

## EFL Learners' Feedback on The Use of Short Movies in English Speaking Classroom

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**Abstract** –The Current investigation was intended to see the feedback of EFL learners on the application of short movies in English-speaking classrooms. An experimental research design was consciously chosen, which primarily concerned descriptive statistical analysis. Fourteen samples were taken purposefully. To measure the EFL learners' feedback, the distribution of questionnaire items set was utilized. Twenty-one items were designed to seek the aspects of psychology, linguistics, and literature. The findings revealed that positive feedback was made by the participants viewed from a psychological viewpoint (English learning preference, motivation, enthusiasm, and bravery). In addition, positive feedback was also earned by the majority of the EFL learners on their English-speaking aspects seen from a linguistics viewpoint (pronunciation, vocabulary, content, grammar, and fluency), excluding intonation. Besides, positive feedback was possessed by some other EFL learners concerned on literature viewpoint (generating moral lesson, understanding sequence of movie events, speaking and writing, as well as analyzing movie event), excluding story plot. Some following parties limited to English teachers, EFL students, stakeholders, and other researchers were offered several pedagogical implications.

**Keywords:** EFL learners, feedback, short movies, English-speaking classroom

**Abstrak** – Penelitian saat ini ditujukan untuk melihat umpan balik dari pembelajar EFL tentang penerapan film pendek di kelas berbahasa Inggris. Penelitian ini menggunakan desain eksperimental dengan analisis statistik deskriptif. Sebanyak empat belas sampel diambil secara sengaja. Untuk mengukur umpan balik pembelajar EFL, distribusi item kuesioner digunakan. Dua puluh satu item dirancang untuk mencari aspek psikologi, linguistik, dan sastra. Hasil penelitian menunjukkan bahwa peserta memberikan umpan balik positif dari sudut pandang psikologis, seperti preferensi belajar bahasa Inggris, motivasi, antusiasme, dan keberanian. Selain itu, umpan balik positif juga diperoleh oleh sebagian besar pembelajar EFL pada aspek berbicara bahasa Inggris mereka dilihat dari sudut pandang linguistik (pengucapan, kosakata, konten, tata bahasa, dan kefasihan), tidak termasuk intonasi. Selain itu, umpan balik positif dimiliki oleh beberapa pembelajar EFL lainnya yang berkepentingan pada sudut pandang sastra (menghasilkan pelajaran moral, memahami urutan kejadian film, berbicara dan menulis, serta menganalisis kejadian film), tidak termasuk alur cerita. Penelitian ini memberikan beberapa implikasi pedagogis bagi guru bahasa Inggris, mahasiswa EFL, pemangku kepentingan, dan peneliti lainnya.

**Kata kunci:** Pembelajar EFL, umpan balik, film pendek, kelas berbahasa Inggris

### INTRODUCTION

Owning comprehensive English language skills was very significant for English language learners (ELLs) in higher educational levels, especially on English speaking competence and performance. This would be truly beneficial for them to participate in the classroom and to interact in daily life activities. Also, in working environment, English speaking mastery was always seen as mandatory to support future job success. Learning to speak foreign languages, particularly on English, was not as easy as turning the palms of our hands. This required lots of practice, bravery, and motivation to utter what EFL learners had in mind. Additionally, being able to communicate effectively in the modern world is essential to mastering the English language (Islam, Ahmad, & Islam, 2022). Because English is such an important international language, Usmonov & Usmonova (2020) argued that people of all ages, including students, need to learn these foreign language skills to be able to use English as a means of communication, especially in their studies and jobs. Apart from that, learning a foreign language helps students thrive in the globalized world of today. It provides access to more media, enhances public discourse on current topics, and opens doors to employment prospects in the global economy. English is currently the most widely used language worldwide (Astuti & Lammers, 2017). According to Toubot et al. (2018), English is regarded as the principal foreign language in Indonesia, having greater significance of communication than other



languages. Furthermore, one of the most crucial abilities to hone and improve for efficient communication is speaking (Leong & Ahmadi, 2019). Speaking allows students to communicate their ideas, feelings, opinions, and information to others as well as demonstrate the many purposes that language serves (Souisa & Gaite, 2020); Dalem, 2019). Besides, English speaking is a key ability that affects many aspects of daily interactions (Iman, 2017). Therefore, it could be further claimed that the need to master English-speaking competence and performance was exceedingly prominent to have by learners in higher educational levels as this could be supporting their career success, both academic and non-academic.

