# Student's Engagement in Listening through Movies

**Nisrina Zatin Safira[1], Dodi Mulyadi[2], Testiana Deni Wijayatiningsih[3]**
[1,2,3]Universitas Muhammadiyah Semarang

## ARTICLE INFO

## ABSTRACT

*Listening is an important part of English learning that students need; the purpose of this study is to prove that students need something interesting in listening to lessons. Students can improve their listening skills through movie media because it can attract their attention, preventing them from feeling bored. This research uses a quantitative method. We surveyed 30 students from the English Education Department through surveys after they participated in movie-based listening sessions. The results showed that students were more interested, focused, and motivated when learning with movies compared to regular listening materials. Most students agreed that movies helped them understand spoken English better since they provide context and show how people naturally speak. Overall, adding movies to listening lessons can be a great way to increase engagement and enhance listening skills in EFL classrooms.*

*Corresponding Author:*
**Testiana Deni Wijayatiningsih**
Universitas Muhammadiyah Semarang
Jl. Kedungmundu No.18, Kedungmundu, Kec. Tembalang, Kota Semarang, Jawa Tengah 50273
Email: testiana@unimus.ac.id

## 1. INTRODUCTION

Listening is a skill that students need today because modern learning media, particularly film, significantly enhance their listening development. As technology becomes more widely available, it's critical to look into how employing films might help students get more involved in listening exercises, especially when teaching English (Mulyadi et al., 2021; Pourrezaie et al., 2024). Students can choose to improve their English listening skills, which are as important as speaking and writing.

Here, I will present a questionnaire to some students who have watched films as part of their listening session to see if they played a complete role in their learning. Kids won't become bored as easily if they learn to listen through this cinematic media. However, with the traditional method, kids may fall asleep or fail to pay attention to what the teacher says. Therefore, learning to listen through film media will be more engaging and provide students with an overview of various languages and cultures. Students will also easily capture new vocabulary and appropriate context, which will increase learning motivation.

The theory of constructivism can be used in this listening lesson because here students play their roles based on their own experiences; the teacher is only a facilitator who displays media for his students, such as movies, where students can play an active role to solve problems or understand the context they have learnt in everyday life. Choosing the right movie is important for moulding students' mindsets and understanding, as well as for supporting their listening skills.

Animated or educational movies, as well as movies designed for young audiences with simple and clear language, like Finding Nemo, serve as examples. Student participation in listening is also lacking, as the information is not related to life studies. Students are always challenged, so we can assure you that the learning experience is maximised as well as meaningful (Krause et al., 2021; Maharani et al., 2024; Tai, 2022; Tanjung &

Aba, 2021). The use of movies as a learning tool for listening and speaking is more popular among students than not.

Movies are the best because they have graphics that interest students, native languages, and most imports, and we can choose them. Movies are a component of listening skill development, especially in teaching English as a foreign language (EFL). Listening to media movies has increased in popularity recently as an effective teaching tool. Students are introduced to authentic language and various receptions from different cultures, as well as depicting expressions from each culture, all of which contribute to increased awareness of everyday communication. In addition, the incorporation of visual and auditory contexts enhances meaning through context and improves student comprehension and retention.

This article, designed to improve listening skills in EFL classrooms, focuses on students' engagement in watching movies. The multimedia experience influences people's motivation, concerns, and listening skills, despite its intended learning purpose. Additionally, it examines the pedagogical implications of using movies as a tool for language teaching, aiming to inspire students to engage and achieve high levels of success. Engagement itself is a multifaceted construct, encompassing behavioral, emotional, and cognitive dimensions (Huang et al., 2022; Pechenkina et al., 2017; Shi et al., 2021; Tang & Hew, 2022; Williams & Lahman, 2011).

## 2.    LITERATURE REVIEW
### 2.1  Students' Engagement in Language Learning
Active behavior refers to students' participation in learning and social activities. Students' emotional responses, such as feeling interested, bored, or anxious, are part of affective engagement. Cognitive engagement involves students' earnestness in learning, including a willingness to put in the effort to understand complex concepts. When students show high engagement, this is often associated with achieving more satisfactory learning outcomes and improved language skills (Huang et al., 2022; Pechenkina et al., 2017; Shi et al., 2021; Tang & Hew, 2022; Williams & Lahman, 2011).

