

# **THE USE OF MOVIES IN PREPARING INDONESIAN PRE-SERVICE ENGLISH TEACHERS' READINESS TO TEACH**

*SKRIPSI*



by

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*SKRIPSI*

presented as partial fulfilment of the requirements  
for the degree of Sarjana Pendidikan (S.Pd)  
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by

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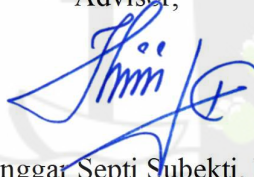
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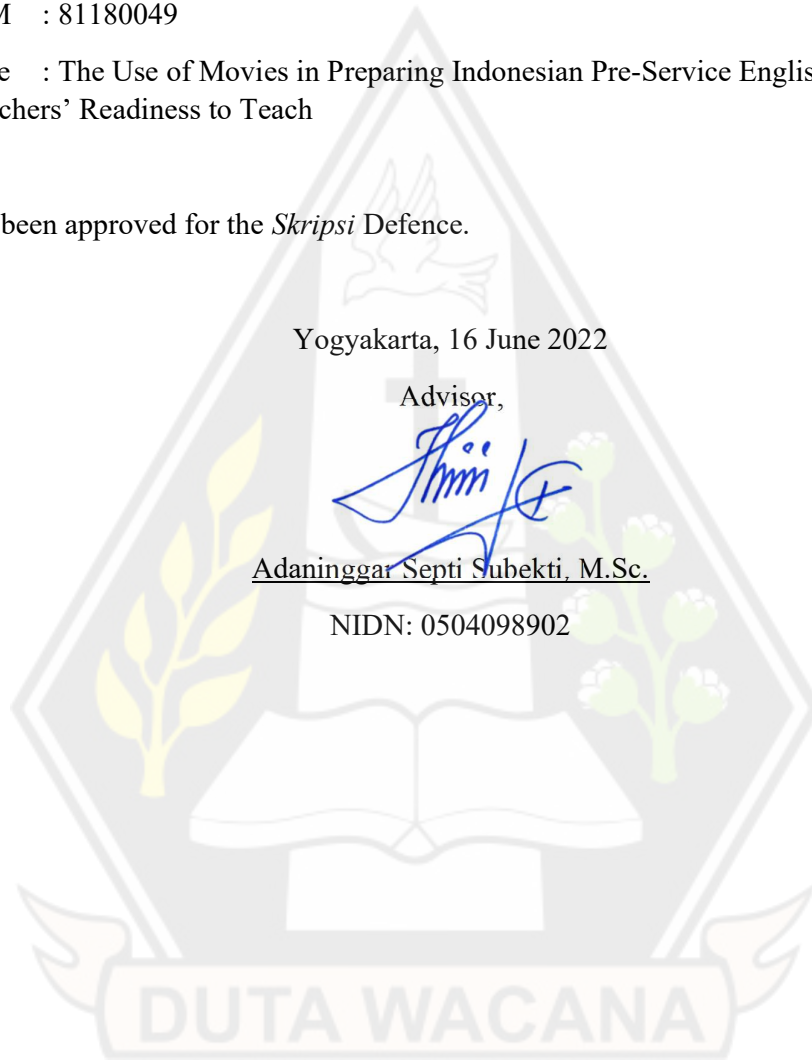
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I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

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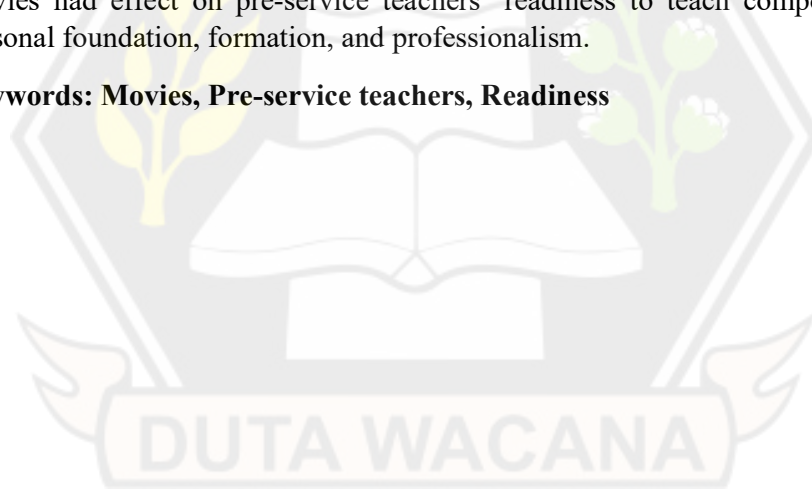


