THE IMPACT OF CONTINUED WATCHING ENGLISH MOVIE SERIES ON STUDENTS' ENGLISH CAPABILITY (CASE STUDY: PEAKY BLINDER AND FRIENDS)

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Abstract:

This study investigates the impact of watching the English-language series of Peaky Blinders and Friends towards the improvement language ability in terms of word pronunciation, long-sentence listening, and grammatical analysis. This point outs the impact of continued exposure to English media to improve the student's capability of learning English. The study has been arranged for 3 months by involving high school students from SMA 999 in Jakarta with a total sample of 25 students. The data were then gathered through conventional paper-based testing for Listening and grammar proficiency which encapsulated into Reading and Writing section. Speaking assessment was conducted through an interview. The tests were conducted in three main stages, the pre- test, mid-tests and post-test. The mid-tests were held after the first 2 week of the month. The result of the study showed that there were notable improvements in the English skills among 25 students, particularly in the Listening aspects as shown by one-way ANOVA and Tukey HSD analysis. However, the data from other aspects such as Reading, Writing and Speaking despite showed an upward trend, did not produce improvement as significant as Listening aspects. This phenomenon might be caused by the lack of students' knowledge foundation regarding several language aspects therefore most students require longer time to completely improve their ability. From this point, this study can suggest that using movie series could be a great tool for English education to improve the students' awareness of English and therefore would naturally improve their English.

INTRODUCTION

Nowadays, English has been one of the most demanding, even compulsory language skills for foreign students from non-English speaking countries specifically. The requirement to master all aspects of language including listening, grammar and speaking has gradually been becoming certain standard to measure ones' properness particularly in the world of academia and professional jobs (Zhang, 2016). Therefore, the role of the quality English teaching here is somewhat crucial to push student mastering all aspects

of the English language. This situation offers challenge for English teacher to find the right teaching material to improve student's English capability in all aspects concurrently. Recently, the advancement in multimedia technology has enabled almost everyone to have an easy access for various digital resources such as music, video, and movie. This leads to the revolutionary of teaching methodology from one-way oral conversation and explanation to be more revived by utilizing the various types of new media as the tool to improve the teaching quality.

In the nutshell, this study focuses on using various media mainly speaker, smartphone, and internet-TV to improve students' English skill by instructing them to watch English movie-series of Peaky Blinder and Friends during English lesson hours. Teaching strategy by using English movie series as the material to improve students' English proficiency has been a growing theme nowadays. Halawa (2022) and Dzulfahmi (2019) used similar technique to observe the impact of watching movie to the improvement of students' speaking and vocabulary skills by assessing it through pre and posttests. Lestari (2015) also provided study which correlated between students' habit of watching movies with their discourse competence and it turned out that there was a positive relationship between them.

Those studies viewed the movie as tool to improve the students' knowledge, however, they are not providing details about what kind of movie the students have watched and the assessment on the students' ability was only done solely on the one of specific aspect of the language, whether it was only to observe students speaking skill or vocabulary. Therefore, we designed a study to have better understanding whether movies with specific genre and its country of origin would impact the students' skill holistically. Peaky Blinders is chosen as it is one of the most popular British drama series while Friends is an American sitcom television series which was well-received among both American and global audiences. In this part, we will conduct some observations and mid-test during students' watching movie activity to monitor the progress they made. Prior observing the activity, the pre-test was conducted to create a baseline and would be compared with mid-tests and post-tests.

METHOD
Heading of the Second Level
This research utilized quantitative research which focused on monitoring the performance of each student at each aspect of listening, grammar and speaking through serial tests from pre-test, mid-tests, and post-tests. Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect (Sukamolson, 2007). We designed the tests with similar structure to the regular TOEFL and IELTS test format but with a smaller number of questions and the degree of difficulty of tests were designed to be gradually increased from pre-test to post-test. The grammar tests here were also including reading and writing session. The reading section was set up with 50 numbers of multiple-choice questions and Reading section was an essay-type test with 45 minutes allocation time for each test with specific theme. For listening test, the test was delivered with similar structure to that of Reading. The Speaking test was designed to resemble interview section. The interviewer or researcher would do conversation-like session and

during that stage, the interview would assess the performance of students' speaking skill including the pronunciation, lexical resources, and fluency.

