

The Perception of Indonesian EFL University Students on Perceiving English Movies for Oral Communication Enhancement

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Abstract

This study investigates the perception of Indonesian EFL university at a state university regarding the use of English movies as a learning medium to enhance oral communication skills. Employing a qualitative descriptive approach, data were collected from seven English students majoring in English language-related fields. The findings reveal that students perceive English movies as highly beneficial for developing oral communication, particularly in five core aspects: (1) speaking fluency, (2) pronunciation clarity, (3) lexical adequacy, (4) grammatical accuracy, and (5) pragmatic competence. Students reported increased motivation, confidence, and contextual language awareness after regular engagement with English movies. However, the exclusive use of movies also surfaced persistent challenges, including difficulty with fast-paced dialogue, unfamiliar accents, idiomatic or culturally embedded expressions, and technical issues such as subtitle dependence and internet access. Overall, the findings underscore the need for a balanced approach: integrating English movies with other communicative and formal resources, supported by explicit teaching and scaffolding, to fully optimize oral communication learning outcomes in EFL contexts.

Keywords: English Movies, EFL Students, Oral Communication, Student Perceptions, Qualitative Study

INTRODUCTION

In the context of global interconnectedness in the 21st century, English proficiency is a critical factor in regional and national competitiveness, especially in the educational and professional sphere to be a bridge facilitating global communication and non-English speaking countries across the world continue to prioritize the English language as dominates spoken languages education in their efforts to be internationally competitive. As technology has developed over time, audiovisual multimedia has been feasible improving English language skills, particularly oral communication skills, by providing authentic exposure to language and culture. According to data from (Education First, 2023), Indonesia is ranked 81st out of a total of 113 countries, which indirectly reflects the unfortunate level of English proficiency in Indonesia and lags behind other countries in the region, such as Malaysia, which is ranked 25th and Vietnam which is ranked 58th. The proficiency gap reported in The EF Index highlights a growing proficiency gap that is worsening the use of digital technology in education rapidly, where (Databooks, 2023) shows that a percentage of more than 70% of Indonesians are now active users consuming audiovisual digital media every day, but only 12% use it only as a

learning medium for language learning (We Are Social, 2023).

Consequently, the Ministry of Education and Culture has established English as the first foreign language in the national curriculum, as outlined in the Indonesian Education Law (Permendikbud, 2016). Despite exposure to English throughout twelve years of formal education, achieving oral proficiency remains a significant challenge, even for English majors. By choosing movies that suit their interests, EFL students can set personal goals and reflect on their progress, increasing their motivation and commitment to improving their oral communication skills. This alligns with self-directed learning (SDL), which empowers learners to take responsibility for their education by studying outside the classroom, maximizing the potential of English-language movies and other digital media to deepen understanding and foster active engagement in learning activities. (Khalid et al., 2020; Vaganova et al., 2020).

SDL effectively improves oral communication skills, particularly in informal contexts outside the classroom. Moreover, modern educational systems widely integrate technology to support self-directed learning, with English movies as a optimum source of audiovisual input that helps vocabulary acquisition, comprehension, and authentic

language exposure. Engaging with English movies allows EFL learners to practice pronunciation and intonation by imitating native speakers, thus increasing their confidence in speaking. Additionally, learners are able to understand idiomatic expressions and contextual vocabulary, which is essential for effective communication, by exposing them to real-life dialogues in movies. A previous study by Albiladi et al., (2018) found that entertainment-related learning medium, such as English movies, significantly enhance EFL learners' engagement and utilizing English movies, with or without subtitles, has improved listening and speaking skills while fostering a positive attitude toward learning English (Maulida & Warni, 2024a).

