



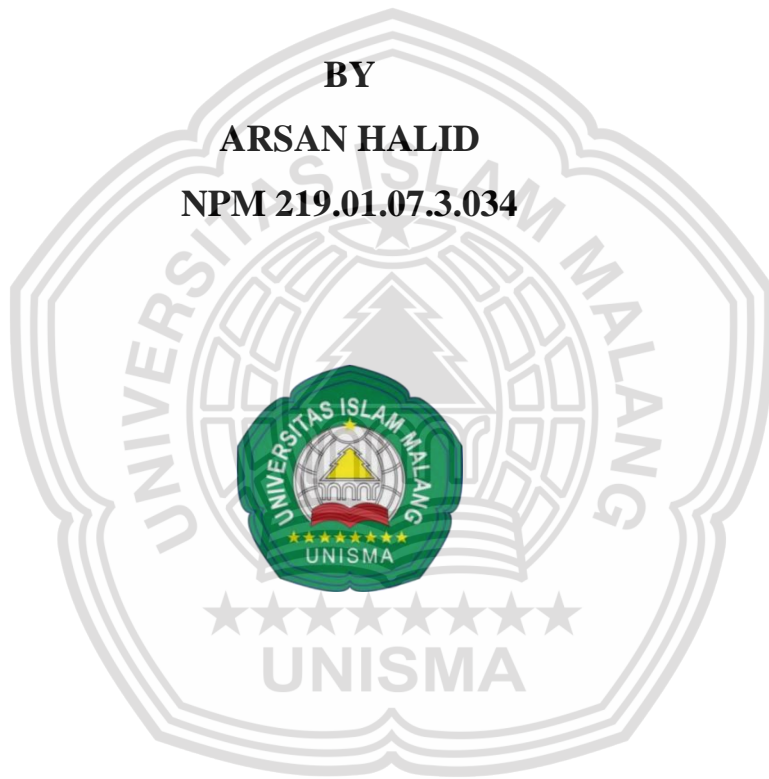
**WATCHING ENGLISH MOVIES TO DEVELOP STUDENTS'  
CRITICAL THINKING AND THEIR LISTENING SKILLS**

***SKRIPSI***

**BY**

**ARSAN HALID**

**NPM 219.01.07.3.034**



**UNIVERSITAS ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

**2024**

## ABSTRACT

**Halid**, Arsan. 2024. *Watching English Movies to Develop Students' Critical Thinking and Their Listening Skills*. Skripsi, English Education Department Faculty of Teacher Training and Education Universitas Islam Malang. Advisor I: Ika Hidayanti, S.Pd., M.Pd.; Advisor II: Sonny Elfiyanto, S.S., S.Pd., M.Pd., Ph.D.

**Keywords:** English movies, critical thinking, listening skills.

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.

This study employed a descriptive qualitative approach. The participants of this study were students who have watched movies activities in a listening class and majoring in English Education Program. There were two types of data collection and analysis. The first stage involved collecting data through questionnaire which answered the first-research question regarding; how do English movies assist students in improving critical thinking abilities?. There were twelve items of questions modified from Rosa (2021). The questions were specially designed to assist students in evaluating their critical thinking abilities. Furthermore, the second stage conducted interviews to address the second-research question about; to what extent do English movies help students develop their listening skills?. There were five interview questions used Bahasa Indonesia made by the researcher. The question about the documentary movie "Seaspiracy" that participants have watched.

The findings of this study indicated that students have shown positive results regarding the use of English movies as a teaching medium in the classroom in improving students' critical thinking abilities and developing 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.

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, research significance, scope and delimitation, and the definition of key terms.

#### 1.1 Background of the Study

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 21<sup>st</sup> 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.

Previous studies, in addition to explore a medium that support students in improving their English skills. Enhancing university students' exposure to English movies and animation movies as a medium might help English Foreign Language (EFL) students' English proficiency. The research was conducted by Parmawati and Inayah (2019); Siahaan (2020), these two studies also highlighted the benefits of employing English movies and animation movies, respectively, to improve students' English language proficiency. The study was conducted by Parmawati and Inayah (2019), looked at how students used English movies and whether or not it might have an impact on their ability to speak more fluently. The results of the study showed that watching English movies could improve students' speaking skills. Additionally, the study found that using English movies as a learning tool in the classroom could contribute to creating a better classroom environment.

