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# THE IMPACT OF WATCHING ENGLISH MOVIES ON STUDENTS' LISTENING COMPREHENSION

**Hendra Wicaksono[1*] and Diego Javier Romero[2]**
[1]YARSI University, Indonesia
[2]University of Buenos Aires, Argentina
*Corresponding Author: hendrawicaksono.s@gmail.com
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**Abstract**
This study explores the impact of watching English movies on students' listening comprehension, a vital skill for effective communication in a globalized world. Understanding spoken English remains a significant challenge for second language learners due to factors such as speech rate, accents, connected speech, and idiomatic expressions. While previous research has highlighted the benefits of audiovisual resources in language learning, there is limited empirical evidence specifically examining how structured exposure to English films influences listening proficiency within classroom settings, especially among non-native speakers. This research aims to fill this gap by evaluating the effectiveness of English movies as a pedagogical tool to enhance listening skills. The study employed a quasi-experimental design involving 60 intermediate-level EFL students from a private university, who were randomly assigned into experimental and control groups (30 participants each). Data were collected through pre- and post-intervention listening tests, along with questionnaires measuring viewing frequency outside the classroom. The listening assessments focused on overall comprehension and recognition of informal language features. Data analysis included descriptive statistics, t-tests for comparing group performances, and correlation analyses to examine the relationship between viewing frequency and listening improvements. The key findings reveal that students exposed to English movies demonstrated significantly greater gains in listening comprehension compared to those receiving traditional instruction. Furthermore, there was a positive correlation between the frequency of movie watching and the extent of listening improvement, indicating that sustained exposure enhances comprehension. These results suggest that integrating authentic media resources like movies into ESL instruction can effectively improve listening skills by providing real-life language input, exposure to diverse accents, and natural speech patterns.

**Keywords:** English movies, listening comprehension, EFL learners, language exposure

## INTRODUCTION

The ability to comprehend spoken English is a fundamental component of effective communication in second language acquisition. Among the four core language skills—listening, speaking, reading, and writing—listening is often perceived as the most challenging, particularly in foreign language contexts where exposure to authentic auditory input is limited. As learners strive to decode spoken language, factors such as speech rate, accent variation, connected speech, and vocabulary density present considerable obstacles. In light of these challenges, language educators continually seek methods that can enhance learners' listening proficiency in engaging and authentic ways.

Incorporating multimedia resources into language instruction has garnered increasing attention, especially as learners become more immersed in digital environments. Watching English-language films offers a rich source of authentic input, presenting natural pronunciation, rhythm, and cultural context in an engaging format. These films not only expose students to diverse accents and colloquial expressions but also create opportunities for contextualized learning. As such, the



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role of English movies in developing listening comprehension deserves focused academic attention, particularly within environments where English is taught as a foreign language and authentic interaction with native speakers is minimal.

Recent studies have emphasized the benefits of using audiovisual materials to enhance listening comprehension. For instance, Hà and Thao (2020) found that learners who were exposed to English films demonstrated significant improvement in their listening skills compared to those who followed traditional methods. Similarly, Li (2023) observed that authentic video input enhanced learners' recognition of informal language features and idiomatic expressions. More recently, Karim et al. (2021) highlighted the effectiveness of subtitled English movies in improving vocabulary acquisition and listening accuracy. These studies illustrate a growing body of evidence supporting the integration of film media into language learning, yet there remains space for deeper empirical validation across diverse learner contexts.

Although previous research has affirmed the positive influence of audiovisual input on language learning, much of the focus has centered on general language acquisition, vocabulary development, or learner motivation. Few studies have directly quantified the effect of watching English movies on listening comprehension within structured classroom settings, particularly in non-English-dominant countries where learners have limited exposure to native input. Furthermore, the measurement of listening comprehension outcomes has often varied across studies, making comparative analysis difficult. These limitations underscore the need for more targeted exploration that links specific media exposure to measurable improvements in comprehension.

This study uniquely examines the effect of structured exposure to English-language movies on the listening comprehension performance of EFL students, focusing on empirical measurement within a classroom context. Unlike previous research that has emphasized subjective perceptions or generalized benefits of multimedia input, this investigation applies standardized listening assessments to evaluate learning outcomes after repeated movie exposure. By doing so, it offers new insight into how a widely accessible media resource can serve as a pedagogical tool for enhancing receptive language skills. The study therefore seeks to (1) determine whether regular exposure to English movies improves students' listening comprehension, (2) assess the extent of such improvement, and (3) identify whether any specific patterns of performance emerge among learners.

Bridging pedagogical theory and classroom application, this research underscores the dynamic interplay between media input and skill development. It offers grounded perspectives for language instructors seeking to diversify their teaching approaches and reinforces the practical value of integrating real-life communication models into curriculum design. For learners, the experience of engaging with authentic English dialogue in an immersive yet controlled environment provides meaningful reinforcement of classroom instruction. This blending of authenticity and structure encourages both linguistic development and learner autonomy in language acquisition.