However, while several studies reinforce the notion that English movies can improve listening comprehension, vocabulary, and cultural understanding through subtitles, positive perceptions do not always translate directly into improved contextual understanding for all learners. Many EFL students still primarily use English movies for entertainment rather than as an integrated learning medium, which presents unique challenges especially in multilingual contexts like Indonesia, where exposure to the mother tongue may hinder full engagement benefits with the language context presented in movies. Although research highlights the motivational and engagement benefits of using English movies, the focus remains limited to how Indonesian university EFL learners perceive and navigate contextual challenges, such as balancing entertainment with learning and leveraging psychological factors like motivation and self-awareness when using English movies independently outside the classroom for the long-term impact of the use of English movies that affect the results of English proficiency, especially oral communication skills improvements (Choerunnisa et al., 2024a; Maharani & Afifi, 2024; Salih & Omar, 2024).

One of the previous studies on using English movies as a learning medium has primarily focused on broad aspects of oral communication improvements and has relied heavily on quantitative measures to evaluate outcomes (Roslim et al., 2021). Although these studies show that viewing English movies improves listening skills, terminologies, and speaking abilities, they usually overlook a more in-depth examination of EFL students' perspectives, notably the obstacles and psychological aspects that influence their experiences (Azzuri et al., 2024; Choerunnisa et al., 2024a; Laoli et al., 2025). This research redirects the focus from movie genres to the specific challenges students face when using English movies as learning mediums, especially in Indonesia's multilingual context, where exposure to the mother tongue can hinder language acquisition. By identifying these

challenges, getting a better understanding of how EFL students independently use English movies for oral communication development is the goal of this study. Exploring students' perceptions and emphasizing the role of psychological factors contribute to the cognitive, affective, and behavioral dimensions of their experiences with English movies as self-directed learning resources outside the classroom is also investigated.

This study aims to investigate Indonesian EFL university students' perceptions of English movies as a learning medium in enhancing oral communication skills. This research identifies the specific benefits in aspects of oral communication that students perceived from English movies based on their experiences during communication activities and the persistent challenge influence students' learning experiences and to analyze strategies students employ, offering practical recommendations for other EFL learners to optimize the use of English movies in self-directed learning. The findings of this study are expected to significantly enhance English language learning strategies for educators and learners in Indonesia, providing comprehensive insights into the benefits in aspects of oral communication and persistent challenges encountered by the students. This study addresses gaps in previous research by exploring students' perceptions and emphasizing the role of psychological factors contribute to the cognitive, affective, and behavioral dimensions of their experiences with English movies as self-directed learning resources outside the classroom.

University students present unique challenges and opportunities in acquiring oral skills essential for academic and professional success, making their experiences particularly valuable. Specific challenges and strategies EFL students employ to optimize English movies for improving speaking skills receive analysis, providing practical recommendations for EFL educators in Indonesia to integrate movies effectively into language learning. Qualitative methods facilitate investigating how students from diverse backgrounds actively construct perceptions and evaluate the educational value of English movies not only as language input but also as a means to enhance oral communication outcomes. This approach opens avenues for future research exploring genre selection and the strategic use of movies in overcoming learning challenges and fostering language skill development. By examining students' perceptions of challenges in using English movies as media for oral communication outside the classroom, this study holds both theoretical and practical significance in the context of using English movies to improve oral communication among Indonesian EFL students.

Theoretically, it contributes to English language learning by examining students' perceptions of the challenges they face when using English movies as media for oral communication outside the classroom. This analysis expands the understanding of the effectiveness of authentic audiovisual input (Krashen, 1985; Canale and Swain, 1980), providing a relevant theoretical basis for integrating English movies into language learning and the concept of oral communication (Quasthoff, 1995). While previous research has primarily focused on receptive skills, this study highlights the importance of productive skills, particularly speaking, which is essential for enhancing oral communication. By incorporating motivational frameworks and communication accommodation theory, the findings clarify how students overcome linguistic and cultural barriers when engaging with English movies as self-directed learning resources.

Practically, the study offers direct benefits for various stakeholders involved in English language learning. For students, English movies enhance oral communication skills, including vocabulary acquisition, speaking fluency, pronunciation, and cultural understanding, ultimately leading to greater confidence and motivation. The findings provide educators with a foundation for systematically integrating movies into instruction, fostering interaction and oral communication skills while addressing the challenges of remote learning through engaging and accessible digital resources. Additionally, for researchers, this study creates opportunities for further investigation into the effectiveness of different movie genres, movie-based learning methods such as dubbing and subtitling, and the development of more valid and reliable assessment instruments for evaluating speaking skills in audiovisual media.

