

THE STRATEGY INVOLVE EFL LEARNER BY WATCHING ENGLISH MOVIE

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Abstract

This study examines into the usage of movies as a strategic tool to boost English language proficiency among EFL (English as a Foreign Language) learners. The aims of this study is to find out the strategies used in learning English through movie and how to apply them. This Study also given the global relevance of English, efficient approaches that integrate theoretical understanding and practical application are required. Movies, which provide authentic language circumstances and cultural insights, are an engaging medium that enhances key linguistic abilities such as vocabulary acquisition, pronunciation, and listening comprehension. Utilizing a qualitative research approach, data were gathered through semi-structured interviews conducted over WhatsApp with three English majors at an Indonesian institution. The participants, selected for their advanced English skills and consistent usage of movies for learning, described their strategies and experiences. Subtitle-based learning emphasizes vocabulary acquisition through repeated exposure and contextual comprehension, whereas pronunciation-based learning focuses on imitating native speakers' addressing patterns for greater fluency. Participants mentioned problems like foreign terminology and mimicking native accents, but also stressed the motivational and practical benefits of movie-based learning. The study finds that movies are a useful tool for increasing language acquisition and cultural knowledge while encouraging learner autonomy. Personalized strategies, such as actively engaging with subtitles and mimicking language, were proven to significantly enhance speaking skills. This study contributes to the literature on multimedia-assisted language acquisition by emphasizing the necessity of customized strategies for optimizing outcomes. Future research is urged to investigate the long-term effects of movie-based techniques on overall language competency and learner confidence.

Keywords: EFL, Learning, Movie, Strategy Introduction.

INTRODUCTION

English language is by any means a worldwide language, which is increasingly gaining the numbers of its users (Khan et al., 2021). Developing a well-structured English learning strategy is essential to ensuring both the success and effectiveness of language acquisition. A clear and focused approach gives learners a sense of direction, allowing them to emphasize on specific goals such as improving pronunciation, enriching vocabulary, and improving listening and speaking skills. Various theories and methodologies have been utilized to develop the learning process of English language and still the development is in progress (Khan et al., 2021).

Engaging EFL learners in language acquisition requires innovative strategies that

bridge the gap between theory and practice. According to Wael A, et al, “learning strategies are techniques, approaches or thoughtful actions that students take to the learning and recall both linguistic and content area information.” In other words, strategies are the way or actions that the students have in preparing them for their learning. Moreover, Wael A, et al., also emphasized concerning learning strategies that “learning strategies as the behaviors and thoughts that a learner used during learning that intended to influence the learner’s encoding process.” It means that learning strategies can also be viewed in the manner and critical ideas which are used by the students to help them in sustaining and influencing their learning process. One such approach is the use of movies, which serve as a dynamic and engaging medium for learning. By offering authentic exposure to real-world language use, movies create a natural and immersive environment that fosters the development of essential skills, including speaking, listening, and cultural awareness. Through their rich contextual cues and relatable content, movies not only enhance learners’ linguistic competencies but also provide meaningful insights into the cultural nuances of language, making them an invaluable resource in the EFL classroom.

Importantly, movies offer a unique platform to enhance learners’ motivation and interest, enriching both individual language learning journeys and pedagogical practices. Watching movies provides learners with opportunities to mimic speech, expand their vocabulary, and familiarize themselves with diverse sentence structures in context. These strategies, when coupled with repeated practice and the use of subtitles, enable learners to internalize linguistic elements while maintaining high levels of engagement. This approach exemplifies how movies can serve as a strategic tool for fostering autonomous learning and promoting language acquisition in enjoyable and sustainable ways.

However, the implementation of movie-based learning strategies requires careful navigation of challenges such as understanding unfamiliar vocabulary and matching native speakers’ pronunciation. These challenges underscore the necessity of tailored strategies that leverage subtitles, repetition, and active interaction with movie dialogues to address learners’ specific needs and enhance their language proficiency. While there is increasing research on the importance of achieving emotions in general education, there is a lack of research on how to regulate these emotions and the impact of effective regulation strategies, particularly in second language learning. The current landscape of research on using movies in EFL learning

primarily explores their effectiveness in developing specific skills such as pronunciation, listening comprehension, and vocabulary acquisition.

