

Students' Experiences in Using English Movies to Improve Students' Speaking Skills

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ABSTRACT

The use of English movies in educational settings presents an opportunity for students to engage with the language in a naturalistic context, potentially improving their speaking skills. This research analyzed the students' experiences using English movies to improve their speaking skills at SMA Nurul Jadid. The research design was descriptive-qualitative, and the participants were three students in year 11 of SMA Nurul Jadid. The data was collected through observation and in-depth interviews. After collecting the data, the researcher conducted analyses. The findings showed that the students mostly responded positively. The findings indicated that English major students are aware that they can improve their speaking skills by watching English movies. They learn new vocabularies, improve their pronunciation, intonation, and articulation, and know new English idioms. In response, the students expect more educational movies to be published that can supplement their education. Therefore, it can be concluded that using movies has contributed to improving the students' English-speaking skills.

Keywords: *students' experiences, English movies, speaking skill*

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INTRODUCTION

People learn their native language. They learn automatically in order to be able to communicate in their social environment because communication is crucial in everyday life. However, we also need to communicate well using the international language, namely English, in order to interact at the international level (Liando et al., 2018). The oral communication process in English learning needs interaction, conversation, and interpretation of the speaker's thoughts and feelings (Della Anugrah & Sutapa Yohanes, 2023). Students who learn English as a second language need to improve their speaking skills to develop effective communication.

Speaking is the skill of an individual to communicate orally in order to have an effective conversation (Maharani, 2021). EFL students learn English as a foreign language since elementary school, and they consider speaking in English as one of the most difficult skills. As a result, when they advance to higher levels, they have to master more complex speaking skills (Limeranto & Bram, 2022). English speaking skill is a crucial aspect of language learning, requiring practice and creative strategies for proficiency (Caiza Aucapiña et al., 2023).

In this case, fluency in speaking English is very necessary. English pronunciation, vocabulary, grammar, fluency, and comprehension are the things they need to get right in order to speak it well. These factors can also have an impact on the quality of speech (Kurniawan, 2019). To learn those things, the teacher may use the media to effectively convey the lessons. Some teachers do not have enough time needed to fully explain the subject to improve students' speaking skills. Thus, the use of movie is one of the most interesting media in improving English speaking skills (Pratiwi et al., 2023). Movies are an effective tool

for teaching English, as they can be played on various technological devices like TVs and cinema screens. They can be utilized in classrooms to make learning more engaging. Educators can use short films to save time and recommend specific movies to help students improve their vocabulary and speaking skills. Using movies in education creates a fun and attention-grabbing learning environment (Hariati, 2022).

Nowadays, the reason why the traditional teaching method feel hard to teach speaking skills is due to textbooks don't provide a variety of speaking exercises that would give students complete contexts in which to express themselves in the languages they are learned (Giang, 2020). Teachers rely on traditional methods that encourage cramming, making students passive listeners who lose interest in learning English. As a result, learning English becomes a nightmare, causing some students to drop out. Speaking skills, essential for employment, are neglected (Shamim et al., 2020). On the other hand, learners can get more knowledge via social media, especially movie clips, to improve their speaking skills. One of the best ways for students to learn native expressions and get enjoyable with their accents is watching English movies (Khadidja & Manar, 2017).

English movies have been proven to be effective in improving students' speaking skills. Research studies have shown positive outcomes when using English movies as a tool for enhancing speaking abilities. For example, a study conducted by (Hariati, 2022) in AMIK Medikom demonstrated significant improvements in students' speaking scores after using English movies into the curriculum. Students' experiences in using movies for educational purposes vary across different studies. Research by (Pratiwi et al., 2023) indicates that students responded positively to using movies to improve English speaking skills, expressing a desire for more educational movie options. Similarly, the study by (Erlangga & Ayu, 2022) found that students had positive attitudes towards learning English through movies, benefiting from improved pronunciation, vocabulary, and conversational skills. Additionally, a research by (Halawa et al., 2022) at SMP Negeri 2 Pematangsiantar concluded that English movies had a positive impact on students' speaking skills. Moreover, utilizing movie clips in public speaking classes was found to increase students' interest and improve their public speaking skills (Kinasih & Olivia, 2022). Overall, using English movies into language learning can be a valuable tool for enhancing students' speaking proficiency.