The study was conducted for 3 months at SMA 999 Jakarta with 25 students involved as the sample dataset. Students were asked to watch movies series of Peaky Blinders and Friends during lesson hours. The subtitle was turned on during movie watching activity. The students were given freedom to make notes during movie watching activity or taking video recording for study later at their home. The students were then encouraged to do the consultation to their English teachers or to the researchers about the language aspects of the movie. Before that, the pre-test was held to record students' base performance on English proficiency. The mid-test was then after the first 2 weeks of every month after the activity started, so there would be three mid-tests during the study. The post-test was conducted in the end of study period.

Data Collection
As mentioned by previous section, there were 3 tests, pre-test, mid-test, and post-test. The result from each test would then be documented with tabular data styling for each student for each language aspects. Therefore, for each test series, there would be columns from listening section, grammar (reading and writing) results and speaking results for each student. The grading was set up to be numerical number from 0 – 100.

Technique of Data Analysis
To identify whether there was progress made by the students, we conducted analysis from students' test score using graph to better visualize which aspects the students mostly have made the progress. Furthermore, we also conducted one-way ANOVA (Analysis of Variance) to find the significance of difference from the mean of multiple groups. In this case, the groups were the pre-test results, mid-test results and post-test results from each student. The analysis started with stating null hypothesis (H0) which mentions that there was no significant difference between results from pre, mid and post-test when the p-value from one-way ANOVA was equal or larger to 0.05. However, if the H0 rejected, the alternate hypothesis (H1) was then stated to confirm there was significant difference when the p-value was lower than 0.05. The calculation for one-way ANOVA was done after normality and equal variance test were conducted to confirm the data conformed the normality and equally distributed.
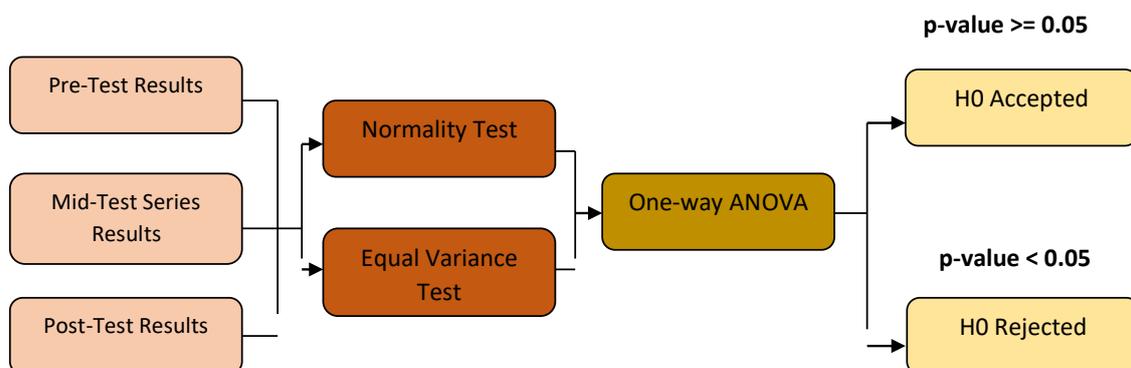

Figure 1. Conceptual Design for Data Analysis

As supplementary analysis, the result from the one-way ANOVA, if shown H0 rejected, would be calculated further to get post-hoc analysis using Tukey HSD (Honest Significance Difference) test to point out which pair of groups has shown the most significance difference (Tukey, 1949). Below is the basic formula of Tukey HSD test where Va is the value larges of compared two means of group when Vb is the value smaller of compared two means of group. SE is Standard Error of the means sum. Tukey HSD is assuming that all H0 hypothesis means that there was no significant in difference between groups.

$$q= (Va-Vb)/SE \qquad (Eq.1)$$

The q value from formula above is then compared with value from studentized range distribution formula (Eq. 2), where Vmax is the maximum value of sample means, while Vmin is the minimum values of sample means. S is the pooled variance and n is the sample size. If the q from Eq 1 is larger than qS from Eq 2, then mean value between two groups is said to be significantly different.

