

PERCEIVED EFFECTS OF ENGLISH MOVIES ON THE LISTENING AND SPEAKING SKILLS OF THE SENIOR HIGH SCHOOL STUDENTS IN ISAP

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ABSTRACT

The English language has taken on a crucial role in today's globalized world in promoting communication across various cultures and professional fields. This linguistic competence has become particularly essential for senior high school students who are preparing to enter higher education or the workforce. The primary goal of this research study is to investigate the perceived impact of English movies on senior high school students' listening and speaking skills. This research used stratified random sampling method to determine the samples of the study. The strand was the strata. The study's participants comprised 256 senior high school students enrolled at ISAP. Additionally, a survey questionnaire with 4-point Likert scale was distributed to gather information on students' perceptions regarding the impact of English movies on their language skills. The results of the study were analyzed through descriptive and inferential statistics such as frequency count and percentage distribution, weighted mean, MANOVA and Pearsons R. The survey results indicated that students strongly agreed that English movies had positive effects on language learning, improving pronunciation, vocabulary acquisition, understanding conversations, and listening skills. They perceived movies as valuable tools for learning different accents, idioms, and slang. The number of hours spent watching English movies significantly influenced their perception of audio-visual motion, but no significant relationship was found with listening or speaking skills. Overall, the findings suggest that English movies can be a valuable supplementary tool for improving the listening and speaking skills of senior high school students in ISAP. Nevertheless, educators and institutions should offer necessary support and guidance to ensure that students make optimal use of this resource. This research demonstrated that English movies have a perceived positive impact on the listening and speaking skills of senior high school students in ISAP.

Key words: *English movies, listening skill, speaking skill, audio-visual motion, vocabulary*

INTRODUCTION

In today's globalized world, proficiency in the English language holds significant importance, particularly for senior high school students preparing for higher education or entry into the workforce. Various methods, including the use of multimedia resources such as English movies, have been explored to

enhance students' language skills. English movies have gained popularity among young learners due to their engaging narratives, artistic appeal, and accessibility, offering an immersive environment for language learning. However, there remains a need to investigate the perceived impact of English movies on senior high school students' listening and speaking abilities further.

Despite extensive research demonstrating the positive impact of multimedia resources, such as YouTube videos and movies, on English language learners' speaking skills, there exists a significant gap in understanding the specific influence of English movies on the listening and speaking abilities of senior high school students at ISAP. Previous studies by Kristiani and Pradnyadewi (2021), Syafic et al., Alkathiri, Meinawati et al., Al Jawad and Mansour, Liando et al., Jati et al. (2020), Altun and Hussein, Albahlal, and Albiladi, Abdeen, and Lincoln have shown notable improvements in areas such as pronunciation, vocabulary acquisition, and confidence. However, these studies have not directly addressed the distinct effects of movie-based instruction in an international high school context. Therefore, this study aims to bridge this gap by investigating the perceived impact of English movies on both listening and speaking skills among senior high school students at ISAP, thereby providing valuable insights for educational practices and curriculum development tailored to enhance language learning outcomes in this specific setting.

The main goal of this research study is to investigate the perceived impact of English movies on senior high school students' listening and speaking skills. Through this study, the researchers aim to learn more about the potential benefits and drawbacks of introducing English movies into language learning programs through this investigation. The findings will provide valuable insights for educators and curriculum developers seeking innovative language learning methods, enhancing student-centered experiences.

METHODOLOGY

Research Design

The study employed descriptive inferential design. The descriptive design was utilized in describing the respondents in terms of sex, age, year level, socioeconomic status, strand and number of hours watching. On the other hand, the inferential design was used to determine the significant difference between the mean assessment of the respondents on the perceived effects of English movies to their listening and speaking skills and their profile variables. Moreover, the design aimed also to determine the significant relation of the perceived effects of English movies on the listening and speaking skills of the Senior High School students.

Respondents of the Study

The respondents of this study were the Senior High School students which have four strands namely: ABM, HUMMS, STEM, and TVL of the International School of Asia and the Pacific High School Department during the School Year 2022-2023. The total population for Grade 11 ABM is 25, for HUMMS is 111, for STEM is 182 and for TVL is 17. While the total population for Grade 12 ABM is 44,

for HUMMS is 104, for STEM is 210 and for TVL is 17. When Grade 11 and Grade 12 are combined, the sample population for ABM is 25, for HUMMS is 78, for STEM is 141 and for TVL is 12. The sample size for the study was determined using a stratified random sampling procedure. Strand was the strata. Therefore, the total respondents of this study are 256 which is the sample population of Senior High School students.

