

Movie As Enjoyable Learning Media to Develop EFL Students' Language Skill Across Educational Level: A Systematic Literature Review

Ni Luh Putu Agus Setyawati¹, IGA. Lokita Purnamika Utami²

¹English Language Education, Post Graduate Program, Universitas Pendidikan Ganesha, Singaraja, Indonesia

²English Language Education, Post Graduate Program, Universitas Pendidikan Ganesha, Singaraja, Indonesia

¹Email: setyawatiniluhputuagus@gmail.com

Proceedings of the Kalijaga International Conference on Education 2026

Abstract. Learning media is an important component in EFL Classes for development of language skills and enjoyable engagement. This study aims at exploring movie as digital learning media in EFL context across educational levels to improve students' language skill and to create enjoyable English classes. The use of movie in EFL study has been widely investigate but the synthesis across educational level and language skill remains limited. This becomes the gap that this study attempts to bridge. The method used in this study is systematic literature review by following PRISMA guideline to obtain eligible articles between 2020-2025. The articles were found by using Publish or Perish and screened based on inclusion and exclusion criteria. There were twenty-two eligible articles reviewed to develop clear synthesis. This study is important to present clear view about movie as learning media to improve language skills across educational level and to find out how movie can effectively become enjoyable learning media in ELT. The finding shows that movies were utilized across levels. However, the review indicates that movie as learning media mostly implemented in universities. The use of movie as learning media positively influences students' language skills which were mostly utilized to improve listening skill and speaking skill, while the discussion is limited on writing skill and reading skill. In addition, movie becomes useful digital media to enhance vocabulary, pronunciation, and fluency. Movie also promote enjoyable EFL classrooms and allows students to get more exposure of real-life communication. The review highlights that movie is mostly used in higher education which indicates the need for further study at primary and secondary levels. It also provides pedagogical implication for digital based media in EFL classes which can simultaneously support students' language skills and facilitate enjoyable learning atmosphere.

Keywords: Movie; Language skill; EFL classes; Enjoyable; learning Media

Abbreviations: 1. EFL (English as Foreign Language), 2. ELT (English Language Teaching)

INTRODUCTION

Language learning instruction in EFL context is expected to facilitate students' language development through effective learning practices [1]. In term of the practices of content delivery during the learning process, the role of learning media has significantly contributed and provided effective learning experience [2]. Therefore, EFL teachers are expected to utilize learning media to deliver the materials effectively which promote students' learning motivation and active participation, enhance students' language skills, and facilitate enjoyable learning experience.

Learning media used in EFL setting are expected to be contextual and authentic to support language acquisition [3]. Moreover, rapid development of technology also influences language learning development in digital era. Consequently, learning English through digital media integrates both verbal and visual components to support the learning and meaning construction effectively [4]. In accordance to those statements, movie involves both digital media and authentic language exposure for the students to enhance their language skills, especially in listening and speaking [5]. Thus, to address the current education development in digital era and to introduce contextual and authentic language in communication, movie is reasonably suitable to be used as learning media to develop students' language skill in enjoyable EFL atmosphere.

Several studies have been conducted related to the use of movie as learning media in EFL classes. The studies mostly discussed how movie brings beneficial impact to students' language skills. The implementation of movie as useful learning media was reinforced by positive perception of the students [6], [7]. The contextual communication presented on several genre of movie allows students to know how the speakers use language in real-life communication [8]. Through verbal and visual aspects of movie, the students can both listen and see the scene to get the meaning clearly. In this context, the conversation in the movie can be authentic source of learning for the students to enrich their vocabulary, enhance their pronunciation, and develop their fluency as well as intonation and articulation [9]. The role of movie to develop students

critical thinking was also mentioned since the movie give impact to students' skill in writing narrative text [10], [11]. It indicates that students learn how to create clear and interesting sequence of story in narrative text through watching movie. Moreover, movie promoted students' learning enthusiasm. A study mentioned that the use of movie as learning media motivates students to reduce their fears and increase self-confidence in speaking [12].

