

USING ENGLISH MOVIES TO IMPROVE STUDENTS' LISTENING SKILLS

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Abstract

Language learning nowadays depends on the advancement of facilities and technology. Using appropriate learning media is essential to engage students in the learning process. Therefore, using English movies to improve students' listening is not new. Previous studies about listening and using movies discussed the related impact of both topics. However, there has not been a study that focused on students' listening difficulties, students' experience of watching English movies, and the impacts of using English movies on students' listening skills. This article analyzes those main topics to find the implications of using English movies for language learning improvement. This study utilizes qualitative methods with coding thematic analysis techniques to explain the interview results. The main result of the study is that students find problems during listening activities, but they can overcome those problems with several strategies. Moreover, using English movies for language learning is effective, especially for improving listening. Finally, this study was conducted to give insights about the positive impacts of using English movies for listening activities.

INTRODUCTION

Burhanuddin et al. (2020) stated that listening skills are basic skills that must be learned by EFL students or students who learn English in their school. Since English is not the first language of Indonesian students, it is challenging to engage and learn fast to master the skills. Several Indonesian students have a habit of watching movies to broaden their knowledge about vocabulary, grammar, pronunciation, spelling, etc. Using English movies as a teaching medium may expose students to the authentic use of language in a natural context. An English movie contains originality and aesthetics of linguistics, culture, and trends.

However, Saraswaty (2018) mentioned that students encounter problems in learning listening skills. On listening skills, students often lack in inferring the message from verbal information. Listening problems could happen because students only seize half of the information they get. Despite that, a lack of vocabulary and unfamiliarity with the native speaker's accent causes a failure to analyze the whole information.

Listening is one of the most important basic skills students must master since it is often used in classroom activities (Prakoso et al., 2021). Moreover, listening activities must be done frequently to improve learning significantly. Therefore, students not only focus on the visuals of the listening content but also learn the linguistics structure consciously (Portillo & Bernal-Ballen, 2022). Meanwhile, using movies as a teaching medium can construct excitement in the learning process. Movies as authentic materials in language learning provide novelty values and uniqueness. It is also close to the real-life context and uses familiar language (Poonam & Yadav, 2022).

Meanwhile, Hermansyah and Hasan (2020) stated that watching a movie is a fun and insightful activity—especially for teaching media in the classroom. In the previous study, an English movie was easily applied to listening classes. While watching a movie, students can listen to the characters' speech to focus more on listening activities. Listening activities are also known as one of the receptive skills that are important to learn. Therefore, watching an English movie is not mere entertainment but also a way to learn English naturally.

English teaching-learning in English as a Foreign Language (EFL) classroom adapts to the advancement of learning media. There is a core competence of skills—the expectation is that students master the ability to communicate with peers and teachers as an outcome of language learning. Furthermore, the use of English movies is not a new thing in English teaching-learning activity. Movies are authentic materials that are useful for improving students' language skills. Therefore, the English teacher must use an appropriate movie to watch the students (Wardhany, 2022).

Furthermore, teachers use movies as a learning and teaching tool in EFL classrooms to enhance students' English skills. Teachers can develop pedagogical skills and techniques using an English movie to help students achieve their goals in language learning, especially in listening skills. Therefore, teaching English in an EFL classroom using movies requires teachers to observe students' understanding and ability to seize the information from it (Sun, 2019; Wulanjani & Indriani, 2021). Besides, it must be a fun activity, and using movies as a listening activity can prevent students from getting bored during class (Hermansyah & Hasan, 2020).

The writer uses English movies to analyze students' experience with listening skills. As aforementioned, English movies are an authentic media that can help students to be more vulnerable in learning English naturally. Linguistic aspects inside the movie expose students to use English in a daily context. Previously, several researchers have discussed the benefit of watching movies for educational purposes.

It has been done to find a significant improvement in students' listening skills using a movie. Besides that, providing authentic material for listening activities is challenging. This research highlights that using English movies is appropriate and enjoyable for listening activities, despite using ordinary learning audio that causes boredom in the learning process. Compared to previous studies, this research analyses the students' difficulties with listening activities, students' experience in using an English movie for language learning, and the impacts of using an English movie on students' listening skill improvement based on high achievers, medium achievers, and low achievers.

This research aims to find out (i) students' difficulties and strategies in listening skills, (ii) students' experience of using English movies for language learning, and (iii) the impacts of using an English movie for language learning. From the results, the writer expected dissimilarity in using English movies as a learning medium with previous studies that also focused on listening skills. The results of this research aim to figure out the implication of using English movies on the students' listening skills. This is very important because, from the listening activity, students can get information and enlightenment on language usage in a real-life context.

REVIEW OF LITERATURE

This section explains the students' difficulties with listening skills, the use of movies as a learning medium in language learning, and the impacts of using movies on students' listening skills. It contained statements from several previous studies related to the topic.

The Difficulties Encountered by Students on Listening Activities

Gilakjani and Sabouri (2016) mentioned the significance of listening as a crucial skill in English language learning. Students often only prioritize writing, reading, and vocabulary, neglecting oral materials. However, listening is challenging and requires continuous improvement. Solutions include using authentic materials, diverse listening activities, introducing native accents, offering background and linguistic knowledge, and training students to pronounce words effectively. Listening serves entertainment, academics, and information purposes, aiding students in acquiring new perspectives and improving communication skills. Students should acknowledge their listening challenges, including unclear recordings, limited cultural knowledge, varying accents, and vocabulary deficits (Saraswaty, 2018).

