

EXPLORING THE ROLE OF MOVIES IN ASSISTING ENGLISH SPEAKING SKILLS FOR ADULT LEARNERS: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

English speaking ability is essential in today's globalization era, especially for adult learners who need communication skills for work, social, and academic purposes. However, the learning process often faces obstacles and challenges such as limited study time, lack of self-confidence, lack of motivation to learn, and less relevant and effective learning methods. This article aims to explore the role of film media in helping adult learners improve their English speaking skills through a systematic literature review approach. This study analyzed journal articles from 2015 to 2025 relevant to the topic discussed and used inclusion and exclusion criteria to ensure data validity. The results showed that film acts as an authentic input source by presenting a variety of verbal and non-verbal expressions, enriching vocabulary, and improving pronunciation, intonation, and fluency. Film can also increase the intrinsic motivation of adult learners through entertainment elements, emotional involvement, and flexibility in learning. Shadowing and dialogue imitation techniques effectively train learners' phonological sensitivity and speaking skills. However, challenges such as difficulty understanding idioms and accents, lack of teacher training, and technical limitations remain obstacles that must be overcome. With the right approach, utilizing films can be an

innovative solution for learning to speak English in a contextual and meaningful way for adult learners.

Keywords: *English speaking skills, English movies, Adult Learners, Students' intrinsic motivations.*

INTRODUCTION

In this era of globalization, speaking English has become an important skill in several aspects of life, such as education, work, and the social sphere. As an international language, mastering English, especially speaking, is the key to communicating effectively with people worldwide. The success of language learning is often seen in the learner's ability to speak (Isna, 2023). Speaking is a crucial part of second language learning and teaching. It is not merely about the ability to communicate but also the ability to effectively convey ideas, thoughts, and feelings in a foreign language (Nunan, 2003). The engagement in speaking activities stimulates the learners to use the language rather than passively acquire it. This active use has significantly contributed to the automation of language processes, enhancing fluency and accuracy.

A speaker's speaking skills and habits impact the success of any exchange (Van Duzer, 1997). Ahmed (2024) discovered that improving speaking skills significantly enhanced students' overall English competence. His study at Taibah University revealed that students who actively practiced speaking showed better integration between vocabulary, pronunciation, and grammar skills than those who only focused on the receptive skills. Speaking also catalyzes vocabulary acquisition, as students are prompted to retrieve and apply lexical items appropriately during communications. In addition, oral interaction exposes learners to immediate feedback from instructors and peers, allowing them to recognize errors and adjust their language output more effectively.

However, for many adult learners, mastering English speaking skills is challenging. Adult learners face typical language learning barriers, such as limited opportunities to practice, lack of confidence, and difficulty adapting to new learning methods (Knowles, 1984). Many of them feel that traditional English learning methods, such as memorizing

vocabulary or learning grammar, do not significantly impact the development of speaking skills. This condition can directly impact learning motivation. When learners do not see significant progress or feel that the methods used are irrelevant to their needs, the motivation to continue learning tends to decrease. Therefore, it is important to boost learning motivation through approaches that are communicative, contextual, and appropriate to the characteristics of adult learners to support the improvement of English-speaking skills.

Students' motivation to learn is an internal factor determining the success of the English language learning process. Motivation is classified into two types: extrinsic motivation and intrinsic motivation. Intrinsic motivation refers to students' desire to learn a language because of the interest, personal satisfaction, and curiosity gained from the learning process. Intrinsic motivation is the inherent tendency to seek novelty and challenges (Ryan & Deci, 2000). Intrinsic motivation in students will not depend on grades but rather emphasize the learning experience. In the context of English Language Teaching (ELT), students' motivation plays an important role in building their effort, attitude, and sustainability in learning English. Intrinsic motivation is important because language learning requires effort, time, and consistency. Intrinsic motivation in students is an important educational factor (J. Carreira, 2010). Without a strong drive, learning English can be a difficult and boring process. Therefore, they tend to prefer interesting, relevant, and applicable learning. In this case, learning media that can stimulate motivation and interest is the use of movies in English learning.

Speaking learning for EFL learners is a complex process that involves many aspects. A combination of appropriate teaching strategies, a supportive environment, learner motivation, and adequate practice opportunities will enhance learners' success in mastering English speaking skills. People must communicate when they want to say something, deliver information, or talk. (Liando et al, 2018). Learning to speak demands different methods from learning other language skills. It requires constant practice, direct interaction, and a

supportive learning environment that encourages learners' courage to try using English. Speaking is a complex skill that deals with components of grammar, vocabulary, pronunciation, fluency, and comprehension (Hammer, 2007). EFL learners also often experience psychological barriers such as fear of being wrong, embarrassment, or anxiety when it comes to speaking in a foreign language. This can be exacerbated if the classroom atmosphere is not supportive or the teaching methods are too rigid and do not allow room for exploration.

