

## Promoting EFL students' oral proficiency through the implementation of English Movies: A quasi-experimental research at Indonesia high school

Nur Faiza Harsono Alka <sup>a</sup>, Nur Sehang Thamrin <sup>b\*</sup>, Wahyudin Wahyudin <sup>c</sup>

Universitas Tadulako. Jl. Soekarno Hatta No.KM. 9, Kota Palu, 94148, Indonesia

<sup>a</sup> [nurfaisahtolis2020@gmail.com](mailto:nurfaisahtolis2020@gmail.com); <sup>b</sup> [nursehangt75@gmail.com](mailto:nursehangt75@gmail.com); <sup>c</sup> [wahyudin@untad.ac.id](mailto:wahyudin@untad.ac.id)

\* Corresponding Author

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**Abstract:** This study investigates the impact of utilizing English Movies as a learning aid on students' oral proficiency in senior high schools in Indonesia. The research is an experimental study with a quasi-experimental design in a senior high school in Central Sulawesi, Indonesia. The research population consisted of all students of the Grade XI Science class. However, only two classes were selected purposively as the research samples: the Grade XI Science 1 class as an experimental group and the Grade XI Science 2 class as a control group. The number of the students were 22 and 24 respectively. With a probability value ( $p$ ) for students' oral competency of  $p < 0.05$ , the research findings demonstrate a strong impact of learning aided by English movies on speaking abilities. In addition, the average score of students who utilized English Movies to enhance their speaking skills had a significant impact of 51.8182 compared to their counterparts in the control group, with an average score of 36.6667. In conclusion, using English Movies as a learning tool has a positive impact on promoting students' oral proficiency.

**Keywords:** accuracy, comprehensibility, English movies, fluency, oral proficiency

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## INTRODUCTION

Oral communication competencies or speaking skills have become necessary skills for academic, job, and global interaction. In Indonesia, students across all educational levels must develop their communication skills, which are regarded as crucial in the 21st century. The communicative competencies, particularly mediated in the English language, enable people worldwide to engage in international communication with each other more easily (Chaya & Inpin, 2020). Additionally, the English language enables individuals from different ethnic origins to communicate verbally (Yamada, 2010). Consequently, there has been a substantial increase in the demand for non-native speakers to obtain English language proficiency. English has been made compulsory in Indonesian high schools.

In the context of English as a Foreign Language (EFL), oral proficiency refers to the level of achievement that language learners have achieved in acquiring the language. It encompasses not only their ability to communicate effectively but also their understanding of the English language and their capacity to express their own ideas. The high school curriculum in Indonesia, known as Curriculum K-13, requires learners to possess proficiency in transactional communications. The speakers should acquire the necessary skills to understand and effectively convey their messages to their conversation partners (Pan & Snow, 1999). Thus, in order to enhance students' communication skills, the curriculum provides them with opportunities to engage in several types of discourse, including expressing agreement and inviting others.

The three aspects of speaking skills encompass accuracy, fluency, and comprehensibility (Amiruddin et al., 2022; Suzuki & Kormos, 2020). Accuracy refers to the capacity to communicate with precision and correctness. Fluency is the capacity to generate communicative language in a continuous and seamless manner, even if it is not expressed in flawless utterances. Comprehensibility refers to the ability of individuals to comprehend and interpret the messages conveyed by others, as well as the ability to express oneself in a manner that is easily understood by others. Overall, by attaining proficiency in these elements, students may effectively communicate in English to impart and obtain information. If the pupils possess proficient oral communication skills, it indicates their thorough understanding of those three facets. Furthermore, engaging in verbal communication can enhance students' self-awareness and deepen their understanding of their cognitive processes. Through verbal communication, children have the ability to exchange information and create social connections with others.

However, communicating in the English language poses a formidable challenge for the majority of English as a Foreign Language (EFL) students. Yanagi and Baker (2016)) reported that several studies have shown that second language (L2) learners face various difficulties in developing their spoken language skills, which ultimately hinders their success in English-speaking. Safira and Azzahra (2022), in their survey, discovered that approximately 40% of English teachers indicated that listening skills are problematic, in contrast to 45% who reported difficulties with speaking skills. The variables contributing to this difficulty can be categorized into two main types: internal causes and external ones. Internal factors that can influence learning outcomes include student disinterest and attitude toward learning, student intelligence, teacher methods and strategies, student learning motivation, and student health. External factors that can impact learning include teacher learning methods and strategies, students' family environment, and inadequate school infrastructure (Sari et al., 2022).

