Enhancing Language Proficiency in Vocational High School Students through Experiential Learning-Based Movie at SMK YAPIM Riau

Safriyani Novitri[1], Yulianto[2], Johari Afrizal[3]
[1] Universitas Islam Riau,
Address
***safriyaninovitri@edu.uir.ac.id**

Abstract

This qualitative research explores various effective steps to enhance students' language proficiency through the experiential learning approach. Discussions and reflections are identified as factors that can directly promote students' understanding in line with the principles of experiential learning. The use of movie-based learning utilizing gadgets and social media is also a major highlight. The research emphasizes the importance of critical thinking in enhancing language skills based on movie. Feedback and support from teachers are considered key factors in improving students' literacy. The research results indicate that out of the 20 students involved, 16 experienced a significant improvement in learning outcomes, while the remaining 4 students were already able to engage in experiential learning.

Keywords: Language Pedagogy, Experiential Learning, Movie.

Introduction

The mentoring of experiential learning-based movie aims to enhance students' language proficiency (Trongtorsak et al., 2021). This method involves using movie as a learning tool to provide direct experiences to students. In this learning process, students actively engage in watching movie, analyzing content, participating in discussions, and engaging in reflective activities (see Kats, 2010; Novianty & Irawati, 2021; Report & Bloomfield, 1972). Through this experience, students enhance their understanding of vocabulary, grammar, listening skills, and speaking skills in the target language. Appropriate mentoring and guidance from teachers or facilitators also provide students with the opportunity to develop creativity, problem-solving, and teamwork skills. With this learning approach, it is expected that students can apply the language more authentically and deeply, as well as increase their (Chanpradit, 2022; Kats, 2010; Silva et al., 2022; Thi Loan, 2022)confidence in communicating in the target language (seee Alamri, 2018; Sharwood Smith, 2021; Tehrani et al., 2013; Wahyuni, 2013).

Challenges that may arise in mentoring experiential learning-based movie to improve students' language proficiency include resource availability. This approach requires access to relevant and quality movie to support learning (see Ellinghaus et al., 2019; Hanafin, 2014; Yang et al., 2021). Not all schools or educational institutions may have adequate resources to provide a varied collection of movies suitable for learning needs. Technological capabilities are also a concern, as movie-based learning often requires the use of technology, such as movie projection through a projector or computer. Not all schools or students may have access or expertise in using these technological devices effectively. Similarly, as mentioned by (Iipinge & Shimpanda, 2022; Loh & Ang, 2020; Nawir, 2020; Ngah et al., 2022; Ramadhan et al., 2019), the selection of movie appropriate for students' language proficiency levels and

learning objectives is crucial. Not all movie are suitable for all language proficiency levels or learning contexts, and careful adjustments may be needed to ensure that the chosen movie effectively supports language skill development.

Fallah et al. (2022) state that assessing the impact of mentoring experiential learning-based movie on improving students' language proficiency can be a complex task. Developing valid and reliable evaluation instruments, as well as teachers' or facilitators' ability to interpret and analyze evaluation data, pose their own challenges. In this regard Lilia Gomez-Lanier, 2017; Sebby & Brown, 2020, student involvement is crucial to ensure active participation in movie-based learning. Challenges may arise in motivating students to actively engage, participate in discussions, and carry out reflective activities earnestly.

By addressing these issues through careful planning, adequate resource support, and active involvement from teachers or lecturers, mentoring experiential learning-based movie can overcome these barriers and provide meaningful learning experiences for improving students' language proficiency (Bulkani et al., 2022; Muhajir et al., 2022; Mukundan, 2022).

Experiential Learning offers several benefits that can enhance students' language proficiency. These include improving communication skills: Through direct experience with films, students engage in various activities involving listening, speaking, reading, and writing in the target language (Baralt et al., 2022; Karacan et al., 2022). This helps them expand vocabulary, enhance grammar understanding, and improve speaking and writing skills. Similarly, as suggested by Coutinho, 2023; Ilyas et al., 2023; Plengkham & Wasanasomsithi, 2023 explain enriching cultural understanding through films is a powerful medium to introduce students to the culture and societal life in the target language countries. Students learn about customs, values, and cultural traditions through authentic visual experiences, enriching their cultural understanding and improving their ability to interact with people from different cultural backgrounds.

Fikri et al. (2022) describe that also explains that enhancing contextual understanding can be achieved through the use of films, as they present real-life situations and contexts in language usage. Students are exposed to various dialogues, accents, intonations, and facial expressions used in daily life, improving their understanding of language in real contexts and developing their ability to adapt to different communication situations. Similarly, as mentioned Rugaiyah (2019) this approach can motivate student learning, as learning through films can stimulate interest and motivation due to the use of visuals, engaging narratives, and inspiring stories, creating an enjoyable and challenging atmosphere for language learning.

Almazloum (2018), adds that learning through films allows students to use their imagination to understand stories and interpret messages, as well as apply problem-solving skills in analyzing characters, plots, and conflicts in films, helping them develop creativity and critical thinking skills in the target language. Combining language learning with film experiences, experiential learning based on movies can provide significant benefits in enhancing students' language proficiency. Lahdesmaki & Maunula (2022), further emphasizes that through deep and interactive experiences, students can comprehensively develop their language skills while expanding cultural insights and increasing motivation in language learning.

This study aims to answer the following questions:

How does the use of experiential learning-based movie impact the enhancement of language proficiency among students at SMK YAPIM Riau?

