Utilizing Films in EFL Classroom for Learning Speaking: A Study at English Major

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ABSTRACT

Nowadays, speaking skills can be learned through various techniques and resources. One of them is watching films. Watching films using English subtitles is one of the best ways to present authentic content because it combines audio and visuals This research purposed to know how are English major students' perceptions towards watching English films to develop speaking skills. The participants were 30 students in the sixth semester of the English Education Department in IAIN Kediri. For data collection, a questionnaire consisting of ten questions was employed to gather information about the respondents' background, perceptions regarding watching English films, and their level of agreement with respect to English films. The descriptive method is utilized because the data analysis is presented in a descriptive manner. According to the percentage of the finding, there are (75,8%) of students chose the option Agree, while there is (0%) of students chose the option Strongly Disagree in all the items. The survey shows the highest answer from respondents is "agree" about their perceptions towards watching English films to develop speaking skills. Based on the results of respondents' perceptions, researchers can conclude that English film has good perceptions and has good influences in developing students' speaking skills.
Keywords: English Films, Speaking Skills, Students' Perceptions

Introduction

Nowadays, the film is one of the learning media that is very popular with the wider community, especially in EFL classroom, because it can make it easier for them to communicate or interact with the use of English in social life and the world of work. Learning media using films can improve English language skills in terms of accuracy and fluency. This is because film learning media is very easy to implement. In addition to films being entertainment, films are also very useful and effective in teaching and learning English, because it provides students with a variety of real-language experiences in the form of shows that enrich and contextualize their learning environment (ElQersh, 2023). Films can also motivate students to learn because it tells stories and teach many things. Learning using audio-visual media is a learning method using media that contains audio and visual elements,

where the material is absorbed by the senses of sight and hearing (Winarto et al., 2020). In addition, currently students like watching films, and by using films to learn English, it can learn more about the language independently, because it can be done outside class hours or during class hours at school and practice skills such as reading, listening, and speaking for improve self-quality. It can see and hear the films as it plays live. Watching films using English subtitles is one of the best ways to present authentic content because it combines three media, namely audio, visual, and text (Bernardi & Ogawa, 2021).

Films are used as learning media to make students attractive, and adding and expanding knowledge of new vocabulary is one of the teaching methods. Watching films using subtitles helps language learners to students to directly and consciously use the new vocabulary and idioms that have been obtained after watching films (Nurfauziah et al., 2023; Rapfogel, 2000). Usually, most people like to watch films to relax, where the audience just needs to sit in a chair and prepare their eyes and ears to watch, listen and enjoy. Teachers who teach languages must encourage and implement watching films as a means of learning English (Al Murshidi, 2020). Using film media can increase student motivation, make learning in class more interesting, and introduce students to culture and English (Kristiawan et al., 2022). Films teach students various vocabulary, syntax, and other language skills and help them improve their English skills (Damayanti, 2021).

By using films to learn English, students are not only supported by visual or auditory aids, but also by auditory and visual elements. Students not only watch and listen to audiovisual materials while watching subtitled films but also interact by translating source texts into English (Perez, 2022). Having an EFL class really helps students in the process of learning English (speaking skills) and English has a very important role in entering the era of globalization whose function is not only as a tool or medium for communicating between nations but is increasingly broad and important. namely as a language in various scientific, technological, socio-economic, cultural, and even artistic disciplines. Therefore, learning English from an early age is highly recommended. The community's need for the ability to speak English so rapidly is the reason for the importance of learning English (De Wilde et al., 2020; Getie, 2020). This is very clear from the amount of information that uses English as a medium of communication in spoken and written forms.