METHODS

Qualitative research methodology with a descriptive-exploratory design is utilized in this study to understand Indonesian EFL students' perceptions of using English-language movies as a self-directed learning medium to improve oral communication. A qualitative approach is suitable for capturing the nuanced, subjective meanings embedded in individual experiences, beliefs, and attitudes within a naturalistic and holistic context (Cresswell & Poth, 2024). This design not only allows for a detailed description of the phenomenon, but also facilitates the exploration of the underlying factors that influence students' perceptions and the strategies they employ to overcome challenges in utilizing English movies as a learning resource. The researcher assumes the role of the primary instrument, actively engaging with participants to gather diverse and authentic data.

The research was conducted by involving the students of English Language Education and English Literature programs at the Faculty of Languages and Arts, a state university in Surabaya, East Java, Indonesia. In this setting, they have easy accesses to digital media resources, particularly English movies. The target participants for this study comprises university students majoring in English language-related fields, specifically those from the cohorts of 2021. Purposive sampling was employed to select participants who met specific criteria relevant to the research objectives (Patton, 2015). Purposive sampling allowed the researcher to select participants based on specific, research-relevant criteria to ensure a rich and diverse representation of experiences. Before their involvement, all participants were provided with information regarding the study's purpose, data collection procedures, and their right to withdraw at any time. Informed consent was obtained to address ethical considerations.

To gain a comprehensive understanding of participants' experiences with English movies as a language learning medium, a structured questionnaire was developed, consisting of both closed and open-ended questions. These questions aimed to gather information on language learning strategies, frequency of movie watching, and overall perceptions of using English movies in their learning experiences. From 15 open-ended questionnaires completed by 25 students, the researcher selected participants based on their responses to identify those who met specific criteria: (1) have been learning English more than 6 years; (2) watching English movies 1-2 times per month; and (3) willingness to participate in interviews and share their learning experiences. This rigorous selection process resulted in seven respondents who represented diverse experiences, backgrounds, motivations, and learning strategies in autonomous EFL learning using English movies.

The decision to select a small yet highly selective number of respondents was driven by the need for in-depth exploration of students' perceptions, benefits, and challenges in using English movies to enhance authentic oral communication skills, including speaking fluency, pronunciation clarity, lexical adequacy, grammatical range and accuracy, and pragmatic appropriateness. The researcher employed in-depth semi-structured interviews guided by an interview protocol designed to elicit detailed accounts of participants' perceptions and experiences. Analyzing students' perspective within their natural learning environments informed the development of specific interview questions, ensuring that responses were contextually grounded and richly descriptive. Semi-structured interviews were conducted between April and

July 2025 through semi-structured interview employing two modalities: face-to-face and online (via Google Meet/Zoom), each lasting approximately 30–45 minutes.

Data analysis began with data collection through pre-interview, questionnaires, and semi-structured interviews. All data obtained from the questionnaires were classified according to relevant categories, and the interview data were transcribed verbatim to ensure accuracy and depth. The first step in the analysis involved familiarization with the data, where the researcher carefully read and immersed themselves in the entire content of the transcripts, including demographic data from the full interview results to capture contextual meaning. Following this, initial coding was conducted by highlighting significant segments related to the research focus, such as students' perceptions, learning experiences, motivation, the impact on oral communication improvement, and challenges in self-directed learning.

The analytical technique employed in this study was thematic analysis, developed by Braun and Clarke (2006), which is recognized as one of the most widely used approaches for systematically identifying, analyzing, and reporting patterns or themes within qualitative data. The emerging codes were then grouped into broader and more detailed themes, each representing key concepts and generating rich and relevant data to address the research questions. Triangulation was also employed to further strengthen the credibility and trustworthiness of the findings by comparing and confirming information from multiple sources and methods.

