

CHAPTER II

LITERATURE REVIEW

2.1 Movie

Wright has emphasized that audiovisual media, such as movies, videos, or digital recordings, have been among the most widely used tools in education since the 1970s. More recent research has continued to confirm the positive impact of audiovisual content on learning outcomes, particularly in the field of language education.

Movies, as a form of audiovisual media, are easily accessible in everyday life and function as a comprehensive and powerful medium of communication. According to Herrera and Pineda (2022), movies serve as an effective educational tool, especially in language learning, because they present messages, visuals, and interpretative depth, making them a rich source of contextual and authentic input.

In educational contexts, media such as films support the teaching and learning process by enhancing both students' understanding and motivation. As stated by Setiyadi (2022), instructional media help bridge the gap that often exists in verbal explanations, particularly in foreign language instruction.

In the context of learning English, audiovisual media such as films are very effective because they are able to present the language in a real and authentic context (Laoli et al., 2025). Watching movies has become a habit or hobby, this can be used by language teachers by presenting authentic learning materials. Koshinsky - 364 - Megawati, Harimurti, Nurwiatin, & Nurhasanah Research and Development Journal of Education, 7(2), 363-372 (Koshinsky, 2008) mentions several reasons why teachers can use film in language learning classes. The first is because the film

presents entertainment and learning with stories that can capture the hearts of the audience. The second is because the spoken language in the film is supported by visual elements that make it easier for students to understand the dialogue and storyline. The third is because movies in the form of DVDs usually feature English or Indonesian subtitles that help students understand and develop vocabulary and other English skills such as reading and listening. Watching English movies can not only be done for entertainment purposes but also for more beneficial purposes such as enriching vocabulary so that it can improve English skills.

Movies usually feature audio and visuals with text that can help students understand the meaning and spelling of new words so it is hoped that through filming activities it can enrich vocabulary and improve students' English skills, especially speaking skills. To support good English skills, lecturers ask students to hone their English speaking skills by getting used to watching English movies that use English subtitles. Movies can be one of the media or means of learning. Watching movies is an activity that can be done by anyone, from children, teenagers, to adults. Movies have become a hobby for people who love to watch movies. However, what needs to be underlined is that the delivery of storylines in films that can be used as speaking learning is an English film that uses English subtitles. By using English subtitles, it is hoped that students can find out the meaning of terms, vocabulary, idioms heard and read through the text that is running. By watching English movies using English subtitles, students can practice listening concentration. A variety of English vocabulary that uses an English or American accent can be heard. Various expressions/idioms, phrases conveyed by

actors and actresses in the film will be learning material for students. Students can imitate words in English movies and can enrich their vocabulary.

Watching movies is a habit that is loved by both students, children and parents in filling their free time. However, movies in English that use English subtitles can improve comprehension in English language skills. The various vocabulary that students hear is then processed into sentences, *phrases, idioms/expressions*, terms that can be spoken and have meaning to students. What students convey can be understood by others, so that the communication process occurs. According to Jeihan (2019: 174) good vocabulary mastery can support one's ability to - 365 - Megawati, Harimurti, Nurwiatin, & Nurhasanah *Research and Journal of Educational Development*, 7(2), 363-372 one's English ability. Vocabulary is one of the supports in elements or elements of speech. If a person who wants to speak a foreign language, such as English, understands the meaning of vocabulary, then that person will easily speak in English.

2.2 Movie Genre

Movie genres that are effective for practicing speaking skills are drama, sitcom, and fantasy. Based on Vygotsky's (1978) theory of the proximal developmental zone (ZPD), language learning is most effective when learners are exposed to material that is slightly more challenging than their current ability, but still understandable. Drama provides a more formal and emotional context, allowing learners to understand conversations in more serious social situations, introduce more complex vocabulary, and improve pronunciation and intonation. Situational comedy, with its fast-paced and humorous conversational style, helps to train fluency and skills in using idiomatic expressions and slang, in accordance with

Krashen's (1982) theory in the Input Hypothesis, which states that language learning occurs when learners are exposed to a language that is slightly more difficult than their level of ability, but still understandable. Fantasy like *Harry Potter* provides a more diverse vocabulary, allowing learners to practice pronunciation and introduce new terms and concepts in an entertaining context.

