

Influence of Watching English Movies on English Language Speaking Skills

Adieli Laoli^{1*}, Etis Bago², Des Asnidar Lase³, Heppy Vita Sari Gulo⁴

¹⁻⁴Study Program of English Education, Faculty of Teacher Training and Education,
Universitas Nias, Gunungsitoli City, Indonesia

Email: laoliadieli65@gmail.com¹, etisbago29@gmail.com², asnilase576@gmail.com³,
heppyvitasari@gmail.com⁴

Author correspondence: laoliadieli65@gmail.com*

Abstract. *This study aims to explore the effect of watching English movies on improving students' speaking skills. Using the literature review method, this research analyzes previous studies that discuss the relationship between exposure to English-language films and the development of speaking skills. The results showed that watching English movies contributed to the improvement of vocabulary, contextual understanding, as well as confidence in speaking. In addition, the use of subtitles and movie-based learning techniques such as shadowing proved effective in improving speaking fluency and intonation. The study also revealed that active engagement in movie-based discussions can accelerate language acquisition and increase students' learning motivation. Thus, the integration of English movies in the language learning curriculum is recommended to enrich conventional teaching methods. In conclusion, watching English movies is an effective strategy in improving speaking skills, especially when combined with appropriate pedagogical approaches.*

Keywords: *English Language Movies, Language Learning, Learning Methods, Learning Motivation, Speaking Skills*

1. INTRODUCTION

The ability to speak in English is one of the most important skills for learners, especially in the current era of globalization. Various learning methods have been applied to improve speaking skills, one of which is through watching English movies. Movies not only serve as a means of entertainment, but also as an effective learning tool, as they can provide authentic cultural and linguistic context to the audience (Wardhany, 2022; Shahid, 2022; Alolaywi, 2023). Previous research shows that watching English movies can improve students' speaking skills in a fun and interactive way, and help them understand the use of language in real situations (Karimaliana, 2024; Jin, 2023; “The Impact of Watching Movies on Students' Speaking Ability”, 2022).

Several studies have examined the effect of watching movies on students' speaking skills. For example, Wardhany Wardhany (2022) found that movie analysis can improve students' language competencies, including speaking and listening skills. In addition, Shahid Shahid (2022) emphasized that English films can improve students' communication skills, especially in the context of speaking. Another study by Jin Jin (2023) showed that shadowing activities using movies can significantly improve students' speaking skills compared to

traditional teaching methods. This suggests that movies can serve as a rich and contextualized source of language input, which is very beneficial in English language learning.

Furthermore, research by Ban et al. Ban et al. (2023) revealed that watching English movies is one of the strategies students use to improve their speaking skills. Students who engage in movie-watching activities tend to be more motivated and have greater opportunities to practice speaking in English (Yusoff et al., 2021; Maulisa, 2023). Thus, English movies not only provide entertainment, but also serve as an effective tool to improve students' speaking skills in the context of English language learning.

In this context, this study aims to explore the effect of watching English movies on students' speaking skills. By reviewing the existing literature, it is expected to provide a deeper insight into how movies can be used as an effective learning tool in improving English speaking skills among learners. Based on the data above, the researcher is interested in conducting a study with the title "The Effect of Watching English Language Movies on English Speaking Skills".

2. LITERATURE REVIEW

Watching English Movies as a Method of Learning Speaking Skills

Learning English as a foreign language has undergone significant developments in its methods and approaches. One strategy that is increasingly recognized in improving speaking skills is watching English movies (Wardhany, 2022). Movies not only serve as an entertainment medium, but also as a learning tool that offers an authentic language context that can enrich students' learning experience. With repeated exposure to the target language, students can gain improvements in pronunciation, vocabulary, as well as confidence in speaking (Shahid, 2022; Alolaywi, 2023). This review aims to explain the theoretical foundations regarding the effectiveness of watching movies in improving students' speaking skills based on previous research.

Language Acquisition Theory and the Role of Movies in Learning

One of the main theories supporting the effectiveness of movie watching in language learning is the second language acquisition theory proposed by Krashen (1982). According to this theory, comprehensible input is the main factor in language acquisition. English movies present rich linguistic models in a variety of contexts, allowing students to acquire input that is varied and relevant to everyday language use (Karimaliana, 2024). In addition, movies provide exposure to intonation, accent, and nonverbal expressions that are important in oral communication (Jin, 2023).

The study by Ban et al. (2023) showed that watching movies in English improved students' vocabulary and grammar comprehension, which in turn contributed to improved speaking skills. In addition, the interactionist theory developed by Vygotsky (1978) also supports language learning through movies. This theory emphasizes the importance of social interaction in language acquisition, and films can serve as a stimulus for discussion and communication-based activities in the classroom (Djanuwarso & Deskilasari, 2022).