LITERARY REVIEWS

EFL (English as a Foreign Language) is increasingly developing by using various methods that can improve students' ability to speak English. Everyone definitely has their own way of learning it, which is called a strategy. Strategy can influence the results of the learning carried out. As explained by Sartika et. al (2019) is thus interested in finding out whether learning strategies are successful or not in learning English so as to provide information for both teachers and students to help them learn better. According to Ismaili in (Adrefiza et al., 2024) The use of English movies in EFL teaching has become increasingly popular, offering significant benefits for enhancing students' English skills across areas such as vocabulary, listening, speaking, and grammar. One medium for learning English can be through films. Compared to using audio or music, studying through films is considered easier to learn English.

The Previous Research and the Current Research lies in their specificity and contextualization of learning strategies. While the Previous Research offers a valuable macro-level understanding of general language learning strategies and their differential use by successful versus unsuccessful EFL students, it does not delve into the nuances of how these strategies are applied within specific, authentic learning environments or through particular media.

The Current Research effectively addresses this gap by focusing explicitly on movie-based learning strategies and detailing the personalized approaches (e.g., subtitle-based, pronunciation-based learning) that learners adopt when engaging with films. This provides a more granular, context-specific insight into *how* learners strategically utilize a popular multimedia tool for tangible improvements in skills like vocabulary, pronunciation, and listening comprehension, an area not explored by the broader survey-based approach of the Previous Research. Seeing that strategy greatly influences the English language learning process, the researcher wanted to look for learning strategies from participants who learned English through films. Looking for participant learning strategies in English language learning and grouping them into several classifications. So it can help English language learners in

learning English. EFL learning strategies discuss the strategies that individuals use to learn English as an L2.

The results of this research show that the affective strategy has the most votes from respondents who are management and engineering students. However, judging from the strategies described in the journal, the strategies used by researchers fall into the category of compensatory strategies which enable students to listen and read using synonyms to support their speaking and writing skills. In addition, this compensation strategy helps students by providing learning aids that may be a feature of learning a language. And the tools used by researchers in this journal are films. However, the research did not directly explain what tools were used or did not significantly discuss how these strategies were used. Research in finding strategies generally varies, depending on who and what the research is applied to. Considering the findings of previous strategies researching respondents who were at the stage of learning English, this research aims to explain strategies that can be used in learning English. The aim is to overcome difficulties in learning English which is a second language (L2). Specifically, the following research questions are addressed.

1. What Strategies do The Participants Use in Their English Learning?
2. How do They Apply The Strategy To Learning English as a Second Language?

RESEARCH METHOD

The writer used the descriptive qualitative method in this study to have a better knowledge of the research questions. Qualitative research is study that seeks to understand phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and others, in a holistic and descriptive manner (Moleong, 2017, p.6). It is carried out in a specific natural setting utilizing various natural ways. As a result, in discussing the potential of EFL learners to enhance speaking abilities and pronounce correctly through English movies that they frequently watch, the authors conducted qualitative study in which they collected data, interviewed people, analyzed it, and reached conclusions. Therefore, it is important to conduct research to find strategies that can help students who are learning English overcome their speaking problems so that they can improve their English skill.

Qualitative research stresses quality over quantity, and data is obtained through interviews rather than surveys. The interview was used as a data collection technique for

further investigation. A semi structured interview was employed in this research to obtain deep and open information. The data from the interview was used to identify strategies to improve English skills of students especially for EFL learners. Qualitative research also emphasizes the process over the results. This is because the tactics usually used by EFL learners to develop their speaking skills, which are being investigated, will be much more obvious when observed during the process. Interviewing is a two-way communication technique that seeks information from relevant sources. Interview as an event or process of contact between the interviewer and the source of information or the interviewee, carried out by direct conversation or by asking direct questions concerning the research object (Yusuf, 2014, p.372). The researcher has chosen a guided open interview. Guided open interview is conducted by freely asking questions while following pre-established interview rules (Arikunto, 2016, p.199). The questions may evolve further during the interview process. Before doing an interview, the writers make some questions to ask some strategies that they always do to EFL learners. The goal of this interview is to collect information relevant to the research. The interview was conducted to gather more detailed insights into how participants enhance their speaking skills. to collect the data, the writer carried out a semi structured Whatsapp chat interview with the participants. This method was implemented as follow up after the distribution of questionnaires to participants.

This study investigates tactics that entail watching English language films for English language learners (EFLs) using a qualitative methodology. This approach was selected because it seeks to fully comprehend students' experiences, perceptions, and reactions to using movies as a teaching tool. This study focuses on the methods used by English majors to watch movies specifically for English as a Foreign Language (EFL) in order to improve their speaking abilities.