Meanwhile, Sofyan et al. (2019) stated that students encounter these problems due to limited adaptation to oral materials. While listening is passive, it requires comprehension and understanding of the topic. Developing strong listening skills enhanced communication. However, students make mistakes like word comprehension errors and limited vocabulary. Besides, students often struggle with concentration issues during listening exercises, particularly when the materials are lengthy, repetitive, or dull. Challenges like unfamiliar accents, pronunciation, and complex grammatical structures further highlight their listening skill deficiencies (Jyoti, 2020).

The Use of English Movies for Language Learning Media

The linguistic aspect of movies is crucial, primarily when it is delivered through character dialogue. Audiences generally analyze and conclude messages after watching a movie, equalizing with the scriptwriter's expectations. Dialogues aim to build character interaction and interpret the messages and information in the movies. Audiences acquire implicit and explicit moral messages from character dialogues, improving the value they get from movies (Iaia, 2015).

Furthermore, Goctu (2017) movies are one of the authentic materials used in English as a Foreign Language (EFL) classroom. Movies provide language learning, expose students to diverse accents, and offer fresh perspectives through moral values. Besides, movies are valuable and authentic resources for learning English beyond the classroom. As aforementioned, movies engage students in effective language learning. Teachers use English movies to introduce students to diverse cultures, improving cultural awareness and competence (Wardhany, 2022).

While some movies are purely for entertainment, as Manurung et al. (2022) stated, other movies serve educational purposes and can be used as effective teaching tools. This approach allows students to enjoy language learning through movies, facilitating the achievement of both teacher and student learning objectives. English movies expose students to slang terms and idioms native speakers use, improving their understanding of informal language. Movies can impact not only students' listening skills but also their speaking skills (Nisa et al., 2023).

On the other hand, Hidayah (2022) mentioned that teachers can use YouTube alongside traditional movies for learning. YouTube offers a wealth of authentic materials for language learning, making it easier for teachers to find relevant content across various genres. Students' familiarity with YouTube can help them access videos they desire, including English movies with subtitles, which aid in understanding grammatical patterns and enriching vocabulary. Subtitles facilitate one-way communication, enhance language comprehension, and provide insight into spoken language contexts, making language learning enjoyable and educational.

The Impact of Watching Movies on Students' Listening Skills

Students utilize strategies to comprehend verbal information in listening activities, a crucial receptive skill in English. Students require repetitive practice to develop this skill and recognize the native language. Besides practice, teachers must engage students in two-way communication to assess comprehension and offer feedback, recognizing that students learn at different paces (Balqis, 2021).

Furthermore, listening can be challenging for students, but teachers can make it fun and interactive by connecting activities to students' learning styles. This approach accommodates various learning styles, keeping students engaged and allowing them to choose their listening materials, such as podcasts, YouTube, movies, or songs. Encouraging students to actively discuss their comprehension with classmates, deepen their understanding, and provide diverse perspectives makes group discussions more effective in grasping the material (Rost, 2011).

Various engaging teaching media for enhancing English skills, including authentic materials like songs and movies, expose students to the original language in context, but comprehension can be challenging. Practice is necessary for improving listening competencies and vocabulary. Exposure to original language and native accents in listening activities made students adept listeners. Since English is not their native language, Indonesian students found watching English movies a familiar and enjoyable activity, but it required dedicated practice to master listening skills (Putri et al., 2023).

As aforementioned, Hamidah and Hadi (2021) say that movies as a learning medium in EFL can help teachers present the language learning material more easily, and students will be more interested in the learning process. Moreover, watching movies can improve students' listening skills. They will get used to the language spoken and learn to manage their understanding of the words. Watching movies improves students' listening skills by exposing them to character accents, intonations, and mannerisms, including various English accents like American, British, Canadian, Australian, Kiwi, and more. The variations can be challenging, particularly when they involve pronunciation and written form differences. Besides, watching *Frozen 2* helps students improve pronunciation, intonation, and speech patterns by listening to native English speakers. Students find it an effective way to learn spoken English and quickly grasp language through this enjoyable process. *Frozen 2*, a musical movie, imparts valuable lessons on family relationships, musical aspects, songs, royal traditions, and moral values, which are not found in textbooks, making it a unique and authentic educational resource. The process involved preparation, warming up, and teaching with movies to guide students in recognizing the materials to be learned in listening activities (Manurung et al., 2022). Meanwhile, despite its challenges, effective communication relies on students mastering listening skills. Watching movies for language learning helps enrich vocabulary and comprehension of language context, enabling students to grasp information during listening activities (Rohiyatussakinah et al., 2022).

METHOD

The writers conducted qualitative research following Jaya et al. (2022) to analyze the problems students encountered in listening skills, students' experience in using an English movie for language learning, and the impacts of using an English movie on the students' listening skills. The participants of this study are 11th-grade students in SMAN 8 Malang with six students: 2 students of high achievers, two students of medium achievers, and two students of low achievers. They had experience in using an English movie in their language learning.