### 2.2  The Role of Listening in EFL Learning
Listening is integral to EFL learning, supporting comprehension, language acquisition, cultural understanding, critical thinking, and motivation. Listening is not easy; it is a combination of how we think and how we hear. For EFL learners, listening is often difficult due to different accents, difficult-to-follow speaking speeds, and cultural displays that may be unfamiliar. Unfailing listening and learning should be accompanied by mother tongue and communication activities, such as daily conversations (Agustin & Ayu, 2021; Dewi et al., 2020; Dueraseh et al., 2021; Rost, 2011; Tai, 2022).

### 2.3  Movies as Authentic Audio-Visual Materials
Movies are now widely used as learning media as they are considered the most effective way in the EFL classroom. They combine visual and acoustic input, which helps students grasp meaning more easily through situation-appropriate clues (Pourrezaie et al., 2024; Tanjung & Aba, 2021).

### 2.4  Movies and Students' Engagement in Listening
Utilizing movies in listening activities stimulates three dimensions of engagement. Cognitive engagement is triggered through understanding the meaning and comprehending the conversation. Affective engagement is increased through emotional involvement with the story or characters. Behavioral engagement arises when students actively respond to tasks such as answering comprehension questions, making predictions, or discussing the scene (Tanjung & Aba, 2021).

## 3.    METHOD
This study applies a quantitative research design, utilizing the descriptive survey method, to investigate student engagement in listening activities through movies (Cresswell & Plano, 2018). The choice of this method is based on the need to obtain measurable data related to the level of behavioral involvement, understanding, and feelings experienced by students when dealing with film-based listening instructions. This study included 30 students from the English Education Study Program at the University of Muhammadiyah Semarang. All of them have at least one listening course and are therefore very suitable for assessing the effectiveness of movies as listening media.' Using a questionnaire method, the sample was chosen from ten students who had already been exposed to academic listening material and were currently in their 2nd and 4th semesters.

## 4.    APPROACHES
This study used a descriptive quantitative approach based on the behavioral engagement model (Cresswell, 2014). The purpose of this model is to measure students' behavioral engagement during film media listening activities. Students' active participation in the learning process, which includes attendance, concentration, debate participation, note-taking from the film, and completion of tasks related to the material listened to, defines behavioral engagement. We used a Likert scale poll to find out about behavioral involvement markers and teacher observation forms that were used during class activities. Using video as a teaching medium, this method allows teachers to give a quantitative overview of how actively students are participating in listening assignments.

## 5. RESULTS AND DISCUSSIONS

The purpose of this research is to determine the level of student engagement in listening tasks that involve films. We employed a questionnaire comprised of nine items evaluated on a five-point Likert scale, ranging from 1 (strongly agree) to 5 (strongly disagree). The survey was completed by thirty students enrolled in their second and fourth semesters of the English Education Study Program.

Table 1.

| NO. | Indicator | SA | A | N | D | SD | Mean |
|-----|-----------|-----|-----|-----|-----|-----|------|
| 1. | Have you ever learnt English using movie media in class? | 82,1% | - | - | 7,1% | - | 3.36 |
| 2. | I feel motivated to learn English when the material is delivered through movies | 32,1% | 46,4% | 10,7% | - | - | 2.89 |
| 3. | The use of movies helps me understand new vocabulary | 32,1% | 46,4% | 10,7% | - | - | 2.89 |
| 4. | Movies make it easier for me to improve my listening skills | 21,4% | 57,1% | 10,7% | - | - | 2.78 |
| 5. | English language movies make me more interested in learning about foreign cultures | 21,4% | 53,6% | 14,3% | - | - | 2.75 |
| 6. | Watching movies makes it easier for me to understand grammar | 21,4% | 46,4% | 21,4% | - | - | 2.68 |
| 7. | Learning through movies feels more fun than the usual method | 39,3% | 35,7% | 14,3% | - | - | 2.93 |
| 8. | I feel my pronunciation has improved after learning from the movies | 25% | 39,3% | 21,4% | - | - | 2.61 |
| 9. | I would like to see the use of movies more often in my English class | 25% | 46,4% | 17,9% | - | - | 2.75 |
| 10. | I remember vocabulary better after watching a movie | - | 50% | 39,4% | 7% | - | 2.36 |

Based on the Table 1, items with the highest mean scores were: "Learning through movies feels more fun than the usual method." (Mean = 2.93), and "I feel motivated to learn English when the material is delivered through movies" (Mean = 2.89). The purpose of this study is to determine how many students listen to things that use movies. We used a template with nine questions that were rated on a five-point Likert scale, from 1 (strongly agree) to 5 (strongly disagree).