Data Gathering Tool

The researchers utilized a survey questionnaire as the tool for collecting data. The questionnaire have two parts. Part 1 deals about the profile of the respondents such as sex, age, grade level, socioeconomic status, strand and number of hours in watching. Part 2 deals about the perceived effects of English movies on the listening and speaking skills of the respondents. This part was answered using the 4-point Likert Scale and the respondents rated their response from 1- 4. The answer options are 4 whether it is Strongly Agree, 3 if Agree, 2 if Disagree and 1 if Strongly Disagree.

Data Gathering Procedure

The research study entitled "Perceived Effects of English Movies on the Listening and Speaking Skills of the Senior High School Students in ISAP" was approved by the Dean of the College of Education, the research office, and the Vice President of Academic Affairs of ISAP. The researchers then sought permission from the OIC Principal of the International School of Asia and the Pacific's High School Department. Additionally, the researchers got the participants' consent before floating the questionnaire. To guarantee 100% retrieval, the questionnaires were collected right away. The data was then totaled, organized, tabulated, analyzed, and interpreted. The collected data was treated statistically to answer the specific questions that were presented.

Data Analysis

The results of the study underwent analysis through both descriptive and inferential statistics. Descriptive statistics such as frequency count and percentage distribution were used to describe the profile of the respondents while weighted mean was used to measure the perceived effects of English movies on the listening and speaking skills of the respondents. To test if there is a significant difference on the perceived effects of English movies on the listening and speaking skills of the respondents when grouped according to profile, Multivariate Analysis of Variance (MANOVA) will be used. Lastly, to test if there is a significant relationship on the perceived effects on the number of hours in watching English movies on the listening and speaking skills of the respondents, Pearsons R was used.

RESULT

The respondents profile variable was dominated by female students, age ranging from 16-18 years of old enrolled in Grade 11. Most of the respondents came from families with a monthly income between ₱5,001.00 and ₱10,000.00. Additionally, the majority were enrolled in the STEM academic strand, with most students reporting that they spent 3-4 hours watching English movies.

TABLE 1.1 MEAN ASSESSMENT OF THE RESPONDENTS ON THE PERCEIVED EFFECTS OF ENGLISH MOVIES IN TERMS OF AUDIO- VISUAL MOTION ON THE LISTENING SKILLS

STATEMENTS	MEAN	DESCRIPTION
1. I learn correct pronunciation through audio-visual motion.	3.29	STRONGLY AGREE
2. I understand unfamiliar accents and dialects better.	3.04	AGREE
3. I learn new vocabularies.	3.37	STRONGLY AGREE
4. I understand unfamiliar idioms, proverbs, and slang better.	3.06	AGREE
5. Motion pictures in the audiovisual motion help me understand the conversation better.	3.31	STRONGLY AGREE
6. Audio-visual motion can improve my listening skill better than other English media normally used in class.	3.23	AGREE
7. Audio-visual motions are good for teaching listening for students.	3.27	STRONGLY AGREE
8. I can improve my listening skill by watching audio-visual motion.	3.33	STRONGLY AGREE
CATEGORICAL MEAN	3.24	AGREE

TABLE 1.2 MEAN ASSESSMENT OF THE RESPONDENTS ON THE PERCEIVED EFFECTS OF ENGLISH MOVIES IN TERMS OF LISTENING SKILLS

STATEMENTS	MEAN	DESCRIPTION
1. I learn correct pronunciation through movies.	3.24	AGREE
2. I understand unfamiliar accents and dialects better.	3.11	AGREE
3. I learn new vocabularies.	3.31	STRONGLY AGREE
4. I understand unfamiliar idioms, proverbs, and slang better.	2.99	AGREE
5. Motion pictures in the movies help me understand the conversation better.	3.34	STRONGLY AGREE
6. English movies can improve my listening skill better than other English media normally used in class.	3.29	STRONGLY AGREE
7. English movies are good for teaching listening for students.	3.31	STRONGLY AGREE
8. I can improve my listening skill by watching English movies.	3.39	STRONGLY AGREE
CATEGORICAL MEAN	3.27	STRONGLY AGREE

