

The Influence of English Language Film Media on Students English Language Skills

¹Felim Alzena Nandhita, ¹Adri Fernando Oktoriyadi, ¹Rachel Mutiara Nisa, ¹Hera, ¹Pani Ade Wijaya, ^{1*}Verawati 

¹[Universitas Muhammadiyah Palangkaraya, Central Kalimantan, Indonesia](#)

Article Information

ABSTRACT

Received:
April 2025

Accepted:
May 2025

Published:
June 2025

Background: In today's era of globalization, English has become a crucial means of communication in various fields such as education, technology, and international relations. Consequently, the demand for effective and engaging English language learning methods continues to grow. One supplementary learning method that is gaining popularity is the use of English-language films. Films provide exposure to authentic language use, including vocabulary, grammar, pronunciation, intonation, and cultural elements not always available in textbooks. Through repeated exposure to dialogue and visual context, learners can improve their listening comprehension, speaking fluency, and overall language awareness. **Aim:** The purpose of this study was to analyze the extent to which English-language film media influences learners' speaking skills. **Method:** This study is a bibliometric study conducted by analyzing scientific articles published between 2020 and 2025 using the Google Scholar database. The analysis process was carried out using software to visualize relationships between keywords, research trends, and author collaborations. **Results and Discussion:** The results of the study indicate that there are twelve dominant keywords grouped into two main categories. The keyword "film" emerged as a central term in the first group, closely related to the keywords "learning media," "students," and "skills," indicating its role as a learning tool. Meanwhile, the second group is dominated by the keywords "English," "influence," and "skills," reflecting the research focus on the impact of film media on English language proficiency. The total strength of the associations of 326 and 61 keyword relationships indicate a high level of thematic relevance among the analyzed studies.

Keywords: Learning Media, Speaking Ability, Movie



© 2025 Felim Alzena Nandhita, Adri Fernando Oktoriyadi, Rachel Mutiara Nisa, Hera, Pani Ade Wijaya, Verawati. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (<http://creativecommons.org/licenses/by-sa/4.0/>).

Corresponding Author:

Verawati,
English Language Education Department,
[Universitas Muhammadiyah Palangkaraya](#)
RTA Road. Milono KM 1.5 Palangka Raya Zip Code 73111
Email: verawati@umpr.ac.id

Citation Information: Nandhita, F. A. ., Oktoriyadi, A. F., Nisa, R. M., Hera, H., Wijaya, P. A., & Verawati, V. (2025). The Influence of English Language Film Media on Students English Language Skills. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 10(2), 198–201. <https://doi.org/10.33084/tunas.v10i2.11392>

INTRODUCTION

Education is a universal aspect that is always present in human life. Without it, no significant developments can occur that can change human mindsets. The learning system in Indonesia still largely uses conventional learning (Sabella & Zannah, 2024). This learning method is considered ineffective and less engaging in the modern era, especially in English language learning. Technological developments in education have produced many new innovations to support the educational process. Therefore, teachers are required to be more creative in carrying out the learning and teaching process (Ryan & St-Laurent, 2017). Learning is now not only about explaining material but also must be entertaining and inspiring. This relates to learning media (Senen et al., 2021).

Learning media has many benefits, one of which is stimulating motivation, interest in learning, and also student understanding. Furthermore, interesting learning media also facilitates students' interpretation of the material (Mubasyaroh, 2017; Zannah, 2024). Watching a film can be used as a good,

effective, and engaging learning method. Film media can provide exposure to authentic language use, unlike reading media. Film is a series of moving images that form a story, also known as a movie or video. There are many special features of film, including: 1. Film can have a strong emotional impact. 2. Films can illustrate visual contrast directly. 3. Films can communicate with their audiences without any limits. 4. Films can motivate audiences to make changes (Javandalasta, 2011). In addition, the advantages of film as a learning medium are: a. Poor reading skills or language proficiency can be overcome by using films, which are very appropriate for explaining a process. b. Can present theories or practices from general to specific or vice versa. c. Films can bring in an expert and have their voice heard in front of the class. d. Films can be more realistic, abstract things can be seen more clearly. e. Films can also stimulate student motivation (Trinova & Nini, 2016). Several researchers have examined the effect of watching English-language films on language skills. Asmara (2019) discusses strategies such as the Four Corners method to improve