## Abstract

Jalmav, H. (2022). *The use of movies in preparing Indonesian pre-service English teachers' readiness to teach*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

This study has aimed to examine to what extent the use of movies in preparing pre-service English teachers' readiness to teach and to see the effects of movies in preparing pre-service English teachers' readiness to teach from both pre-service teachers' and lecturers' perspectives. This study was conducted in a qualitative method of observation and interviews. The participants of the observation were two classes of pre-service English classes, Introduction to Education and Teaching Profession class. This study interviewed six pre-service English teachers and two lecturers who had experienced the use of movies in their teaching and learning process. The observation results showed that the pre-service English teachers could relate theories of teaching in the movie. Movies could be a tool to prepare pre-service teachers to be ready to teach regardless of the subject. The result of the interviews showed that movies could inspire some pre-service English teachers. Although not all, some might be inspired by the good qualities role of the teacher characters in the movies. Movies minimized the gap between theories and practice. Movies helped pre-service teachers to see the potential problems. The problems seen in the movies could be the same, but the context was differed. To sum up, movies had effect on pre-service teachers' readiness to teach components: the personal foundation, formation, and professionalism.

**Keywords: Movies, Pre-service teachers, Readiness**



### ***Intisari***

Jalmav, H. (2022). *The use of movies in preparing Indonesian pre-service English teachers' readiness to teach*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Penelitian ini bertujuan untuk menguji sejauh mana penggunaan film dalam mempersiapkan kesiapan guru bahasa Inggris prajabatan untuk mengajar dan untuk melihat pengaruh film dalam mempersiapkan kesiapan guru bahasa Inggris prajabatan untuk mengajar dari perspektif guru prajabatan dan dosen guru bahasa Inggris prajabatan. Penelitian ini dilakukan secara kualitatif dengan metode observasi dan wawancara. Peserta observasi adalah dua kelas guru bahasa Inggris prajabatan, yaitu kelas Pengantar Pendidikan dan Profesi Kependidikan. Studi ini mewawancarai enam guru bahasa Inggris pra-jabatan dan dua dosen yang pernah mengalami penggunaan film dalam proses belajar mengajar mereka. Hasil observasi menunjukkan bahwa guru bahasa Inggris pra-jabatan dapat menghubungkan teori-teori pengajaran dalam film. Film bisa menjadi alat untuk mempersiapkan guru prajabatan agar siap mengajar apa pun mata pelajarannya. Hasil wawancara menunjukkan bahwa film dapat menginspirasi beberapa guru bahasa Inggris pra-jabatan. Meskipun tidak semua, beberapa terinspirasi oleh kualitas baik peran karakter guru dalam film. Film meminimalkan kesenjangan antara teori dan praktik. Film membantu guru pra-jabatan untuk melihat potensi masalah. Masalah yang terlihat di film bisa jadi sama, tetapi konteksnya berbeda. Singkatnya, film berpengaruh pada komponen kesiapan guru prajabatan: landasan pribadi, pembentukan, dan profesionalisme.

**Kata kunci: Calon Guru, Film, Kesiapan**

## **CHAPTER I**

### **INTRODUCTION**

There will be four subheadings that will be discussed in this chapter. Research background, research questions, research objectives, and research benefits.

#### **A. Research Background**

Pre-service teachers who will enter the real-life profession might get anxious about their readiness as a teacher. According to the study by Hemmings and Woodcock (2011), some pre-service teachers were questioning themselves about their competence and getting anxious about the skills and knowledge they have in teaching. Some pre-service teachers might feel that they are not ready. Halim et al. (2019) also stated that when pre-service teachers face the actual class, they often feel inferior to conduct the class. The pre-service teacher with no experience in the real-life teaching world might get anxious about what situation they might get in later in the future as a teacher. The pre-service teacher who already has experience in teaching practice also needs more cases of teaching practice other than their own experiences. Applying the theories learned into practice sometimes became a challenge for the pre-service teachers (Tutyandari, 2020). Therefore, pre-service teachers need good examples and activities in the classroom (Elmas et al., 2019). Teacher education programs need to pay attention to the readiness of their pre-service teachers. They need to ensure that pre-service teachers are ready for the real world of teaching. Teachers' training is significant in preparing pre-service teachers to be ready and motivated in their future careers (Fakhruddin et al., 2019). The study conducted by Angeli and Valanides (2009) found that pre-service teachers needed theory, but they also needed to see how the knowledge they learn in the actual classroom situations examples. Hence, a study investigating the pre-service teachers' readiness is important.