RESULTS AND DISCUSSION

This section presents the results of the qualitative research conducted on the perceptions of English as a Foreign Language (EFL) students regarding the use of English movies as a learning medium to improve their oral communication skills. The results are organized thematically based on the research questions, are based on data collected from open-ended pre-interview questionnaires and semi-structured interviews with seven categorized participants from a university in Surabaya. The approach carried to analyze the data is thematic analysis (Braun & Clarke, 2006) with the steps described in the previous chapter. The findings are divided into three sections based on the research questions.

Students' Perception of Perceived English Movies

The analysis reveals that all participants generally hold positive perceptions towards English movies as a learning medium. This positive outlook is rooted in cognitive, affective, and behavioral dimensions of their perceptions. Most participants emphasized the cognitive value of

English movies, highlighting their role in providing authentic input, fostering contextual language awareness, and facilitating incidental vocabulary acquisition. For instance, one participant stated, *"At first, it was just for fun, but over time I began to realize that I could actually learn something from them."* This similar opinion was also stated by others who noted that movies are engaging due to their combination of audio-visual elements and natural language usage, including diverse accents and expressions.

1. Cognitive Perceptions

Most participants strongly emphasized the cognitive value of English movies, highlighting their role in providing authentic input, fostering contextual language awareness, and facilitating incidental vocabulary acquisition. As P2 stated, *"At first, it was just for fun, but over time I began to realize that I could actually learn something from them. For example, when I watched Harry Potter or Twilight, I was exposed to British accents—something I didn't often hear, since I was more familiar with American accents. That's when I started picking up new vocabulary and becoming interested in the language aspects."* This opinion was stated by P3, P6, and P7, who noted that movies are more engaging due to their combination of audio, visual elements, and natural language use, including diverse accents and expressions. P3 remarked, *"Movies help me understand real conversations and different accents, not just textbook English."* P7 added that movies "help us understand not only the literal meaning but also pragmatic and cultural aspects." However, P4 and P5 offered nuanced opinions, acknowledging the cognitive value but also expressing reservations about grammatical accuracy. P4 observed, *"Although I learn a lot from movies, I realize that the dialogues do not always follow correct grammar rules. This sometimes confuses me when I try to speak."* P5 similarly noted, *"Movies are full of conversations, and watching them repeatedly helped me get used to how people talk in English... But sometimes the grammar isn't perfect, so I'm careful not to imitate everything."*

2. Affective Perceptions

Affective responses were predominantly positive, supporting theories about the motivational role of engaging, self-selected input in reducing anxiety and enhancing language learning enjoyment. P1 explained, *"Movies are not boring. I rarely read books because I get distracted. It's easier to watch something."* The visual aspect emerged as a key differentiator, with participants emphasizing how actors' gestures and scene contexts provide a more complete understanding of language use

compared to texts or audio podcasts. P2, P3, and P6 confirmed affective advantages such as enjoyment and confidence. P2 stated, *"I've gained confidence... movies help me feel less afraid of making mistakes."* P3 added, *"I'm more confident now when speaking English because I've watched so many English movies."* P6 noted, *"Movies help me a lot in pronunciation. And because I see how the actors say certain words in different contexts, I become more confident to imitate them."* Despite this enthusiasm, P7 and P4 clarified that movies, while enjoyable, could not fully replace systematic learning. Participants reported that movies helped them feel less afraid of making mistakes and increased their confidence in speaking English. P7 mentioned, *"Movies are helpful because they let us learn English without the pressure of studying textbooks... But I feel it's not enough if I only watch movies."*

3. Behavioral Perceptions

Participants reported adapting their learning strategies as a direct result of engaging with English movies, supporting the importance of self-directed learning. For example, many students mentioned recording themselves, repeating lines, and taking notes. This reflects a self-directed learning approach, where learners actively seek ways to improve their language skills through engagement with English movies. P1 mentioned, *"Sometimes I record myself using voice notes, or repeat lines I hear. If it's for learning, I try to be more focused, maybe take notes or repeat lines."* Other students described specific strategies: P2 stated, *"I repeat scenes... imitate the way the actors speak."* P4 added, *"I mimic the words, take notes... note down the spelling, pronunciation, and usage."* P5 described, *"Writing down the sentences I hear, recording my voice while repeating them."* P6 noted, *"Pause a scene, listen to how the line is delivered, and try to repeat it exactly."*

