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## ENGLISH MOVIES AS A MOTIVATIONAL TOOL IN ENHANCING STUDENTS' LISTENING SKILLS

by

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### Abstract:

Movies have been examined as one of the most exciting media that can help students learn listening skills. However, there is limited study on using English movies to enhance students' motivation in listening skills. This research aimed to determine students' perceptions of using movies as a motivational tool in enhancing students' listening skills. This research used qualitative study. The subjects of this study were 31 eleventh-grade students of class BP A at SMK Muhammadiyah Prambanan, Yogyakarta. In collecting data, the researchers used semi-structured interviews where open-ended questions allowed the researchers to freely ask the students and a questionnaire comprising ten items related to students' responses regarding their motivation in learning to listen. Researchers prepared and organized research data for analysis, which involved compiling and organizing recordings into transcripts and participant observation notes. Most students showed that they were more interested and motivated in learning to listen to English movies. The students felt fun, interested, enjoyed, and more focused during the learning process. They got new vocabulary and understood what was being said in the movies. Pedagogically, this study implies that teachers should consider attractive learning media, especially for teaching listening, to enhance students' motivation and interest in learning English.

**Keywords:** students' motivation; listening skills; English movies

### Abstrak:

Film telah diuji sebagai salah satu media yang paling menarik yang dapat membantu siswa mempelajari keterampilan mendengarkan. Namun, ada keterbatasan penelitian tentang penggunaan film berbahasa Inggris untuk meningkatkan motivasi siswa dalam keterampilan mendengarkan. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan film sebagai alat motivasi dalam meningkatkan keterampilan mendengarkan siswa. Penelitian ini menggunakan studi kualitatif. Subjek penelitian ini adalah 31 siswa kelas sebelas BP A di SMK Muhammadiyah Prambanan, Yogyakarta. Dalam pengumpulan data, para peneliti menggunakan wawancara semi-struktural di mana pertanyaan terbuka memungkinkan para peneliti untuk bertanya secara bebas kepada siswa

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*dan kuesioner yang terdiri dari 10 item yang terkait dengan tanggapan siswa dalam hal motivasi mereka dalam pembelajaran mendengarkan. Peneliti menyiapkan dan mengorganisasikan data penelitian untuk dianalisis, yang meliputi pengumpulan dan pengorganisasian rekaman menjadi transkrip dan catatan observasi yang dikumpulkan dari partisipan. Sebagian besar siswa menunjukkan bahwa mereka lebih tertarik dan termotivasi dalam pembelajaran mendengarkan melalui film berbahasa Inggris. Para siswa merasa senang, tertarik, menikmati, dan lebih fokus selama proses pembelajaran. Mereka memperoleh kosakata baru dan memahami apa yang dikatakan dalam film. Secara pedagogis, penelitian ini menyiratkan bahwa guru sebaiknya mempertimbangkan media pembelajaran yang menarik, khususnya untuk mengajar mendengarkan, guna meningkatkan motivasi dan minat siswa dalam pembelajaran bahasa Inggris.*

**Kata Kunci:** Motivasi siswa; keterampilan mendengarkan; film bahasa Inggris

## **INTRODUCTION**

Motivation is fundamental to achieving success in the language learning process. As an essential factor, motivation enables children to succeed in learning English (Hayikaleng et al., 2016). It can also be seen as the overall goal of a person's actions or factors that cause them to want to engage in a behavior and vice versa (Al Othman & Shuqair, 2013). Teachers generally recognize motivation as an essential factor influencing the extent and achievement of second or foreign language learning. In other words, educators recognize motivation as a person's desire to learn (Poeryono et al., 2021). The elements affecting L2 motivation encompass internal (intrinsic) and external (extrinsic) motivational factors.