speaking skills. Many students experience challenges such as a lack of confidence or an unsupportive environment, which can hinder their fluency and accuracy in speaking. The Four Corners strategy is seen as an effective way to help students overcome these barriers and improve their speaking skills. Furthermore, Putri & Sinaga (2020) found that watching English-language films significantly improved students' listening skills, increased motivation, and fostered interest in learning. Similarly, Riswanto et al. (2022) demonstrated the positive impact of using short films as a medium to develop speaking skills. However, previous studies have focused more on the general effects of films on speaking or listening skills, often neglecting specific elements within these skills. One important aspect that is rarely discussed is accent, which is a crucial part of speaking ability. Therefore, this study aims to explore whether watching English-language films specifically impacts students' English language skills.

METHOD

The research method used in this study is bibliometrics. Bibliometrics employs a quantitative approach to analyze

bibliographic data to understand trends and patterns within a research field. The procedure involves several steps, from determining the research objectives to interpreting the results. This research is based on a Google Scholar database from 2020 to 2025, which has been analyzed for trend patterns using VOSviewer and Publish or Perish.

RESULTS AND DISCUSSION

Results

Results and discussion are the main components of a scientific article, aiming to explain research findings, interpret data, and relate findings to relevant literature. This study aims to determine the extent to which English-language film media influences students' language skills, particularly speaking skills. Bibliometric analysis using VOSviewer shows 12 key keywords that appear significantly in the 20 articles analyzed. The most frequently occurring keywords are "influence" (23 times), "student" (23 times), "medium" (28 times), "film" (21 times), "skill" (14 times), and "English" (11 times).

Table 1. The results of the selection of terms and keywords that appear in bibliometric analysis using VOSviewer

Term	Occurances	Relevance Score
medium	28	2.019
english	25	10.894
influence	23	23.062
student	23	6,007638889
film	21	3,959722222
skill	14	4,406944444
use	14	6,270138889
study	11	3,086805556
instructional medium	9	3,320138889
ability	8	4,790972222

Based on relevance, the term "effectiveness" had the highest score (3.95), followed by "influence" (1.37), and "skill" (1.35). This indicates that the effectiveness of film media, its influence on students, and skill development are dominant themes in this literature review.

The network visualization map groups these terms into two main clusters (Figure 1).

The red cluster consists of keywords such as effectiveness, influence, English, and skill, which point to the direct impact of film media on student achievement. The green cluster groups terms such as film, movie, instructional medium, ability, use, and student, emphasizing the role of film media as a learning medium and the interaction of its use in the learning environment.

The total link strength for the visualization reached 326, indicating that the interrelationships between terms are quite strong and mutually supportive. This finding confirms that film media is not only relevant as supplementary learning materials but also makes a significant contribution to improving speaking skills through authentic visual and auditory exposure.

Discussion

These findings are consistent with previous studies included in the analysis, such as those conducted by Riswanto et al. and Fauji & Zuhriyah, who emphasize that the use of short films or subtitled films can significantly enhance students' speaking abilities. Moreover, films have been shown to foster learning motivation and develop language awareness (Trinova & Nini, 2016), particularly when presented in an engaging and meaningful learning environment.

Therefore, the results of this study reinforce the notion that English-language films serve as an effective and innovative instructional medium for improving students' speaking skills—especially by enriching vocabulary, refining pronunciation, promoting fluency, and deepening understanding of visual and cultural contexts (Suryavanshi, 2023).