Nowadays, all teaching and learning are using digital platforms. Of all the teaching and learning tools, movies are one of the tools that are commonly used in learning. Goctu (2017) stated that movies are being used for pedagogical purposes to motivate learners, and it was a popular form of teaching tool used in recent years.

It can motivate and gain students' interest in the courses. Movies can engage students' attention; it shows language in a more common way rather than what was found in the students' coursebook (Goctu, 2017). Akhmetova and Yayli (2019) argued that movies are used as an efficient way to create multi-literate learners and as an alternative teaching aid in today's digital world, especially in the language education system. Movies can be an alternate teaching aid for pre-service teachers. Pre-service teachers should be ready for their future profession and consider all aspects of what they have already learned before. Concerning this problem, Elmas et al. (2019) argue that movies can provide a context for some sample cases and how to behave when the teachers face similar situations. This means that movies could portray the situation that might happen in an actual classroom situation. Movies are also used to investigate pre-service teachers' self-efficacy (Elmas et al., 2019; Halim et al., 2019; Kaşkaya & Ünlü, 2011; Webb & Kapavik, 2017), motivation (Kontaş, 2016; Webb & Kapavik, 2017), academic theories (Eilam & Poyas, 2009), and teacher professionalism (Cretu, 2019; Gezer, 2020). Likewise, investigating the use of movies in preparing pre-service teachers' readiness to teach may be worthwhile.

The studies about pre-service teachers' readiness were conducted in various contexts. Some studies about pre-service teachers' readiness involved the fourth or final year of the pre-service teachers (Görsev & Dollar, 2012; Komur, 2018; Polat, 2010; Seferoğlu, 2006). Specific to the Indonesian context, some pre-service English teachers' readiness studies that investigate the readiness of pre-service teachers for digital applications (Liza & Andriyanti, 2020), online learning (Daflizar et al., 2022; Hidayat et al., 2021), and pre-service teachers' preparedness (Tutyandari, 2020) also involved pre-service English teachers at the final year of their studies. The above studies have contributed to discussing pre-service teachers' readiness in many different contexts, and most of them involve fourth-year pre-service teachers. This present study involved Indonesian pre-service teachers of English in the third and fifth semesters of their study. The participants were chosen randomly using random picker on internet. There are not many



previous studies investigated this topic from the lecturers' perspective, and this study aimed to see from lecturers' perspectives. The participants were chosen in order to investigate their perceptions of the use of movies related to pre-service teachers' readiness. Movies could be used as pre-service teachers' early preparation and inspiration for teaching practice. The participants in this study also had some experience in using movies in their learning process. Hence, the investigation on the use of movies and pre-service teachers' readiness to teach from the pre-service teachers' and lecturers' perspective is worthwhile.

There are several studies discussing the use of movies in pre-service teachers' classrooms (Cretu, 2019; Eilam & Poyas, 2009; Elmas et al., 2019; Gezer, 2020; Halim et al., 2019; Kaşkaya & Ünlü, 2011; Konaş, 2016; Webb & Kapavik, 2017). Some used the quantitative method (Halim et al., 2019; Konaş, 2016), some used the mixed method (Cretu, 2019; Elmas et al., 2019; Gezer, 2020; Kaşkaya & Ünlü, 2011), and there are some use qualitative method (Eilam & Poyas, 2009; Webb & Kapavik, 2017). Some of them investigated the use of movies and pre-service teachers' self-efficacy (Elmas et al., 2019; Kaşkaya & Ünlü, 2011), and some investigated teacher professionalism (Cretu, 2019; Gezer, 2020; Konaş, 2016; Webb & Kapavik, 2017). From these, it can be seen that various methods are used to investigate the use of movies in pre-service teachers' classrooms. The study that used a qualitative method was not many, especially in Indonesia. Specific to the Indonesian context, a study conducted by Halim et al. (2019) that was using quantitative method with the participants of pre-service English teachers. From these, it can be seen that the use of qualitative in this certain topic of study is rare in Indonesia. This present study was conducted using a qualitative method of observations and interviews. This study seeks the perspectives of pre-service English teachers and lecturers about the use of movies in preparing pre-service teachers' readiness. Qualitative research methods was preferable when the investigation is oriented to determine perceptions, and or beliefs (Milena et al., 2008). A qualitative method was chosen to get more specific in-depth data from the participants' perspectives (Owen, 2014).



