

EXPLORING THE INFLUENCE OF ENGLISH MOVIES IN GLOBAL ENTERTAINMENT ON ENGLISH STUDENTS' PROFICIENCY

Syafiqah Salma Attaqiy¹

¹Sriwijaya University, South Sumatera, Indonesia

e-mail: *syafiqahsubkhanattaqiy09@gmail.com

Abstract

English movies have a significant impact on the spread of English as a global language, particularly in the field of education. As English becomes more prevalent in movies, it is essential to understand how this exposure influences the proficiency of English education students. English movies can serve as a valuable resource for students to improve their language skills, as they provide an opportunity to learn and practice English in a realistic and engaging context. However, the influence of English movies on students' proficiency can be complex and multifaceted, as it depends on various factors such as the quality of the movie, students' motivation, and their learning strategies. This research aims to explore the influence of English movies on English education students, discussing both the potential benefits and challenges of using movies as a tool for language learning. By employing a quantitative research method, this study gathered data from 20 English education students of Sriwijaya University through questionnaires, focusing on their exposure to English movies, their proficiency levels, and their perceptions of the influence of these movies on their language skills. The findings of this research will contribute to the field of English language education by providing insights into strategies for enhancing students' proficiency and preparing them for a globalized world.

Keywords: English Movies, English Proficiency, English Student

INTRODUCTION

English language holds a prominent position as a common means of communication among individuals from diverse linguistic backgrounds. Among the various factors influencing the widespread adoption of English as a lingua franca, the influence of global media and entertainment stands out as a significant driver. The proliferation of English-language content across various media platforms, including movies, television shows, music, and the internet, has profoundly shaped linguistic landscapes worldwide. Non-native English speakers are continually exposed to English in their daily lives through entertainment media, often starting from a young age. This exposure not only influences language acquisition but also contributes to the development of proficiency levels among individuals seeking to communicate effectively in English.

Having a huge amount of vocabulary influence the high score of English learners' proficiency. One of the engaging media that can aid students in learning vocabulary is through films or movies (Simamora and Oktaviani, 2020). It can bring the environment to life in the classroom, motivating students to learn English by absorbing new vocabulary from the film or movie. Movies can be beneficial in addressing learning challenges, such as limited understanding, restricted vocabulary, slow reading, poor grammar, and low-

level conversation skills. Watching movies is not only entertaining and enjoyable but also offers numerous benefits. Additionally, students can watch movies online, using a laptop, the internet, or a smartphone, which can facilitate learning English more conveniently at any time and any location (Ayu, 2020).

Prolonged exposure to English movies plays a crucial role in students' language acquisition. This is due to the strong link between listening and speaking skills. When students engage with movies featuring native speakers, their listening comprehension abilities work unconsciously, promoting the absorption of new vocabulary and expressions. This process not only enhances their vocabulary but also improves their pronunciation, articulation, and intonation (Assia Nouar, 2024). As a result, the researcher suggests that English films help students develop their oral proficiency, allowing them to express themselves effectively in various contexts.

LITERATURE REVIEW

a. English as Global Language

A language achieves global status when it holds a distinctive position acknowledged worldwide (Crystal, 1997). Recognition from individual countries doesn't necessitate it being the primary spoken language there. A global language can serve as a first, second, or foreign language. Its defining trait is being extensively employed for communication across diverse regions, prompting individuals to aspire to proficiency for practical purposes. As global interconnectedness and globalization continue to rise, the importance of effective communication has become increasingly vital in today's world. It's widely acknowledged that a common language is necessary to facilitate communication amidst the growing commerce and trade between companies worldwide. With the advent of globalization and the digital age, it's clear that many people across the globe are using English as the primary language for international communication. English has emerged as the predominant language in various spheres such as international trade, diplomacy, entertainment, telecommunications, and scientific publications. Acting as a lingua franca, both native and non-native English speakers utilize it for business interactions and organizational communication. English's widespread adoption and usage have positioned it as the fastest-growing language, serving as a bridge between different regions and cultures. In today's modern world, English permeates diverse fields including science, engineering, medicine, commerce, research, education, tourism, internet, finance, advertising, film, transportation, and pharmaceuticals. Its widespread use and entrenched status as a dominant global language are undeniable, and its influence continues to expand exponentially, becoming an indispensable tool for international communication across various sectors.