The use of English has spread to almost all corners of the world. The popularity of English is actually not due solely to the efforts of the first category countries (inner circle countries) to spread their language, but rather to the awareness of the world community of the importance of mastering English (Kirkpatrick, 2020). Introducing English as early as possible, which is the current trend, will provide space for the nation's young generation to understand how important it is to learn English. Mastery of English should not only be obtained from schools but many institutions that take part in efforts to learn English. Learning English is not something that can be underestimated, or can be ignored because its use is concentrated in every area of life which is one of the keys to achieving success in this all-modern life. This becomes suitable for interacting with other world societies so that mutually

beneficial relationships emerge and of course can enrich broad ideas and ideas regarding patterns of development in life in many ways. Learning English is also solely due to the increasingly rapid global competition which leads us to always compete to be better time by time (Busch, 2023; Marginson, 2022).

Thus, the EFL class uses film media in learning speaking skills in class to facilitate students' mastery of language skills and optimize the teaching and learning process. Several studies have revealed that film can be an integral part of the curriculum because it has a strong impact on the development of basic language skills such as reading, listening, speaking, and writing (Karataş & Tuncer, 2020). The use of films in teaching English shows its strong role in the teaching and learning process. Films provide authentic language input and frameworks that stimulate class discussion (Roslim et al., 2021). It can provide a realistic view of language and culture and understand the realities of life for natives who speak English. Film integration in EFL/ESL classes can also improve students' academic writing skills. Believing that with the existence of "Visuality" films can provide facilities for understanding English learners in an ideal visual context, making it an effective tool for teaching language (Kim, 2020). Having the will and ability to speak a second or foreign language are the complex goals. What must be understood is the nature of what is involved in the process. First of all, speech is used for various purposes, and each purpose involves different skills. Learning to speak requires other skills such as listening (Alzamil, 2021).

A review of the literature on film integration in EFL/ESL classrooms shows that films are very effective in the language classroom for a number of purposes. Films have been shown to be used in the English classroom to improve students' critical thinking (Nyström, 2019), comprehension and expressiveness in pragmatic use (Bambini et al., 2021), and comprehension-based learning (Kohar, 2022). Film as a teaching method has also been found to be an effective motivation for language learning (Al Murshidi, 2020). In addition, films teach students through paralinguistic cues, where students use characters' gestures, pauses, actions, and reactions to understand the nature of dialogues (Abolfotouh, 2020). Not only effectives motivators, it also has been found to stimulate students' imaginations. Consider films better than audio cassettes and CDs in providing contextual information and developing communication skills. It provides a wealth of information about language and contribute to literature, drama, film and language, thus promoting students' critical thinking and other language skills.

Film is the most popular form of entertainment and education. This provides a visual representation and makes it easier for the audience to understand. Film is a moving image that is considered as a source of entertainment or art. As an artist, it is important to learn various aspects through it (Singer et al., 2022). A film as a work of art emerges from a creative process which of course has its own charm. The results of this creativity come from the creator's imagination as a product of creativity that can be derived from reality. Film not only presents the results of the author's creative process, but also conveys a message and invites the audience to think about society's problems. Film is an audio-visual communication

intended to be transmitted to a group of people somewhere. Film is a series of moving images recorded with sound that tell a story and shown on television or in a cinema/theatre. Films are not always entertainment but are also recognized as an art form (Do Nascimento, 2019). The enormous production costs of films are a reminder that film is both an industry and an art, and it also employs elements of visual arts composition. Film messages in mass communication can be anything depending on the film's mission. But in general, films have many different messages, both educational, entertaining and informative, and films are also considered an effective means of communication to target the masses because of their audio-visual, vivid images and sounds. With the help of pictures and sound, films can say a lot in a short time.

