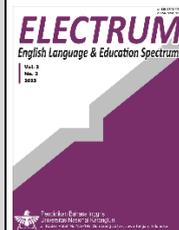




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The Role of English Movies in Modern Enhancing Listening Skills

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ABSTRACT

This study explores the role of English-language movies in improving listening skills among English as a Foreign Language (EFL) learners from various backgrounds. Using a quantitative descriptive approach, data were collected from 30 participants through an online questionnaire. The instrument examined participants' movie-watching habits and their perceptions of how English movies support listening development. The findings show that most respondents frequently watch English movies for both learning and entertainment purposes, with YouTube and Telegram being the most preferred platforms. Disney and drama genres were highly favored due to their clear pronunciation and engaging storylines. English subtitles were widely used to support understanding of spoken content. The results indicate that English movies are perceived as highly beneficial in enhancing listening comprehension, pronunciation, and vocabulary acquisition. Additionally, participants reported increased confidence and motivation when learning through movies compared to traditional methods. Descriptive statistical analysis revealed strong positive trends in learner attitudes, especially in relation to enjoyment and vocabulary gain. The study concludes that English movies, when used intentionally and supported by subtitles, serve as an effective tool for developing listening skills across diverse learner groups and can complement formal or independent language learning practices.

INTRODUCTION

Learning a new language can be a challenging and exciting experience. One of the most important skills for language learners to develop is listening. Listening is the ability to understand and interpret spoken language, and it is essential for effective communication.

When we listen to someone speaking, we are not just hearing the words, we are also picking up on the tone, pitch, and rhythm of their voice. We are interpreting the meaning behind the words, and using that information to respond in a way that is appropriate and effective. However, many students still struggle with listening comprehension, especially when exposed to native-level speech, unfamiliar vocabulary, or fast-paced conversations. To address this, educators and learners have begun to explore digital media, including English movies, as a practical and enjoyable solution. Watching English-language movies allows students to listen to real-life dialogues, various accents, and authentic intonation patterns. It also introduces learners to new expressions and idiomatic language in a fun and relaxed environment. The use of subtitles, whether in English or Indonesian, further helps them understand the content and make connections between sounds and meaning. Therefore, English movies can serve as both entertainment and educational tools.

One study that supports this idea is by Çakıroğlu (2019), who researched an app called VoScreen. This app uses short video clips from movies, interviews, and everyday conversations. Students are asked to listen to the sentence and choose the correct

translation. The app gives instant feedback, which helps students know if they understood correctly. The study found that students became more confident and interested in learning because the app used real and fun content. VoScreen also allowed students to listen many times, which helped them get used to the sound and flow of English.

Study by Hidayati and Saputra (2021) looked at how university students use online platforms like YouTube and TED Talks to improve their listening. The results showed that students like learning through videos because they can choose topics they enjoy, such as science, lifestyle, or entertainment. They also liked that they could pause, replay, and slow down the audio to help them understand better. This kind of learning gave students more freedom and helped them improve their listening outside of the classroom.

Tayan and Al Rawashdeh (2022) focused on how teachers view language learning apps. They found that the most effective apps are those that follow a task-based language teaching approach. In this approach, students not only listen, but they also do tasks like answering questions, matching words, or giving opinions based on the audio. Teachers believe that this method makes learning more active and helps students use English in meaningful ways. This kind of app helps students learn by doing, not just by listening passively.

In another study, Yavuz and Celik (2020) examined how listening to digital short stories can help students. These stories are short, interesting, and use simple language. Students listen to the stories while reading the text or

subtitles. This helps them understand the meaning more easily and learn how words are used in context. Students said that they liked listening to stories because they were enjoyable and helped them learn without feeling bored or stressed. Listening to stories also helped them improve their vocabulary and focus.

Sari (2021) explored how using podcasts with repetition can build listening skills. In this method, students listen to the same podcast several times. First, they listen without reading the text. Then they listen again with the transcript. This helps them become familiar with pronunciation, rhythm, and new words. Repeating the audio many times also improves memory and makes students feel more confident. Many students said that using podcasts helped them understand spoken English better, especially when the audio was clear and interesting.

This study aims to explore how English language movies are used to improve listening skills, what types of movies and platforms are preferred, and what challenges individuals may face during the learning process. Based on this background, this article will focus on the following research questions:

Research Questions:

1. How do individuals use English movies to improve their listening skills?
2. What challenges do they face when using English movies as part of their learning process?
3. What are students' perceptions toward the use of English movies in learning listening?