Thirty students who were in their second and fourth semesters of the English Education Study Program took part in the poll. The majority of students expressed that they were happy, motivated, and even helped them. There has been a growing interest in using movies as a medium for teaching English language skills, as they are both captivating and immersive.

The data shown above indicate the replies that students gave to eleven indicators related to the efficiency, pleasure, and educational advantages of using movies in English class. 82.1% of respondents gave the "Strongly Agree" (SA) response to the first indication, which asked, "Have you ever learned English using movie media in class?" It indicates that a considerable percentage of students have had the opportunity to study English through the medium of movies.

Given this information, the use of film in classroom learning is already a widespread practice for a significant number of students. To acquire a language, motivation is a crucial factor in the learning process. A mean score of 2.89 was obtained from the students' responses to the question, "I feel motivated to learn English when the material is delivered through movies." 32.1% of the students highly agreed with the statement, while 46.4% had agreed with it. It demonstrates that movies have a positive influence on pupils' motivation.

With the same distribution of SA and A responses and the same mean score of 2.89, the third question concerning language acquisition displays a pattern that is comparable to the one examined in the previous item.

In light of these findings, the concept that movies, by providing contextualized linguistic input, encourage motivation and vocabulary growth is given more respect. The outcomes of this investigation lend credence to the viewpoint presented.

Watching movies also helps improve one's ability to focus on what is being said. 21.4% of respondents strongly agreed with the statement that "Movies make it easier for me to improve my listening skills," while 57.1% of respondents agreed with the statement. This results in a mean score of 2.78, highlighting that movies are an effective means of delivering real listening practice through dialogue from native speakers, voices with a variety of accents, and natural speech pace.

One further advantage is having an awareness of both cultures. In response to the statement that "English language movies make me more interested in learning about foreign cultures," 21.4% of respondents strongly agreed, while 53.6% agreed. The mean score of 2.75 that was obtained demonstrates that films have the potential to act as cultural windows, enabling students to broaden their understanding of various ways of life, customs, and points of view.

There is also some consideration given to the development of grammar and pronunciation through the medium of movies, but with significantly lower levels of agreement. Twenty-one-point four percent of respondents strongly agreed, and forty-six-point four percent agreed, with a mean score of 2.5. According to the same pattern, 25% of respondents strongly agreed, while 39.3% agreed (mean = 2.61). Despite these encouraging results, they suggest that students may require additional resources or more targeted coaching to benefit from these areas fully.

Indicator seven highlights the enjoyment component by revealing that 39.3% of respondents strongly agreed and 35.7% agreed that studying through movies is more pleasant than traditional ways (mean = 2.93). Film can make the classroom environment more relaxed and engaging, which in turn may lead to increased student engagement. It indicated that a high score was received. It is interesting to note that, although students have a favorable attitude towards movies, their ability to remember terminology after seeing them is not as good (indicator 10). A total of 39.4% of students replied neutrally, while only 50% of students agreed with the statement.

The average score for this question is 2.36, which is the lowest of all the items. Although watching movies may be beneficial in terms of exposure to new words, deliberate vocabulary exercises may still be necessary to reinforce learning. The responses indicate that students consider watching movies a technique for learning English that is not only efficient but also enjoyable and motivating. Particularly when it comes to improving listening skills, vocabulary, and cultural awareness, this is indeed very true. The development of additional educational techniques enables the optimization of these advantages while simultaneously addressing weaker areas, such as grammar, memory, and vocabulary recall. in learning to listen through movies.

## 6.  CONCLUSIONS

According to the results of this research, the use of films in teaching English as a second language is typically regarded favourably by students. A significant proportion of students, 82.1%, have reported having prior experience studying English through the medium of movies. It indicates that not only is this medium well-known but it is also being employed more frequently in educational settings. Arroba & Acosta (2021) who emphasizes that authentic video materials, such as films, expose learners to real language usage in realistic situations, therefore improving both comprehension and contextual understanding, agrees with this statement.

The research reveals that movies have a significant impact on people's motivation, which is one of the most compelling findings. Seventy-eight point five percent of students either agreed or strongly agreed that they have a higher level of motivation while they are learning English through films. Thus, this supports the conclusions of (Krause et al., 2021; Maharani et al., 2024; Pourrezaie et al., 2024; Tanjung & Aba, 2021)who noted that integrating films into language education enhances student involvement and enthusiasm. The results of this study corroborated the assertions made by Krause et al. (2021).

