

Watching English Movies to Enhance EFL Students' Listening Ability

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Abstract

This research explores EFL students' perceptions of watching English movies to improve their English listening ability. This study utilizes a quantitative approach and the data were gathered through an online survey, using a questionnaire from Google Forms which uses a Likert-scale. 34 students (24 females and 10 males) from the English Language Education Study Program (ELESP) were involved in the data-gathering process. Furthermore, the questionnaire consists of five questions asking about how they perceive the use of English-based movies to improve their listening ability. The findings revealed that 52.9% or 18 respondents strongly agree and 47.1% or 16 respondents agree with the statement that a movie is an interesting medium for improving English skills. Meanwhile, 41.2%, or 14 respondents strongly agreed and 58.8%, or 20 respondents agreed they were interested in watching English movies because it could improve their listening skills. Then, 38.2%, or 13 respondents strongly agreed and 61.8% or 21 respondents agreed that watching English movies made them interested in learning English. Furthermore, 44.1% or 15 respondents strongly agreed and 55.9% or 19 respondents agreed that watching English movies can teach them to listen to English conversations. The results of the last question showed that 23.5% or 8 respondents strongly agree and 76.5% or 26 respondents agree that watching English movies can make them understand the movie plot they are watching.

Keywords: EFL Students, English Movies, Listening Ability, Perceptions.

Introduction

Listening is one of the most necessary skills for communicating and interacting with others. According to Hermansyah and Hasan (2020), one of the most important things in developing successful communication is listening. To ensure effective communication, we need to comprehend the speaker's message (Hermansyah & Hasan, 2021). English as a Foreign Language (EFL) Students find it difficult not only in speaking but also in listening skills (Talib *et al.*, 2018). This statement is in line with Amal *et al.*, (2019), who state that listening to the English language is hard work for the students. In a manner, listening is a talent similar to hearing in that listening entails an active and instantaneous analysis of the streams of sounds, whereas hearing is only the passive perception of sound (Dhillon, 2015).

It is important to remember that a receptive memory is the first thing that ever develops in a human being (Rositasari & Larasati, 2019). Listening is a receptive skill that is received and understood that exists in humans and must be owned by students. According to (Puspita & Suswanto, 2023), listening is the most essential skill and the starting point to be taught in teaching English as a foreign language. Therefore,

students are expected to understand their listening skills, because with their listening skills students can understand what the speaker will convey. The process of listening involves taking in what is being said, giving and demonstrating meaning, negotiating meaning with the speaker and responding, and producing meaning via involvement, imagination, and empathy (Gilakjani & Sabouri, 2016).

According to Abdullah and Rahman (2017), listening is a multifaceted process that includes the perception, recognition, comprehension, and interpretation of spoken language. Meanwhile, Hamidah and Hadi (2021), state that technology is becoming an increasingly important tool in education. Badia and Iglesias (2019) confirm that educators should work on developing at least two different kinds of technology-use competencies. Effective teaching and learning can be conducted by utilizing appropriate and engaging instructional materials in the classroom in the form of audio, visual, or audio-visual resources (Ishak *et al.*, 2023).

According to Hamidah and Hadi (2021), there are two types of competence that educators can possess. The first is technological competence, which involves using computers and basic and advanced computer applications. The second is pedagogical competence, which involves teaching teachers how to use technology resources effectively in lesson planning and execution. English-language films have also emerged as a successful teaching tool for listening comprehension. The level of listening instruction can be raised by adding English movies to the curriculum since they can broaden students' horizons, enhance their enthusiasm for learning, and help them become better listeners (SHI Xi-chun & CHEN Meng-jie, 2015). When studying English, students require a distinct approach. If students discover that learning English is enjoyable, they will be very motivated and attentive. To engage students' attention, teachers might employ engaging media like games, videos, movies, etc.

Most educators who teach listening only utilize audio materials; they hardly ever employ cinema materials. Movies from Muna (2019) are a great source of authentically contextualized content. Contextual materials are useful for instructing students in speaking, writing, and listening. For this reason, movies can be used for a variety of listening exercises (Adnan, 2014). One type of media that can influence someone's listening abilities is a movie, particularly one that is in English. These days, people from all walks of life, but particularly students, are well familiar with movies. Abdullah and Rahman (2017) state that students have an excellent opportunity to acquire vocabulary in English by listening to English movies. Students can improve their English language skills by listening to movie dialogue. Furthermore, students will acquire information as the primary source of knowledge by listening (Simamora & Oktaviani, 2020).

Using engaging material, such as movies, or other instructional strategies is one technique to get pupils excited about learning (Hasanah, 2023). Teachers can simply teach topics and increase student engagement in the learning process by using movies as instructional media. Students who view movies instead of merely listening to audio can comprehend the topic more readily. Additionally, movies can keep students entertained and reduce their level of boredom (Hamidah & Hadi, 2021). Meanwhile, Nyström (2019) confirms that using English-based movies as a teaching tool can help students' varied language skills.

