

Using Disney Films as an Educational Media to Improve Listening Skills at Senior High School

 <https://doi.org/10.31004/jele.v11i5.3334>

*Arya Yudha Pramuditya, Anjar Kusuma Dewi, Agussatriana, Aminah^{abcd}

¹²³⁴English Education Study Program, Faculty of Teacher Training and Education, Tadulako University, Palu, Indonesia

Corresponding Author: pramudityaarya62@gmail.com

ABSTRACT

This study investigated the effectiveness of Disney films in improving the listening skills of eleventh-grade students at SMAN 1 Parigi. Disney films were selected because their combination of dialogue, visual images, sound effects, and contextualized language may help learners understand spoken English and maintain engagement. A quasi-experimental design was employed involving 72 students from two classes: XI D as the experimental group and XI E as the control group. Data were collected through listening pre-tests and post-tests. The experimental group received instruction using Disney films, whereas the control group received conventional instruction. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's homogeneity test, and an independent-samples t-test. The experimental group's mean score increased from 57.31 to 68.17, while the control group's mean score decreased from 56.31 to 51.89. The independent-samples t-test revealed a statistically significant difference between the groups ($t = -5.372$, $(df = 70)$, $(p < .001)$). These findings suggest that Disney films can be an effective instructional medium for improving EFL students' listening skills.

Keywords: *Disney Films, Listening Skills, Listening Comprehension, EFL Students, Quasi-Experimental Study*

Article History:

Received 29th September 2026

Accepted 13th October 2026

Published 19th October 2026



INTRODUCTION

Listening is a fundamental language skill in second- and foreign-language acquisition because it provides essential linguistic input for developing speaking, reading, and writing abilities. In English as a Foreign Language (EFL) contexts, listening is particularly important because learners often encounter English primarily through classroom instruction rather than natural communication. Gilakjani (2016) emphasizes the importance of listening in language learning and the development of communicative competence. However, students frequently experience difficulties understanding spoken English due to limited vocabulary, unfamiliar pronunciation, and the rapid delivery of speech. Therefore, developing students' listening comprehension remains an important objective in English language education.

In Indonesia, English is taught as a foreign language, and the implementation of Kurikulum Merdeka emphasizes integrated language learning and meaningful, student-centered instruction. The English learning outcomes for Phase F include understanding the overall flow of information in spoken fictional and nonfictional texts, highlighting the importance of listening comprehension in developing students' communicative competence (Pembelajaran, 2025). Listening is incorporated into the broader development of language abilities alongside speaking, reading, viewing, writing, and presenting. The curriculum also encourages teachers to provide meaningful language-learning experiences through appropriate instructional materials and activities.

However, based on the researcher's observations at SMAN 1 Parigi, several eleventh-grade students experienced difficulties learning English, particularly because of limited vocabulary, low learning motivation, and difficulty retaining information from spoken texts.

These observations are consistent with previous research identifying unfamiliar vocabulary, pronunciation, speech rate, and concentration as common barriers to EFL listening comprehension (Adi et al., 2021; Syadiah, 2016). Such difficulties may prevent students from identifying important information and interpreting the overall meaning of spoken English. Wahyuningsih & Salsabila (2023) further highlighted the importance of continuous exposure to authentic listening materials to help learners overcome listening difficulties. In addition, Masrai (2020) found that extensive viewing of English movies supplemented with first-language subtitles improved learners' aural vocabulary knowledge and listening comprehension. These findings support the need to consider engaging audiovisual materials as one possible approach to providing contextualized language exposure and supporting students' listening development.

To address these challenges, teachers can incorporate audiovisual media into listening instruction. Mayer (2004) explains that multimedia learning can support comprehension by combining verbal and visual information. Films, in particular, expose learners to spoken language through pronunciation, intonation, expressions, and contextualized dialogue. In addition, films can introduce cultural information while creating an engaging learning environment. The combination of auditory and visual elements allows students to connect spoken expressions with relevant situations, potentially making unfamiliar vocabulary and dialogue easier to understand.

Among the available audiovisual materials, Disney films offer appealing narratives, animation, sound effects, and music that may attract students' attention and support listening comprehension. Their visual storytelling helps learners connect spoken expressions with characters, actions, facial expressions, and situations. These visual cues can provide additional clues when students encounter unfamiliar vocabulary or complex dialogue. Furthermore, Disney films generally present structured narratives that allow students to follow events and interpret meaning within a recognizable context. Harmer (2007) states that films expose learners to natural interaction and help them understand meaning through visual cues and conversational situations. Therefore, Disney films may serve as an appropriate instructional medium for supporting EFL students' listening development.