$$qS=(Vmax-Vmin)/(S\sqrt{(2/n)}) \qquad (Eq.2)$$

RESULTS AND DISCUSSION
Results
Data collected from the pre-test, three mid-test and post were then gathered and documented using tabular style in Excel spreadsheet file. After conducting normal distribution and variance test, we implement the basic analysis. From our interpretation, generally, as shown by Fig 2, the score for all aspects; listening, reading, writing, and speaking have shown an increased trend during 3-month observation. Listening aspect had average score that was improved the most from pre-test to post –test. During pre-test, the average score of all students was only 65.4 while for the post-test, the average score spiked around 11 points by reaching 76.8. Speaking aspect had the least average score with average score during pre-test only 61 and gradually increased during post-test with average score 70. Other aspect such as Reading, and Writing showed significant improvement as well from pre-test to post-test with better peak scores than speaking.
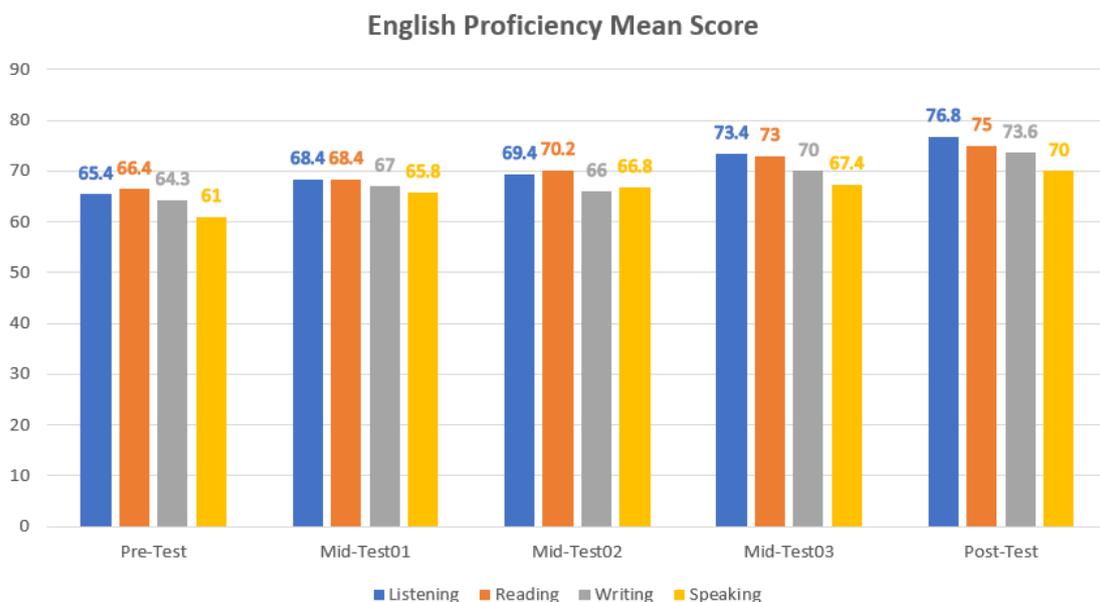

