

WATCHING ENGLISH MOVIES TO DEVELOP STUDENTS' CRITICAL THINKING AND THEIR LISTENING SKILLS

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Abstract: This current study aimed to explore the benefits of incorporating English movies into language learning, specifically concerning critical thinking and listening skills. Moreover, this study deeply investigated the students' outcome in using English movies as a medium to improve critical thinking abilities and develop their listening skills in a classroom. There were two types of data collection and analysis. The first stage involved collecting data through questionnaire sheet which answered the first-research question regarding; how do English movies assist students in improving critical thinking abilities?. The second stage conducted interviews guide to address the second-research question about; to what extent do English movies help students develop their listening skills?. Based on the questionnaire results, watching movies helped them to connect what they watched with their real-life experiences, supported them to think critically, and also focused on the detailed issues presented in the movies. Subsequently, based on the interview results, each participant gave positive responses concerning how English movies contribute to developing their listening skills. Overall, participants believed that learning through movies was enjoyable. In English movies, the participants paid more attention to the movie's storyline, related it to their daily lives, and also helped students to understand the movie's content effectively.

Keywords: English movies, critical thinking, listening skills.

INTRODUCTION

In the present era, English is no longer limited to being solely studied by students in kindergarten, elementary schools, junior high schools, senior high schools, or colleges. This is in line with Callahan (2005), who stated that mastering the English language is crucial and holds significant importance for achieving lasting academic success. Further, a study which was conducted by Bozorgian and Pillay (2013) (as cited in Zuhairi & Hidayanti (2014)) stated that "Listening is the first skill acquired in the native language and is important in the English as a Second/Foreign Language (ESL/EFL) learning". English is an international language that the general public must learn to acquire various aspects, such as listening. Another study by Gilakjani

(2016) stated that proficiency in listening is highly significant in the process of acquiring a foreign language since the primary aspect of learning a language lies in receiving language input. Then, in other statements from Yildirim and Yildirim (2016), who claimed that listening plays a vital role in both everyday situations and academic settings, individuals need to maintain successful communication. Listening skill refers to the ability to accurately receive and interpret spoken language or auditory information. It is a crucial component of effective communication and entails carefully listening to what others are saying, understanding the message, and processing the information being conveyed. Good listening skills are essential in various aspects of life, including interpersonal relationships, work contexts, academic settings, and social interactions. Through practicing active listening, people can build more meaningful relationships, avoid misunderstandings, and respond appropriately to the needs and concerns of others.

English movies present a range of genres, themes, and characters, allowing students to encounter different perspectives and cultural nuances. Through watching movies, students can explore real-life situations, engage with complex narratives, and observe different conversational patterns and speech registers. It is accordance with Albiladi et al. (2018), who stated that movies depict events and situations from actual life, that's why viewing movies has helped me pick up a lot of new terms, idioms, and phrases. Moreover, incorporating English movies into language learning activities can promote interactive and dynamic learning experiences. It encourages students to actively engage with the material, participate in discussions, and improve their critical thinking abilities by analyzing, interpreting, and evaluating the content. Furthermore, the act of watching English movies has a beneficial impact on developing students' listening skills. As stated by Safranji (2015), watching movies to enhance listening skills has been beneficial in various aspects, such as acquiring vocabulary, understanding slang, grasping idiomatic expressions, applying words across different contexts, and comprehending English within daily life situations. Engaging with English movies can serve as a source of motivation for students, sparking their interest in developing their listening abilities. Therefore, the study by Putri and Sinaga (2020) stated that In order to improve the students' listening abilities, the English teacher may employ English movies as a medium.

Critical thinking is an essential skill for successfully analyzing, evaluating and synthesizing information. According to Wulandari et al. (2019), who stated that as listening skills involve a complex and intangible mental process, they are rather intricate to develop. It involves the ability to question, interpret, and reflect on ideas, fostering independent and logical thought processes. Regarding the field of education, critical thinking is highly valued as it equips students with the

capacity to understand and navigate complex concepts and problems. The ability to think critically is recognized as a 21st century talent that enables people to make thoughtful judgments based on the facts at hand, as stated by O'Reilly et al. (2022) that the ability to develop a broad understanding of critical thinking and place it in the context of young children makes studies on critical thinking throughout the early years particularly important.