One method of learning seen as compelling and interesting is using movies as learning media. Movies provide an engaging and relevant learning experience, boosting adult learners' motivation and concentration, making them an effective tool for learning. Movies offer entertaining content and provide context in English usage, including vocabulary, pronunciation, intonation, and native speaker expressions. Tafani (2009) states that watching movies is very important to increase visual and critical awareness. Tafani also states that using movies helps their English by paying attention to accents, voices, body language, word choice, ear and eye training, lifestyle, story ideas, summaries, what is going on, why, and how, and many things.

The use of movies has the potential to inspire intrinsic motivation in learners. Rather than learning for the sake of learning due to external pressure, they learn because they find the experience enjoyable. Such intrinsic motivation enhances learning as an interesting and significant process. Movies are a comfortable medium to motivate learners (Champoux, 1999). Moreover, the affective components of the film – from the narrative, conflict, to values – can establish an effective link that, in turn, reinforces learning motivation. Learners who are emotionally attached to the characters or the narratives depicted in films stand a better chance of absorbing the language utilized there. Films are not merely sources of entertainment but also supportive devices that provide emotional and intellectual involvement in learning a language.

The use of movies in ELT, especially for adult learners, has the potential to be an effective strategy to increase their learning motivation and speaking ability. Therefore, using films

should be considered as an approach that supports a more dynamic, enjoyable, and meaningful language learning process. Through movies, learners can also see and listen to how English is used in everyday life, with authentic facial expressions, intonation, and social interactions. Movies provide the learners with powerful experiences they rarely have in the classroom (Blasco et al., 2006).

The implementation of movies in language learning has been explored elaborately in various studies. The study entitled *Influence of Watching English Movies on English Language Speaking Skills* by Laoli et al. (2025) indicates that regular exposure to English movies significantly improves vocabulary acquisition, contextual understanding, and confidence in speaking. Sari and Sugandi (2015) also state that movies can be an engaging and motivating tool for learners, providing reality, authenticity, variety, and flexibility to the EFL classroom. The learners significantly enhanced fluency and intonation using techniques such as movie-based shadows and discussions.

In this modern era, more adult learners are increasingly turning to audiovisual media such as movies, TV series, and online videos as English learning tools. This is due to the ease of access through streaming platforms such as Netflix, YouTube, and Disney+. In their study, Omar and Razi (2022) analyzed the effect of movie and TV series clips on EFL learners' pragmatic competence. The findings revealed that learners developed a better understanding and performance of speech acts such as requests and suggestions. The experimental group excelled the control group, demonstrating the pedagogical value of audio-visual content. Many streaming platforms provide subtitles in various languages, including English and Bahasa Indonesia. This feature allows learners to understand the context of the conversation while learning the correct pronunciation and intonation. Technological development has made it easier for adult learners to access English movies in the best quality. Features such as playback speed settings, interactive subtitles, and audio description make movies a more effective learning tool.

Movies also play a role in improving adult learners' motivation. Learners' emotional engagement with the material

increases when materials are customized according to their interests, movie genre preferences, and interest in a specific character. This engagement helps to improve focus and desire to understand and imitate the language used in the movie, making developing speaking skills more fun and natural. Movies have significant potential as a supporting medium in adult English language learning. The use of English movie media shows its effectiveness as a contextual, communicative, and meaningful learning tool, especially in developing speaking skills. English movies are an entertainment tool and an effective and engaging way to enhance language skills and cultural understanding for adult learners (Albiladi et al., 2018).

Accessing movies requires an internet connection. Computers and mobile phones are connected to the internet using a SIM card with a data quota or Wi-Fi with a faster and unlimited network. Still, it can also download movies and save them on a computer or hard disk. Internet service allows users to access the internet easily. The internet also makes it easier for us to do work or college assignments, communicate with others, and engage in education and entertainment, such as listening to podcasts, music, and watching movies. Several studies have been conducted to determine whether watching English movies improves students' speaking skills. Khan (2015) argues that movie visuality can also facilitate language understanding. Rayane (2022) also argues that English movies appeal to audiences because of characteristics such as digital manipulation, 3D level, and 3D effects. However, English movies are not particularly designed for educational purposes as a medium for learning to speak. However, several studies have confirmed that English movies are still a good strategy to learn to speak.

