

Movie watching as visual literacy attainment

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Abstract: Most students view the movie as entertainment so they cannot enhance their English learning. In fact, the movie can be one of the effective visual literacy media to learn English. Thus, this research is aimed to investigate students' perception of the visual of the movie as visual-literacy media to support English language learning. The respondents were chosen through the purposive sampling technique. These respondents who have an interest in movies and have their basis in English language skill were chosen by the researcher. This research then was carried out at Universitas Islam Indonesia Yogyakarta. This research is conducted in a qualitative method in an informal setting. The result of this research is that the visual movie mostly in the process may boost student's affection rather than their cognitive so it does not quite support the actual language learning process. Moreover, this research is concluded that the use of movie may prefer entertainment daily. In terms of education, it may be different as the educator should highlight some instructions or topics first before the movie that is used for learning media is played. Furthermore, it is subjective to see student's perceptions even public toward the movie itself, whether it is only for entertainment or it could be appropriate for education as one of the visual literacy media.

Keywords: movie, media, visual, visual-literacy, English language learning

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INTRODUCTION

Nowadays, movie has become a trend almost in all countries. In Indonesia, movie becomes more popular than other media like television, radio, even newspaper. Watching movies also becomes a hobby for individuals in Indonesia besides listening to music. Indonesian people seem love to spend their time to watch it at cinema (Keng, 2015). Yet, it could be watched by VCD (video compact disk) or DVD to be watched at home.

In this issue, Indonesian people mostly watch Western (English) movies, so do local movies. Commonly, it is because movie has a part in visual literacies which educated people and more interesting and thrilled to be watched as a source of entertainment (Ismaili, 2012, p. 122). Some factors could be seen mostly from the realistic-and-attractive chronological story and the authenticity that being represented in a movie which attracts people to watch. It is also because of the advance of audio-visual technology quality that used in the process of making a movie. However, the role of movie mostly being responded by people as personal's satisfaction.

The first is about visual of a movie. These days, the visual of a movie has been created into higher standard of quality. Mostly the visuals are being created, designed and categorized into cartoon/ 'flat' movie (2-D) and 'real-life' movie (3-D) which is stereoscopic (Monaco, 2000). These types of visuals are made to boost the stimuli of audience out in watching a movie. As it is in higher quality that audience choose to be watched, the feeling of exciting and curious is boosted unconsciously. As Smaldino (2004) argued that visuals are highly competence for individual's literate mode when they see or watch it so individual stimuli transferred into perspectives and critics are necessary.

As soon as the audience gets the point of the movie (from the visuals, they will unconsciously receive information and start to think during the film is played. In here, their cognitive skill is built since the comprehension is possible during the process of watching it. It is supported by a fact that commonly

technology is used to help learners or audiences in improving and enhance comprehension (Hicks, Reid, & George, 2001).

Therefore, the role of movie as a media is needed in language learning especially English. It is specified by Dale (1969) in Cone of Learning diagram, that the process of learning after around 2 weeks by watching a movie could reach 50%. In here, the activity of watching movie may involve passive visual receiving as the activity because people are tend to remember what we heard and see from a movie. It is also being argued that this kind of activity is called as an activity in 'interpreting visuals' or 'decoding' (Smaldino, 2004). It is not only through 'see-and hear', but also the process to acquire the information.

Furthermore, many researchers have tried to investigate deeper on the use of movie as visual literacy in understanding also learning English language. Some facts that because of the aspect visual images, movie itself as a media could boost learner or audience motivation to learn new language and culture of current areas even a country. Lika a perception of pre-service teachers should be positive on visual literacy course, also the use of instructional material design is often happened successfully (G. B. Alpan, 2015). Thum (2016) argued that a well-selected movie within considerations toward curriculum and based on content of certain lessons is chosen to be one way in increasing their motivation in language learning process. In fact, movie is not only used for entertainment but also education (A. J. Atkins, 2006).