Moreover, the writers observed the students' active participation during the learning process in the classroom. They then checked their grade points in English subjects based on their classroom performance and task fulfillment. So, there were high achievers, medium achievers, and low achievers to distinguish their problems in listening activities, experience using an English movie, and their impacts on their listening skills.

Table 1. Interview Protocol

Questions
What are your difficulties in listening activity?
Do you have any strategies to overcome the difficulties in listening activity?
Are you familiar with using audiovisual material, like movie, to help you in learning English? Especially for your listening skills?
What is your view of using English movie as a medium in listening activity?
Do you think using an English movie for listening activity is better than using other audiovisual mediums? In what way? Could you please explain!
Do you prefer watching an English movie with English subtitles or Indonesian subtitles?
What is the impact of using English movies on your listening skill?

The data were analyzed using the coding thematic analysis technique. Coding thematic analysis techniques were appropriate to explain the result of interview data.

RESULTS AND DISCUSSIONS

This part describes the result and discussion based on students' difficulties and strategies in listening activities, students' experience in using an English movie for listening activities, and the impacts of using an English movie on students' listening skill.

Students' Difficulties and Strategies to Overcome the Problems in Listening Activity

The major difficulties that students face in listening activities related to its listening materials components, such as native speaker accent, limited knowledge of vocabulary, technical issues, and lack of motivation in learning English. The statements were from high achiever students, medium achiever students, and low achiever students sequentially:

Native Speaker Accent

Six students revealed that the native speaker accent used in the intensive and extensive listening materials they listened to was challenging due to its different terms.

Excerpt 1:

- a. *"Mungkin untuk kesulitan saya, mungkin lebih ke terkadang untuk aksennya mungkin berbeda-beda."* (HA1)
(*"Perhaps my difficulty is more due to the use of different accents."*)
- b. *"Aksen British."* (HA2)
(*"British accent."*)
- c. *"Biasanya, orangnya. Aksen yang dipakai oleh penutur asli."* (MA1)
(*"Usually the accent used by the native speaker."*)

- d. *"Kesulitan saya dalam aktivitas mendengarkan atau menyimak adalah aksen, seperti orang British itu kan aksennya agak beda ya dari American accent."* (MA2)
(*"My difficulty in listening activity is accent, like the accent of British people is a bit different than American accent."*)
- e. *"... kan aksen Amerika dengan aksen Inggris kan berbeda. Kayak water sama wotah, jadi kayak saya habis lihat film Amerika terus habis itu "oh ada film Inggris nih, menarik saya mau lihat", nah itu kadang dengar aksennya "loh kok beda begitu"."* (LA1)
(*"...American accent with British accent is different. For example, water and wotah, so it is like when I watched an American movie then switched to British, I found the differences).*
- f. *"Aksen yang susah dimengerti menurut saya adalah British."* (LA2)
(*"For me, accent that is hard to understand is British."*)

Based on the responses above, students struggle to understand spoken English words because of their accents. Students exposed to different accents may confuse a listening activity (Excerpts 1a and 1c). Furthermore, the British accent is more difficult to understand because of its pronunciation terms (Excerpts 1b and 1f). Since the British accent differs from the American one, students claim it is challenging to understand spoken words (Excerpts 1d and 1e).

Limited Knowledge of Vocabulary

Five students revealed that unfamiliarity and limited vocabulary affect their listening activity. They have problems understanding the message from the audio or video materials. Meanwhile, one student (high achiever) had no problem with it.

Excerpt 2:

- a. *"Untuk pengetahuan kosa kata mungkin tidak terlalu, tidak masalah sih."* (HA1)
(*"There is no problem with the vocabulary knowledge."*)
- b. *"Ketika listening itu kesulitan saya terdapat keterbatasan kosa kata."* (HA2)
(*When listening, my difficulty is about the limitation of vocabulary knowledge."*)
- c. *"...biasanya ada kata-kata yang kurang familiar kayak sinonim-sinonim gitu."* (MA1)
(*"...usually there are unfamiliar words, like synonym terms."*)
- d. *"...saya punya keterbatasan pengetahuan kosa kata Bahasa Inggris, yaitu saya masih belum familiar dengan kosa kata baru misal di film. Saya menonton film tapi mereka itu menggunakan kosa kata yang unfamiliar bagi saya."* (MA2)
(*"...I have limited knowledge of English vocabulary, and I am still not familiar yet with the new vocabulary, for example, in the movie. I watched a movie, but they used vocabulary that is unfamiliar to me."*)
- e. *"...kayak verb 1, verb 2, sama verb 3, kan itu juga kan berbeda-beda kan, bu. Nah, saya itu kan kalau verb-verb nggak hafal, jadi kayak kan dalam kegiatan kayak pas ada film itu kan kayak mengenang masa lalu gitu. Terus habis itu, "loh kok ada kosa kata ini,*

kok saya baru tau. Trus akhirnya saya cari di google itu apa namanya verb 2 dari apa.” (LA1)

(“...The terms of verb 1, verb 2, and verb 3 are different. Well, I did not memorize all those terms, but I would recognize them when watching a movie if there are past verb terms. That is when I would check Google to learn more about the past terms.)