Films are basically divided into two main categories, namely feature films and non-narrative films. Other opinions are divided into fiction and non-fiction, a kind of film. As many people already know, there are many types of films. Genre is a word for a type of film or film style. Films can be fictional (fictional) or real or a mixture of both. There are several main film/film genres: first, action These are films that bear similarities to action, such as fights, stunts, car chases or explosions. takes precedence over elements such as complex characterizations or plots. Unlike most war films, the action usually involves the personal efforts of the hero. Second, Comedy is a light plot consistently and deliberately designed to entertain and provoke laughter (with one-liners, jokes, etc.) by exaggerating situations, language, action, relationship, and character. Third, Horror Films aim to frighten and expose our worst hidden fears, often with terrifying and shocking endings, captivating and entertaining us in the same way. Fourth, Musical Music/dance film is a cinematic form that places a significant emphasis on full-length music or song and dance (usually a musical or dance performance integrated into the film's story), or is a film that focuses on a combination of music, dance, song or choreography. Fifth, Science fiction films are often semi-scientific, visionary and imaginative with heroes, aliens, distant planets, mission impossible, impossible places, fantastic places, dark and shadowy villains, futuristic technology, unknown and unknown forces. Incredible monsters (space objects or creatures you have) created by mad scientists or nuclear holocaust.

Film as a teaching method was also found to be an effective motivation for language learning. In addition, films teach students through paralinguistic cues, where students use gestures, pauses, actions, and character reactions to understand the nature of dialogue (Abolfotouh, 2020). It can stimulate students' imaginations. Considers films to be better than audiocassettes and CDs in providing contextual information and developing communication skills. It provides a large amount of information about language and contribute to literature, drama, film, and aspects of language, thereby enhancing students' critical thinking and other language skills. However, educational goals should always be kept in mind when choosing a film. Topics and content should be such that it not only entertains' the students, but are rich in content and interesting and motivating to watch (Rao, 2019). Keene (2006) cautions against the use of film as it is "a technology primarily used in students' homes for entertainment,

escape, and relaxation, all of which encourage forms of passive viewing". This requires the teacher to facilitate interactive displays. King & Krzywinska (2002) also emphasizes the importance of choosing the right film so that it is not too difficult for the target students to understand and the content does not offend students. Several studies also show that films increase students' speaking confidence when it learns to use certain words and pronounce them correctly (Seferoğlu, 2008; Zhang et al., 2009).

There are also several studies examining the use of films in EFL classrooms. Some of them are the effectiveness of using subtitles compared to not using them (Damayanti, 2021; King & Krzywinska, 2002; Nyström, 2019; Rao, 2019). Several studies have compared the effects of watching a film as a whole with viewing its segments (King & Krzywinska, 2002). In addition, there is research on using DVD supplementary materials as teaching materials, using films to improve reading skills, and providing introductory films before students watch them (King, 2002). According to research by O'Hara et al. (2012), there is a five-minute introductory film followed by student and teacher brainstorming sessions to discuss topics, film content, new vocabulary and expressions. To understand film Keene (2006) notes that exposure to film and characters also helps maintain interest in film. He also discussed the importance of looking ahead because when students have no activities, it may adopt a passive outlook that is common at home. Some may even consider it extracurricular and therefore not worth paying much attention to. Fisher & Frey (2011) share the same view that there must be activities before, during, and after watching films to keep students focused on their pedagogical goals. The ability to learn language is an innate human ability that manifests itself in various structural arrangements. Language is used as a means to express the wants and needs of society. Over the last twenty years, we have seen a growing interest in how students learn English as a foreign language. The reason is the awareness of the importance of mastering English. EFL learning is a conscious process in which students perceive learning English as a foreign language besides their current first (L1) and second (L2) language. EFL learning occurs after mastering the first and second language (L2). There are three main issues in the relationship between language and learning: language learning, language learning and language learning. When children communicate, it is involved in all three processes simultaneously (Mercer et al., 2019). It learns language, how to make sounds and speech in their first (or additional) language (language acquisition). Thus, it learns about the world. By learning the word "drinking rain", it learns that such a concept exists (perhaps even before it is experienced in the real world) and is different from snow or rain (language learning). Finally, it learns language, that is, through explicit or implicit feedback and modeling, it learns to construct morphemes, phonemes, words, and sentences accurately.