Furthermore, listening skill is the ability to effectively receive, interpret, and understand spoken or auditory information. It is an essential aspect of communication and entails actively listening to what others are saying, taking the information in, and reacting correctly, if necessary. Good listening skills are crucial in both personal and professional settings, as they facilitate effective communication and help build strong relationships. The study by Nouthaphone and Purbani (2020) has claimed for learners, listening is crucial in daily life because it may inspire them to talk, comprehend, and communicate well. However, The primary aim of this research is to analyze specific aspects in order to determine desired outcome. The key objectives include; to describe the ways English movies assist students in improving their critical thinking abilities, also; to investigate the extent English movies could develop students' listening skills. By addressing these objectives, we aim to contribute valuable insights to the field of English movies as valuable medium in the classroom learning. Specifically, to improve students' critical thinking abilities and develop their listening skills.

METHODOLOGY

This study employed a descriptive qualitative approach. There were two types of data collection and analysis. The first stage involved collecting data through questionnaire sheet which answered the first-research question. This was followed by the second stage, which involved conducting interviewed with respondents to address the second-research question.

The first instrument was a questionnaire. The questionnaire sheet was distributed online through Google form. The critical thinking questionnaire was a specially designed to assist students in evaluating their critical thinking abilities. It was utilized after completing an activity or project and serves as means of self-reflection or as a starting point for class discussions. The questionnaire comprised questions that trace the students' critical thinking process during the given activity or project. Each students completed the questionnaire individually. There were twelve items of questions in the questionnaire, and these questionnaires were modified from Rosa (2021). The questionnaire's statements were translated into Bahasa Indonesia to facilitate participants in completing it more easily. The researcher used five-points Likert scale ranging from the lowest scores that start from 1 (Very poor), 2 (Poor), 3 (Acceptable), 4 (Good), and 5 (Very good) as the

highest score. Participants chose the options that have been provided according to what they liked. This scale is simple and easy to understand by respondents. The five-points Likert scale typically includes a neutral point and provides a moderate number of options, allowing respondents to express neutrality or uncertainty about a statement or question. Furthermore, the five-points Likert scale is a commonly used method in various fields, making comparisons and standardization across different studies or surveys more manageable. The questionnaire consisted of twelve statements grouped into three points: 1) understanding and analyzing ideas and arguments, 2) evaluating ideas and arguments, and 3) solving problems and making decisions. These statements aim to measure students' critical thinking abilities after watching the English documentary movie "Seaspiracy". There were twenty-nine students who had filled out the questionnaire. The questionnaire was distributed online through Google form. Before answering the questionnaire, students were instructed to review the research guidelines, which emphasized that any personal information provided in the questionnaire would be kept confidential. Before conducting the research, the researcher and the participants established an agreement to protect the security of personal information provided by the participants in these research questionnaires, as well as to maintain its confidentiality. The participants have been provided with a statement of consent regarding this research questionnaire. The time required to complete this questionnaire was about 10-20 minutes. It was needed about a week to collect the data of a questionnaire.

The second instrument was an interview section. There were five questions used Bahasa Indonesia that were asked of the students to make it easier for them to answer the questions that have been given. The question about the documentary movie "Seaspiracy" that students have been watched. The interview questions were made by the researcher and asked for validation related to this interview guide to the listening lecturer from this private university as the validator. Interviews have been conducted individually and conducted online via mobile phone, due to save time for the researchers and the participants. The researcher recorded the interview process and made sure to conduct rigorous validation to maximize the results. In addition, there were additional pieces of information that had been filled in regarding the respondents' name, student's ID number, gender, and mobile phone number. These additional pieces of information were useful. If there were any incomplete statements or data, the researcher could contact the respondent directly. There were six students who were interviewed based on the researcher's criteria; the six students consisted of those who had the highest scores in a watching movies activity in a listening class. The students were individually interviewed online via mobile phone. There were five interview questions written by the researcher. The interview used a structured interview question. It was conducted over the course