- f. *“Keterbatasan pengetahuan kosa kata itu saya hanya mengetahui beberapa kata dalam bahasa inggris, namun belum pernah mendengar kata-kata yang baru.”* (LA2)
(“The limited knowledge of vocabulary is that I just know several words in English, but I have never heard about new words.”)

Based on the responses above, students admit that several vocabulary or words are unfamiliar or have never heard about them, so they cannot truly understand the meaning of the spoken words (Excerpts 2b, 2d, and 2f). Meanwhile, the synonyms of words are tricky since the student is unfamiliar with them (Excerpt 2c). It is also hard for the student to understand the spoken words because of the tenses since he does not memorize them well (2e). However, a student has no problem with vocabulary (Excerpt 2a). It shows that one student is more vulnerable with English vocabulary than the five others.

Technical Issues

Five students revealed that technical issues do not affect their listening activity; meanwhile, one student (medium achiever) had a problem with it.

Excerpt 3:

- a. *“Untuk kendala teknis, untuk selama ini masih tidak ada.”* (HA1)
(“So far there is no technical issue.”)
- b. *“Tidak, masih aman.”* (HA2)
(“No, so far so good.”)
- c. *“Biasanya kalo misal nggak punya headset gitu, earphone gitu. Terus rame itu sangat mengganggu.”* (MA1)
(“Usually when I do not have a headset or earphone. Then crowded situation can be very distracting to me.”)
- d. *“Untuk sejauh ini berjalan lancar karena saat ini kita sudah difasilitasi koneksi wifi dengan jaringan yang lancar.”* (MA2)
(“So far everything is smooth because we are facilitated with the wifi connection that has a smooth network connection.”)
- e. *“...kan ada hp ya, ada internet, juga ada kan di hp kan ada fitur mendengarkan. Kan kalau seumpama suaranya nggak jelas kan ada itu, bu, apa..earphone.”* (LA1)
(“...there is a smartphone and a listening feature in it. So if the sound is not clear enough, we can use earphones or headset.”)
- f. *“Untuk masalah teknis... belum pernah.”* (LA2)
(“For technical issues... no problem.”)

Based on the responses above, students found no technical issues during their listening activities (Excerpts 3a, 3b, and 3f). Furthermore, students admit that advancing technology and facilities makes listening activity easier (Excerpt 3d and 3e). However, one student still experiences technical issues during the listening activity because of the environmental distraction (Excerpt 3c). It shows that five students are more capable of managing their focus than one student who gets distracted easily during listening activities.

Lack of motivation in learning English

Five students revealed that a lack of motivation in learning English affects their listening activity—meanwhile, one student (high achiever) has not experienced any motivation in learning English.

Excerpt 4:

- a. *“Kalau untuk itu mungkin pernah, karena untuk media belajarnya mungkin ada yang hanya menggunakan listening yang biasa tapi bukan film.” (HA1)*
(“Maybe I have ever experienced it, because the learning media is just an ordinary listening audio material not using film.”)
- b. *“Sejauh ini, tidak. Karena suka belajar Bahasa Inggris.” (HA2)*
(“So far, no. Because I like to learn English.”)
- c. *“Karena kayak rutinitas kan waktu itu belajar bahasa Inggris nya tuh pake rutinitas terus bosan.” (MA1)*
(“Because it is like routines. I learned English like a routine at that time; that is why I get bored.”)
- d. *“...kadang saya pernah sangat bosan untuk belajar Bahasa Inggris soalnya materinya itu-itu aja.” (MA2)*
(“...sometimes I have ever felt so bored because of the monotonous materials.”)
- e. *“Kalau kurang semangat itu karena kan saya orangnya cepet bosenan kan bu. Nah, kadang kan guru itu ngajar kan kayak nulis, ngomong, kan lama-lama kayak jadi, “duh ngantuk”...” (LA1)*
(I am less excited because I personally get bored so easily. Sometimes, the teacher teaches in writing and speaking mode, so I get sleepy.”)
- f. *“Untuk motivasi sendiri, saya agak kesulitan untuk mempelajari Bahasa Inggris karena kurangnya dukungan dari hati saya sendiri, karena kurang suka seperti itu.” (LA2)*
(“For motivation, I have a little difficulty learning English because I did not really like learning English.”)

Based on the responses above, students admit they lack motivation to learn English because of the boring materials (Excerpts 4a and 4d). Meanwhile, a student admits that learning English as a routine activity is boring (Excerpt 4c). The other students admit they are not interested in learning English because they get bored easily (Excerpts 4e and 4f). However, a student does not feel a lack of motivation to learn English since he loves to learn it (Excerpt

4b). It shows that exciting listening materials attract students' attention and interest in language learning.

Students' Strategies to Overcome the Problems in Listening

Six students revealed their strategies to overcome the problems during listening activities.