A fact that visual is one way to interpret knowledge of language toward someone who see and observe it (Champoux, 2007). Yet, the visual aspect does not always support learning because students view movie as entertainment. They cannot understand the main idea of the movie. In addition, students also have competency issues such as low vocabulary skill, slow-reading, or lower-speaking (conversational) skill in English (Zohrabi, 2015). This research would like to investigate the perception of students in Islamic University of Indonesia on viewing visual of the movie as English learning media so they can have new perspective to maximize movie in education context.

Most students view movie as entertainment so it cannot enhance their English learning. In fact, through watching movie can be one of the visual literacy attainments to learn English. Thus, the researcher would like to investigate students' perception about movie as visual literacy attainment in terms of English language learning. Hence with it, this study investigates student's perception about movie might be one way in visual literacy attainment in English language learning in Islamic University of Indonesia. This study aims to answer the following questions which is how students of Islamic University of Indonesia's perception toward the activity of watching movie as a visual literacy attainment.

METHOD

As this study uses qualitative descriptive research method, the design of this research is in the form of qualitative data as a way to collect data. It aims to get the information before to be 'richer' and in-depth descriptive explanation. It is qualitative since the research problems are seek in people's experience and try to investigate their understanding in general issue by interview. The issue discussed is about the use of visual of movie in English language (L2) learning. It is also being supported with field notes of observation and documentation and being collected and analyzed in text analysis form.

This study uses qualitative since it investigate the use of the visual of the movie in terms of visual literacy decoding which is one way of English language learning process by some individual's overall view or perception. So, the variable that might be discussed is the extent from the use of visual interpreting or decoding in learning English language through movie. There will be discussed about how the developmental effects, cultural effect, and visual preference of each individual might work and as if those three aspects are work effectively or not when they watch the visual of movie.

In this study, the data triangulation is considered as it involves three activities: observation, interview, and documentation. Yet, an interview session has its dominant role and needed in this design. The interview questions also being valid as it is constructed based on Smaldino (2004) theory which is the main analytic theory in the study. The interview is in a formal form questions yet is done through casual conversation, which helps the researcher to get more in-depth information from the participants. The context of interview session also meets with the theme of the study, which is asking about their views and explore their experiences in understanding and learning English language visually by

watching English movies. Furthermore, it is then being supported with the field notes from observation. Documentation in this study also involved such as the researcher personal review and other (public's) movie review, yet it is an analysis about the same movie.

The researcher focuses on the purpose of the research, and questions of the research as grounded to allocate type of data. Furthermore, type of data in this research is in the form of sentence or narration from the participants collected from interview and supporting field notes of observation. The data that were gathered are analyzed and processed using analysis technique and some are based on Smaldino (2004). Finally, the result of this process is used to answer the research questions. In this research, the sources of data are collected from the students' who gives information about their view and experiences toward the use of movies as visual literacy in the process of English language learning through in-depth interviewing and observation. Documentation also being collected such as audio records, and also the analysis of movie with a documentation photo of movie poster collected as additional sources to get validity of this research.

Data was being analyzed and be conducted after the researcher receive all the data. In this research, the data are being analyzed through descriptive exploratory way. First is from overall interviewing transcript, the second is field notes of observation, and the last is the documentation; from the public and personal analysis of the chosen movie. Yet, the researcher conducted data by following the model of analysis from Miles and Huberman (2014). The model includes: data reducing, displaying data, and conclusion verification.

As the data are collected, the data started to analyzed by reduction data since the data obtained from observation field notes and interview transcript which are too complicated and complex. It is more like scanning the important one, interpret with other data, then summarizing all the data to reach clear and big picture for the result of research. So the technique of coding is used for this research. Some graphics or tables are included the observation results and categorized data from the transcript. Then, data is displayed in descriptive yet exploratory way. The aim of exploratory design itself is to make the researcher understand easier of how best to proceed in studying an issue. As data has been displayed, drawing conclusion is the last step to reach new finding as the result of the research which has never been exist before.