Further study by Siahaan (2020), it examined how first-semester English Education Program students' listening skills were improved through the use of animation movies. The study's encouraging findings suggested that watching English animation movies might improve listening skills. Additionally, this study offered a recommendation for further investigation. The report's discussion section noted that there were issues with comprehending listening. Future studies might look for the most effective ways to get over these obstacles. Considering these suggestions, the researcher decided to employ English documentary movie "Seaspiracy" as the chosen media.

Furthermore, the application of Problem-Based Learning (PBL) and E-learning as medium might enhance EFL students' critical thinking abilities by emphasizing the development of critical thinking in university students. Previously Supriyatno et al. (2020); Suryanti and Nurhuda (2021), they examined media that had the potential to enhance critical thinking abilities. The purpose of these two studies, which made use of several media, was to improve students' critical thinking abilities. The study was conducted by Supriyatno et al. (2020), who carried out the study on how fourth-semester students' critical thinking skills might be enhanced by E-learning. The results of the study showed that using E-learning resources to improve students' critical thinking abilities was successful.

Next, the research conducted by Suryanti and Nurhuda (2021) intended to evaluate the impact of PBL and evaluation rubrics on students' growth as critical thinkers. The study's findings indicated that the PBL approach could improve students' critical thinking abilities. They also recommended further researchers to conduct rigorous validation to maximize the results.

Based on the insights from the previous studies, there are both similarities and differences in terms of methodologies, participants, effectiveness, and outcomes. By considering these aspects, it is evident that none of the previous studies have specifically explored the impact of English movies on improving students' critical thinking and developing their listening skills. Thus, the researcher decided to conduct a study with the theme "Watching English Movies to Develop Students' Critical Thinking and their Listening Skills".

## 1.2 Research Questions

From the previous research, the researcher aims to get a clearer focus on developing students' critical thinking and their listening skills. There will be two questions in this research as follows:

1. How do English movies assist students in improving critical thinking abilities?
2. To what extent do English movies help students develop their listening skills?

## 1.3 Research Objectives

Based on the problems that are stated in the previous point, the researcher stated that there are two objectives that underlie this study below:

1. To describe the ways English movies assist students in improving their critical thinking abilities?
2. To investigate the extent English movies could develop students' listening skills?

## 1.4 Research Significance

The findings of this study are expected to be the broad view of students when they use English movies as their learning tool on learning English, especially in improving their critical thinking abilities and listening skills. The researcher expects through this research that students will get more interested in using English movies as their learning tool. Besides the students' experiences that are highlighted, this research also tries to figure out what the students feel about their English skills after frequently using English movies in the last couple of years. Thus, this research can also be used as a teacher's reference to develop some new learning ideas where



English movies become the learning tool.

### **1.5 Scope and Delimitation**

The research should be focused enough for the researcher without being overly broad or excessively narrow, it needs scope and delimitation to delimit the discussion. The scope of this study solely focused on watching English movies in the classroom. This research focuses on the impact of English movies on the improvement of students' critical thinking abilities and the development of their listening skills. However, there are also delimitations of this study that only for the fourth-semester students who watched the English documentary movie "Seaspiracy" in the classroom. This documentary movie discuss the environment related to human life, it is indeed very suitable to be used as a medium to study the influence of English movies on the improvement of students' critical thinking and development of their listening skills. Additionally, data collection was conducted online due to participants' time constraints. That was because the researcher faced difficulty in meeting directly with participants due to their busy schedules.

### **1.6 Definition of Key Terms**

In this case, the researcher provides several definitions of key terms in order to avoid misconception as they would be defined below:

#### **1. English Movies**

English movies, also known as English-language movies, refer to movies that are primarily produced in the English language. Documentary movies are the