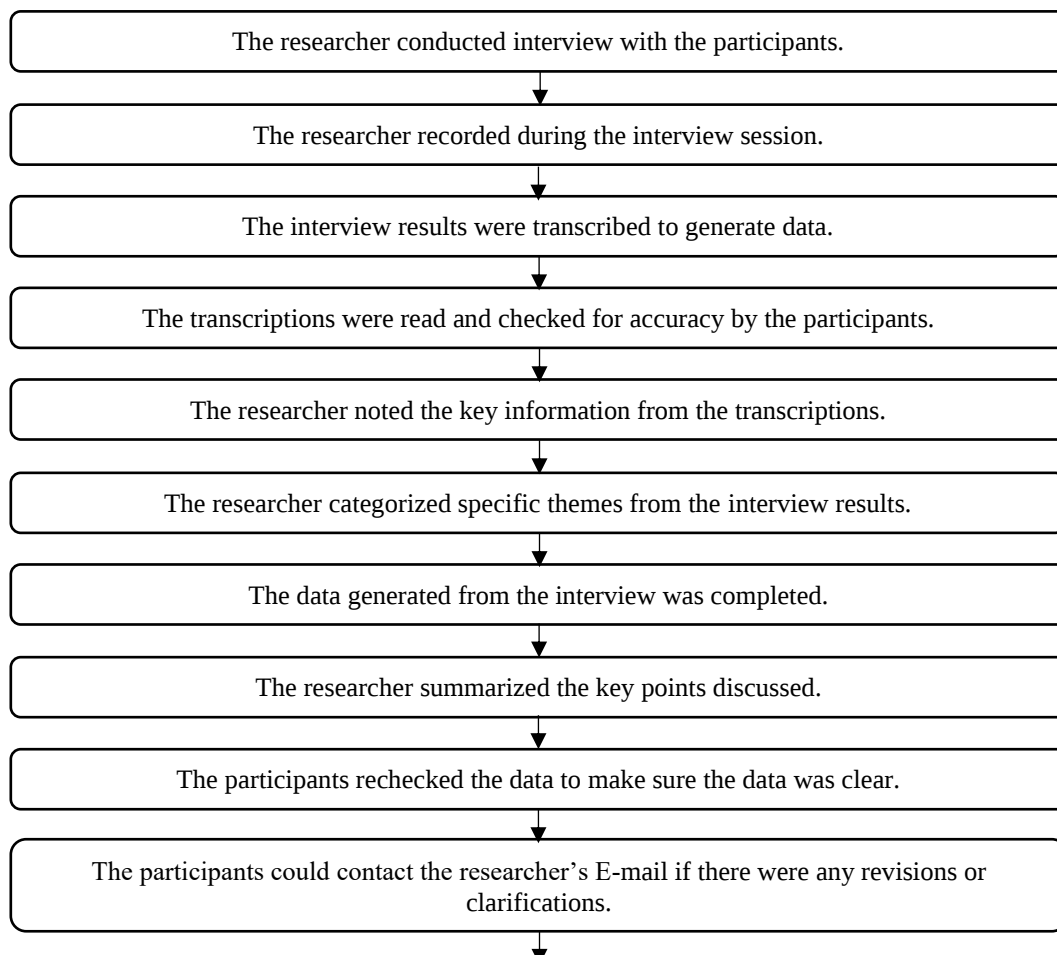
of a week, aligned with the participants' availability. Each interview session lasted approximately 10–20 minutes. After the interview was completed, there was follow-up to confirm the answers provided by the students to the researcher. The collected data has been kept confidential by the researcher to protect the participants' privacy. The participants' names were only written with initials for the purpose of recording interview outcomes. However, before the data collection began, the researcher established an agreement with the students who were the data sources for this research.