Some movies like *The Pursuit of Happiness*, *Friends*, *How I Met Your Mother*, and *Harry Potter* can effectively train speaking skills by providing consistent exposure to different forms of conversation. *The Pursuit of Happiness*, with its emotional and serious conversations, provides an opportunity to understand the use of language in a more formal context and provides lessons in intonation and the use of clear sentences. In this case, Swain's (1985) theory of the *Output Hypothesis* can be applied, which states that speaking (output) can help strengthen language understanding and improve the structure of the language used. *Friends* and *How I Met Your Mother* focuses on quick and informal conversations, which introduce common idioms and slang, practice speaking fluency, and help improve spontaneous communication skills, in line with Ellis' (2003) theory of the importance of continuous speaking practice in the context of real interactions. *Harry Potter*, with its rich English language, provides an opportunity to practice more authentic pronunciation and understand the accents and sentence structures used in social and academic situations, which can improve *fluency* and *accuracy*. All of these films provide in-depth lessons, allowing learners to practice speaking skills gradually, contextually, and authentically.

In this study, the researchers wanted to find out how much of an influence watching English movies using English subtitles and English speaking skills had

on them. Do students who watch English-language movies have higher speaking skills than students who don't watch English-language movies? Does watching English movies have a positive effect, especially for English language learners. Students can pronounce words or sentences in English like native speakers. They can fluently pronounce words and are confident when speaking English

Does watching English movies have a positive effect, especially for English language learners. Students can pronounce words or sentences in English like *native speakers*. They can fluently pronounce words and are confident when speaking English. Movies with English subtitles can be a medium for students to learn to speak. Movies can be a special attraction for students who are lazy to learn to speak. According to Megawati (2017: 108) Media is one of the components of communication, namely as a messenger from communicator to communicator. Students conduct learning with various media.

In the film, there are actors and actresses who present dialogues and storylines that have a plot, starting from introductions, problems that arise, problem solving and resolution. Students learn to speak from words, sentences shown in movies. The various speeches and dialects that appear can make students have a new vocabulary. Watching movies is not just entertainment but more than that can make learning English. According to Hornby (1995:34) a film is a story, recorded as a set of moving images to be shown on television or in cinemas. A movie is a story that is structured in such a way that it is shown through a picture show on television or cinema. According to Megawati (2017: 109), film is a medium that presents audiovisual and motion messages so that it gives an impression that is impressive and interesting to the audience. Film media is an audio-visual medium

that has the beauty of moving images that can be seen and sounds that can be heard. Mulyadi (2015:143) English-language films have educational moral values that motivate and entertain, especially in mastering the ability to listen to native speakers. When students watch western movies, they practice listening to spoken vocabulary and then they grasp their meaning and meaning, a good understanding of vocabulary makes students have good English speaking skills as well.

According to Dewi (2019:963), film is an audio-visual medium that has the beauty of sound effects, sounds, sounds, and images. Sound effects and images make students interested in seeing and then memorizing vocabulary they don't understand. By having a large vocabulary, students will have an easier time communicating using English. According to Napikul (2018:104) film subtitles can improve foreign language learners, film can help students understand the characters presented during conversations in films. Speaking is one of the basic skills in the English language. Speaking means producing speech or utterance with words orally. The resulting speech comes from the understanding of something that is received from the outside so that it can be conveyed to others.

A person's ability to speak develops from birth which is initially only able to pronounce vowels and then consonants - 366 - Megawati, Harimurti, Nurwiatin, & Nurhasanah Research and Development Journal of Education, 7(2), 363-372 then words and continue to develop into adulthood. In addition to these basic skills, there are other abilities such as listening, writing, and reading. Speaking skills need to be studied seriously in order to get maximum results. According to Bjorklund (2005), language development is related to speech development. If a child has good speech development, then his language development is also good, and vice versa.

Language development occurs in preschool, children have an understanding of the language that comes from their mothers, then children when they enter the school level learn the national language, namely Indonesian. In addition to Indonesian, one of the foreign languages is English which is learned since elementary school. The word speak comes from the word speak, which is to express an opinion; To say; to converse. Speaking has a wide scope, which means expressing an opinion to others.

Then the other person listens to what we are talking about and then gives feedback. In learning a foreign language, self-awareness is needed for students to be able to accept new vocabulary and remember it when practicing speaking in front of others. It takes a student's courage and confidence to practice speaking English. This is where lecturers play a role in how to create the daily environment of English. The first language that students get when they are born is their mother tongue, then the language acquired by learning is a foreign language. English is one of them.