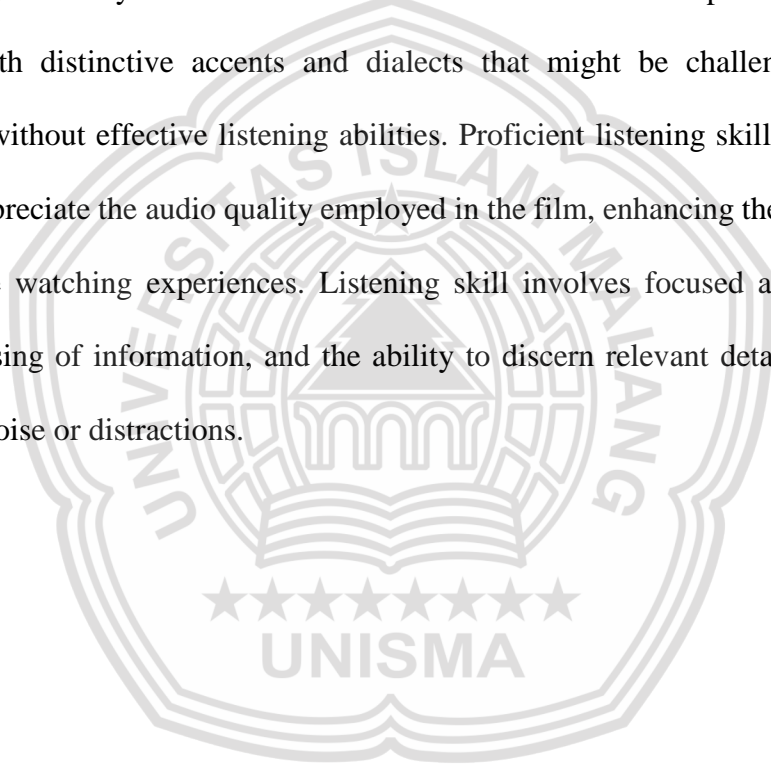
type of non-fiction movies that aim to document real events, people, places, or phenomena. It is designed to provide an objective portrayal of the subject matter, often through an observational or in-depth investigative approach. Documentary movies not only aim to entertain but also to provide insights, and education, or raise awareness about social, political, cultural, or environmental issues. In documentary movies, real facts and events are depicted through visual recordings, narration, and interviews with relevant figures. The goal is to convey a powerful message and stimulate the audience's thoughts or emotions related to the topics being discussed.

## **2. Critical Thinking**

Critical thinking refers to the cognitive process of analyzing, evaluating, and synthesizing information, ideas, or situations to form well-reasoned judgments or decisions in the movie. In a variety of settings, such as the workplace, classroom, decision-making, problem-solving, and daily life, critical thinking is an invaluable ability. It promotes a deeper understanding of issues, helps avoid common cognitive biases, and enables individuals to make well-informed and reasoned choices. Furthermore, critical thinking in the movie is an important skill that involves intentionally and actively analyzing information received through auditory channels. This is more than just listening to words; it also includes evaluating, interpreting, and understanding the underlying message, context, and intent behind the information. By using critical thinking in movie, individuals analyze the logic, consistency, and validity of the presented information, investigating biases, errors, or inconsistencies.

### 3. Listening Skill

Listening skill refers to the ability to successfully receive, decipher, and understand spoken or aural information from the movie. Movies often convey information through dialogue, background sounds, or music. With good listening skills, viewers can grasp details, nuances, or audio cues that may be crucial for understanding the storyline or characters. Some movies have complex plots or characters with distinctive accents and dialects that might be challenging to comprehend without effective listening abilities. Proficient listening skills enable viewers to appreciate the audio quality employed in the film, enhancing the overall quality of the watching experiences. Listening skill involves focused attention, active processing of information, and the ability to discern relevant details from background noise or distractions.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This is the final chapter of the study. This chapter presents the conclusion of the research and also suggestions for the students, the lecturers, and the future researchers.

#### 5.1 Conclusions

This study aims to explore the experiences of fourth-semester students in the English Education Program at a private university in Malang. The focused of this study was to determine the extent to which English movies influence the improvement of students' critical thinking abilities and the development of students' listening skills. Participants in this study were those who used English movies as learning medium in their listening classes. From this experiences, the researcher also presented the outcome after the students used English movies in their classes. The findings reported here shed new light on the processes for the students, the lecturers, and future researchers in using English movies as mean to improve students' critical thinking abilities and develop their listening skills.

##### 5.1.1 Conclusion of the Questionnaire

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.

### 5.1.2 Conclusion of the Interview

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.

## 5.2 Suggestions

To enhance the utilization of English movies as a learning medium for students in the classroom, particularly with the aim of improving students' critical thinking abilities and developing students' listening skills, the researcher provided some recommendations to the students, the lecturers, and future researchers.

### 1. The Students

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.