b. English in Entertainment

English plays a pivotal role in the entertainment sector, encompassing film, television, and music. Hollywood, situated in the United States, stands as the hub of these global industries, employing English as the primary mode of communication to engage audiences worldwide. The aim is to ensure broad comprehension of their

content across diverse populations. In today's hectic world, English-language entertainment offers a means of relaxation and escape for many. Various entertainment mediums, such as cartoons, films, TV series, comics, and educational narratives, not only entertain but also facilitate language development, particularly among children. Exposure to English-language entertainment aids in language acquisition, vocabulary enrichment, and knowledge expansion. Music, movies, and social media platforms not only entertain but also play a significant role in enhancing English language proficiency and broadening one's understanding of various subjects (Rao, 2019). This underscores the global importance of English across diverse fields. As English's relevance continues to increase worldwide, mastering it as a second or foreign language becomes increasingly crucial for individuals, irrespective of their location or cultural background.

c. English movie

An English movie is a film produced in or primarily in the English language. It is a form of global media and entertainment that can have a significant impact on the proficiency of English education students. English movies are easily accessible to language learners and this activity in fact is one of the most common activity the learners do during their free time (Grover et al., 2014; Suh et al., 1999). English movies can serve as a valuable resource for students to improve their language skills, as they provide an opportunity to learn and practice English in a realistic and engaging context. One benefit of utilizing movies is their direct stimulation of students' perceptions through visual images, contrasting with the indirect impact of written words. Films offer a richer sensory experience compared to reading, incorporating not only verbal language but also color, movement, and sound. Classes structured around movie experiments were found to be more engaging, with students displaying increased interest and attentiveness to the lesson (Nihta, Ray, Mister, 2018). Students can benefit from watching English movies by improving their vocabulary, understanding pronunciation, and developing their self-expression ability. The influence of English movies on students' proficiency can be complex and multifaceted, depending on various factors such as the quality of the movie, students' motivation, and their learning strategies. Using English movies can empower ELLs with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English proficiency. (Khoshniyat and Dowlatabadi, 2014)

d. English proficiency

English proficiency refers to the ability of an individual to communicate effectively in the English language. It encompasses a range of skills, including speaking, writing, reading, and listening, as well as the knowledge and understanding of the language's grammar, vocabulary, and discourse patterns. The GEPT (General English Proficiency Test) is a criterion-referenced tests in which content and items for each level are designed for a certain level of criteria that describe the general-level overall English proficiency and skill level expected at a certain level for listening, reading, writing and speaking components (Wu, 2019). Test of English as a Foreign

Language (TOEFL) or the International English Language Testing System (IELTS), to determine an individual's level of proficiency. English proficiency is crucial for academic, professional, and social success in English-speaking countries and in contexts where English is widely used as a lingua franca. Furthermore, language serves as the principal mode of effective communication within a specific context, playing a crucial role in human skill development. To attain proficiency in both understanding and expressing the target language, whether orally or in writing, students must excel in both receptive skills (such as reading and listening) and productive skills (including speaking and writing). It is particularly important for English education students, as it directly impacts their ability to understand and engage with English language materials and to communicate effectively with English-speaking peers and teachers.

METHODOLOGY

This study used quantitative research as the research design with questionnaire conducted with a subset of participants to gain deeper insights into their experiences with English-language movies in entertainment and its impact on their language proficiency. The questions covered topics such as frequency and types of media consumed, motivations for consuming English-language content, perceived benefits and challenges of media exposure on language learning, and strategies used to improve English proficiency.

The study was conducted in Sriwijaya University with the twenty students of English Education Study Program as participants, the participants were chosen due to their experience as English students especially their English understanding or proficiency.

Survey was conducted with the selected participants. These questionnaire designed to explore participants' experiences regarding their exposure to English-movies and its influence on their English proficiency. The questionnaire covered topics such as frequency of watching English movies, motivations for watching English movies, and perceived influence of English movies on their English language proficiency. This research use the 5- point Likert scale as 1= strongly disagree, 2= disagree, 3=neutral, 4=agree, 5= strongly agree. The data analyzed in descriptive statistical method.

RESULTS AND DISCUSSION

The information gathered from the surveys is showcased through descriptive statistical analysis. This table below refers to the organized data derived from the questionnaire by the researchers.