In learning a language, intrinsic Motivation (IM) refers to the desire to participate in an activity because it is exciting and enjoyable (Legault, 2016). Individuals could be driven by the pleasure of engaging in educational activities or a desire to improve their well-being. Here, students are engaged by their intrinsic motivation, and they study English due to their desire. Extrinsic Motivation (EM) is when a person does something to get benefits like good grades, better income, or avoid punishment. With intrinsic Motivation, English language learners are motivated by external factors like career opportunities and exams (Hayikaleng et al., 2016). Both intrinsic and extrinsic motivation are essential to promote their success in education.

Listening is one of the most essential language skills. Listening serves as the foundation for both speaking and writing. If students do not receive sufficient input in listening, they may struggle in writing and speaking, as both skills need more significant effort. Listening is crucial

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because it assists students in establishing the fundamentals of speaking and writing. By listening, children can develop accurate pronunciation and absorb a wide range of helpful vocabulary, expressions, and sentences (Wang, 2013). English teachers have made it mandatory to impart various strategies and techniques to students to enhance their comprehension of the subject. Despite implementing several teaching methods, many students continue encountering challenges in learning English, mainly listening. Challenges arise from difficulty deciphering sounds, understanding words, and categorizing words and sentences. Moreover, many students lack enthusiasm for learning listening skills, leading to reduced attention to the material being taught. This diminished interest is often linked to insufficient motivation for learning (Rodiyah et al., 2016).

Educational media refers to materials or tools intentionally employed as a means of communication between educators and students to carry out instructional activities and support students in achieving educational objectives during the teaching and learning process (Maulina et al., 2019, 2021; Putra et al., 2021; Rasyiid et al., 2021; Saputra et al., 2021; Syaiful Zainal et al., 2021; Крыжановский et al., 2021). While the primary function of educational media is as a communication tool, it also acts as a source of motivation, a means of creating understanding, a promoter of equal perceptions, and a facilitator of individuality by catering to diverse interests and learning styles (Maulina et al., 2022).

Media plays a crucial role in helping students comprehend English as a second language. Using media in the educational process can establish an enjoyable learning setting and facilitate students' comprehension of the subject materials. According to Pamungkas and Adi (2020), Teachers should utilize many teaching strategies to enhance students' engagement in learning English. Media can be utilized in English lessons to engage and motivate students' curiosity in learning English, decrease reliance on verbal communication, and facilitate learning results (Regina Rahmi, 2014). The role of media is crucial in stimulating students' interest in learning English. Therefore, media can be utilized in the process of language learning, including in learning listening skills.

English teachers are expected to exhibit creativity in employing diverse teaching methods and demonstrate innovation in utilizing instructional media. Given that technology presents an

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effective means to enhance and convert uninteresting lessons into engaging and motivational learning experiences, English teachers should incorporate captivating technological media into their classrooms. Numerous technological resources, including websites, songs, games, cards, magazines, and more, can be employed in EFL (English as a Foreign Language) classroom teaching (Sari & Sugandi, 2015). In addition, teachers may ask students to do listening activities such as listening to English songs, news, lectures, speeches, or watching English movies (Adnan, 2014). Like other language skills, listening skills require students to practice a lot with various learning media because when they practice more, they will have many chances to listen to spoken language. Therefore, films or movies serve as instructional media that English teachers can leverage to enhance students' English proficiency.

Teachers have been employing various methods, ranging from conventional approaches to the integration of contemporary technology, in their efforts to enhance listening skills (Adnan, 2014). Employing contemporary technology will be better than traditional technology (Ismail et al., 2019). One of the contemporary technologies that can be utilized as an educational tool to improve listening skills is movies (Hermansyah & Hasan, 2020).

A movie is one of the most exciting media that can help students learn to listen. Ismaili (2013) suggests watching movies is a fun way to enjoy entertainment and learn a language. The practice has shown that reading a whole book can be tiring and dull while watching a movie is more enjoyable and captivating for students. Movies are also incredibly useful for teaching because they show everyday English in real-life situations, not made-up ones. They provide an opportunity to hear various native speakers with different tones, accents, and ways of speaking (King, 2002). Fussalam et al. (2019) also state that watching movies can make learning the language more fun and enjoyable. It helps students learn how people speak and understand English better. Movies show examples of English in 'real' situations, especially how people talk in everyday conversations. Movies also teach students natural expressions and how words are said correctly, like the proper pronunciation, stress, and intonation. Learning listening skills through media can improve students' listening skills and spoken language.