Movies can be excellent authentic learning resources for enhancing students' listening skills because they feature dialogue from native English speakers, which can make pronunciation simpler to grasp. Students can also get additional information in listening when they watch movies. This is due to the abundance of settings, dialogue, poignant sentiments, and a diverse range of words, phrases, and sentences found in movies (Rositasari & Larasati, 2019). Novice viewers can utilize the subtitles to watch and practice their spelling.

Watching movies will make it simpler to understand spoken English. Hearing will make it simpler to learn how to pronounce specific words and to memorize sounds. While reading can be a great aid in enhancing one's English, hearing English spoken is just as vital (Maharani, 2021). Students can be asked to predict what will happen by answering questions when they watch the section with the sound off, and they can change their predictions when they see it with the sound on. To put it another way, the students can both verify and predict what will happen when they watch the movie with the sound off (Suramto, 2019). According to Atiyah and Izzah (2019), employing audiovisuals (movies) has the benefit of ensuring authentic language (i.e., what they effectively transmit). Haghverdi (2015) confirms that movies have a big impact on how well students learn English.

There are so many different media for learning English. Finding a suitable learning media that can be beneficial for EFL students in learning English is a must. Therefore, we are interested in conducting this research to find the media and platforms that are easiest to use and implement for English language learning, especially listening skills. Furthermore, students become more attentive and encouraged to improve their listening skills instinctively by matching the words and expressions shown in the movie text with what they hear. To understand what has been heard, active listening is required. To improve their listening skills, the researcher is interested in finding out how English learners perceive using English-based movies as a language learning medium.

Literature Study

Review literature shows that EFL learners find it hard to deal with listening subjects due to low levels of listening proficiency, and a lack of effective and interesting media which could assist them achieve their learning goals. The use of English movies as an audio-visual resource for learning listening can be an alternative medium of learning listening.

Many studies have examined students' English skills using technology-based platforms, for instance, (Laghari *et al.*, 2017), conducted a study to develop an M-learning application for the improvement of English listening comprehension in rural primary schools by using mobile learning application, they found out that the media could assist students' listening problems. Another study was carried out by (Atiyah & Izzah, 2019), who found that the use of the audio-visual method had a positive effect on the students' listening comprehension. Another relevant study was carried out by (Simamora & Oktaviani, 2020) to improve students' English vocabulary by using English movies. They found out that by watching English movies students could enrich their vocabularies through listening and watching the scene in the English movies. Those previous studies used M-learning applications in the primary school (Laghari *et al.*, 2017) utilized an audio-visual method (Atiyah & Izzah, 2019), and improved students' English vocabulary (Simamora & Oktaviani, 2020).

Meanwhile, a study into using English-based movies to improve EFL students' listening ability in the tertiary context is a few in numbers in the researchers' knowledge. Therefore, the present study focuses on the utilization of English movies to develop listening skills as a learning platform media that has not been widely performed by previous researchers in the English language teaching (ELT) field of study. This research explores EFL students' perceptions of watching English movies to improve their English listening ability. The findings of this study are believed to help EFL learners who are still learning English skills to hone their listening skills and capacity through the medium of watching English movies.

Research Method

This study employed a quantitative research design and to gather the necessary data, researchers used an online survey administered to 34 (24 females and 10 males) from the English Language Education Study Program (ELESP) through convenience random sampling. The respondents were provided one week to fill out the questionnaire, and it took one month to complete all data required. This questionnaire uses a Likert scale, ranging from point 1 (Strongly Disagree) to point 4 (Strongly Agree). Furthermore, the questionnaire consists of five questions asking about how they perceive the use of English-based movies to improve their listening ability. Moreover, the five questions are as follows: first, English movies as interesting learning media to improve English skills; second, watching English movies to improve their listening skills; third, watching English movies can motivate them to learn English; fourth, watching English movies to make them accustom to listening English conversation, and the last one is watching English movies facilitate them comprehend the movie plot they are watching.

There were various sections of the questionnaire to the completed. The respondent's data and information make up the first section. The perceptions of English movies are covered in the second section. The last one is about being able to comprehend English when watching English-language movies. The respondents must respond to a total of five items on the questionnaire and send them to researchers upon completing them. All data obtained were analyzed quantitatively and descriptively described. The scores of respondents' perceptions will be determined by the Likert scales, ranging from point 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and point 4 (Strongly Agree).

