

English movie; How far does it affect students' language skills?

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ABSTRACT

This article examines the impact of English-language movies on students' language proficiency. Through a review of current literature and empirical evidence, this article discusses the benefits and potential drawbacks of using movies as an additional tool in language education. The study used a quantitative survey design, targeting some English language education students at Muhammadiyah Ponorogo University. The data collection technique used direct interviews to 3 students. The instrument used was an interview that measured various aspects of language competence. The results show that the impact of English language films can vary depending on factors such as students' proficiency level and the educational context. This study contributes to understanding how media consumption can be utilized to support language learning initiatives in educational settings.

KEYWORDS: English movie, Language skill, English Language

1.0 INTRODUCTION

English has emerged as the undeniable international language (Pustika, 2021a), becoming the primary means of communication in a wide range of fields, from business and academia to technology and entertainment, English is widely used in several aspects of human life namely education, technology, tourism, health, economics, and so on (Dandi, 2020). It is common to see or hear some English discourses in our society. It means that English is somehow close to people's life (Pustika, 2021b). The existence of English today is very important (Nishanthi, 2018) in addition to being an international language, English is needed in various job sectors and companies will reconsider if there are applicants who have fluent English. Having the ability and skills in communicating using English capability is basic to improve career opportunities, character development, and the improvement of skills required in a variety of professional and academic areas (John et al., 2021). Therefore someone who is fluent in English may be able to easily get a job, because enabling employees to build strong relationship with colleagues, clients and business partners from different countries.(Rao, n.d.)

In learning English, students can take advantage of the development of technology by using media that can be easily and effectively used for learning, especially for learning English (Lam Kieu et al., n.d.) so that is more fun and not boring. In today's world, there are many media such as music, videos, movies, etc that can be used to improve English language skills. (Mahdi, 2022) In addition, watching movies can enhance English skills.(Nurmala Sari & Aminatun, 2021) Because English movie present a variety of accents, vocabulary, and sentence structures, providing an immersive experience in interacting with everyday English.(Sari & Sugandi, n.d.) Watching English movies can help improve understanding of new vocabulary,(Ahmad Kord Assistant Professor et al., 2022) improve listening skills by listening to people speak English, improve speaking skills, and improve our reading skills because English language is sometimes displayed in English movies. (Dinh & Nguyen, n.d.) So watching English movies has a very



positive impact on improving English language skills. Movie has a distinctive advantage as it teaches how to pronounce and balance gestures, learn the meaning of body language, and provides a series of lessons to explain processes. It also includes sounds and visuals for easier learning.(Fidelia & Rohmah, 2023)

With the growth of the English language, a lot of movies these days use this language (Omar, 2018). Therefore, English movies have a significant impact on improving english language skills for audiences around the world. (Haq, n.d.) English movie is very beneficial for students in the English Education department. (Raniadi & Firdaus Umar, 2023) As English linguist Stephen Krashen puts it, "Watching movies in the target language can help us gain an intuition of how language is used in real contexts." English movie present a variety of accents, vocabulary, and sentence structures, providing an immersive experience in interacting with everyday english (Faqe, 2020). Moreover, while watching English movies, especially with English subtitle, it will enhance the vocabulary and speaking skill (Sadiku, 2017) learning English is not as easy as it seems, It takes a long time to be able to speak English language competently (Nurmala Sari & Aminatun, 2021b) Because English includes various elements.

In the current era, students can easily access English movie (Liando et al., 2018) because of the ease of access, students will have more time to watch english movies and develop their english language skills (Br Simamora & Oktaviani, 2020). Of course, movies often include text in English or Indonesian so that viewers can improve their listening and reading skills. As a result, the audience or students will learn unfamiliar words and improve their ability to speak. (Sudrajat et al., 2020) With the growth of technology, we can also enjoy from having access of English movies, making it easier to learn English from anywhere, even smartphones, and watching English movies will help improve English language skills. (Ashraf et al., 2019)

The influence of English movies on students' language skills has garnered significant attention in contemporary educational discourse (Pritin et al., n.d.). As globalization continues to connect cultures and languages worldwide, English remains a pivotal tool for communication and academic success (Maghfiroh et al., 2024). The accessibility and popularity of English-language movies offer a compelling avenue for language exposure and learning outside traditional classroom settings. These films provide authentic contexts for language use, exposing viewers to diverse vocabulary, idiomatic expressions, and cultural nuances that contribute to language acquisition. However, the extent to which English movies positively impact students' language skills varies depending on individual learning styles, proficiency levels, and the educational strategies employed to integrate movie-based learning into curriculum (Maghfiroh & Asiyah, 2024). This introduction explores the multifaceted relationship between English movies and language proficiency among students, aiming to assess both the benefits and challenges associated with this media-driven approach to language education.

Based on the description above, the researcher decided to conduct a study to find out students' perceptions of the use of English-language movie in improving students' English language skills. In relation to this, the following research questions were used: The research objective was: English movie; How far it affect students' language skills?