This study contributes to the field of English Language Teaching by providing empirical evidence on the pedagogical impact of English movies on listening comprehension. It contributes not only by validating media-based instruction within the EFL context, but also by introducing a replicable framework

for measuring listening gains resulting from authentic video exposure. The findings are expected to contribute to curriculum development strategies that aim to balance traditional instruction with modern, context-rich materials that reflect natural language use.

Hypotheses

$H_1$: Students who watch English movies regularly show significantly higher listening comprehension scores than those who do not.

$H_2$: Exposure to English movies leads to improved recognition of connected speech and informal language features in listening tasks.

$H_3$: The frequency of movie watching positively correlates with the level of improvement in students' listening comprehension.

## LITERATURE REVIEW

### English Movies and Listening Skills

English movies serve as a powerful educational tool in enhancing listening skills among learners, particularly in the context of language acquisition. The multifaceted advantages of utilizing films in English language learning (ELL) come from their ability to engage students by providing authentic contexts, exposing them to native pronunciations, and fostering emotional connections to the language. Recent studies indicate that movies can help students develop listening skills effectively due to their visual and auditory formats, which appeal to various learning preferences and styles (Rachmi & Sari, 2022; Fajriati et al., 2024), Liu, 2023).

Among the significant features of movie-based learning, the simultaneous access to audio and visual elements enhances comprehension. Research emphasizes that subtitles, when incorporated, can bridge the gap between spoken language and literacy. By reading along as they listen, students can reinforce their understanding of vocabulary, context, and pronunciation (Singh et al., 2021; Hà & Thao, 2020; Fauji & Zuhriyah, 2022). For instance, the use of English-captioned movies has been highlighted as beneficial for improving listening skills, as students become aware of the correlation between the spoken word and its written form (Mabin & Roy, 2023; Yenkimaleki & Heuven, 2023). The integration of subtitled content creates a comprehensive input environment that aligns with Krashen's theory, which posits that comprehensible input is essential for language acquisition (Fajriati et al., 2024).

Moreover, movies present authentic language exposure that is often absent in traditional classroom settings. Students are exposed to idiomatic expressions, colloquialisms, and cultural references, which are invaluable for developing a nuanced understanding of language. This exposure enables learners to grasp different accents, intonations, and speech rhythms inherent in native conversation (Hudiati & Sulistyani, 2022; Hafid & Laili, 2023). Research indicates that frequent engagement with authentic materials, such as films, significantly enhances learners' listening fluency and comprehension (Hurtado & Ramírez, 2021; Yaacob et al., 2021).

Additionally, the emotional engagement fostered by stories told through film contributes to deeper cognitive processing. The narratives in movies spark

interest and motivation, prompting learners to focus intently on understanding the dialogue and context of what is being presented (Hariyanti & Purwandari, 2022; Maming et al., 2023). Various studies report that students who engage with films display increased enthusiasm towards language learning, which directly correlates with better performance in listening assessments and overall language competence (Dewi & Surya, 2023; Maulisa et al., 2023).

Pedagogically, the incorporation of movies into the curriculum is not merely about entertainment; it is an innovative approach that requires careful selection and integration. Teachers are encouraged to choose films that resonate with the cultural backgrounds and interests of their students, as this also boosts engagement and accessibility (Chaya, 2022; Prasetyo et al., 2023). Scholars argue that when films are integrated into ELL classrooms, they should be accompanied by structured activities that capitalize on the movie content to practice listening skills more effectively (Shahid, 2022; Li, 2023).

Furthermore, the role of technology in facilitating this learning process cannot be overlooked. Contemporary learners often have access to numerous online platforms that offer a wide variety of English movies, providing ample opportunities for practice outside the classroom setting. This self-directed form of learning, coupled with active viewing strategies, allows students to take charge of their journey in mastering listening skills (Atmowardoyo et al., 2021; Nurchalis et al., 2022). As a result, integrating movies into educational practice aligns well with constructivist approaches, enhancing learners' autonomy and promoting extensive learning beyond traditional frameworks (Haryana et al., 2023; Raisman-Carlovich et al., 2024).

In conclusion, English movies are not only an entertaining form of media but an effective pedagogical resource for improving listening skills in language learners. The benefits include enhanced comprehensibility through the use of subtitles, authentic language exposure, emotional engagement, and self-directed learning opportunities. To maximize these benefits, educators must thoughtfully select appropriate films and integrate them with purposeful activities that align with learning objectives. The holistic implementation of movie-based learning can contribute significantly to the development of proficient English listening skills, thus preparing students for real-world communication challenges.