In this research, the trustworthiness may refer to accuracy or rigor. According to Sugiyono (2014), trustworthiness is a way to ensure these four criteria: credibility, transferability, dependability, and confirm-ability. Credibility is one which refers to the focus of the research as the researcher could confidence with the great analysis of data in supporting the intended focus. To reach the credibility of this study, the researcher use data triangulation which based on multiple data sources in qualitative way: observation, interview, and documentation. In data triangulation, the researcher uses multiple references to draw a conclusion (Malone, 2015). It is in order to distinguish true information from errors. So, the transferability then could be checked if the analytical theory is also applicable for similar situations or questions beyond this study. So, in here, the theory of Smaldino (1989) is applicable to the research question of this study. It uses also multiple data sources as the researcher does the interviewing section with two diverse participants who have different background about one topic, about the use of movie as visual literacy media in language acquisition and learning process. Meanwhile, in analyzing and interpret data, it uses multiple perspectives or theories which is constructed into research interview questions as it is based on Smaldino (1989).

Dependability or reliability could be checked that it can be reliable whenever other person or the experts try to repeat the research processes. Confirm-ability is then being verified as the findings are formed by participant's perceptions rather than the researcher's biases (Trochim, 2006). In this study, confirm-ability is checked as the findings are being constructed and organized from both participants' perception in believing an issue that is about their interest in watching movies through in-depth interview. It accurately ensures as there is also original audio record interviewing.

RESULT AND DISCUSSION

Cultural Aspects and Development Aspects

Cultural Aspects: Affection through Desire Expression

The act of decoding visuals has been influenced by the factor of viewer’s cultural background (Smaldino, 2004). The data from interview indicates that the differences between respondent’s cultural background and the cultural setting on the movie may give respondent such affection toward the movie, specifically like believing in ‘spiritual things’ (I/2/CA/2).

In their view, the setting of movie that looked physically iconic like Nepal with its spiritual shade have affected them a ‘desire’ as if they could go visit to there like any tourists or travelers and got their experience in there (I/1/CA/3, I/1/CA/4).

“...I really want to.. woah.. moreover, from the culture, that way, so it’s like I really want to feel it too.. so, it’s just like.. it is great. I mean, from the cultural characteristic, it is exactly support ..” (I/1/CA/3)

“...from Kathmandu, it was.. Nepal kind of..it is into East Asia mixed with India’s ... Not much into Europe but the way character is played. Through its ‘tourist’ style, the characters, it’s just like it’s cool too, so I do really hope that I could visit that place ...” (I/1/CA/4)

“... So, it is just like the Nepal local said..We believe in things such ‘spirit’. The astral things ...” (I/2/CA/2)

The findings above also are supported by the researcher’s analysis from the personal review (PR/1/EF/14-17) that it was not only Nepal that influences the viewers, but also the culture of New York City, London, and Hong Kong.

“... The setting that has been taken was at New York City, Nepal, London, Hong Kong, and Everest Mountain. It shows the differences of main-cultural backgrounds between New York City with its post-modern and Kathmandu, Nepal, with its oriented-spiritual culture ...” (Anonymous, 2017)

Furthermore, it is also confirmed by the researcher from following data of observation (O/1/AFF/1, O/2/AFF/1) on Table 1 and Table 2.

Table 1. The excerpt of observation (O/1/AFF/1)

Meeting	Date	Aspects	Note
1	06/07/2017	Affective	At other minutes, she becomes <u>more expressive</u> . When a scene that captured Kathmandu, she said “ <u>Aduh..rasanya pengen banget kesana ya Allah...</u> ”. Her expression still desired, she looks like <u>she got ‘into’ it and she also laugh by herself</u> . In some lines like “ <u>Try me, Beyonce</u> ” she repeated Strange’s line <u>and laugh a bit</u> at the scenes where Strange was surprised about the amazing shield power of the Ancient One.