Although many studies have examined the use of movies in EFL classes, the findings remain fragmented in term of educational levels and language skills. Few numbers of comprehensive synthesis limits understanding of research trends related to educational level and language skills that receive frequent attention. It also brings difficulty for the teacher to find pedagogical implications which can give complete picture related to the topic. Without the synthesis, there are some areas which are left underexplored and potentially causes repetitive studies which focus on similar level and language skill. Consequently, teachers and researchers may face obstacle to identify the educational level in which movies are most frequently implemented, the language skills that are mostly explored, and the areas that require further investigation.

Regarding to the existing gaps, a systematic literature review is necessarily needed for several reasons. First, this study can identify the research trend about movie as learning media which shows the educational level and language skill that frequently studied. Second, this study provides comprehensible view of practices of using movie while most of the study only provide particular context. Third, the synthesis can provide valuable pedagogical implication for teachers to obtain clear review about the use of movie in EFL classes to promote language development and enjoyable learning practices. Lastly, this study provides future research direction for other researchers to investigate unexplored area related to the use of movie as learning media in EFL setting.

Therefore, the purpose of this study is to provide a comprehensive synthesis of the use of movies as learning media in EFL classes. This study is specifically conducted to examine the educational levels in which movies become learning media in EFL setting, to identify the language skills developed through movie as digital learning media, and explore the contribution of movies to creating enjoyable learning experiences. Additionally, this study contributes to the area of EFL development and provide pedagogical implication for teachers in utilizing movie in term of appropriate genre to develop students' language skills and promote joyful learning. Lastly, for other researchers, the synthesis shows future direction to study about movie on the little explored educational level, language skills, as well as its role in creating enjoyable EFL classes.

METHODS

Study Area

This study is categorized as systematic literature review which follows some steps to review previous studies on the related topic in order to answer the research questions. This study utilized Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The articles related to the topic were collected by using Publish or Perish application as a search engine based on some key words to obtain research articles on the use of movie as learning media to develop language skills among EFL classes in primary, secondary, and university levels.

Procedures

There are several procedures that is followed in this study which follow the procedures of conducting systematic literature review. The procedures are as follows:

1. Developing The Research Question

The research questions are formulated based on the need to investigate issue related to the use of movie in improving EFL students' English language skills and its roles to promote enjoyable learning which can be seen as follows:

RQ 1 : In what level of education is the movie mostly applied to improve students' English skill based on the reviewed articles?

RQ 2 : What are the types of languages skills and language components that frequently studied by using movie as learning media across educational level?

RQ 3 : What are the key aspects of enjoyable learning that movie can promote as learning media across educational level?

2. Constructing Selection Criteria

In this phase, certain criteria should be established to guide the data selection process, commonly referred to as inclusion and exclusion criteria. The inclusion and exclusion criteria applied in this study are presented in Table 1.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Focus on publication on Movie for English skills	Studies do not address movie for English skills.
Publication year: 2020–2025	Publication more than 6 years ago
Article written in English language	Article not written in English language
Based on primary data/empirical finding	Based on literature review or library research
Related to communication skill	There is no relation to communication skill
EFL setting	Non EFL setting
Peer review article indexed as Q1, Q2, Q3, Q4, Sinta 1, Sinta	Publication in non-indexed journals

Inclusion Criteria	Exclusion Criteria
2, and Sinta 3	

3. Select Databases and Conduct a Search Strategy

The article search was conducted using the Harzing's Publish or Perish application. The search process involved entering specific keywords, such as movie, English skill, and EFL. The search was set to obtained 100 articles. Then, a further screening process was conducted, resulting the exclusion of 78 studies that did not meet the selection criteria at this stage. Consequently, 22 articles were kept for further review. Screening at this stage was carried out by examining the titles and abstracts of each article.

The SLR protocol applied in this study was based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, with the screening and selection process managed by examining the titles and abstracts of each article to obtain eligible article to review. The results of the SLR process are presented in Figure 1.

