.
5. Television can give many programs that can be understood for student in different age and different education.
6. Television can give visual and sound that is difficult heard in reality. Example, face expression, and other. (Azhar Arsyad: 1997)
7. Television is an interesting media, modern and ready to receive by the children because they recognize it as a part of their life outside of their school.
8. Television can interest the spectator.
9. Most of the learning material can input in television
10. Television can add our knowledge and skill (Arief S. Sadiman dkk: 2009)

### The weakness of television

1. Television only shows one side communication. So the student can ask or repeat it.
2. When we watch television, it will roll continuity, so the student will not have a change to understand the message based on their skill.
3. The teacher doesn't have an opportunity to edit or revision the film before it shows on television. So, the program is out of teacher's control.
4. Television monitor cannot take big class. It makes all of the students difficult to look at television specifically. (Azhar Arsyad: 1997).

<http://kidshealth.org> (2010) adds the weaknesses of television are:

1. Children who consistently spend more than 4 hours per day watching TV are more likely to be overweight.
2. Kids who view violent acts are more likely to show aggressive behavior but also fear that the world is scary and that something bad will happen to them.
3. TV characters often depict risky behaviors, such as smoking and drinking, and also reinforce gender-role and racial stereotypes.

So, based on the opinion above there are many advantages and weaknesses of television.

Oxford (2003:1501) says that video is the process of recording and showing films/movies and programs using a special camera and a television set. Television combines the appealing feature of movies and radio and is one of the most popular amusements during the childhood years. In fact, it has been called the “electronic pied piper”. (Elizabeth B. Hurlock, 1978:309)

The amount of time children spends in watching television, however, foolproof evidence of their interest or lack of interest in it. The time maybe regulated by family rules by the demands of schoolwork or home duties, by whether the family owns one television set or more, or none at all, by how many family members there are to share the watching time and many other conditions.

Nowadays, video is one of audio-visual and multimedia same as film and television, it use for education because film and video can show the moving object which is make video and film more creative and interesting.

## **b. Film**

Film is a live picture that is move so fast and changing. It can give visual continuity. Film can shows an object together with the natural sound. The film capability on describing a live object and sound, it makes the film has a power of attraction. Film usually use for entertainment, documentation, and education. Film can serve information, explain the process, tell about the difficult concept, teach about the skill and influence the attitude. (Azhar Arsyad: 1997). Film is a media that have a big capacity in helping a teaching learning process. (Arief S. Sadiman dkk: 2009)

Film is an effective media if we use it to the class. Film that is roll or serve into the student should be an integral part of teaching learning process. Film has a special value. It can complete the student experience, stimulate the new inspiration, interest the student, and the serve can be better because it contain of new recreation value, and it can shoe the real object treatment. Beside that, film also can be used to complete the note, explain the abstract thing, and handle a language obstacle. (Abu Anwar: 2007).

English film is interesting media source which is very interesting in learning process. It is the most favorable English program for everybody. The final goal of learning is that the learner can learn English. The students not only can watch the English film as a media of learning as native speakers but also can increase their ability as good as possible, and get enjoy the entertainment.

Some students who watch English film on television still do not understand the whole meaning, but they could catch the idea by watching the

picture, which can help people or student understand the film. By watching television, students can take an opportunity to learn English.

Nowadays, video is one of the audio-visual and multimedia the same as film and television. It used for education because film and video can show the moving objects which make video and film more creative and interesting.

The film is popular with children today that it was a decade. There are two major reasons: first, students can get much the same sort of pleasure from watching television as from to the movies, especially since many of the popular movie or film is shown on television, and the second, movies have become so expensive.

The achievement is very necessary in education, the factors which are influence the students' achievement divided into two factors there are intern and extern. The intern factor is factor which comes from the individual it self in studying, extern factor which comes from outside of the individual, each factor consists of some part as follows:

The internal factor includes physical, psychological and fatigue aspects that important role of success in learning.

1. Physical factor such as:
  - a. Health
  - b. Physical state
2. Psychological factor such as:
  - a. Intelligence
  - b. Attention
  - c. Interest
  - d. Talent
  - e. Motive
  - f. Maturity
  - g. Preparedness
3. Fatigue

The extern factor includes family, school and society.