At Nurul Jadid High School, there is an excellent class that is required to use English in all activities, both at school and outside school. Students in this class are also allowed to bring electronic devices, such as laptops, to the class. In this research, the researcher observed 3 students from a class that getting the highest score and often participates and wins English language competitions in English because they liked watching English movies in their spare time to improve their speaking skills. Therefore, it is important for them to have a good and improving English skills, especially oral skills. The students in the excellent class have various speaking skills throughout their different backgrounds. Students watch the English movies at different times and in different ways. As a result, watching English movies has an impact on improving the individual's listening and speaking skills in the language. However, the effect can change based on how often and for what purposes they watched (Liando et al., 2018). Students at SMA Nurul Jadid use movies as learning media, especially in improving their speaking skills. They have a curiosity in using movies as a tool. One instrument that teachers can use to help students learn is the media. The objective of media is also to attract students to the teaching and learning process (Yani, 2022).

There are some researches that have been related to the use of English movie to improve speaking skill. The first research, according to (Pratiwi et al., 2023) with the title "A Study on Students' Perception of Using Movies to Improve English Speaking Skill (A Descriptive Study at Year-11 of SMA Negeri 2 Mempawah Hilir)". The results pointed out that most of the students' responses were positive. The highest percentage of each questionnaire question proves this. In considering that the response is positive, the students are expecting to increase more educational movies released to support their studies. Overall, it can be said that

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watching movies has helped the students' English-speaking skills. Students are participating more actively in the process of teaching and learning. The movie inspired students to learn moral and social lessons in real-life situations. Students gain significantly from using movies to help with pronunciation. Almost each of the students agreed, depending to the final results, that watching movies improves their English-speaking skill.

Second research was conducted by (Nurfadilla, 2021), the results in the conclusion that watching English movies helps students become better speaker. Watching English movie helps students to improve their speaking skill. This indicates how speaking skills changed both before and after the usage of English movies. Another research was conducted by (Parmawati & Inayah, 2019) and the participants were the students at IKIP Siliwangi who faced problems in speaking skill. This research used Collaborative Classroom Action Research. The study's purposes were to analyze that watching English movies to enhance students' speaking skill. The results showed that using English movies in the classroom helped students' speaking skills. The increase in speaking skill achievement can be used to determine how well students are speaking. It shows how the performance standards for success are compared to the students' speaking skills during the intervention. The confidence of the students increased. They have no fear of making errors. They are also familiar with speaking skill components. Additionally, English movies might make the teaching environment more effective. They were inspired to enroll in a speaking course. Because there were so many engaging activities, the classroom setting felt more alive. The students focused on the teachings; they actively participated in leading the activities and had an advantage in them. Thus, it can be said that watching English movies might enhance students' speaking skills and create a more positive speaking environment in the classroom.

Based on the findings from various research studies, including (Hariati, 2022; Nurfadilla, 2021; Parmawati & Inayah, 2019) it can be concluded that using English movies in English language learning significantly improves students' speaking skills. These studies consistently show that incorporating visual media like movies in language lessons increases students' enthusiasm, attention, and overall performance in speaking English. Additionally, (Hariati, 2022) further supports this by demonstrating notable improvements in students' speaking scores through the use of English movies. Therefore, this research is important to analyze in order to identify the benefits of students' experiences when using English movies to enhance their speaking skills. The gap between previous studies and this research lies in the research method employed, where the researchers qualitatively analyzed the students' perception in SMA Nurul Jadid. This perception can be used to describe how students in SMA Nurul Jadid perceive the use of movies in their teaching-learning process, especially in improving their English-speaking skills.

METHOD

Research Design

This research used descriptive qualitative research, which aims to describe students' experience in using English movie to improve speaking skills. Qualitative research is an approach that enables you to thoroughly analyse people's experiences. The ability to identify issues from the viewpoint of the research participants and comprehend the significance of the meanings they attribute behaviours, events, or objects is probably one of the most unique aspects of qualitative research (Hennink et al., 2019). However, descriptive research aims to provide a description of an issues along with its characteristics (Nassaji, 2015). Therefore, this research employed a qualitative descriptive design.