Data Analysis

The data questionnaire utilized descriptive qualitative research for data analysis. Each participants' responses to survey questions reflect their personal beliefs. The data collected through Google form was presented in the form of percentages after being processed based on the total frequency of learner responses. This research used Microsoft Excel to analyze the data. The analysis was used to describe the maximum and minimum scores in percentages. Moreover, the descriptive qualitative data was calculated in percentage proportion.

Furthermore, to analyze an interview section, the researcher follows several steps:

Steps to Analyzing the Data



The research findings from the interview sessions have been clarified.

In the steps and stages for analyzing the interview data used in this research, the researcher followed the suggestion of Elfiyanto (2019).

FINDINGS

Findings from the Questionnaire related to “How do English movies assist students in improving critical thinking abilities?”

The questionnaire was distributed to participants and yielded information on the impact of students watching English movies in listening classes and its influence on students' critical thinking. There were twelve statements to which participants responded. The questionnaire statements include participants' responses to the impact of the English documentary movie “Seaspiracy” on improving their critical thinking abilities, their interest in using English movies as learning tools, and the effectiveness of English movies as medium for improving their critical thinking abilities. The results from the survey distributed to twenty-nine students in a listening class in the fourth-semester have been summarized in Table 4.1 below.

The Result of the Questionnaire

No	Statements	1	2	3	4	5
Understanding and analyzing ideas and arguments						
1	I have identified information.	0%	0%	10,3%	65,5%	24,2%
2	I have classified information.	0%	0%	13,8%	69%	17,2%
3	I have recognized any pattern and/or relationship with issues/problem that I have faced in the past.	0%	0%	41,4%	51,7%	6,9%
4	I have been able to interpret the arguments.	3,4%	6,9%	27,6%	51,7%	10,4%
Evaluating ideas and arguments						
5	I have evaluated the information and/or points.	0%	13,8%	31%	44,8%	10,4%
6	I have evaluated the arguments.	3,4%	17,2%	31%	48,4%	0%
Solving problems and making decisions						
7	I have identified and understood the problems.	0%	3,4%	27,6%	55,2%	13,8%
8	I have identified, gathered and organized relevant information.	0%	6,9%	20,7%	58,6%	13,8%
9	I have evaluated options to come to a decision.	3,4%	10,4%	17,2%	55,2%	13,8%
10	I can give reasons for my decisions and solutions.	0%	24,1%	24,1%	37,9%	13,9%
11	I can evaluate how effective my solutions can be.	0%	20,7%	27,6%	37,9%	13,8%
12	I have been able to draw a conclusion thanks to the data that I had.	0%	6,9%	13,8%	51,7%	27,6%

Note: 1 (Very poor), 2 (Poor), 3 (Acceptable), 4 (Good), and 5 (Very good)

Based on the analysis of the questionnaire results and the percentage of each presented question, which were then comprehensively examined from the collected data in Table 4.1 above. The final results for statements with the highest percentage and the most influential statements in

each question category aimed to improve students' critical thinking abilities. The most influential statement in the first category was in the second statement: "Have you classified information?" with 69% as the highest percentage among all statements. This provided information that the majority of participants were very capable of classifying the pros and cons of the information presented in the movie using their own thoughts. Furthermore, the next most influential statement was in the third category, specifically the eighth statement: "Have you identified, gathered, and organized relevant information?" with 58.6% as the second highest percentage. This confirmed that the majority of students were quite proficient in identifying, gathering, and organizing relevant information from the movie. Next, the last most influential statement was in the second category, specifically the sixth statement: "Have you evaluated the arguments?" with 48.3% as the third highest percentage. This figure indicated that, on average, participants were capable of evaluating the arguments presented in the movie effectively.