Speaking skills are very important. The language spoken when teaching English is a language skill that must be acquired when teaching English. The function of the speaker or learner is important to create the desire of the speaker or learner and how he feels and shows his attitude through speech. Proficiency in English is a priority for many second or foreign language students. Therefore, students often judge the success of language learning and the

effectiveness of English. The starting point of this course is that it feels that their space has increased their verbal level (Richards, 2005, 2022). Talking is probably a basic human ability, and because we do it all the time, we often don't stop to see the process involved. But having a simple conversation isn't an easy process, especially when someone speaks a new language (Bailey & Nunan, 2005). Hornby (1995) defines speaking as using words in a normal voice, offering words, knowing language and being able to express oneself through words and speech. Speaking ability is the ability to show knowledge of language in real communication to find out what situations exist in the world by talking to other people (Hadi & Ismiati, 2023). Speaking is a process of constructing and sharing meaning by using verbal and nonverbal symbols in different contexts (Chaney, 1998). Speaking is one of the four basic skills that must be mastered by students. It plays an important role in language learning, because in practice the main goal of language learning is communication skills.

Talking is productive intelligence, it cannot divide from listening. Communication is a two front tactic that drags in the speaker and listener. Communication alone can be considered beneficial when both areas are reached. When we are doing speak, we create text, and it must have meaning. In our relations institution we can include spokespersons, listeners, orders and suggestions. Speaking cannot divide from spelling because it motivates students to learn the sounds contained in English. Speaking is a skill that is considered very difficult for foreign language learners to be master (Bueno, n.d.). It is undeniable that students often complain that it has studied English for a long time, but in practice speaking English is very difficult. Interacting with many people is a complex thing. Communication is really needed by people at that time needed to convey information, say something, or talk about other things. communication is used by speakers when it wants to tell or say what needs to be said to someone. Language is used based on the intended purpose and effective communication requires speakers and listeners (Harmer, 2008; Kartikasari et al., 2019). Many English teachers think that the best way to acquire speaking skills is through communication (Ardiningtyas et al., 2023; Usme-Romero et al., 2013). This goal is achieved through communicative language teaching and collaborative learning. Communicative language teaching is based on real situations that require communication. By following this method, students can communicate in the target language.

However, speaking skills are important skills that must be mastered in order to convey information orally in a way that listeners can understand. It is an interactive process of constructing meaning through knowledge sharing. It does not only reveal certain language points such as vocabulary, grammar or pronunciation. Speech skills, however, indicate one's understanding of why, when, where and how to produce sounds rather than the speech itself. Speaking is the active use of language to express intent so that others understand what the speaker means (Halliday et al., 2004). Communicating understanding while speaking a foreign language requires attention to the fine details of language, as well as finding the right word in the right grammar to convey meaning accurately and precisely. Listening as the ability to understand the language used in the teacher's instructions, understand important details,

abstract related information and follow the instructional modules provided by the teacher (Blank & De las Alas, 2009). Speaking as a verbal expression of thoughts and feelings (Amir et al., 2023; Djiwandono, 2005).

According to researchers who have previously conducted research entitled "English Major Students' Perceptions towards Watching English Movies in Listening and Speaking Skills Development" by Liando et al. (2018), students of English education programs are not interested in reading English books in the library to discuss English topics with their friends, it learns English through other media such as watching films on various platforms or learning videos. Based on research carried out by previous researchers Halawa et al. (2022) on "The Influence of English Movie in Improving Students' Speaking Skill", the researchers found that by the application of learning strategy by utilizing English film, it can improve students' abilities in speaking. Therefore, this research aims to examine the use of watching films in learning English by students of the English Study Program at the Kediri State Islamic Institute. This research purposed to know what are the opinions and views of English learners about watching films in English which aim for developing speaking skills.