METHODOLOGY

This study used a quantitative descriptive research design. The objective was to describe participants' movie watching habits and their perceptions of the effectiveness of movies in enhancing their English listening skills.

Participants

The participants consisted of 30 individuals from various age groups and educational backgrounds. All participants had experience watching English-language movies in informal settings. They were selected through voluntary online sampling via social media and language learning communities.

Instruments

A questionnaire was used as the main data collection instrument. It consisted of two parts:

Part 1: Movie-Watching Habits

- Frequency of watching English movies
- Platforms used (YouTube, Netflix, TikTok, Telegram)
- Type of movies preferred (e.g., animation, action, drama, Disney)
- Subtitle preferences (Indonesian, English, none)

Part 2: Student Perceptions (5-point Likert Scale) Statements included:

- "I find it easier to understand English conversations after regularly watching English movies."
- "Watching movies helps me learn correct

- English pronunciation.”
- “I learn many new vocabularies from English movies.”
- “English subtitles help me connect spoken words with written text.”
- “I feel more confident understanding English after watching movies.”
- “English movies make learning listening skills more enjoyable.”
- “I prefer learning listening questions through movies rather than using textbooks.”

Responses ranged from 1 = Strongly Disagree to 5 = Strongly Agree.

Procedure

The data collection process followed these steps:

1. The researcher created a **questionnaire**.
2. The questionnaire link was distributed online through social media platforms and educational WhatsApp groups with experience watching English-language movies. Participants were given **3 days** to complete the form voluntarily. They could respond at their convenience, using a mobile phone or computer, without pressure or supervision.
3. The researcher monitored the response status daily to ensure participation and shared gentle reminders to encourage completion.
4. After the form closed, the

responses were automatically collected in **Google Sheets**. The researcher checked for completeness, removed any duplicates, and prepared the data for analysis.

5. This process was conducted in a respectful and confidential manner to ensure that students felt comfortable and gave honest answers.
6. Responses were compiled and analyzed using SPSS software.

Method of Data Analysis

The data collected through the descriptive statistical methods. The analysis focused on identifying the patterns of students’ English movie-watching habits and their perceptions of how movies help improve listening skills.

All quantitative responses were coded numerically on a five-point Likert scale, where:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

The data were then processed using Microsoft Excel, which allowed the researcher to compute various descriptive statistics. Two main types of statistical analysis were conducted:

1. Frequency Distribution and Percentage Analysis

This analysis was used to describe how often each response appeared for each item. It provided insights into the proportion of students who agreed, disagreed, or remained neutral to

statements related to listening comprehension, vocabulary acquisition, and confidence building.

2. *Descriptive Statistics (Mean and Standard Deviation)*

To better understand the general tendency and consistency of student responses, the mean (average score) and standard deviation (SD) were calculated for each questionnaire item. The mean helped measure the central tendency, while the standard deviation indicated the variability of students' perceptions.

The combination of these techniques allowed the researcher to present a clear overview of the effectiveness of English movies in developing listening skills and the learning behaviors of students in an informal, media-rich environment.

FINDINGS AND DISCUSSION

1. *Movie-Watching Habits*

The first part of the questionnaire focused on students' habits and preferences related to watching English-language movies. Data were collected from 30 respondents, and the results are summarized as follows:

- **Gender and Age Distribution**

Out of the 30 respondents, 23 were female (76.7%) and 7 were male (23.3%). Participants' ages ranged from 17 to 30 years old, with the majority (33.3%) being in the 20–21 age range.

- **Frequency of Watching**

Most respondents indicated that they watched English-language movies frequently, with 70% stating "sometimes", 23.3% watching "every day", and only 6.7% watching rarely. None reported never watching English movies. This suggests that students are regularly exposed to English audio input in informal settings.

- **Purpose for Watching**

The main reason for watching English

movies was to learn English (60%), followed by entertainment (26.7%), and school/work (10%). This indicates that the majority of learners are consciously engaging with English media for language development purposes.

- **Preferred Platforms**

When asked where they usually watch movies, YouTube was the most used platform (50%), followed by Telegram (33.3%), and Netflix (13.3%). A few respondents (3.3%) reported using pirated sites, which suggests a need for accessible and affordable legal content.

- **Genre Preferences**

Regarding genres, Disney movies were the most preferred (40%), followed by drama (30%), action (16.7%), and comedy (10%). The popularity of Disney movies may reflect students' preference for clearer speech, familiar storylines, and age-appropriate content.

- **Duration of Viewing Sessions**

Most students reported watching movies for 30–60 minutes per session (50%), while 40% watched for more than 1 hour, and 10% for less than 30 minutes. These durations show that learners are spending significant time in passive English exposure, which can positively impact listening comprehension over time.