**Film-Based Learning in EFL Listening**

Film-based learning has emerged as an increasingly pivotal methodology in the realm of English as a Foreign Language (EFL) listening instruction. This approach engages students through audiovisual content and enhances their language comprehension and cultural awareness. The intricate interplay between film viewing and language learning fosters a dynamic educational environment that significantly benefits EFL learners.

One primary benefit of incorporating film into EFL listening curricula is the provision of authentic language use. This authenticity is essential for language acquisition, as it allows learners to experience spoken language in varied contexts rich in cultural nuances and idiomatic expressions. Research indicates that such exposure aids in developing learners' listening skills by familiarizing them with native speakers' pronunciation, intonation, and contextual cues (Haider & Al-Salman, 2022). Furthermore, films encapsulate diverse cultural perspectives, which

promote not only linguistic competence but also intercultural awareness—both pivotal in contemporary language learning paradigms (Milarisa, 2019; Hongnaphadol, 2023)

Moreover, the integration of film-based learning in EFL contexts enhances learner engagement. Studies suggest that engagement is a critical component of effective language learning (Xu & Qiu, 2021). The audiovisual elements of films can captivate students' attention significantly more than traditional text-based methods. This stimulation is particularly beneficial in the context of listening exercises, which often challenge students' concentration and comprehension abilities. By utilizing films, educators can create a more enjoyable learning experience, thereby fostering higher levels of motivation and participation (Timpe-Laughlin et al., 2024).

Films also serve as a unique medium for language instruction by illustrating social contexts and themes relevant to the learners' lives. This contextualization is crucial for effective listening and comprehension. When learners see language in context through visual storytelling, they are more likely to connect vocabulary and phrases to their meanings and uses (Vellanki et al., 2022; Wang, 2023). The narrative structures inherent in films help listeners to both understand the language and appreciate genre conventions and cultural references encountered in real-life interactions (Wong, 2022).

However, successful implementation of film-based learning in EFL classrooms requires thoughtful pedagogical strategies. Teachers must select films that are appropriate for the learners' language proficiency levels and culturally relevant to their experiences. The utilization of guided viewing activities, such as pre-viewing discussions, while-viewing tasks, and post-viewing reflections, can enhance the learning experience (Al-Obaydi et al., 2023; (Wagner & Park, 2021). Such tasks align with task-based language teaching (TBLT) methodologies, emphasizing authentic communication and practical language use (Li, 2022).

In addition, research underscores the importance of scaffolding and teacher guidance in utilizing films for language learning (Marlina, 2018; Posada & Arroyo, 2023; Li, 2022). While films provide excellent listening practice, learners may struggle to understand complex dialogue or cultural references without adequate support. Educators can facilitate comprehension through strategies such as vocabulary pre-teaching, providing contextual background, or framing critical questions about the film's content (Hongnaphadol, 2023; Rakhshandehroo & Rakhshandehroo, 2023).

Moreover, film-based learning encourages the development of critical thinking and analytical skills. When students analyze characters and plot developments, they engage with the content at a deeper cognitive level, promoting higher-order thinking (Wonder, 2021; Rahimi & Hasheminasab, 2020). Educators can prompt learners to critique characters' motivations or the thematic messages conveyed through the film, cultivating their analytical abilities as they relate language learning to broader societal conversations (Uca et al., 2022; Karim et al., 2021).

Critically, the implementation of film-based learning in EFL contexts has implications for assessment practices. Traditional assessments often focus narrowly on grammatical competence; however, film-based learning encourages the evaluation of listening skills, cultural literacy, and creative expressions (Sun, 2022;

Chan & Wilson, 2020). Teachers can develop assessments encompassing a broader array of competencies, including learners' ability to articulate thematic interpretations or engage in discussions about the films viewed (Ximenes, 2024).

Furthermore, recent advances in technology provide new avenues for integrating films into EFL instruction. Online platforms and digital tools enable teachers to curate and share relevant films easily, enhancing accessibility and providing learners with opportunities to engage with the material beyond the classroom (Benhamlaoui & Gánem-Gutiérrez, 2022; Yulian, 2021). This digital transformation also aligns with blended learning environments, offering flexibility that accommodates diverse learner preferences and learning contexts (Nhan, 2024; Ismailia, 2022).

To sustain the momentum of film-based learning, professional development for educators is paramount. Teachers must be equipped with skills to select appropriate films and design effective listening activities that leverage the unique features of film as an educational tool (Wagner & Park, 2021; Eyerci, 2024; Querol-Julián & Camiciottoli, 2019). Training programs focusing on the integration of audiovisual materials in language teaching can foster innovative practices responding to the evolving needs of EFL learners (Kosarassawadee et al., 2018).