1. Family factor such as:
  - a. Family understanding
  - b. Economical condition
  - c. Background of culture
2. School factor such as:
  - a. Teacher method
  - b. Curriculum and media
  - c. Learning method
  - d. Homework

### 3. Society

a. Environment

b. Mass media

c. Friends

As a media, film has advantages and weakness

#### The advantages of film

1. Film can complete the basic of student experience when they read, discuss, practice, and many other. Film as substitute an environment and can show the object that we cannot see in normally.
2. Film can describe an exact process and we can see it repeatedly.
3. Beside it can stimulate and increase the motivation, film also can implant the behavior and other positive effect.
4. Film that contain of positive value, can motivate the student knowledge to discuss in their group. Moreover, film, like slogan that said repeatedly in it, can bring world in the class.
5. Film can serve the dangerous event if we see it directly by ourselves.
6. Film can show in to the heterogenic or individualist group.
7. With the capability of taking picture, if something that is in the normally speed can spend one week time, but in film we can see it only one or two minutes.

The weakness of film

1. Commonly, film need expensive cost and spend much time.
2. When the film is roll, the picture move continuity, so, it makes not all of student can follow the information that wants to convey by the film.
3. The film that is served, it is not always appropriate with student need and goal of study. Except, if that film is plan and produced especially for our need.

#### **4. The Interest in Watching Television**

Based on Collins English Dictionary – Complete and Unabridged (2003) said that the definitions of interest are:

1. The sense of curiosity about or concern with something or someone an interest in butterflies
2. The power of stimulating such a sense to have great interest
3. The quality of such stimulation
4. Something in which one is interested; a hobby or pursuit
5. (*often plural*) benefit; advantage in one's own interest

In addition, interest is a sense of concern with and curiosity about someone or something; "an interest in music". Interest is a reason for wanting something done; "for your sake"; "died for the sake of his country"; "in the interest of safety"; "in the common interest". Interest is the power of attracting or holding one's attention (because it is unusual or exciting etc.); "they said nothing of great interest"; "primary colors can add interest to a room". Interest is excite the curiosity of, be on the mind of, be of importance or consequence.

Hornby (2003:708) says that interest is the activity or subject that you enjoy and that you spend your free time doing or studying. They will be feeling the advantages, like they will interest when the satisfaction is decrease it will be infecting to the interest. Each interest will satisfy the students' need in their lives. Even thought the adult do not feel the need directly, if we appreciate the interest, it will be stronger.

Slameto says that interest is permanent inclination in watching and memorizing some activities, which the people like to do, watching and enjoy. So it has differentiate between interest and attention because attention is impermanent and it is not sure that will be follow by enjoyable but interest is always be enjoy to do the activity and it has satisfaction.

Interest has big influence in studying, because if the lesson does not balance with the students' interest, they will do not study well, because they do not interest. They will be lazy to study. The lesson which can be interested the students, it can be easy to study and memorizes, because interest will be increasing the activity.

We can conclude that interest is the individual realize to an activity which is has correction with his life and will pay attention to watch English film.

## **5. Operational Concept**

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. It is considered necessary to briefly clarify the variables employed in this study.

In this research the writer fixes indicator of questionnaire based on the

students' interest in watching English film program by the second year students.

The indicators are as follows:

1. Students pay attention to the film.
2. Students listen carefully to the film.
3. Students talk about watching English film.
4. Students try to study about English film.
5. Students try to look for information about English film.
6. Students watch English film.
7. Students ask to the people about English film.
8. Students like to watch English film.
9. Students follow the English film developments.
10. Students collect the things that relate to the character in the film.
11. Students never feel bored when they watch English film.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The design of this study belongs to descriptive qualitative research which will describe the students' interest in watching English film program at the second year of Senior High School 4 SIAK.

#### **B. The Location and the Time of the Research**

This research was conducted at the second year students of Senior High School 4 SIAK. The research was started from January 2011 until March 2011.

#### **C. The Subject and the Object of the Research**

Subject of the research was the second year students of Senior High School 4 SIAK. The Object of the research was the students' interest in watching English film program.

#### **D. The Population and the Sample of the Research**

Population of the research was the second year students of Senior High School 4 SIAK which were divided into three classes. The population consisted of 100 students. 28 males and 72 females who were participate in this research. Because the number of the population was standard, the writer took all population as the sample for this research. This technique well known as total sampling.

#### **E. The Instruments of Data Collection**

## 1. Questionnaire

This was used to find out the factors that influence students' interest in watching English film program.

## **F. Techniques of Data Analysis**

This research will be a descriptive qualitative percentage. The formula used is presented as follows:

$$P = F/N \times 100\%$$

Note:

P: Percentage

F: Frequency of Score

N: Total of Score

This technique is called descriptive technique with percentage (Suharsimi Arikunto, 2006: 208-210).