Finally, most participants have positive responses of using English movies as means to improve their critical thinking abilities. Based on the distribution of the questionnaire and the gathered data, as shown in Table 4.1 above, it was proven that there has been an improvement in the participants' ability to think critically. They were capable of organizing their thought patterns and processing information diligently. Furthermore, they determined their stance and formulated personal arguments after viewing the issues raised in the movie. This suggested that using English movies as tool for effective classroom learning was highly beneficial. Engaging with English movies provide unique allure for participants to contemplate how each individual extracts their own information. Moreover, this approach helped them to connect what they watched with their real-life experiences and supported them to think critically also focus on the details of the issues presented in the movie. Therefore, it was found that watching English movies help students improve their critical thinking abilities. Moreover, English movies give an enjoyable medium that also presents challenges, compels participants to think and focus on the movie's issues, which are visually depicted, and makes them feel immersed in the movie's scenarios.

Findings from the Interview related to "To what extent do English movies help students develop their listening skills?"

The interview was conducted online using a mobile phone and recorded. Subsequently, the recorded results were confirmed with each participants to ensure the accuracy of the interview outcomes aligned with the participants' actual thoughts. This interview employed a structured interview format consisting of five interview questions involving six students from English Education Program at a private university in Malang, East Java, Indonesia. The participants used

pseudonyms as follows: Person 1, Person 2, Person 3, Person 4, Person 5, and Person 6. The focused data from the interview was used to gather information and address research questions pertaining to each individual's result regarding the use of English movies to develop their listening skills. The descriptions of the interview results, including each participant's responses to the five interview questions, were explained below.

Question 1 “Did you find the content of documentary movie “Seaspiracy” engaging and relevant to the listening class objectives? Why or why not?”.

Participants' statements were explained in the excerpts below:

“In my opinion, it's very relevant because it can help improve our listening skills”. (Person 1)

“Yes, it's interesting”. (Person 2)

“Interesting and relevant because the content provides clear information in a concise manner, and there is also an invitation to take care of nature”. (Person 3)

“Very interesting and relevant because the use of English aids in improving listening skills”. (Person 4)

“The movie is interesting and relevant to the listening class because the use of speaking words is easy to understand, making it very comprehensible”. (Person 5)

“In my opinion, it's interesting and relevant for aligning with the listening class lessons”. (Person 6)

Question 2 “Did the documentary movie “Seaspiracy” help improve your listening skills? If yes, what aspects of your listening skills did you think were enhanced?”.

Participants' statements were explained in the excerpts below:

“From the movie, we can enhance our skills. We can search the meanings of vocabularies that we didn't know previously”. (Person 1)

“The improved listening aspects include in terms of comprehending, listening, and understanding”. (Person 2)

“Yes, it improves by selecting the language, the language that is easy and understandable from the movie content”. (Person 3)

“Yes, the aspect of informational listening”. (Person 4)

“Yes, the skill aspect that improves, especially capturing dialogue when the movie starts and enhancing new vocabularies by encountering unfamiliar words”. (Person 5)

“In my opinion, the skills that improve include encountering some unfamiliar vocabulary. When watching a movie, there are new words that I hear”. (Person 6)

Question 3 “Did you encounter any challenges and difficulties while watching the documentary movie “Seaspiracy” in the context of the listening class? If yes, what were those difficulties?”.

Participants’ statements were explained in the excerpts below:

“The challenge is how we can protect our environment as much as possible. On the other hand, there are still many new vocabularies that we don’t know, and that makes it challenging. Then, for me is very minimum difficulties”. (Person 1)

“Struggling with pronunciation, We have to focus on listening attentively and understanding word by word”. (Person 2)

“Yes, because I’m not a big fan of watching movies, and documentaries movie often require a more concerted effort to understand. I’m didn’t found any difficulties”. (Person 3)

“Yes, sometimes, because the visuals in the movie are so good that I don’t always pay full attention to the audio. Then, some words are difficult to understand the meanings”. (Person 4)

“In my opinion, there are definitely challenges when encountering and hearing new words, especially those that are rarely found in the listening classes I previously attended. The difficulty is in struggling to hear new words, which requires me to take notes”. (Person 5)

“When I first watched it, I still didn’t understand some vocabulary, and that was the challenges and the difficulties”. (Person 6)

Question 4 “How would you compare the experience of learning through documentary movie “Seaspiracy” to traditional listening exercises or activities in the class?”.