There are differences in learning using videos and movies. Learning materials using videos can support learning activities with visual instructions. Canning-Wilson (2020) showed

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that students' understanding of video material was mainly due to visual cues. This instruction may be the primary support to help students master the mother tongue. Despite initial confusion when listening to native speakers speak, students seem to understand words more easily when images or actions support speech.

Meanwhile, the movies provide a narrative model based on a familiar world framed in emotions and images that make students feel more involved in the movie. With this involvement, students become focused on what the characters in the movie do and say so that students can learn to listen well. Additionally, movie learning scenarios allow teaching points to be made quickly and directly with specific scenes, facilitate the integration of emotions into the viewing experience, and help students to immediately understand and recognize critical messages regarding attitudes and values conveyed by movie characters (Blasco et al., 2015). Thus, a movie is a learning medium that does not only focus on visuals but also has a storyline that can increase students' learning motivation, especially in listening learning.

According to Azimah (2018), watching English-language movies can also increase students' interest. As a solution to develop students' listening skills, we can increase their learning motivation through English language movies. Movies are exciting and entertaining. Incorporating movies into language learning can make the process more enjoyable, motivating students to engage with the material outside the classroom. Movies can also be an innovation that makes it easier for teachers to teach by taking advantage of technological developments. Sinaga (2020) also states that watching English movies is fun and inspiring because it entertains students. They might see their favorite actors or idols, and while watching, they can listen, learn, and copy how the characters say words or sentences. Additionally, students can understand the context of what is being said and even learn moral lessons from the movie. Therefore, students practice listening and understanding spoken English by watching English movies.

Several researchers have investigated using English movies as a learning tool for students' listening skills, employing varied research methods. In a qualitative descriptive survey conducted by Pamungkas and Adi (2020), students responded positively to English-language movies, believing such movies could enhance their listening abilities. Students endorsed that English movies were valuable for improving their listening skills. Another study by Safranji (2015)

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demonstrated the effectiveness of movies in enhancing students' listening skills. Most participants improved their listening proficiency and gained insights into vocabulary, a better understanding of foreign cultures, and a sense of relaxation and enjoyment during classroom study. In contrast to previous research highlighting the effectiveness of movies, this study distinguishes itself by focusing on students' perceptions of movies as a motivational tool for enhancing listening skills, utilizing quantitative data through a 25-item questionnaire and qualitative data from oral interviews.

In this article, researchers implemented a qualitative research design with a questionnaire and interviews to understand students' perceptions about using movies as motivational tools to enhance students' listening skills at SMK Muhammadiyah Prambanan. The results of this study are helpful for teachers as they offer solutions by understanding students' perspectives. Therefore, the teachers will be aware of the student's needs and desires during the learning process, particularly in enhancing listening skills using movies.

## **METHOD**

### ***Design***

The research adopts a descriptive qualitative methodology focused on obtaining data through open communication and involves non-numeric data to understand students' perceptions of using English movies as a motivational tool in enhancing students' listening skills. In contrast to quantitative data, qualitative data are not primarily evaluated based on frequency or quantity; instead, they are meticulously examined to unveil underlying meanings and processes (Labuschagne, 2015). This approach is employed to understand better the meanings, experiences, perspectives, and social context of the individuals or groups under scrutiny. The primary objective of this study was to explore students' perspectives regarding using movies as a motivational tool in improving their listening skills.

### ***Participant***

This study was conducted at SMK Muhammadiyah Prambanan, Yogyakarta. The Likert scale survey was administered to 31 students. The participants of this study were students of the

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eleventh grade, namely class BP A of the 2023/2024 academic year. Researchers interviewed three BP A class students who often used movies or videos as a learning platform for their previous English learning experiences, especially for listening skills. The overall number of students was 31. There were 24 male and seven female students. Every participant was acquainted with English films as the medium for listening practice. They had been exposed to English movies in their previous learning experiences.