The category of students' motivation in speaking English will be percentage as follows:

1. High (76%-100%)

2. Enough (50%-75%)

3. Low (0%-49%)

(Suharsimi Arikunto, 1996:24)



## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### A. DATA PRESENTATION

In this chapter, the writer presents the data as the results of the research finding gained through the instruments. Even, the writer also analyzes the data to find out the students' interest in watching English Film at the Second year of senior high school 4 Siak.

##### 1. The data presentation of student's interest in watching English films

TABLE IV.1

#### STUDENTS PAY ATTENTION TO THE FILM

Alternatives	Frequency	Percentage
Always	24	24%
Sometimes	57	57%
Seldom	16	16%
Never	3	3%
Total	100	100%

The table above shows that 24 respondents or 24% said *always* pay attention to the film. 57 respondents or 57% said *sometimes* pay attention to the film. 16 respondents or 16% said *seldom* pay attention to the film. 3 respondents or 3% said *never* pay attention to the film

TABLE IV.2

### STUDENTS LISTEN CAREFULLY TO THE FILM

Alternatives	Frequency	Percentage
Always	5	5%
Sometimes	26	26%
Seldom	32	32%
Never	37	37%
Total	100	100%

The table above shows that 5 respondents or 5% said *always* listen carefully to the film. 26 respondents or 26% said *sometimes* listen carefully to the film. 32 respondents or 32% said *seldom* listen carefully to the film. 37 respondents or 37% said *never* listen carefully to the film.

**TABLE IV.3**

### STUDENTS TALK ABOUT WATCHING ENGLISH FILM

Alternatives	Frequency	Percentage
Always	38	38%
Sometimes	34	34%
Seldom	22	22%
Never	6	6%
Total	100	100%

The table above shows that 38 respondents or 38% said *always* talk about watching English film. 34 respondents or 34% said *sometimes* talk about watching

English film. 22 respondents or 22% said *seldom* talk about watching English film. 6 respondents or 6% said *never* talk about watching English film.

**TABLE IV.4**

**STUDENTS TRY TO STUDY ABOUT ENGLISH FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* try to study about English film. 18 respondents or 18% said *sometimes* try to study about English film. 2 respondents or 2% said *seldom* try to study about English film. 2 respondents or 2% said *never* try to study about English film.

**TABLE IV.5**

**STUDENTS TRY TO LOOK FOR INFORMATION ABOUT ENGLISH**

**FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* try to look for information about English film. 18 respondents or 18% said *sometimes* try to look for information about English film.. 2 respondents or 2% said *seldom* try to look for information about English film.. 2 respondents or 2% said *never* try to look for information about English film..

**TABLE IV.6**

**STUDENTS WATCH ENGLISH FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* watch English film. 18 respondents or 18% said *sometimes* watch English film. 2 respondents or 2% said *seldom* watch English film. 2 respondents or 2% said *never* watch English film.

**TABLE IV.7**

**STUDENTS ASK TO THE PEOPLE ABOUT ENGLISH FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* ask to the people about English film. 18 respondents or 18% said *sometimes* ask to the

people about English film. 2 respondents or 2% said *seldom* ask to the people about English film. 2 respondents or 2% said *never* ask to the people about English film.

**TABLE IV.8**

**STUDENTS LIKE TO WATCH ENGLISH FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* like to watch English film. 18 respondents or 18% said *sometimes* like to watch English film. 2 respondents or 2% said *seldom* like to watch English film. 2 respondents or 2% said *never* like to watch English film.

**TABLE IV.9**

**STUDENTS FOLLOW THE ENGLISH FILM DEVELOPMENTS**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* follow the English film development. 18 respondents or 18% said *sometimes* follow the English film development. 2 respondents or 2% said *seldom* follow the English film development. 2 respondents or 2% said *never* follow the English film development.

**TABLE IV.10**

**STUDENTS COLLECT THE THINGS THAT RELATE TO THE CHARACTER IN THE FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* collect the things that relate to the character in the film. 18 respondents or 18% said

*sometimes* collect the things that relate to the character in the film. 2 respondents or 2% said *seldom* collect the things that relate to the character in the film. 2 respondents or 2% said *never* collect the things that relate to the character in the film.