Students majoring in English were the subjects of this study. Three students in the third through fifth semesters of an English language study program at one of the Indonesian universities participated in this study. Purposively, participants are chosen using the following criteria: Moderate or have taken courses related to English, Interested and accustomed to watching English films to increase English skills, already fluent in English, Students who already have English language skills at the Advance Level, students who have

strategy to improve their english skill. By using all these steps, it becomes easier for writers to collect data and result from the strategy of EFL learners to improve their skills through the movie they watch.

The writer's use of data collection was carried out in three parts. The first step was to pick samples. In the second step, data was collected through interviews with structured and semi- structured guides to better understand the speaking methods used. Students are trying to improve their speaking skills. By conducting an interview, as part of the data collection process, the writer selected, organized, and simplified the data to facilitate the collection of information regarding strategies to improve English speaking skills of students. Finally, data analysis includes transcription of recorded interviews and thematic analysis to find patterns, themes, and linkages. The data were categorized based on the speaking methods adopted. These three procedures create a qualitative research methodology framework to analyze the English language learning processes of this group of pupils.

RESULTS AND DISCUSSION

Learning more than one foreign language, such as English, requires the right strategy. Especially English which is an international language. This is also explained by Andayani (2022), learning English is not a luxury but a necessity that cannot be rejected due to the fact that English is one of the first languages spoken throughout the world and is the main language studied today. At university, language is something that students need to learn even if their major is not language-related. According to Muslimin et al (2022), in education the purpose of teaching English is to improve students' ability and competence in using English as a means of communication. With this statement, the right strategy is needed from language learners, especially English, in order to be able to learn English effectively and accurately. Muslimin et al, also defines learning as thoughts and actions chosen by language learners to help them carry out tasks ranging from basic to advanced target language. In this case, the right strategy can be needed to learn EFL English. Learning more than one foreign language such as English, requires the right strategy. Especially English which is an international language.

Based on the results of the interviews that have been conducted, the three participants who are English students have different ways, but from these various ways can be grouped into 2

kinds of strategies. Watching movies, especially English movies, requires more understanding because it is delivered in a foreign language or can be called a second language. Therefore, the interview results show 2 main strategies used, namely learning strategies that focus on subtitles and pronunciation as a form of how participants learn English through movies. In addition, the participants also explained how they applied the 2 types of strategies in their learning activities.

a. Subtitle Utilizing

As a second language learner, constructive tools and resources are needed. For example, the participants who chose to use films as a means to learn English are not easy. Watching films in a language other than their first language is not easy. Choosing English-language films requires learners to see subtitles to better understand the meaning and message conveyed in the film. In other words, watching films with subtitles as learning material is essential. According to Eprilia and Rahmi (2022), subtitles themselves are translations from two or more different languages that focus on the representation of meaning or information, usually found below the layer and in line with the dialogue in the film. Eprilia and Rami also stated that subtitles are one way to understand the meaning and message in films. Research conducted by Lunin and Minaeva (2015) also revealed that with subtitles, students listen to words in English, thereby improving their reading comprehension, listening comprehension, phonetics, spelling, and directly learning about grammar by seeing the grammar they learn from textbooks applied in real life.

In this strategy, participants focus on how they improve vocabulary from the movie they watch. In this case, subtitles have an important role in learning English with movies, especially for beginners. This is shown by the answers from participants who are helped by the subtitles displayed. Participants stated that if there are subtitles, they will usually see the subtitles but if the plot of the movie is interesting, participants tend not to use subtitles. In addition, participants also stated that they would better understand the dialog used by looking at the subtitles and then they would write down vocabulary that they did not know before in the form of notes with the aim of being easy to remember.

The question shows that the use of subtitles is flexible when the dialog is difficult or unfamiliar. In this problem, subtitles can be a solution to understand the meaning and message conveyed in the film. Thus this subtitle strategy has an important role in helping language learners recognize the written form of words, expand vocabulary, and understand sentence structure in real contexts. In addition, subtitles can also be a link between reading and listening skills. Participants considered that the process of seeing and hearing the word simultaneously, can help recognize how the word is pronounced. Besides having advantages, participants stated that when subtitles are not available they experience difficulties. Participants considered that sometimes it can be difficult because they only listen without sub, and cannot hear the conversation clearly. This shows that there is still a reliance on subtitles in understanding conversations that tend to be fast. With this, subtitle utilizing needs to be used gradually until learners do not continuously use subtitles as an auxiliary tool to understand the meaning and information in the film.