***Instrument***

Selecting research instruments is essential in a study. Arikunto (2013) emphasizes the importance of research instruments as tools for data collection in research endeavors, aiming to simplify the process for researchers. According to Arikunto (2013), standard instruments in qualitative research include observation, interviews, and document analysis. For this study, data were gathered through questionnaires and interview guides. Apart from that, two film titles were watched during the learning process: "Transformers: Rise of the Beasts" and "Elemental".

The questionnaire served as a tool to gauge the level of motivation and interest among students regarding the use of English movies for learning listening. When participants receive a questionnaire, it initiates a meticulous and thoughtful process. The objective is to obtain valuable and accurate information from participants responding to the questionnaires posed by the researchers (Stone, 1993). Consequently, the data from the questionnaire proves valuable in engaging students in the learning process by using English movies to enhance listening skills.

Interview guides serve as administrative directives designed to gather data concerning students' perceptions regarding using English movies to enhance motivation in learning listening skills. In essence, interview guidelines constitute procedural instructions that researchers adhere to, ensuring uniformity in the interviewing process and consequently bolstering the reliability of research outcomes (Boyce & Neale, 2006). Students responded to multiple inquiries outlined in the interview guides, explicitly addressing their motivation and interest in learning to listen through English movies.

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***Data collecting technique***

Data refers to information gathered through research activities, and various techniques can be employed for data collection across diverse settings and sources. The researchers used questionnaires and interviews as data collection methods in this study. The questionnaires, adapted from Nurjanah (2020), were administered to eleventh-grade class A students through an online survey created with Google Forms. The survey comprised ten questions focused on gauging students' motivation and interest in learning listening, employing a 4-point scale with options of strongly agree, agree, disagree, and strongly disagree.

Simultaneously, interviews were conducted based on five questions outlined in the interview guidelines. In this case, the researchers provided an interview guide that can be changed based on the interviewee's responses. As a result, they do not just concentrate on the questions from the interview guidelines. This interview was conducted once involving three students who had completed a questionnaire, exploring the aspects related to students' interest and motivation in learning listening through English movies. The researchers listened carefully to the answers from the students based on the interview guidelines. Researchers used a voice recorder to avoid missing student information or data. After all the data was collected, the researcher then transcribed the student recordings containing the student's answers to the questions asked by the researcher during the interview.

***Data analysis technique***

As Creswell (2007) outlined, the data analysis process in qualitative research comprises several stages. Initially, research data is prepared and organized for analysis, involving the compilation and arrangement of recordings and notes gathered from participants. Subsequently, the data is condensed into themes through the coding and compression process. This step involves the researchers distilling the information into core themes, filtering out extraneous details, and assigning codes to manage the extensive data. The third stage involves representing the data, wherein researchers interpret the collected information through narratives, tables, or discussions specifically related to students' motivation in using English movies to enhance

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learning listening. Finally, in the last phase, the researchers amalgamate all the ideas and results to formulate a comprehensive and conclusive summary.

## RESULT AND DISCUSSION

### Result

Based on the results of questionnaires and interviews with research subjects, the researcher explained the research results. The researchers explain the results of this research.

### Students' Motivation in Learning Listening

Thirty-one eleventh-grade students received and completed questionnaires following using English movies as their learning medium for listening skills.

***Table 1. Percentage (%) of the result from the questionnaires of students' motivation in learning listening using English movie***