Staring at the description of the importance of possessing English speaking skills in today's setting, it has some shocking facts that EFL learners still own issues in level of psychological and linguistic. These facts had something to do with having speaking anxiety, vocabulary insufficiency, fear of making speaking mistakes such as mispronunciation, ungrammatical spoken words, and the like. These issues of speaking competence and performance. In line with that, Khapsoh (2020) mentioned that psychology is the study of the mind, emotions, and behavior. Students may be unable to use English for communication due to psychological reasons. One of the major issues affecting students' speaking abilities, according to Souisa & Gaite (2020), is related to psychological variables in addition to more general issues such as a lack of vocabulary and grammatical points. In addition, according to Sodik's (2020) research on overcoming obstacles in the classroom when learning foreign languages, students have mostly motivational issues when it comes to speaking abilities, and they frequently worry about making mistakes. To overcome this obstacle, the educational process must concentrate not only on the language component but also on fostering confidence and allowing EFL students to practice without worrying about making mistakes. This will allow them to experience the language with assurance and free from fear.

Having the same thought, when it comes to speaking in English, there are two possible causes: either their surroundings or themselves. It is difficult to begin speaking English because of our surroundings, where people speak Indonesian or their vernacular daily and English is still a pondered as a foreign language. At the same time, the reason for this is that many of them still believe that speaking English is difficult, and they are not motivated to learn the language. Because English is still considered a foreign language and they share a similar reason, students find it difficult to communicate in English (Adillatunnisa' et al., 2021). Apart from that, it involves more than just poor grammar and vocabulary; it also involves psychological issues, beliefs, confidence, and strong self-perceptions (Irfani et al., 2018). Another viewpoint is that a study by Basri (2019) attempted to investigate the causes of students' fear when speaking English. According to the data gathered, shyness, apprehension of making mistakes, and poor grammar and vocabulary were the main causes of worry. Furthermore, Wulandari, Amalia, and Ramdhani (2022) proposed that students' inability to communicate successfully at the intermediate level could be attributed to linguistic problems such as poor vocabulary, grammar, and pronunciation. Thus, it could further be said that English language learners still came across some linguistics and psychological factors when they learnt to speak English.

To cope with the issues above, the use of suitable teaching methods and instructional media increased the EFL students' interest in learning English, especially in speaking the language. Addressing the linguistic and psychological issues of EFL learners necessitated this. Using movies as a teaching tool to teach EFL learners how to speak English is one of them. Currently, the movie is one of the most well-liked educational materials among the wider public, particularly in EFL classes, since it can help them interact or communicate using English in social and professional contexts. Accuracy and fluency in the English language can be improved through the use of films as a learning tool. This is due to the ease with which cinematic learning materials can be implemented. In addition to being entertaining, movies are also a great way to teach and learn English since they give students a range of real-language experiences through maximizing the teaching and learning process and helping students acquire language abilities. The EFL class uses film material to teach speaking skills in the classroom. According to several studies, movies can play a significant role in the curriculum since they have a profound effect on the growth of fundamental language abilities, including speaking, writing, listening, and reading (Karataş & Tuncer, 2020). Additionally, students today enjoy watching movies, and by using movies to teach English, they may acquire deeper knowledge about the language on their own because they can be watched during or after school hours and practice skills like speaking, listening, and reading to boost their self-esteem. It can show live cinema. Because it integrates three media, such as text, visual, and audio, watching movies with subtitles in English is one of the most effective ways to convey authentic material (Bernardi & Ogawa, 2021).

Besides that, the utilization of movies to teach English demonstrates how powerful they are in the process of teaching and learning. Movies offer frameworks and real-world linguistic input that encourage discussion (Roslim et al., 2021). In addition, according to research, using films in the English classroom has been demonstrated to enhance students' comprehension-based learning (Kohar, 2022), critical thinking (Nyström, 2019), and expressiveness in pragmatic application (Bambini et al., 2021). It has also been discovered that using movies as a

teaching tool effectively motivates students to acquire languages (Al Murshidi, 2020). Additionally, movies instruct students with paralinguistic cues, which allow them to comprehend the nature of talks by seeing the body language, pauses, actions, and emotions of characters (Abolfotouh, 2020). It has been shown to inspire kids' imaginations in addition to being an excellent motivator. Think of movies as being superior to CDs and audio cassettes for fostering communication skills and offering context. In addition to contributing to literature, drama, film, and language, it offers a multitude of language-related knowledge, which helps students develop their critical thinking and other language abilities. Furthermore, movies are utilized as educational tools to help students become more appealing, and one of the instructional strategies is to increase and broaden vocabulary. Subtitled movie viewing facilitates the direct and deliberate application of newly acquired vocabulary and idioms by language learners (Nurfauziah et al., 2023). Film media can be used to introduce students to English and culture, boost their enthusiasm, and make classroom learning more engaging (Kristiawan et al., 2022).