Learning media has developed rapidly and made our lives easier, especially for educational purposes. Learning media play a huge role in improving the quality of teaching and learning. In addition, learning media also provides motivation and enhances the quality of student learning. Currently, in Indonesia, the level of English proficiency is still low. According to the EF English Proficiency Index (EF EPI) 2023, Indonesia ranks 80 out of 113 countries in terms of English proficiency with an average score of 469, which falls into the "Low

Proficiency” category. This ranking shows that Indonesia's English proficiency is still below the global average, despite improvements from previous years. Although many Indonesians study English in school or courses, speaking remains a major challenge. This is due to the lack of opportunities to practice speaking in authentic contexts, excessive focus on grammar, lack of emphasis on communication skills, insecurity, and fear of making mistakes when speaking. Therefore, this study was made to provide valuable information regarding the effectiveness of using English movie media to learn, teach, and improve speaking skills.

Based on the previous studies reviewed, it is concluded that the use of English language films has been widely researched in the context of language learning, particularly in speaking skills. Most of them highlight the effectiveness of movies in improving pronunciation, fluency, vocabulary acquisition, and pragmatic understanding. However, using movies in adult learning still lacks relevant results regarding learner motivation. Motivation is one of the main components in the learning process, especially for adult learners with different goals and needs from adolescent learners. Research examining in-depth movie characteristics such as genre, storyline, and cultural representation, and their relationship with types of motivation in learning, including intrinsic or extrinsic motivation, is still very limited. This shows a gap in the literature on how movies can act not only as learning media but also as motivation in learning, especially for adult learners. Therefore, further research is needed on the relationship between movie media and motivation to learn English for adult learners. The review of this study is important to enrich pedagogical perspectives on the role of film media in building learning motivation for adult learners and designing effective and contextualized learning strategies. Based on the research background above, the researcher has formulated the following research questions:

1. How does an English movie help adult learners improve their English skills?
2. How could English movies help adult learners get motivated to study speaking English?

3. What challenges do adult learners face when using English movies as a medium to learn speaking skills?

METHODS

This study uses a qualitative method with a systematic literature review approach. A systematic literature review aims to systematically identify, evaluate, and synthesize previously published research results on the topic to be studied. Unlike traditional literature reviews, systematic reviews are carried out with systematic, explicit, transparent, and replicable procedures. Systematic Literature Review is a technique of organizing and integrating findings that conform to precise and accurate standards to solve definite problems (Piper, 2013). This method is used to analyze information from scientific works on the role of films in helping English-speaking skills for adult learners. A systematic literature review to investigate consequences and progress in a particular subject is a standard research method in learning. It provides a broad space to examine literature and compile a synthesis of information to produce a new understanding and strengthen scientific arguments. This method is useful in developing theories or conceptual understanding on this topic. This research does not use field data collection through observation, interviews, and questionnaires, but uses written sources as material to analyze and answer the problem formulation.

The purpose of this study was to ensure that the articles used were of good academic quality, relevant to the topic being studied, and reliable as sources of scientific information. The primary focus of this assessment was on recent research papers and conference papers that directly addressed the role of English-language films in supporting adult learners' speaking skills. There are papers submitted for the eligibility stage, written in English. The selected articles had a strong focus, sound methodology, and high relevance to the research topic.

Quality assessment aimed to ensure that the articles used in this study were relevant and reliable. These articles were selected and published in English between 2015 and 2025. All publications addressed the role of film in improving English

speaking skills for adult learners, and were categorized as follows:

1. Authentic Material

Movies are authentic and engaging, and these are likewise some of the important characteristics of effective language learning (Albiladi et al., 2018)

2. Vocabulary

Students can explore and enrich vocabulary, both formal and informal, through English films (Parmawati & Inayah, 2019)

3. Motivation

Students found movies enjoyable and engaging, increasing their motivation to speak (Rizqia, 2023).

4. Contextual Learning

Social-cultural appropriateness and situational use of language in movies helped students apply language more naturally (Kucher, 2020).

This research's systematic literature review method is based on methodological and practical considerations. First, it aligns with the conceptual focus of the study, which examines theories and findings on the role of films in improving adult learners' English-speaking skills, without collecting field data. Second, the topic is well-documented in journals, books, and reports, providing abundant sources. Third, as the research is exploratory, this method is suitable for understanding the use of films as a learning medium. Finally, it enhances validity by minimizing bias through clear inclusion criteria, keywords, and structured data.