2.0 METHODOLOGY

This study is qualitative research with the data collected from observation, interview, and documentation. The observation was conducted to find out if any of the students watch English movies and how it can impact the students, and how the strategy of watching English movies can improve their language skills. While the documentation derived from the results of the answers from the respondents.

The respondents of this study are 3 students from the English language education study program at University Muhammadiyah Ponorogo who have watched various kinds of English

movie, observation and documentation are carried out during the interview session and when they have watched English movie.

Table 1: Respondents Details

Gender	Number of participants	Placement schools
Male	1	University Muhammadiyah Ponorogo
Female	2	

A thorough text analysis of the interviews was conducted. The authors examined the similarities and differences among the many responses and distilled the key ideas from each comment. After that, the themes that had been found were reclassified according to similar characteristics, and comments with salient characteristics were also signed. The results of this identification were then presented and combined with other relevant information to answer three research questions relating to (1) the benefits of watching English movies (2) techniques in watching English movies and (3) impact of watching English movies for university students.

3.0 RESULTS AND DISCUSSION

3.1 Does an English movie improve English language skills?

Watching English movies has many benefits for improving language skills. Listening Skills, Vocabulary Improvement, Cultural Insight Speaking and Conversation Skills. In the world of education, language skills that must be mastered are reading, writing, listening and speaking. These four aspects are important factors that support language mastery, especially when someone masters a foreign language such as English.

“It is very helpful because by watching English movies I get new vocabulary and how to pronounce the words in English.” (Informant 1)

“Watching English movies helps me with new vocabulary and I can practice it directly.” (Informant 2)

“Yes English movies are very helpful for me” (Informant 3)

With the results obtained from the question above, it is evident that English movies are very useful, especially for English education students. Through exposure to English movies, students not only acquire new vocabulary but also gain practical experience in applying it during their classroom learning activities. This aligns with findings from Yin (2015), who emphasizes the role of immersion in enhancing language acquisition by providing authentic linguistic input. Lin suggests that immersion allows learners to engage deeply with the language, improving their vocabulary acquisition and overall language proficiency (Yin, 2015).

3.2 Techniques in watching English movies?

The ability to watch a film in English with English subtitles can help students improve their ability to read English because reading requires the use of kosakata as well as the recognition of words, phrases, and grammar.

“Yes, I sometimes use techniques with no subtitles” (Informant 1)

“There is no special technique, I just watch the movie using subtitles.” (Informant 2)

“Keep listening to the voice in English with Indonesian subtitles” (Informant 3)



Informant 1 suggests an immersion-based strategy to enhance English listening skills and discusses utilizing approaches occasionally without subtitles. Lin's (2015) research highlights the advantages of immersion techniques for improving language learning through the development of a more profound comprehension of linguistic subtleties (Lin, 2015). Informant 2 states that they watch movies with subtitles without employing any specific technique. This method aligns with findings from Smith (2018), who argues that subtitles can aid in comprehension and vocabulary retention by providing visual context alongside auditory input (Smith, 2018). Informant 3 suggests using a bilingual approach to improve understanding by listening to English speech with Indonesian subtitles. Research by Nguyen (2019) shows that exposure to two languages simultaneously can help people comprehend and remember information in other languages

3.3 Impact of watching English movies for university students.

English films are vibrant and can help students enhance their listening and speaking skills, strengthen language sensitivity, increase literary achievement, learn more about Western cultures, and develop academic interests.

“Yes, it has an impact, by watching various genres, I became familiar with the English language used in various English films.” (Informant 1)

“Often have an impact in daily life, can apply in daily language.” (Informant 2)

“Yes very impactful.” (Informant 3)

Informant 1 emphasizes that their exposure to a variety of English film genres has helped them become familiar with the wide range of linguistic idioms and phrases that are employed in various cinematic settings. This is consistent with studies by Blake (2016), who contends that learners' linguistic competency and cultural awareness are improved by exposure to real language in media (Blake, 2016). Informant 2 highlights how watching English-language movies regularly affects their day-to-day lives by allowing them to use the language they learn in movies in everyday discussions. According to Smith (2018), who explains how media exposure improves language ability through contextual learning, this practical application is essential for language learners. Informant 3 concisely states that watching English films has a very impactful effect. This sentiment is echoed by Nguyen (2019), who emphasizes the transformative potential of media immersion in language acquisition and cultural integration (Nguyen, 2019).

4.0 CONCLUSION

This study shows that English movies have a significant positive impact on English language education students. By watching movies, students can improve their understanding of the use of English in contexts that are authentic and relevant to everyday life. Films help expand students' vocabulary and improve their ability to recognize English intonations, accents and nuances used in various communicative situations. This contributes to the improvement of speaking, listening, reading and writing proficiency in English. In addition, movies are also an effective tool in teaching aspects of English such as grammar, sentence structure, idioms, and the culture contained in the language. The integration of movies in the curriculum can help make learning more interesting, fun, and motivate students to be actively involved in the learning process. Thus, English language films not only enrich students' learning experience, but also improve their ability to understand, use and teach English more effectively. This study suggests the need to consider the role of movies as one of the important tools in English language education

at the college level.

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