Participants’ statements were explained in the excerpts below:

“Most of the time, I watch short videos rather than full-length movie. Watching documentary movie can provide more insights, and it’s highly recommended for the future”. (Person 1)

“I focus more on vocabulary, also on listening, and digesting English conversations in the film.”. (Person 2)

“Not too far, because I use films which are easy to understand, so it’s more comprehensible”. (Person 3)

“In my opinion, it’s different and more enjoyable to use movies because there are some elements that are rarely discussed in everyday learning prior to this”. (Person 4)

“The previous method was listening from YouTube, but using movies is what actually happens, so in real life, there is a connection to the conditions and also new words that improve listening”. (Person 5)

“In my opinion, it’s quite interesting because it brings something new to the listening class, using movies like this is a new approach to learning”. (Person 6)

Question 5 “Was there any specific scene or moment from the documentary movie “Seaspiracy” that left a lasting impact on you? If so, can you describe those moments?”.

Participants’ statements were explained in the excerpts below:

“The abundance of trash on the beach and the setup for capturing dolphins has been designed in such a way because something illegal is happening”. (Person 1)

“Scenes of pros and cons regarding the marine ecosystem, controversial within the marine ecosystem”. (Person 2)

“Our environment is not in good shape, such as the exploitation of marine ecosystems and illegal fishing”. (Person 3)

“A moment during an interview with a source about the impact of turtles dying due to fishermen’s nets, and this is not widely discussed by the public”. (Person 4)

“The scene when realizing there’s a lot of trash, because I just realized that marine animals need cleanliness, leaving deep impressions.”. (Person 5)

“There are several profound messages, and for me, understanding the concept of whale breeding was intriguing”. (Person 6)

Referring to the responses from the interview of six students regarding the five questions outlined above, all participants provided positive feedback on using English movies as a medium. All participants found the use of the English documentary movie “Seaspiracy” to be quite engaging and not tiring while watching the movie. They also made an effort to understand the keywords and visual cues presented to follow the plot easily. In conclusion, the results of the interview with six participants from fourth-semester students in the English Education Program at a private university in Malang expressed positive responses regarding the influence of English movies on the development of their listening skills.

DISCUSSION

Through the analysis of the questionnaire results were identified the statement with the greatest impact on improving students’ critical thinking abilities and backed by the highest percentage. This was an influential statement, “Have you classified information?” situated in the first category, getting 69% response rate and surpassing all other statements. It indicated that the majority of participants possess a better ability to evaluate the information’s quality in a movie by employing their own cognitive processes.

Subsequently, based on the interview results, each participants gave positive responses concerning how English movies contribute to developing their listening skills. All participants agreed that the English documentary movie “Seaspiracy” was engaging and not tiresome while watching. Additionally, they found it simpler to comprehend information from the movie because of its language structure, visual contents, the compelling and clear presentation, which facilitated more effective listening. Implementing English movies as a medium to improve critical thinking abilities and develop students’ listening skills was to find movies that were appealing to them. At this point, it can be said that watching movies that aligned with their preferences helped students enjoy the watching process. This enables them to understand and analyze the movie content, allowing them to form their own thoughts and opinions about what they have watched.

Referring to the data obtained from the questionnaire, they had positive responses that the used of English movies could improve their critical thinking abilities. Indeed, all students were able to improve their critical thinking abilities through English movies. In accordance with previous research conducted by Abbas and Saleh (2019), they found that watching movies could help students to develop their critical thinking abilities. In addition, it also aligned with what was conveyed by Barrata (2019), who stated that:

Since film students are already gaining from film analysis, it would be beneficial to separate film analysis and utilize it as a tool for both directorial interpretation and, more importantly, as a way to connect film to the kind of critical thinking required for academic examinations.

In the world of education, it is important to pay more attention to how they can improve students’ critical thinking abilities. Moreover, Zuhairi and Hidayanti (2016) stated that in order to improve listening comprehension skills, students had to employ additional tactics, such as watching English movies or music and listening to their friends talk. This is certainly very beneficial for their lives beyond campus. Moreover, this research has found that students believed that watching English movies had improved their critical thinking abilities.