Excerpt 5:

- a. *"Untuk menyimak dan mendengarkan mungkin saya lebih menggunakan headset lalu ya menonton film itu tadi."* (HA1)
(*"For listening comprehension and listening activity maybe I use headset then watch a movie."*)
- b. *"...sering nonton film yang pake bahasa inggris."* (HA2)
(*"...watching English movies often."*)
- c. *"Biasanya pake subtitle."* (MA1)
(*"Usually I use subtitles."*)
- d. *"Salah satu strategi saya itu ketika misal menonton film yaitu saya menyiapkan binder atau buku-buku kecil (notes) trus saya mencatat vocab-vocab baru yang saya temui atau grammar-grammar baru yang saya temui di film yang saya tonton tersebut. Sehingga itu membantu saya untuk mengatasi kesulitan dalam kegiatan mendengarkan atau menyimak di film tersebut."* (MA2)
(*One of my strategies when watching a movie is to prepare small notebook notes to take notes on new vocabulary or grammar structures I find in the movie. Therefore, it helps me to overcome the problems during listening activities using movies."*)
- e. *"...kutipan film kayak ada part 1, part 2, part 3 di TikTok atau Instagram. kan itu kadang bahasa inggris kan bu. Nah saya lihat itu kayak, "oh seru bahasa inggris, wes saya belajar bahasa inggris lagi aja"* (LA1)
(*"...movie quotations like part 1, part 2, and part 3 in TikTok or Instagram sometimes use English. Watching it makes me more excited to learn English again."*)
- f. *"Menonton film menggunakan bahasa inggris atau mendengar suatu suara dari film, beberapa scene dalam bahasa inggris."* (LA2)
(*"Watching movies with English subtitles or listening to several scenes from the movie that are in English."*)

Based on the responses above, students prefer to use hearing tools, like earphones (Excerpt 5a) and watching English movies more often (Excerpt 5b and 5f). Moreover, a student tends to use subtitles to understand better the meaning of spoken words (Excerpt 5c). Meanwhile, another student has a taking notes strategy to memorize the words quickly (Excerpt 5d). Watching cut scenes from the movie on social media effectively improves the student's mood in English learning (Excerpt 5e). Those strategies are unique and show that students can overcome problems in listening activities.

Students' Experience in Using an English Movie for Listening Activities

Students' perceptions of using an English movie for extensive listening activities cover three parts: familiarity with audiovisual material, like movies; views and reasons about using English movies; and preference for watching an English movie with subtitles. The statements were sequentially from high achiever students, medium achiever students, and low achiever students.

Students' Familiarity in Using Audiovisual Material (English Movies)

Six students revealed that they are familiar with audiovisual material, like English movies, to help them learn English—especially in listening comprehension.

Excerpt 6:

- a. *"Sangat familiar."* (HA1)
(*"Very familiar."*)
- b. *"Iya soalnya saya tipikalnya yang auditori, jadi saya lebih suka pake film sama audio daripada membaca."* (HA2)
(*"Yes, because I am an auditory learner, so I prefer to use movie and audio material than reading."*)
- c. *"Ya, familiar banget soalnya orang-orang pada bilang kalau misal pake film Bahasa Inggris itu membantu buat kemampuan bahasa inggris kita gitu."* (MA1)
(*"Yes, very familiar because people said that using English movies can help us in our English competencies."*)
- d. *"...Nah itu juga sekaligus melatih kemampuan saya dalam berbahasa Inggris karena setelah saya menonton film atau di video tersebut saya merasa termotivasi untuk belajar Bahasa Inggris lebih baik lagi. Ya, yaitu dengan berbicara sehari-hari atau kayak akting, biasanya saya setelah menonton film atau berbahasa Inggris itu, saya biasanya berlagak seperti aktor atau aktris yang memainkan perannya. Jadi saya sering membuat dialog sendiri dalam berbahasa Inggris dan menirukan cara bicara mereka serta grammar mereka dalam berbicara tersebut."* (MA2)
(*"...Watching movies or videos can train my English skills and motivate me to learn English better. Usually, I act out or imitate the character dialogues after watching a movie. So, I often make my dialogues to imitate the way the character speaks."*)
- e. *"Nah kalau saya itu untuk film itu sangat familiar, bu."* (LA1)
(*Well, for me, I am very familiar with it, Miss."*)
- f. *"Saya sangat familiar saat pembelajaran bahasa inggris menggunakan film karena itu adalah salah satu cara saya agar visual-audio saya baik dalam Bahasa Inggris."* (LA2)
(*"I am very familiar with English learning using movies because that is one of my ways to get better audiovisual learning in English."*)

Based on the responses above, students are familiar with using an English movie as their listening material (Excerpts 6a and 6e). Students believe watching an English movie can improve their understanding of English (Excerpts 6c and 6d). Students can also train their audio

visual ability with English movie material—especially for their listening comprehension (Excerpts 6b and 6f). It shows that using an English movie is familiar among students who also learn the language.

Students' Views and Reason About the Use of English Movies

Six students shared different opinions about the use of English movies. There are pros and cons to using English movies as a medium to learn English.