2.3 Types of English-language movies

In recent years, the integration of audio-visual materials into language learning has gained significant attention, particularly in higher education settings where authentic exposure to the target language is encouraged. Among these materials, movies stand out as an engaging and effective medium that combines linguistic input with contextual, cultural, and visual elements. In the context of English as a Foreign Language (EFL) learning, students' preferences regarding the types and genres of English-language movies play a significant role in determining the effectiveness of such materials in enhancing language acquisition. While all English movies can provide authentic input, certain genres are perceived as more beneficial by learners due to their language complexity, dialogue style, emotional

relevance, and thematic content. This section explores the types of English movies that English students at the university level consider most useful for improving their vocabulary, pronunciation, listening comprehension, and speaking fluency.

1. Drama

Among the most frequently cited useful genres for language learning is drama, which typically features realistic and emotionally driven conversations. Dramas often use formal or semi-formal language, providing learners with exposure to clear sentence structures, articulate pronunciation, and expressive intonation. As reported by Laoli et al. (2025), students found drama films particularly effective in improving their understanding of complex vocabulary and emotional speech delivery. These films also help learners grasp socio-pragmatic aspects of communication such as how to apologize, express gratitude, or show disagreement politely.

From a theoretical standpoint, drama aligns with Vygotsky's Sociocultural Theory, where the richness of interpersonal interaction contributes to language learning through emotional and social engagement (Mahbub, 2021). By witnessing authentic emotional exchanges in English, learners acquire not only language but also communicative strategies and cultural cues.

2. Romantic Comedy

Romantic comedies, often abbreviated as rom-coms, are favored for their use of everyday language, natural pacing, and lighthearted tone. The dialogues are typically fast, but still accessible, and feature casual interactions that mirror real-life conversations. Students often report that rom-coms help them internalize commonly used phrases, idioms, and slang expressions. According to Angelia et al.

(2024), this genre offers a balance between humor, emotion, and practicality, allowing learners to acquire both functional language and conversational fluency.

Furthermore, romantic comedies tend to be motivating and emotionally engaging, increasing learners' willingness to watch and rewatch scenes. This frequent exposure to authentic input supports Krashen's Input Hypothesis, particularly the importance of repeated, comprehensible, and compelling input for language acquisition (Krashen, 2020).

3. Sitcoms (Situation Comedies)

Sitcoms like *Friends* or *How I Met Your Mother* are especially popular among students for their short, episodic format and heavy use of informal spoken English. These shows provide consistent exposure to idiomatic expressions, cultural references, humor, sarcasm, and casual conversation all of which are essential for developing fluency and listening skills. According to Ellis (2003), continual interaction with spoken language in context such as through sitcoms helps learners become more adept at processing spoken English in real time.

The Output Hypothesis (Swain, 1985) also applies here, as students often report mimicking dialogue or practicing shadowing by repeating short, punchy lines from sitcoms. The genre's predictability, situational setting, and character-based storytelling make it ideal for learners seeking to enhance their oral skills and spontaneous speech.

4. Documentaries

While less popular for entertainment, documentary films are often perceived as useful by students seeking to improve academic vocabulary and listening

comprehension, especially in formal or informational contexts. Documentaries provide exposure to structured narration, topic-specific terminology, and academic-style language that is rarely encountered in fictional films. Students report that watching documentaries helps them better understand lectures, presentations, and professional communication. As supported by Montero Perez (2022), documentaries encourage top-down listening strategies, requiring learners to activate prior knowledge and process information in a more analytical way. This genre is particularly helpful for students preparing for academic tasks, such as debates, reports, or formal speaking presentations.

5. Fantasy and Science Fiction

Fantasy and sci-fi films like *Harry Potter* or *The Hunger Games* are noted for their rich vocabulary and creative language use. Though sometimes challenging due to specialized terms or invented words, these genres motivate students to engage with English through storytelling and imaginative contexts. According to students in the study by Saputra et al. (2023), fantasy films offer unique opportunities to expand vocabulary and pronunciation, particularly of abstract and descriptive language. Moreover, these genres often feature varied accents and register shifts, helping students attune to different speaking styles and contexts. While not always the most practical for conversational English, fantasy films foster curiosity and encourage repeated viewing, which strengthens memory retention and comprehension.