Given the above-outlined issues, it is imperative to implement effective teaching methodologies. The strategies employed are not only practical but also foster student comfort and enjoyment in the process of learning to speak English. In order to enhance students' speaking proficiency, teachers must employ technology to stimulate students' interest in speaking activities during the teaching-learning process.

These days, students may practice their skills with a variety of media, including movies, music, and videos. The effectiveness of employing media, particularly English movies, in teaching and learning English has received significant attention (Uzzaman & Roy, 2019). Movies not only serve as a powerful source of motivation for learners but also considerably enhance their imaginative abilities. A solitary excerpt from an English film was utilized as the basis for honing English proficiency, including listening, speaking, vocabulary, and pronunciation. By integrating English films into the educational setting, students heightened their comprehension of terminology and refined their pronunciation and intonation skills. Watching English movies is deemed efficacious in fostering students' speaking proficiency.

A movie is an audio-visual resource that may be highly captivating and engaging for learners, including both younger learners and adults. In addition, movies have the potential to captivate students and foster their motivation to learn (Manik & Salamuddin, 2023). Movies play a crucial part in motivating students to learn to speak and to create a more engaging teaching and learning environment. Students can acquire the ability to articulate their emotions by emulating the expressions seen in movies that have been shown to them. Every movie that they have seen will inspire students to create their own visuals. They will develop their own persona based on the movie they are given.

Multiple scholars have examined the advantages of using movies in an English as a Foreign Language (EFL) setting. In a study conducted by Manik and Salamuddin (2023), it was shown that students who were taught using movie media achieved higher scores compared to those who were taught without movie media. The observed t-value of 6.02 was greater than the critical t-value of 1.67. It suggests that exposing kids to cinematic media had a

positive impact on improving their speaking skills. Additionally, they assert that utilizing film medium has a significant and beneficial impact on the instruction of oral communication skills. In addition, Madiyoh and Putro (2018) found in their study that the utilization of authentic short films as learning exercises is efficacious. In addition, Nuansari and Sriyanto (2021) found that students' speaking proficiency increased following the utilization of animated movies as a medium.

Prior research has overlooked certain crucial aspects that contribute to the effectiveness of including movies in the EFL classroom for improving students' speaking skills, namely the factors of interest, motivation, and imitation. An animation film with high-quality visuals has the ability to captivate pupils' attention and subconsciously enhance their language skills. Furthermore, a well-crafted animated film can serve as a source of inspiration for kids to acquire new vocabulary. Once students are inspired to delve into the study of the language, they can enhance their language acquisition skills. Animation movies can serve as a valuable tool for enhancing students' English-speaking skills (Saleem & Zahid, 2024).

The researchers are therefore curious to find out if using English-language films in the classroom might help students develop their oral communication skills in a different kind of research environment. The researchers aim to enhance English language acquisition by utilizing movies as a learning tool. This approach is expected to facilitate students in developing fluent English-speaking abilities, fostering confidence in conversing with others, and ultimately improving overall speaking proficiency.

## **METHODS**

The researchers employed a quasi-experimental method, specifically the non-equivalent control group design. This design allows the researchers to involve two groups as experimental and control groups. Participants in the study included eleventh graders from Senior High School 1 Tolitoli Utara, Indonesia, with a focus on the science major, which comprised four classes. Each class consists of 22-25 students. The population consisted of a total of 94 students. However, this study only included two selected groups using purposive sample techniques. The researchers selected XI IPA 1, a group of 22 students, as the experimental group and XI IPA 2, a group of 24 students, as the control group.

In relation to the study problem outlined in the preceding chapter, the researcher employed an oral test as a research instrument. The students were directed to deliver monologues based on the presented picture within a specified time limit. The researchers selected two topics that were covered in the teaching sessions but with distinct content and visual representations. The examination was administered both prior to and following the intervention, specifically referred to as the pretest and posttest, respectively. The researchers modified the speech scoring rubrics developed by Heaton (1998). The researchers utilized a smartphone to capture the students' voices as they engaged in monologues.

The implementation of movies was exclusively utilized for the experimental group for several meetings. The control class was instructed using a conventional teaching and learning approach. In this case, the students were assigned to have speaking activities based on the topic given by the teacher. They had five to ten minutes to prepare. They had the speaking task in a group of four students. To sum up, the students generated ideas for speaking exercises based on the topic provided by the teacher.