In summary, film-based learning in EFL listening presents a multifaceted approach that, when implemented thoughtfully, can substantially enhance learner engagement, listening proficiency, and cultural competence. By leveraging the dynamic nature of films, educators can create a rich pedagogical framework promoting language acquisition and preparing learners to navigate the complexities of intercultural communication in a globalized world.

## METHOD

### Research Design

This study employed a comparative and correlational research design to examine the effects of watching English movies on students' listening comprehension. The design was structured to evaluate differences between an experimental group exposed to English-language films and a control group receiving standard listening instruction without film exposure. Additionally, the study investigated whether the frequency of movie watching was associated with varying degrees of improvement in listening comprehension. The design allowed for both between-group comparisons and within-group patterns related to exposure intensity.

### Participants

A total of 60 undergraduate EFL students from a private university were selected to participate in the study. All participants were enrolled in an intermediate-level English course during the same academic semester. The selection process used purposive sampling to ensure a homogenous level of language proficiency, determined by their placement test scores. The students were randomly assigned into two equal groups: 30 in the experimental group and 30 in the control group. None of the students had spent time in English-speaking countries or had extensive prior exposure to English-language films, thus reducing external exposure bias.

## Instruments

The primary instrument used to assess listening comprehension was a standardized listening test adapted from a widely recognized EFL proficiency framework. The test included a combination of multiple-choice and short-answer questions that evaluated overall comprehension, recognition of connected speech, and understanding of informal language features. In addition, a supplementary diagnostic listening task was designed to specifically target students' recognition of idiomatic expressions, contractions, and reduced speech forms commonly found in spoken English. A background questionnaire was also administered to collect data on students' prior exposure to English media and self-reported frequency of movie watching during the study period.

## Data Collection

The data collection was conducted over a six-week instructional period. The experimental group watched one full-length English movie each week during class, followed by guided listening tasks and post-viewing discussions emphasizing vocabulary, speech patterns, and cultural context. Subtitles were used selectively to support comprehension. The control group received the same instructional time but followed a traditional listening curriculum using textbook-based audio recordings and scripted dialogues.

Both groups completed the same pre-test and post-test to measure changes in listening comprehension. The background questionnaire was administered at the beginning of the study, and a weekly viewing log was collected from the experimental group to document the number of movies watched outside class time, if any. This log was used to analyze the frequency dimension of movie exposure in relation to listening gains.

## Data Analysis

Data were analyzed using both inferential and descriptive statistical methods. Independent samples t-tests were employed to compare the post-test scores between the experimental and control groups, addressing the first hypothesis regarding group differences. To examine the second hypothesis, paired samples t-tests were conducted on pre- and post-test scores within the experimental group, specifically analyzing items related to connected speech and informal features. Pearson correlation analysis was used to evaluate the third hypothesis by exploring the relationship between the number of movies watched and the degree of improvement in listening test scores. All statistical procedures were conducted using SPSS software, with a significance level set at $p < 0.05$.

# RESULTS

The data from Table 1 reveals notable differences in listening comprehension outcomes between the experimental and control groups across several listening components. While both groups began the study with relatively similar pre-test scores, the experimental group demonstrated substantial improvement after the intervention involving exposure to English movies. In contrast, the control group, which followed traditional listening instruction, showed only modest gains in post-test performance. These patterns were consistent across

all components: overall listening, connected speech, informal features, and idiomatic expressions.

Table 1. Descriptive statistics

| Group | Component | N | Pre-Test Mean | Pre-Test SD | Post-Test Mean | Post-Test SD |
|---|---|---|---|---|---|---|
| Experimental | Overall Listening | 30 | 58,2 | 6,1 | 75,6 | 5,8 |
| Experimental | Connected Speech | 30 | 54,3 | 5,8 | 72,5 | 5,5 |
| Experimental | Informal Features | 30 | 55,1 | 6 | 73,8 | 5,9 |
| Experimental | Idioms | 30 | 56 | 5,7 | 74,2 | 5,7 |
| Control | Overall Listening | 30 | 57,9 | 6,3 | 61,4 | 6,2 |
| Control | Connected Speech | 30 | 53,8 | 6,1 | 57,2 | 6,1 |
| Control | Informal Features | 30 | 54,2 | 6,2 | 56,8 | 6 |
| Control | Idioms | 30 | 55 | 6 | 57,9 | 6,3 |

In the experimental group, students' overall listening comprehension improved markedly from a pre-test mean of 58.2 to a post-test mean of 75.6, reflecting a considerable gain. This pattern held true across all specific listening components. Scores for connected speech increased from 54.3 to 72.5, informal features improved from 55.1 to 73.8, and idiomatic understanding rose from 56.0 to 74.2. These substantial gains indicate that regular exposure to English movies, combined with targeted listening tasks and discussions, significantly enhanced students' ability to comprehend spoken English in various real-life forms, including reduced speech and idioms.