Numerous studies have revealed the psychological challenges EFL learners experience when learning to speak English. Ainy and Pratama (2020) looked into the relationship between learning outcomes in English classes, student enthusiasm to study, and instructor social competency. Andas (2020) discovered in his research the elements influencing the students' speaking difficulties during the fourth semester of Sembilanbelas November University's English Study Program. Oflaz (2019) looked at how university-prepared students learning German performed academically in terms of their speaking scores, language learning methodologies, shyness, anxiety, and academic accomplishment. The reasons preventing EFL learners from speaking English as a foreign language were investigated by Pratiwi (2021), who also sought to understand how teachers perceived these variables. The identification of the level of anxiety in speaking, the contributing reasons to students' anxiety in speaking classes, and the effects of anxiety on students' speaking performance were all examined by Rumiyyati & Seftika (2018). In addition, according to Liando et al. (2018) in their research, students enrolled in English education programs prefer to learn English through other media, such as watching films on different platforms or learning videos, rather than reading English-language books in the library to discuss English-related topics with their friends. According to research conducted by Halawa et al. (2022), earlier researchers discovered that using English films as a learning tool can enhance students' speaking abilities. Therefore, it could be further said that short movies could enhance the students' English-speaking skills linguistically, and there was some association between EFL learners' linguistics performance and their psychological factors.

From the thorough description above, the researchers were intended to seek out the EFL learners' feedback on the effect of short videos in English-speaking classrooms viewed from their psychological, linguistics, and literature factors. This was done to see their feedback after being properly intervened with short movies in English spoken classroom. This was accordingly aimed to provide further insight of the EFL learners descriptively in conjunction with the utilization of a short movie with retelling technique in English communicative setting.

## RESEARCH METHODOLOGY

This investigation presently employed a design of experimental research which chiefly focused on descriptive statistical analysis of the EFL learners' feedback on the utilization of short movies in EFL classroom. It covers the analyses of psychological, linguistics, and literature aspects after being given a proper intervention. Sixteen meetings of instruction provision were accordingly done, covering pretest and posttest. This inquiry was performed in one of the private universities in Palembang, Indonesia. Fourteen university students were taken purposefully, and they held the same semester, took the same English-speaking course, underwent no additional courses, and were instructed by the same lecturer. The past inquiry was also confined to the application of short movies in English-speaking classrooms, which highlighted the English-speaking achievement holistically and analytically. To see the EFL learners' feedback in person on this intervention, the dissemination of the questionnaire items set was successfully undertaken in an English-speaking classroom.

The previous fine inquiry was simultaneously and eagerly undergone to seek whether a short movie with retelling technique was exceedingly impactful on the EFL learners' English-speaking achievement level holistically and analytically. Pretest, fine intervention, and posttest were accomplished systematically. A set of well-organized questionnaires with a close-ended format were designed based on a neat need which was closely related with the application of short movies with retelling technique on the English spoken classroom. This was designed thoroughly to see whether the EFL learners owned positive or negative feedback after being provided with intervention. Twenty-one questionnaire items were jotted down hand in hand with 5 Likert Scales (Strongly Agree – Strongly disagree). Furthermore, to trace the internal consistency degree and whether the instrument used was reliable or not, Cronbach's alpha correlation coefficient was finely clicked on. After being computed with the SPSS program, the counted result was higher than .69. Then, it could be noted that the questionnaire computed value was considered reliable and usable for instrument administration. Afterwards, the ready-made and reliable

questionnaire was typed with full care using Google Forms to reach the EFL learners' feedback in person after being treated with proper intervention. In addition to undergoing that, to compute the data gathered from the questionnaire distributed, the obtained frequency, percentage, mean generated, and standard deviation were tabulated neatly. After that, it was interpreted finely and systematically and advocated with previous closely relevant research by some experts or researchers.