Fig 2. Average Score for English Proficiency Tests during 3-month Observation

From Fig 2 we can also infer that during mid-test series from mid-test 1 until mid-test 3, almost all the aspects score showed incremental trend except during mid-test 2 where Writing aspect suffered a slight drop from mid-test 2 average score. Apart from the average score trend, the Maximum and Minimum score as shown by Fig 3. Significant incremental trend has shown by minimum score graph bar for all aspects. Listening aspect, which had the lowest minimum score of 40 from pre-test had gone up to 65 in the post-test made it the aspect with the highest improvement points. Reading, which had the highest minimum score during pre-test, recorded tie score with Listening and Reading during Post-test even though the progress made by Reading aspect was not as drastic as Listening. The same trend experienced by Writing aspect as well. However, the Speaking aspect did not have the minimum score as high as others during post-test. In the other hand, the maximum score graph did not provide appealing trend alike Minimum graph. Speaking aspect in this case, showed a relatively fluctuate pattern from pre-test to post-test.
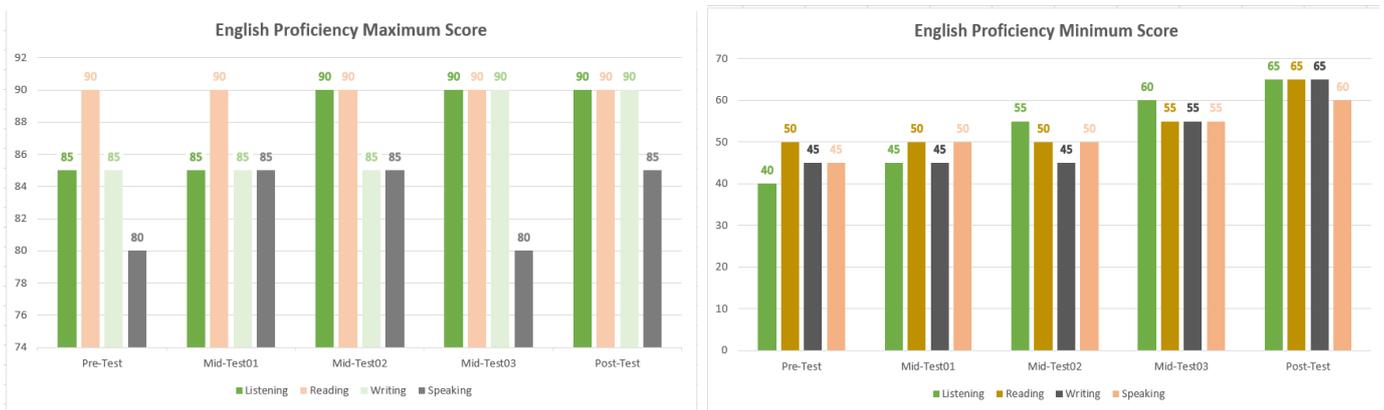

Fig 3. Maximum and Minimum Score from each Test

At glance, from Fig 2 and Fig 3, there was solid evidence that watching movie series generally had positive impact in terms of improving students' capability in learning English holistically. Furthermore, the one-way ANOVA test result below as shown by Table 1 also confirmed that there was significant difference on pre-test, mid-test series and post-tests result which reflect the improvement on students' English skills.

Table 1. One-Way ANOVA Results

No.	English Language Aspects	F-Statistics	p-value
1.	**Listening**	**5.1101**	**0.00077**
2.	Reading	3.2406	0.01454
3.	Writing	4.090	0.00383
4.	Speaking	3.956	0.00472

From Table 1, we can confirm that H0 was rejected due to all English language aspects tested during 3-month observation showed p-value lower than 0.05. Listening provided the prominent score with p-value far below 0.05 which was 0.00077. It strongly indicated that generally, scores in Listening have shown difference significance of test scoring from pre-test, mid test series until post-test. Coupled with data from Fig 1 and Fig 2, the significance difference indicated an upward trend score. The language aspect whose score

the closest to the borderline value of 0.05 was Reading with score 0.01454. F–statistics values had inverse interpretation related to p-value. The greater it is, the more significance the difference is.