Table 2. The excerpt of observation (O/2/AFF/1)

Meeting	Aspects	Note
1	Affective	She did repetition as she seems try to understand the words such “told you so” and “the ancient one” in the same intonation - <u>She did humming few times;</u> “hmmm” as she smiled only in seconds,
2	Affective	“ <u>Wooo..</u> ” as she look amazed to a scene, “aah..” as she seems to find the situation through speaker conversation (subtitle). - Eventually, during the movie is played, <u>she said few statements and compliments to expressed, e.g. “Aaaa pengen kesana”.</u>

Cultural Aspects: Affection through Facial Expression

Apparently, the act of expressing is not only through words above. Through researcher’s field notes from observation found out that both participants show their clear ‘facial expressions’ while they watch the movie.

From the finding in form of interview transcription (I/1/CA.VP/7), respondent 1 stated that being expressive is a right way to reflect on own understanding while watching movie.

“... the sarcasms.. it’s like I do understand it like ‘oh it should be like this.. or it should be like that way.’ ... being expressive is needed for the audience ...” (I/1/CA.VP/7)

Furthermore, by following data of observation (O/1/AFF/1, O/2/AFF/1), it also confirmed that the facial expressions is ‘real’ being expressed by viewers while they are watching the movie.

Table 3. The excerpt of observation (O/1/AFF/1)

Meeting	Date	Aspects	Note
1	06/07/2017	Affective	Somehow, she <u>often caught as her facial easily changes</u> , when some scenes shows the chronology of the car accident <u>she turn to be “serious-looking” then continue to different scene</u> where the surgery is happened, <u>her facial expression changed</u> and show her “scared-face”.

Table 4. The excerpt of observation (O/2/AFF/1)

Meeting	Date	Aspects	Note
1	06/06/2017	Affective	- She did <u>show the facial expression</u> : she got a bit scared and shocked on <u>her face</u> when some scenes show the chronology <u>how an accident just happened</u> . - She did repetition as she seems try to understand the words such “told you so” and “the ancient one” in the same intonation

Development Aspects: Visual Learning and Reference

From the interview (I/1/DA/1,I/2/DA.PV/1), it is concluded that both respondent have a view that visual of movie (Western movie) is a way in understanding the overall plot, even the specific and detailed scene.

Moreover, it makes the audience to focus on about the way how the characters look in physic also their mimic in having conversation (in English), what they do and the visuals (images) of setting or place where the characters are. In here, respondents are aware to have visual reference from a movie as they going to watch other movies.

“I’m going to watch it from... overall from the images, from the plot, oh the places where this man want to go, then the way the characters express ...” (I/1/DA/1)

“... the visual from the movie is really help to make us understand the plot of the story ... it’s quite clear with certain scenes where the car accident happened, we clearly saw it that the hands were hit ...” (I/2/DA.VP/1)

In addition, from the interview (I/2/DA.VP/1) can be seen that participant 2 also focus but not in for the whole. Yet, she can explain by her own visual understanding about certain scenes which is quite detail which it can be her visual reference.

“... such as, just like in Doctor Strange..on scenes of a car accident. It’s quite clear with certain scenes where the car accident happened, we clearly saw it that the hands were hit by handlebar, hit onto the glass, then it’s crashed. There, we do understand that this Doctor Strange could be fatal on his injured hands. Then he woke up ...” (I/2/DA.VP/1)

Furthermore, the findings above are also confirmed by researcher through the data from the excerpts of observation field notes (O/1/COG/1) and (O/2/COG/1) on Table 5 and Table 6.

Table 5. The excerpt of observation (O/1/COG/1)

Date	Movie Title	Aspects	Note
06/06/2017	Doctor Strange (2017)	Cognitive	Cognitively: She was typical <u>a person who easily into a movie</u> . She looks <u>focus on the screen</u> . It seems that she also see the subtitle as she got her eyes screen from left to right yet a bit below. Her body did not make any move.

