

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

Learning English is an ongoing process in which EFL learners will have the opportunities to learn English while they are in class or beyond the class interaction. When learners move beyond class interaction, learners need to have the opportunities to learn English independently – at their own paces at, for instance, Self-Access Center (SAC). Self-Access is defined as ‘a way of encouraging learners to move from teacher dependence towards autonomy in their learning’ (Gardner and Miller 1999:8). Therefore, at SAC where learner autonomy is encouraged, activity worksheets for its users should be carefully designed or selected to suit the interests and the abilities of the learners.

At SAC, diverse types of materials for self-access learning can be obtained. According to Gardner and Miller (1999), self-access language learning materials comprise ‘published language-learning materials, authentic materials, specially produced materials and student contributions to materials’. Films, as one of the self-access learning materials are categorized as authentic materials. Films, as a part of the SAC materials, offer different learning experiences for its users who would love to ‘take a break from rote learning of endless English vocabulary and drill practices’ (King, 2002:2). Moreover, films offer SAC users authenticity, i.e. the real use of English in everyday conversation (Gardner and Miller, 1999: 101)

To encourage students to watch films for learning purposes, EFL teachers or facilitators should be able to determine the criteria of the film materials and provide the activity worksheets which are based on clear objectives and designed to meet students' learning needs at their proficiency levels (King, 2002: 6).

Established in the year 2005, activity worksheets at the SAC of Ubaya Language Center (ULC) have not been well developed yet. This is because the institution still has to struggle with a lot of management and teaching-learning activities (ULC was established in 2004). In effect, this center needs well-designed activity worksheets to assist students in learning independently. One of the toughest works the EFL teachers should devote themselves to is preparing the activity worksheets for film-viewing activities.

At the moment, the film-viewing activities in the SAC have not been accompanied with activity worksheets or assessments which function to reinforce what has been learnt by the students from the films. Having watched the movies, the SAC users will exit from the room and are not exposed to any privileged worksheets or assessments (this is called hands-off method in which no supplementary material was provided).

Responding to these needs, teachers have to devote their utmost to design the activity worksheets for film-viewing activities at ULC SAC. In this case, EFL teachers at ULC should spend sometime to watch the films for a few times and develop engaging worksheets for the SAC users to do so that they are encouraged to learn English on their own.

1.2 Statements of the Problem

The problem found in this research is that the ULC SAC has been without stocks of activity worksheets for its films materials. This is because the ULC staff have never dealt with the development of the materials related to films up to now due to their hectic schedule. The situation in which no materials exist brings the students nowhere after they view the films. This condition requires that the ULC teachers prepare the relevant exercises which will cater the needs of the users to learn independently from the film (as one of the authentic materials).

1.3 The Objectives of the Project

1. To develop the activity worksheets for the SAC users of a certain range of proficiency level.
2. To evaluate whether the worksheets written are suitable for the individual users of a certain range of proficiency level.

1.4 The Significance of the Project

It is hoped that this study would:

1. give some insightful information for any English language institutions which utilize films as one of their self-access materials.
2. provide some knowledge for EFL material developers for the SAC of ULC when they have to deal with film-viewing activities.
3. encourage EFL learners to learn more from their English film-viewing activities.

1.5 Theoretical Framework

In learning English, EFL learners at ULC are not supposed to be continuously spoon-fed by their teachers. Instead, they need to set time aside for their self-access learning in order to learn independently and this means ‘autonomy’ (Benson 2001: 49). To learn by themselves, students need engaging activities which ‘encourage students to come to the center’ (Ding: <http://www.insa-lyon.fr>), one of which can be done through film-viewing activities that will drive them to find the joy of learning English and to achieve better performance in English (when learning materials are purposefully designed).

1.6 The Assumptions of the Development

The study uses some assumptions to support the analysis. The assumptions are as follows:

1. Films, as one of the self-access learning materials at the SAC of ULC, are in need of activity worksheets development since what students have learned in the films needs to be reinforced.
2. Activity worksheets for films at the SAC of ULC, when appropriately developed, will help improve the users in their integrated English skills since films are categorized as authentic materials which expose its users to real daily English usage.

1.7 Limitation of the Project

The research focuses on preliminary activity worksheets development for films as one of the self-access learning materials at ULC. Due to its preliminary development, activity worksheets (exercises) written are prone to deficiencies and

therefore, welcome to revision when necessary. Next, the self-access materials developed cover only one proficiency level (based on the results of the proficiency test – iBT TOEFL test). The exercises, as the last point here, are then built around the needs of the SAC users and the needs of the teachers; and developed to fulfill the students' certain proficiency level.

The film picked here is the one the SAC users and the teachers pick as their favorite, which is comedy titled *What Women Want*). The films will be played twice in case students still find difficulties in answering the questions on the activity worksheets.