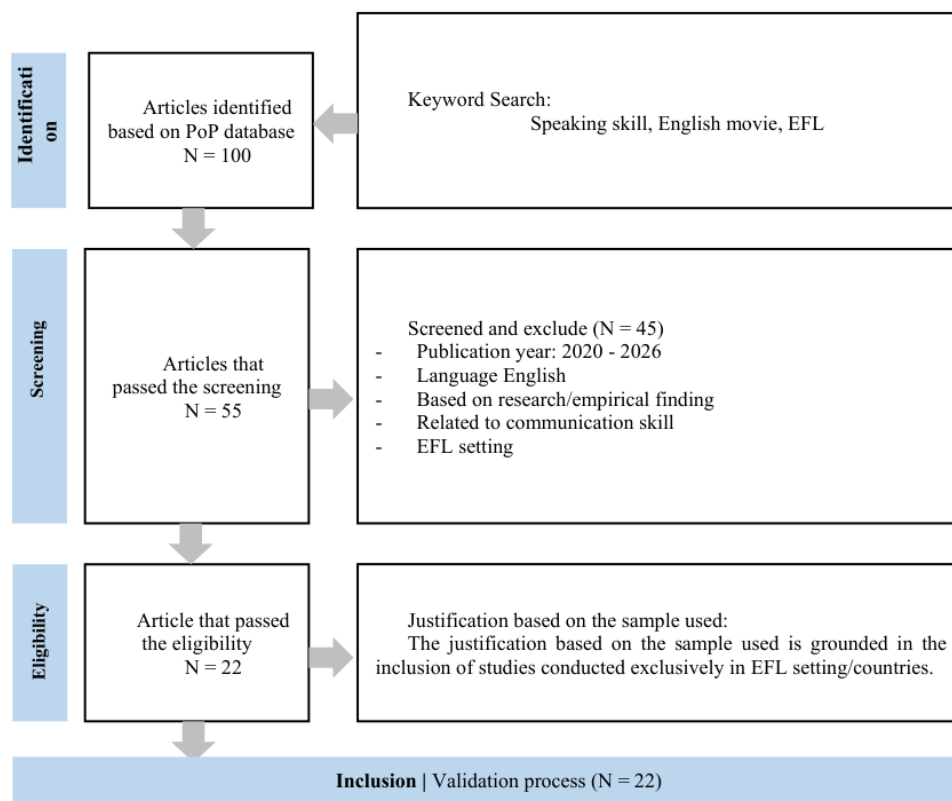


Figure 1. PRISMA Guideline

Figure 1. PRISMA Guideline

4. Selecting Studies Using the Selection Criteria

After identifying 100 articles, a further screening process was conducted, resulting in the exclusion of 45 studies that did not meet the selection criteria at this stage. Consequently, 55 articles were retained for further review. Screening at this stage was carried out by examining the titles and abstracts of each article.

5. Assessing the Quality of Studies

At this stage, the researchers performed data extraction and assessed the quality of the studies using Quality Assurance (QA) criteria based on the publication year and journal accreditation. The selected articles were evaluated by reviewing their full texts according to the predetermined inclusion criteria. 22 studies initially considered eligible for analysis.

Data analysis

The data analysis is carried out by synthesizing the research results from the reviewed studies. The data obtained from the previous study are synthesized by connecting, comparing, and organizing the knowledge to address formulated research questions. The next step is reporting the findings to presents clear analysis regarding to the topics that are discussed.

RESULTS AND DISCUSSION

After selecting the eligible article which meet the criteria of inclusion and exclusion, there are 22 articles which are reviewed to answer the research questions. The research data included in this literature review are presented in table 2 below.

Table 2. Research Findings

Author/Year	Educational level	Methodology	Focused skill	Analysis and Result	Indexed
Elizabeth et. al (2025)	University	Action research (mixed approach)	Speaking skill	The implementation of movie-watching routine helps students improve oral production and participation in class activities.	Q2
Rahman et. al (2021)	University	Quantitative approach (survey)	Speaking skill	The result shows that film review brings benefit for the students in speaking skill including grammar, vocabularies, pronunciation, intonation.	Q3
Hongsa et. al (2024)	Senior high school	Quantitative approach	Listening skill	Movies as a learning tool allows students to discover their listening ability through enjoyable and enriching learning experience.	Q4
Assia (2024)	University	Mixed-methods approach	Speaking skill	The exposure to English movie improves students' oral proficiency and participation. .	Q4
Hoinbala (2022)	University	A quantitative design (quasi experimental)	Speaking skill	The result shows the experimental group perform better than control group. The learning outcomes in speaking skill is higher than control group.	SINTA 1
Al-Anwar et. al (2024)	University	Qualitative descriptive method	Listening skill	There are some barriers faced by the students in learning through movie, such as lack of understanding of grammar, vocabulary limitation, difficulty in understanding accents, and subtitle dependency.	SINTA 2
Kinasih & Olivia (2022)	University	Mixed approach method	Speaking Skill	The results showed that movie clips are effective in improving students' speaking skill as well as can apply the strategies to attract	SINTA 2