On the other hand, the control group, which did not receive movie-based instruction, showed only minimal progress. Their overall listening score increased slightly from 57.9 to 61.4. Improvements in connected speech (from 53.8 to 57.2), informal features (54.2 to 56.8), and idioms (55.0 to 57.9) were relatively small, suggesting that traditional listening activities had a limited impact. When comparing post-test means across groups, the experimental group consistently outperformed the control group by large margins in every component—over 14 points in overall listening and between 15 to 17 points in specific features. These findings support the effectiveness of English movies in improving EFL students' listening skills, especially for informal and naturally occurring speech.

The results of the independent samples t-test (Table 2) indicate that the experimental group significantly outperformed the control group across all listening components. Students who were exposed to English movies achieved higher post-test scores in overall listening comprehension, connected speech, informal features, and idiomatic expressions compared to those who received traditional instruction. The differences in means between the groups were consistent and statistically significant for each listening component.

Table 2. Independent samples t-test

| Test Component | Experimental Mean | Control Mean | Mean Difference | t-value | df | p-value |
|---|---|---|---|---|---|---|
| Overall Listening | 75,6 | 61,4 | 14,2 | 7,65 | 58 | < 0.001 |
| Connected Speech | 72,5 | 57,2 | 15,3 | 7,91 | 58 | < 0.001 |
| Informal Features | 73,8 | 56,8 | 17 | 8,22 | 58 | < 0.001 |
| Idiomatic Expressions | 74,2 | 57,9 | 16,3 | 8,05 | 58 | < 0.001 |

In terms of overall listening comprehension, the experimental group achieved a mean score of 75.6, while the control group scored 61.4, resulting in a mean difference of 14.2 points. This difference was statistically significant with a t-value of 7.65 and a p-value of less than 0.001, indicating a strong effect of the movie-based intervention. Similarly, in the connected speech component, the experimental group scored 72.5 compared to the control group's 57.2, yielding a mean difference of 15.3 points. This difference was also highly significant ($t = 7.91$, $p < 0.001$), suggesting that the experimental treatment improved students' ability to recognize features of natural spoken English.

The most substantial difference appeared in the informal features component, where the experimental group achieved a mean score of 73.8, compared to 56.8 in the control group—a gap of 17 points. This was supported by the highest t-value of 8.22, again with a p-value of less than 0.001. Likewise, for idiomatic expressions, the experimental group scored 74.2, while the control group scored 57.9, producing a mean difference of 16.3 and a t-value of 8.05. All p-values were below the 0.001 threshold, confirming the statistical significance of the findings. These results collectively demonstrate that the use of English movies had a strong and consistent positive effect on all aspects of listening comprehension compared to traditional methods.

The paired samples t-test results (Table 3) show a clear improvement in the listening comprehension performance of the experimental group after the intervention. Significant gains were observed across all test components—overall listening, connected speech, informal features, and idiomatic expressions—when comparing pre-test and post-test scores. The consistent increases in mean scores, along with strong statistical significance, suggest the intervention had a positive impact on students' listening abilities.

Table 3. Paired samples t-test

| Test Component | Pre-Test Mean | Post-Test Mean | Mean Difference | Standard Deviation | t-value | df | p-value |
|---|---|---|---|---|---|---|---|
| Overall Listening | 58,2 | 75,6 | 17,4 | 6,5 | 10,5 | 29 | < 0.001 |
| Connected Speech | 54,3 | 72,5 | 18,2 | 6,1 | 9,8 | 29 | < 0.001 |
| Informal Features | 55,1 | 73,8 | 18,7 | 6,3 | 10,1 | 29 | < 0.001 |
| Idiomatic Expressions | 56 | 74,2 | 18,2 | 6,2 | 9,9 | 29 | < 0.001 |

For overall listening, students improved from a pre-test mean of 58.2 to a post-test mean of 75.6, resulting in a mean difference of 17.4. This improvement was statistically significant, with a t-value of 10.5 and a p-value less than 0.001,

indicating a strong effect of the intervention. In the connected speech component, the mean score rose from 54.3 to 72.5—a gain of 18.2 points. The associated t-value was 9.8, also with a p-value below 0.001. These results indicate that students significantly enhanced their ability to process rapid and naturally reduced speech forms as a result of their exposure to English movies.

For informal language features, the students' mean score increased from 55.1 to 73.8, a gain of 18.7 points, with a t-value of 10.1, demonstrating highly significant progress ($p < 0.001$). A similar trend was found in the idiomatic expressions component, where the mean improved from 56.0 to 74.2—an 18.2-point gain—supported by a t-value of 9.9 and a p-value under 0.001. These findings confirm that the experimental intervention significantly boosted students' ability to understand colloquial and idiomatic elements of spoken English, reinforcing the value of using authentic movie content in EFL listening instruction.