6. Action and Thriller

Action films are sometimes seen as less effective due to fast-paced dialogue, background noise, and limited conversational content. However, some learners find

action movies useful for building listening endurance and familiarizing themselves with colloquial commands, emergency vocabulary, or expressions of urgency. These genres also help develop parsing skills recognizing words in noisy or fast speech environments which is crucial for real-world listening.

7. Animated Films

Animated movies are another genre frequently mentioned by students, especially those at beginner or intermediate proficiency levels. These films typically feature clear articulation, slower pacing, and simplified dialogues, making them ideal for vocabulary acquisition and pronunciation practice. As highlighted by Herrera and Pineda (2022), animated films often include repetitive language structures and visual reinforcement that aid language comprehension and recall. Movies such as *Finding Nemo*, *Zootopia*, or *Frozen* are popular among learners for their entertaining plots and accessible language. Animated films also tend to have moral or educational themes, providing additional discussion material for classroom or self-reflection.

In conclusion, students perceive different genres of English-language movies as useful depending on their learning goals, language proficiency level, and personal interest. Dramas and documentaries are favored for formal language and academic purposes, while sitcoms and romantic comedies support everyday fluency and informal communication. Animated and fantasy films serve as stepping stones for pronunciation and vocabulary development, especially for beginners. These preferences reflect the diversity of learning needs among EFL students and reinforce the importance of genre selection in designing effective media-based language learning strategies. The integration of varied genres not only supports

language acquisition across multiple domains but also enhances motivation and learner autonomy, making English movies a powerful and adaptable resource for modern English education.

2.4 Benefit of Watching English Movie for English Student

Watching English movies has increasingly become a widely recognized method for supporting second language acquisition, especially for students in English as a Foreign Language (EFL) contexts. The integration of visual and auditory media enables learners to receive rich and authentic linguistic input that goes beyond what textbooks typically provide. English movies offer several direct benefits for English students, notably in the areas of vocabulary acquisition, pronunciation, listening comprehension, speaking fluency, cultural awareness, and learner motivation.

One of the most evident advantages of watching English movies is the expansion of vocabulary. Unlike textbooks, which often introduce vocabulary in isolated lists, movies present new words in natural and contextualized environments. According to Peters and Webb (2018), learners are more likely to acquire and retain vocabulary when it is encountered in audiovisual materials due to the simultaneous processing of auditory and visual stimuli. Moreover, the use of subtitles enhances this effect by allowing learners to see the spelling of new terms while hearing them in context. This dual-channel learning promotes deeper cognitive processing, thereby increasing retention and understanding (Montero Perez, 2022).

Additionally, pronunciation improvement is another prominent benefit. When students watch movies, they are exposed to native speakers' pronunciation, intonation, stress patterns, and speech rhythm. The repetition of this exposure

gradually builds students' phonological awareness. The technique of "shadowing," or mimicking the speech of characters in real-time, allows learners to refine their articulation and develop more native-like accents (Zhu & Hu, 2024). Gülveren (2023) further highlights that this imitation process improves students' confidence and willingness to communicate in English, which are crucial affective factors in language development.

Listening comprehension also improves significantly as students become accustomed to the pace, tone, and rhythm of natural English conversation. Movies present English as it is spoken in real-life contexts often fast-paced, idiomatic, and full of informal contractions and discourse markers. Learners develop the ability to understand connected speech and to interpret meaning from intonation, gestures, and facial expressions, which are essential components of real-world communication (Herrera & Pineda, 2022). Subtitles act as a scaffold by linking spoken input to its written form, helping students decode fast or unfamiliar speech (Napikul, 2018).

Furthermore, watching English movies helps develop speaking fluency and confidence. When learners hear repeated structures and phrases in movies, they begin to internalize language patterns and apply them in their own speech. Swain's Output Hypothesis (1985) emphasizes that language learning is strengthened not just through input but also through output; watching movies gives learners content and models to practice through speaking. Students often report mimicking phrases, retelling scenes, or improvising dialogues, all of which contribute to improved fluency. As reported by Angelia et al. (2024), students who watch English movies

regularly are more likely to produce spontaneous, accurate, and confident speech in classroom or real-life interactions.

