Transformative Literacy Training for English Students: The Impact of Movie-Based Learning Methods

*¹Karimaliana, ¹Syahrul Ramadhan, ¹Mukhaiyar
¹Universitas Negeri Padang, Indonesia

*Correspondence:
Karimaliana@student.unp.ac.id

Abstract

This study investigates the impact of movie-based training on enhancing English literacy among high school students. Employing a quantitative approach, it explores the relationship between movie-based English communication training and its effect on literacy skills. The research involves 57 high school students from private schools. The SEM PLS technique was utilized for data analysis. Validity tests confirmed the reliability of all survey items, with indicators exceeding a 0.5 loading factor. The study's focus is the direct impact of understanding English communication through movies on student literacy. Notable findings were observed at Ar-Raudhatul Hasanah private school, where a significant correlation was established, indicated by a p-value of less than 0.05 and a t-value of 6.774, surpassing the threshold of 2.008, marking a substantial influence of movie-based training on enhancing English communication skills. This suggests that such training could be beneficial not only for students but for a broader audience as well.

Keywords: Literacy, EFL, movie, communication, ELT

INTRODUCTION

The advent of technology significantly impacts various aspects of life, notably in disseminating knowledge and information, which now transcends spatial and temporal boundaries. This technological evolution is particularly relevant in education, where innovative learning methods are essential for enhancing English communication skills among teachers. Such learning innovations promote independent, creative, and active learning among educators and contribute to the efficiency and effectiveness of educational processes.

One notable approach to making learning more engaging is the adoption of digital or electronic formats for educational materials. E-books serve as a prime example, offering information or texts in an electronic book format (Jantz, 2001). These digital texts are stored on various media like hard drives, diskettes, CDs, or flash drives. They are accessible through computers or dedicated electronic book readers (e-book viewers or e-readers).

This approach, as outlined by Mulyadi et al. (2019), represents a significant shift towards more interactive and accessible educational resources, aligning with the ongoing technological advancements in the education sector.

As the primary beneficiaries of educational initiatives, students greatly benefit from environmental awareness incorporated into their curriculum, particularly in enhancing English language skills. Acquiring proficiency in English speaking is a significant challenge for students, highlighting the importance of using effective learning media to improve their communication skills (Siska et al., 2018). Linda and Mukhaiyar (2020), Dimbleby et al. (2020), and Andrienko et al. (2020) note that communication is a fundamental aspect of human existence for expressing thoughts, emotions, knowledge, skills, and ideas. In this context, English students encounter various challenges in developing and maintaining their language proficiency, often struggling with balancing language learning with other academic demands.

Horwitz (1988), Hyland (2007), Qizi (2020), Hosni (2014) emphasizes that foreign language proficiency is crucial for students' personal and academic development, as language is a distinguishing factor among different cultural and professional groups. Effective communication is achievable for students only when motivated and with opportunities to express their identity and interact with others in the target language. This highlights the need for educational systems to equip students with the tools and opportunities to continually improve and maintain their English language skills in a world where effective communication is critical. As stated in "The Role of Digital Literacy in Pandemic Times" by Suherdi (2021), digital literacy refers to the knowledge and skills required to effectively use digital media, such as communication tools and the internet. For students, these skills include finding, processing, evaluating, using, creating, and judiciously applying digital media in various learning contexts. Digital literacy offers multiple benefits to students, such as enhancing their ability to discover and comprehend information, broadening their insights (Cenrikawaty et al., 2018), fostering critical thinking, expanding vocabulary, improving verbal skills, and enhancing focus and concentration. Furthermore, digital literacy contributes to developing reading, writing, and sentence construction skills, all essential for comprehensive language learning.

Movies are an effective medium for enhancing student literacy in English speaking skills. Watching films, especially without local language subtitles, can significantly improve students' English language vocabulary, a crucial factor in enhancing reading comprehension. This approach aids in vocabulary enhancement through subtitles, improves speaking fluency and pronunciation, develops listening skills, and offers exposure to various accents.