| No. | Aspects                                                                                                 | Category       |       |          |                   |
|-----|---------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
|     |                                                                                                         | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1.  | <i>I am motivated to observe English movies in listening class.</i>                                     | 19,3%          | 77,4% | 3,2%     | 0%                |
| 2.  | <i>I am motivated to listen to and watch TV or video in English at home (not as part of the lesson)</i> | 12,9%          | 67,7% | 19,3%    | 0%                |
| 3.  | <i>I learn listening in English at home only for homework.</i>                                          | 0%             | 70,9% | 19,3%    | 9,7%              |
| 4.  | <i>I regularly practice listening to pass the English lesson (to get a high score in English).</i>      | 16,1%          | 58%   | 25,8%    | 0%                |
| 5.  | <i>I practice listening because listening is important in the future.</i>                               | 32,2%          | 61,2% | 6,5%     | 0%                |
| 6.  | <i>I like listening to English movies to develop my general knowledge.</i>                              | 45,1%          | 45,1% | 9,7%     | 0%                |
| 7.  | <i>I am very enthusiastic in learning listening.</i>                                                    | 16,1%          | 61,3% | 22,5%    | 0%                |
| 8.  | <i>English movies are one of the most enjoyable English lesson activities.</i>                          | 48,4%          | 38,7% | 9,7%     | 3,2%              |
| 9.  | <i>I am afraid of failing the listening exam. So, I decided to practice listening whenever I can.</i>   | 6,4%           | 74,2% | 13%      | 6,4%              |
| 10. | <i>Learning listening is interesting. I have a high motivation in learning listening.</i>               | 19,4%          | 58%   | 19,4%    | 3,2%              |

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The results of students' motivation in learning listening using English movies were acquired in the following manner. Table 1 shows that the initial inquiry pertained to attentive listening in the classroom. As many as 96.7% of the students strongly agreed or agreed that they listened attentively, while 3.3% disagreed or strongly disagreed. This indicates that by watching movies, students tend to listen more to what the speakers in the movies say. For the second question, 80,6% of students strongly agreed that they were motivated to listen only for the part of a lesson, not freely listening on their own, and 19,4% disagreed and strongly disagreed. This means that students enjoy listening to or watching TV or videos in English at home without any instructions from school. So, most students watch English films even though they are not from school. For the third question, 71% of students strongly agreed and agreed they learned listening at home only for homework, and 29% disagreed and strongly disagreed. Apart from that, some students learn listening at home only for homework. So, some of these students need encouragement from school to learn listening at home. For the fourth question, 74,1% of students strongly agreed and agreed that they practiced listening to get high scores in the English subjects and 25,9% disagreed and strongly disagreed. This means some students practice listening to get a high English score. So, they must get encouragement to pursue high grades. For the fifth question, 93,4% of students strongly agreed and agreed that they practiced listening for their future, and 6,6% disagreed and strongly disagreed. This indicates that many students know that English is essential in their future careers, so they are encouraged to practice listening in English.

In the sixth question, 90,2% of students strongly agreed and agreed that they liked listening to English movies to develop their general knowledge, and only 9,8% of students disagreed and strongly disagreed. Most students love listening in English to know how to pronounce English vocabulary like native speakers and understand what the speaker says. By understanding what the speaker says, students gain knowledge from it. For the seventh question, 77,4% of students strongly agreed and agreed that they were enthusiastic about learning to listen, and 22,6% disagreed and strongly disagreed. So, many students think they are happy and enthusiastic about learning listening in English because they are probably interested in it. For the eighth question, 87,1% of students strongly agreed that they thought watching English movies was one of the most enjoyable English lesson activities, and only 12,9% of students disagreed

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and strongly disagreed. This means that most students agree that English films can be a learning medium because learning activities with English films become more enjoyable. For the ninth question, 80,6% of students strongly agreed that they practiced listening whenever possible, and only 19,4% disagreed and strongly disagreed. This explains that some students practice listening to get a good English score, so they practice listening not to get a bad score on the exam. They must receive encouragement so as not to fail the listening exam. For the tenth question, 77,44% of students strongly agreed that they had high motivation in learning listening, and only 19,4% disagreed and strongly disagreed. This means many students enjoy listening to English because they are interested in learning it. So, whether there is external encouragement, they listen to English because they are motivated.