Author/Year	Educational level	Methodology	Focused skill	Analysis and Result	Indexed
				audiences.	
Yudar et. al (2020)	EFL students	Qualitative Method	Speaking Skill (Pronunciati on)	The movie as medium allows students to improve their pronunciation by imitating the pronunciation of the words in conversation scene.	SINTA 2
Riswanto et. al (2022)	Junior High School	Quantitative research (quasi-experimental design)	Speaking Skill	The result of statistics analysis showed significant different on the students' speaking score after the implementation of movie as medium in learning English.	SINTA 2
Sari (2021)	University	Mix method (Classroom Action Research)	Speaking Skill	Watching English American movies help students improve speaking skill in terms of enriching vocabularies and pronunciation.	SINTA 2
Alqahtani & Alhamami (2024)	University	Quantitative	Listening Skill	Movies had a positive impact on students' listening skills. The participants mostly responded positively towards using movies as a learning tool.	SINTA 2
Sofiana & Saraswati (2025)	University	Qualitative approach	Speaking skill (Language proficiency and motivation)	The result shows that students prefer using movies over traditional methods for the movies provide an engaging context for learning vocabulary, pronunciation, and conversational skills.	SINTA 3
Ali & Kiptiyah (2025)	Al Bonafide Course	Qualitative descriptive design	Speaking and motivation	The findings indicate that the use of short movies can increase students' learning motivation, enrich vocabulary, and improve speaking fluency. Students can express their idea interactively, enthusiastically, and confidently.	SINTA 3
Husna (2021)	University	Descriptive qualitative method	Speaking Skill	The study indicated that watching English film frequently contribute to improve the level	SINTA 3

Author/Year	Educational level	Methodology	Focused skill	Analysis and Result	Indexed
				of the students' speaking skill.	
Hariati (2022)	University	Classroom Action Research (quantitative and qualitative methods)	Speaking Skill	The results showed improvements of students' achievement in speaking based on the result of the data analysis.	SINTA 3
Rosalia et. al (2024)	University	Mixed-method research design	Vocabulary acquisition	English movies provide authentic context of everyday conversations. It has significant impact on students' vocabulary building and effort in conducting a communication.	SINTA 3
Silvani (2020)	Senior high school	Mixed method	Writing skill	The result showed improvement of writing achievement from the pre-test score the post-test score.	SINTA 3
Sudrajat, Ngafif, & Masykuri (2020)	University	Quantitative correlation design	Listening skill	The findings show a positive and significance correlation between students' habit in watching Western- movies and listening skill.	SINTA 3
Annisa, Kalukar, & Aridah (2025)	University	Qualitative method	Vocabulary Acquisition	The results indicated that the multimedia input or movie contributed significantly on students' vocabulary development.	SINTA 3
Darmawan & Santoso (2025)	Vocational High School	Quantitative pre-experiment alone-group pre-test-post-test design	Speaking skill	The study revealed the improvement of vocabulary, fluency, motivation, and confidence in speaking activity	SINTA 3
Pamungkas & Adi (2020)	Vocational high school	Qualitative method	Listening skill	The finding shows that Students give positive responses on using English movie which can increase their listening skill.	SINTA 3
Karim et.al (2024)	University	Quantitative research design (survey design)	Listening skill	The result indicated that the respondents admitted the benefit of watching English movies in developing English language competence, in listening skills.	SINTA 3

The matrix above consists of twenty-two research articles from reputable journal. The reviewed studies discussed movie as learning media in EFL classroom across education level which focus on the development of language skills. Further discussion will be presented on the following section.

Discussion

The reviewed articles in the matrix above generated findings based on primary data by applying several research designs. Some of the studies were conducted by using qualitative method to collect in depth perception from the participants on the use of movie in improving language skills. Meanwhile, other researches applied quantitative method to examine the impact of using movie as media on the improvement of students' language skill using numerical analysis. However, there are some researches which were conducted by using mixed approaches meaning it combined qualitative and quantitative approach in analyzing the data. This method is applied to obtain deeper elaboration both using statistical analysis and in-depth description.