Using information from Table 1 solely, did not give comprehensive view about which part from test series that shown highest difference significance. Using Tukey HSD, we were able to point out which pairs from each pre-test, mid-test 1 – 3 and posttest that gave the most influence for difference significance score. Tukey HSD as explained by Eq 1 and Eq 2 would decide whether a pair of group has p-value score lower than 0.05 and then automatically reject H0 hypothesis. The result of Tukey HSD calculation is shown by Fig 4 and Fig 5 below.

```
      Multiple Comparison of Means - Tukey HSD, FWER=0.05
  ===========================================================
   group1     group2  meandiff p-adj   lower    upper  reject
  -----------------------------------------------------------
  Mid_test1 Mid_test2    1.0     0.9   -6.7283   8.7283  False
  Mid_test1 Mid_test3    5.0  0.3842   -2.7283  12.7283  False
  Mid_test1 Post_test    8.4  0.0259    0.6717  16.1283   True
  Mid_test1  Pre_test   -3.0  0.7951  -10.7283   4.7283  False
  Mid_test2 Mid_test3    4.0  0.5935   -3.7283  11.7283  False
  Mid_test2 Post_test    7.4  0.0676   -0.3283  15.1283  False
  Mid_test2  Pre_test   -4.0  0.5935  -11.7283   3.7283  False
  Mid_test3 Post_test    3.4  0.7144   -4.3283  11.1283  False
  Mid_test3  Pre_test   -8.0  0.0386  -15.7283  -0.2717   True
  Post_test  Pre_test  -11.4   0.001  -19.1283  -3.6717   True
  -----------------------------------------------------------
```
(A)

```
      Multiple Comparison of Means - Tukey HSD, FWER=0.05
  ===========================================================
   group1     group2  meandiff p-adj   lower    upper  reject
  -----------------------------------------------------------
  Mid_test1 Mid_test2    1.6     0.9   -6.5508   9.7508  False
  Mid_test1 Mid_test3    4.8  0.4812   -3.3508  12.9508  False
  Mid_test1 Post_test    6.8  0.1486   -1.3508  14.9508  False
  Mid_test1  Pre_test   -2.6     0.9  -10.7508   5.5508  False
  Mid_test2 Mid_test3    3.2  0.7882   -4.9508  11.3508  False
  Mid_test2 Post_test    5.2   0.399   -2.9508  13.3508  False
  Mid_test2  Pre_test   -4.2   0.597  -12.3508   3.9508  False
  Mid_test3 Post_test    2.0     0.9   -6.1508  10.1508  False
  Mid_test3  Pre_test   -7.4  0.0941  -15.5508   0.7508  False
  Post_test  Pre_test   -9.4  0.0151  -17.5508  -1.2492   True
  -----------------------------------------------------------
```
(B)

Fig 4. Results from Tukey HSD Analysis for Listening (A) and Reading (B)

```
      Multiple Comparison of Means - Tukey HSD, FWER=0.05
  ===========================================================
   group1     group2  meandiff p-adj   lower    upper  reject
  -----------------------------------------------------------
  Mid_test1 Mid_test2   -0.2     0.9   -8.2071   7.8071  False
  Mid_test1 Mid_test3    3.8  0.6605   -4.2071  11.8071  False
  Mid_test1 Post_test    7.8  0.0602   -0.2071  15.8071  False
  Mid_test1  Pre_test   -2.8   0.855  -10.8071   5.2071  False
  Mid_test2 Mid_test3    4.0  0.6215   -4.0071  12.0071  False
  Mid_test2 Post_test    8.0  0.0503   -0.0071  16.0071  False
  Mid_test2  Pre_test   -2.6   0.894  -10.6071   5.4071  False
  Mid_test3 Post_test    4.0  0.6215   -4.0071  12.0071  False
  Mid_test3  Pre_test   -6.6  0.1577  -14.6071   1.4071  False
  Post_test  Pre_test  -10.6  0.0033  -18.6071  -2.5929   True
  -----------------------------------------------------------
```
(C)

```
      Multiple Comparison of Means - Tukey HSD, FWER=0.05
  ===========================================================
   group1     group2  meandiff p-adj   lower    upper  reject
  -----------------------------------------------------------
  Mid_test1 Mid_test2    1.0     0.9   -5.4894   7.4894  False
  Mid_test1 Mid_test3    1.6     0.9   -4.8894   8.0894  False
  Mid_test1 Post_test    4.2  0.3838   -2.2894  10.6894  False
  Mid_test1  Pre_test   -4.8  0.2495  -11.2894   1.6894  False
  Mid_test2 Mid_test3    0.6     0.9   -5.8894   7.0894  False
  Mid_test2 Post_test    3.2  0.6316   -3.2894   9.6894  False
  Mid_test2  Pre_test   -5.8  0.1032  -12.2894   0.6894  False
  Mid_test3 Post_test    2.6  0.7756   -3.8894   9.0894  False
  Mid_test3  Pre_test   -6.4  0.0552  -12.8894   0.0894  False
  Post_test  Pre_test   -9.0  0.0018  -15.4894  -2.5106   True
  -----------------------------------------------------------
```
(D)