Respondents

The research population consisted of 11th-grade students at Nurul Jadid Senior High School during the academic year 2023/2024. The study specifically focused on three students

who had a strong interest in watching English movies to improve their speaking skills. A purposive sampling strategy was used to select the participants. This method involves intentionally choosing individuals from the research population based on specific criteria that are relevant to the study's objectives. In this case, the researcher initially identified eight students in the class who were interested in watching English movies. From these eight students, three were selected as the final sample for the research. The purposive sampling approach allowed the researcher to focus on students whose behaviors and interests aligned with the study's objectives.

Technique of Data Collection

The researcher used observation and in-depth interviews to collect data on students' perception of watching English movies on students' speaking skills. By observing the students in their natural learning environment, the researcher gathered unbiased information on their interactions, behaviours, and engagement during both movie-watching and speaking activities. Afterwards, the researcher created specific interview questions to obtain detailed responses from the students about their experiences. The in-depth interviews provided deeper insights into how watching English movies influenced the students' speaking abilities, capturing their personal experiences and perceptions. By combining observational data and interview responses, the study gained a comprehensive understanding of how English movies contribute to enhancing students' speaking skills.

Instruments

A research instrument is a tool used to measure, observe, or document data (Creswell, 2009). In this particular research, the instrument used was the researcher herself. According to (Sugiyono, 2012), the researchers themselves are the key instrument in qualitative research. The research instrument is a crucial factor to consider when conducting research, as it will ultimately determine the quality of the data collected. This means that the researcher takes on multiple roles, including being the planner, data collector, analyst, and reporter of the research findings.

Data Analysis

After gathering data from the interview, the data was analyzed by descriptive analysis to analyze this research. Qualitative descriptive research is providing a thorough, simple summary of certain events that individuals or groups of people have had (Lambert & Lambert, 2012). Data analysis is divided into 3 steps, such as data reduction, data display, and conclusion (Mezmir, 2020). First, when reducing the data, the researcher tried to identify the relevant data and discard the less significant data. Hence, the data reduction provided a clearer description, making it easier for the researcher to locate the necessary data. Second step is data presentation. Where the researcher presented the data that has been reduced before. Next step is the researcher made the conclusion from the data.

FINDINGS AND DISCUSSION

Findings

This research was conducted by using a descriptive study method. It is done to the eleventh-grade students of SMA Nurul Jadid. There are 3 students from XI Bahasa 2 to be the research participants. Based on interviews with several students, the use of English-language movies in learning has proven effective in improving their English-speaking skills.

Research question: How are the students' experiences by using English movies to improve students' speaking skills?

In this section, this research shows the respons of students' experience when watching English movies for their English-speaking skills which could be observed in Table 1.