Movies, as authentic materials, are highly effective in enhancing listening and speaking skills in English for students. According to Vijayakumar et al. (2020), Zhang (2013), and Jaelani (2020) they provide real-life examples of how native speakers communicate, offering learners exposure to authentic conversations. This approach highlights the importance of understanding the nuances of language from a 'semantic perspective' and emphasizes the need for language learners to utilize movies as a communication technique. As digital or electronic learning materials, movies can be integrated with social networking sites, enhancing accessibility and effectiveness in the learning process.

Furthermore, by using movies with English subtitles that match the spoken dialogue, students can observe and learn the expressions and pronunciation of English directly from native speakers. This exposure is expected to familiarize them with conversational English, enhancing their listening comprehension and speaking abilities. Syofiani et al. (2019) define media as "everything that can be used to channel messages and stimulate the learning process in students." Utilizing such media makes learning more engaging and helps students better understand the content. This method also offers students an opportunity to improve their speaking skills. Using subtitled English movies as a learning tool represents a novel approach to teaching speaking skills (Hestiana and Anita, 2022). The effectiveness and potential of this approach make it a compelling subject for further research, as it offers a new and innovative method for language learning.

The primary objective of this research is to explore the efficacy of utilizing movies as a learning tool in enhancing English literacy and communication skills among students within the framework of digital literacy in educational environments. This study assesses how digital literacy, focusing on movie-based learning materials, impacts the teaching and learning process, particularly for English learners. It seeks to understand the role of subtitled movies in language learning, their effectiveness in improving listening and speaking skills, and how they can be integrated with other digital and electronic learning resources. The research also aims to evaluate the influence of movies on students' English communication skills, thereby improving their learning efficacy and engagement, and to propose innovative learning methods leveraging movies as a tool for language learning.

METHOD

This study used a quantitative research approach to explore the relationship between understanding English communication through movies and improving English students' literacy. Quantitative research is based on measurements expressed in quantity, while qualitative research focuses on uncovering motives or desires underlying the intended subject, often necessitating in-depth interviews. A quantitative framework was deemed most suitable for this study, given these distinctions (Winter, 2000). An explanatory design was adopted, concentrating on linking two specific variables: the factor of understanding English communication through movies (variable x) and the improvement of English students' literacy (variable y).

This study was conducted at Ar-Raudhatul Hasanah Senior High School in Medan City, where students' hesitancy to speak English is observable. This private high school was chosen due to the visual patterns and the scarcity of research in this area. The school's mandatory English-speaking activities necessitate that students improve their English language skills, part of which involves engaging with movies.

Data was collected using a questionnaire. As Young (2015), Cohen et al. (2017), Sadan (2017), and Taherdoost (2021) point out, questionnaires are an efficient tool for structured data collection, particularly in quantitative research. Their use does not require the direct presence of the researcher, making the process more efficient. The English version of the questionnaire was translated into Bahasa Indonesia to minimize potential misunderstandings. Ensuring the validity of the instrument is crucial. Heale and Twycross (2015) emphasize the importance of validity and reliability in confirming research results. This study used 16 questionnaires distributed to 57 Ar-Raudhatul Hasanah High School

English students. The validity test results using SEM PLS show a validity value above 0.7, indicating that all questionnaires are valid. The composite reliability value on the variable understanding of English communication through movies (X) is 0.812, and the combined reliability value on the variable of increasing English student literacy (variable y) is 0.937 (Ghozali, 2020).

Another data source was the record of vocabulary literacy improvement that students recognized as improving their ability to speak more fluently and use better grammar. This included several listening, writing, and speaking indicators. For data analysis, descriptive statistics were used to answer the two main research questions: the condition of students' English communication comprehension and the improvement in students' English literacy. Cohen et al. (2017) show that descriptive statistics effectively describe and provide insight into the data collected.