While P3 and P7 corroborated the adaptive approach, they also highlighted limitations. P3 said, *"I imitate the characters and try to follow along... but sometimes I get lost and just watch without practicing."* P7 commented, *"I tend to repeat scenes that contain interesting expressions. I don't usually take notes. I just remember the words... If I get confused, I might ask friends, or look it up later."* The consensus among participants was that combining various media, such as movies, books, and podcasts, is the most effective approach to leverage their respective strengths, as P6 articulated: *"Using a combination of movies, books, and podcasts helps me take advantage of each medium's strengths, allowing me to learn in a more comprehensive way."*

Perceived Benefits in Oral Communication Aspects

The data analysis reveals that all participants experienced specific enhancements across five key aspects of oral communication: speaking fluency, pronunciation clarity, lexical adequacy, grammatical range and accuracy, and pragmatic competence. Despite the perceived benefits, participants encountered several persistent challenges that potentially undermine the effectiveness of English movies as learning medium, directly addressing the third research question.

1. Speaking Fluency

Participants unanimously reported that watching English movies significantly contributed to their speaking fluency. P1 stated, *"Watching movies almost every week helps me get used to the way people speak, so I become more spontaneous and not so nervous when talking."* This sentiment was echoed by P3, who added, *"I feel more fluent when I use vocabulary and expressions I heard from movies, especially in group discussions or debates."* The consistent exposure to conversational English through movies allowed students to internalize speech patterns and rhythms, which are crucial for fluency. While P4 and P5 acknowledged the benefits, they noted that fluency gains were more visible in informal settings. P4 remarked, *"I can join in conversations with friends easily, but for formal presentations, I need more practice."* P5 similarly stated, *"Now I speak faster and don't worry much about mistakes in casual talks, but in academic contexts, I still lack confidence."* This observation aligns with Krashen's (1985) input hypothesis, which posits that comprehensible input from authentic sources like movies facilitates natural language acquisition, ultimately leading to increased fluency.

2. Pronunciation Clarity

All participants reported improvements in their pronunciation, attributing these changes to mimicking actors' lines and frequent exposure to various accents. P2 explained, *"I try to copy how the actors speak. It really helps me sound more natural and clear."* This practice of imitation not only aids in developing accurate pronunciation but also enhances students' ability to discern subtle differences in accent and intonation. P6 added, *"Movies expose me to American, British, and even Australian accents. Now, I can tell the difference and imitate them better."* However, some participants, like P3, noted occasional difficulties with very fast or regionally-accented movie dialogue, which required them to rely on repetition and subtitles for better understanding. This highlights the role of authentic models in developing

accurate pronunciation, a key component of oral communication (Albiladi et al., 2018).

3. Lexical Adequacy

Lexical adequacy was another area of significant improvement. Participants consistently cited movies as rich sources of new, contextually meaningful vocabulary and expressions not found in textbooks. P5 stated, *"I often hear words like 'breakthrough' or 'sophisticated' in movies, then I use them in my presentations."* This indicates that the contextual learning provided by movies enhances vocabulary acquisition, making it more relevant and applicable in real-life situations. P7 added, *"I write down new words or cool expressions on my phone while watching movies, so I remember and can use them later."* P4 preferred learning vocabulary from movies *"because I see how it's actually used in conversations."* However, P4 cautioned that not all movie slang is suitable for formal contexts, indicating the need for learners to discern appropriate language use based on context. This demonstrates the effectiveness of incidental vocabulary acquisition through rich, contextualized input (Maulida & Warni, 2024a).