Another important aspect is increased learner motivation. Movies are entertaining and emotionally engaging, which makes language learning more enjoyable and less stressful. According to Krashen's Affective Filter Hypothesis (1982), emotional states such as anxiety or boredom can block language acquisition. Watching movies lowers this affective filter by creating a fun and immersive environment. When learners are emotionally invested in the story or characters, they are more motivated to understand the language and persist in their learning efforts. As supported by Saputra et al. (2023), enjoyment and motivation play a significant role in sustaining language learning habits and improving long-term outcomes.

In addition to linguistic gains, English movies also promote cultural awareness. Through exposure to customs, social norms, humor, and values portrayed in movies, students develop intercultural competence, which is essential for meaningful communication. Vygotsky's Sociocultural Theory (in Mahbub, 2021) explains that learning is mediated through cultural tools and social interaction. Movies serve as such tools, presenting learners with real-life scenarios and cultural references that are difficult to replicate in the classroom.

Lastly, Finally, watching movies supports independent and personalized learning. Students can choose films that match their interests, language level, or learning goals, which increases their engagement and responsibility in the learning process. According to Mayer (2021) in the Multimedia Learning Theory, learning

becomes more effective when verbal and visual elements are combined and adapted to the learner's cognitive abilities.

In conclusion, watching English movies provides multifaceted benefits for English students. It enriches vocabulary, improves pronunciation, enhances listening and speaking skills, promotes cultural understanding, increases learner motivation, and fosters autonomy. These advantages make English movies not only an effective supplementary learning tool but also a key element of modern, student-centered language education. Educators, therefore, should consider integrating movie-based learning strategies into the curriculum to leverage these benefits in both formal and informal educational settings.

2.5 Theory SLA (Second Language Acquisition)

Second Language Acquisition (SLA) refers to the process by which people learn a language other than their first language, either in a naturalistic setting or through formal instruction. In the context of English as a Foreign Language (EFL) learning, SLA theories provide the foundation for understanding how exposure to authentic input, such as English-language movies, supports the development of linguistic competence. Several key SLA theories are relevant to this study:

1. Krashen's Input Hypothesis

Stephen Krashen (1982, 2020) posits that language acquisition occurs most effectively when learners receive *comprehensible input* language that is slightly above their current proficiency level ($i+1$). English movies, particularly when paired with English subtitles, offer rich and meaningful input in authentic contexts. This aligns with Krashen's view that understanding messages in the target language is more crucial than explicit

grammar instruction. Repeated exposure through movies allows learners to internalize vocabulary, grammar patterns, and pronunciation naturally.

2. Krashen's Affective Filter Hypothesis

Also part of Krashen's SLA model, the Affective Filter Hypothesis explains how emotional states such as motivation, anxiety, and self-confidence influence language acquisition. A low affective filter when learners are relaxed, engaged, and motivated facilitates better processing of input. Movies, being entertaining and emotionally engaging, help reduce anxiety and create a positive learning environment, thereby increasing the intake of linguistic input.

3. Swain's Output Hypothesis

Merrill Swain (1985) argues that producing language (*output*) is essential for developing linguistic accuracy and fluency. Watching movies provides learners with authentic language models, which they can imitate, adapt, and reproduce through activities like shadowing, retelling, or role-playing. These output opportunities push learners to notice gaps in their knowledge and refine their language use.

4. Vygotsky's Sociocultural Theory (Zone of Proximal Development)

Lev Vygotsky's (1978) Sociocultural Theory emphasizes that learning is mediated through social interaction and cultural tools. Movies serve as such tools by providing learners with culturally embedded dialogues, gestures, and social norms. Within the Zone of Proximal Development (ZPD), learners can acquire new language forms by engaging

with movie content and discussing it with peers or teachers, thus bridging the gap between their current ability and potential development.

5. Mayer's Multimedia Learning Theory

Although not strictly an SLA theory, Richard Mayer's (2021) Multimedia Learning Theory complements SLA principles by explaining how verbal (audio) and visual (subtitles, context) channels work together to enhance comprehension and retention. Movies combine these channels, enabling learners to process language more deeply and recall it more effectively.

In sum, SLA theories highlight that language acquisition is driven by meaningful, comprehensible input, low-anxiety learning environments, opportunities for output, and culturally rich interactions. English-language movies, especially with English subtitles, provide these conditions simultaneously, making them an effective medium for second language learning.