Findings

EFL Students' Perceptions of Watching English Movies to Improve Listening Ability

To obtain data about how EFL students perceive watching English movies to improve their listening ability, the use researchers administered questionnaires as the research instrument to collect the data needed. The results of the questionnaire are presented in Table 1 as follows:

Table 1 Results of the respondents' questionnaire

No	Questionnaire Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1	For me, movie media is one of the interesting media to improve my English skills	0 (0%)	0 (0%)	16 (47,1%)	18 (52,9%)
2	I am interested in watching English-language movies because I can improve my listening skills	0 (0%)	0 (0%)	20 (58,8%)	14 (41,2%)
3	Watching English-language movies made me interested in learning English.	0 (0%)	0 (0%)	21 (61,8%)	13 (38,2%)
4	I love watching English movies because it can accustom us to listening to English conversations	0 (0%)	0 (0%)	19 (55,9%)	15 (44,1%)
5	I can understand the plot of the English-language movie I watched.	0 (0%)	0 (0%)	26 (76,5%)	8 (23,5%)

Table 1 shows respondents' responses to a five-item questionnaire designed to determine whether watching movies improves students' listening skills. As indicated in the statement in item 1, the data result of "For me, movie media is one of the interesting media that improves my English skills" was 52.9% out of 34 respondents. completely agreed, indicating that 47.1% or 16 respondents completely agreed, and none has a negative view about this statement Thus, students have positive perceptions that watching English movies may improve their English skills.

Furthermore, regarding the statement in item 2 "I am interested in watching English-language movies because I can improve my listening skills" the data showed that 41.2% or 14 respondents strongly agree and 58.8% or 20 respondents agree that they are interested in watching English-language movies to improve their listening skills, none has a negative view about the statement Meanwhile, in response to the statement in item 3 "Watching English-language movies made me interested in learning English" the data showed that there were 38,2% or 13 respondents strongly agreed with this statement and there were 61,8% or 21 respondents agreed that watching English-language movies made them interested in learning English, and none has negative perceptions about the aforementioned statement.

In response to the statement in item 4 "I like to watch English-language movies because I can get used to listening to English conversations" the results of data through the questionnaire showed that there were 44,1% or 15 respondents strongly agreed and 55,9% or 19 respondents agreed that the impact they get from watching English-language movies is that they are used to listening English conversations, and none has a negative view about the statement. Furthermore, regarding the statement in item 5, "I can understand the plot of the English-language movie I watched" the data showed that 23,5% or 8 respondents strongly agreed and 76,5% or 26 respondents agreed that they could understand the storyline of the English-language movie they watched, and none has a negative view about the statement. From the results, it can be concluded that respondents benefited from watching English movies in developing their English language competence, in particular in listening skills.

Discussion

Based on the questionnaire results from the respondents' responses on the five items, they had very positive perceptions of watching English movies to improve their listening ability. It can be known from the Likert scale they had chosen in both 4 points; Strongly Agree (SA) and 3; Agree (A). Meanwhile, none had chosen the scale of Strongly Disagree (SD) and Disagree (D). From these quantitative data, we can conclude that watching English movies has a positive effect on students' listening performance. In addition, movies are an interesting learning medium, and watching English movies facilitates them to acknowledge the movie plot and conversation they are watching. Furthermore, they try to understand the synopsis of the movie, pay attention, and listen to every word or expression spoken in the conversation. Thus, English-based movies bridge the students to expand their knowledge and engagement in more interesting ways.

The results of the questionnaire which has been filled out by the respondents revealed that English movie is an interesting medium for improving English proficiency because they can help improve listening ability. Listening plays a significant role in everyday communication and the educational process. Parveen *et al.*, (2017), confirm that second language acquisition requires listening comprehension, quality of listener, and listening comprehension purely influenced by vocabulary knowledge, metacognition, working memory, and auditory discrimination. The present findings support Sihombing (2018), who states that English movie are one of the media that is very good to be used to improve students' listening comprehension.

English-based movie is an interesting learning medium that can improve students' listening abilities and skills. The findings of the present study are in line with Safranji, (2015), who states that since movies show

real-life situations, watching them may be interesting for teaching listening comprehension and help motivate students to study the English language. Furthermore, English movies are very good learning media for providing an informal style of situation to the learners where actors are not supposed to slow down for the class to be understood and artificial in delivering their dialogue. In the process of movie appreciation, the student's listening ability can be developed consciously or subconsciously. They will encounter impressive & diverse language in the movie (Hussain *et al.*, 2015).

This study revealed that English movies could improve students' listening skills while watching movies. It was found out that 52,9% of the 34 students strongly agreed and 47,1% or 16 students agreed that by watching English movies students can improve their listening ability. Thus, this shows that English-language movies have benefits, namely improving students' listening skills. Furthermore, there were 41.2% of 14 students strongly agreed and 58.8%, of 20 students agreed that they were interested in watching English movies to improve their listening ability. English movies as one of the interesting media to improve listening ability by watching it. Liando *et al.*, (2018), confirm that English movies are more entertaining and enjoyable than video resources.