## **B. Research Questions**

Taking into consideration the rationales stated above, this research addresses the following research questions:

1. To what extent are movies used in preparing pre-service English teachers' readiness to teach?
2. What are pre-service teachers' and lecturers' views on the use of movies in preparing pre-service English teachers' readiness to teach?

## **C. Research Objectives**

This research aimed to investigate pre-service teachers' and lecturers' perspectives on the use of movies in preparing pre-service English teachers' readiness as a teacher. This study intends to:

1. To measure the extent of movies used in preparing English pre-service teachers' readiness to teach.
2. To investigate pre-service teachers' and lecturers' views on the use of movies in preparing English pre-service teachers' readiness to teach.

## **D. Research Benefits**

This study can benefit pre-service teachers, teachers, and other researchers. There are three benefits of this study:

1. This study would help pre-service teachers know the effect of the use of movies in their preparation for going to be a teacher.
2. This study would help a teacher identifies the use of movies in preparing pre-service teachers' readiness to consider their use of them in their classroom.
3. This study would help other researchers who are doing the same research. This will allow other researchers to get more references in a qualitative method related to their study.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Summary**

This study has aimed to examine to what extent the use of movies in preparing pre-service English teachers' readiness and to see the use of movies in preparing pre-service English teachers' readiness from both pre-service teachers' and lecturers' perspectives. This study was conducted using a qualitative method of observation and interviews. The result of the observation shows that the pre-service English teachers can relate theories of teaching in the movie. Movies could be a tool to teach pre-service teachers to be ready to teach regardless of the subject. The result of the interviews shows that movies might inspire some pre-service English teachers. Although not all, some might be inspired by the good qualities role of the teacher characters in the movies. Movies might minimize the gap between theories and practice. Movies might help pre-service teachers to see the potential problems. The problems seen in the movies might be the same, but the context might be different. To sum up, movies might affect pre-service teachers' readiness components which are the personal foundation, formation, and professionalism. The movie is one of the factors to help pre-service teachers achieve readiness in teaching.

#### **B. Implication and Contributions**

Based on the results of this study of pre-service teachers' readiness and the use of movies, there was an important implication that can be suggested. The implication is from one of the findings in this study where it was found that movies have a positive impact on pre-service teacher readiness. As one of the teaching tools that have a positive impact on the pre-service teachers' readiness, teacher education programs could see the benefits of using movies in preparing pre-service teachers. The teacher education program also could see the need for pre-service teacher readiness before graduating or going to the teaching practice fields. This present study can raise awareness of the teaching education program about pre-service

teacher readiness. The teaching education program needs to make sure that pre-service teachers are ready to teach.

The number of previous studies discussing pre-service English teacher readiness was still limited in Indonesia. This study also contributed to the study of pre-service teacher readiness in Indonesia, especially in English Language Teaching (ELT) in the Indonesian context. There were also not many studies in Indonesia discussing pre-service teachers' readiness in relation to the use of movies as a teaching tool. This study could be a reference for future studies discussing the same topic.

### **C. Limitations**

The present study also has its limitation despite the implication and contributions. The limitation of this study was the resources of the previous study on the use of movies in relation to pre-service teachers' readiness in Indonesia. There are not many studies that specifically investigated the use of movies in preparing pre-service teachers, both in Indonesian and outside Indonesia. The present study in the Indonesian context is limited so it was challenging to support the idea in the findings from the Indonesian context. The sources about readiness itself in the Indonesian context are very limited. There are not many studies that discussed pre-service teacher readiness in Indonesia. Hence, the author uses many sources from other countries where it has several different contexts to Indonesian.

### **D. Future studies**

There are some recommendations for future studies that can be conducted based on the results and the limitations of this study. This present study might become the first step to investigating the use of movies in preparing Indonesian pre-service teachers' readiness. Future studies could elaborate more on the themes in this study. Future studies could investigate the use of other teaching tools that might affect pre-service teacher readiness. Teaching tools that could help pre-service teacher readiness relate to theories of teaching and help pre-service teachers to reflect on good qualities of teachers.

Future studies could also investigate a different method from this study. This study used the qualitative method; hence future studies could investigate the pre-service teachers' readiness in relation to the use of movies using quantitative or using mixed methods. Future studies could also research the other factor that affects pre-service teachers' readiness. The present study only researched the effect of the use of movies in preparing pre-service teacher readiness. It could be teaching practicum, teacher education program, or other teaching tools used in class.



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