TABLE 1.3 MEAN ASSESSMENT OF THE RESPONDENTS ON THE PERCEIVED EFFECTS OF ENGLISH MOVIES IN TERMS OF SPEAKING SKILLS

STATEMENTS	MEAN	DESCRIPTION
1. I apply correct pronunciation in practice through movies.	3.28	STRONGLY AGREE

2. I apply unfamiliar accents and dialects better.	3.10	AGREE
3. I apply new vocabularies in practice through movies.	3.21	AGREE
4. I apply more idioms, proverbs, and slang in practice through movies.	3.04	AGREE
5. Motion pictures in the movies inspire me in practicing better daily conversations.	3.23	AGREE
6. English movies can improve my speaking skill better than other English media normally used in class.	3.27	STRONGLY AGREE
7. English movies are good for teaching speaking for students.	3.28	STRONGLY AGREE
8. I can improve my speaking skill by watching English movies.	3.42	STRONGLY AGREE
CATEGORICAL MEAN	3.23	AGREE

TABLE 2 TEST OF DIFFERENCE BETWEEN THE ASSESSMENT OF THE RESPONDENTS ON THE PERCEIVED EFFECTS OF ENGLISH MOVIES ON THE LISTENING AND SPEAKING SKILLS TO THEIR PROFILE VARIABLES

		PERCEIVED EFFECTS OF ENGLISH MOVIES		
		AUDIOVISUAL MOTION	LISTENING SKILLS	SPEAKING SKILLS
AGE	f/t- value p- value	1.089 0.338	0.218 0.805	0.135 0.874
SEX	f/t- value p- value	2.011 0.157	0.007 0.933	0.003 0.957
YEAR LEVEL	f/t- value p- value	5.557 0.019*	7.641 0.006*	6.732 0.010*
SOCIO- ECONOMIC STATUS	f/t- value p- value	1.775 0.172	1.329 0.267	0.734 0.481
STRAND	f/t- value p- value	2.795 0.041*	1.285 0.280	0.889 0.447
NUMBER OF HOURS WATCHING	f/t- value p- value	3.496 0.032*	1.313 0.271	2.143 0.119

TABLE 3 TEST OF RELATIONSHIP ON THE ASSESSMENT OF THE RESPONDENTS ON THE PERCEIVED EFFECTS AND NUMBER OF HOURS IN WATCHING ENGLISH MOVIES ON THE LISTENING AND SPEAKING SKILLS

PER CEM			NUMBER OF HOURS WATCHING

	AUDIO-VISUAL MOTION	r- value p- value	0.162 0.009*
	LISTENING SKILLS	r- value p- value	0.096 0.124
	SPEAKING SKILLS	r- value p- value	0.121 0.053

DISCUSSIONS

Table 1.1 implies that the audio-visual motion, specifically through the medium of English movies, plays a significant role in enhancing the listening skills of Senior High School students. The respondents indicated that learning new vocabularies and understanding unfamiliar accents and dialects positively impacted their listening skills. This is aligned with the study of Putra (2014), who highlighted that video technology, particularly subtitled movies, effectively aids vocabulary acquisition. Additionally, Aksu-Atac and Koprulu-Gunay (2018) supported the notion that movies assist in learning accents, dialects, idioms, proverbs, and slang, thus enhancing listening comprehension and pronunciation in the target language.

Table 1.2 implies that watching English movies effectively enhances listening skills and aids in comprehending idiomatic expressions, proverbs, and slang. The respondents perceived this activity as beneficial for practicing and improving their ability to understand spoken English. This is consistent with the study of Varga (2013), who asserted that films are useful tools for developing listening skills. Furthermore, Miss Phenprapa Suetrong's research supports these findings, indicating that subtitles (both English and native language) significantly aid learners in understanding vocabulary, idioms, proverbs, slang, accents, and dialects, thus enhancing their daily use of English.

Table 1.3 implies that students find watching English movies valuable for improving their speaking skills. The exposure to real conversations, dialects, and terminology in movies contributes to increased fluency and confidence in speaking. However, students still face challenges in using idiomatic language. This finding aligned with the study of Karakas and Saricoban (2012), who emphasized that English subtitles in films improve understanding and potentially enhance speaking abilities. Similarly, Porcel (2010) highlighted the benefits of movies in improving speaking, listening comprehension, vocabulary, and intonation. Additionally, Liando, Sahetapi, and Maru (2018) found that while students moderately agree on the application of idioms, proverbs, and slang through movies, EFL speakers need more exposure to incorporate them into speaking fluently.