**TABLE IV.11**

**STUDENTS NEVER FEEL BORED WHEN THEY WATCH ENGLISH  
FILM**

Alternatives	Frequency	Percentage
Always	78	78%
Sometimes	18	18%
Seldom	2	2%
Never	2	2%
Total	100	100%

The table above shows that 78 respondents or 78% said *always* never feel bored when they watch English film. 18 respondent or 18% said *sometimes* never feel bored when they watch English film. 2 respondent or 2% said *seldom* never feel bored when they watch English film. 2 respondent or 2% said *never* never feel bored when they watch English film.

**TABLE IV.12****THE RECAPITULATION OF THE STUDENTS' QUESTIONNAIRE****ABOUT THE STUDENTS' INTEREST IN WATCHING ENGLISH FILM**

No	Alternatives								
	Always		Sometime		Seldom		Never		
	F	P	F	P	F	P	F	P	
1	24	24	57	57	16	16	3	3	100:100
2	5	5	26	26	32	32	37	37	100:100
3	38	38	34	34	22	22	6	6	100:100
4	66	66	30	30	4	4	0	0	100:100
5	16	16	66	66	17	17	1	1	100:100
6	56	56	31	31	13	13	0	0	100:100
7	11	11	59	59	23	23	7	7	100:100
8	58	58	32	32	6	6	4	4	100:100
9	26	26	57	57	13	13	4	4	100:100
10	34	34	55	55	10	10	1	1	100:100
11	74	74	23	23	3	3	0	0	100:100
tfl	408		470		159		63		1,100

## B. DATA ANALYSIS

. In the previous chapter, the writer has presented the data collected in this research to know about the student's interest in watching English film at the SMU 4 Siak. The technique of the data analysis is descriptive technique, in which qualitative data are taken from the result of questionnaire.

The writer used the following formula in analyzing the data:

$$P = \frac{F}{N} \times 100\%$$

The category of students' interest in watching English film will be presented percentage as follows:

1. High (76%-100%)
2. Enough (50%-75%)
3. Low (0%-49%)

(Suharsimi Arikunto, 1996:24)

The table IV.19 above is a recapitulation of the students' interest in watching English film. From the table, it can be seen the description of option Always is 722, sometimes is 763, seldom is 225 and never is 90. The total of the data (N) is 1800.

To find out the total value of the data above, the writer makes the total of respondents who answered each option and then standardized score on every option of the questionnaire that multiplied it. The calculation of the data can be seen as follows:

$$\text{Option Always, } 408 \times 4 = 1,632$$

Option Sometimes,	470 x 3	= 1,410
Option Seldom,	159 x 2	= 318
Option Never,	63 x 1	= <u>63</u> +
		3,423

Means:

a. the value of F = 3,423

b. the value of N = 1,100

$$P = \frac{F}{N} \times 100\%$$

$$p = \frac{3,423}{1,100} \times 100\%$$

$$p = 3.111 \times 100\%$$

$$p = 311.1\%$$

$$p = 311.1\% : 4$$

$$= 77.8\%$$

Then, the interpretation of the qualitative' criteria are:

1. High : 76%-100%
2. Enough : 50%-75%
3. Low : 0-49%

So, it can be conclude that their interest in watching English films is **high**

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer presents conclusion of those which has been discussed in the previous chapter, and then give some recommendations concerning the students' interest of watching English films at the second year of Senior High School 4 SIAK

#### A. Conclusion

Based on the research conducted in the previous chapter, the writer has found the conclusions as follows:

1. The writer concludes that the students' interest of watching English film is **high**. Meanwhile, the students are interests in watching English film.

Because, the categories are:

1. High : 76%-100%
2. Enough : 50%-75%
3. Low : 0-49%

With formula:

$$P = \frac{F}{N} \times 100\%$$

So the student's interest of watching English film at the Senior High School 4 Siak is about 77.8% so its mean high.

## **B. SUGGESTION**

Based on the conclusion above, the writer wants to give some suggestion as follows:

1. The students of SMUN 4 Siak suggest to watches English film because they can practice what they have learned in the school at home trough watching English film.
2. The teachers of SMUN 4 Siak are suggested to give more attention to the students and apply teaching and learning English as interest as possible to the students.
3. The institution is suggested to prepare the equipment or facilities that can support students in teaching learning process. Such as; providing more English books in library, laboratory and other tools that are needed in teaching learning process.



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5. Students try to look for information about English film.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never
6. Students watch English film.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never
7. Students ask to the people about English film.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never
8. Students like to watch English film.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never
9. Students follow the English film developments.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never
10. Students collect the things that relate to the character in the film.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never
11. Students never feel bored when they watch English film.
  - a. Always
  - b. Sometime
  - c. Seldom
  - d. Never