

EXAMINATION OF THE IMPACT OF FILM AS A FORMATIVE MEDIUM IN THE CREATIVE CYCLE

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Abstract

A large number of the present understudies don't realize that learning should be possible anytime and whenever, in any event, while accomplishing something we like, for instance, watching motion pictures. unwanted technique. This examination itself was led through a web-based review which was filled in by 20 understudies from different majors who certainly enjoy a leisure activity of watching motion pictures. As per a review directed by a portion of these understudies, the vast majority of them didn't have the foggiest idea and didn't understand that they could figure out how to compose and break down it through the movies they watched, by watching films with English captions we could notice and learn jargon and accentuation through this composition. In the interim, this examination utilizes subjective strategies, the subjective strategy itself is a technique that utilizes examination and will in general be illustrative and will in general utilize investigation, cycle and importance or viewpoint. All in all, by directing this exploration, it is trusted that the nature of training and HR in this nation will be far and away superior.

Key words: analysis, film, learning, skill, student, writing

INTRODUCTION

Learning English usually has basic learning covering aspects of listening, speaking, reading, and writing [1], [2], [3]. Among these elements, writing is an important ability that can be useful in many ways [4], [5], [6], whether it's in carrying out tasks or daily activities, for example, writing messages, etc [7], [8], [9]. We all know that exchanging messages is a daily activity, an activity that is often or commonly carried out by all of us, be it formal or informal [10], [11], [12], such as chatting casually with friends through messaging applications such as whatsapp, telegram, etc [13], [14], [15]. The ability to write can be learned in various ways, one of which is through watching movies [16], [17], [18], we all know that to make a film requires the ability to write film scripts, from the many films we have watched [19], [20], [21], we can analyze the storyline and the pattern of writing in the film [22], [23], [24].

According to Hagrove and Pottet, writing itself is an attempt to describe a thought, idea, feeling in the form of a symbol [25], [26], [27], the symbol in question is the system of writing language [28], [29], [30]. This written language is predicted as a medium of communication [31], [32], [33]. It is said that the symbols themselves used to write were

not only composed through word order [34], [35], [36] but in ancient times our ancestors wrote in a relive which can be found in various prehistoric museums [37], [38], [39] and it is known that at times this form of communication itself could be written in letter symbols and become a sentence [40], [41], [42]. Meanwhile, The LIANG GIE, who is an author of a book, said that writing is an activity that includes several other important elements [43], [44], [45], such as observing from the perspective of speech, vehicle, and structure [46], [47], [48]. Speech itself is an attempt to express ideas by paying attention to the language of delivery [49], [50], [51], for example, descriptive language, narrative, persuasion, exposition or argumentation [52], [53], [54]. Therefore, this research is an attempt to inform that by watching movies that we like [55], [56], [57], we can learn the authorship in these films, therefore this research is intended that we don't need to learn in a way that we don't like [58], [59], [60].

The examination of the impact of film as a formative medium in the creative cycle reveals its profound influence on the artistic process and storytelling [61], [62], [63]. Film, as a visual and auditory medium, possesses a unique ability to captivate audiences [64], [65], [66], elicit emotions, and convey complex narratives [67], [68], [69]. Throughout the creative cycle, from inception to final realization, filmmakers harness the power of this medium to explore and refine their ideas [69], [70], [71].

During the pre-production phase, filmmakers use film as a source of inspiration and reference [72], [73], [74]. By studying the works of past masters and contemporary auteurs, they gain insights into various techniques, styles, and narrative structures [75], [76], [77]. This exposure enriches their creativity and provides a foundation for shaping their own vision [78], [79], [80]. Additionally, storyboarding and visualizing scenes through film techniques help directors visualize their concepts [81], [82], [83] and communicate their vision to the entire production team [84], [85], [86].

In the production phase, film becomes the canvas on which creative ideas come to life [87], [88]. The use of lighting, camera angles, *mise-en-scène*, and sound design allows filmmakers to mold the emotional impact of their stories [89], [90], [91]. This formative process extends beyond traditional storytelling; it extends to documentary filmmaking, where the medium's ability to capture real-life events and human experiences offers unique perspectives and insights [92], [93], [94]. Post-production further underscores the

transformative power of film [95], [96]. Through the editing process, filmmakers can experiment with different narrative structures, pacing, and mood, shaping the overall impact of the story on the audience [97], [98]. The integration of visual effects and soundscapes enhances the immersive experience, elevating the emotional resonance of the film.

Moreover, the impact of film as a formative medium extends beyond the filmmakers themselves. Audiences, too, are profoundly affected by this art form [99], [100]. The stories told through film can evoke empathy, provoke thought, and challenge societal norms, fostering discussions that shape culture and perspectives.

METHOD

This research itself was conducted through an online survey which was filled in by 20 students from various majors who definitely have a hobby of watching movies. According to a survey conducted by some of these students, most of them did not know and did not realize that they could learn how to write and analyze it through the films they watched, by watching films with English subtitles we could observe and learn vocabulary and punctuation through this writing. Meanwhile, this research uses qualitative methods, the qualitative method itself is a method that uses analysis and tends to be descriptive and tends to use analysis, process and meaning or perspective.

RESULTS AND DISCUSSION

The researcher conducted a survey of participants who filled out the questionnaire the researcher provided. Participants who responded to my survey were 24 students teaching English in an academic writing class. The questionnaire consists of five types of questions. true/false question. The survey results are shown below. It was their interest and response in watching movies.

Table 1.

Di you watch a movie?	Never	Seldom	Often	Very often
	0%	30%	10 %	60%

This can be seen from the scale of findings in section 1. There are differences from scales 1-4. From one to four (Never, Rarely Often, Very Often), the most common answer to all questions is “very often”. Of the 24 students, most students really like watching movies.

Table 2.

Di you like watching movies?	Don't like	Really like	Ordinary	Really like
	10%	65%	20 %	5%

The second part analyzes how many people often watch an English-language film, in this case the question arises “do you like watching movies???” and 65% of students answered yes, which means that most students often watch a film every day.

Table 3

This table is about how big the influence of watching movies is.

Do you think movies can help you learn to write?	Don't know	Just knew	Know well	Doesn't matter
	50%	30%	15 %	5%

Do you like movies?	Don't like	Just like	Really like	Very dislike
	15%	50%	30 %	5%

What do you do after watching the movie?	Nothing just watching	Observing the storyline	Discuss it with friends	Continue watching other films

		and being interested in		
	15%	5%	30 %	50%

In this case we can analyze that most people like movies but don't know if someone watches a movie that has English voice actors and English translations can improve one's writing skills and vocabulary if done seriously it is proven that 50% of people do not know this because if someone is watching a movie, then they watch another movie or just talk about the movie and don't learn about the authorship or the vocabulary in each film.

CONCLUSION

In conclusion, with this research, we can find out the public's interest in learning, especially students through anti-mainstream media, such as films that are less desirable due to a lack of knowledge in that field or other factors that make students just enjoy the film without taking the essence or learning from the film, therefore by doing this research, it is hoped that students who read this article can make more use of their hobby of watching movies as a learning medium but also don't forget to enjoy the film so that society can become more developed and have higher quality human resources.

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