Table 1

No.	Statement	SD	D	N	A	SA
1	I watch English movies regularly.	0%	13,3%	60%	26,7%	0%
2	I enjoy & feel comfortable watching English movies	0%	0%	20%	73,3%	6,7%

3	I understand the movie more by using Indonesian subtitle	0%	13,3%	40%	6,7%	40%
4	I feel struggle to understand the movie without Indonesian subtitle	6,7%	20%	40%	26,7%	6,7
5	English movies help me to learn more new vocabularies	0%	0%	13,3%	60%	26,7%
6	English movies help me improve my pronunciation and speaking skills	0%	0%	26,7%	66,7	6,7%
7	English movies help me improve my listening skills	0%	0%	20%	60%	20%
8	I feel more confident to speak in class after watching English movies	0%	0%	60%	26,7%	13,3%
9	I gain new knowledge of terms, idioms, English cultures and accents, by watching English movies	0%	0%	20%	46,7%	33,3%
1	I feel some improvements on understanding English by watching English movies frequently	0%	0%	20%	66,7%	13,3%
1	I feel that English movies have positive influence on my English proficiency	0%	0%	13,3%	60%	26%
1	I think implementing movies inside EFL classrooms create motivation and satisfaction	0%	0%	20%	60%	20%

The first statement shows how frequent the respondents watch English movies. It shown that the 60% of the respondents are uncertainty regarding their frequency in watching English movie and 26,7% of them watch English movies regularly. In the second statement which is about the comfortably and Enjoyment in watching English movies, a high percentage (73.3%) of the respondents are agree that they enjoy and feel comfortable to watch English movies, suggesting a positive attitude towards consuming this type of media.

There are 40% of the respondents choose neutral that they understand movies more with Indonesian subtitles. there's also 40% choose neutral that they struggle without

them. This could indicate varying levels of English proficiency among respondents. Subtitles serve to enhance the comprehensibility of a language with an accent for all viewers. However, when the subtitles are in viewers native language, their comprehension relies solely on the meaning; if viewers encounter an unfamiliar word, they refer to the subtitles in their native language. Conversely, when the subtitles are in the language of the film, they simultaneously experience the new accent while reading the text.

The fifth until seventh statements are about learning and skills development. It shown that many respondents believe that watching English movies helps them learn new vocabulary (60%). And also 60% of the participants believe watching English movies improve their listening skills. Safranji (2015) discovered that the combined utilization of auditory and visual components in learning activities enables students to acquire more information compared to exposure through a single channel. Additionally, the study's participants exhibited improved listening skills and displayed positive attitudes towards incorporating films into their English language learning curriculum. Consequently, it is postulated that:

H1: There exists a positive correlation between watching English movies and the enhancement of listening skills.

Additionally, a significant portion (66.7%) feel it helps improve their pronunciation and speaking skills. English movies have the potential to enhance spelling, word recognition, pronunciation, and speaking proficiency. The incorporation of movies and their accompanying scripts into English instruction is common practice due to the direct impact of visuals on learners' perceptions, complemented by the indirect influence of written words Tsai (2009). In addition, hearing natives speaking help in enhancing non-native's speaking skills (Thammimineni (2016). These insights highlight the potential of English movie consumption as a means of language learning and skills development.

Watching English movies appears to boost confidence for speaking in class for 26,7% of participants. with 60% feeling uncertain that watching English movies make them confident to speak in class. A research study of Krashen (1982) found that self-confidence itself is gained when the students realized that they have learned new language knowledge and skills that they can use in their daily life.

In the aspect of cultural and linguistic learning, 46.7% of respondents agree that watching English movies exposes them to new knowledge about terms, idioms, English cultures, and accents. It means that by watching movies, learners or the respondents can become familiar with these expressions and their meanings, which can significantly enhance their language proficiency. Moreover, the context in which these expressions are used can provide learners with a better understanding of their connotations and usage in different situations.

A majority of respondents (66.7%) feel some level of improvement in understanding English as they are frequent watching the English movie. Overall, frequency significantly influences the grasp of grammar and comprehension of both artificial and English vocabulary. This suggests that altering the frequency of exposure leads to corresponding changes in acquisition; higher exposure frequency correlates with enhanced grammar comprehension and meaning acquisition.