Table 2 presents the test of difference between respondents' assessments of the perceived effects of English movies on listening and speaking skills concerning their profile variables. The results showed significant differences based on year level, academic strand, and the number of hours spent watching movies, leading to the rejection of the null hypothesis. This highlights that these profile variables significantly influence students' perceptions of the effects of English movies on their skills. The findings aligned with the study of Metruk and Rastislav (2019), who supported extensive listening or viewing as

an effective method for improving listening skills. The Tukey Analysis further indicates that Grade 11 respondents have a higher assessment of the perceived effects, implying their receptiveness to new learning methods compared to Grade 12 students who may focus more on exam preparation.

Table 3 reveals a significant relationship between the number of hours spent watching English movies and audio-visual motion. The correlation coefficient (r-value) of 0.162 and p-value of 0.009 indicate a statistically significant but low correlation. This implies that increased viewing hours slightly enhance students' perceptions of audio-visual motion's effects. This finding is consistent with Mayer (2001), who emphasized the cognitive benefits of multimedia in education, highlighting the role of movie-watching hours in influencing language skill development.

CONCLUSION

This study concludes that incorporating English movies into language learning has a positive impact on the listening and speaking skills of senior high school students at ISAP. The findings highlight the benefits of integrating movies into language instruction, emphasizing improvements in pronunciation, vocabulary expansion, and overall enhancement of listening and speaking skills. These results affirm the importance of innovative teaching methods that immerse students in authentic language experiences, facilitating a practical understanding of English and ultimately contributing to improved language proficiency among senior high school students.

RECOMMENDATIONS

Based on the results and findings of the study, the researchers strongly recommend the following actions:

1. The ISAP High School Department should prioritize providing comprehensive professional development opportunities for teachers to enhance their understanding and instructional strategies related to unfamiliar accents, dialects, idioms, proverbs, and slang. This should include mandatory workshops, seminars, or training sessions focused on improving teachers' knowledge and skills in effectively incorporating these language elements into their instruction.
2. Teachers should actively expose Senior High School students to a variety of English movies that represent diverse accents, dialects, idioms, proverbs, and slang. This exposure should be integrated into the curriculum and be structured to ensure that students have ample opportunities to develop a deeper understanding of these language elements in real-world contexts.
3. Teachers should consistently incorporate activities in the classroom that specifically focus on analyzing and discussing unfamiliar accents, dialects, idioms, proverbs, and slang found in English movies. These activities should be integrated into lesson plans, ensuring that students have regular opportunities to engage in group discussions, role-playing exercises, or language analysis tasks to enhance their comprehension and application of these language elements.
4. It is essential that students are provided with comprehensive resources and strategies to expand their vocabulary, with particular emphasis on idioms, proverbs, and slang. Teachers should implement vocabulary lists, online resources, or interactive exercises that enable students to actively practice and incorporate these language elements into their everyday communication.

5. Teachers must create consistent and meaningful opportunities for Senior High School students to actively engage in speaking activities that involve the use of idioms, proverbs, and slang learned from English movies. Students should be prompted to actively apply these language elements in their conversations to reinforce their understanding and improve their speaking skills.
6. The ISAP High School Department should foster a collaborative learning environment that encourages students to engage in peer-to-peer discussions and language practice activities related to English movies. This collaboration should be facilitated through group projects, discussions, or language-focused activities, enabling students to learn from each other's experiences and enhance their language skills collectively.
7. It is essential for teachers to consistently assess students' progress in understanding and using unfamiliar accents, dialects, idioms, proverbs, and slang through movie-based language activities. Teachers should provide constructive feedback to students, helping them identify areas for improvement and guiding their language development effectively.
8. Future researchers should focus on conducting comprehensive studies to evaluate the effectiveness of various audio-visual materials, including English movies, TV shows, and documentaries, in language learning, with the aim of identifying the most impactful types of media for language acquisition. This will provide valuable insights for educators and curriculum developers to make informed decisions regarding the integration of audio-visual resources in language instruction, enhancing the overall language learning experience for students.

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