RESULTS AND DISCUSSION

In this section, this research examines and identifies several findings from the results of a literature review of various journal articles and scientific reports relevant to this topic. These findings are presented using a table compiled based on the results of the literature analysis. This table summarizes points from journal articles and scientific reports on the role of film in helping to enhance English speaking skills for adult learners.

No	Topic	Findings	Source
1.	Characteristics of Adult Learners and Challenges in Learning to Speak English	Adult learners experience limitations in learning time, and this becomes a challenge in itself, such as being busy with work, social activities, and family, so that learning time becomes very limited.	Mali (2017)
		Adults also face several challenges, such as time constraints in learning, limited English literacy, and financial burdens.	Phuong & Hoang (2024)
		There is a common belief that adult learners are generally less effective as language learners than traditional learners, on the grounds that the younger they are, the more flexible their brains are, and consequently, the better their cognitive functioning.	Cozma (2015)
2.	Films as an Authentic Input Source in Speaking Learning	The language in films often includes a variety of speech types such as speech from different levels of education, slang and jargon, rural and urban speech, and the various regional dialects that language learners in different countries will encounter.	Kaiser (2011)
		Language input is considered the primary source of data for language learners to build their language competence.	Patten & Benati (2010)

No	Topic	Findings	Source
		Movies are authentic tools for language acquisition and can be used effectively to enhance language proficiency and skills, as they present authentic English through native speakers	Alolay wi (2023)
		English movies have the potential to enhance participation, interaction, and communication skills in English, which is reflected in enhanced oral proficiency	Assia (2024)
		The use of authentic materials and tasks, such as movies, is considered more effective than textbooks in depicting real-life language use.	Parisi & Andon (2016)
		The use of English movies as authentic materials is an interesting approach compared to the printed materials that are more often used in ESL classes.	Rathna yke (2015)
3.	Film as a Media to Increase Intrinsic Motivation of Adult Learners	There are four main types of motivation that emerge. The first is the desire for achievement in life, lust for reward, fear of failure, craze for power, and status.	Hussai n et al (2020)
		The use of educational films can significantly increase students' learning motivation,	Nabila et al. (2024)

No	Topic	Findings	Source
		as evidenced by a t-value of 53.722 and a significance of 0.000.	
		The form of a visual story, such as an arc that increases sharply and ends in a climax can increase the motivation of audience involvement.	Chu & Roy (2017)
		The use of films and animations can increase students' motivation and interest in learning.	Yunus et al. (n.d.)
		Movies also serve as a strong source of motivation due to their entertaining nature, and enhance cultural awareness by encouraging students to reflect on their own culture	Parisi & Andon (2016)
		Teachers and students found the English movies entertaining and motivating to practice English. They also felt that the movie-watching activity helped develop conversational and interaction skills	Rahman, T. (2022)
4.	Films as an Enhancement of Adult Learners' Pronunciation, Intonation,	The use of language and brevity of sentences in films facilitates ease of comprehension, allowing learners to develop linguistic sensitivity and refine their tone and intonation.	Hesse (2024)

No	Topic	Findings	Source
	and Fluency	‘Shadowing’ is an act of listening in which the learner follows the speech heard and repeats it as accurately as possible while listening to the incoming information with full concentration. With this technique, the learner repeats the sentence that has just been heard in the film directly, imitating what is said, the stress, and the rhythm of the actor’s voice.	Casillas (2020)
		Movies provide many real-life examples of how native speakers pronounce words and communicate, and have a significant impact on the learning of idiomatic expressions and colloquial expressions that are proven to increase students' receptive knowledge of idioms	Rahmah & Pranata (2024)
5.	Film as a Learning Media to Improve Speaking Skills	Watching animated films with English subtitles can help students become more fluent in learning the language, and by watching animated film,s it also introduces them to a wider range of dialects and pronunciations.	Saleem & Zahid (2024)
		The use of English films is very effective in improving students' speaking skills in terms of pronunciation,	The Last Supper (2019)

No	Topic	Findings	Source
		comprehension, fluency, grammar, and vocabulary. The pre-test results showed a score of 70.5, increasing to 76.5 in the first cycle, and increasing to 81 in the second cycle. The use of films also creates a more active and enjoyable classroom atmosphere and increases students' confidence in speaking.	
		Researchers found the discovery that English movies had a good influence on increasing students' speaking skills	Halawa et al. (2022)
6.	Challenges in Using Films for Speaking Learning	There are several challenges in using film media as learning in the classroom, such as the assumption of students that film is only a means of entertainment, the use of idiomatic and fast speaking makes it difficult for students to understand, and the duration of the film is too long, and class time is limited. In addition, the challenges faced when using film media for learning are limited technical facilities, a lack of teacher training in using multimedia, and a complicated preparation process.	Kharou ni (2018)