Considering the information presented, the researchers concluded that most students exhibited motivation and eagerness to enhance their listening skills. This was evident from the higher percentage of those who strongly agreed and agreed, surpassing the percentage of those who disagreed and strongly disagreed. Additionally, the calculations derived from the survey responses made it apparent that most students were motivated and interested in advancing their listening skills through English movies. This indicates a robust level of motivation among the eleventh-grade students in the BP A class at SMK Muhammadiyah Prambanan.

In interviews, a predominant sentiment among the students was a remarkably high motivation for learning to listen through movies. The researchers found three students' motivations for learning English using English movies.

***Understand English better***

The students expressed that this approach allowed them to acquire new vocabulary, enhance their speaking abilities, and better understand the content presented in the movies. One participant, during an interview, articulated this sentiment,

*“It is... to increase vocabulary, speaking can also be improved, if people speak English I understand more” (S1, F).*

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So, in this case, the students thought that by increasing their English vocabulary through English movies, they could understand more about the story's content in the movie. Apart from that, they can also understand people better when they speak English.

#### ***Students' future job preparation***

Another student's motivation in learning to listen to English movies is their future job. The students said that learning to listen was necessary for their future jobs. Thus, they were motivated to learn to listen through movies. As stated by a student:

*“It is exciting, you can learn a foreign language. I think it is a pretty good idea to be able to learn languages other than Indonesian. If we work, it is important to master English, so there is motivation to learn English for that. So, by learning to listen, we will understand what foreigners are talking about” (S3, H).*

So, students are already aware of their future careers. They started practicing listening to prepare for their future jobs.

#### ***Increase students' focus on learning.***

Some students also stated that using English movies to learn how to speak increased their motivation to learn listening because it was more fun and exciting, and they could focus more on the learning process. Movies are interesting and entertaining. As stated by a participant,

*“Yes, because we use movies, we don't get bored while studying, it is better, more interesting, more motivated to learn listening. It would be more interesting if we used video. There is a video if we use a movie, so listening is more focused. It does not make us sleepy. So, learning to listen is more enjoyable” (S1, F).*

So, learning to listen using English film media was a fun medium for students to focus more on the learning process.

#### ***Students' interest in learning listening***

Two students were interested in learning to listen using English movies that the researchers discovered.

#### ***Fun and enjoyable learning medium***

In terms of students' interest in learning listening using English movies, many students stated that they were interested in learning listening through movies because most students felt it was more enjoyable. In an interview, a participant said,

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*“Learning listening using movies is good, more exciting and enjoyable. The thing is... that is more appropriate for learning listening. It is compatible with native speakers” (S2, V).*

#### ***Understand the content of English movies.***

One of the student's interests in learning to listen using English movies was that apart from class, some students also often watched English films because they were interested and understood better what was conveyed through the video in the movie. One participant said,

*“Since childhood, I have liked watching English movies on TV. So, I'm interested in watching English movies. From when I was little, watching English movies was so exciting, and I like English now. It is always more fun if you use video, and it is easier to understand. Then you can know the correct pronunciation because the speaker is a native speaker” (S3, H).*

Thus, the students thought that by listening to English movies, they could understand more about the content of the story in the movie.

#### ***Discussion***

The data indicated that almost every student found learning listening enjoyable and highly motivating due to its inherent interest. Additionally, they expressed a preference for utilizing English movies as a means to enhance their listening skills, considering them as enjoyable learning resources.

#### ***Students' motivation in learning listening***

Many students expressed strong motivation to learn to listen to English movies. They listened attentively in class and were motivated to listen and watch English movies that were not part of the lesson. This means that they wanted to learn to listen to English movies. Poeryono et al. (2021) explain that educators recognize motivation as a person's desire to learn. Teachers generally recognize motivation as an essential factor influencing the extent and achievement of second or foreign language learning. Thus, if students desire to learn to listen through movies, English movies can improve students' achievement in learning English, especially in listening skills.

The students also thought that learning to listen was necessary for their future. The reason

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was that they considered that there would be many fields requiring English skills for future jobs. Thus, they thought learning listening was vital for them. One way to improve their English skills is to listen to or watch English films to get used to listening to native speakers. They also learned new vocabulary, enhanced their speaking skills, and better understood the content of the movies. As Fussalam et al. (2019) state, English movies help students understand how people speak and understand English better. Through movies, students know better what is being said in the movies.

