

The Effect Of English Film On Students Listening Comprehension Skills

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ABSTRACT

This study investigates the effect of English-language films on students' listening comprehension skills at SMAN 2 Sidrap. The research was motivated by the challenges students face in understanding authentic spoken English, including varied accents, speech rates, and idiomatic expressions. Using a qualitative descriptive case study design, data were collected through observation sheets, semi-structured interviews, and listening comprehension tests administered to 20 eleventh-grade students before and after watching the film The Wild Robot.

The findings revealed significant improvements in students' listening comprehension. After the intervention, students demonstrated better understanding of spoken English, reduced difficulties with accents and fast speech, and an enriched vocabulary. Moreover, their motivation to learn and confidence in listening without subtitles increased notably. The majority of students (90%) described the experience as enjoyable and effective, highlighting films as a meaningful and engaging medium for language learning.

This research concludes that English-language films can effectively enhance listening comprehension by providing authentic linguistic input, cultural context, and engaging audiovisual support. Teachers are encouraged to integrate films into classroom activities as a creative strategy to improve students' listening skills, while students are recommended to continue watching English films independently to reinforce their learning.

INTRODUCTION

In the era of globalization, English has become the dominant international language, widely used in education, business, technology, and intercultural communication. For students, mastering English is no longer optional but a necessity to access knowledge and global opportunities. Among the four language skills—listening, speaking, reading, and writing—listening plays a fundamental role because it enables learners to process spoken input and serves as the foundation for effective communication. However, for many learners of English as a Foreign Language (EFL), listening is considered one of the most difficult skills to master due to limited exposure to authentic English usage.

Traditional classroom practices often emphasize grammar, vocabulary, and reading, while listening activities are limited to textbook-based recordings that lack real-life context. Such conditions create a gap between what students learn in the classroom and the actual use of English in authentic communication. As a result, many students struggle to understand spoken English, especially when encountering fast speech, unfamiliar accents, or idiomatic expressions. Therefore, innovative methods are needed to enhance students' listening comprehension and bring them closer to authentic language input.

One promising method is the integration of English-language films into classroom learning. Films are powerful audiovisual media that present language in authentic contexts, combining both verbal and non-verbal cues such as gestures, intonation, and facial expressions. Unlike artificial recordings, films expose learners to natural dialogues, diverse accents, and cultural nuances that mirror real-life communication. This provides learners not only with linguistic input but also with cultural awareness, both of which are essential for effective language learning.

Previous studies have shown that films can significantly improve students' listening comprehension. Watching films helps learners associate words with meaning in context, acquire new vocabulary, and understand sentence structures more effectively. Furthermore, films enhance students' motivation, as they are generally perceived as enjoyable and engaging learning materials. By turning a recreational activity into a learning tool, teachers can create a more dynamic and interactive classroom atmosphere that encourages students to participate actively.

Despite these advantages, challenges remain in the use of films for language learning. Some students find it difficult to understand fast-paced conversations or dialogues containing slang and idiomatic expressions. Others may face cultural barriers when interpreting references specific to English-speaking communities. These challenges highlight the importance of careful film selection and the application of supporting strategies, such as pre-viewing activities, the use of subtitles, and guided discussions, to scaffold students' comprehension.

In the Indonesian EFL context, the use of films as learning media has received growing attention, particularly in senior high schools where students are developing advanced language skills. However, many schools still rely heavily on conventional teaching methods, and the potential of films as a learning tool remains underutilized. Therefore, it is crucial to investigate how English-language films can be effectively

applied in the classroom to address listening challenges and improve students' overall comprehension.

This study focuses on the use of the film *The Wild Robot* as a medium to enhance listening comprehension among eleventh-grade students at SMAN 2 Sidrap. This school was chosen due to its supportive learning environment, adequate facilities, and students' openness to innovative teaching approaches. The research examines not only the effect of film viewing on students' listening test results but also their perceptions and experiences, thus providing a comprehensive understanding of the learning process.

In conclusion, this study seeks to answer two main research questions: (1) What is the effect of English-language films on students' listening comprehension skills? and (2) What are students' perceptions of using English-language films in learning? The findings are expected to provide valuable insights for teachers, students, and future researchers in developing more effective and engaging English language teaching strategies.