## RESULTS AND DISCUSSION

After having designed and implemented the instrumentation, the reseacher then analyzed, tabulated, and narrated the questionnaire items in a systematic way. The descriptive analyses were done in association with percentage, frequency, mean score, and standard deviation. The results of descriptive analyses could be seen in the table presented below.

**Table 1. Descriptive analyses of questionnaire distribution**

No	Questionnaire Items	Percentage (Frequency)					Mean (Standard Deviation)
		(5) SA	(4) A	(3) N	(2) D	(1) SD	
1	I like learning to speak using English short movies	53.8 (14)	42.3 (11)	3.8 (1)	-	-	4.50 .583
2	I feel more motivated to speak after watching movies	65.4 (17)	30.8 (8)	3.8 (1)	-	-	4.62 .571
3	I feel more enthusiastic when learning English speaking with short movies	50 (13)	50 (13)	-	-	-	4.50 .510
4	I feel bored when watching the movies	7.7 (2)	3.8 (1)	19.2 (5)	46.2 (12)	23.1 (6)	2.04 1.248
5	I got speaking anxiety before learning using short movies	-	11.5 (3)	42.3 (11)	38.5 (10)	7.7 (2)	2.27 1.116
6	I retold the story bravely in the class	19.2 (5)	30.8 (8)	38.5 (10)	7.7 (2)	3.8 (1)	3.50 1.105
7	I could retell English movies confidently	11.5 (3)	34.6 (9)	34.6 (9)	15.4 (4)	3.8 (1)	3.23 1.210
8	My pronunciation was getting better after watching	15.4 (4)	42.3 (11)	26.9 (7)	3.8 (1)	11.5 (3)	3.54 1.029
9	I could recognize falling and raising intonation	3.8 (1)	30.8 (8)	53.8 (14)	7.7 (2)	3.8 (1)	3.19 .895
10	I got many new English vocabulary during watching	76.9 (20)	23.1 (6)	-	-	-	4.77 .430
11	I could retell the content of the movies easily	30.8 (8)	46.2 (12)	19.2 (5)	3.8 (1)	-	4.00 .938
12	I could properly understand the content of the movie	38.5 (10)	57.7 (15)	3.8 (1)	-	-	4.35 .562
13	I could speak grammatically correct English	19.2 (5)	30.8 (8)	46.2 (12)	3.8 (1)	-	3.62 .941
14	I could retell the movies fluently	23.1 (6)	34.6 (9)	38.5 (10)	3.8 (1)	-	3.73 .962
15	I had problems in understanding the plot of the movie	3.8 (1)	19.2 (5)	42.3 (11)	30.8 (8)	3.8 (1)	2.62 1.235
16	My English-speaking performance was getting better	26.9 (7)	57.7 (15)	15.4 (4)	-	-	4.12 6.53
17	I could get many moral lessons after watching the short movies	61.5 (16)	38.5 (10)	-	-	-	4.62 .496
18	I could not get some pronounced phrases and sentences in the movies	3.8 (1)	42.3 (11)	26.9 (7)	19.2 (5)	7.7 (2)	3.04 1.216
19	I love learning to speak with various titles of English short movies in the class	23.1 (6)	65.4 (17)	7.7 (2)	3.8 (1)	-	4.04 .824
20	I could retell the movies sequentially	11.5 (3)	61.5 (16)	26.9 (7)	-	-	3.85 .613

No	Questionnaire Items	Percentage (Frequency)					Mean (Standard Deviation)
		(5) SA	(4) A	(3) N	(2) D	(1) SD	
21	I could analyze and write sequence of movie events accordingly	19.2 (5)	57.7 (15)	23.1 (6)	-	-	3.96 .662

Referring to question item 1 (Qi1), it could be stated that 53.8% or 14 students clicked on the strongly agree button and 42.3 or 11 students clicked on the agree button that they liked learning to speak using English short movies. 3.8%, or 1 student, clicked on the neutral button, and no student clicked on the strongly disagree and disagree buttons. Besides that, the generated mean of the Qi1 was 4.50, and the standard deviation obtained was .583. Thus, it could be concluded that 96.1%, or 25 students, responded positively that using short stories made them like to learn to speak in the classroom.