### 2. The Lecturers

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.

### 3. Future Researchers

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.



## REFERENCES

- Abbas, Z. I., & Saleh, R. M. (2019). Beyond reasonable doubt: A case study of using movies to enhance students' critical thinking skills. In *2019 International Conference on English Language and Culture*. 34-37.  
<http://dx.doi.org/10.14500/icelec2019.efl142>
- Alberta, L. (2013). Film as media to learn English. *English Language and Literature Education Study Program Journal*. 2(2), 11-17.
- Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through movies: Adult English language learners' perceptions. *Theory and Practice in Language Studies*, 8(12), 1567-1574.  
<http://dx.doi.org/10.17507/tpls.0812.01>
- Azizah, H. (2014). The correlation between listening comprehension and speaking ability. *Unpublished master's thesis. UIN Syarif Hidayatullah Jakarta*.  
<http://repository.uinjkt.ac.id/dspace/handle/123456789/24413>
- Barrata, A. (2019). The use of film to develop critical thinking skills in the EFL classroom. *The University of Manchester*.  
[https://www.researchgate.net/publication/332031404\\_The\\_Use\\_of\\_Film\\_to\\_Develop\\_Critical\\_Thinking\\_Skills\\_in\\_the\\_EFL\\_Classroom](https://www.researchgate.net/publication/332031404_The_Use_of_Film_to_Develop_Critical_Thinking_Skills_in_the_EFL_Classroom)
- Blasco, P. G., Moreto, G., Roncoletta, A. F., Levites, M. R., & Janaudis, M. A. (2006). Using movie clips to foster learners' reflection: Improving education in the affective domain. *Family Medicine-Kansas City*, 38(2), 94-96.
- Browne, M. N., Freeman, K. E., & Williamson, C. L. (2000). The importance of critical thinking for student use of the Internet. *College Student Journal*, 34(3), 391-397.  
<https://link.gale.com/apps/doc/A66760560/AONE?u=anon~3dd6f0a2&sid=googleScholar&xid=d834c01e>
- Callahan, R. M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American educational research journal*, 42(2), 305-328. <https://doi.org/10.3102/00028312042002305>
- Elfiyanto, S. (2019). Indonesian English teachers' beliefs on self-written corrective feedback. *Bulletin of the Graduate School of Education, Hiroshima University. Part II, Arts and Science Education*, 68, 81-89.
- Gilakjani, A. P. (2016). The significance of listening comprehension in English language teaching. *Theory and Practice in Language Studies*, 6(8), 1670-1677. <http://dx.doi.org/10.17507/tpls.0608.22>



- Goldenberg, M., Lee, J. W., & O'Bannon, T. (2010). Enhancing recreation, parks and tourism courses: Using movies as teaching tools. *Journal of Hospitality, Leisure, Sport, & Tourism Education*, 9(2), 4-16.  
<http://dx.doi.org/10.3794/johlste.92.215>
- Harris, R. (2002, January 5). *Creative thinking techniques*. Virtual Salt.  
<http://www.virtualsalt.com/crebook2.htm>
- Hidayanti, I., & Umamah, A. (2018). Listening strategy preference by non-native English university students. *Jurnal Inovasi Pendidikan*, 2(2). 1-8.
- Ismail (2020). The use of English movie in teaching listening pre-experimental design SMP Unismuh Makassar. *Unpublished thesis*. Universitas Muhammadiyah Makassar.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom-A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.  
<http://dx.doi.org/10.5901/ajis.2012.v2n4p121>
- Khan, A. (2015). Using films in the ESL classroom to improve communication skills of non-native learners. *ELT Voices-International Journal for Teacher of English*, 5(4), 46-52.
- King, J. (2002). Using DVD feature films in the EFL classroom. *Computer Assisted Language Learning*, 15(5), 509-523.
- Lonergan, J. (1984). *Language and languages. Study and teaching*: Cambridge University Press.
- Lumlertgul, N., Kijpaisalratana, N., Pityaratstian, N., & Wangsaturaka, D. (2009). Cinemeducation: A pilot student project using movies to help students learn medical professionalism. *Medical Teacher*, 31(7), e327-e332.  
<https://doi.org/10.1080/01421590802637941>
- Nouthaphone, T., & Purbani, W. (2020). The effectiveness of using films in the teaching of listening to improve the students learning achievement and enhance the students learning motivation. *LingTera*, 7(1), 61-71.  
<https://doi.org/10.21831/lt.v7i1.10675>
- O'Reilly, C., Devitt, A., & Hayes, N. (2022). Critical thinking in the preschool classroom - A systematic literature review. *Thinking Skills and Creativity*, 1-20. <https://doi.org/10.1016/j.tsc.2022.101110>
- Parmawati, A., & Inayah, R. (2019). Improving students speaking skill through English movie in scope of speaking for general communication. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 7(2), 43-53.  
<https://doi.org/10.22460/eltin.v7i2.p43-53>