Previous research has provided evidence of the potential benefits of film-based instruction for language learning. Suramto (2019), using a quasi-experimental design, reported that students taught through drama movie viewing techniques demonstrated improved listening performance. Similarly, Alqahtani & Alhamami (2024) found that movies positively affected Saudi EFL students' listening comprehension, and participants generally expressed positive attitudes toward movie-based learning. However, their study also identified challenges related to selecting appropriate films and providing sufficient instructional guidance. These findings suggest that films can support listening instruction when their use is carefully planned and aligned with students' learning needs.

Research has also examined the benefits of animated films and Disney movies in English language learning. Uswatun (2016) found that cartoon movies could improve students' vocabulary performance and argued that interesting instructional media could help address challenges in language teaching and learning. More specifically, Manurip & Katemba (2023) examined Disney films, including *Inside Out*, *Moana*, and *Zootopia*, in English listening instruction. Their findings suggest that Disney films can support listening development by providing contextualized language exposure and visual cues that help learners interpret unfamiliar vocabulary and dialogue. Gestures, facial expressions, and situational contexts may further assist students in understanding spoken messages, while engaging narratives can encourage participation and motivation. These studies provide a foundation for further investigation into the use of Disney films in EFL listening classrooms.

Based on the identified listening difficulties and previous research, the present study aims to investigate whether the use of Disney films significantly improves the listening skills of eleventh-grade students at SMAN 1 Parigi. Although previous studies have reported positive outcomes from using films and audiovisual media, further investigation in different educational contexts remains valuable. Disney films may provide students with accessible

spoken English, contextual visual support, and engaging narratives that facilitate comprehension. Accordingly, this study focuses on examining the effectiveness of Disney films as an instructional medium for improving students' listening skills in senior high school. The findings are expected to contribute to the development of engaging audiovisual approaches to English listening instruction.

METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental method, specifically a pre-test-post-test non-equivalent control group design. According to Creswell and Creswell & Creswell (2018), quasi-experimental research examines the effects of an intervention when participants cannot be randomly assigned to experimental conditions. In this study, two existing classes were used: an experimental group and a control group. Both groups completed a pre-test before the instructional period and a post-test after it. The experimental group received listening instruction using Disney films, whereas the control group received instruction using conventional teaching methods. The use of pre-test and post-test scores enabled the researcher to examine changes in students' listening comprehension and compare the outcomes between the two groups. Because the students were assigned by existing classes rather than individually randomized, the design was classified as quasi-experimental.

Population and Sample

The population of this study comprised all eleventh-grade students at SMAN 1 Parigi in the 2025/2026 academic year, totaling 288 students across eight classes. The sample consisted of 72 students from two existing classes: class XI D, comprising 36 students, served as the experimental group, while class XI E, also comprising 36 students, served as the control group.

The two classes were selected using a class-based sampling procedure. The classes were retained as intact groups to accommodate the existing classroom organization and avoid rearranging students into new groups. Students were therefore not randomly assigned individually to the experimental and control conditions. Class XI D received listening instruction using Disney films, while class XI E received conventional listening instruction. The selection of these classes should be documented according to the actual procedure used by the researcher, including whether the classes were selected based on administrative considerations, teacher recommendations, class availability, or comparable pre-test performance.

The study involved two variables. The independent variable was the use of Disney films as an audiovisual medium for teaching listening comprehension. The dependent variable was students' listening comprehension, measured through their scores on the listening tests administered before and after the instructional period.

Research Instrument and Treatment Procedure

The research instrument was a listening comprehension test administered as a pre-test and a post-test. The test assessed students' ability to understand spoken English, including identifying main ideas, locating specific information, and interpreting implied meanings. It consisted of 30 multiple-choice items and five short-answer items. The test content was developed with reference to the learning objectives, listening indicators, and relevant theoretical framework, with audiovisual materials from Disney films used as appropriate. The same test format, number of items, and scoring criteria were used for both administrations to support score comparability.

The treatment was conducted over six meetings, with each meeting lasting 2×45 minutes. In the experimental group, Disney films served as the primary audiovisual medium for listening instruction. The teaching procedure was organized into three stages: pre-listening, while-listening, and post-listening. During the pre-listening stage, the teacher introduced the topic, activated students' prior knowledge, and explained key vocabulary.