Methods

In this study, a quantitative research approach was employed. The researchers utilized a descriptive method to describe and interpret the objects based on the actual reality. The descriptive method was chosen as it allowed for a descriptive presentation of the data analysis. The study included a total of 30 participants who were sixth-semester students from the English Education Department at IAIN Kediri. The English students of IAIN Kediri watch various kinds of films to learn English. It uses films to improve their English's speaking quality. This research purposed to know what kinds of films are mostly used by students in learning English speaking skills, how the students use films in learning English speaking skills, and the student's perceptions of the use of films.

A questionnaire is not a commonly used term. However, there are related terms such as questionnaire, which is a set of questions used to obtain information from individuals for research or statistical purposes. The purpose of a questionnaire is to collect information from students about their attitudes, experiences, beliefs, perceptions, or opinions. A good questionnaire design is essential to ensure that the questions are valid, reliable, and address the research objectives (Abdelaziz et al., 2022). The questionnaire was adopted by (Jagielski et al., 2018) based on Pimsamarn (2011) questionnaire.

The questionnaire was distributed to thirty English majors. The respondents were requested to complete a questionnaire, and the researchers ensured a 100% return rate by waiting for them to finish filling out the questionnaire. To conduct the data, 10 questions were delivered to 30 students in the class. The data were taken using online survey. The questionnaires included a series of options ranging from 1-5 (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Agree). It can measure the attitudes and opinions of the audience with more variety in responses. After the data collection process was completed,

the survey data were converted into codes for interpretation. The researchers actually sorted the answers in Google Sheets. Findings are presented in descriptive statistics, including frequencies and percentages.

Result and Discussion

Table 1. Agreement Levels of Students Regarding Speaking Skill

No.	Statements	Level of Agreement				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Watching English films helps me understand the conversation of the topic in the classroom.	3	**24**	5	1	0
		9,1%	**72,7%**	15,2%	3%	0%
2.	Watching English films can be beneficial for English use in the classroom.	2	**25**	6	0	0
		6,1%	**75,8%**	18,2%	0%	0%
3.	Watching English films makes me apply correct pronunciation in practice through films in the classroom.	5	**21**	6	1	0
		15,2%	**63,6%**	18,2%	3%	0%
4.	Watching English films makes me apply strange accents and dialects better in the classroom.	4	**20**	8	1	0
		12,1%	**60,6%**	24,2%	3%	0%
5.	Watching English films makes me apply new vocabulary in practice through films in the classroom.	5	**19**	7	2	0
		15,2%	**57,6%**	21,2%	6,1%	0%
6.	Watching English films makes me apply more idioms, proverbs, and slang in practice through films in the classroom.	4	**16**	13	0	0
		12,1%	**48,5%**	39,4%	0%	0%
7.	Motion pictures in the films inspire me to practice better daily conversations in the classroom.	2	**17**	12	2	0
		6,1%	**51,5%**	36,4%	6,1%	0%
8.	Watching English films can improve my speaking skills better than other English media normally used in the classroom.	1	**21**	11	0	0
		3%	**63,6%**	33,3%	0%	0%
9.	Watching English films is good for teaching speaking to students in the classroom.	0	**18**	14	1	0
		0%	**54,5%**	42,4%	3%	0%
10	I can improve my speaking skills by watching English films in the classroom.	4	**22**	7	0	0
		12,1%	**66,7%**	21,2%	0%	0%

The survey findings indicate that a majority of the participants (24 respondents or 72.7% at the agree level) and a smaller number (3 respondents or 9.1% at the strongly agree level) expressed that watching English films enhanced their understanding of classroom conversations. Additionally, five participants held a moderate view (15.2%) on this matter. Only one respondent (3% at the disagree level) disagreed with the idea that watching English

films helped them comprehend classroom discussions, while no one strongly disagreed (0%). Furthermore, a significant majority of the overall respondents (25 respondents or 75.8% at the agree level and two respondents or 6.1% at the strongly agree level) agreed that watching English films could be beneficial for using English in the classroom. On the other hand, six participants held a moderate view (18.2%). None of the respondents (0% at the agree level) and (0% at the strongly agree level) believed that watching English films was not beneficial for English use in the classroom.