No	Topic	Findings	Source
		Although movies can improve EFL learners' speaking skills, there are still challenges, such as anxiety about mistakes while speaking, lack of confidence, difficulty understanding accents and idiomatic language in movies, limited classroom learning time, and learners find it difficult to follow the intonation of native speakers. Other challenges include limited speaking practice in the curriculum and low learning strategies in utilizing movies as a learning tool.	Lien & Dan (2024)
		Students face various challenges in learning to speak English, such as pronunciation errors, uncertainty in the use of grammar, and limited vocabulary, as well as psychological barriers such as fear of pronunciation errors, nervousness, and lack of confidence when learning, which results in students being reluctant to speak unless they are completely sure of what they are going to say.	Roviya nti & Harpai n (2024)
		Although films can increase students' motivation to learn and speaking skills, there are	Ismaili (2013)

No	Topic	Findings	Source
		still challenges when using them in the classroom, such as time constraints in one class session, difficulty finding films that are appropriate to the level, and a lack of training for teachers in using films as a learning medium.	
7.	Film as Media to Enhance Vocabulary in Speaking	Movies can be an attractive tool to acquire vocabulary acquisition that not only provides definition of words, but also creates a real context that is used in everyday life.	Hanafy (2017)
		The selection of movies with a higher level of dialogue, including complex vocabulary and expressions, can be beneficial for advanced learners.	Jin (2022)
		When students watch English films, they can explore and enrich their vocabulary, formal or even informal.	Parma wati & Inayah (2019)
		English movies with subtitles help students improve their speaking skills both linguistically, through the acquisition of new vocabulary and conversational expressions.	Rahma n, N. et al. (2021)
		students acquire a lot of new vocabulary including idioms	Rizqia (2023)

No	Topic	Findings	Source
		and slang words that enrich their language skills after watching movies.	

Table 1. Findings on the topics discussed

Characteristics of Adult Learners and Challenges in Learning to Speak English

Adults have characteristics such as independent learners and much life experience and knowledge. In addition, they are goal-oriented, value relevance, are practical, and demand respect (Lieb, 1991). Adults or adult learners usually have formal and informal learning experiences and motivation to learn for their needs, such as work, education, or international communication. However, they have different challenges than young learners, especially regarding psychology and limited learning time.

Adult learners tend to be more responsible and independent in their learning process, but are also critical of teaching methods irrelevant to their needs. A real-life situation-based approach is essential in speaking and learning, so learners feel that their learning is meaningful. Research by Mali (2017) states that limitations in learning time are a challenge in themselves, such as having busy work, social activities, and family, so that learning time becomes minimal.

Embarrassment, lack of confidence, and fear of making mistakes in speaking are barriers for adult learners. Embarrassment often makes adult learners reluctant to practice speaking. As a result, adult learners have difficulty expressing themselves orally, even though they understand a lot of vocabulary and sentence structures. In addition, Phuong & Hoang (2024) argue that adults face several challenges, such as time constraints in learning, limited English literacy, and financial burdens. Research by Cozma (2015) states that there is a common belief that adult learners are generally less effective as language learners than traditional learners, arguing that the younger they are, the more flexible their brains are,

and as a result, the better their cognitive function. Therefore, films become an alternative medium to bridge the need for authentic, flexible learning and can increase adult learners' confidence. By watching films, adult learners can also absorb language in a realistic context without direct pressure to speak, so that they can learn directly in a more relaxed atmosphere.

Film as an Authentic Input Source in Speaking Learning

The main reason why movies are so effective in learning to speak is that they present authentic input or language used by native speakers in various contexts. Language input is the main data source for language learners to build their language competence (Patten & Benati, 2010). In EFL English learning, teaching materials are often in texts and dialogues that are made up or too formal. This makes it difficult for learners to relate to everyday life. The solution to this problem is to present films that use natural language, complete with idioms, slang, and expressions often used in everyday life. According to Kaiser (2011), films are considered an essential source in language learning because they are a source of authentic material.

The variety of accents and speaking styles in films enhances adult learners' listening skills and introduces them to the variety of English. The language in films often includes a variety of speech types such as speech from different levels of education, slang and jargon, rural and urban speech, and the various regional dialects that language learners will encounter in other countries (Kaiser, 2011). For example, the American accent is often used in Hollywood films, while the British accent is used in British cinema. This variety prepares adult learners for honest communication and is not always uniform in pronunciation.