In addition, the integration of films into English language teaching can bridge the gap between classroom learning and real-life communication (Syakur et al., 2023a). Through exposure to authentic language use, students not only learn linguistic aspects but also develop intercultural competence and critical thinking skills. This approach allows learners to experience the language in context, facilitating more natural

and confident oral expression (Singh & Marappan, 2020; Syakur et al., 2023b).

Overall, the evidence suggests that incorporating English-language films into teaching practices provides a dynamic and immersive learning experience. It encourages active

participation, stimulates creativity, and supports communicative competence—making it a valuable pedagogical strategy for enhancing speaking proficiency in language education.



Figure 1. Visualization map of keyword network related to film media and language skills based on VOSviewer analysis

CONCLUSION

This study shows that English-language film media has a significant influence on improving students' English language skills, particularly in speaking. Through a bibliometric analysis of selected articles, it was found that terms such as effectiveness, influence, skill, film, and medium were dominant and closely related keywords. Network visualization revealed two main clusters depicting the dimensions of influence and the role of film media as a learning tool. Film, as an authentic medium, can improve students' vocabulary, pronunciation, fluency, and motivation to learn in a fun and contextual setting.

Thus, it can be concluded that the use of film media in English learning is an innovative, effective, and relevant strategy to meet the needs of 21st-century learning. Teachers and educational practitioners are advised to utilize this media in a targeted and integrated manner in the learning process to support students' mastery of language skills.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to all individuals and institutions that contributed to the completion of this research. Special appreciation is extended to colleagues and reviewers for their constructive feedback and valuable suggestions that greatly improved the quality of this manuscript.

REFERENCES

- Mubasyaroh. (2017). Melawan Hoax di Media Sosial dan Media Massa. In A. Wahyudin & Manik Sunuarti (Eds.), *MELAWAN HOAX di Media Social dan Media Massa*. Trusmedia Publishing.
- Ryan, T. G., & St-Laurent, M. (2017). Inquiry-based learning: Observations and outcomes. *Journal of Elementary Education*, 26(1), 1–22.
- Sabella, W., & Zannah, F. (2024). Ethno-STEAM Based E-Comic “Lilis Lamiang”, is it Necessary to Use it on Science Learning in Elementary Schools? *Jurnal Penelitian Pendidikan IPA*, 10(10), 7431–7436. <https://doi.org/10.29303/jppipa.v10i10.8337>
- Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Sciences*, 16(5), 2300–2312. <https://doi.org/10.18844/cjes.v16i5.6337>
- Singh, C. K. S., & Marappan, P. (2020). A review of research on the importance of higher order thinking skills (HOTS) in teaching english language. *Journal of Critical Reviews*, 7(8), 740–747. <https://doi.org/10.31838/jcr.07.08.161>

- Suryavanshi, Y. (2023). The Role of Culture in English language learning: An analytical study of Literature Graduates. *Turkish Online Journal of Qualitative Inquiry*, 11(2), 719–723. <https://doi.org/10.52783/tojq.v11i2.9996>
- Syakur, A., Sugirin, S., & Margana, M. (2023a). Interconnection of Cultural Literacy in Learning English and its Understanding as a Foreign Language in Higher Education. *International Journal of English Language and Linguistics Research*, 11(2), 1–8. <https://doi.org/10.37745/ijellr.13/vol11n218>
- Syakur, A., Sugirin, S., & Margana, M. (2023b). Interconnection of Cultural Literacy in Learning English and its Understanding as a Foreign Language in Higher Education. *International Journal of English Language and Linguistics Research*, 11(2), 1–8. <https://doi.org/10.37745/ijellr.13/vol11n218>
- Zannah, F. (2024). Pelatihan Media Pembelajaran berbasis IT bagi Tutor PKBM di Kota Palangkaraya. *Kayuh Baimbai: Jurnal Pengabdian Masyarakat*, 1(1), 1–7.