FINDING AND DISCUSSION
Respondent Characteristics
Table 1. Characteristics of Respondents based on gender

Gender	Frequency	Percentage
Male	23	40
Female	34	60

The data table presents a gender distribution among participants, categorized into male and female. Of the 57 participants, 23 are males, accounting for 40% of the group. The remaining 34 participants are females, making up 60%. This distribution emphasizes a slightly higher representation of females in the study.

Table 2. Convergent Validity results

Variable	Indicator	Outer Loading	Description
Understanding of English communication through Movie (X)	X. 1	0.781	Valid
	X. 2	0.748	Valid
	X. 3	0.738	Valid
	X. 4	0.792	Valid
	X. 5	0.781	Valid
	X. 6	0.743	Valid
	X. 7	0.795	Valid
	X. 8	0.757	Valid
Student literacy improvement (Y)	Literacy.1	0.796	Valid
	Literacy.2	0.728	Valid
	Literacy.3	0.828	Valid
	Literacy.4	0.820	Valid
	Literacy.5	0.918	Valid
	Literacy.6	0.879	Valid
	Literacy.7	0.852	Valid
	Literacy.8	0.841	Valid

The table outlines the measurement of two critical variables in the study, each broken down into several indicators. The first variable, "Understanding of English Communication through Movie (X)," is evaluated through eight distinct indicators (X.1 to X.8), each with an outer loading value that assesses its effectiveness. These values range from 0.738 to 0.795, all above the commonly accepted threshold of 0.7, qualifying them as valid measures. This suggests that each indicator effectively captures different facets of how movies influence the understanding of English communication.

The second variable, "Student Literacy Improvement (Y)," is similarly measured with a set of eight indicators (Literacy.1 to Literacy.8). The outer loading values for these indicators are also above the 0.7 threshold, ranging from 0.728 to 0.918, again indicating their validity. These high values suggest that the indicators are reliable in measuring the improvement in student literacy. Each of these indicators represents different aspects of literacy, such as reading comprehension, writing skills, or vocabulary acquisition, and their high loadings confirm their strong relevance to the overall construct of student literacy improvement.

Table 3. Composite reliability Output

Variable	Composite Reliability	Cronbach's alpha	Description
Understanding of English communication through Movie (X)	0.855	0.812	Reliable
Student literacy improvement (Y)	0.948	0.937	Reliable

Table 3 presents the output of composite reliability analysis for two variables in a study, providing insights into their reliability. The first variable, "Understanding of English communication through Movie (X)," shows a Composite Reliability score of 0.855 and a Cronbach's Alpha score of 0.812, indicating high internal consistency and reliability. These scores suggest that the tools or methods used to measure the understanding of English through movies are consistent and dependable. The second variable, "Student literacy improvement (Y)," exhibits even higher reliability, with a Composite Reliability score of 0.948 and a Cronbach's Alpha score of 0.937. This exceptionally high level of reliability implies that the measurements used to assess student literacy improvement are highly consistent and trustworthy. In both cases, the reliability scores comfortably exceed the generally accepted threshold of 0.7, affirming the reliability of the variables. Overall, the table effectively communicates that the methods used to measure understanding of English through movies and student literacy improvement are reliable, ensuring confidence in the study's findings.

Table 4. Direct Effect Output

Variable Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Statistic (IO/STDEV)	P Values
Understanding of English Through Movies -> Student Literacy Improvement	0.564	0.607	0.083	6.774	0.000

The table illustrates the significant impact of using movies to improve English literacy among students. An original sample value of 0.564 and a sample mean of 0.607

indicates a consistent positive effect. The standard deviation of 0.083 suggests minimal variability in this impact. Most notably, a statistic of 6.774 and a P value of 0.000 highlight the solid statistical significance of this relationship, firmly establishing the effectiveness of movies in enhancing student literacy in English.

DISCUSSION
The role of Movies in improving English students' literacy in communication.