Methods

1. The Population and Sample

The study involved 20 students in Senior High School of YAPIM Riau during the Eleventh years of the 2022–2023 academic year. The sample with unique skills, different hobbies, and diverse habits. These students were motivated to pursue creativity, problem-solving, and teamwork skills.

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Table 1. Research Population and sample

Indicators	Group	Participants Number
Gender	Male	20
	Female	0
Various ages	15-17	19
	17-18	1
Critical Thinking	Active	17
	Weak	3
Creativity	Creative	8
	Low	12
Teamwork skills	Very Good	18
	Good	2

2. Research Instruments

1. Documentation
Gathering documentation involved capturing visual evidence of student activities and experiences during learning in the classroom, such as photographs, videos, or other artifacts. This visual material serves as a powerful means to illustrate the impact and advantages of experiential learning, as noted by (ATILGAN & TÜKEL, 2021).

2. Questionnaire
The survey aimed to gather data on students' perceptions of experiential learning, learning based movie experiences, and the effectiveness of the developed of the learning method. It included questions related to student satisfaction, understanding of concepts, and the most useful activities, utilizing a Likert scale with a maximum rating of 5, where: 1. very good 2. good 3. enough. 4. Very bad. A total of 20 students who were undergoing learning English based experiential learning based movie were provided with this questionnaire to gauge their feedback and insights.

Table 2. Average of Questionnaire

No	Point	Option
1	4	Very good
2	3	Good
3	2	Enough
4	1	Very bad

(Noprinda & Soleh, 2019)

3. Data Collection and Analysis
The initial data collection stage is preparing a reflection report on student learning outcomes after each meeting, which is then evaluated for the impact in experiential learning based on movies. In addition, questionnaires were distributed to assess the effectiveness of movie-based experiential learning for students in their learning experience after 3 meetings.

Result and Discussion

The primary data collection method used in this research is a questionnaire. A questionnaire is a written instrument that asks a series of questions or makes statements to which the respondent is expected to respond by writing down the answers or choosing from a list of existing answers.

Approaching teaching as a whole system, with a focus on the interactions between context, content, learning, and teaching, as explained by (Hilliard et al., 2018). Research must start with front-end analysis, such as determining the type of teaching materials needed, continue with prototyping, and end with evaluation

Table 3. Students' Competence for Critical Thinking

No	Students' Competence for Critical Thinking	Very Good	Good	Enough	Very Bad
1	Competence in understanding the movies that students watch	N=3 15%	N=17 85%	N=0	N=0
2	Capacity to confidently communicate of the movies that students watch	N=2 10%	N=15 75%	N=3 15%	N=0
3	Capacity to articulate basic information about the movies that students watch	N=1 5%	N=15 75%	N=4 20%	N=0

The findings from the Table 3, derived that questionnaire indicate positive outcomes regarding students' critical thinking capacity in movie-based experiential learning. This underscores the significance of fostering and enhancing students' critical thinking skills to bolster their communication abilities and equip them to confront educational challenges effectively.

Table 4. Students Capacity for Creativity

No	Students Capacity for Creativity	Very Good	Good	Enough	Very Bad
1	Capacity to use technology or digital media to support the creative process in learning	N=18 90%	N=2 10%	N=0	N=0
2	Capacity to seek inspiration from the movie	N=11 55%	N= 9 45%	N=0	N=0
3	Capacity to assess the ability to adapt creative ideas into practical and sustainable solutions based on the movie	N=4 20%	N=14 70%	N=2 10%	N=0

The data from Table 4, derived from the questionnaire conducted on students, reveals insights into their creativity. The average scores for students' creative abilities are indicating a commendable level of creative capacity among the students. These results demonstrate that students actively engage in creative thinking to generate new ideas within the learning context and exhibit a sufficient level of confidence in developing creative solutions to challenges encountered in their learning experiences.

Table 5. Students Capacity for Teamwork skill

No	Students Capacity for Teamwork skill	Very Good	Good	Enough	Very Bad
1	Capacity for trying to see a problem from a different point of view	N=3 15%	N=12 60%	N=5 25%	N=0
2	Capacity for systematic approach or structured steps in problem-solving after watch the movie	N=2 10%	N=13 65%	N=5 25%	N=0
3	Capacity for involving teammates or group members to find solutions in the context of the movies experience	N=6 30%	N=12 60%	N=2 10%	N=0

The data from Table 5 indicates that students have positively assessed their ability to collaborate in groups and frequently employ a creative or lateral thinking approach to devise innovative solutions

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for group problems. However, there is still potential for further improvement in students' capacity to implement effective and sustainable solutions.

Conclusion

The experiential learning approach based on movie has proven to be effective in increasing student engagement in collaborative learning. Students show high involvement in collaborative teamwork and enjoy experiential learning through movie. They actively participate in problem-solving and collaborate with team members. This approach makes students feel comfortable as they are invited to apply their problem-solving skills to the situations presented in the movie.

The majority of students utilize technology and digital media to support their creativity in learning-based movie. The use of technology and digital media is highly emphasized in supporting students' creativity. Students feel confident in facing complexity and uncertainty when dealing with problems. They are also open to exploring new things and are ready to take opportunities to solve problems. The importance of using movie as a learning media is reflected in the direct experience of the students.

The research presents three educational and motivational movies designed to provide wisdom for students. Thus, students not only learn from the academic content of the movie but also gain insights and motivation to face challenges in life.

Acknowledgments

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