

# THE ROLE OF MOVIE MEDIA IN FOSTERING INTEREST IN LEARNING LITERATURE APPRECIATION AMONG SUNDANESE LANGUAGE LEARNERS

No. Abstract: ABS-ICOLLITE-24039

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# INTRODUCTION

- Learning media is a component of learning resources or tools that can be physically utilized by teachers to convey learning information so that it can be received by learners (Marfuatun, 2012).
- Learning media can realize effective and creative learning situations, by forming concrete foundations of abstract ideas so as to reduce verbalism in understanding. Rosmaladewi (2017) revealed that variations in learning media can increase learning motivation. One of the variations of learning media is movies.
- Movies can be used as a learning tool in which there are values that can be passed on. It is also stated by Keles (2015) and Munadi (2008) that film media as teaching material is very effective in various ways, be it the adaptation of values in literary works or documentaries in learning. Film projection for learning is also very effective, as revealed by Handayani (2006) that film is a collective work as a means of conveying messages from producers and directors who have a great influence on the audience.



# LITERATURE REVIEW

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graph TD; A[LITERATURE REVIEW] --> B[Learning media]; A --> C[Movie]; B --> D[Literature appreciation];
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Learning media

Movie

Literature appreciation

# METHOD

This study uses a qualitative approach to thoroughly investigate the role of film media in fostering interest in learning Sundanese, especially in literature appreciation courses. The participants in this study were sixth semester Sundanese Language Education students at a public university in Bandung. The subjects were mostly native speakers of Sundanese. The sample data consisted of 25 students, with 12 males and 12 females. This study used questionnaires and interviews.





# FINDING AND DISCUSSION

## BACKGROUND INFORMATION

No.	Background Information	Frequency	Percentage (%)	
1.	Mother tongue			
	<ul style="list-style-type: none"><li>• Sundanese</li><li>• Not Sundanese</li></ul>	24 1	96 4	
2.	Length of time learning Sundanese			
	<ul style="list-style-type: none"><li>• &lt; 5 years</li><li>• 5-10 years</li><li>• &gt; 10 years</li></ul>	5 5 15	20 20 60	
	3.	Where to learn Sundanese		
4.	<ul style="list-style-type: none"><li>• Formal education</li><li>• Informal education</li><li>• Nonformal education</li></ul>	24 5 10	96 20 40	
	4.	Use of Sundanese at home		
	<ul style="list-style-type: none"><li>• Yes</li><li>• No</li><li>• Sometimes</li></ul>	21 2 2	84 8 8	
5.	5.	Use of Sundanese outside the home		
	<ul style="list-style-type: none"><li>• Yes</li><li>• No</li><li>• Sometimes</li></ul>	20 1 4	80 4 12	
	6.	6.	Sundanese language learning difficulties	
7.	<ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	10 15	40 60	
	7.	7.	Difficulty in expressing Sundanese	
	<ul style="list-style-type: none"><li>• Yes</li><li>• No</li></ul>	8 17	32 68	

**Table 1** shows that the respondents who filled out this questionnaire have mostly been learning Sundanese for a long time. It can be seen from the second question that most respondents have studied Sundanese for > 10 years. In addition, it can be seen from the use of Sundanese as a mother tongue, in conversations at home and outside the home, and generally consider it not too difficult to use Sundanese.

# FINDING AND DISCUSSION

**A GENERAL VIEW OF LITERATURE APPRECIATION**

No.	A General View of Literature Appreciation	Frequency	Percentage (%)
1.	Recognize the term appreciation <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	25 0	100 0
2.	Recognize the term literature appreciation <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	25 0	100 0
3.	Known types of literature appreciation <ul style="list-style-type: none"> <li>• Direct</li> <li>• Indirect</li> <li>• Direct and indirect</li> </ul>	3 0 22	12 0 88
4.	Necessary things in literature appreciation <ul style="list-style-type: none"> <li>• Accessibility and ease of appreciation</li> <li>• Methods and techniques in performing appreciation</li> <li>• Previous appreciation experience</li> <li>• Digital media that support appreciation</li> <li>• Genre of literature appreciated</li> </ul>	17 20 14 13 16	68 80 56 52 64
5.	Media required in literature appreciation <ul style="list-style-type: none"> <li>• Audio</li> <li>• Visual</li> <li>• Audio visual</li> <li>• Traditional (books/printed media)</li> </ul>	6 6 23 1	24 24 92 4

**FILM MEDIA AND LITERATURE APPRECIATION**

No.	Film Media and Literature Appreciation	Frequency	Percentage (%)
1.	Knowing about movies <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	25 0	100 0
2.	Knowing the role of movies in the appreciation learning process <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Maybe</li> </ul>	23 2 0	92 8 0
3.	Interested and agree that movies are used as a medium for learning literary appreciation <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Maybe</li> </ul>	22 3 0	88 12 0
4.	Knowing the movie adaptation <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Maybe</li> </ul>	19 3 3	76 12 12
5.	Responses on film adaptation as a medium for learning literary appreciation <ul style="list-style-type: none"> <li>• Agree</li> <li>• Disagree</li> </ul>	23 2	92 8
6.	The influence of movies on learning motivation in literature appreciation courses <ul style="list-style-type: none"> <li>• More motivated</li> <li>• Motivated</li> <li>• Less motivated</li> <li>• No change</li> <li>• Maybe</li> </ul>	21 1 1 1 1	84 4 4 4 4

# FINDING AND DISCUSSION



Tables 2 and 3 show that the respondents knew about appreciation and literature appreciation. In relation to this, respondents also know one of the media that can increase learning interest in literature appreciation lectures, namely film media.

As many as 84% of respondents answered that film media made them more motivated in learning literary appreciation. Moreover, the media used is related to film adaptations sourced from literary works.



# CONCLUSION

Teachers and learners of local languages can utilize films as learning media. The underlying reason is because the story media, audio-visual aspects, and telopes in some films can stimulate local language skills while still offering enjoyment for the audience (Megawati et al., 2021). This is also supported by the results of research conducted by Eliyawati & Zaman (2005) which revealed that humans can obtain information through the sense of sight (visual) by 75%, through the sense of hearing (auditory) by 13%, while through the sense of taste by 6%, and through the sense of smell by 6%.

The results of this study also emphasize that film media makes language learners more motivated in learning, especially in learning literary appreciation.





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