Visuals in movies also greatly help adult learners understand the meaning of speech. Learners can understand the meaning of dialogue when they see facial expressions, body language, and the context of the scene, even though they have not mastered all the vocabulary used. This also strengthens students' understanding and makes learning more enjoyable. Thus, movies are not only a source of entertainment, but also a

rich and in-depth language input. Adult learners can develop their understanding and speaking skills by absorbing language patterns and expressions from movies repeatedly and consistently.

Film as a Media to Increase Intrinsic Learning Motivation of Adult Learners

Intrinsic motivation is the drive to learn that arises within oneself. Intrinsic motivation plays an important role in English learning because many adult learners learn for personal needs such as communicating globally, improving self-fulfillment, and gaining intellectual satisfaction. Hussain et al (2020) argue that motivation is a strong drive that drives learners to achieve their goals. However, maintaining motivation is challenging, especially when the learning method is too monotonous and irrelevant to everyday life. Therefore, English-language films can be an effective means of increasing the intrinsic motivation of adult learners. Films can simultaneously combine entertainment and education in a fun audio-visual form. Relatable characters, engaging storylines, and natural dialogues provide a contextual and more lively learning experience.

English language films can also fulfill basic psychological needs, which, if fulfilled, will increase learners' intrinsic motivation. Self Determination Theory (SDT) by Ryan & Deci (1985) underlines three basic psychological needs: autonomy, competence, and relatedness, which, if fulfilled, will increase intrinsic motivation and well-being of learners. Autonomy is fulfilled when adult learners choose films according to their interests and can manage their learning time. Competence increases through audiovisual films, learners can understand dialogues and successfully imitate them according to the need for challenges, as in SDT. For example, by listening to native actor conversations and trying to emulate them consistently, learners will feel their progress and speaking ability. Relatedness arises from emotions towards the story or characters in the film. Adult learners will internalize learning when they feel emotionally connected, not only based on language acquisition but also based on emotional attachment.

Movies can also trigger curiosity and personal enjoyment in learning. For example, an adult learner who likes fictional movies might be motivated to understand the related vocabulary and dialogue. This curiosity triggers intrinsic motivation because students are not being tested, but rather to understand and enjoy the process. Research from Hussain et al. (2020) concluded that four main types of motivation emerge. The first is the desire for achievement in life, lust for reward, fear of failure, craze for power, and status. Thus, movies are not only a tool for learning to speak but also a trigger for adult learners' motivation. Through elements of entertainment, authentic input, and emotional involvement, movies become fun, flexible, and meaningful learning. When motivation comes from within the learner, the learning process will last longer, ultimately driving success in mastering English speaking skills.

Films as an Enhancement of Adult Learners' Pronunciation, Intonation, and Fluency

The challenge for adult learners in speaking English is accurate and appropriate pronunciation and use of intonation. Film media provides examples of pronunciation and intonation that adult learners can imitate from native speakers through direct observation of the dialogue in the film. The use of language and the brevity of sentences in films facilitate ease of understanding, allowing learners to develop linguistic sensitivity and refine their tone and intonation (Assia, 2024). Adult learners can also identify word patterns, sentence rhythms, and emotional intonation in a particular film context.

Shadowing and repetition are very effective techniques when used with film media. Casillas (2020) explains 'shadowing' as an act of listening in which students follow the speech heard and repeat it as accurately as possible while listening to the incoming information with full concentration. With this technique, learners repeat the sentences they have just heard in the film directly, imitating what is said, the stress, and the rhythm of the actor's voice. Oord et al. (2022) state that shadowing is one of the most effective methods for teaching English pronunciation. This technique can increase phonological awareness and correct incorrect pronunciation.

Adult learners also prefer to use this technique for practice rather than using traditional phonetic practice repetition.

Intonation in English not only functions to show linguistic meaning but also emotional and pragmatic meaning. Therefore, film media provides a complete picture of how intonation changes according to context, emotions, and relationships between characters. According to Assia (2024), English-language films play an important role in helping students' oral expression by correcting inaccuracies in tone and intonation and uniting phonetics, grammar, and vocabulary with tone and intonation. Adult learners can imitate speaking styles to enrich expression in everyday conversation. Films as a source of oral input play a role in shaping skills because they provide concrete examples of how words are pronounced at a natural speaking speed. Films present pronunciation in a lively and varied dynamic compared to ordinary phonetic training.