1. Implementation of Movie across Educational Level: Educational Level Frequently Studied Related to The Use of Movie as Learning Media

The analysis of reviewed studies shows that movie was utilized dominantly as learning media in higher education to develop university students' language skills, such as speaking and listening [13], [14], [15], [16], [17], [18], [19], [20], [21], [22], [23], [24], [25], [26].

In contrary to university level, there are fewer number of studies that investigate movie as learning media in EFL classroom both in secondary and primary education. However, the utilization of movie as learning media in senior high school discuss on listening and writing skills [27], [28]. Meanwhile, in vocational high school emphasizes on the use of movie as learning media in speaking and listening skills [29], [30]. Additionally, movie was also implemented as learning media in junior high school which indicated the impact of movie on students' speaking skills [31].

Considering to the distribution of movie as learning media used across educational level, it indicates that higher educational level dominantly used movie as learning media compared to the secondary and primary educational level. Movie is an audiovisual and digital media which contains verbal utterances along with the physical action or non-verbal cues presents continuous scene flow with contextual language exposure but it needs proper ability of students to understand the scene flow of the movie, especially if the movie is durable [32]. It consequently requires ability of the students to comprehend the meaning of utterances from the movie and apply it as resource to improve language skill for real world context.

Regarding to the limited sources related to the use of movie as learning media in lower education, such as senior high school, vocational high school, Junior high school, and primary school, further research needs to be conducted to enrich the empirical evidence on the use of movie toward English language skill across educational level. Moreover, teachers obtain insight to adjust movie as digital media for language development based on the students' characteristics, level of education, and genre of the movie.

2. Languages skills and Language Components that Frequently Studied within The Use of Movie as Learning Media across Educational Level

Most of the studies implemented movie as a media to improve students speaking skills [13], [14], [15], [8], [17], [18], [20], [21], [22], [29], [31]. There are also some specific speaking components which were developed through using movie as learning media, such as vocabulary and pronunciation [14], [18], [23], [25]. Both vocabularies and pronunciation are important components in developing English speaking skill [33]. It indicates that through watching movie, students gain various English vocabularies and example of pronunciation that can be used as basis in oral communication in classroom setting and real-life context.

Moreover, using movie as learning media was also effective for developing students' listening and writing skills [27], [19], [30], [26], [34], [24]. The development vocabulary contributes to the development of students writing skill, especially narrative text. It is in line with the previous discussion in which movie also play important roles in developing receptive and productive skills. Therefore, movies is an appropriate authentic learning media which allows the students to collect vocabularies through listening then utilize it through oral and written communication. As receptive skill, listening has important role to gain words, language expression, and pronunciation through exposure of authentic media.

The reviews indicate that the focus on language skills, other than speaking and listening are still limited. Therefore, further investigation toward the used of movie as effective media toward reading and writing development is recommended to be conducted to obtain clear insight if this media can accommodate all language skills in English effectively though empirical studies.

3. Key Aspects of Enjoyable Learning that Movie Can Promote as Learning Media across Educational Level

The third research question can be addressed by reviewing the key aspects that indicate enjoyable learning though the use of movie as learning media across educational levels. The studies reported that utilizing movie as

learning media give contribution to establish enjoyable learning for the students which appears in some aspects. Besides giving effective impact on students' language skill, movie is also effective to create fun learning atmosphere and useful to stimulate classroom participation, motivation, learning engagement and interaction [13], [15], [17], [20], [29]. In other words, the scenes in movies do not only stimulates language skill but it also allows students to feel entertained and reduce learning tension. When students enjoy the processes of learning and being excited to participate, they tend to receive the knowledge easily.

Moreover, frequent exposure of English through movie as digital learning media can help students to enjoy movie while improving their language skill which does not appear instantly and may take several times to gain better language skill development [21], [26], [24]. Although there are some listening barriers appeared using movie as learning media in EFL setting, such as problem in using grammar, limited number of vocabularies, difficulty in understanding accents, and subtitle dependency [16], when students enjoy the learning process, it can boost the students' motivation to conquer the obstacles and frequently improve their language skills. Therefore, to optimize the development of language skills in English, there should be enjoyable learning process which allows students to rise their motivation and enjoy the learning process [13], [15], [17], [20], [29].