In addition, referring to question item 2 (Qi2), it could be said that 65.4% or 17 students clicked on the strongly agree button and 30.8% or 8 students clicked on the agree button that they felt more motivated to speak after watching movies. 3.8 or 1 student clicked on the neutral button, and no student clicked on the strongly disagree and disagree button. Furthermore, the generated mean of the Qi2 was 4.62, and the standard deviation obtained was .571. For that reason, it could be revealed that 96.2% or 25 students, responded positively that integrating short movie got them more motivated to speak.

Referring to question item 3 (Qi3), it could be noted that 50% or 13 students clicked on strongly agree and 50% or 13 students clicked on agree button that they felt more enthusiastic when learning English speaking with short movies. No students clicked on neutral, disagree, and strongly disagree buttons. Moreover, the generated mean of Qi3 was 4.50, and the standard deviation obtained was .510. Hence, it could be uttered that 100% or 26 students responded positively that learning to speak English with a short movie made them feel more enthusiastic.

Referring to question item 4 (Qi4), it could be written that 7.7% or 2 students clicked on the strongly agree button and 3.8% or 1 student clicked on the agree button that they felt bored when watching the movies. 19.2% or 5 students clicked on the neutral button, 46.2 or 12 students clicked on the disagree button, and 23.1% or 6 students clicked on the strongly disagree button. Additionally, the generated mean of Qi4 was 2.04, and the standard deviation obtained was 1.248. In brief, 11.5 % or 3 students responded positively that they were bored when being given short movies. On the other hand, 69.3% or 18 students responded negatively that they did not feel bored when watching movies. In conclusion, more dominantly they were not bored when having a short movie in English speaking class.

Referring to question item 5 (Qi5), it could be clearly described that no student clicked on the strongly agree button and 11.5% or 3 students clicked on the agree button that they got English speaking anxiety before learning using short movies. 42.3%, or 11 students, clicked on a neutral button. 38.5%, or 10 students, clicked on the disagree button, and 7.7%, or 2 students, clicked on the strongly disagree button. Apart from that, the generated mean of Qi5 was 2.27, and the standard deviation obtained was 1.116. Thus, 11.5% or 3 students responded positively that they were anxious when speaking before being given short movies. On the other side, 46.2% or 12 students responded negatively that they were not anxious when learning to speak with short movies. In conclusion, more dominantly, they did not feel anxious when speaking English with short movies.

Referring to question item 6 (Qi6), it showcased that 19.2% or 5 students clicked on the strongly agree button and 30.8 % or 8 students clicked on the agree button that they retold the story bravely in the class. 38.5 % or 10 students clicked on the neutral button, 7.7% or 2 students clicked on disagree, and 3.8% or 1 student clicked on the strongly disagree button. Besides that, the generated mean of Qi6 was 3.50, and the standard deviation obtained was 1.105. Hence, it could be stated that 50% or 13 students responded positively that they could retell the story bravely in a speaking class.

Question item 7 revealed that 11.5% or 3 students clicked on the strongly agree button and 34.6% or 9 students clicked on the agree button that they retold the English movie confidently. 34.6% or 9 students clicked on the neutral button, 15.4% or 4 students clicked on the disagree button, and 3.8% or 1 student clicked on the strongly disagree button. In addition, the generated mean of Qi7 was 3.23, and the standard deviation obtained was 1.210. For that description, it could be then asserted that 46.1 % or 12 students were able to retell the English movie confidently.

Referring to question item 8 (Qi8), it showed that 15.4% or 4 students clicked on the strongly agree button and 42.3% or 11 students clicked on the agree button that their pronunciation was getting better after watching. 26.9% or 7 students clicked on neutral, 3.8% or 1 student clicked on the disagree button, and 11.5% or 3 students clicked

on the strongly disagree button. Furthermore, the generated mean of Qi8 was 3.54, and the standard deviation obtained was 1.029. In conclusion, 5.77% or 15 students had better pronunciation after being intervened with short movies.

Referring to question item 9 (Qi9), it described that 3.8% or 1 student clicked on the strongly agree button and 30.8% or 8 students clicked on the agree button that they could recognize falling and raising intonation. 53.8% or 14 students clicked on the neutral button, 7.7% or 3 students clicked on the disagree button, and 3.8% or 1 student clicked on the strongly disagree button. In addition, the generated mean of Qi9 was 3.19, and the standard deviation obtained was .895. Therefore, it could be concluded that 34.6% or 9 students, responded positively that they could recognize falling and rising intonation. Nonetheless, more dominantly, 53.8% or 14 students, chose neutral.