The Pearson correlation analysis (Table 4) reveals a strong and consistent positive relationship between the number of English movies watched and improvements in listening comprehension across all components. This suggests that students who engaged more frequently with English-language films experienced greater gains in overall listening performance, as well as in specific areas such as connected speech, informal features, and idiomatic expressions.

Table 4. Pearson correlation analysis

| Measure | Pearson r | p-value | Interpretation |
|---|---|---|---|
| Score Improvement (Overall) | 0,72 | < 0.001 | Strong positive correlation |
| Connected Speech | 0,7 | < 0.001 | Strong positive correlation |
| Informal Features | 0,74 | < 0.001 | Strong positive correlation |
| Idiomatic Expressions | 0,71 | < 0.001 | Strong positive correlation |

The correlation between the frequency of movie watching and overall listening score improvement was strong, with a Pearson correlation coefficient of 0.72 and a p-value of less than 0.001. This indicates a significant and positive association: the more movies students watched, the greater their overall improvement. Similar strength was found in the component of connected speech, which yielded a Pearson r value of 0.70, again with a p-value below 0.001. These findings suggest that repeated exposure to natural English in films helps students attune their ears to reduced forms and fluent, rapid speech patterns commonly found in authentic spoken discourse.

The correlation between movie exposure and improvement in understanding informal language features was the highest among all components, with a Pearson r of 0.74 and a p-value under 0.001. This highlights the effectiveness of films in familiarizing students with casual expressions, contractions, and everyday spoken language. Likewise, the correlation for idiomatic expressions was also strong ($r = 0.71$, $p < 0.001$), indicating that students who watched more films were better at recognizing and interpreting idioms. These strong and statistically significant correlations across all components provide clear evidence that greater engagement with English-language films can lead to more substantial improvements in listening comprehension among EFL learners.

The scatter plot (Figure 1) illustrates a clear upward trend between the number of English movies watched and the improvement in listening

comprehension scores. Each data point represents an individual student, and the red regression line shows a positive linear relationship. As the number of movies increases, students tend to show greater improvement in their listening scores, with most points clustered around the trend line, indicating a consistent relationship.

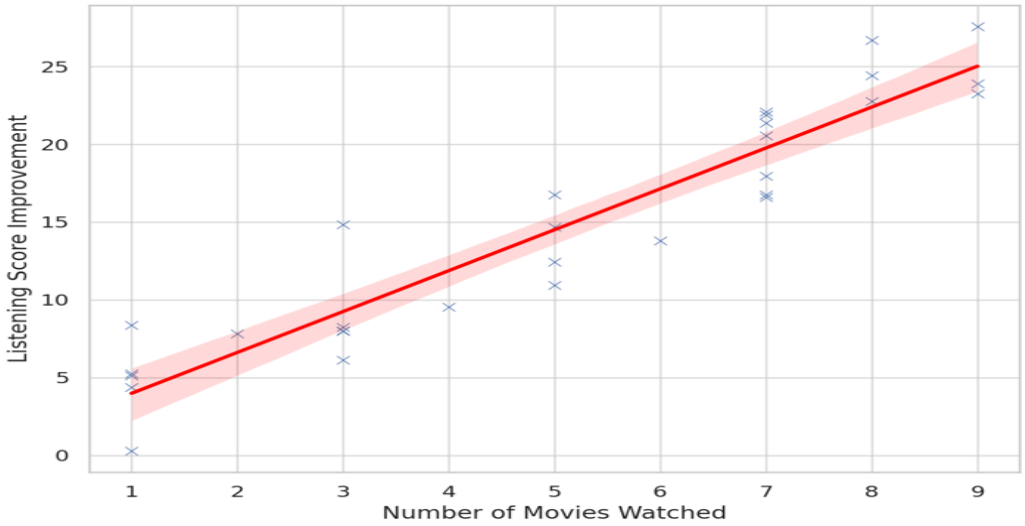



Figure 1. Correlation between movies watched and listening score improvement

The graph shows that students who watched fewer movies (e.g., 1–3) tended to experience relatively modest gains in their listening scores, with improvements ranging roughly from 0 to 10 points. In contrast, those who watched a greater number of films (e.g., 7–9) achieved noticeably higher gains, often between 20 and 28 points. The red regression line, which runs through the center of the scatter, indicates a strong positive linear trend. This suggests that for every additional movie watched, students' listening comprehension improved by approximately 2.5 points on average, consistent with the strong Pearson correlation coefficient reported earlier ($r = 0.72$).

The shaded red area around the regression line represents the confidence interval, indicating a high degree of confidence in the positive relationship between movie exposure and score improvement. While there is some variation around the line (showing that not all students improved equally), the overall clustering of data points near the regression line supports the conclusion that increased exposure to English-language movies contributes significantly to listening comprehension development. These visual findings reinforce the statistical results, confirming that the more movies students watched during the study period, the more their listening scores improved—demonstrating a strong and reliable pedagogical impact.