- Putri, M., & Sinaga, J. B. (2020). The effect of watching english movie to improve students' listening skill. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 11(1), 110-117.
- Rao, P. S. (2019). The impact of English movies on learning English in ESL/EFL classrooms. *Research Journal of English Language and Literature (RJELAL)*, 7(4), 430-438. <http://dx.doi.org/10.33329/rjelal.74.430>
- Renukadevi, D. (2014). The role of listening in language acquisition; the challenges & strategies in teaching listening. *International Journal of Education and Information Studies*, 4(1), 59-63.
- Ross, K. N., & Genevois, I. J. (Eds.). (2006). *Cross-national studies of the quality of education: planning their design and managing their impact*. Paris: UNESCO, International Institute for Educational Planning.
- Safranji, J. (2015). Advancing listening comprehension through movies. *Procedia-Social and Behavioral Sciences*, 191, 169-173. <https://doi.org/10.1016/j.sbspro.2015.04.513>
- Schafersman S. D. (1991). An introduction to critical thinking. Smart College Planning. <http://www.freeinquiry.com/critical-thinking.html>
- Schwartz, D. L., & Bransford, J. D. (1998). A time for telling. *Cognition and Instruction*, 16(4), 475-522. [https://doi.org/10.1207/s1532690xc1604\\_4](https://doi.org/10.1207/s1532690xc1604_4)
- Siahaan, B. L. (2020). Using English animation movie to improve listening ability of undergraduate students. *Nommensen Journal of English Studies*, 1(1), 33-46.
- Sipayung, R., & Aristianti, A. (2022). Improving students' listening skill through watching English movie for the eleventh grade students of SMA Dharma Budi Sidamanik. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 4(1), 1-12. <https://doi.org/10.36985/jbl.v4i1.375>
- Suhartoyo, E. (2017). The importance of critical thinking competence: An investigation of students' writing experiences. In A. M. A. Ma'youf, A. beetsche, E. Bodnar, H. Rahmaningtyas, H. A. Bukhori, & I. S. Huda (Eds.), *Proceedings at International Seminar on Language, Education, and Culture (ISoLEC)* (pp. 2598-0653).
- Supriyatno, T., Susilawati, S., & Hassan, A. (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099-1106. <https://doi.org/10.18844/cjes.v15i5.5154>
- Suryanti, N., & Nurhuda, N. (2021). The effect of problem-based learning with an analytical rubric on the development of students' critical thinking skills. *International Journal of Instruction*, 14(2), 665-684. <http://repository.uir.ac.id/id/eprint/19757>

- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. *ELT Journal*, 53(3)168-176.  
<https://doi.org/10.1093/elt/53.3.168>
- Vdovina, E., & Gaibisso, L. C. (2013). Developing critical thinking in the English language classroom: A lesson plan. *ELTA Journal*, 1(1), 54-68.
- Wulandari, I., Harahap, A., & Hati, G. M. (2019). The analysis of students' listening learning style (A study of the 5th semester students at English education study program of Universitas Bengkulu in academic year 2018/2019). *Journal of English Education and Teaching*, 3(1), 42-52.  
<https://doi.org/10.33369/jeet.3.1.42-52>
- Yildirim, S., & Yildirim, Ö. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4), 2094-2110.
- Zuhairi, A., & Hidayanti, I. (2014). Strategies of learning listening skill employed by Indonesian EFL learners in relation with gender and proficiency. *In The 61st TEFLIN International Conference*. 1236-1240.
- Zuhairi, A., & Hidayanti, I. (2016). The strategies of Indonesian junior high school students in learning listening skill. *Arab World English Journal (AWEJ)*, 7(4). 117-124. <https://dx.doi.org/10.2139/ssrn.2898619>

