

Many the movie
whatever they want
and they



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Many teachers have confidence in movies programs can improve students learning, because several students like and it's the most favorite hobby that usually students do. Besides that, movie can give some vocabulary, and can give an effective pronunciation with captions seem to provide a rich context for foreign language achievement. According to Champoux (1999), movies are a comfortable familiar medium to current students that can keep student's interest in the theories and concepts under discussion.

The widespread use of personal stereos has created large numbers of listeners navigating the city in reverie, enjoying a synesthetic relationship between what they see and the music they hear (Biggs & Biggs, 2008).

Although most movies are fiction, they can offer powerful experiences that students are unlikely to have in a classroom (Rokni & Ataee, 2014). It also argued that viewers are, generally, quite motivated to understand what is shown and said on movie when the captions are provided.

Although, some of student feel anxious when do that, and confused with the vocab and the speakers' pronounce too fast, then read the subtitle, but many educators recommend their students to watch television or movies with captions in the belief that being uncovered to the target language in this way will increase the language ability level of their students. However, the number of the studies that effectively is making student enjoys and can follow the matter that is listening by watching movie. Beside listening, movie consist of speaking by how to express the dialogue, grammar know the compared of words, reading how to read English words in correct, and writing by transcript then match or correcting by the subtitle. (Yuksel & Tanriverdi, 2009). Most students like watching movie and almost every free

time they can watch the movie whatever they want and they can get the movie easy from internet, but the students when watch an English movie they had to listen to speakers who spoke English very fast, which is made their untrained ears to sometimes almost give up in trying following the ideas (Yuksel & Tanriverdi, 2009). Some authors have suggested that in order for strategy training to have any beneficial effect, it should be implemented intensively and systematically, different authors recommend different procedures of learner strategy training, but most would include a presentation-practice-evaluation cycle (Yuksel & Tanriverdi, 2009). Particularly, using film and video need much time and money. When the film is being shown, the pictures are moving continuously that make some students cannot get the information from the film (Amalia, 2010).

Besides that, the movie that students want to see have to match by student's age and find a little familiar movie that students know the story before. Listening is one of the ability to understand what others are saying, which is recommended as the basic skill of listening (Yuksel & Tanriverdi, 2009), According to Vandergrift (1999, p. 168), listening is " a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance". (Silviyanti, 2014), listening involves students' awareness of the topic being spoken and they will be able to recall listening materials when they are not under pressure of the listening demand. Listening is also an important language skill which learners are required to master because other

skills can be associated to listening as well (Sejdiu, 2013), but the student anxious and difficult with the vocab which not familiar, If we miss what has just been said, there is usually no going back to it.

In reading, we can pause, reread parts of the text that we do not understand, and skip some of the words or sentences or even a whole paragraph.