2.6 Relevant Of Studies

To provide a strong foundation for this study, it is important to review several previous studies that are closely related to the topic of how English-language movies contribute to the development of English skills among university students. Specifically, these studies examine the impact of watching English movies often with English subtitles on the improvement of vocabulary acquisition, pronunciation, listening comprehension, and speaking fluency. The studies selected below were conducted in similar educational settings and share similar objectives with the present research. They offer both empirical support and practical insights that inform the significance and direction of this study.

The first relevant study was conducted by Fauji and Zuhriyah (2022), who explored the role of English movies with English subtitles in enhancing students' speaking abilities. Their research was carried out among university students in an EFL context and revealed significant improvements in several aspects of speaking performance. Students who regularly watched English movies reported increased confidence in speaking, clearer pronunciation, and greater fluency. One of the key findings was the importance of subtitles as a dual-modality input tool. Subtitles allowed learners to both hear and read the target language simultaneously, which strengthened the connection between spoken and written forms. This multimodal exposure helped students internalize vocabulary and grammatical structures more effectively. Their findings strongly support the present research, particularly in terms of how English subtitles serve as a bridge for language acquisition.

A second study relevant to this topic was carried out by Laoli, Manik, and Simanjuntak (2025). Their research focused on how different genres of English movies affected students' vocabulary acquisition and speaking fluency. The participants, who were university students in Indonesia, expressed a preference for genres such as drama, fantasy, and romantic comedy. These genres were found to be more beneficial than others, such as action or horror, largely because of their rich dialogue and relatable conversational content. The study found that movies with emotionally engaging plots helped students stay focused and motivated, which in turn enhanced their ability to recall and use vocabulary in real-life speaking situations. The authors emphasized that repeated exposure to authentic language in meaningful contexts allows learners to develop better fluency and more accurate pronunciation. These conclusions align with the current study's focus on identifying

the types and genres of English movies that students find most useful for language learning purposes.

Another valuable contribution comes from the study conducted by Saputra, Ramadani, and Lestari (2023), which investigated the effect of English movies with subtitles on oral communication skills. Their research found that many students engaged in what is known as “shadowing” a process where learners repeat the lines spoken by actors in real-time. This technique was shown to improve learners’ articulation, rhythm, and fluency in speaking. The study also noted that subtitles were instrumental in enhancing listening comprehension, as students could better associate spoken dialogue with written words. As a result, learners became more attentive to intonation patterns, word stress, and native pronunciation. These outcomes are directly relevant to the present research, which explores how watching English movies influences the development of speaking fluency, vocabulary, listening comprehension, and pronunciation.

An additional and highly relevant source is the meta-analysis conducted by Oktapiani (2023), which synthesized findings from over 30 empirical studies that examined the use of English subtitles in video-based learning environments. The meta-analysis reported a medium-to-strong positive effect of English subtitles on speaking skills and vocabulary development, with an effect size of 0.64. The findings demonstrated that subtitles significantly enhance students’ comprehension, vocabulary retention, and ability to construct grammatically accurate sentences. Furthermore, the study emphasized the importance of using *target language subtitles* (English) rather than *native language subtitles*, as the former encourage learners to stay immersed in the English language and engage more actively with

the material. This distinction supports the present research, which also emphasizes the importance of English subtitles for language learning through movies.

Finally, a study by Herrera and Pineda (2022) explored how movies could be used as an instructional tool to support listening and speaking skill development in EFL contexts. The study involved a series of classroom interventions where students were assigned to watch and analyze selected English movies. Activities such as class discussions, role-playing, and vocabulary journaling were incorporated to maximize language practice. The researchers found that students not only improved in linguistic terms particularly in speaking fluency and listening comprehension but also developed stronger motivation and engagement with the English language. Movies were seen as a powerful pedagogical resource that bridges the gap between classroom instruction and real-world communication. This research is particularly significant for the current study, as it supports the broader pedagogical rationale for integrating movies into English language education.

In summary, these five studies provide substantial evidence that supports the use of English movies especially those with English subtitles as an effective learning tool for university students studying English as a foreign language. Whether through genre selection, subtitle engagement, or shadowing techniques, English movies offer authentic, meaningful, and engaging input that supports the development of key language skills. The findings from these studies reinforce the theoretical and practical foundations of the present research and suggest that integrating movies into English language learning can be a highly beneficial approach for improving students' overall language proficiency.