A significant majority of the respondents (63.6% at the agree level) stated that it improves their pronunciation skills in the classroom through film-watching, and five participants strongly agreed (15.2%). Six participants held a moderate view on this matter (18.2%). However, only one respondent (3% at the disagree level) disagreed with the notion that it enhances their pronunciation skills through films in the classroom. No one strongly disagreed (0%). Furthermore, the majority of the students (seventeen respondents or 51.5% at the agree level and two respondents or 6.1% at the strongly agree level) believed that watching films in the classroom serves as an inspiration for them to practice daily conversations better. On the other hand, twelve respondents held a moderate view on this aspect (36.4%). Two respondents (6.1% at the disagree level) rejected the idea that films inspire them to improve their daily conversations in the classroom. There were no respondents who strongly disagreed (0%).

Similarly, a significant number of students (sixteen or 48.5%) agreed that watching English films in the classroom enabled them to incorporate more idioms, proverbs, and slang into their practice, while four students strongly agreed (12.1%). Conversely, thirteen respondents (39.4%) chose a moderate stance on using idioms, proverbs, and slang through films in the classroom. None of the respondents (0% at the agree level) and (0% at the strongly agree level) believed that watching English films did not facilitate their application of idioms, proverbs, and slang in practice. Moreover, twenty students (60.6% at the agree level) and four students (12.1% at strongly agree) expressed their belief that it could better adopt unfamiliar accents and dialects in the classroom through watching English films. Eight respondents held a neutral view (24.2%) on this matter. However, only one respondent (3% at the disagree level) rejected the idea of improving pronunciation through films in the classroom, and no one strongly disagreed (0%). In terms of applying new vocabulary, nineteen students (57.6%) agreed and five students (15.2%) strongly agreed that watching English films facilitated their use of new vocabulary in classroom practice. On the other hand, seven respondents held a moderate view (21.2%) on the impact of watching English films on vocabulary acquisition in the classroom. Two respondents (6.1% at the disagree level) rejected the idea that watching English films helped them apply new vocabulary, while no respondents strongly disagreed (0%).

A majority of the participants (22 respondents) agreed that watching English films can enhance their speaking skills (66.7%), and four respondents strongly agreed (12.1%). However, seven respondents chose a neutral stance (21.2%) on this matter. None of the respondents

(0% at the agree level) and (0% at the strongly agree level) believed that it could improve their speaking skills by watching English films. Furthermore, a significant majority of the participants (21 respondents or 63.6%) agreed that watching films could enhance their speaking skills more effectively than other English media typically used in the classroom, and one respondent strongly agreed (3%). No respondents (0% at the agree level) and (0% at the strongly agree level) believed that watching films could improve their speaking ability better than other English media normally used in the classroom. In terms of using English films for teaching speaking skills, eighteen respondents (54.5%) agreed that English films are beneficial in this regard. However, almost half of the respondents (fourteen respondents or 42.4%) held a moderate view on the effectiveness of using English films for teaching speaking skills in the classroom. Only one respondent (3%) disagreed with this perspective. No one strongly agreed (0%) or strongly disagreed (0%) with using English films for teaching speaking skills.