b. Pronunciation Strategy

The second dominant strategy found was mimicking the pronunciation of the characters in the movie. The pronunciation strategy involves actively listening to and observing how characters or actors articulate words and phrases. This strategy not only focuses on the actors' manner of speaking but also examines the contextual usage of words. As Weda and Halim point out, watching films can serve as a powerful tool to enhance pronunciation while offering an pleasant learning experience. The use of films not only motivates learners but also endures their interest in acquiring English language skills. According to Hidayah (2023), language is a tool that allows humans to communicate with others, both verbally and in writing. In language, information must be conveyed accurately. Therefore, pronunciation plays a crucial role in the success of a conversation. In this case, the participants also used pronunciation as a learning material. The pronunciation strategy involves actively listening to and observing how characters or actors articulate words and phrases. This strategy not only focuses on the actors' manner of speaking but also examines the contextual usage of words. As Weda and Halim point out, watching films can serve as a powerful tool to enhance pronunciation while offering an pleasant learning experience. The use of films not only

motivates learners but also endures their interest in acquiring English language skills.

Participants explained that after watching a movie, they have a habit of repeating the most memorable sentences. Participants stated that they often repeat the most memorable sentence and then look for the meaning or meaning of the word. Because unlike in Indonesian where the sound of the word will be the same as the writing, in English there are often various words that have different sounds from what is written. Because learning English as a second language does not only focus on what a word says, but also must know and understand how the word is pronounced. One participant revealed that learning new vocabulary and phrases from dialog as in the form of a sentence and conversation can help us in learning English.

This strategy shows that language learners will be able to produce language independently, imitate the speech of characters, practice pronunciation, help practice pronunciation, intonation and rhyme speaking. Participants also stated that by applying this strategy their speaking ability improved significantly. However, difficulties can also arise, especially in understanding and imitating difficult pronunciation or accents. As explained by one participant who found it difficult to understand the conversation if only listening.

CONCLUSIONS

In conclusion, utilizing movies as a learning strategy offers substantial benefits for EFL learners by compounding excitement with instruction. It fosters independent learning, progresses phonetic competencies, and upgrades learners' inspiration and fascinated within the dialect. These methodologies, when custom tailored to person needs, demonstrate practical in overcoming challenges and advancing maintainable dialect procurement. English, as a worldwide dialect, requires successful learning procedures to guarantee productive securing. This inquire about highlights the utilize of motion pictures as a energetic medium for improving English dialect capability, particularly for EFL learners.

Incorporating movies as a learning strategy offers significant advantages for English as a Foreign Language (EFL) learners by blending entertainment with education, enriching the learning experience and fostering deeper engagement with the language. This approach

empowers learners to take control of their education by choosing films that align with their interests, encouraging self-directed learning at their own pace. Additionally, listening to native speakers in films enhances pronunciation and intonation skills while exposing students to various accents and speech patterns, thereby sharpening their auditory abilities. The dynamic nature of films captivates learners' attention, transforming language acquisition into an enjoyable experience; motivated and engaged students are more likely to actively participate, leading to better retention of vocabulary and grammatical structures.

Furthermore, movies can be tailored to meet specific interests and needs, allowing educators to create relevant and impactful learning experiences through selected themes, genres, or cultural contexts. The ponder distinguishes two key techniques utilized by learners: subtitle techniques and pronunciation techniques.

The subtitle technique centers on enhancing vocabulary comprehension and retention through the strategic use of subtitles while watching movies. This approach allows learners to identify new words, explore their meanings, and practice using them in context. By engaging with vocabulary in this way, students not only improve their understanding but also reinforce long-term retention of new terms. On the other hand, the pronunciation technique focuses on listening to and mimicking the natural speech patterns of native speakers in films. Learners pay close attention to articulation, pitch, and tone, which aids in internalizing correct pronunciation and conversational styles. Together, these techniques create a comprehensive framework for language learning that significantly enhances both vocabulary acquisition and speaking skills

The discoveries uncover that motion pictures give bona fide presentation to dialect and culture, making learning locks in and relatable. By bridging the hole between hypothesis and hone, movies make a characteristic and immersive environment for creating aptitudes such as talking, tuning in, and social understanding. Additionally, members recognize motion pictures as a down to earth tool for tending to challenges like new lexicon and articulation through reiteration and dynamic engagement.

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