In addition, the reviews show that language learning does not only focuses on delivering the linguistic content but it involves emotional aspect though joyful learning environment which boost students' motivation, participation, engagement, achievement, and interaction in language learning.

CONCLUSION

Though conducting a systematic literature review, it firstly shows that movie as media in EFL are utilized in all level of education from primary, secondary, and university level. However, the movies as learning media are mostly implemented in higher education levels. Meanwhile, studies conducted in senior high school, vocational high school, and junior high school remains limited compared to the higher education. These findings offer clearer insight for English teachers in term of things that should be think of before implementing movie as learning media, especially in lower education level. There are numbers of aspect that should be consider such as genre, length, and linguistics exposure of the movie to meet the characteristics of the students.

Secondly, through conducting systematic literature review, it shows there is significant improvement toward English speaking skill, listening skill, and writing skill. However, the language skill focused the most are speaking and listening. Meanwhile, for writing and reading are still limited to discuss. This can give an opportunity to the future researcher to investigate the impact of movie toward writing or reading skill. This is important because the finding will give clear insight of the role of movie toward simultaneous development of language skills in English which is currently mostly focused on speaking and listening.

Thirdly, as learning media, movie is a good choice to reduce stress and pressure in learning English for EFL students. This indicates that movie brings enjoyable atmosphere while the students are learning the language. Although there are some challenges occurs related to difficulty to understand the meaning of utterances due to dependency of subtitle, it can be anticipated through frequent exposure of movie though class activity and independent study. The development of language skills though movie cannot appear instantly but it need process. However, the enjoyable atmosphere that the movies bring will help students to be motivated and reduce the pressure in developing their language skill in English.

ACKNOWLEDGMENTS

This study is conducted to review the use of movie as learning media for EFL students across educational level which may give contextual exposure to develop students' language skill and present enjoyable learning atmosphere. The findings of this study are based on the reviewed article selected from reputable journal which at least categorized as SINTA 3. Other related articles were conducted at any educational levels by several researchers. However, it cannot meet the criteria of inclusion because most are not published on journal certified at least with SINTA 3.

REFERENCES

- [1] J. C. Richards and T. S. Rodgers, *Approach and Methods in Language Teaching*, Second edi. Cambridge: Cambridge university Press, 2002.
- [2] S. E. Smaldino, D. L. Lowther, and C. Mims, *Instructional Technology and Media for Learning*, Twelveth E. New York: Pearson, 2019.
- [3] S. D. Krashen, *Principles and Practice in Second Language Acquisition*, First Inte. California: Pergamon Press Inc., 2009.
- [4] R. E. Mayer, *Multimedia Learning*, Second edi. New York: Cambridge University Press, 2014. [Online]. Available: www.cambridge.org/9781107610316
- [5] K. Pavithra and S. N. S. Gandhimathi, "A systematic review of empirical studies incorporating English movies as pedagogic aids in English language classroom," *Front. Educ.*, vol., no., pp. 1–15, 2024, doi: 10.3389/educ.2024.1383977.