Movies also help learners understand connected speech, how words are often combined inseparably, for example, the words "What are you doing?" become "Whatcha doin'?". The speaking model can also be internalized through repeated watching of the same movie. Students begin to feel familiar with sentences, phrases, and communication styles that can be applied in everyday conversation. Movies prove that they are not only a medium of entertainment but also an effective means to improve the quality of pronunciation and fluency in speaking.

Film as a Learning Media to Improve Speaking Skills

The ability to introduce learners to a variety of accents, speaking speeds, and everyday vocabulary is a significant benefit of film media in learning English. Films present language for real-life situations, such as informal conversations, slang, and idioms, in contrast to audio recordings or formal learning materials. Learners can imitate how the actor speaks, thus practicing pronunciation and fluency.

A study entitled Implications of English Animated Movies on Speaking Skills of the EFL Learners by Saleem & Zahid (2024) found that watching animated movies with English

subtitles can help learners become more fluent in learning the language, and watching animated movies has also introduced them to a broader variety of dialects and pronunciations. This is because animated movies provide examples of facial expressions from characters, pronunciation, vocabulary, body language, and use of grammar that make learning more lively and fun, so that it can improve students' speaking skills.

Research from Apriani & Sari (2020) stated that the Effortless English Movie technique improves students' speaking skills, especially intonation, fluency, pronunciation, vocabulary, and oral grammar. This technique is carried out in six days, emphasizing imitation and repetition in the film so that students are encouraged to speak like native speakers.

Research conducted by Parmawati and Inayah (2019) explains that using English-language films effectively improves students' speaking skills regarding pronunciation, comprehension, fluency, grammar, and vocabulary. The pre-test results showed a score of 70.5, increasing to 76.5 in the first and 81 in the second cycles. Films also create a more active and enjoyable classroom atmosphere and improve students' confidence in speaking.

The above research shows that film media, both animated films and other films, positively impact EFL students' speaking skills. The similarities of several studies are improving intonation, pronunciation, and fluency, enriching vocabulary and oral grammar, the effectiveness of imitation and repetition techniques, increasing self-confidence, and using contextual audiovisual media.

Film as Media to Enhance Vocabulary in Speaking

Vocabulary mastery in speaking skills is a fundamental aspect of learning English. Without a good vocabulary, students will struggle to understand the context of conversations, convey ideas, and respond spontaneously. In adult learning, film as a learning medium has been shown to increase vocabulary, oriented towards real-life use in communication contexts.

Research conducted by Hanafy (2017) states that films can be an interesting tool for acquiring vocabulary mastery,

providing definitions of words, and creating real-life contexts for use in everyday life. Parmawati & Inayah (2019) also state that when students watch English-language films, they can explore and enrich formal and informal vocabulary.

Through exposure to everyday conversations in films, learners can see how words are used in specific social and cultural contexts, which they can imitate and repeat in their speaking practice. Thus, films serve not only as entertainment but also as a source of contextual language input. Films can be an effective medium for enriching vocabulary and improving adult learners' English speaking skills.

Challenges in Using Films for Speaking Learning

Although film media has several benefits as a medium for learning to speak, using film as a learning medium also has several challenges. Without sufficient understanding of vocabulary and grammar, students feel frustrated and overwhelmed when learning. Films also often use idioms, slang, and unfamiliar cultural references that are difficult to understand without assistance, such as subtitles and teacher explanations. Another challenge when using film media is choosing the wrong film. Not all films are suitable for learning; some have complex plots and overly technical vocabulary. For example, sci-fi films may be too difficult for beginners, while cartoon films can be better understood but less interesting for adult learners. Therefore, it is important to choose films according to the level of difficulty and learning ability.

Research by Kharouni (2018) stated that there are several challenges in using film media as learning in the classroom, such as students' assumption that films are only a means of entertainment, and the use of idiomatic and fast speaking makes it difficult for students to understand. The film's duration is too long, and class time is limited. In addition, the challenges faced when using film media for learning are limited technical facilities, a lack of teacher training in using multimedia, and a complicated preparation process.

Research by Lien & Dan (2024) argues that although movies can improve EFL learners' speaking skills, there are still challenges, such as anxiety about mistakes when speaking, lack

of confidence, difficulty understanding accents and idiomatic language in movies, limited classroom learning time, and students find it difficult to follow the intonation of native speakers. Other challenges include limited speaking practice in the curriculum and low learning strategies in utilizing movies as a learning tool.

Research conducted by Roviyaniti & Harpain (2024) which was performed at SMA AL Azhar 3 Bandar Lampung in their journal stated that students face various challenges in learning to speak English such as pronunciation errors, uncertainty in the use of grammar and limited vocabulary, as well as psychological barriers such as fear of pronunciation errors, nervousness and lack of confidence when learning which results in students being reluctant to speak unless they are entirely sure of what they are going to say.