During the while-listening stage, students watched selected Disney film clips and completed tasks designed to identify main ideas, recognize specific information, and interpret dialogue in context. During the post-listening stage, students answered comprehension questions, discussed the scenes, and received feedback from the teacher. A teaching outline was used to maintain consistency across the treatment sessions. The control group received listening instruction through conventional teaching methods during the same instructional period. The post-test was administered after the treatment to assess students' listening comprehension following the instructional period.

Data Analysis

The data were analyzed quantitatively using SPSS version 24. Descriptive statistics were calculated to summarize students' pre-test and post-test scores in both groups. Before conducting inferential analyses, the researcher assessed the normality of the score distributions using the Shapiro-Wilk test and the homogeneity of variance using Levene's test.

A paired-samples t-test was used to examine whether the difference between pre-test and post-test scores within each group was statistically significant. An independent-samples t-test was used to compare the groups' post-test scores, or their gain scores if that was the comparison specified in the research analysis, to assess whether the outcomes differed between the experimental and control groups. Statistical significance was evaluated at the 0.05 level. For all tests, a p-value below 0.05 was interpreted as evidence of a statistically significant difference, whereas a p-value of 0.05 or higher indicated insufficient evidence to reject the null hypothesis. The results were interpreted in relation to the study's research question and quasi-experimental design.

FINDINGS AND DISCUSSION

The Result of Students Score of Pre- test and Post-test

The results of this research are presented based on the analysis of the collected data. Data were analyzed based on the results of the pre-test and post-test obtained from one class, which served as the research sample. A test was used as the research instrument and was administered twice, namely before and after treatment. The pre-test was conducted before student received the treatment, while the post-test was administered after the treatment had been fully completed. Comparison of the pre-test and post-test results was used to determine student's improvement after the treatment was applied.

Table 1. The Result of Score of the Pre-Test Control Group

N	Minimum	Maximum	Mean	Std.Deviation
36	34	71	56.31	9.890

The pre-test scores of the control group ranged from 34 to 71, with a mean score of 56.31 and a standard deviation of 9.890. This score reflects students' initial listening comprehension before receiving instruction through the conventional method and indicates that most students in the control group began at a moderate level of listening ability.

Table 2. The Result of Score of the Post-Test Control Group

N	Minimum	Maximum	Mean	Std.Deviation
36	25	77	51.89	13.671

In the control group, post-test scores ranged from 25 to 70, with an average score of 51.89. This relatively low score range indicates that the improvement in students' listening skills after conventional learning was not very significant. Although there was a slight increase from the pre-test results, this improvement was still in the moderate category and did not show any significant changes.

Table 3. The Result of Score of the Pre-Test Experimental Group

N	Minimum	Maximum	Mean	Std.Deviation
36	34	80	57.31	10.698

In the experimental group, pre-test scores ranged from 34 to 80, with a mean score of 57.31 and a standard deviation of 10.698. This initial score was relatively similar to the control group's pre-test mean of 57.31, indicating that both groups had a comparable level of listening ability before the treatment was administered.

Table 4. The Result of Score of the Post-Tet Experimental Group

N	Minimum	Maximum	Mean	Std.Deviation
36	40	94	68.17	11.987

After receiving the treatment using Disney films as an educational medium, the experimental group's post-test scores ranged from 40 to 94, with a mean score of 68.17 and a standard deviation of 11.987. Compared to the pre-test mean of 57.31, the post-test mean increased by 10.86 points, indicating a considerable improvement in students' listening comprehension. This finding suggests that the use of Disney films had a positive effect on students' listening skills, in contrast to the decline observed in the control group taught with the conventional method.

Test of Normality

The normality test is used to determine whether the speaking skills score data of pre-test and post- test of both group results are normally distributed. If the sig value is smaller than 0.05 the data is not normally distributed and more that 0.05 is normally.

Table 5. Test of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Final_Score	Pre Test Experimental	.118	36	.200*	.949	36	.095
	Post Test Experimental	.090	36	.200*	.969	36	.397
	Pre Test Control	.100	36	.200*	.976	36	.606
	Post Test Control	.118	36	.200*	.979	36	.717

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Based on the result of the normality test using Shapiro-WilkBased on the results of the normality test using Shapiro-Wilk, the significance values were .095 for the experimental group's pre-test, .397 for the experimental group's post-test, .606 for the control group's pre-test, and .717 for the control group's post-test. Since all significance values are greater than 0.05, the listening score data for both groups, in both the pre-test and post-test, are normally distributed. Therefore, the assumption of normality was satisfied, and a parametric test could be used to test the hypothesis of this research.