The role of movies in enhancing English students' literacy in communication is multifaceted and significant. Students benefit from engaging and interactive methods when teaching communication and speaking skills, which are crucial components of English proficiency tests. Listening skills, a key part of language proficiency, can be developed through enjoyable activities like listening to the radio and English songs, and mainly through watching English movies, closely related to enhancing these skills. For students to improve their communication abilities in English, employing effective methods and media is essential to make the learning process more engaging and understandable. Here, the teacher's role as a facilitator becomes crucial in encouraging students to express their ideas and participate in various English activities, especially speaking, to develop their competence and fluency (Yustina & Mukhaiyar, 2018).

Enhancing English communication skills can be approached in several ways, including reading books, engaging in conversations, participating in online forums, and watching movies. English movies, a teaching and learning medium in language classes, can significantly increase students' sensitivity to language and expand their vocabulary. Movies are engaging due to their storytelling aspect and can be followed and observed with interest. While subtitles in any language are great tools for enjoying films from different cultures, relying solely on them may lead to a passive understanding of the language. English subtitles, however, can improve reading comprehension and heighten students' awareness of the main ideas in texts, which is vital for comprehension. Conversational topics should relate to real-world situations, covering themes like self, family, people, places, objects, and shopping, as these reflect actual scenarios students might encounter (Zaim et al., 2017).

The benefits of subtitled movies for students learning English. Subtitled films are more effective in enhancing auditory comprehension than non-subtitled ones. They aid in improving reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary acquisition. Movies with subtitles that match the spoken dialogue allow students to learn expressions and pronunciation directly from native speakers. This exposure is anticipated to familiarize students with conversational English, improving their speaking skills.

This research aligns with previous studies, emphasizing the effectiveness of visual media, such as movies with English subtitles, in enhancing understanding of listening and speaking in English. For instance, Mulyadi and Mutmainnah (2015) highlighted that subtitles can significantly aid comprehension. Movies, when watched for entertainment, can become a discreet means of learning English, as viewers focus on both reading subtitles and listening to the pronunciation by native speakers in the film.

Megawati et al. (2021) support these findings, noting that using movies as a learning medium provides background information that activates prior knowledge in

students. This is crucial in stimulating the four language skills outlined by Herron and Hanley in Canning's research. Watching movies entertains and engages learners, making it an enjoyable way to learn English. Movies combine audio, visuals, and text, aiding in understanding the meaning and spelling of new words. This approach is expected to enrich vocabulary and enhance English language skills, mainly speaking skills (Handayani et al., 2018).

Further supporting this notion, incorporating such series into language learning routines offers substantial benefits, particularly for teachers. This approach leverages the widespread appeal of popular media platforms to enhance language skills among educators. However, the study by Apriyanti et al. (2018) cautions about the need for selectivity in choosing digital applications that align with learning objectives. For tasks involving video uploads, platforms like Instagram are deemed suitable for improving English skills for both teachers and students.

Authentic conversations in digital media provide a realistic representation of how native English speakers communicate. The benefits extend beyond language learning, including gaining sociocultural knowledge and conversational topics. This makes such series a valuable resource for educators, offering language input, cultural insights, and discussion material. Teachers can then transfer what they learn from these series to their students, enhancing the educational experience (Enidar et al., 2018).

CONCLUSION

This study investigates the connection between understanding English communication through movies (X) and enhancing student literacy (Y), exploring how these elements interact and influence each other. The focus is on 57 English students from private high schools. The validity of the questionnaire items was confirmed, as all indicators exceeded the loading factor of 0.5, ensuring the validity of the questions posed to the respondents. In examining the relationship between these two variables, the study uncovered a direct impact of students' understanding of English communication through movies on their literacy improvement. This was evidenced at Ar-Raudhatul Hasanah Private High School, where a significant value of 0.000 (less than the threshold of 0.05) and a t-count value of 6.774 (exceeding the t-table value of 2.008) were observed. This implies that watching movies substantially influences improving English communication skills, not just for English teachers but for anyone engaging with this medium, including students. The study thus highlights the significant role that movies can play in enhancing English literacy and communication skills.