4. Grammatical Range and Accuracy

Participants expressed mixed feelings regarding grammatical range and accuracy. While some felt that movies helped them understand sentence structures, others still struggled with grammatical rules. P1 noted, *"I pick up some grammar patterns from movies, but sometimes I still get confused with the rules."* P2 observed, *"Movies help me see how native speakers use grammar in conversations, though not always correctly."* This opinion highlights that while movies provide examples of grammatical usage, additional formal support may still be needed to ensure accuracy, especially for academic or professional contexts. P5 mentioned, *"When I'm unsure about grammar from movies, I check with my lecturer or reference book."* This finding suggests that while movies contribute to exposure, explicit grammar instruction remains crucial for developing full grammatical competence (Canale & Swain, 1980).

5. Pragmatic Competence

All participants emphasized the importance of pragmatic competence in their language learning journey. P6 stated, *"I've learned to use polite phrases or make jokes by paying attention to how characters talk and react."* This indicates that movies not only provide linguistic input but also cultural insights that are essential for effective communication. P2 noted, *"Now, I can understand gestures and body language, not just the words."* P7

commented on learning non-verbal cues and cultural norms, stating, *"Now, I can tell if something is a joke or serious just from tone and expression."* This understanding of pragmatics is crucial for navigating social interactions and aligns with the broader concept of communicative competence (Quasthoff, 1995).

Persistent Challenges in English Movies for Oral Communication Enhancements

Despite the perceived benefits, participants encountered several persistent challenges that potentially undermine the effectiveness of English movies as a learning medium, directly addressing the third research question. The analysis demonstrates that while students generally valued English movies as engaging learning mediums, they simultaneously encountered notable comprehension obstacles. Chief among these was the challenge of processing natural speech patterns, with all seven participants reporting difficulties with rapid dialogue delivery as fast-paced dialogue.

1. Linguistic Barriers and Listening Comprehension

The most frequently cited challenge was processing natural speech patterns, particularly fast-paced dialogue. All seven participants reported difficulties with rapid dialogue delivery. P3 stated, *"The actors speak so fast and run their words together. Even when I try to focus, I miss important parts of conversations and then lose track of the plot."* This challenge is compounded by the variability of English accents present in movies. P7 added, *"Sometimes they talk so quickly I can't separate one word from another. It's frustrating because I know I'm missing important information."* P2 noted, *"I often pause the movie and repeat a scene several times because the words blend together and I can't catch them all."* Unfamiliar accents also posed a significant barrier, especially non-American dialects. P1 remarked, *"I'm used to American accent from my teachers, but when I hear British or Australian English in movies, it sounds like a completely different language sometimes."* P5 added, *"When I watch movies with British characters, I have to concentrate extra hard. Their pronunciation is so different from what I learned in class that sometimes I don't even recognize words I know."* Idiomatic language and slang were also sources of frustration. P2 illustrated this: *"I'll hear phrases like 'hit the books' or 'spill the beans' and get completely confused. The literal meaning makes no sense, and I have to stop to look them up."* P6 similarly noted, *"Idioms and slang are everywhere in movies, and they're never taught in our textbooks. I often have to guess the meaning from context, which isn't always clear."* These linguistic barriers highlight the gap between simplified classroom input and

the complexity of authentic language, a common issue in EFL contexts (Mustamir, 2024).

2. Cultural Gaps and Pragmatics Challenges

Cultural references embedded in movie content emerged as another substantial obstacle. Participants frequently mentioned feeling excluded from jokes, historical allusions, or social contexts that presupposed cultural knowledge. P4 explained, *"There are so many moments where characters laugh or react to something, but I don't understand why because it's related to American or British culture I don't know about."* P3 and P7 reflected similar viewpoints: P3 stated, *"When they reference TV shows or historical events from their country, I'm completely lost. It feels like I'm missing half the meaning of the conversation."* P7 added, *"Sometimes jokes or sarcasm can't be translated directly; I have to ask, or I just don't get it."* This underscores the challenge of developing intercultural communicative competence solely through exposure without explicit cultural instruction (Salih & Omar, 2024).