Table 1. The questions-answers about the students' experience

Questions	Answers
Can you tell us about your experience watching English movies?	"Watching English movies has been an enjoyable and enriching experience for me. It has broadened my understanding of different accents and improved my language and also speaking skills significantly. I start watching English movies since I was in junior high school, and watching it in my free time oftenly."
Have you ever watched an English movie with the aim of improving your English-speaking skills?	"Yes, I often watch English movies with the specific goal of improving my English-speaking skills. It has been a very effective method for me. Sometimes, I feel bored when learning and reading from a book, so I try to watch English movies to improve my speaking."
Do you often watch English-language movies? How often do you do it in a week?	"Yes, I watch English-language movies quite often. On average, I watch around 3 to 4 movies a week."
Do you think watching English movies helps improve your English-speaking skills? How?	"Absolutely! Watching English movies helps improve my pronunciation, speaking skills, and vocabulary. It also exposes me to different accents and speaking styles. I also kknow some idioms that they use."
What movies or genres do you watch the most? Why did you choose the genre?	"I enjoy watching a variety of genres, but I particularly love dramas and comedies. These genres often have rich dialogue and relatable situations, which help me understand and use the language in everyday contexts. Sometimes I try to watch other genres such as action, thriller, and mystery because those genre movies use slang vocabulary, and are rarely used in everyday life."
How much do you think watching English-language movies contributes to improving your speaking skills? Can you give a specific example?	"Watching English-movies also has contributed immensely to my speaking skills. it has made me aware of many new idioms and I have noticed significant improvements in my pronunciation, increasing new vocabularies, and ability to understand different accents. For example, I only understood the meaning of the idiom 'break a leg' after seeing its context in a movie. This has made me more confident in using idioms in everyday conversation".
How do you use English-language movies to learn to speak? Do you use certain techniques such as watching with subtitles or repeating dialogue?	"I use several techniques, such as watching movies with English subtitles and repeating dialogues. This helps me understand the context and practice pronunciation."
Do you feel more confident speaking English after watching a movie? If so, can you explain why?	"Yes, I feel more confident speaking English after watching movies. It provides me with new vocabulary and phrases, and hearing native speakers boosts my confidence in using the language."
Are there certain aspects of your speaking skills that you feel have improved as a result of watching English-language movies, such as pronunciation, intonation, or vocabulary?	"Definitely, my pronunciation and intonation have improved a lot, and my vocabulary has increased. Watching movies helps me understand the natural flow and rhythm of English. In the past, I was embarrassed to speak English because I was afraid of mispronouncing words. But after frequently watching movies, I became more confident because I got used to hearing and imitating how native speakers talk."
Did you have any difficulties when you first tried to learn to speak English through movies? How did you overcome those difficulties?	"Yes, I did encounter difficulties when I first tried to learn to speak English through movies. The primary challenges were understanding different accents and unclear pronunciation of certain words. To overcome these

difficulties, I started using English subtitles while watching the movies. This helped me to follow along more easily and understand the dialogue better, improving both my listening skills and my ability to pronounce words correctly. Over time, I became more comfortable with the various accents and nuances of spoken English."

English movies with intralingual subtitles help students to increase new vocabularies

Students revealed that watching English-language movies has helped them improve their vocabulary. They watch English movies with the subtitles, making it easier for them to find vocabulary. The students stated that they find it easier to understand English because movies present natural and contextual dialogues. This helps them learn new vocabulary, correct pronunciation, intonation, and speech that closely resembles native speakers. In addition, this study aimed to learn about the students' experiences using movies to improve their speaking skills. During the interview, the three students had to respond to questions on how was they experience while watching movies to improve their speaking skills.

"Absolutely! Watching English movies helps improve my pronunciation, speaking skills, and vocabulary. It also exposes me to different accents and speaking styles. I also know some idioms that they use." It describes a significant change experienced by students in their English-speaking skill through using of movies. Initially, the students faced difficulty in finding the right words when speaking English. This reflects a common challenge faced by many language learners, where limited vocabulary hinders their ability to communicate fluently and effectively."

However, after routinely watching English-language movies, there was an improvement in this student's language skills. Movies became a rich learning resource, providing a lot of new vocabulary that is contextual and realistic. Through the dialogues in movies, the students were exposed to various terms, phrases, and expressions that might not be found in textbooks or formal language classes. As a result, the students now find it easier to express themselves in English. This improvement includes not only the addition of new vocabulary but also an understanding of how and when to use those words in the right context. The experience of watching movies offers practical examples of language use in everyday situations, helping this person to speak more confidently and naturally. Thus, the sentence highlights the practical benefits of using movies as a language learning tool, showing how repeated exposure to the language in engaging and relevant contexts can significantly improve someone's ability to communicate.

Students improve their pronunciation, intonation, and articulation by imitating the actor/actress said

In addition to vocabulary, movies also help students improve their pronunciation, intonation, and articulation.

"Definitely, my pronunciation and intonation have improved a lot, and my vocabulary has increased. Watching movies helps me understand the natural flow and rhythm of English. In the past, I was embarrassed to speak English because I was afraid of mispronouncing words. But after frequently watching movies, I became more confident because I got used to hearing and imitating how native speakers talk."