To be more specific, films break up the monotony of classroom teaching and increase students' interest in the subject matter. A considerable number of students (78.5%) report that watching movies helps them better grasp new terms, suggesting that vocabulary acquisition also benefits significantly from the use of film. According Tai (2022) who proposed that frequent exposure to words in various situations, such as through movie conversations, promotes incidental vocabulary learning, this data is consistent with his argument. Despite this, it is vital to note that when questioned whether they were able to recall terminology better after viewing movies, only 50% of respondents agreed, while 49.4% remained neutral.

This is something that should be brought to your attention. In light of this, exposure to new language can be gained from watching movies, yet Chen & Ren  (2021; Selvi & Galloway (2024)  reminds us that conscious practice and regular usage are required to retain vocabulary over an extended period. The increase in listening skills was also met with positive comments, with 78.5% of students agreeing that watching movies helps them better comprehend spoken English. It lends credence to the findings of Chen & Ren (2021; Li et al., (2023) who state that movies have the potential to dramatically improve listening comprehension by offering a wide range of

dialects, pronunciation patterns, and genuine speech rhythms, all of which are absent from traditional learning materials.

One further significant result is respect for different cultures. More than seventy-five percent of respondents said that seeing films performed in English heightened their interest in the cultures of other countries. In line with the findings of Dueraseh et al. (2021) who discovered that the inclusion of cultural information in language materials has the potential to cultivate intercultural awareness and empathy, both of which are essential components of language instruction in the 21st century.

The feedback on the improvement of grammar and pronunciation was positive, albeit slightly lower than expected. Students' grammar improved by approximately 67.8 percent, while their pronunciation improved by around 64.3 percent. This aligns with the findings of Mulyadi et al., 2021; Rohimah et al., 2021), who noted that even though movies provide contextualized information for grammar and pronunciation, explicit instruction is still necessary for a comprehensive understanding of the language.

The fact that there is a high level of consensus that learning through movies is more fun than learning through traditional means (mean = 2.93), which validates the idea that enjoyable learning experiences may lead to improved retention and active involvement, highlights the significance of this concept. These findings are presented in conclusion. It is aligns with Mulyadi et al. (2019). Overall, these data indicate that movies are an effective supplemental tool for English training despite not being a total answer. Boosting motivation, improving listening and language abilities, and fostering cultural awareness are all benefits of these activities.

On the other hand, its efficacy may be fully realized when paired with planned exercises and the guidance of the teacher. When students watch movies, they have fun, learn, and want to learn. Kids are more likely to finish listening activities when they watch these videos that let them experience things. The results support the idea that real media, like movies, could help students stay interested in learning English. Teachers should keep using movies to help kids learn and keep their interest, especially when the movies are connected to activities that let them do things.

The findings unambiguously suggest that movies are an effective and impactful medium for developing the capacity to acquire the English language. An increase in the students' excitement, an improvement in their listening and language skills, and a growing interest in learning about cultures from other nations are all outcomes of receiving this instruction. Although movies may not be able to ensure that students will master grammar or retain vocabulary on their own, the fact that they are interesting and authentically contextualized considerably enhances the learning process.

It is recommended that movies be incorporated into guided instruction and active learning methodologies to have the most tremendous possible impact. Generally listening, incorporating films into English courses not only makes learning more enjoyable but also makes it more effective, relevant, and applicable to real-world language use.

## REFERENCES

Agustin, R. W., & Ayu, M. (2021). The impact of using Instagram for increasing vocabulary and listening skill. *Journal of English Language Teaching and Learning (JELTL)*, *2*(1), 1–7. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

Arroba, J., & Acosta, H. (2021). LEARN Journal: Language Education and Acquisition Research Network Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. In *Journal: Language Education and Acquisition Research Network* (Vol. 14, Issue 1). https://so04.tci-thaijo.org/index.php/LEARN/index

Chen, Z. ,&, & Ren, J. (2021). A Study of Chinese University EFL Learners' online English classroom anxiety and listening anxiety. *International Journal of TESOL Studies*, *3*(4), 79–95. https://doi.org/10.46451/ijts.2021.12.06

Cresswell, J. W. (2014). *Research design, qualitative, quantitative, mixed methods approaches*. Sage Publications.

Cresswell, J. W., & Plano, C. V. (2018). *Designing and conducting mixed methods research* (3rd ed.). Sage Publications.