3. Reliance on Subtitles

The study also identified a strong dependence on subtitles. Many students reported struggling to understand content when subtitles were removed, indicating a potential impediment to listening skills development. P1 noted, *"Sometimes the background music is too loud and I can't hear the dialogue clearly,"* while P4 added, *"The subtitles don't always match what's being said, which confuses me more."* P6 highlighted a logistical barrier, stating, *"My internet connection isn't strong enough to stream movies smoothly."* This dependence, as P5 described, *"makes me lazy to improve listening skills."* This finding suggests that while subtitles can aid initial comprehension, over-reliance may hinder the development of independent listening strategies, a point also raised by other studies on digital media use in language learning (Choerunnisa et al., 2024a).

To overcome these challenges, participants employed various learning strategies, including re-watching scenes, using English subtitles, taking vocabulary notes, and discussing with peers. This indicates the necessity for learners to develop metacognitive awareness to distinguish between entertainment consumption and purposeful learning activities. As one student articulated, *"Movies alone aren't enough because they don't explain the rules. But when I combine them with my textbook and online exercises, everything makes more sense"* (P3). This perspective suggests that students recognize the complementary nature of various learning media. The findings highlight that while English movies offer rich,

contextualized input, their unmodified form often proves too challenging for independent learners, underscoring the need for instructional scaffolding. This aligns with the idea that self-directed learning is most effective when supported by appropriate resources and strategies (Maharani & Afifi, 2024).

Nevertheless, while students acknowledged these improvements, they also expressed concerns about the limitations of relying solely on movies for language learning. This finding resonates with the research by Islami et al. (2021) which highlights the need for a balanced approach that combines various learning resources to reinforce grammatical understanding alongside practical language use. These challenges—including fast speech, unfamiliar accents, idiomatic expressions, cultural references, and technical issues—underscore the complexities of utilizing movies as a language learning resource. Furthermore, the study identified technical challenges, such as internet connectivity issues and reliance on subtitles, which hindered students' ability to fully engage with the movies. This finding aligns with the research of (Mustamir, 2024), which emphasizes the importance of developing independent listening strategies to enhance oral communication skills. Furthermore, the findings of this study contribute to the existing literature by highlighting the need for a multifaceted approach to language learning that incorporates various resources and strategies to support EFL students in their journey toward achieving oral communication competence.

CONCLUSION

The findings of this study indicate that EFL undergraduate students at the State University of Surabaya recognize significant benefits from using English movies to enhance their oral communication skills. Participants reported improvements in five key areas: speaking fluency, pronunciation clarity, lexical adequacy, grammatical range and accuracy, and pragmatic competence. Specifically, students noted that regular exposure to English movies helped them become more fluent and confident in their speaking abilities. Lexical adequacy was also enhanced, as students frequently encountered new vocabulary in context, which they could apply in real-life situations. However, while students acknowledged these benefits, they also expressed concerns about the grammatical accuracy of dialogues in movies, suggesting that formal instruction remains essential for comprehensive language development.

Despite the gained valuable insights, this study has several limitations. The small sample size of seven EFL undergraduate students from a single university may not

adequately represent the broader population of EFL learners in Indonesia, limiting the generalizability of the findings. Additionally, reliance on self-reported data introduces potential biases, such as social desirability and recall inaccuracies, which could affect the authenticity of participants' perceptions. The exclusive focus on English movies as a medium for enhancing oral communication skills may overlook other effective resources and strategies that contribute to language learning. These limitations suggest that further research with larger and more diverse samples is necessary to validate the role of authentic audiovisual input in fostering productive oral skills and to explore the effectiveness of various instructional methods.

It is recommended for the future research to expand the sample size and include participants from multiple universities to gain a more comprehensive understanding of EFL students' perceptions and experiences with English movies. Investigating the impact of different movie genres on language acquisition could potentially provide valuable insights into how specific types of films influence learning outcomes. Additionally, studies should explore movie-based interventions in rural Indonesian contexts with limited digital access to identify unique challenges and opportunities for language learning. It is also recommended to examine the effectiveness of combining English movies with interactive activities or guided discussions to determine the most effective strategies for oral communication skills enhancements.

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