Table 6. The excerpt of observation (O/2/COG/1)

Meeting	Movie Title	Aspects	Note
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1	Doctor Strange (2017)	Cognitive & Affective	Cognitively: She was typical to <u>a quiet person when watching the movie</u> . - As she <u>watched it calm</u> , it was found her clear facial expressions; she easily shows it. - But, she <u>is not quite focus</u> . <u>Sometimes did focus</u> but <u>sometimes not</u> because she had her hand phone on.
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Development Aspects: Spontaneous Words Repetition

Other point from the findings, it shows that both participants reflect their spontaneous repetition toward the expressions on the screen while they were focusing to the movie. It is ‘unconscious’ as they cognitively think and learn the language form by scanning the words from the subtitle or by their focus on the visual speaker’s says in the screen. As they feel comfortable enough, they spontaneously repeat the words or expressions from the screen with such intonation as same as the character expressed.

Furthermore, it is confirmed in the data of observation (O/1/COG/1) (Table 7).

Table 7. The excerpt of observation (O/1/COG/1)

Meeting	Aspects	Note
1	Affective	- <u>Unconsciously, she used to do repetition of the expressions (specific yet ‘strong’ expressions from a scene)</u> . She said “Kamar-Taj..”, “..you don’t care so much!” with <u>the same tone as the character expressed</u>

Table 8. The excerpt of observation (O/2/COG/1)

Meeting	Date	Movie Title	Aspects	Note
1	06/06/2017	Doctor Strange (2017)	Affective	- She did <u>repetition as she seems try to understand the words</u> such “ <u>told you so</u> ” and “ <u>the ancient one</u> ” in the <u>same intonation</u>

Developmental Effects: The Existence of Subtitle

However, a point from the findings also show that the existence of ‘subtitle’ as a component of movie which is out of visual parts is mentioned. Rather than from participant 2 who used to focus on the visuals, participant 1 add that ‘see’ the visuals then following with the subtitle will be easier in support her in understanding the plot especially to gain her English language skill.

“... yet, besides it, I also watch it through its subtitle. It’s just, it depends on the film, if there is subtitle, I’ll focus into it and through their expression...” (I/1/DA/1)

Furthermore, the findings above are also confirmed by researcher through the data from the excerpts of observation field notes (O/1/COG/1) on Table 9.

Table 9. The excerpt of observation (O/1/COG/1)

Meeting	Aspects	Note
1	Cognitive	Cognitively: She was typical <u>a person who easily into a movie</u> . She looks <u>focus on the screen</u> . It seems that she also see the subtitle as she got her eyes screen from left to right yet a bit below. Her body did not make any move.

CONCLUSION

Conclusion in this study is based on research finding and discussion on students’ perception towards visual literacy approach implementation through movie in English language learning, which are described in the previous chapter.

The findings conclude that the students perceive that visual of the movie in terms of language learning especially English support respondent affectively rather than cognitively. In other meaning, it is not exactly support in language learning. It can be found that both respondents prefer to show their affection to know more about the cultural background from the movie which is new to them rather to the language forms. Last but not least, it is supported through their mimics and facial expressions while they watch the movie. Since it is applied in natural way, the more realistic and affective way the respondent may be seem toward the visual, not through its cognitive.

In general, recommendations provided in this research are divided into two parts. The first part is suggestion for improvement of visual-based language learning approach implementation through 'movie media' in the future while the second part is recommendation for further studies.

For the improvements of visual-based language learning approach implementation through movie media in the future, the researcher would like to suggest the modification in implementing the strategies of language learning by the visual from movie media in classroom setting. As movie is an entertaining media, it cannot stand for itself to make it as a media in learning English language. So, in this case, the teacher or lecturer should have to make a concrete instructions and focus, which makes the use of visual of movie be more beneficial towards learner's insight.

Finally, the researcher recommends that more studies are needed in term of learning media especially through movie in Indonesia. As the researcher's experience, it is limited access to find studies which discuss about the visual of movie in English language learning.

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