The next statement is about the positive influence between English movies and English proficiency. And it shown that the majority of them (60%) agree watching English movies do benefit them in their English proficiency. This implies that the majority of the students are in favor of watching English movies as a way to develop the four language skills. Furthermore, it is important to highlight that these individuals have taken the University Sriwijaya English Proficiency Test (USEPT) and have achieved an average score surpassing 400. This indicates that the participants demonstrate a commendable level of proficiency in English, thereby reinforcing the importance of their viewpoints regarding the positive influence of English movies on language growth.

The last statement shows that 60% of the participants or the majority of them agree that implementing English movies to English as a Foreign Language (EFL) classrooms could create motivation and satisfaction for the students. Movies serve as a platform through which learners can explore different lifestyles and generate fresh perspectives. Watching movies in educational settings especially at the advanced level can be considered as a rich resource to benefit from them and create discussions about its content and themes (Roell, 2010, p. 8). Additionally, Goctu (2017) stated that using English movie in language learning classroom increase students' motivate to learn because movie used daily conversations in such a way that they incite fun and increase the involvement of the students' in the learning proccess. When utilized effectively and coupled with a desire to learn, movies can aid English as a Foreign Language (EFL) learners in enhancing their language abilities in a manner that is both enjoyable and engaging. Therefore, watching movies tend to is one of the most effective teaching materials that provide learners with opportunities to be motivated in the learning process and improve their abilities.

From a total of 20 the participants of English Education Student in Sriwijaya University, it was found that the average students agree that using English movies could benefit them to enrich their listening and speaking skills which contribute to positive influence on their English proficiency. They are also agree to implement English movies to classroom to enhance motivation and satisfaction for the students.

CONCLUSION

This research has shed light on the significant influence of English movies on English education students' proficiency in the Sriwijaya University. The findings indicate that English movies serve as a valuable resource for language learning, offering students an engaging and realistic context to practice and improve their language skills. The study revealed that a majority of the participants expressed positive attitudes towards watching English movies, indicating enjoyment and comfort in consuming this type of media. Despite the challenges associated with the difficulty in understanding without subtitles and varying levels of proficiency among participants, the overall impact of English movies on students' language proficiency was positive, suggesting that they can be an effective tool for language learning. Moreover, the research emphasized the potential of using English movies in educational settings to motivate students and create opportunities for discussion and exploration of different themes and perspectives. Implementing movies

in English as a Foreign Language classroom was seen as a way to enhance student engagement and satisfaction with the learning process

REFERENCES

- Assia, N. (2024). Enhancing EFL Students' Speaking Proficiency through the Utilization of English Movies.
- Ayu, M. (2020). Online learning: Leading e-learning at higher education. *The Journal of English Literacy and Education*, 7(1), 47-54.
- Crystal, D. (1997). English as a Global language. Cambridge: *Cambridge University Press*.
- Goctu, R. (2017). Using movies in EFL classrooms. *European Journal of Language and Literature*, 3(2), 121-124.
- Grover, K. S., Miller, M. T., Swearingen, B., & Wood, N. (2014). An Examination of the Self-Directed Learning Practices of ESL Adult Language Learners. *Journal of Adult Education*, 43, 12-19.
- Khoshniyat, A. S., & Dowlatabadi, H. R. (2014). Using conceptual metaphors manifested in Disney movies to teach English idiomatic expressions to young Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, 98(1), 999-1008.
- Liando, N. V., Sahetapi, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching English movies in listening and speaking skills development.
- Rao, P. S. (2019). The role of English as a global language. *Research journal of English*, 4(1), 65-79.
- Roell, C. (2010). Intercultural training with films. *English Teaching Forum*, 48(2), pp. 2-15.
- Safranji, J. (2015). Advancing listening comprehension through movies. *Procedia-Social and Behavioral Sciences*, 191, 169-173.
- Simamora, M. W. B., & Oktaviani, L. (2020). What is Your Favorite Movie?: a Strategy of English Education Students to Improve English Vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49.
- Thammineni, H. B. (2016). Movies supplement English classroom to be effective in improving students' listening and speaking skills—a review. *International Journal of Studies in English Language and Literature (IJSELL)* Vol, 4, 35-37.
- Tsai, C. (2009). Insight into learners' perspectives on watching movies with L1 vs. L2 subtitles: Focusing on language. *Paper presented at the Proceedings of Kentucky Foreign Language Conference*. Retrieved from.
- Wu, R. Y. F. (2019). The general English proficiency test in Taiwan: Past, present, and future. In *English language proficiency testing in Asia* (pp. 9-41). Routledge.