Similar to others, in a study conducted by Ismaili (2013) it was stated that although films can increase motivation in learning and students' speaking ability, there are still challenges when using them in class such as time constraints in one class session, difficulty finding films that are appropriate to their level, and lack of training for teachers in using films as a learning media. Some teachers also feel that using films as a learning medium takes a lot of time and is difficult to adjust to the curriculum flow without thorough preparation.

In general, although the studies mentioned that films have the potential to improve EFL learners' speaking skills, there are technical, affective, linguistic, and pedagogical challenges. These challenges arise in the form of limited time in class and tools, language difficulties, psychological barriers of learners, and a lack of teacher training and planning to prepare teaching materials. Therefore, the effectiveness of using films as a medium for teaching speaking is highly dependent on the readiness of educational institutions, teachers' ability to use their teaching media materials, and strategies applied to manage these obstacles.

CONCLUSION

Based on the findings & discussion that have been done, it can be concluded that using film media has great potential as

an effective learning medium in helping adult learners to improve their speaking skills. In the context of EFL (English Foreign Learner), films present authentic, contextual, and relevant language input to everyday life. The input in question is linguistic aspects such as intonation, pronunciation, accent, vocabulary, and idiomatic expressions that native speakers often use. Films also present non-verbal elements such as body language, facial expressions, and situational contexts that help learners' understanding.

Films fulfill authenticity and communication context by presenting dialogues in various social and cultural settings. This helps learners understand sentence structures and develop pragmatic sensitivity and cross-cultural skills. Films also increase the intrinsic motivation of adult learners in learning English. Unlike young learners, adult learners have characteristics such as high learning autonomy, goal orientation, and the need for learning with everyday life. Films can fulfill these needs because they present realistic content, are relevant to the learner's context, and can present elements of fun entertainment. Emotional involvement when watching a film, whether towards the characters, storyline, or conflict in the movie, fosters interest and motivation to learn from within, essential factors in successful learning.

In learning speaking skills, the context of communication is very important so that students can interact naturally in real situations. Films fulfill this aspect by presenting dialogues in various cultural and social settings. This helps learners understand sentence structures and patterns and develops pragmatic sensitivity and cross-cultural communication skills. In terms of learning techniques, films also support speaking skills through repetition techniques, imitation, and dialogue interpretation. The shadowing technique is listening to and imitating the speech of native speakers in films. This technique also helps learners get used to rhythm, pronunciation of words, and mastery of word stress and sentence intonation.

Furthermore, films are also a flexible learning option

needed by adult learners with limited time due to family, work, and other responsibilities. However, with film streaming platforms such as Netflix, Disney+, and YouTube, learners can choose their own time and adjust their schedules. Features like subtitles, speed settings, and scene repeat provide personal and independent learning opportunities.

However, although the benefits of using films as a learning media are very effective, there are also challenges such as linguistic barriers such as difficulty understanding idioms, unfamiliar vocabulary and slang, and difficult to understand accents, technical constraints such as limited facilities in educational institutions, affective barriers such as shyness, lack of self-confidence and motivation to learn, and fear of making mistakes when speaking, pedagogical constraints such as lack of teacher training in utilizing film media effectively. In addition, not all films are suitable for use as teaching materials. Films with complex storylines, language too complicated to understand, and unfamiliar accents can overwhelm students' learning ability. Therefore, it is very important to choose films according to the interests and levels of students so that learning runs optimally and communicatively.

Previous studies have shown that using film media for language learning positively impacts students' speaking skills, including fluency, pronunciation, and self-confidence. Research from various countries and educational backgrounds shows that film can improve the quality of language learning, especially in speaking skills. In addition, film media also helps students understand the culture and society of the English language. Students learn language structures and cultural values, communication norms, and social customs directly from native speakers. This makes film a very complete tool for improving cross-cultural communication.

Film is a flexible, effective, and relevant learning medium for adult learners in improving their English speaking skills. The use of film, especially in improving speaking skills for adult

learners, is a fun and pedagogically meaningful innovation. This media can answer the challenges of conventional learning, which tends to be boring and rigid, provide more contextual learning, and be oriented towards real communication with the right approach. To maximize film media as a learning medium, collaboration is needed from institutions, educators, and learners themselves to produce communicative, competent, and confident learning in learning English. However, this effectiveness depends on the learning strategy, the availability of facilities and infrastructure, and the film's suitability to the learners' characteristics.

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