The Effect of Movies on Mastery of Speaking Skills

Research conducted by Wardhany (2022) and Shahid (2022) shows that watching English movies can improve students' speaking skills in the following aspects:

1. Improved Vocabulary and Idiomatic Expressions Vocabulary is an important aspect in speaking skills. A study by Sari & Aminatun (2021) showed that students who regularly watched English movies had a wider vocabulary than those who only used conventional methods. Movies offer exposure to everyday vocabulary, idiomatic expressions, and sentence structures often used by native speakers (Dominguez, 2024).
2. Peningkatan Kepercayaan Diri dalam Berbicara Menurut Chaya (2022), menonton film berbahasa Inggris membantu siswa meningkatkan kepercayaan diri mereka dalam berbicara. Hal ini disebabkan oleh adanya eksposur yang berulang terhadap pola komunikasi yang digunakan dalam situasi nyata, memungkinkan siswa untuk memahami bagaimana bahasa digunakan dalam konteks sosial yang berbeda (Yusoff et al., 2021).
3. Pengaruh Subtitle dalam Pembelajaran Penggunaan subtitle dalam pembelajaran bahasa telah menjadi perdebatan di kalangan peneliti. Menurut penelitian oleh Riswanto (2022), subtitle bahasa Inggris dapat membantu siswa dalam mengaitkan kata-kata yang diucapkan dengan bentuk tertulisnya, meningkatkan pemahaman fonetik dan sintaksis mereka. Namun, Effendy (2023) berpendapat bahwa ketergantungan berlebihan pada subtitle dapat menghambat keterampilan mendengarkan aktif. Oleh karena itu, pendekatan bertahap dalam mengurangi penggunaan subtitle disarankan agar siswa dapat lebih mandiri dalam memahami bahasa yang digunakan dalam film.
4. Peran Shadowing dan Teknik Diskusi

Salah satu teknik yang telah terbukti efektif dalam meningkatkan keterampilan berbicara adalah shadowing, yaitu mengulang kata-kata yang diucapkan dalam film secara bersamaan. Jin (2023) menemukan bahwa teknik shadowing dapat meningkatkan kefasihan

berbicara serta memperbaiki intonasi dan ritme siswa dalam berkomunikasi. Selain itu, penelitian oleh Djanuwarso & Deskilasari (2022) menunjukkan bahwa diskusi berbasis film mendorong siswa untuk lebih aktif menggunakan bahasa Inggris dalam interaksi sehari-hari.

Implications for Language Learning

The findings from this study show that English movies can be an effective tool in improving students' speaking skills. Therefore, there are several implications that can be applied in English language learning:

1. **Integration in Curriculum**

Teachers can integrate movies as part of the teaching method, for example by holding a discussion after watching the movie or asking students to write a summary in English (Shahid, 2022).

2. **Selection of Appropriate Movies**

Karimaliana (2024) emphasizes the importance of selecting films that are appropriate for students' level of understanding so that they can gain maximum benefit from the viewing experience.

3. **Gradual Use of Subtitles**

A phased approach in the use of subtitles can help students improve their listening and speaking skills more effectively (Sari & Aminatun, 2021).

4. **Application of Shadowing and Discussion Techniques**

Movie-based shadowing and discussion activities can help students improve speaking fluency as well as understand cultural aspects in English communication (Jin, 2023).

Based on this theoretical review, it can be concluded that watching English movies is an effective strategy in improving students' speaking skills. Movies provide exposure to extensive vocabulary, natural sentence structures, and help students understand the context of language use in real life. In addition, learning techniques such as shadowing and movie-based discussions can improve students' speaking fluency and confidence. Therefore, the integration of movies in the English language learning curriculum can be an innovative solution to improve the quality of learning.

3. METHODS

This study uses the literature review method to explore the effect of watching English movies on English speaking skills. This method involves collecting, analyzing and synthesizing information from various relevant academic sources, including Scopus-indexed journal articles and other scholarly publications. This process aims to understand how English-language movies can contribute to the improvement of English speaking skills among learners.

In the initial stage, the researcher conducted an extensive literature search using academic databases such as Scopus, Google Scholar, and JSTOR. The keywords used in the search included “influence of watching English movies”, “English speaking skills”, and “language learning through media”. From this search, a number of relevant articles were identified and evaluated based on inclusion criteria, such as the relevance of the topic, the methodology used, and the reported research results.

After collecting the articles, the researcher conducted a content analysis to identify key themes that emerged from previous research. Several studies have shown that watching English movies can improve students' speaking skills in different ways, including vocabulary enhancement, pronunciation mastery, and understanding of cultural context (Wardhany, 2022; Shahid, 2022; Jin, 2023). In addition, movies also serve as an effective motivational tool in the language learning process, where students feel more engaged and motivated to practice speaking (Chaya, 2022; Effendy, 2023).