LITERATURE REVIEW

The use of films in English language teaching has long been recognized as an effective medium for enhancing listening comprehension. According to Wright (2011), films provide authentic input that allows students to experience language as it is naturally spoken in various contexts. Unlike scripted textbook dialogues, films include spontaneous interactions, diverse accents, and cultural elements that enrich students' exposure to the target language. Such authentic input is crucial for bridging the gap between classroom learning and real-life communication.

Several studies have demonstrated the positive impact of films on language acquisition. Tavakoli and Rezazadeh (2017) found that films improve learners' vocabulary, comprehension skills, and pronunciation. Similarly, Zezens Pratama (2018) showed that classroom action research using English movies significantly improved students' listening scores across two learning cycles. These findings suggest that films not only increase listening comprehension but also foster motivation and active engagement in the learning process.

From a theoretical perspective, listening comprehension is understood as a complex interaction of bottom-up and top-down processes (Field, 2003). Bottom-up processing involves decoding sounds and recognizing words, while top-down processing relies on prior knowledge, context, and expectations. Films serve as a unique medium that stimulates both processes simultaneously. Visual cues, intonation, and contextual situations support bottom-up decoding, while storylines and cultural references activate top-down comprehension.

However, not all students benefit equally from using films in learning. Research by Kuo and Lai (2020) indicates that while films can improve vocabulary acquisition, they also present challenges when learners encounter rapid speech, idiomatic expressions, or unfamiliar cultural references. Similarly, Kusumawati (2018) observed that students with lower proficiency levels often struggle with slang and fast-paced dialogues, which may cause frustration and hinder comprehension. This highlights the need for scaffolding strategies to maximize learning outcomes.

To address these challenges, various strategies have been proposed. Nation (2001) emphasizes the use of pre-viewing activities such as vocabulary introduction and cultural background discussions to prepare learners for the film. During viewing, techniques like note-taking and guided questions help maintain focus, while post-viewing tasks such as group discussions or reflective writing reinforce comprehension. These pedagogical approaches not only enhance listening comprehension but also encourage critical thinking and cultural awareness.

Another benefit of film-based learning is its impact on students' affective factors. Abdulrahman and Kara (2024) argue that films can reduce anxiety, build confidence, and increase learners' willingness to engage with authentic English. By creating an enjoyable and relatable learning environment, films transform the classroom from a traditional teacher-centered space into a more interactive and student-centered experience. Motivation, in turn, becomes a key driver of successful language acquisition.

In the Indonesian EFL context, research has increasingly highlighted the role of films in supporting language learning. Annazila (2023) reported that the use of animated films like *Moana* and *Zootopia* improved listening comprehension while also enhancing student enthusiasm and participation. These findings reinforce the view that films are not only effective linguistically but also pedagogically relevant in motivating learners in non-English speaking environments such as Indonesia.

Overall, the literature suggests that films are a powerful medium for developing listening comprehension, provided they are used strategically. While challenges related to language complexity and cultural references exist, these can be mitigated through careful film selection, scaffolding techniques, and supportive classroom activities. Thus, films can be considered both a linguistic and cultural resource, equipping learners with the skills and confidence needed to navigate English in real-life contexts.

METHOD

This study employed a qualitative descriptive method aimed at gaining an in-depth understanding of how English-language films affect students' listening comprehension. According to Creswell (2014), qualitative research is appropriate for exploring participants' experiences and perceptions in natural contexts. By using this method, the researcher was able to capture not only students' test results but also their behaviors, attitudes, and opinions regarding the use of films in the learning process.

The research design applied in this study was a case study. Yin (2018) explains that case studies allow researchers to investigate a phenomenon in detail within its real-life context. In this research, a single class of eleventh-grade students at SMAN 2 Sidrap was chosen as the case to be analyzed. The design enabled the researcher to observe classroom interactions during film-based activities, conduct interviews, and analyze test results comprehensively. This holistic approach provided a deeper understanding of how films influence listening comprehension.

The participants consisted of 20 students from class XI-3 at SMAN 2 Sidrap, selected based on the recommendation of the English teacher, who noted their strong motivation and readiness to engage in innovative learning. In addition, the English teacher also participated as a secondary informant, providing insights into the teaching

process and challenges encountered. This selection ensured that the study focused on students who were both capable and willing to benefit from the intervention.