Pronunciation, intonation, and articulation help students better understand native speakers and those with native-like accents, enhancing their ability to communicate effectively

in English, especially with native speakers. Learning pronunciation improves students' comprehension of spoken language. By listening to the actors' dialogues, students can mimic the way they speak, including how they pronounce words, use intonation, and articulate sentences fluently. Another student, admitted that she is more confident speaking English after watching movies. The students have positive change in her attitude and English-speaking skill through the use of movies. At first, the student felt embarrassed to speak English. This embarrassment stemmed from a fear of mispronouncing words, which is a common fear among language learners. This fear can often hinder student from practicing speaking, as they worry about making mistakes that could be ridiculed or misunderstood by others. However, after frequently watching English-language movies, there was an increase in this person's confidence.

The process of listening and imitating is crucial in language learning. Listening to native speakers gives an understanding of intonation, rhythm, and correct pronunciation, while imitating helps reinforce these skills. Through repeated practice, this person became more confident in speaking English because they felt more comfortable with their own pronunciation. Therefore, the sentence highlights how repeated exposure to the language through movies can reduce embarrassment and fear of speaking a foreign language. It shows that watching movies not only helps with technical aspects of the language, such as pronunciation, but also with psychological aspects, such as boosting confidence in communication. Additionally, the students noted that watching movies helps them improve their pronunciation. By paying attention to how native speakers pronounce words, they can mimic and adopt more accurate pronunciation, allowing them to speak more fluently and naturally.

Students get many idioms while watching movies

Furthermore, English-language movies provide students with the opportunity to learn new idioms. The idioms that appear in movie dialogues are often not taught in formal classes, yet they are very useful in everyday communication. The students feel that by understanding and using these idioms, they can speak more variably and expressively.

"Watching English-movies also has contributed immensely to my speaking skills. it has made me aware of many new idioms and I have noticed significant improvements in my pronunciation, increasing new vocabularies, and ability to understand different accents. For example, I only understood the meaning of the idiom 'break a leg' after seeing its context in a movie. This has made me more confident in using idioms in everyday conversation".

The student gives a specific example of an idiom they learned. 'Break a leg' is an idiom that means to start a conversation or eliminate awkwardness in a social situation. The student initially did not understand this idiom, but by seeing how it was used in the context of a film, they finally understood its meaning. After understanding the idiom through the film, the student felt more confident using it in real conversations. This demonstrates that learning through watching films not only helps passive understanding but also enhances the student's active ability to speak English.

This illustrates how watching English-language films can be an effective learning method. Students can learn new idioms and expressions by understanding their context in films, which in turn boosts their confidence in using English more naturally and fluently in everyday conversations. Moreover, exposure to various accents, such as British and American English, through movies helps students understand and imitate different accents. This enhances their ability to adapt to various styles of speaking in English. Overall, using movies

as a tool for learning English has proven to be very beneficial in improving students' speaking skills, particularly in terms of vocabulary enhancement, accurate pronunciation, mastery of new idioms, and understanding of different accents. Overall, the use of English-language movies in learning is an effective method to improve students' English-speaking skills. Movies provide a fun and interactive learning experience, making it easier for students to be motivated to learn English.

Additionally, movies help students learn English naturally and contextually, enabling them to use English more effectively in their daily lives. Based on interviews with several students, it can be concluded that the use of English-language movies in learning has proven effective in improving their English-speaking skills. Movies help students learn new vocabulary, correct pronunciation, intonation, and speech that closely resembles native speakers.

Discussion

Based on the research findings from various studies, including those by (Chairuddin et al., 2023; Hariati, 2022; Norasiah et al., 2023; Pratiwi et al., 2023), it is evident that the use of English-language movies significantly improves students' speaking skills. Students' experiences in using English movies to improve their speaking skills have been predominantly positive across various studies. Research has shown that students perceive the use of movies as beneficial for improving their English-speaking abilities, expecting access to a variety of educational movies to supplement their learning (Pratiwi et al., 2023). English movies have been proven to significantly enhance students' speaking skills and serve as an engaging tool for English language learning (Djanuwarso & Deskilasari, 2022; Hariati, 2022). Research studies have shown that exposure to English movies can lead to improvements in pronunciation, listening skills, grammatical analysis, vocabulary acquisition, and overall language proficiency among students (Alolaywi, 2023). Students have expressed positive perceptions towards using movies as an educational tool, highlighting the benefits of supplementing traditional learning methods with engaging visual content to enhance their English language abilities (Pratiwi et al., 2023).