Excerpt 7:

- a. *"...sangat membantu juga dengan cara ya film itu tidak membuat ya siswa itu merasa tidak bosan apalagi dengan juga diselipkan kayak ya ada aksen-aksen tertentu yang mungkin siswa itu belum tahu dan juga kosa kata yang baru. Selain itu, film berbahasa Inggris lebih baik daripada media audiovisual lainnya karena lebih menarik untuk belajar listening dan grammar"* (HA1)
 ("...very helpful in a way that movies can make students not feel bored, moreover particular accents that slip in the movies that students are unfamiliar with and new vocabulary. Moreover, English movies are better than other audiovisual media because they are more attractive for listening and grammar learning.")
- b. *"Ya, sangat membantu karena saya tipikal orang yang auditori tadi. Selain itu, film berbahasa Inggris juga lebih baik daripada yang kayak bacaan-bacaan gitu. Soalnya lebih menarik aja nonton film."* (HA2)
 ("Yes, very helpful because I am an auditory learner type, as I have mentioned before. Moreover, an English movie is better than reading materials because it is more interesting to watch a movie.")
- c. *"Itu bagus sih, soalnya kita bisa ngikutin apa yang dikatain juga jadi sekalian latihan speaking. Selain itu, kalau ada subtitle nya lebih enak dan menarik. Apalagi kalau misalnya film nya itu mengangkat kisah atau pesan tertentu gitu."* (MA1)
 ("That was nice because we can follow or imitate the dialogues, which could be a speaking practice, too. Moreover, it is better and more interesting if there are subtitles. Especially if the movie brings a story or certain message.")
- d. *"Pandangan saya dalam penggunaan film berbahasa Inggris sebagai media pembelajaran itu sangat memudahkan karena itu sekaligus dapat melatih cara kita berbahasa inggris dengan baik sekaligus mengetahui makna atau konteks kata yang mereka ucapkan. Tapi saya prefer menggunakan semua media audiovisual mulai dari film, spotify, dan juga video-video motivasi di Youtube yang menggunakan Bahasa Inggris."* (MA2)
 ("My view on using an English movie as a learning medium is that it is straightforward because it can also train us to speak English well and know the meaning or context of their words. But I prefer to use all audiovisual materials, starting from English movies, Spotify, and also motivational videos on YouTube that use English.")
- e. *"Menurut saya, itu sangat baik bu. ... Nah untuk yang film sendiri saya tuh lebih prefer ke menyimaknya gitu loh, bu... Karena menurut saya film itu tidak lebih baik daripada media audiovisual lainnya. Kalau kita melihat layar terlalu lama itu menyebabkan kelelahan. Jadi saya prefer untuk mendengarkan lagu daripada menonton film, bu."* (LA1)

(“In my opinion, it is very good, Miss. ... So for the movie itself, I prefer to watch and comprehend it, Miss... In my opinion, an English movie is not better than other audiovisual materials. Watching the screen for a long time is exhausting. So I prefer listening to a song than watching a movie.”)

- f. *“Sangat baik menurut saya, karena ya itu dapat melatih pendengaran saya terhadap bahasa inggris. ... kosa kata adalah salah satu yang dapat melatih saya dalam menggunakan bahasa inggris. Selain itu, penggunaan film berbahasa Inggris itu baik karena dapat belajar topik yang relevan.” (LA2)*

(“In my opinion, it is very good because an English movie can train my listening skills in English. ... vocabulary is one aspect that can train me to use English. Moreover, using an English movie is good because we can learn relevant topics.”)

Based on the responses above, students revealed that watching an English movie can help them improve their language skills, especially listening and getting new insight into grammar or vocabulary (Excerpts 7a and 7f). Furthermore, students with auditory learning types can easily engage with movie materials (Excerpts 7b). Besides that, students can also practice their communication skills and understand how to respond verbally to other people using English (Excerpts 7c and 7d). Students at least know the use of English in context—when it is used in daily conversation. By watching a movie, students can engage with the background information from the movie and learn valuable things from it (Excerpt 7c). However, unfortunately, one student experienced physical fatigue while watching a movie. It happens because the student feels exhausted after watching a movie. So he prefers to listen to songs rather than watch a movie if the case is for English learning. He admits that listening to a song is more effective because it just takes a few minutes (Excerpt 7e). It shows that watching an English movie exposes students to the use of language in a natural context. Although watching movies takes a more extended time, the moral value of the story is original.

Students' Preference for Watching an English Movie with Subtitles

In this section, six students revealed their preferences in learning English using an English movie.

Excerpt 8:

- a. *“Kalau saya sendiri lebih suka menggunakan subtitle bahasa inggris, toh juga kita mempelajari juga bahasa inggris sedikit-sedikit. Jika kita tidak menggunakan subtitle juga itu kan agak kesusahan, mungkin ada yang salah kata atau salah pendengaran. Nah kita bisa memperjelasnya dengan subtitle tersebut dan juga lebih kayak yah mendapatkan pelajaran baru dibandingkan dengan subtitle Indonesia.” (HA1)*

(“For me, I prefer using English subtitles because we also learn English little by little. It is a bit difficult if we do not use subtitles at all; maybe there will be an error in words or mistakes during the listening process. So we can clear the spoken words using subtitles and get new knowledge rather than using Indonesian subtitles.”)