The role of the researcher was multifaceted, serving as planner, facilitator, observer, and data analyst. As a planner, the researcher designed the research procedures, selected the films, and developed the instruments. As a facilitator, the researcher collaborated with the teacher to conduct lessons using films. As an observer, the researcher monitored students' engagement, participation, and reactions during the learning process. Finally, as an analyst, the researcher synthesized data from various sources to draw meaningful conclusions.

Data were collected using three main instruments: observation sheets, semi-structured interviews, and listening comprehension tests. Observation sheets were used to record students' engagement and classroom dynamics during the lessons. Semi-structured interviews were conducted with both students and the teacher to gain detailed insights into their perceptions and experiences. Listening comprehension tests, administered before and after the intervention, were designed to measure students' progress in understanding spoken English. To ensure comprehensive data, the study adopted triangulation by combining qualitative and quantitative sources. Observation and interviews provided rich descriptive data, while the pre-test and post-test offered measurable evidence of improvement. This combination not only enhanced the reliability of the findings but also allowed for cross-validation, ensuring that the conclusions accurately reflected the classroom reality.

The data analysis followed Braun and Clarke's (2006) thematic analysis approach. First, data reduction was applied to select the most relevant information from interviews, observations, and tests. Next, the data were categorized and presented in narrative form to highlight emerging patterns. Finally, conclusions were drawn based on the recurring themes, focusing on the effect of films on listening comprehension and students' perceptions of their learning experiences. The success criteria of this research were determined by three main indicators: (1) improvement in students' listening test scores, (2) increased student participation and engagement during film-based lessons, and (3) positive perceptions expressed by students regarding the use of films. Meeting these criteria indicated that the intervention was effective in enhancing listening comprehension and motivating students to engage with authentic English input.

RESULT AND DISCUSSION

The results of this study are presented based on the data collected through pre-tests, post-tests, interviews, and classroom observations. The pre-test was conducted to measure students' initial listening comprehension ability, while the post-test evaluated the effect of using *The Wild Robot* film as a learning medium. In addition, students' perceptions were gathered to understand their experiences and challenges during the learning process.

The pre-test results revealed that students generally had limited exposure to English films. Out of 20 participants, 13 students (65%) admitted that they rarely watched English films, while only 2 students (10%) reported watching them frequently. Regarding comprehension, 55% of the students categorized their understanding as moderate, 30% found it difficult, and only 15% stated that they could understand

conversations easily. Their main challenges were accents (40%), speech rate (35%), vocabulary limitations (15%), and cultural references (10%).

After the intervention, the post-test showed significant improvement in students' listening comprehension. The percentage of students who found the film easy to understand increased from 15% to 45%, while those who still found it difficult decreased sharply from 30% to 5%. Furthermore, 85% of the students reported higher motivation to watch English films in the future, indicating a positive shift in learning habits.

The challenges faced by students also showed a notable decrease. Only 25% of students still struggled with accents, 20% with fast speech, and 15% with vocabulary. Interestingly, 40% of the students reported no major difficulties at all, highlighting the effectiveness of contextual and visual support provided by the film. This demonstrates that audiovisual media can reduce listening barriers commonly faced by EFL learners.

In terms of learning experience, 90% of the students described the use of *The Wild Robot* as enjoyable and motivating, while only 10% found it ordinary. Moreover, students identified several benefits, with 55% noting vocabulary improvement, 25% reporting better recognition of intonation and accent, and 20% acknowledging improved cultural awareness.

Confidence in listening without subtitles also improved significantly. Before the intervention, only 15% of students felt highly confident, while after the intervention, 60% expressed high confidence. The overall average confidence increased from 68% in the pre-test to 83% in the post-test, indicating that repeated exposure to authentic English input boosted students' self-efficacy.

The positive outcomes of this intervention also extended to students' expectations. A large majority (80%) expressed their wish for films to be used more frequently in English learning activities. This reflects a strong interest in continuing film-based learning, not only for listening comprehension but also for broader language development.

