

KNOWLEDGE UTILIZATION THROUGH MOVIES TO STUDENTS' PERFORMANCES IN LEARNING ENVIRONMENT

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Abstract

The aim of this research is to identify the practices of knowledge utilization through movies and its impacts to students. This paper proposes a framework to identify how through the practices of knowledge utilization through movies can give benefits to students in learning environment. In order to achieve this aim, the proposed framework identifies the aspect of knowledge utilization practices that influence the students' performances in the learning environment through movies. As a result, the study reveals the significance of knowledge utilization through movies. This paper is also expected to act as a medium to improve and suggest new strategies in teaching and learning in Malaysia education fields.

Keywords: Movies, knowledge utilization, learning, tasks, skills, students

1. Introduction

Movies or films can be used for many purposes such as entertainment, therapy or for educational or absorption of knowledge. Be it whether it is either a crime movie, romantic comedy, horror movie or any other genres of movies ever existed, there is always something that we can perceive and learn from it whether it is a positive or negative knowledge. Though solely watching movies does not directly allow the transfer of knowledge to take place, not to everyone though, the knowledge utilization process, especially among students can be assisted and enhanced by various practices, particularly in the teaching space environs such as executing discussion session, assigning writing summaries, performing out role play etc. in order to allow the process of knowledge utilization to take place among students meritoriously and proficiently on all educational levels globally, starting from pre-school up to the higher educational level.

Learning languages through movies able to give massive impacts to the students and teachers; as it can either be positive or negative impacts. Ismail (2016) quotes "there are negative impacts learning through movie, because not everything shown in the movies is good". Whereas compared to Kabohaa (2016) that stated, learning through movies has indeed given positive impacts to the teachers and students.

Example of negative impacts of learning through movie is gained such as through watching action movies that portrayed various negative messages through scenes such as bullies, vandalisms, violence and also drug and alcohol abuse that have major influence in the students' development. Mainly, this is the reason why teachers do

not implement learning through movies, but on the bright side, learning through movies for the students also has its own positive impacts. For instance, it will increase the students' ability in using other languages, increase their vocabulary usage that will lead them to speak fluently and also increase their level of self-confidence when it comes to communicating with others using other languages such as English language besides their native language for instance.

The current research also confirms that the integration of the film into language study can indeed impact on learners' understanding (Zhang, 2013). The meaning of understanding is that whatever the students learnt from the movie, it can be adapted into their daily life, as this will likely transform and brush up their social and thinking skills for instance by integrating the knowledge that they learnt onto real life environment and situations. Many researchers have done plenty of experiments by using different kind of research methods in order to answer the question of 'does movie help students increases their capability in learning languages, and also 'does movie gives impact to those who implement this learning method either in university and college stages or even people in their daily life activities. There are many studies conducted by various scholars in terms of the practices and impact of knowledge utilization through movies in education towards students. However, most of the studies are mainly found in foreign countries (Kusumaningrum, 2015; Ismaili, 2013; Kabooha, 2016; Shabani & Zanussi, 2015). At the same time, the studies mainly focused on language subject rather than subject such as history, science (Zhang, 2013; Gorjian, 2014; Jones, 2017; Harding, 2017). The proposal focus on practices and impacts of knowledge utilization through movies to students' performances in learning environment.

The aim of this study is to identify the practices of knowledge utilization through movies that gives impacts to the students. In order to achieve this objective, this research proposes a framework to determine the knowledge utilization practices through movies that gives impacts to the students' performances. The remainder of this paper is organized as follows. Section 2 is literature review. Proposed framework is in Section 3. Final section contains some concluding remarks.

2. Literature Review

This research is expected to analyze the practices of knowledge utilization through movies that can give benefits to students in learning environment. For the practices of knowledge utilization through movies to students, we focus on three main aspects; discussion task, summary task and role play task which are believed to be the leading practices that will influence the impact of knowledge management in learning environment, while the impact of knowledge utilization through movies to students are focused in terms of speaking skill, vocabulary skill and communication skill.

2.1 Practices in knowledge utilization through movies to students.

For the practices towards knowledge utilization, similarly, all of these studies centered on the English as a foreign language subject. As according to Kusumaningrum (2015), students were required to complete a task of writing a summary of the movie

that they have watched based on their interpretation and notes that were jotted down by them during the movie viewing session, which enabled them to make it as a take home summary assignment due to insufficient time allocation at school. Besides that, they were also given the instruction of writing a summary in regards of the movie that they have watched, but despite the similarity on the teaching subject practice, they worked on the summary assignment based on the group that they have been assigned to previously (Ismaili, 2013). In accordance, the students were also given the task initially to collect and summarized all related data in regards of the upcoming movie to be viewed, in which they obtained it through the use of the internet for the purpose of discussion (Wang, 2014).