Test of Homogeneity

A homogeneity test was conducted using Levene's Test through SPSS to determine whether the variance between the experimental and control groups was the same. The data was considered homogeneous if the significance value (Sig.) was > 0.05 , whereas if Sig. was ≤ 0.05 , the variance between the two groups was considered non-homogeneous.

Table 6. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Final_Score	Based on Mean	1.022	1	70	.316
	Based on Median	1.027	1	70	.314
	Based on Median and with adjusted df	1.027	1	69.857	.314
	Based on trimmed mean	1.013	1	70	.318

Based on the homogeneity test table above, the significance value based on the mean was .316, which is greater than 0.05. The same pattern was found based on the median (.314), the median with adjusted df (.314), and the trimmed mean (.318), all of which are greater than 0.05. This indicates that the variance of the listening scores between the experimental and control groups was homogeneous. Since the assumptions of normality and homogeneity were both satisfied, the researcher proceeded to test the hypothesis using an independent samples t-test.

Result of the Hypothesis Testing

Table 7. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Final_Score	Equal variances assumed	1.022	.316	-5.372	70	.000	-16.278	3.030	-22.322	-10.234
	Equal variances not assumed			-5.372	68.824	.000	-16.278	3.030	-22.323	-10.232

Based on the table above, since the significance value of Levene's Test was .316 (greater than 0.05), the variances of the two groups were assumed to be equal, so the "Equal variances assumed" row was used for interpretation. The independent samples t-test produced a t-value of -5.372 with df = 70 and a significance value (2-tailed) of .000, which is smaller than 0.05. The mean difference between the two groups was -16.278, with a 95% confidence interval ranging from -22.322 to -10.234. Since the significance value (2-tailed) is less than 0.05, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. This means that there is a statistically significant difference between the experimental group and the control group, where the implementation of using Disney films as an educational media in experimental group affected the students' scores, causing them to be higher than those of the control group, which did not receive any treatment.

Discussion

The findings of this research indicate that the use of Disney films as instructional media contributes to the improvement of students' listening comprehension. The results show that the students in the experimental group obtain a higher mean score in the post-test than in the pre-test. The mean score of the experimental group increases from 57.31 in the pre-test to 68.17 in the post-test, indicating an improvement of 10.86 points. In contrast, the control group experiences a decrease in its mean score, from 56.31 in the pre-test to 51.89 in the post-test. This difference indicates that students who receive listening instruction through Disney films demonstrate better score development than students who receive instruction through conventional teaching methods. The findings suggest that the use of audiovisual media provides additional support for students in understanding spoken English, particularly when the learning process involves meaningful contexts, visual information, and repeated exposure to spoken language. This finding is consistent with [Pavithra & Gandhimathi \(2024\)](#), whose systematic review highlights the potential of English movies as pedagogical resources when they are integrated into language instruction through purposeful learning activities.

The improvement in the experimental group can be explained through the characteristics of Disney films as audiovisual learning media. Unlike listening activities that only provide spoken language, films combine auditory and visual information, allowing students to receive meaning through dialogue, facial expressions, gestures, actions, settings, and other visual elements. In a study closely related to the present research, [Winner & Taufiq \(2024\)](#) examined the use of Disney's Luca as a medium for improving students' listening skills, providing a relevant example of how Disney films can be incorporated into English language learning. These components help students understand the meaning of unfamiliar expressions and spoken messages by providing contextual clues. When students encounter words or sentences that they do not fully understand, the visual information in the film can support their interpretation of the dialogue. As a result, students are not required to depend entirely on their knowledge of individual vocabulary items. Instead, they can use the relationship between the spoken language and the visual context to construct meaning more effectively. Nevertheless, the contribution of visual information should not be assumed to be automatic. [Shin & Lee \(2024\)](#) found that young second-language learners performed similarly on video-based and audio-only listening passages, suggesting that the benefits of audiovisual input may depend on factors such as the listenability of the material and the characteristics of the visual information.

The findings are also consistent with the principles of Mayer's Cognitive Theory of Multimedia Learning, which explains that learners process information through verbal and visual channels. In this research, the verbal channel comprises spoken dialogue and other auditory elements in the films, while the visual channel includes characters, movement, facial expressions, and story settings. The combination of these two forms of information can help students develop a more comprehensive understanding of the material. However, the effectiveness of multimedia learning depends on how the material is presented and how students engage with the learning activities. Therefore, the use of Disney films in this research is not limited to watching films for entertainment. The films are integrated into structured listening activities that involve pre-listening preparation, while-listening activities, repeated viewing, comprehension questions, and post-listening discussions. This instructional process allows students to focus on both the general meaning and specific information contained in the spoken texts.