- [6] L. N. A. Rahmah, M. S. Pranata, and Adi, "Students' Experiences in Using English Movies to Improve Students' Speaking Skills," *J. English Lang. Educ.*, vol. 9, no. 4, pp. 142–153, 2024, doi: <https://doi.org/10.31004/jele.v9i4.527>.
- [7] M. M. Maharani, A. Ni'mah, Hartono, and N. Ekaningsih, "Do action movies enrich vocabulary mastery? Students' perceptions," *Indones. J. Educ. Pedagogy*, vol. 2, no. 2, pp. 72–80, 2025, doi: <https://doi.org/10.61251/ijoep.v2i2.116> Do.
- [8] F. R. Hoinbala, "Movies as an Authentic Input in L2 Speaking Class : A Dynamic Usage-Based Approach in EFL Teaching in Indonesia," *Int. J. Lang. Educ.*, vol. 6, no. 1, pp. 1–9, 2022, doi: <https://doi.org/10.26858/ijole.v6i1.20196> Movies.
- [9] R. A. Sanjaya and G. P. D. Saraswati, "EXPLORING THE ROLE OF MOVIES IN ASSISTING ENGLISH SPEAKING SKILLS FOR ADULT LEARNERS: A SYSTEMATIC LITERATURE REVIEW," *English Lang. Teaching, Lit. Transl.*, vol. 1, no., p. 30, 2025, doi: DOI: <https://doi.org/10.15294/elslt.v1i1.440>.
- [10] J. Trisnani, O. Purwanti, and A. Mustofa, "THE USE OF ANIMATED SHORT MOVIE IN TEACHING WRITING NARRATIVE TEXT TO FACILITATE STUDENTS CRITICAL," *J. Educ. Dev.*, vol. 9, no. 1, pp. 319–325, 2021.
- [11] A. Faruk and A. Hafidah, "IMPLEMENTING ANIMATED SHORT MOVIE IN TEACHING WRITING SKILL OF NARRATIVE TEXT," *Darussalam English J.*, vol. 4, no. 2, pp. 164–178, 2024, doi: [10.30739/dej.v4i2.3346](https://doi.org/10.30739/dej.v4i2.3346).
- [12] Masalahah and M. Kiptiyah, "Teaching Student Speaking Skill Through Media Audio -Visual With The Short Movie The king's Speech At SMKN 1 Sepuluh," *eScience Humanit. J.*, vol. 4, no. 2, pp. 160–170, 2024.
- [13] L. J. Elizabeth, C. L. J. Sedundo, and B. T. Josue, "English Movie as Audiovisual Resources to Improve Speaking Skills," *Str. Art Urban Creat.*, vol. 11, no. 5, p. 17, 2025, doi: <https://doi.org/10.62161/sauc.v11.5847> ENGLISH.
- [14] N. D. Rahman, A. Lynn, A. Bakar, W. H. Osman, and M. A. Hafidz, "INTERNATIONAL JOURNAL OF EDUCATION , PSYCHOLOGY THE EFFECTIVENESS OF FILM REVIEW IN ENHANCING STUDENTS' ENGLISH SPEAKING SKILLS," *Int. J. Educ. Psychol. conceling*, vol. 6, no. 41, pp. 23–37, 2021, doi: [10.35631/IJEPC.641003](https://doi.org/10.35631/IJEPC.641003).
- [15] N. Assia, "Enhancing EFL Students' Speaking Proficiency through the Utilization of English Movies," *Aleph*, vol. 11, no. 1, pp. 261–270, 2026, [Online]. Available: <https://aleph.edinum.org/10890>
- [16] S. F. Al-anwar, Arjulayana, and Nargis, "Barriers in Using English Movies : Enhancing Students' Listening Skills," *IDEAS J. Lang. Teach. Learn. Linguist. Literature*, vol. 13, no. 1, pp. 2436–2447, 2025, doi: [10.24256/ideas.v13i1.6765](https://doi.org/10.24256/ideas.v13i1.6765).
- [17] P. R. Kinasih and Olivia, "AN ANALYSIS OF USING MOVIES TO ENHANCE STUDENTS'," *J. Lang. Lang. Teach.*, vol. 10, no. 3, pp. 315–328, 2022, doi: <https://doi.org/10.33394/joltt.v%vi%vi.5435>.
- [18] A. F. Sari, "A Classroom Action Research : Improving Speaking Skills through English-," in *Proceeding AISELT*, Serang: AISELT, 2021, pp. 22–33. [Online]. Available: <https://jurnal.untirta.ac.id/index.php/aiselt>
- [19] S. A. Alqahtani and M. Alhamami, "The effect of movies on listening comprehension for Saudi EFL students," *Englisia J. Lang. Educ. Humanit.*, vol. 11, no. 2, pp. 199–214, 2024, doi: <https://doi.org/10.22373/ej.v11i2.20302>.