Furthermore, researchers also consider factors that influence the effectiveness of watching movies in improving speaking skills, such as the type of movie watched, the use of subtitles, and the learning context (Sari & Aminatun, 2021; Alolaywi, 2023; Dominguez, 2024). Research shows that movies with relevant and interesting content can increase student engagement, which in turn can accelerate the language learning process (Djanuwarso & Deskilasari, 2022; Riswanto, 2022).

Finally, the researcher draws conclusions based on the findings from the existing literature, emphasizing the importance of integrating English language films in the English language learning curriculum to improve students' speaking skills. This research is expected to provide useful insights for educators and policy makers in designing more effective learning strategies.

4. DISCUSSION

The Effect of English Language Movies on Speaking Skills

Watching English movies has been proven to be one of the effective learning methods in improving students' speaking skills. Studies by Wardhany (2022) and Shahid (2022) show that exposure to English through movies not only increases vocabulary comprehension but also improves speaking skills by imitating pronunciation, intonation, as well as verbal expressions used by native speakers. In addition, movies provide an authentic context for English communication that allows students to understand language use in real situations (Alolaywi, 2023).

Research conducted by Ban et al. (2023) revealed that students who regularly watched English movies had a higher level of confidence in speaking compared to those who only relied on traditional learning methods. They were more active in class discussions, more fluent in expressing opinions, and better able to understand the nuances of spoken language. This is in line with research conducted by Maulisa (2023), who found that students exposed to English movies were significantly better at articulating words with correct intonation and rhythm.

Vocabulary Enhancement and Contextual Understanding

One of the main benefits of watching English movies is the improvement of students' vocabulary. Movies often present a wide variety of commonly used expressions and terms in everyday life (Jin, 2023). For example, in a study by Sari & Aminatun (2021), it was found that using movies as a learning tool helped students understand idiomatic phrases and slang expressions that are rarely found in academic textbooks.

In addition, research by Dominguez (2024) showed that contextual understanding also improved when students were exposed to various communication situations in movies, such as formal and informal conversations. This allows students to develop a better understanding of how English is used in various social and professional situations.

The Effect of Subtitles on Speaking Skills

Another factor that affects the effectiveness of watching movies in improving speaking skills is the use of subtitles. According to research conducted by Riswanto (2022), students who watched movies with English subtitles experienced significant improvements in speaking ability compared to those who watched without subtitles. Subtitles help students associate spoken words with their written representations, which in turn improves phonetic skills and grammatical understanding. However, Effendy (2023) cautions that over-reliance on subtitles may hinder the development of active listening skills. Therefore, the best strategy is to gradually reduce the use of subtitles once students begin to understand the patterns and structures of the language used in the movie.

Motivation and Confidence in Speaking

In addition to the technical aspects of language, watching English movies also has a significant psychological impact on students. Research by Chaya (2022) shows that students who often watch English movies are more confident in speaking because they are used to hearing and repeating expressions used by native speakers. This is also supported by a study conducted by Yusoff et al. (2021), which identified that watching movies can reduce English speaking anxiety and increase students' learning motivation.

In another study, Djanuwarso & Deskilasari (2022) found that students who watched movies actively, for example by performing the “shadowing” technique (repeating the words spoken in the movie simultaneously), showed significant improvement in speaking fluency. This technique allows students to match their rhythm and intonation with native speakers, thus helping to improve their speaking clarity and fluency.

Implications for English Language Learning

The findings from this study show that English movies are an effective tool in improving speaking skills. Therefore, there are several implications for English language learning, including:

1. **Integration in the Curriculum:** The use of movies in English classes can be an innovative and interactive learning method, especially when combined with task-based learning techniques such as discussions, presentations, or role-play (Shahid, 2022).
2. **Selection of Appropriate Movies:** Teachers need to choose movies that are suitable for the students' ability level so that they can understand the language used without feeling overwhelmed (Karimaliana, 2024).
3. **Gradual Use of Subtitles:** Students can start with English subtitles and gradually switch to no subtitles to improve their listening and speaking skills (Sari & Aminatun, 2021).
4. **Shadowing and Discussion Techniques:** Activities such as imitating actors' pronunciation and having discussions about the content of the movie can help improve students' language fluency and comprehension (Jin, 2023).

5. CONCLUSION

Based on the results of the discussion, it can be concluded that watching English movies has a positive impact on students' speaking skills. Movies help in vocabulary enhancement, understanding of cultural context, as well as confidence in speaking. In addition, factors such as the use of subtitles and active engagement in movie-based activities also contribute to improving students' speaking skills. Therefore, English movies can be an effective learning tool in language learning, especially if integrated with appropriate learning strategies.