Referring to question item 10 (Qi10), it presented that 76.9% or 20 students clicked on strongly agree and 23.1% or 6 students clicked on agree button that they got many new vocabularies during watching. Besides that, the generated mean of Qi10 was 4.77, and the standard deviation obtained was .430. Thus, it could be concluded that 100% or 26 students, responded positively that they gained their English vocabulary improved when watching the English short movies.

Referring to question item 11 (Qi11), it found out that 30.8% or 8 students clicked on the strongly agree button and 46.2% or 12 students clicked on the agree button that they could retell the content of the movie easily. 19.2% or 5 students clicked on the neutral button, and 3.8% or 1 student, clicked on the disagree button. Conversely, the generated mean of Qi10 was 4.00, and the standard deviation obtained was .938. For that reason, 77% or 20 students responded positively that they retold the movie's content easily.

Referring to question item 12 (Qi12), it stated that 38.5% or 10 students clicked on the strongly agree button and 57.7% or 15 students clicked on the agree button that they could properly understand the content of the movie. 3.8% or 1 student, clicked on neutral button clicked on neutral button. Moreover, the generated mean or Qi12 was 4.35, and the standard deviation obtained was .562. Hence, it could be further revealed that 96.2%, or 25 students, responded positively that they were able to understand the short movie's content easily.

Referring to question item 13 (Qi13), it said that 19.2% or 5 students clicked on the strongly agree button and 30.8% or 8 students clicked on the agree button that they could speak grammatically correct English. 46.2%, or 12 students, clicked on the neutral button, and 3.8%, or 1 student, clicked on the disagree button. Besides, the generated mean of Qi13 was 3.62, and the standard deviation obtained was .941. In brief, 50%, or 13 students, were able to speak grammatically correct English.

Referring to question item 14 (Qi14), 23.1% or 6 students clicked on the strongly agree button, and 34.6% or 9 students clicked on the agree button that they could retell the movies fluently. 38.5%, or 10 students, clicked on the neutral button, and 3.8%, or 1 student, clicked on the disagree button. Additionally, the generated mean of Qi14 was 3.73, and the standard deviation obtained was .962. In conclusion, 57.7% or 15 students responded positively that they could retell the short movies fluently.

Referring to question item 15 (Qi15), 3.8% or 1 student clicked on the strongly agree button, and 19.2% or 5 students clicked on the agree button. 42.3% or 11 students clicked on the neutral button, 30.8% or 8 students clicked on the agree button, and 3.8% or 1 student clicked on the strongly disagree button. Additionally, the generated mean of Qi15 was 2.62, and the standard deviation obtained was 1.235. Hence, it could be stated that 34.6% or 9 students responded positively that they had no problems in understanding the movie plot. However, more dominantly, 42.4% or 11 students responded neutrally.

Referring to question item 16 (Qi16), 26.9% or 7 students clicked on the strongly agree button and 57.7% or 15 students clicked on the agree button that their English-speaking performance was getting better. 15.4%, or 4 students, clicked on the neutral button. No student clicked on the disagree and strongly disagree buttons. Furthermore, the generated mean of Qi16 was 4.12, and the standard deviation obtained was 6.53. Briefly writing, it could be stated that 84.6% of 22 students responded positively that there was a better improvement in their English-speaking performance.

Referring to question item 17 (Qi17), 61.5% or 16 students clicked on the strongly agree button and 38.5% or 10 students clicked on the agree button that they could get many moral lessons after watching the short movies. No student clicked on neutral, disagree, and strongly disagree buttons. Additionally, the generated mean of Qi17 was 4.62, and the standard deviation obtained was .496. Thus, it could be revealed that 100% or 26 students responded positively that they could learn many moral lessons they could earn from watching the short movies.

Referring to question item 18 (Qi18), 2.8% or 1 student clicked on the strongly agree button, and 42.3% or 11 students clicked on the agree button that they could not get some pronounced phrases and sentences in the movies. 26.9% or 7 students clicked on the neutral button, 19.2% or 5 students clicked on the disagree button, and 7.7% or 2 students clicked on the strongly disagree button. Furthermore, the generated mean of Qi18 was 3.04, and the standard deviation obtained was 1.216. Briefly, 46.1% or 12 students responded positively that they could not grasp some pronounced expressions from the movies.