## DISCUSSION

The findings of this study clearly demonstrate the effectiveness of using English movies as an instructional tool for enhancing EFL students' listening comprehension skills. The experimental group, which was exposed to a structured intervention involving movie-based listening activities, exhibited substantial improvement in all aspects of listening performance, including overall comprehension, connected speech, informal features, and idiomatic expressions. In contrast, the control group, which received traditional listening instruction, showed

only modest gains. These outcomes are strongly aligned with previous research emphasizing the pedagogical potential of audiovisual media in language learning. Scholars such as Rachmi and Sari (2022), Fajriati et al. (2024), and Liu (2023) have highlighted the multifaceted advantages of using films, particularly in promoting listening comprehension through the rich, engaging input they provide. Movies offer learners the opportunity to listen to authentic English in real-world contexts, presenting language in its naturally occurring forms, which helps bridge the gap between classroom learning and real-life communication. The current study affirms this perspective, showing that exposure to film dialogue, natural speech patterns, and cultural references significantly enhances students' listening performance.

The observed improvement in students' understanding of connected speech can be attributed to the authentic and continuous exposure to naturally flowing dialogue found in movies, which often includes features such as assimilation, elision, and linking—phenomena that are typically underrepresented in traditional textbook-based materials. This finding corroborates earlier studies that emphasize the role of authentic input in improving learners' ability to recognize and process reduced forms of speech. Hafid and Laili (2023), Hudiati and Sulistyani (2022), as well as Hurtado and Ramírez (2021), argue that authentic listening materials, such as films, provide a crucial platform for learners to attune their ears to the rhythm and fluency of native speech. Unlike scripted classroom dialogues, movies expose learners to spontaneous, often unpredictable exchanges that mirror real communication. This continuous exposure sharpens students' perceptual skills and prepares them to interpret reduced and connected speech more accurately. The present findings provide strong empirical support for this claim, as students in the experimental group demonstrated significantly enhanced abilities in recognizing and interpreting connected speech features.

Moreover, the study revealed marked gains in students' ability to comprehend informal language features, including contractions, interjections, fillers, and casual expressions. This improvement is particularly noteworthy because informal speech elements are central to real-world interaction but often neglected in formal language instruction. Studies by Singh et al. (2021), Fauji and Zuhriyah (2022), and Yenkimaleki and Heuven (2023) suggest that films provide an ideal medium for learners to encounter informal speech in context, helping them to internalize pragmatic norms and conversational cues. These findings are consistent with the principles of Krashen's Input Hypothesis, which maintains that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level. Subtitled films further enhance this effect by visually reinforcing spoken forms, allowing learners to associate the auditory signal with its written counterpart and derive meaning through multimodal support. In this study, the students' improved comprehension of informal features can be attributed to the regular, contextualized, and meaningful exposure to everyday spoken English that the films provided.

Equally important is the observed improvement in the experimental group's comprehension of idiomatic expressions. Idioms, often culturally bound and semantically opaque, are among the most challenging aspects of listening comprehension for EFL learners. Yet, idiomatic language is pervasive in spoken English, especially in informal and narrative genres commonly found in films. The study's results affirm the arguments made by researchers such as Mabin and Roy

(2023), Yaacob et al. (2021), and Hariyanti and Purwandari (2022), who emphasize that films offer contextualized exposure to idioms and figurative language, facilitating learners' ability to infer meaning from situational cues, tone, and body language. The narrative and visual context in which idioms are used in films enables learners to grasp not only their literal content but also their pragmatic function and emotional tone. These contextualized encounters with idiomatic language likely contributed to the improved performance of the experimental group in this domain. In contrast, the control group, deprived of such immersive exposure, struggled to advance in their understanding of idiomatic expressions, further highlighting the importance of film-based instruction in this regard.

The strong relationship found between the frequency of movie watching and the degree of improvement in listening skills underscores the cumulative impact of sustained, repeated exposure to authentic audiovisual content. The correlation results of this study reflect the conclusions of previous scholars who advocate for self-directed and extensive listening practice through technology-mediated resources. Atmowardoyo et al. (2021), Nurchalis et al. (2022), and Raisman-Carlovich et al. (2024) have emphasized how modern learners benefit from the accessibility of online platforms that host a wide array of English-language films. When learners actively engage with these resources outside the classroom, they take greater control of their language development, engaging in repeated practice and gradually building automaticity in listening. The findings of the current study strongly support this view, as students who engaged with more films showed greater improvement across all components of listening comprehension. This suggests that the volume of authentic input plays a crucial role in language acquisition, especially when learners are emotionally invested in the content and can engage with it autonomously.