- **Subtitle Usage**

The use of subtitles was very common. 50% of students used English subtitles, 43.3% used Indonesian subtitles, and only 6.7% watched without subtitles. This indicates a strong reliance on visual aids to support

comprehension, especially when faced with difficult vocabulary or fast dialogue.

- **Watching Without Subtitles**

Only a small number of students reported watching English movies without subtitles regularly. 63.3% never watched without subtitles, while 26.7% did so sometimes, showing that learners feel more comfortable having textual

support during viewing.

- Intentional Listening Practice

When asked whether they choose English movies specifically to improve listening skills, 90% responded “yes”, while only 10% said “no”. This shows that students are not just passive viewers, but are also using movies as part of their language learning strategies.

2. Learners’ Perceptions Toward English Movies and Listening Skills

This section presents the results of a questionnaire distributed to 30 participants concerning the use of English movies as a tool to improve listening skills. The analysis was conducted using SPSS, and both quantitative data and narrative interpretation are included.

Table 1. I find it easier to understand English conversations after regularly watching English movies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,5	6,7	6,7
	disagree	1	3,2	3,3	10,0
	neutral	9	29,0	30,0	40,0
	agree	10	32,3	33,3	73,3
	strongly agree	8	25,8	26,7	100,0
	Total	30	96,8	100,0	

The data in Table 1 shows that a total of 60% of participants agreed or strongly agreed that watching English movies regularly helped them understand English conversations better. Meanwhile, only 10% disagreed or strongly disagreed, and 30% remained neutral. These findings suggest that English movies positively influence students’ listening comprehension,

likely due to their repeated exposure to authentic spoken language in meaningful contexts. This aligns with previous research that emphasizes the importance of listening to natural dialogues as a way to improve listening fluency and contextual understanding (Çakıroğlu, 2019).

Table 2. Watching movies helps me learn correct English pronunciation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,2	3,3	3,3
	disagree	2	6,5	6,7	10,0
	neutral	6	19,4	20,0	30,0
	agree	12	38,7	40,0	70,0
	strongly agree	9	29,0	30,0	100,0
	Total	30	96,8	100,0	

As presented in Table 2, a total of 70% of respondents agreed or strongly agreed that watching movies improved their English pronunciation. Students are often exposed to native speakers’ pronunciation, including word stress, rhythm, and intonation, which are difficult to replicate using only textbooks. The high percentage of agreement indicates that students are benefiting from these natural models of speech, which contribute significantly to phonological awareness and overall listening accuracy.

Table 3. I learn many new vocabularies from English movies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,2	3,3	3,3
	neutral	7	22,6	23,3	26,7
	agree	14	45,2	46,7	73,3
	strongly agree	8	25,8	26,7	100,0

	Total	30	96,8	100,0	
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A large majority 73.4% agreed or strongly agreed that they learned many new vocabularies through movies. This supports the idea that English movies are a rich source of context-based vocabulary. Unlike rote memorization, vocabulary learned through audiovisual content is typically retained longer due to contextual and visual cues. Learners not only encounter new words but also observe how they are used in different settings, tones, and relationships.

Table 4. English subtitles help me connect spoken words with written text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,2	3,3	3,3
	disagree	1	3,2	3,3	6,7
	neutral	6	19,4	20,0	26,7
	agree	18	58,1	60,0	86,7
	strongly agree	4	12,9	13,3	100,0
	Total	30	96,8	100,0	

The results from Table 4 show that 73.3% of students agreed or strongly agreed that English subtitles help them connect spoken words with written text. This finding highlights the benefit of visual support in language learning, especially for learners who struggle with audio-only content. Subtitles serve as a bridge between what learners hear and what they understand. By reinforcing word recognition and spelling, subtitles improve decoding skills and promote deeper understanding of spoken English, which is particularly helpful for auditory processing.

Table 5. I feel more confident understanding English after watching movies.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,2	3,3	3,3
	neutral	10	32,3	33,3	36,7
	agree	14	45,2	46,7	83,3
	strongly agree	5	16,1	16,7	100,0
	Total	30	96,8	100,0	

Table 5 shows that a total of 63.4% of respondents agreed or strongly agreed that watching English movies made them feel more confident in understanding English. Confidence is a crucial affective factor in language learning, especially in listening, where learners often doubt their ability to catch and interpret meaning accurately. Exposure to diverse content and repeated listening opportunities appear to help students overcome anxiety and build self-assurance in their listening skills.