Furthermore, the use of English movies with subtitles has been found to aid in the development of writing skills, helping learners form more coherent and sophisticated sentences and phrases (Omar et al., 2023). Using intralingual subtitles allows students to see the spelling of words and confirm the dialogue when it's difficult to hear. However, there are advantages to using subtitles in the students' native language. One benefit is the sense of familiarity. Some students believe they have poor English skills, and subtitles in their first language help them feel they can engage equally with their classmates (Auberg, 2017).

The use of English movies in language learning not only increases students' enthusiasm and attention but also aids in improving pronunciation, grammar, vocabulary selection, fluency, and overall content delivery (López et al., 2023). The studies show a consistent pattern of positive responses from students, indicating that utilizing movies in educational settings can lead to substantial improvements in speaking proficiency. These findings emphasize the effectiveness of integrating movie-based activities to improve students' language skills, highlighting the potential benefits of incorporating multimedia resources in language education programs. There are various reasons why movies are beneficial in educational settings. Firstly, movies are a form of visual media. Modern students are growing up in a digital era with interactive content, unlike earlier generations who primarily relied on books. These brief interactions often lead students to find books dull.

Movies, however, are more captivating because they convey more information than books and can be more entertaining (Auberg, 2017)

Movies provide many real-life examples of how native speakers pronounce words and communicate. Students can imitate the pronunciation in the movie and will get used to saying it (Nurfadilla, 2021). When pronunciation is mastered, speakers can be understood by listeners, even if they make mistakes in other aspects of the language (Yudar et al., 2020). Additionally, the Effortless English Movie Technique provides a structured approach focusing on listening to English dialogues and practicing pronunciation, ultimately aiding students in speaking fluently and accurately like native speakers (Sari & Apriani, 2020).

Research findings show that movies have a significant impact on learning idiomatic and everyday expressions, ultimately improving English language proficiency among learners. Research by (Aljebreen & Alzamil, 2022; Iranmanesh & Darani, 2018) have shown that using movies in the teaching process leads to improved receptive knowledge of idioms. The use of movies in language learning helps students explore numerous idioms, thereby enhancing their listening and speaking skills (Tedoradze, 2022). Additionally, utilizing movies in teaching idioms has been found to be more effective than traditional methods, as it creates a more engaging and motivating learning environment, leading to better outcomes in idiom learning. Therefore, using English movies into language teaching can be a valuable tool for educators and learners alike in mastering idiomatic expressions. Overall, using English movies into language learning practices can be an effective strategy to boost students' speaking skills and make the learning process more enjoyable and interactive. The students tell their experiences in using English movies to improve their speaking skills and the findings showed that English movies has proved to improve their speaking skills.

CONCLUSION

The study can conclude that SMA Nurul Jadid students find watching movies to be a highly beneficial method for enhancing their English-speaking skills. By engaging with films, students actively participate in their learning, acquire moral and social values, and improve their pronunciation and overall speaking abilities. The integration of subtitles or captions further aids comprehension, making the learning process more interactive. Students are participating more actively in the process of teaching and learning. Students gain significantly from using movies to help with pronunciation. The movies supported students' progress into crucial learners. The students can't wait to see a movie and get better at speaking English. While the current findings underscore the positive impact of movies on speaking skills, future research is essential to evaluate the effectiveness of this method in depth. Specifically, investigating how different movie genres – such as drama, comedy, and documentary – affect aspects like fluency, vocabulary, and intonation can offer valuable insights. Additionally, considering individual factors such as motivation, cultural background, and initial proficiency will help tailor more effective teaching strategies. The final findings showed that almost each of the students believes that watching movies improves their English-speaking skills. However, learning English gains from students' experiences with movies to improve their speaking skills. Additionally, it is important to consider individual student factors, such as motivation levels, cultural backgrounds, and initial proficiency in English. Further research could examine how these factors impact the outcomes of using movies in language learning. By exploring these areas, future research can provide deeper insights into the best strategies for using movies as an effective tool for improving students' English-speaking skills. This will not only enrich the academic literature but also offer practical guidance for educators in designing more effective and engaging learning programs.

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