The motivational dimension of movie-based learning should not be overlooked. Affective engagement plays a pivotal role in second language acquisition, and this study supports the growing body of literature suggesting that emotionally engaging content enhances cognitive processing. Dewi and Surya (2023), Maulisa et al. (2023), and Maming et al. (2023) have documented how students display heightened interest and motivation when working with film-based materials. The emotional and narrative richness of movies fosters intrinsic motivation, leading students to pay closer attention to language use and persist longer in listening tasks. The students in the experimental group likely benefited from this engagement, which translated into increased attention and deeper processing of the linguistic input. As motivation and attention are closely linked to learning outcomes, the significant gains reported in the experimental group can be partially attributed to the stimulating and emotionally resonant nature of film content.

Although the findings overwhelmingly support the integration of films into EFL listening instruction, it is important to consider the implications for pedagogy and curriculum design. Effective implementation of film-based learning requires more than simply screening movies; it demands careful selection, structured activities, and alignment with instructional goals. This aligns with the recommendations made by Prasetyo et al. (2023), Chaya (2022), and Shahid (2022), who stress the importance of guided viewing strategies, such as pre-listening tasks to activate schema, while-viewing exercises to focus attention, and post-viewing

discussions to reinforce learning. In the present study, the experimental group did not merely watch films passively; their exposure was accompanied by structured learning tasks designed to highlight key listening components. This pedagogical framing played a vital role in maximizing the instructional value of the films and ensuring the improvements were systematic and robust.

In contrast to these positive outcomes, it is worth acknowledging that some literature presents a more cautious view of the effectiveness of film-based instruction. For example, Wagner and Park (2021) argue that without adequate scaffolding, learners may become overwhelmed by the fast pace and unpredictability of authentic movie dialogue, especially at lower proficiency levels. While this concern is valid, the current study mitigated such risks by ensuring that the films selected were appropriate for the learners' level and supported by instructional guidance. This balance between authenticity and pedagogical support appears to be a key factor in the success of the intervention. Thus, while film-based learning is not a one-size-fits-all solution, it can be highly effective when thoughtfully implemented.

## CONCLUSION

The findings of this study strongly support all three hypotheses, demonstrating that regular exposure to English movies significantly enhances EFL students' listening comprehension skills. Students in the experimental group, who engaged with English movies during the intervention, showed substantially greater improvement in overall listening performance and specific components such as connected speech, informal features, and idiomatic expressions compared to their peers in the control group, who followed traditional listening instruction. These improvements, which were consistently supported by statistically significant differences in post-test scores and t-values, highlight the effectiveness of movies in providing authentic, context-rich listening input that mirrors real-life communication. In particular, the experimental group exhibited notable gains in recognizing reduced forms and informal spoken language, confirming that English movies help students become more attuned to natural speech patterns that are often overlooked in conventional classroom materials. Furthermore, the strong positive correlations between the frequency of movie watching and the degree of listening improvement suggest that the more frequently students were exposed to English-language films, the greater their listening gains—an observation visually supported by the upward trend in the scatter plot. These findings imply that not only is movie-based listening instruction more effective than traditional methods, but that consistent and sustained exposure plays a key role in reinforcing listening skills. Collectively, the results affirm the pedagogical value of integrating English movies into EFL instruction, both in and out of the classroom, to develop students' ability to comprehend authentic spoken English more effectively.

Despite the promising outcomes of this study, several methodological limitations should be acknowledged, which may inform directions for future research. First, the relatively small and homogenous sample of 60 intermediate-level EFL students from a single private university limits the generalizability of the findings. While the purposive sampling ensured a consistent proficiency level, it also restricted the inclusion of students from diverse educational, cultural, and linguistic backgrounds. Future studies should consider larger and more diverse

participant pools across multiple institutions and proficiency levels to enhance external validity. Second, the six-week duration of the intervention, though sufficient to detect significant effects, may not capture the long-term impact of sustained exposure to English-language films on listening development. Extended longitudinal research could better assess whether improvements in comprehension endure over time or plateau after a certain level of exposure. Third, the study relied on self-reported data regarding movie-watching frequency outside the classroom, which may introduce recall bias or inaccuracies in reporting. Incorporating more objective tracking tools or digital viewing logs would improve data reliability in future research. Additionally, while the standardized listening test was effective in assessing comprehension broadly, it may not fully reflect real-world listening demands or spontaneous language use. Future studies could incorporate authentic, unscripted audio materials and interactive listening tasks to provide a more comprehensive assessment of students' listening skills. Lastly, although the correlation analysis revealed strong relationships between exposure and improvement, the study design does not allow for causal conclusions regarding frequency of movie watching and comprehension gains. Experimental designs that manipulate exposure intensity under controlled conditions would be useful to better isolate the effects of viewing frequency. Addressing these limitations in future research would provide deeper insights into the role of English movies in EFL listening instruction and contribute to more robust pedagogical recommendations.

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