In contrast, the experimental group was treated through the implementation of the English movies for several steps. Additionally, the researcher outlines the process of using English movies to enhance speaking skills. The interventions were conducted eight times for about 90 minutes for each meeting. Initially, the students were presented with visuals about the film's subject matter. The researchers also posed a series of inquiries to engage students in brainstorming exercises, providing them with contextual knowledge. Subsequently, they were segregated into multiple factions. Prior to viewing the film, the researchers provided an explanation of the language pattern outlined in the syllabus, which involves the instruction

of speaking skills combined with language elements such as form and pronunciation. Following the students' viewing of the film, they engaged in a discussion regarding its content, after which each group presented their findings to the class.

The quantitative data for the study was analyzed using the IBM SPSS Statistics 23 software. We designated participants as "R" due to ethical considerations. For instance, the abbreviation R1 denotes Responded One, and so forth. In order to analyze the data, we initially examined the students' responses and calculated their scores. We developed an assessment that was in accordance with the school curriculum and had it verified by an expert, as previously explained in the process of gathering data. In addressing the research question, the Mann-Whitney Test was chosen because the data did not reach the normality test parameters.

## RESULTS AND DISCUSSION

The research findings indicate that the average pretest score for speaking skills among students in the experimental class was lower than that of the control class. Specifically, the average pretest score for the experimental class was 22.7273 with a standard deviation of 7.02500, while the average pretest score for the control class was 27.0833 with a standard deviation of 9.07896. Nonetheless, following multiple movie-watching interventions, the experimental class students' average posttest speaking ability score was greater than the control class. The mean posttest score for the experimental class was 51.8182, with a standard deviation of 6.64499. In comparison, the mean posttest score for the control class was 36.6667, with a standard deviation of 9.16831. Therefore, it can be inferred that there are disparities in the learning outcomes for speaking skills between the Experimental Group and the Control Group. It suggests that incorporating movies into the lessons helps enhance students' speech ability. Table 1 presents the learning outcomes of speaking abilities for students in the experimental class and control class.

**Table 1.** Descriptive Statistics of Students' Oral Proficiency

	Experimental Group		Control Group	
	Pretest-Pretest	Posttest	Pretest-Pretest	Posttest
N	22	22	24	24
Minimum Score	20	40	20	20
Maximum Score	50	60	50	50
Mean Score	22.7273	51.8182	27.0833	36.6667
Std. Deviation	7.02500	6.64499	9.07896	9.16831

According to the data presented in Table 1, both the experimental and control class students improved their speaking ability from the pretest to the posttest. Although the average score of the experimental class students' speaking ability was higher than that of the control class, both groups experienced an increase in their average scores after the treatment. The result shows that integrating English movies into English class benefits the students' learning achievement, particularly students' oral proficiency. This result is in line with the study conducted by Saleem and Zahid (2024), in which watching English animated movies enhances students' speaking ability. Therefore, the claim that this result demonstrates the films' potential as a teaching tool for improving EFL speaking fluency. However, in addressing the research question, the research hypothesis should be validated by utilizing the Mann-Whitney Test (Table 2). It was chosen because the data collected did not reach the normality and homogeneity parameters.

**Table 2.** Test Statistics Output of Mann Whitney Test

Students' Oral Proficiency	
Mann-Whitney U	61.500
Wilcoxon W	361.500
Z	-4.658
Asymp. Sig.2 (2-tailed)	.000

Based on the test statistics output of the Mann-Whitney test in Table 2, it is evident that the Asymp. Sig. (2-tailed) value of 0.000 is less than the probability value of 0.05. It indicates that the alternative hypothesis ( $H_a$ ) is accepted. These findings demonstrate that the utilization of English movies has a significant impact on the learning outcomes of students' speaking skills.

In the process of teaching speaking, the students were provided with movies and some additional materials to support their ability to speak. After watching the movies, the students practiced speaking in groups. The purpose of practicing in groups is to let students gain the skill and independence to think things on their own. Discussion with their group allowed them to share ideas. Small group discussion effectively enhances speaking skills as the learners exhibit greater confidence in articulating their ideas, engaging in critical thinking, and aligning with the students' characteristics (Crisianita & Mandasari, 2022). Consequently, students get to think based on a variety of points of view, which can make their perspective wider and deeper. As a result, students' ability in terms of idea development, vocabulary, and pronunciation improved. English movies build the power of visual imagination for students. It provides a picture to develop students' speaking skills. The students only need to listen to the information by seeing what happens in the movie. Therefore, students will understand the content of what they see and be able to produce the words when speaking well. Also, English movies help students gain more vocabulary as they must pay more attention to understand the sequence of the film. When the students get information about it, every student in the group is able to describe or re-tell the story by seeing what happened in the movie and produce what they are thinking with the right words orally.