- [20] N. I. Sofiana and P. D. G. Saraswati, "Journal of English Language Teaching The role of movies in motivating students : An investigation toward English Education students," *J. English Teach.*, vol. 6, no. 1, pp. 157–168, 2025, doi: <http://journal.unnes.ac.id/sju/index.php/elt>.
- [21] H. Husna, "The Relationship between the Students' English Speaking Skills and Their Closeness to English," *Lang. Circ. J. Lang. Lit.*, vol. 15, no. 2, pp. 229–240, 2021, [Online]. Available: <https://journal.unnes.ac.id/>
- [22] P. Hariati, "IMPROVING STUDENTS' SPEAKING SKILL THROUGH ENGLISH MOVIE," *Lang. Lit. J. Linguist. Lit. Lang. Teach.*, vol. 6, no. 2, pp. 454–461, 2022, doi: [10.30743/ll.v6i2.6176](https://doi.org/10.30743/ll.v6i2.6176).
- [23] Rosalia, I. T. Purwanti, and Novitri, "EFL Learners' Perceptions on the Use of English Movies in Learning Vocabulary," *J. Pajar (Pendidikan dan Pengajaran)*, vol. 8, no., pp. 111–112, 2024, doi: <http://dx.doi.org/10.33578/pjr.v8i6.9835>.
- [24] M. F. Sudrajat, A. Ngafif, and E. S. Masykuri, "The Correlation between Students' Habit in Watching Western-Movie and Listening Skill," *Englindh Departmen J.*, vol. 7, no. 2, pp. 25–34, 2020.
- [25] S. Annisa, V. J. Kalukar, and A. Aridah, "Exploring EFL Students' Vocabulary Acquisition Strategies through English Movies," *IDEAS J. Lang. Teach. Learn. Linguist. Literature*, vol. 13, no. 2, pp. 5660–5671, 2025, doi: [10.24256/ideas.v13i2.6828](https://doi.org/10.24256/ideas.v13i2.6828).
- [26] S. A. Karim et al., "Watching English Movies to Enhance EFL Students' Listening Ability," *Edu Cendikia J. Ilm. Kependidikan*, vol. 4, no. 2, pp. 212–221, 2024, doi: [10.47709/educendikia.v4i02.4335](https://doi.org/10.47709/educendikia.v4i02.4335).
- [27] N. Hongsa, P. Wathawatthana, L. Arlakun, and O. Buarapa, "Unlocking Listening Proficiency : Integrating English Movies in Thai EFL Secondary Education," *J. Educ. Learn.*, vol. 13, no. 6, pp. 274–283, 2024, doi: [10.5539/jel.v13n6p274](https://doi.org/10.5539/jel.v13n6p274).
- [28] R. S. Yudar, D. T. Aditomo, and N. S. Silalahi, "S2_View of Movie as a Helper for Students' Pronunciation in Speaking Skill Class.pdf," *J. English Lang. Stud.*, vol. 2, no. 1, pp. 15–19, 2020, [Online]. Available: <http://ojs.journal.unilak.ac.id/index.php/elsya>
- [29] G. A. D. Darmawan and D. R. Santoso, "Academia Open," *Acad. Open*, vol. 10, no. 1, pp. 1–9, 2025, doi: [10.21070/acopen.10.2025.11922](https://doi.org/10.21070/acopen.10.2025.11922).
- [30] I. A. B. Pamungkas and S. S. Adi, "STUDENTS' PERCEPTION ABOUT IMPROVING ENGLISH LISTENING SKILLS USING MOVIES AMONG THE VOCATIONAL HIGH SCHOOL STUDENTS," *J. Educ. Innov.*, vol. 7, no. 2, pp. 128–138, 2020.
- [31] Riswanto, R. Serasi, A. Salandega, and Kasmainsi, "THE EFFECT OF FICTION SHORT MOVIE ON STUDENTS' ENGLISH," *J. English Educ.*, vol. 10, no. 2, pp. 621–628, 2022, doi: <https://doi.org/10.25134/erjee.v10i2.6282>.
- [32] T. O. Ewata, "Meaning and Nonverbal Communication in Films," *Issue Lang. Linguist. Perspect. from Niger.*, vol. 3, no., pp. 1–17, 2016.
- [33] J. Harmer, *The Practice of English Language Teaching*, 3rd ed. Harlow, UK: Longman, 2001.
- [34] D. Silvani, "Learning through Watching : Using Animation Movie to Improve Students' Writing Ability," *JELTL (Journal English Lang. Teach. Linguist. Students' Writ. Abil.)*, vol. 5, no. 2, pp. 233–247, 2020. 327