Furthermore, this study has certain limitations that should be acknowledged. Firstly, it was conducted with a relatively small and homogenous sample of 57 English students from a single private high school, which may limit the generalizability of the findings to broader and more diverse student populations. The focus on movies as the primary medium of English communication enhancement, while considering other forms of media or educational methods, limits the scope of the study. Additionally, the reliance on self-reported measures for assessing literacy improvement can introduce subjective biases, and the study's cross-sectional nature does not allow for an examination of long-term effects or causality.

For future research, it would be beneficial to conduct similar studies with larger, more diverse samples, including students from different educational backgrounds and regions. Expanding the research to include a variety of media, such as television shows, podcasts, and interactive digital platforms, could provide a more comprehensive understanding of multimedia impacts on language learning. Longitudinal studies help in understanding the long-term effects of movie-based learning on English literacy. Furthermore, incorporating objective literacy assessments and exploring the potential moderating or mediating effects of factors like students' initial language proficiency or learning styles could yield more profound insights. Finally, qualitative research, including interviews and focus groups, could provide nuanced perspectives on students' experiences and attitudes toward using movies for language learning.

REFERENCES

Andrienko, T., Chumak, N., & Genin, V. (2020). Emotional intelligence and acquisition of english language oral communication skills. Advanced Education, 66-73. http://ae.fl.kpi.ua/article/view/201013

Apriyanti, D., Syofiani, Ramadhan, S., & Mukhaiyar. (2018). Improving students' public speaking skills through Instagram. *Proceedings of the International Conference on Language, Literature, and Education (ICLLE 2018)*. https://doi.org/10.2991/iclle-18.2018.45

Cenrikawaty, Y., Mukhaiyar, M., Yasin, A., & Manaf, N. A. (2018). The English teachers' management for genre-based writing instruction in learning process of 2013 curriculum at senior high school. *Proceedings of the International Conference on Language, Literature, and Education (ICLLE 2018)*. https://doi.org/10.2991/iclle-18.2018.49

Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.

Dimbleby, R., & Burton, G. (2020). More than words: An introduction to communication. Routledge. https://books.google.com/books?hl=en&lr=&id=04n1DwAAQBAJ&oi

Enidar, E., Mukhaiyar, M., Effendi, Z., & Amri, Z. (2018). The effectiveness of developing contextual material for teaching English at Madrasah Aliyah. *Jurnal Aplikasi IPTEK Indonesia*, *2*(2). https://doi.org/10.24036/4.22123

Ghozali, I. (2020). *Aplikasi analisis multivariate*. Universitas Diponegoro.

Handayani, I., Mukhaiyar, M., & Syarif, H. (2018). The cognitive, affective, and psychomotor domain on English Lesson Plan in school_based curriculum. *International Journal of Multidisciplinary Research of Higher Education*, *1*(1), 32–44. https://doi.org/10.24036/ijmurhica.v1i1.15

Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-Based Nursing*, *18*(3), 66–67. https://doi.org/10.1136/eb-2015-102129

Hestiana, M., & Anita, A. (2022). The role of movie subtitles to improve students'vocabulary. Journal of English Language Teaching and Learning, 3(1), 46-53. http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/1715

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. The modern language journal, 72(3), 283-294. https://www.jstor.org/stable/327506

Hosni, S. A. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature* (Ijsell), 2(6).

Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. Journal of second language writing, 16(3), 148-164. https://www.sciencedirect.com/science/article/pii/S1060374307000495

Jaelani, A. (2020). The Use of Authentic Materials in EFL Listening Classrooms: Students' Perspectives. Prosiding lppm uika bogor. http://pkm.uika-bogor.ac.id/index.php/prosiding/article/view/634

Jantz, R. C. (2001). E-books and new library service models: An analysis of the impact of ebook technology on academic libraries. Information Technology and Libraries, 20(2), 104-113. https://scholarship.libraries.rutgers.edu/view/delivery/01RUT_INST/126434424000 04646/13643500760004646

Linda, N., & Mukhaiyar, M. (2020). Teacher's behaviors: Verbal and non-verbal behavior during the English classroom interaction. *International Journal of Educational Dynamics*, *2*(1), 113–123. https://doi.org/10.24036/ijeds.v2i1.239

Megawati, M., Harimurti, E. R., Nurwiatin, N., & Nurhasanah, N. (2021). Hubungan antara kebiasaan menonton film berbahasa Inggris menggunakan English subtitle dan kemampuan berbicara bahasa Inggris. *RDJE (Research and Development Journal of Education)*, *7*(2), 363. https://doi.org/10.30998/rdje.v7i2.8594

Mulyadi, D., & Mutmainnah, Y. (2015). Penggunaan film berbahasa Inggris dengan English subtitle dalam meningkatkan keterampilan listening. *Prosiding Seminar Nasional & Internasional*.

Mulyadi, M., Atmazaki, A., & Syahrul, R. (2019). The development of interactive multimedia E-module on Indonesia language course. *Proceedings of the 1st International Conference on Innovation in Education (ICoIE 2018)*. https://doi.org/10.2991/icoie-18.2019.65

Qizi, K. N. U. (2020). Soft skills development in higher education. Universal Journal of Educational Research, 8(5), 1916-1925. https://www.academia.edu/download/64331529/UJER28-19515399.pdf

Sadan, V. (2017). Data collection methods in quantitative research. Indian Journal of Continuing Nursing Education, 18(2), 58-63. https://journals.lww.com/ijcn/_layouts/15/oaks.journals/downloadpdf.aspx?an=015 86100-201718020-00008

Siska, W., Mukhaiyar., & Ratmanida. (2018). English teachers' strategies in giving oral corrective feedback on students' speaking performance. *Proceedings of the sixth International Conference on English Language and Teaching (ICOELT-6).* 6(1), 158-168.

Suherdi, D. (2021). *Peran literasi digital di masa Pandemik*. Cattleya Darmaya Fortuna.

Syofiani, S., Zaim, M., Ramadhan, S., & Agustina, A. (2019). Peningkatan keterampilan berbahasa siswa melalui pemanfaatan media teka-teki silang: Menciptakan kelas yang menyenangkan. *Ta'dib*, *21*(2), 87. https://doi.org/10.31958/jt.v21i2.1232

Taherdoost, H. (2021). Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects. International Journal of Academic Research in Management (IJARM), 10(1), 10-38. https://hal.science/hal-03741847/

Vijayakumar, M., Baisel, A., Subha, S., & Abirami, K. (2020). Impact of TV shows on English language acquisition. *International Journal of Recent Technology and Engineering*, *8*(5), 2414–2416. https://doi.org/10.35940/ijrte.d7502.018520

Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. The qualitative report, 4(3), 1-14. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=b64a6435792794 42b7fc654ed6ce486356afbe41

Young, T. J. (2015). Questionnaires and surveys. Research methods in intercultural communication: A practical guide, 163-180.

Yustina, L. S., & Mukhaiyar, M. (2018). Enhancing students' speaking skills through concept mapping strategy. *Proceedings of the Sixth International Conference on Languages and Arts (ICLA 2017)*. https://doi.org/10.2991/icla-17.2018.18

Zaim, M., Mukhaiyar, M., & Syahriati, M. (2017). The need for authentic assessment for speaking skills at junior high school. *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT 2017)*. https://doi.org/10.2991/iselt-17.2017.18

Zhang, H. (2013). Pedagogical challenges of spoken English learning in the Second Life virtual world: A case study. British Journal of Educational Technology, 44(2), 243-254. https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8535.2012.01312.x