Fig 5. Results from Tukey HSD Analysis for Writing (C) and Reading (D)

From Fig 4 and Fig 5, we might confirm the effect of using movie series as a tool to improve students' test score by looking at pair between post-test and pre-test, where that pair recorded the lowest p-adj/p-value for all aspects. Pair of pre-test and post-test for Speaking aspect recorded the score 0.001 which was the lowest among other aspects. For Reading, Writing and Speaking aspect, there was no other pair that has "True" respond on "reject" column except the pair of pre-test and post-test. At Listening Tukey HSD test results, there were 2 other pair with "True" respond, which were mid-test1 – post-test pair and mid-test3 – pre-test pair with p-adj 0.0259 and 0.0386 respectively. From different view, the result from Listening Tukey HSD can be interpreted that the pairs with "True" respond or rejected H0 were pairs from tests that have been separated with 2 or more test series. Post-test – pre- test pair was separated by three mid-tests while pair of mid-test1 –

posttest and pair of mid-test3 – pre-test were separated by 2 tests. It might indicate that generally, for Listening section, students need at least a month to significantly improve their English ability through continued and intensive treatment of watching movie series. While for other aspects, it might indicate that students required more time to be enhanced significantly.

Discussion

We designed a study which aimed to observe whether using movie series as a English teaching strategy has given notable impact to the improvement of students' English language skill or not. Here we took 25 students as our sample to run the movie watching activity and do the series of tests. We used two movie series, Peaky Blinders, and Friends as a main material for student to enhance their language aspects. The result has shown that this strategy was fruitful as the result from the test series (pre-test, 3 mid-tests, posttests) generally depicted rising trend for all language aspects (listening, reading, writing, and speaking). During the analysis of one-way ANOVA, the results from the test-series have also showed a significant difference particularly between early tests and the latest test series. This also can be confirmed by Tukey HSD test result which indicated that the pair of pre-test and post-test has showed the major impact on difference significance. Despite impressive impact of intensive movie watching activity to the performance of students in English proficiency, only a certain aspect that has dramatically been improved during our observation. Listening aspect is the most improved aspect during our 3-month observation, while others even though showed a relatively upward trend, did not experience spikes as dramatic as Listening. This might be the effect of watching movie in regular manner, which triggered the sensitivity of certain human sensory system, which in this case is ear. Listening and Reading is type of receptive activity while Speaking and Writing is productive activity. Indonesian students have been so far accustomed with traditional teaching strategy in which the student only "receives" the information from the teacher. Therefore, in our study, the students' receptive sensory ability works much better in terms of improvements than productive ones. The typical question sheet for Listening section was also appeared to be much easier to fill out than other tests as this study used TOEFL and IELTS tests format structure. Other reason why Reading and Writing did not show significant result just like Listening is that might be caused by students' lack of foundation of the Basic English knowledge especially for grammatical rules. Hence, in general, students somehow seem to be not fully confident when working the test during Reading and Writing and it requires more prolonged study period for them to solidify the basic.

CONCLUSION

Based on the study we conducted to observe the impact of watching English movie series to the performance of students' English skill can be concluded as:

1. All of students' language aspects (listening, reading, writing, and speaking) have shown noticeable improvements as reflected from the results of pre-test, three mid-tests and post-tests.
2. The improvement as shown by test results has also been confirmed by analysis of one-way ANOVA and Tukey HSD which showed that the means from the test results of each language aspect indicated significant difference with p-value lower than 0.05 as shown by Table 1. While from Tukey HSD analysis, pair of test results from pre-test and post-tests as shown by Fig 4 and Fig 5 provided the

highest degree of difference significance among other pairs generally for all aspects.

3. Listening is the most improved language aspects among other aspects

ACKNOWLEDGMENT

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