The comparison between pre-test and post-test results is summarized in the following table:

Aspect	Pre-Test (Before Watching)	Post-Test (After Watching)
Film watching habits	65% Rarely, 25% Sometimes, 10% Often	85% More motivated to watch films
Comprehension level	15% Easy, 55% Moderate, 30% Difficult	45% Easy, 50% Moderate, 5% Difficult
Main challenges	Accent 40%, Speed 35%, Vocabulary 15%, Culture 10%	Accent 25%, Speed 20%, Vocabulary 15%, None 40%
Learning experience	90% Never used films in class	90% Enjoyable and motivating
Perceived benefits	100% believed films could help	55% Vocabulary, 25% Intonation, 20% Culture
Confidence level	Average 68%	Average 83%

DISCUSSION

The findings of this study indicate that using English films, particularly *The Wild Robot*, significantly enhanced students' listening comprehension skills. One of the most notable improvements was seen in students' comprehension levels. The percentage of students who found listening difficult dropped from 30% to only 5%, showing that audiovisual input plays an important role in facilitating language processing. This aligns with Field (2003), who emphasized that both bottom-up and top-down processes are activated during listening when supported by contextual cues.

Another key finding is the increase in students' motivation. Before the intervention, most students rarely watched English films due to perceived difficulty. However, after the intervention, 85% of students expressed greater motivation to watch films in the future. This confirms Karim et al. (2024), who argued that films are not only effective linguistically but also motivationally, as they transform language learning into an enjoyable experience.

The study also revealed that the use of films helped reduce common listening challenges such as accents and fast speech. While these issues were still reported, their frequency declined considerably after the intervention. The contextual and visual elements in films provided additional support, helping students decode meaning more effectively. This is consistent with the findings of Fidelia & Rohmah (2023), who stated that contextualized audiovisual materials assist learners in overcoming listening difficulties.

Vocabulary enrichment was another major outcome of this study. More than half of the students reported that their vocabulary improved after watching the film. This supports Tavakoli & Rezazadeh (2017), who found that films significantly contribute to vocabulary acquisition by exposing learners to words and expressions in meaningful contexts. Furthermore, students also gained cultural awareness, which is an essential aspect of intercultural competence (Byram, 1997).

In addition to cognitive improvements, the study highlighted affective benefits. Students' confidence in listening without subtitles increased from 68% to 83% on average. This shows that repeated exposure to authentic listening materials not only develops comprehension but also builds self-efficacy. Abdulrahman & Kara (2024) also confirmed that films can reduce anxiety and foster greater confidence in EFL learners.

The positive perceptions expressed by students further validate the effectiveness of film-based learning. Ninety percent of the participants described the learning process as enjoyable and motivating, indicating that films can transform the classroom atmosphere. This finding resonates with Alqahtani & Alhamami (2024), who concluded that students are more engaged and active when films are incorporated into English lessons.

Nonetheless, challenges still existed, particularly for students with lower proficiency levels who struggled with accents and fast-paced dialogues. This suggests that film-based learning requires scaffolding strategies such as pre-teaching key vocabulary, using subtitles, and conducting guided discussions. These approaches have been recommended by Nation (2001) as effective ways to maximize the benefits of films

while reducing comprehension barriers. this study supports the notion that films are a powerful medium for enhancing listening comprehension. They not only improve linguistic skills but also increase motivation, enrich vocabulary, foster cultural understanding, and build confidence. While challenges remain, these can be addressed through appropriate teaching strategies, making films a valuable and enjoyable resource for English language education in EFL contexts.

CONCLUSION

This study investigated the effect of English-language films on the listening comprehension skills of eleventh-grade students at SMAN 2 Sidrap. The findings revealed that using the film *The Wild Robot* as a learning medium significantly improved students' ability to understand spoken English. Students showed notable progress in vocabulary acquisition, recognition of accents and intonation, and overall comprehension, as indicated by the improvement from pre-test to post-test results.

In addition to cognitive development, the use of films also had a positive impact on students' affective factors. Most participants reported higher motivation to watch English films, greater enjoyment in learning, and increased self-confidence in listening without subtitles. The classroom atmosphere became more engaging and interactive, demonstrating that films can serve not only as a tool for improving listening skills but also as a medium to foster enthusiasm and active participation.

Overall, the study concludes that English-language films are an effective and meaningful resource for enhancing listening comprehension in EFL classrooms. Despite challenges related to accents, speech rate, and cultural references, these difficulties can be reduced through appropriate pedagogical strategies such as pre-viewing activities and guided discussions. Therefore, films can be considered a valuable medium that supports both linguistic development and intercultural competence, preparing students to use English confidently in real-life contexts.

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