The learning activities also provide students with opportunities to listen to English through meaningful and contextualized communication. In conventional listening exercises, students may encounter isolated sentences or recorded passages without sufficient contextual support. In contrast, Disney films present language through a storyline in which the meaning of an utterance is connected to the situation, characters, and events. This context helps students understand how English expressions are used in communication. In addition, repeated viewing allows students to listen to the same dialogue more than once, which gives them opportunities to recognize pronunciation, intonation, vocabulary, and sentence patterns that

may not be understood during the first viewing. Through this process, students gradually become more familiar with spoken English and develop their ability to identify the main idea, recognize specific information, and interpret implied meaning.

The results further suggest that the use of Disney films may support students' involvement in the learning process. Films generally contain stories, characters, conflicts, and visual situations that can attract students' attention and encourage them to participate in classroom activities. When students are interested in the material, they may become more willing to listen carefully, answer comprehension questions, discuss the content, and share their interpretations. The visual and narrative elements of the films can also reduce the difficulty that students experience when they listen to unfamiliar English expressions. Instead of processing spoken language without contextual support, students can relate the dialogue to the actions and situations presented on the screen. This condition may create a more accessible listening environment and encourage students to participate actively in the learning process.

The comparison between the experimental and control groups provides further support for the findings of this research. Both groups participate in the listening assessment, but the experimental group receives instruction through Disney films, while the control group receives conventional instruction. The post-test results show that the experimental group achieves a higher mean score than the control group. The independent-samples t-test also indicates a statistically significant difference between the two groups, with a significance value of less than 0.001. This result means that the difference between the groups is statistically significant at the 0.05 significance level. Therefore, the null hypothesis is rejected, and the alternative hypothesis is supported. Nevertheless, because this research employs a quasi-experimental design, the findings are interpreted as evidence of an association between the use of Disney films and students' listening comprehension development rather than as absolute proof that the improvement is caused exclusively by the treatment. Other factors, such as students' previous English knowledge, learning motivation, classroom participation, and individual learning differences, may also influence the results.

The findings of this research are in line with previous studies that examine the use of films and audiovisual materials in English language learning. Previous research indicates that films can provide students with authentic or contextualized language input, increase their exposure to spoken English, and support their understanding through visual information. The findings of the present research reinforce these arguments by demonstrating that students who learn through Disney films experience an increase in their listening comprehension scores. The results also support the view that audiovisual materials can be used not only to make classroom activities more interesting but also to provide learners with opportunities to process language in a meaningful context. However, the present research focuses specifically on senior high school students and applies Disney films within a structured quasi-experimental learning process. Therefore, its findings provide contextual evidence of the use of Disney films in an EFL classroom at the senior high school level.

From a pedagogical perspective, the findings indicate that teachers can consider Disney films as an alternative medium for teaching listening comprehension. However, films should not be used merely as entertainment or as passive viewing activities. Teachers need to select films that are appropriate for students' language proficiency, learning objectives, age, and classroom conditions. The use of films also needs to be accompanied by clear instructional activities so that students remain focused on the listening objectives. Pre-listening activities can be used to introduce the topic and unfamiliar vocabulary, while-listening activities can guide students to identify the main idea and specific information, and post-listening activities can provide opportunities for discussion, clarification, and feedback. Through this structured approach, Disney films can function as instructional materials that support students' listening comprehension rather than simply as supplementary entertainment.

Overall, the results of this research demonstrate that the students who receive listening instruction through Disney films show an improvement in their listening comprehension performance, while the control group does not demonstrate a similar development. The

combination of spoken language, visual context, meaningful storylines, and structured listening activities provides students with opportunities to understand English more effectively. The statistically significant difference between the experimental and control groups further supports the relevance of Disney films as an educational media to improve listening skills. Consequently, the findings support the use of carefully selected and systematically implemented Disney films as an alternative resource for developing students' listening comprehension in an EFL classroom.