Dewi, R., Wijayatiningsih, T. D., & Budiastuti, R. E. (2020). Students' voice of listening activities using English popular songs. *ETERNAL ( English Teaching Journal)*, *11*(1), 62–67. http://journal.upgris.ac.id/index.php/eternal/index

Dueraseh, S., Mulyadi, D., & Wijayatiningsih, T. D. (2021). Analyzing foreign languange listening anxiety and online English proficiency test of undergraduate students. *4th English Language and Literature International Conference (ELLiC) Proceedings Vol. 4*, *4*, 167–174. www.googleform.com

Huang, M., Kuang, F., & Ling, Y. (2022). EFL learners' engagement in different activities of blended learning environment. *Asian-Pacific Journal of Second and Foreign Language Education*, *7*(9), 1–15. https://doi.org/10.1186/s40862-022-00136-7

Krause, A. E. , Dimmock, J. , Rebar, A. L. , &, & Jackson, B. (2021). Music listening predicted improved life satisfaction in university students during early stages of the covid-19 pandemic. *Frontiers in Psychology*, *11*, 1–9. https://doi.org/10.3389/fpsyg.2020.631033

Li, K. , Qin, X. , Ji, S. , &, & Zou, L. (2023). The effects of general listening anxiety and listening test anxiety on self-perceived listening performance among Chinese English learners. *Psychology Research and Behavior Management*, *16*(0), 3541–3560. https://doi.org/10.2147/PRBM.S422030

Maharani, R. S. , Jayanti, S. D. , &, & Afifi, N. (2024). Promoting self-directed learning through netflix as a learnng aid of listening and speaking: An investigation toward EFL students' voices. *Journal of Languages and Language Teaching*, *12*(1), 212. https://doi.org/10.33394/jollt.v12i1.8377

Mulyadi, D., Hersulastuti, & Purnama, Y. (2019). Students' Perceptions of Blended Learning in Mastering English for Specific Purposes. *Journal of Physics: Conference Series*, *1339*(1). https://doi.org/10.1088/1742-6596/1339/1/012116

Mulyadi, D., Wijayatiningsih, T. D., Swaran Singh, C. K., & Prastikawati, E. F. (2021). Effects of technology enhanced task-based language teaching on learners' listening comprehension and speaking performance. *International Journal of Instruction*, *14*(3), 717–736. https://doi.org/10.29333/iji.2021.14342a

Pechenkina, E., Laurence, D., Oates, G., Eldridge, D., & Hunter, D. (2017). Using a gamified mobile app to increase student engagement, retention and academic achievement. *International Journal of Educational Technology in Higher Education*, *14*(1), 1–12. https://doi.org/10.1186/s41239-017-0069-7

Pourrezaie, M. , Narafshan, M. H. , &, & Tajadini, M. (2024). The Effect of Watching Musical Movies on English Language Learners' listening comprehension and happiness. *Journal of Applied Linguistics Studies*, *3*(2), 216–229. https://jals.aliabad.iau.ir

Rohimah, N. K., Mulyadi, D., Riana, ;, Budiastuti, E., & Semarang, U. M. (2021). Developing mobile learning media in teaching passive voice. *English Focus*, *5*(1), 42–61. https://doi.org/10.24905/efj.v5i1.126

Rost, M. (2011). *Teaching and Researching Listening* (Second Edition). Pearson Education Limited. www.pearson-books.com

Selvi, A. F., & Galloway, N. (2024). The Routledge handbook of teaching English as an international language. In *The Routledge Handbook of Teaching English as an International Language*. Taylor and Francis. https://doi.org/10.4324/9781003203261

Shi, Y., Tong, M., & Long, T. (2021). Investigating relationships among blended synchronous learning environments, students' motivation, and cognitive engagement: A mixed methods study. *Computers and Education*, *168*. https://doi.org/10.1016/j.compedu.2021.104193

Tai, T.-Y. (2022). Impact of mobile virtual reality on EFL learners' listening comprehension. *Language Learning & Technology*, *26*(1), 1–23.

Tang, Y., & Hew, K. F. (2022). Effects of using mobile instant messaging on student behavioral, emotional, and cognitive engagement: a quasi-experimental study. *International Journal of Educational Technology in Higher Education*, *19*(1), 1–22. https://doi.org/10.1186/s41239-021-00306-6

Tanjung, F. A., & Aba, T. T. (2021). Student engagement in learning listening help movie online during the covid-19 pandemic. *Exposure Journal: Jurnal Pendidikan Bahasa Inggris*, *173*(2), 173–179. https://journal.unismuh.ac.id/index.php/exposure

Williams, L. , & Lahman, M. (2011). Online discussion, student engagement, and critical thinking. *Journal of Political Science Education*, *7*(2), 143–162.