Referring to question item 19 (Qi19), 23.1% or 6 students clicked on strongly agree, and 65.4% or 17 students clicked on the agree button that they love learning to speak with various titles of English short movies in the class. 7.7% or 2 students clicked on the neutral button, and 3.8% or 1 student clicked on the disagree button. Meanwhile, the generated mean of Qi19 was 4.04, and the standard deviation obtained was 824. In conclusion, it could be stated that 85.4% or 23 students, responded positively that they love learning to speak English with various movie titles.

Referring to question item 20 (Qi20), it could be vividly seen that 11.5% or 3 students clicked on the strongly agree button and 61.5% or 16 students clicked on the agree button that they could retell the movies sequentially. 26.9%, or 7 students, clicked on the neutral button. No students clicked on the disagree and strongly disagree buttons. Moreover, the generated mean of Qi20 was 3.85, and the standard deviation obtained was .613. For that description, it could be concluded that 73%, or 19 students, responded positively that they could retell the movies sequentially.

Referring to question item 21 (Qi21), 19.2% or 5 students clicked on the strongly agree button, and 57.7% or 15 students clicked on the agree button that they could analyze and write the sequence of movie events accordingly. 23.1%, or 6 students, clicked on the neutral button. Furthermore, the generated mean of Qi21 was 3.96, and the standard deviation obtained was .662. Ultimately, 76.9% or 20 students, responded positively that they were able to analyze and write a sequence of movie events accordingly.

## Discussion

After getting the results of the questionnaire computation and description, a thorough discussion was made. The instrumentation analyses sought three aspects, namely psychological, linguistics, and literature. Q1-Q7 were categorized into linguistics aspect, Q8-Q14 were categorized into linguistics aspect, and Q15-Q21 were categorized into literature aspect.

Seeing from psychological aspect, it was found out that 25 students (96.1%) gave positive feedback that using short story made them like to learning to speak in the classroom, 25 students (96.2%) gave positive feedback that integrating short movie got them more motivated to speak, 26 students (100%) gave positive feedback that learning to speak English with short movie made them feel more enthusiastic, 18 students (69.3%) gave negative feedback that they did not feel bored when watching movies in English speaking classroom, 12 students (46.2%) gave negative feedback that they were not anxious when learning to speaking with short movies. 13 students (50%) gave positive feedback that they could retell the story bravely in English speaking class, 12 (46.1%) gave positive feedback that students were able to retell the English movie confidently. These findings were in parallel with some experts' standpoints that most students typically prefer watching movies to relax; all they must do is settle into a chair and get their ears and eyes ready to watch, listen, and enjoy. Language instructors must promote and use watching movies as a way for students to learn English (Al Murshidi, 2020). In addition, movie media can be used to introduce students to English and culture, boost their motivation, and make learning more engaging in the classroom (Kristiawan et al., 2022). Also, according to Goctu (2017), utilizing movies in language learning classes increases students' willingness to study since they feature everyday interactions in a way that makes learning enjoyable and increases student participation. Having the same thought, short movies have been shown to increase students' enthusiasm for new English language learning (Madiyoh et al., 2018). According to Hameed (2016), the study demonstrates that the use of short films in English language instruction significantly affects students' learning outcomes. Apart from that, the audio-visuals of English short films attracted students' interest, according to Irmanda et al. (2021). When it came to honing their English, most of them said they were able to get over their stiffness and fear. English-language films may also inspire students to engage energetically and actively in the teaching and learning process. According to Hassan, Murshidi, and Al Murshidi (2020), seeing English-language movies also helps students' speaking and listening skills in the language, and this beneficial relationship is reinforced by the students' heightened motivation to learn. Based on the description above, it was stated that positive feedback was given by the EFL learners concerning learning preference, motivation, enthusiasm, and bravery; on the other hand, negative feedback was given by the EFL learners concerning on boredom and anxiety. It could be further revealed that the incorporation of the short movie with retelling technique in English-speaking classrooms could enhance the EFL learners' learning preference, motivation, enthusiasm, and bravery.