Using movies to learn to listen to is exciting and entertaining for students. Students would not only focus on listening to the audio but also on watching the visuals of the movies. This makes the learning process more fun, and the students are focused. Incorporating movies into language learning can make the process more enjoyable, motivating students to engage with the materials outside the classroom (Azimah, 2018). Thus, creating an enjoyable atmosphere would motivate students to learn to listen in the classroom.

Most students were motivated to learn listening because they felt using English movies was fun and exciting. Hayikaleng et al. (2016) explain that students are motivated to engage in an activity because the activity is fun and exciting. A person may be motivated by the enjoyment of learning activities or the desire to make himself/herself feel better. Thus, in the class, the students watched movies in listening class not because they wanted to chase the grades or because they were told to do so by the teacher but because they felt that watching movies was fun and exciting. Some students also practiced listening in the classroom and at home. Those who practiced listening at home did that not because of homework but because they liked to watch English movies. Thus, those with intrinsic motivation are more enthusiastic about learning listening because they are motivated or interested in learning.

#### ***Students' interest in learning listening***

Many students think learning to listen to movies is more exciting and enjoyable. They could listen to how the native speakers spoke in conversations and saw the visuals of the characters in the movies, so they felt they understood the movie better. As stated by Azimah (2018) and Fussalam et al. (2019), watching English language movies can increase students'

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interest because watching movies can make learning the language more fun and enjoyable. When watching English movies, students could get used to how people speak and understand English better because movies show examples of English in 'real' situations, especially how people talk in everyday conversations (Fussalam et al., 2019). Thus, the students would understand better and have more enjoyment when learning to listen to movies.

Apart from that, by learning to listen to movies, students would know how to pronounce words correctly because they hear the voices of native speakers. Fussalam et al. (2019) state that movies teach students natural expressions and how words are said correctly, like the proper pronunciation, stress, and intonation. King (2002) also explains that movies are incredibly useful for teaching because they show everyday English in real-life situations, not made-up ones. They provide opportunities for students to listen to the speech of various native speakers with different tones, accents, and ways of speaking. Thus, listening to the speeches of native speakers through movies would make students more interested in learning to listen.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

Motivation is crucial in acquiring knowledge and honing listening skills, especially when learning foreign languages. Educators must understand their students' individual characteristics and preferences to effectively boost motivation throughout the learning journey. The incorporation of English movies to generate interest in learning listening skills has garnered widespread approval, with most students considering it a highly effective medium. The everyday use of English movies for learning has been proven beneficial, given their ability to present authentic real-life situations, facilitating more accessible learning for students through visual content. Consequently, using English movies emerges as a strategy to augment students' motivation and enthusiasm in developing their listening skills.

### ***Limitation***

There is a limitation to this research. One of the obstacles in this research was the data collection process. Researchers needed time to collect questionnaire data from students because

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this questionnaire was online, so students needed to be reminded several times to complete the questionnaire.

#### ***Implication***

This research aims to determine students' perceptions of using movies as a motivational tool in enhancing students' listening skills. This means that using English movies in the classroom can generate interest in learning listening skills, and most students consider it a very effective medium. It is hoped that teachers will be strongly encouraged to use English language movies in teaching listening to support students' learning experiences. Apart from that, teachers must have the motivation to use technology.

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### **BIO-PROFILE**

**Anisa Rizky Ananda** earned a bachelor's degree in education from Universitas Ahmad Dahlan, Yogyakarta, and is pursuing a master's degree in English education at the same university. Her focus lies in researching various aspects of English education.

**Dr. Bambang Widi Pratolo** obtained his doctorate in TESOL from Monash University in 2015. He serves as a senior lecturer at Universitas Ahmad Dahlan, specializing in professional beliefs and practices among teachers, student voice, instructional strategies, and innovative pedagogy.

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