REFERENCES

- Alolaywi, Y. (2023). Belajar bahasa Inggris dari film: Sebuah studi eksplorasi. *Jurnal Internasional Ilmu Sosial dan Penelitian Manusia*, 6(4). <https://doi.org/10.47191/ijsshr/v6-i4-43>
- Ban, B., Pang, S., & Em, S. (2023). Debat: Salah satu faktor kunci untuk meningkatkan kemampuan berbicara bahasa Inggris siswa. *Jurnal Pendidikan Umum dan Humaniora*, 2(2), 107–120. <https://doi.org/10.58421/gehu.v2i2.69>
- Chaya, P. (2022). Studi eksplorasi film untuk konten budaya yang sesuai untuk meningkatkan keterampilan berbicara bahasa Inggris dan kompetensi komunikatif antarbudaya siswa Thailand. *Asian Social Science and Humanities Research Journal (Ashrej)*, 4(1), 1–14. <https://doi.org/10.37698/ashrej.v4i1.91>
- Djanuwarso, K., & Deskilasari, P. (2022). Dampak menonton film seri berbahasa Inggris secara terus-menerus terhadap kemampuan bahasa Inggris siswa (Studi kasus: *Peaky Blinders* dan *Friends*). *Jedu: Jurnal Pendidikan Bahasa Inggris*, 2(3), 201–208. <https://doi.org/10.30998/jedu.v2i3.6973>
- Dominguez, L. (2024). Proposal metode film untuk mengajarkan kosakata kepada siswa EFL di “Nuevo Rocafuerte High School.” *Resistances: Jurnal Filsafat Sejarah*, 5(9), e240144. <https://doi.org/10.46652/resistances.v5i9.144>
- Effendy, M. (2023). Pengajaran keterampilan berbicara bahasa Inggris berbasis ICT di Indonesia: Tinjauan sistematis kualitatif. *Premis: Jurnal Pendidikan Bahasa Inggris*, 12(2), 359. <https://doi.org/10.24127/pj.v12i2.5228>
- Jin, S. (2023). Efek dari kegiatan *shadowing* menggunakan film pada keterampilan berbicara pelajar bahasa Inggris di Korea dan sikap afektif mereka. *International Education Forum*, 1(2), 1–18. <https://doi.org/10.26689/ief.v1i2.5623>
- Karimaliana, K. (2024). Pelatihan literasi transformatif untuk mahasiswa bahasa Inggris: Dampak metode pembelajaran berbasis film. *Veles: Voice of English Language Education Society*, 7(3), 829–838. <https://doi.org/10.29408/veles.v7i3.24296>
- Maulisa, R. (2023). Korelasi antara menonton film berbahasa Inggris dengan kemampuan siswa dalam menguasai keterampilan berbicara. *Kajian dan Pengajaran Bahasa Inggris*, 4(1), 9–18. <https://doi.org/10.32672/elaste.v4i1.5820>
- Riswanto, R. (2022). Pengaruh film pendek fiksi terhadap kemampuan berbicara bahasa Inggris siswa. *English Review: Jurnal Pendidikan Bahasa Inggris*, 10(2), 621–628. <https://doi.org/10.25134/erjee.v10i2.6282>
- Sari, S., & Aminatun, D. (2021). Persepsi mahasiswa tentang penggunaan film berbahasa Inggris untuk meningkatkan penguasaan kosakata. *Jurnal Pengajaran dan Pembelajaran Bahasa Inggris*, 2(1), 16–22. <https://doi.org/10.33365/jeltl.v2i1.757>
- Shahid, A. (2022). Mengeksplorasi peran film berbahasa Inggris di kelas bahasa Inggris untuk meningkatkan keterampilan berbicara peserta didik di tingkat lanjut. *Pakistan Languages and Humanities Review*, 6(2). [https://doi.org/10.47205/plhr.2022\(6-ii\)12](https://doi.org/10.47205/plhr.2022(6-ii)12)

- Wardhany, D. (2022). Mempromosikan film berbahasa Inggris sebagai sarana untuk meningkatkan kompetensi budaya pembelajar EFL. *Joall: Jurnal Linguistik dan Sastra Terapan*, 7(1), 186–201. <https://doi.org/10.33369/joall.v7i1.16594>
- Yusoff, S., Din, R., & Othman, N. (2021). Menonton film selama pandemi sebagai alat teknologi audio-visual untuk keterampilan menyimak dan berbicara. *Jurnal Internasional Penelitian Akademik dalam Ilmu Bisnis dan Sosial*, 11(12). <https://doi.org/10.6007/ijarbss/v11-i12/11767>