Table 6. English movies make learning listening skills more enjoyable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	3,2	3,3	3,3
	disagree	1	3,2	3,3	6,7
	neutral	6	19,4	20,0	26,7
	agree	12	38,7	40,0	66,7
	strongly agree	10	32,3	33,3	100,0
	Total	30	96,8	100,0	

As illustrated in Table 6, 73.3% of the students believed that English movies made the process of learning listening skills more enjoyable. Enjoyment and engagement are key motivators in education. When learners are emotionally invested, they are more

likely to pay attention, retain information, and persist in their efforts. The entertainment factor of movies helps reduce boredom and encourages voluntary exposure to the language.

Table 7. I prefer learning listening through movies rather than through textbooks or lectures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	6,5	6,7	6,7
	disagree	1	3,2	3,3	10,0
	neutral	9	29,0	30,0	40,0
	agree	12	38,7	40,0	80,0
	strongly agree	6	19,4	20,0	100,0
	Total	30	96,8	100,0	

The final item in this section reveals that a majority of participants (60%) prefer learning listening through movies over textbooks or lectures. This preference underscores a shift in learner needs and expectations in the digital age. While traditional methods still hold value, learners are increasingly drawn to interactive and immersive tools. Movies provide a more dynamic and contextualized experience, which may explain this strong preference.

Descriptive Statistics

To support the frequency analysis, descriptive statistics were calculated to identify the central tendency and variability of students' responses toward each statement. The results are presented in the table below:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

I find it easier to understand movies.	30	1	5	3,70	1,119
Watching movies helps me learn correct English pronunciation.	30	1	5	3,87	1,042
I learn many new vocabularies from English movies.	30	1	5	3,93	,907
English subtitles help me connect spoken words with written text.	30	1	5	3,77	,858
I feel more understanding	30	1	5	3,73	,868
English movies make learning listening more enjoyable.	30	1	5	3,97	,999
I prefer learning listening through movies rather than through textbooks or lectures.	30	1	5	3,63	1,066
Valid N (listwise)	30				

The descriptive statistics reveal that the highest mean score was for the statement “English movies make learning listening skills more enjoyable” ($M = 3.97$), followed by “I learn many new vocabularies from English movies” ($M = 3.93$). These findings confirm that students find movie-based listening both effective and engaging. The lowest mean ($M = 3.63$) was recorded for two items, indicating more varied opinions about movie preferences over traditional methods. The standard deviation ranges from 0.858 to 1.119, indicating a moderate variability of responses. The highest variability was found in the item “I prefer learning listening through movies than through textbooks” ($SD = 1.066$), suggesting differing learning preferences among students.

DISCUSSION

The results of this study highlight the significant role that English-language movies play in improving listening skills among EFL students. The majority of participants agreed that watching movies contributed to easier understanding of English conversations, better pronunciation, increased vocabulary, and enhanced confidence.

The use of English subtitles was seen as particularly beneficial. Most students reported that subtitles helped them connect spoken and written forms, which supports earlier research by Yavuz and Celik (2020) on the advantages of multimodal learning input. This also mirrors findings from Çakiroğlu (2019), who demonstrated how repeated viewing with subtitles improves word recognition and

pronunciation.

In terms of motivation, the enjoyment factor plays a crucial role. The highest mean score was in response to how enjoyable movie-based listening practice was ($M = 3.97$), which aligns with Sari (2021), who suggested that emotional engagement enhances learner retention and fluency. Enjoyment not only increases exposure time but also reduces anxiety and enhances student persistence in learning activities.

While most students preferred movies over textbooks or lectures, the variation in responses ($SD = 1.066$) suggests that not all students benefit equally. Some may require guided listening tasks, teacher support, or a combination of different methods.

This study confirms that English movies, when combined with intentional viewing strategies (e.g., use of subtitles, repetition), can effectively support listening development in informal and classroom settings.

CONCLUSION

This research concludes that English movies are a powerful and engaging tool to improve listening skills among EFL learners. Through real-life language exposure, contextualized vocabulary, and emotional engagement, learners can develop better listening comprehension, pronunciation, and confidence. The integration of subtitles enhances understanding and creates a bridge between spoken and written language.

The study found that most students preferred learning through movies rather than traditional methods, and they perceived movies as enjoyable, effective, and motivational. Based on

these findings, it is recommended that teachers integrate English movies into listening activities and encourage students to use them for self-study.

Further research could explore how different genres of movies affect listening development, or how the combination of movies and active listening tasks (e.g., summarizing, predicting, or role-play) can enhance language outcomes even further.

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