- b. *“Menggunakan subtitle Indonesia karena kan beberapa kata atau kosakata kan ada yang tidak saya mengerti. Jadi saya lebih memilih untuk memakai subtitle Indonesia.”* (HA2)
 (“Using Indonesian subtitles because there are a few words or antonyms that I do not understand sometimes. So I prefer to use Indonesian subtitles.”)
- c. *“Ini sesuai kebutuhan, kalau misal kebutuhannya cuma pengen menghibur diri aja mungkin pake Bahasa Indonesia. Kalau misal kalau ingin belajar itu pake Bahasa Inggris.”* (MA1)
 (“It depends on my need. When it is just for entertainment, maybe I use Indonesian subtitles. Meanwhile, I use English subtitles for language learning.”)
- d. *“Bagi saya, saya menyukai atau lebih suka menonton film menggunakan terjemahan dialog berbahasa Indonesia karena disaat saya ingin menyantai atau saya ingin menikmati film tersebut, saya menggunakan Bahasa Indonesia sebagai subtitle untuk film tersebut. Tapi disaat saya ingin belajar Bahasa Inggris atau ingin menggunakan atau ingin mengetahui grammar lebih jauh atau kosa kata yang baru saya menggunakan Bahasa Inggris sebagai subtitle.”* (MA2)
 (“For me, I prefer to watch movies using Indonesian subtitles because I want to enjoy the movie. But when I want to learn English or want to use or want to know more about grammar structure or new vocabulary, I use English as a subtitle.”)
- e. *“Kalau menurut saya itu menggunakan apa, subtitle terjemahan Bahasa Indonesia bu. Dikarenakan kan apa namanya meskipun kita udah lihat yang subtitle Bahasa Inggris itu kan ada kosa kata baru tadi jadi kayak, “ha, ini apa”, gitu. Kan kalo seumpama kalau orangnya ngomong kan “oh ini kata apa?”, jadi kan bisa tau artinya lewat subtitle bahasa Indonesia gitu loh bu kalau ada kosakata baru.”* (LA1)
 (“In my opinion, using Indonesian subtitles, Miss. Because it can help me to understand the meaning of the words better. If there is unfamiliar vocabulary or words, I understand it better if the movie uses Indonesian subtitles.”)
- f. *“Untuk menonton film sendiri, saya sangat suka menggunakan subtitle nya bahasa indonesia, bu. Kan untuk bahasa inggris itu saya lebih suka membaca daripada menonton film.”* (LA2)
 (“For watching the movie itself, I really like to use Indonesian subtitles, Miss. Because for learning English I prefer reading activity rather than watching a movie.”)

Based on the responses above, a student prefers to use English subtitles while watching an English movie because it exposes him to the language better. He feels more vulnerable to understanding and learning English directly (Excerpt 8a). Besides that, other students prefer to use Indonesian subtitles because they are still learning the meaning of the spoken language (Excerpts 8b, 8e, 8f). The lack of word meaning, unfamiliar vocabulary, and learning preference are why they used Indonesian subtitles while watching an English movie. However, students who use subtitles based on their needs are unique. They can use Indonesian subtitles if watching a movie is only for entertainment. However, they will change the subtitles to English if they want to learn the language (Excerpts 8c and 8d). It shows that there are

differences between those students who have shared their preferences in using movie subtitles. The most significant differences are their purpose and capability in using subtitles.

Impacts of Using an English Movie on Students' Listening Skill

The impacts of using an English movie as a learning tool showed positive effects on students' listening skills. The statements were sequentially from high achiever students, medium achiever students, and low achiever students.

Excerpt 9:

- a. *"Untuk ini dampaknya sangat besar sekali, seperti ya itu membuat saya lebih paham dan juga lebih mudah memahami Bahasa Inggris entah itu dari British accent or American accent, dan lain-lain."* (HA1)
(*"The impact is huge, like watching an English movie makes me understand better and also find it easier to understand English, whether it is from British accent or American accent, etc."*)
- b. *"Tentunya, semakin sering melihat film yang pake bahasa inggris, kemampuan terhadap bahasa inggrisnya semakin bertambah. Karena dari lihat film itu kan banyak kosakata baru yang saya dapatkan."* (HA2)
(*"Certainly, the more often I watch English movies, the more my skills in English will improve. Because I get many new vocabularies from that habit."*)
- c. *"Jadi lebih tau kayak slang jaman sekarang, trus kayak gimana cara jawab yang bener gitu sama ekspresinya dipake kapan aja."* (MA1)
(*"I know more about 'slang' that is used nowadays and how to answer a question properly and when to use language expressions."*)
- d. *"Untuk dampak dari penggunaan film Bahasa Inggris terhadap kemampuan mendengar atau menyimak saya itu yang pertama, saya mendapatkan dampak yang sangat positif dimulai dari saya bisa mengetahui kosa kata baru dari film yang saya tonton atau saya pelajari. Terus kedua, saya dapat mengetahui grammar baru yang ada di film tersebut. Terus yang ketiga, saya dapat meniru cara bicara mereka. Terus yang keempat, itu dapat melatih skill saya dalam berbahasa Inggris dengan baik."* (MA2)
(*"For the impact of using an English movie on my listening skill, first, I get a positive impact starting from knowing new vocabularies from the movie I watched and learned. Second, I get to know new grammatical structures in the movie. Third, I can imitate the way the character speaks. Fourth, watching an English movie can train my skill in using English better."*)
- e. *"Nah kalau menurut saya, menonton film ini meningkatkan kemampuan saya dalam menyimak bu, karna kan apa namanya yang kayak tadi itu kan kalau seumpama subtitle nya mati kan saya bisa menyimak film tersebut dari apa yang dia lakukan dan beberapa omongan yang saya ngerti."* (LA1)
(*"In my opinion, watching an English movie can improve my listening comprehension skills, Miss. Because if the subtitle is in an off mode, I still can see what the character do and listen to their dialogues—understand several words."*)

- f. *“Saat menonton film, itu sangat berpengaruh menurut saya, karena saya dapat mengenal kosa kata baru dan juga untuk melatih pendengaran dalam bahasa Inggris saya.” (LA2)*
 (“When watching a movie, I think it is impactful because I get to know new vocabulary and also train my listening skills in English.”)