CONCLUSIONS

This study concludes that the use of Disney films was associated with better listening comprehension outcomes among eleventh-grade students at SMAN 1 Parigi compared with conventional instruction. The experimental group's mean score increased from 57.31 in the pre-test to 68.17 in the post-test, representing an improvement of 10.86 points. In contrast, the control group's mean score decreased from 56.31 to 51.89. The independent-samples t-test also revealed a statistically significant difference between the experimental and control groups ($t = -5.372$, $df = 70$, $p < .001$). These findings support the research hypothesis that Disney films can be an effective audiovisual medium for teaching listening comprehension. Their combination of spoken dialogue, visual context, and engaging narratives may help students interpret spoken English more meaningfully. However, because the study employed a quasi-experimental design using existing classes, the findings should be interpreted within the context of the study. Future research could involve a wider range of schools and longer instructional periods to examine the applicability of Disney films in different EFL learning contexts.

ACKNOWLEDGEMENTS

The author expresses sincere gratitude to the principal, teachers, and students of SMAN 1 Parigi for their time, cooperation and also participation in this study. Special thanks extended to the supervisors at the English Education Study Program, Tadulako University for their guidance throughout the research process.

REFERENCES

- Adi, M., Nasrullah, & Rosalina, E. (2021). Investigating EFL students' listening comprehension: Problems and causes. *Elite journal: International journal of education, language and literature*, 2(1), 12–25. <https://doi.org/10.26740/elitejournal.v2n1.p12-25>
- Alqahtani, S. A., & Alhamami, M. (2024). The effect of movies on listening comprehension for Saudi EFL students. *Englisia: Journal of Language, Education, and Humanities*, 11(2), 199–214. <https://doi.org/10.22373/ej.v11i2.20302>
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. In SAGE Publications, Inc <https://doi.org/10.1177/1558689817751775>
- Gilakjani, A. P. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670–1677. <https://doi.org/10.17507/tpls.0608.22>
- Harmer, J. (2007). How to teach English (2nd ed.). Pearson Longman <https://doi.org/10.35771/engdoi.2007.20.1.009>
- Manurip, N. M. J., & Katemba, C. V. (2023). Disney movies as a tool in increasing listening skill. *Journal on Education*, 5(4), 14086–14101. <https://doi.org/10.31004/joe.v5i4.2348>
- Masrai, A. (2020). Can l2 phonological vocabulary knowledge and listening comprehension be developed through extensive movie viewing? The case of arab EFL learners. *International Journal of Listening*, 34(1), 54–69. <https://doi.org/10.1080/10904018.2019.1582346>
- Mayer, R. E. (2004). Multimedia learning. In *Psychology of Learning and Motivation* (Vol. 41, pp. 85–139). [https://doi.org/10.1016/S0079-7421\(03\)01005-8](https://doi.org/10.1016/S0079-7421(03)01005-8)
- Pavithra, K., & Gandhimathi, S. N. S. (2024). A systematic review of empirical studies

- incorporating English movies as pedagogic aids in English language classroom. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1383977>
- Pembelajaran, P. K. dan. (2025). *Panduan mata pelajaran bahasa inggris fase b–fase f*. Kementerian Pendidikan Dasar dan Menengah. <https://repositori.kemendikdasmen.go.id/33628/1/3>. Final Panduan Mata Pelajaran Bahasa Inggris_12_09_2025_Revisi 3.pdf
- Shin, S.-Y., & Lee, S. (2024). Effects of the type of audio-visual input and listenability on young 12 learners' listening comprehension. *TESOL quarterly*, 58(4), 1580–1608. <https://doi.org/10.1002/tesq.3298>
- Suranto, S. (2019). Developing the students' English listening skill by applying drama movies viewing techniques. *English franca: Academic journal of English language and education*, 3(1), 95–108. <https://doi.org/10.29240/ef.v3i01.819>
- Syadiah, S. S. (2016). EFL learners – faced problems in listening comprehension. *Indonesian EFL Journal*, 2(1). <https://doi.org/10.25134/ieflj.v2i1.637>
- Uswatun, D. (2016). The use of movie to improve students' listening skill. *Journal of English Language Teaching*, 5(2), 45–52 <https://doi.org/10.21093/di.v16i1.155>
- Wahyuningsih, S., & Salsabila, R. P. (2023). Barriers to English listening comprehension for Indonesian university students: Implications for listening curriculum development. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 7(5). <https://doi.org/10.33578/pjr.v7i5.9498>
- Winner, W. L., & Taufiq, W. (2024). Disney movies and their role in improving students' listening skills. *Indonesian Journal of Education Methods Development*, 19(4). <https://doi.org/10.21070/ijemd.v19i4.856>