Whereas, another practices towards knowledge utilization by using movie was through the role play task, where after each of movie session ended, the students of English as a foreign language subject then was divided into several groups encompassing 3 persons per group as they were given the task to create dialogue and enact it out in front of the class grounded on certain scenes of that particular movie, followed by a remark made by the educator which helped them to improve their pronunciation or choice of words (Kusumaningrum, 2015). In similarity to this, according to Wang (2014), through a qualitative method of research, China student's English pronunciation knowledge was also similarly measured through the practices of role play in teaching English as a foreign language through the division of students into groups, but the only difference was that in each group, the members were generated from two categories of students based on their English level proficiency, both high and low.

Still on the English language subject in terms of the practices towards knowledge utilization using movies, discussion practice was applied through the students discussing about the movie that has been adapted from a work of fiction such as 'The Gulliver's Travels' that was initiated by discoursing about the novel cover page and its title, followed by discussion about the portrayal of characters in the movies and related topics that arose which fostered open discussion amongst both teacher and students (Ismaili, 2013). Secondly, according to Wang (2014), cultural background and philosophical antiquity elements were discussed by the students with the teachers regarding the movies shown in such teaching session that enabled the students to steer on imaginative intellectual skill. Other than teaching English as a foreign language, the movie was also being exploited in the field of psychology education. As according to Harding (2017), the students went through multiple active participation, discussion session that was piloted after they have viewed movies related to their field of study such as 'Still Alice' in which some of the scenes made them focused on insights of someone's lived live through with the question such of 'how does one feel powerless?' to rose, which lead the students to link up to their real life attachment with their patients that they encountered during their practice. Besides psychology, history subject also has adapted discussion task practice subsequently when the such movie has been watched in the class. The discussion session involved on proposition such as what could be added into such social movements despite of its mission and social issue by including suggestions in terms of the purpose, symbol, leader and action through relating to The Hunger Games movie (Jones, 2017).

2.2 Impacts in knowledge utilization through movies to students.

According to Kabooha (2016) stated that movie is indeed an important medium to improve speaking skills. However, it has proven that captions can actually help improving speaking due to visual context. It is also recommended by teachers that watching movies with caption can help understand and at the same time captured the words being used (Shabani & Zanussi, 2015). Shabani & Zanussi (2015) also stated that watching English movies and listening to English songs not only can improve listening skills but also speaking skills. The English language is quite hard to improve if it does not implement it every day, whether at home or at school, especially students that are not living in an English speaking environment (Khan, 2015).

According to Kabooha (2016), she quotes “through the movie they able to learn how native speaker start conversation exchange and non-verbal communication”. She also added that movies offer multiplicity of methods to help students to improve their listening and communication skills. Research done by Shabani & Zanussi (2015) stated that, English language teaching can be stressing sometimes, especially in communication, but technologies played important role in helping the student to communicate better. Non-native English language learners have problems in improving their speaking skills, but using movies help increase their capability in English language (Khan, 2015). Khan (2015) told that movies present student with a “real-live” situation specifically the interaction of real life communication.

Movies also help students in identifying, recognizing and understand vocabulary better. Thus, it have determined that subtitles can strengthen better understanding in English language and help learner acquire new vocabulary as they were trying to find the impact of the English movies with subtitles to the learners. Besides that, students who watch subtitles movies shown excellent performance in reading and listening comprehension and also vocabulary acquisition (Ebrahimi&Bazae 2016). Same findings that were found by Gorjian (2014) indicate that student taught using subtitles movies showed good development in vocabulary acquisition. Watching the movies without doubt the learners pays attention and able to capture and understand the words being used (Ismail, 2016). Most teachers will use movies not only to teach student with the language, but to educate the students about the culture of the country of the language, for instance, Zhang (2013) studies the students’ attitudes towards Chinese movies in three perspectives; students’ motivation, important of language study and lastly cultural awareness. Zhang (2013) also says that student should explore the cultural details in order for them to recognize the scenarios and provide them necessary vocabulary.