As soon as the activity worksheets are produced, they will be tried out on only several SAC users of the same level of proficiency (they are selected based on their willingness to be the respondents for this research) and at the same time, the SAC users will evaluate the worksheets produced for them. After it has been tried out on and evaluated by the SAC users, teachers at ULC will also evaluate the materials made for the aforementioned films.

The works the SAC users do on the activity worksheets are not for scoring. Rather, they will be used for further references whether the designed materials are suitable for the users.

1.8 The Definition of Key Terms

The key terms which will play important roles in this research are as subsequent:

1. Films

Film (movie/ moving pictures), as one of the authentic materials is 'a popular art and entertainment form' (Mejia et al, 1994: iv) which comprises a variety of genres, among which are (<http://www.eslpartyland.com>):

- a. Classics (1920s – 1950s)
- b. Comedy
- c. Drama
- d. Romance
- e. Action/adventure
- f. Horror/terror
- g. Mystery/suspense
- h. Independent films
- i. Documentary
- j. Animation

Explanation:

They are considered as indispensable resources since they ‘present colloquial English in real life contexts rather than artificial situations; an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects.’ (King, 2002: 2). King believes that learning through films will contribute a lot to its users since learners will be prepared to encounter the real-life situations. In addition, the lifelike situations in films equip the SAC users with ‘a wealth of contextualized linguistic, paralinguistic, and authentic cross-cultural information.’ (2002).

In selecting films or movies, certainly there are some criteria to apply. The films can contain the following (<http://www.eslnotes.com>) :

- ❖ The dialog contains a lot of useful, colloquial English.
- ❖ The movie itself reflects various aspects of modern American life.
- ❖ It was popular enough to be widely available on video.

- ❖ It must be a good or even great film.
- ❖ It must be liked by many people.

2. Self-Access and Self-Access Center

Self-Access is one of the ways to facilitate students in learning English individually at their own paces. According to Gardner and Miller, self-access is ‘an approach to learning a language’ (Gardner and Miller 1999:8) and ‘a means of facilitating self-directed learning (Benson, 2001: 9).

Explanation:

At **Self-Access Center**, learning materials are designed to meet specific independent learners’ needs to improve parts of English they lack in. Students are free to select their own learning materials. It is a place where students can explore their limitless interests to improve their English proficiencies. They can learn English using the web-based materials, films, printed worksheets, magazines which impose them with the real-life English usage.

3. Needs Assessment / Needs Analysis

Needs assessment is a systematically continuous process of collecting information on students’ needs and preferences, ‘interpreting the information, and then making course decisions based on the interpretation in order to meet the needs’ (Graves, 1998:98).

Explanation :

Before developing the learning materials, the SAC of ULC will assess the users' learning needs and interests in film-viewing activities. Some of the factors assessed here include details as the film genres they enjoy watching, the reasons they choose certain actors/actresses, and the activities they prefer to do. The needs assessment will be conducted through open-ended questionnaires and in-depth interviews. As soon as the data are considered complete, the contents of the activity worksheets can be written, tested, and then evaluated.

The survey is distributed not only to the students but also to the teaching staff at ULC. This survey will address the teachers' needs of activity worksheets (especially films) to be used in the SAC. The survey questionnaire distribution to the teachers is meant to confirm the existence of their needs of film-based activity worksheets.

4. Activity Worksheets Development

Developing activity worksheets for EFL students according to Graves (2000:149) is 'the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course'. This type of material development is referred to 'in-house materials' (Gardner and Miller, 1999).

Explanation:

As the preliminary steps, the types and the titles of the films to be used can be selected. Then, activity worksheets are to be developed according to the levels of difficulties (based on the results of the students' proficiency test). The exercises made for the SAC, then, are graded to further EFL learners' language skills.

5. Learning Assessment

Assessment, according to Linn and Miller, (2005: 26) is defined as all kinds of ‘procedures’ used to obtain information about student performance including ‘traditional paper-and-pencil tests as well as extended responses (e.g. essays), performances of authentic tasks (e.g. laboratory experiments), teacher observations, and student self-report.’ Finally, having viewed the films selected, students will be assessed through the activity worksheets developed. This is done to make sure that teachers can see how far the SAC users have understood the films.

6. Evaluation

Evaluation (Linn and Miller, 2005: 526) is the criteria used to judge the value of the material (statement, novel, poem, research report) based on a purpose.

Explanation :

The decisions taken are based on definite criteria – internal (organization) and external (relevance to the purpose). In this case, learning outcomes are the highest in cognitive hierarchy due to their contained elements (knowledge, comprehension, application, analysis, and synthesis) with value judgments based on clearly defined criteria.