The results of the hypothesis analysis indicate that there are variations in the speaking skills of students' learning outcomes before and after the use of English movies in the classroom. These findings are consistent with the outcomes of research carried out by other practitioners in the context of English as a Foreign Language (EFL). For instance, Kalra (2017) conducted a study on students at a university in Thailand and discovered that the experimental group had superior performance compared to the control group in terms of motivation and language creation. This study provides pedagogical recommendations for EFL teachers to include films in their classrooms as a means of enhancing students' listening and speaking abilities, leading to enhanced learning outcomes. Furthermore, Madiyoh and Putro (2018) conducted a study involving high school students and found that the average pretest score in the experimental class was 12.59, whereas the posttest score was 15.96. It signifies that the score has increased by 3.37 points. The average score of the kids in the experimental class has improved from the low category to the high category. The scores of the control class on the pretest and posttest were 10.93 and 13.31, respectively. The researchers concluded that employing authentic short films as instructional tools is efficacious in facilitating the development of oral communication skills. The proponents assert that incorporating audio-visual media in speaking instruction is a captivating method as it enhances learners' engagement in language acquisition both within and beyond the classroom. This media can aid individuals in understanding the materials, particularly in the context of spoken language.

In reference to this condition, Ismail (2017) found that most instructors believed that movies play a major role and offer significant benefits in developing cultural components and listening skills through her qualitative research, which involved surveying multiple teachers. Moreover, there is potential for integration between the skills of listening and speaking, as well as between reading and writing, as watching movies is more effective when these skills are combined. Evidently, while vocabulary can be cultivated using this method, grammar cannot be improved in isolation without the practice of writing. Albiladi et al. (2018) were intrigued to look into how the students felt about using movies in their research. They discovered that language learners thought movies were real sources of language learning and that they could be used successfully to enhance speaking, listening, reading, vocabulary,



and writing. Additionally, the findings indicate that language learners perceive movies as advantageous for enhancing students' cultural understanding.

Apart from the achievement on the posttest, the researchers experienced some problems during carrying out her experiment. First, the students lacked vocabulary; therefore, they found it difficult to comprehend what they were asked to do. Jaya et al. (2022) state that vocabulary is one of the major problems faced by students in speaking the English language. Second, they were not confident enough with their pronunciation. Third, two students did not cooperate during the teaching and learning process (off-task). Furthermore, to solve the above problems, the researchers provided the students with a list of words to memorize at home and asked them to consult with their dictionary whenever they found difficult words. It should help the students enrich their vocabulary so that they can speak with others. Also, the researchers asked them to translate the text they had composed into Bahasa Indonesia. The purpose is to find out whether they understood what they were saying. Additionally, they asked them to speak slowly, expressing what they had in their mind in front of the class without worrying much about their pronunciation. It helped them stay active and confident in speaking. In addition, they calmly stood beside the off-task students while keeping their eyes on other students. By doing so, the off-task students got controlled well.

At the same time, English movies help students in pronunciation. It can generate meaning in a variety of ways. When students produce their ideas in the spoken form, they will pronounce the words. Doing so makes the students more interested in what they are saying. In other words, English movies develop speaking skills in language use. The use of English films can also be helpful for teaching reading skills because they provide more sensory experience than reading. Besides verbal language, there are also color, movement, and sound. It can also be used to teach pronunciation as learners practice pronunciation by repeating after the character while extending their thinking skills like comparing and contrasting, analyzing perspective, and error analysis.

In conclusion, the result of this research helps eleventh-grade students of Senior High School 1 Tolitoli Utara, Indonesia, speak. This is due to the benefits of watching an English movie. The action in the movie and other details of the movie can add to students' new vocabulary. Moreover, the movie contains many actions that can be applied as an idea or to provoke the students to imagine something. Thus, the students do not get stuck in the middle of speaking as they know what they should speak first, after, then, and so on.

## CONCLUSION

This study concludes that the use of English movies as a learning aid significantly enhances students' oral proficiency in senior high schools in Indonesia. English movies stimulate creativity in expressing ideas, enrich students' vocabulary through contextual exposure, and improve pronunciation by providing authentic language input. The findings emphasize that integrating English movies into language learning can create an engaging and effective speaking environment.

The study contributes to the field of English language teaching by reinforcing the role of multimedia in language acquisition, particularly in improving speaking skills. It offers practical insights for educators on utilizing audiovisual materials to create interactive and immersive learning experiences. Additionally, this research serves as a reference for future studies exploring the integration of movies in teaching other language skills such as listening, vocabulary acquisition, and pronunciation development. By expanding the scope of multimedia-based learning, this study supports innovative and student-centered teaching approaches in English education.

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