Furthermore, the results of the interview indicated that using English movies as the medium in the listening classroom could indeed develop their listening skills. This was also reinforced by previous research by Ismail (2020), who stated that the study found that watching English movies with students helped them learn vocabulary and enhanced their listening skills. By watching movies, the participants found an easier way to help their listening skills improved. According to previous research by Sipayung and Aristianti (2022), who stated that watching English movies is one way to help students get better on improving their listening skills. This statement could be reinforced by participants’ responses, as they mentioned that they watched English movies with full concentration to grasp the movie’s intent.

These findings revealed that the participants had their own learning methods to improve students' critical thinking abilities and develop their listening skills. In this regard, they also provide some positive and negative responses to the use of English movies as a learning medium in listening classes. Firstly, participants with positive responses stated that watching English movies helped to improve critical thinking abilities and develop listening skills. Participants believed that watching English movies made the learning process more enjoyable. They felt more engaged, and the storyline and content kept them from getting bored while studying. This was the majority opinion among the participants based on the data collected by the researcher. Secondly, participants with negative responses stated that watching English movies occasionally distracted them from what they were listening to. This was due to the visual display of movies, which made them more focused on what was shown on the screen rather than the audio they were hearing. Participants agreed that watching English movies made the learning process more enjoyable, but it was also less effective for their focused listening skills. From the data collected by the researcher in this study, only one participant had a negative argument.

CONCLUSIONS AND SUGGESTIONS

The data of the questionnaire results indicated that English movies helped students to improve their critical thinking abilities. Participants in a listening class of the fourth-semester believed that learning through movies was enjoyable and aided in their comprehension of movie content. In English movies, the participants paid more attention to the movie's storyline and related it to their daily lives. It also helped students to understand the movie's content effectively. Participants demonstrate the ability to understand various perspectives and exhibit individual proficiency in conveying thoughts clearly and effectively. Furthermore, participants can analyze arguments in-depth, accurately identifying conclusions that are logical and supported by the content of the documentary movie "Seaspiracy", which addresses interesting issues. They also discovered that watching English movies as a learning medium in the classroom helped them to have a better understanding and focus on thinking critically.

Concerning the results of the interview, the students possess good listening skills. The researcher found that watching and visualizing the words spoken by speakers in movies helped students become accustomed to the noise caused by distracting external sounds. They are capable of clearly understanding the messages conveyed through movie, capturing important details, and interpreting information accurately. The researcher also revealed that students learned and imitated the body language of the speakers in the movies they have watched. Additionally, through English movies and their visual presentations, students are known to identify the correct pronunciation of

some challenging words they have found. Besides pronunciation, English movies also introduced a lot of new vocabulary to students. All of these findings indicated that English movies provided significant assistance to students in their efforts to develop students' listening skills.

However, the results of the study are applicable and could give beneficial information to some sides. Firstly, the students should seek out and watch as many English movies as possible from various genres and content that align with their interests. Watching English movies that match their preferred genres will make the experience more enjoyable. Furthermore, watching more movies can train their thinking control and listening abilities to enrich themselves with new vocabularies, improve students' critical thinking abilities, and develop their listening skills. Secondly, the lecturers should engage students in selecting the types of movies to enhance motivation. For example, lecturers ask the students to recommend movies to be watched in the classroom, which can be used in the learning process. This way, students can more enthusiastic to learn in listening class. Lecturers can also use English movies as discussion materials, which are useful for training critical thinking and developing students' listening skills when discuss collectively. Lastly for future researchers, they should consider to increase the number of participants or involve students who are not majoring in English Education Program. On the other hand, future researchers can also compare the learning outcomes of students using English movies with other teaching techniques. They can also investigate the impact of using English movies on students' motivation in the classroom. For example, exploring specific English movies that fully support to the students' learning and create a compelling impression about the importance of education.

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