This finding showed that they watched movies because they were interested in learning English. There were 38,2% or 14 students strongly agreed with this question and there were 61,8% or 21 students agreed that watching English movies made them interested in learning English. This revealed that most of them learned English through movie media because movie media is an alternative medium that is easy and interesting to understand and can also provide motivation. Subsequently, the data showed that as many as 44.1% or 15 students strongly agree and 55.9% or 19 students agree that watching English movies can make us accustomed to listening to English conversations. As Harmer (2007) states sometimes, they listen for general understanding, for example when listening to stories or interacting in social conversations. Based on Harmer's (2007) statement, it can be inferred that the more we listen to something, the more we can understand something.

Next, the data showed that 23.5%, or 8 students strongly agree and 76.5% or 26 students agree that they can understand and know the plot of the English movies they watch. In understanding English-language movies, the first thing that must be trained in listening skills, they must listen to words, sounds, and speech patterns from a movie. However, before going further into listening, the basic thing that must be known is listening. According to Dhamarullah (2015) in Abdullah & Rahman (2017), listening means paying attention to somebody/something that you can hear and taking notice of what somebody says. These listening activities can develop the details of the listening itself and also conclude a meaning in the existing context. Thus, we can conclude that watching English movies may enhance and improve students' listening skills as movies are a very interesting English learning medium.

The findings of the present study revealed that teaching with movies produced important results. In the movie, review the existing dialogue and examine the intent of the dialogue in the movie. This indirectly trains students' listening skills. Based on the above discussion, movies help us focus and find out what kind of movies we enjoy listening to and watching. Many types of English movies are intended for entertainment purposes only, as not all types of movies can be used as educational movies. You can select educational and historical films and evaluate which films are suitable as learning materials. This is because films with educational or historical themes add a lot of knowledge and can contain explicit or implicit messages.

Movies also help you hear the correct pronunciation of speakers whose primary language is English. In this movie, you can see the difference in pronunciation of native speakers in our version, so you can check your mistakes. in our pronunciation. Not only that, but the language of movies is more modern in conversation

and used in everyday life. Therefore, words have changed greatly in modern times, and it is necessary not only to refer to books but also to keep up with the times and how words are used. EFL Students will learn not only pronunciation and usage but also many new vocabulary that they have never heard before. Therefore, while watching an English movie, it is suggested that students take notes when they have a new vocabulary and find out the meaning and the correct usage of words.

Some aspects of why movies are valuable as English learning materials. Watching a movie is not only for entertainment, but also to grab and comprehend the conversations, words used, and expressions shown. In the current generation, language teachers need to identify which media are appropriate and can interest our students, so that we can recommend the appropriate one for learning purposes. Researchers believe that the choice of a movie as an educational medium is not only appropriate but that the use of a movie can develop personalities and key traits for students. In each movie, each character has a different personality and this can inspire students to know how each character uses language appropriate to their role. Since each character has different behaviors and inflections, EFL teachers know different speech patterns depending on the actor's role and characteristics in the movie. In this way, movies have many elements that are useful for English language learning.

Conclusion

This study investigates EFL students' perceptions of watching English movies to improve their listening ability. Concerning this issue, several necessary points will be highlighted, they are as follows: first, the results of data obtained from 34 respondents through an online survey revealed that watching English movies may develop their language competence, and improve their listening ability in terms of their listening comprehension, including accent and pronunciation; second, watching English movies not only help the students develop listening skills but also understand grammar and expand their vocabulary and speaking skills. In addition, EFL students can gain knowledge about pronunciation with different accents from the movies they are watching; third, English-based movies can be an alternative medium for EFL teachers because the movie is one of the interesting learning media among others which make students interested in learning English.

Recommendation

Since English movies have different genres, it is suggested that EFL teachers need to consider several aspects, including the level of difficulty of English used in movies, educated and non-educated English movies, and the cultural values and norms in the community of the learners. However, we need to acknowledge that the present study has its shortcomings since it does not portray a large number of respondents' perceptions, and examining the effectiveness of watching movies can be scrutinized by utilizing a method, giving tests, and conducting an interview.

Pedagogical Implication

The advantage of watching English movies in learning and teaching English inside and outside the classroom has pedagogical implications for both EFL teachers and learners. Movie as an alternative media can be one of the interesting media that is used for teaching English to improve listening ability. Moreover, movies are also practical and accessible learning instruction to practice language skills, especially listening skills. In this case, EFL teachers must be innovative and creative in determining movies that are suitable for their students, besides considering the types of classroom activities and the learning objectives of the day.

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