In addition, from the linguistics aspect, it was revealed that 15 students (5.77%) had better pronunciation after being intervened with short movies, 9 students (34.6%) responded positively that they could recognize falling and raising intonation. Nonetheless, more dominantly 14 students (53.8%) chose neutral, 26 students (100%) responded positively that they gained their English vocabulary improved when watching the English short movies, 20 students (77%) responded positively that they retold the movies content easily, 25 (96.2%) students responded positively that they were able to understand the short movies content easily, 13 students (50%) were able to speak grammatically correct English, 15 (57.7%) students responded positively that they were capable of retelling the short movies fluently. These findings were in line with some experts' statement that given its profound impact on the improvement of fundamental language abilities, including speaking, writing, listening, and reading, movies can be an essential component of the curriculum (Karataş & Tuncer, 2020). Movies assist pupils in learning more English syntax, vocabulary, and other language abilities while also enhancing their English proficiency (Damayanti, 2021). Additionally, adding and extending vocabulary is one of the teaching approaches, and films are employed as learning tools to make the lessons more appealing. Subtitled movie viewing facilitates the direct and deliberate application of newly acquired vocabulary and idioms by language learners (Nurfauziah et al., 2023). Besides, short English-language films are a great way to teach since they keep students engaged and encourage active listening, which helps them expand their vocabulary (Tnomat et al., 2022). Concerning the interpretation above, it was found that positive feedback was provided by the EFL learners in conjunction with pronunciation, vocabulary, content, grammar, and fluency; on the other hand, neutral feedback was provided by the EFL learners in conjunction with intonation. Therefore, it could be stated that the majority of the EFL learners had positive feedback on their English-speaking aspects, such as pronunciation, vocabulary, content, grammar, and fluency, excluding intonation.

Seeing from the literature aspects, 9 students (34.6%) responded positively that they had no problems in understanding the movie plot. But, more dominantly 11 students (42.4%) responded neutrally, 22 students (84.6%) responded positively that there was a better improvement on their English speaking performance, 26 students (100%) responded positively that many moral lessons they could learn from watching the short movies, 12 students (46.1%) responded positively that they could not grasp some pronounced expressions from the movies, 23 students (85.4%) responded positively that they love learning to speak English with various movie titles, 19 students (73%) responded positively that they were capable of retelling the movies sequentially, and 20 students (76.9%) responded positively that they were able to analyze and write sequence of movie events accordingly. These findings were supported by several experts' statements that students' academic writing abilities can also be enhanced by incorporating films into EFL/ESL lessons. believing that "Visuality" films are a useful technique for teaching English since they offer resources for comprehending English language learners in a perfect visual setting (Kim, 2020). Students who use movies to learn English benefit from both visual and auditory components in addition to visual or aural aids. Students engage by translating the sources into English in addition to seeing and listening to audiovisual materials and watching movies with subtitles (Perez, 2022). Another viewpoint, according to research, is that using films in the English classroom has been demonstrated to enhance students' comprehension-based learning (Kohar, 2022), critical thinking (Nyström, 2019), and expressiveness in pragmatic application (Bambini et al., 2021). Additionally, movies teach learners through paralinguistic signs, which allow them to comprehend the nature of talks by seeing the gestures, pauses, actions, and emotions of characters (Abolfotouh, 2020). Based on the results obtained above, it could be revealed that although the plot was given neutrally by the EFL learners, positive feedback was made by some other EFL learners about moral lesson, sequence of movie events, speaking and writing performance, and movie event analysis.

## CONCLUSION

Aligning with the research finding and discussion above, some conclusions and pedagogical implications were made with full care to motorize this current inquiry. In finding one, viewed from a psychological aspect, positive feedback was made by the participants in the category of English learning preference, motivation, enthusiasm, and bravery. Finding two, seen from a linguistics aspect, is positive feedback earned by the majority of the EFL learners on their English-speaking aspects, particularly on pronunciation, vocabulary, content, grammar, and fluency, excluding intonation. Finding three, concerned on literature aspect, positive feedback was possessed by some other EFL learners in line with generating moral lesson, understanding sequence of movie events, speaking and writing, as well as analyzing movie event, but limited to plot understanding which was responded neutrally.

Regarding the above conclusion, several pedagogical implications were noted to the following parties, such as English lecturers, EFL students, stakeholders, and other researchers. Firstly, English teachers should take these aspects into account before attending English-speaking classrooms when utilizing short movies. Secondly, EFL students need to be exposed to these aspects after being instructed with short movies with retelling techniques as

these would help them for the upcoming English-speaking activities. Thirdly, stakeholders should ponder these aspects with deeper analyses to be then used with different English teaching strategies and media. Fourthly, other researchers must research these with dissimilar scope and instrumentation to dig deeper findings.

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