Table 1. Analysis of Review

Author(s)	Practices of knowledge utilization through movies to students.	Impacts of knowledge utilization through movies to students
Ebrahimi, Y. Bazaee, P. (2016).		Vocabulary Skill
Gorjian, B. (2014)		Vocabulary Skill
Harding, M. M (2017).	Discussion Task	
Ismail, N, M. (2016).		Vocabulary Skill
Ismaili, M. (2013).	Discussion Task Summary Task	
Jones, A (2017).	Discussion Task	
Kabohaa, R, H. (2016).		Speaking Skill Communication Skill
Khan, A. (2015).		Speaking Skill Communication Skill
Kusumaningrum, M. A. (2015)	Summary Task Role Play Task	
Shabani, K., & Zanussi, M, P. (2015).		Speaking Skill Communication Skill
Wang, Z. (2014)	Discussion Task Summary Task Role Play Task	
Zhang, Q. (2013).		Vocabulary skill

3. Proposed Framework

Prior studies show that knowledge utilization through movies to student depends on two vital components which are the practices of the knowledge utilization and its impacts to the students' performances. In this study it is found that both components are considered as the independent variables while knowledge utilization through movies to students are considered as the dependent variable. Summary task, role play task and discussion task are the main practices that influence the knowledge utilization through movies which then would give impact to the students' performances. Figure 1 shows the proposed research framework to guide this research.

This research is expected to identify the practices that could influence the impacts of knowledge utilization through movies to students' performances. In this research those found practices could be considered as the teaching and learning strategies in the learning field. As this research also focuses on how practices of knowledge utilization will give impact to the students through movies, the findings will identify the students' skills which are the impacts of the knowledge utilization through movies to students in the learning environment. This research is expected to be able to be used in all domains and will contribute to the existing literature on knowledge utilization through movies to students.

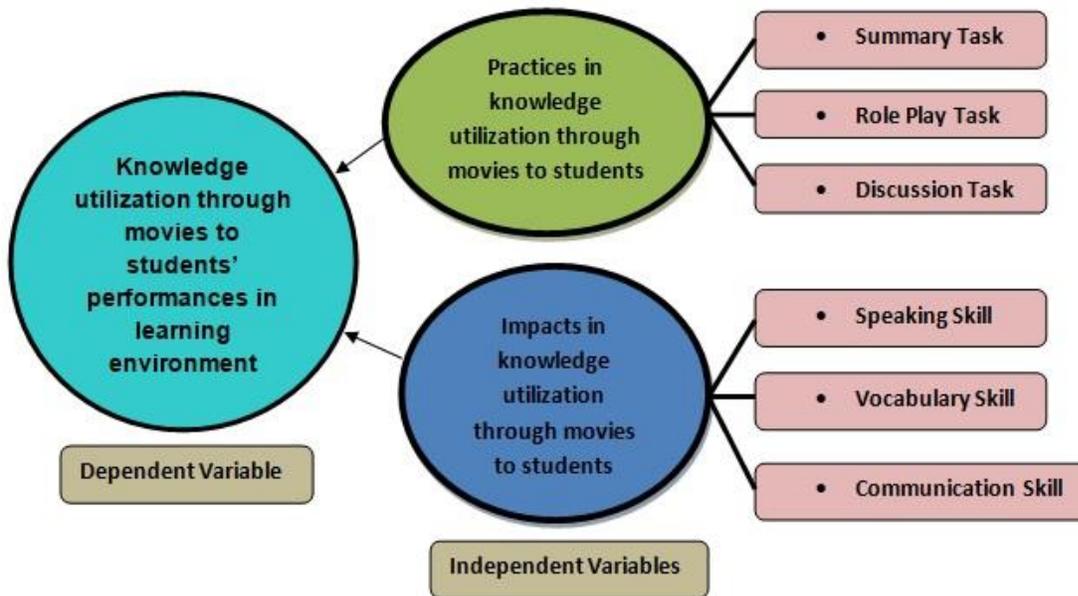


Figure 1. Proposed research framework

4. Conclusions

Knowledge utilization through movies to students is practiced through summary task, role play task and discussion task. As it has proven that through these practices, movies do indeed help students to enhance their language proficiency. If movies are one of the tools that the schools use as academic teaching style at university or college, there are high probabilities that the students' performances in class will be improved. Research also shows that teachers have given positive feedback to the process of introducing medium technologies, movies to help them in teaching the students in different languages. In this study, we can see that by adapting movies in order for the utilization of knowledge to take place by using the right practices, it can be brought to the attention of the society as one of the most effective knowledge medium, as movies able to bring more benefits than harms if used correctly. This study expected outcome can be attained, with the help of either the mainstream or otherwise ingenious art makers of the film or the entertainment biz to produce films that are rich with knowledge that will be able to contribute to knowledge building of the nations besides formal education channel in school.

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