Based on the responses above, a student reveals that learning English through movies can help him better understand. However, it exposes him to different kinds of English accents, so the impact of watching one English movie is enormous and positive to him. (Excerpt 9a). Besides that, watching an English movie can expose the students to word pronunciation, improving their listening ability. They also get new insight into vocabulary that may have appeared in the movie (Excerpts 9b and 9f). Another student also admits that she is more familiar with slang and at least knows how to react or use the correct expression verbally (Excerpt 9c).

Meanwhile, a student revealed that by watching an English movie, she can get new insight into vocabulary and grammar, which is helpful for her language learning improvement. She also can imitate the pronunciation of words (Excerpt 9d). However, watching a movie can expose a student to the use of natural language, gestures, and expressions. So, a student is learning not only about the linguistic aspect but also the cultural and dramatization of the story itself (Excerpt 9e). It shows that watching an English movie can give students valuable insight and positively impact their language learning—significantly improving their listening skills.

Based on the results, students meet various problems during listening activities. In line with the study conducted by Saraswaty (2018), it was found that a lack of vocabulary and unfamiliarity with the native speaker’s accent can cause trouble understanding the verbal message. Since English is not the first language used by the students, they are less exposed to English outside the classroom. It is hard for them to understand the spoken language because of the unfamiliarity and lack of knowledge. Meanwhile, listening problems, such as technical issues, are only experienced by one student (MA1), and lack of motivation in learning English is not experienced by one student (HA2). From those contrasting results, it can be concluded that one student (MA1) experiences technical issues, such as a lack of tools and environmental distraction.

In contrast, five other students do not have literal technical issues during listening activities. On the contrary, one student (HA2) has not experienced any lack of motivation in the English learning process since he enjoys learning the language. Meanwhile, the other five students experienced boredom and a monotonous learning mode because of the inappropriate

materials—especially listening materials. However, all those challenges are tackled appropriately since students know their learning styles (Balqis, 2021).

The results also showed that students were familiar with using English movies as a medium of language learning. Students admitted that watching an English movie can give them new insight and knowledge about the linguistics aspects. Following the previous study, Burhanuddin et al. (2020), the results are relevant because students watch an English movie to improve their vocabulary, grammar, pronunciation, and spelling; Hidayah (2022) found that using subtitles while watching a video or movie helps understand the meaning. The students admit that using subtitles is helpful for their learning process. However, the different choice of subtitles and the reason behind it is more necessary. One student (HA1) prefers to use English subtitles while watching to learn English directly. The other two students (MA1 and MA2) prefer using English subtitles in language learning and Indonesian subtitles only for entertainment. The other three students (HA2, LA1, and LA2) prefer to use only Indonesian subtitles since they have difficulty understanding the spoken words because of the limited vocabulary. Those preferences in choosing the subtitles have different impacts on the students. However, their choice has no adverse impacts—it is merely for their language learning process. Meanwhile, it also aligns with the current study conducted by Nisa et al. (2023), which shows that students are exposed to slang words and easily imitate movie characters. Watching an English movie can help students learn the use of natural language in an authentic context.

As mentioned, watching movies more often can improve students' understanding of the language used in an authentic context (Putri et al., 2023). It is matched with the results. Students revealed that watching movies more often can improve their language skills—especially in listening comprehension. In the previous study, Hamidah and Hadi (2021) found that watching movies can expose students to different accents. It is in line with the result, one student (HA1) admitted that watching English movies can make him more vulnerable to accents, whether it is an American accent or a British accent. Eventually, students' vocabulary, grammar, and pronunciation improve because they often engage while watching movies.

The results show that high achiever, medium achiever, and low achiever students mainly had similar problems during listening activity. However, students' strategies to overcome the problems are different—each has their own way of getting rid of it. Furthermore, the results of the study contribute to the student's experience in using English movies for listening activities. It shows that audiovisual media like English movies can help them enjoy the learning process with less pressure and is more effective for improving students' listening skills.

CONCLUSION

To summarize the findings, students' listening difficulties stem from four key factors: native speaker accents, limited vocabulary, technical issues, and motivation. Students use several strategies like using subtitles for context, wearing earphones for clear listening, and watching English movies to improve familiarity and cultivate a learning habit to overcome difficulties.

Besides, students shared that using an English movie is effective for learning, especially listening activities. It encourages students to improve their listening skills and gain confidence to use English in daily life. Using English movies showed that the material is authentic and attracts students' interest in learning the language and the story. Lastly, watching English movies exposes students to learning the language in a natural context, which can help them improve their language skills—especially listening skills.

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