Discussion

Most of the respondents 72.7% stated that watching films in English really helped them better understand the things discussed in class. The majority of respondents, 75.8% in the agree section and 6.1% in the strongly agree section, stated that watching English films can provide many benefits in the learning process and the process of using English in class. Most of the respondents 63.6% agreed and gave statements that it practiced correct pronunciation in class through films. Most students 51.5% believe that moving images in films can motivate students to apply more and can be practiced in everyday conversations in class, also 48.5% of students agree that watching English films makes them more using proverbs, slang and idioms through films in class. However, only a few argue that moving images in films encourage them to apply more and practice everyday conversations in class 36.4% and practice proverbs, slang and idioms in class through films 39.4%. Twenty of them 60.6% gave a statement of agreement, believing that it uses accents and dialects of foreign languages better in class. Nineteen students 57.6% agreed and five students 15,2% highly agreed that watching English films makes them apply new vocabulary in practice through films in the classroom. More than half of the participants agreed that it can improve their speaking skills by watching English films 66,7% and better than other English media normally used in the classroom 63,6%. Eighteen respondents 54,5% in agree level that English films are good enough for teaching and learning speaking skills.

After analyzing the attached data, the "agree" category level has the highest average of the other category levels. This shows that movie is very effective for teaching speaking in EFL classrooms. Conversations in film will stimulate the brain to get used to following the speech styles of the players in it, making it easier for students to imitate. The advantage of watching films in EFL class in speaking in class is because it feels familiar with the conversations in the film so that it will be able to directly implement it in class. The dialogue in the film will affect the audience's speech style. When watching a film, there will be a lot of unfamiliar vocabulary that the audience will accept directly or indirectly. We often encounter

idioms, proverbs, and slang in films, this will really help EFL students in choosing diction in speaking. Students will tend to be more interested in the varied visual appearance of the film so that it can receive the information contained in the film, including the pronunciation and vocabulary in it. Films will really help students in improving students' speaking skills because students as spectators will follow the way the actors speak in the film. This is also effective for teaching English because films will be considered more varied for practicing speaking.

There is similarity between the result of the research and the previous study, such the design of the research is using quantitative, while this research also uses quantitative. The level of respondent from previous study same as this research, which is from university student and for the result of previous study towards "English Major Students' Perceptions Towards Watching English Films in Listening and Speaking Skills Development" (Liando, N. V. F., Sahetapy, R. J. V., & Maru, M. G. , 2018) has the same result as this research, most of them 80% at agreed level from previous study believed that watching film can improve their speaking skills, while in this research most of the respondent is 80% agree by watching film can improve their speaking skills. From the other similarities, the previous study proved that most of their respondent 49.9% believed that moving images in films help students communicate better, whereas in this research, the majority of respondents, 50%, stated that moving images in films motivate them to practice better when it has conversations on class. In previous research, 48% of students stated that it used proverbs, idioms, and contemporary language when it practiced through films, whereas in this study, 48.5% believed that watching English films made them use more proverbs. idioms, and current language through films when in class.

There are some differences, such evidence of previously conducted studies of English-speaking students who have completed classes in a listening and speaking course at the University of North Sulawesi, while in the sample of this study, EFL students in the sixth semester in IAIN Kediri, and this study focus on the response of EFL students on Using Films in Learning Speaking Skills in EFL Classrooms, while the other study was concern to investigate the perception of EFL students on Using Films in Listening and Speaking Skills development. For the total respondent on previous study was 67, while the respondent of this study is 30.

Thus, the use of English films is to provide instruction to students, so that it can improve their speaking skills and finally acquire all English skills. This is also relevant to previous research regarding the use of English film with English subtitles is recommended into learning process to improve students' listening skills in English language classrooms (Vanessa Angel Pritin Halawa, 2022) and the influence of English film in improving students' speaking skills (Dodi Mulyadi & Yulia Mutmainnah., 2015). This research will strengthen previous research on the use of film as a medium for learning and improving English speaking skills because this research measures its relevance to a wide range of students (which learning activities can be developed through technological developments).

The utilization of English films as a training tool for speaking ability is effective. As stated Halawa et al. (2022) the pupils' ability to speak English is one sign that speaking has

been successfully taught to them. To ensure that the pupils comprehend speaking and can speak after completing the learning process, the teacher must be able to do the following. This research supports the previous research from (Liando et al., 2018; Pimsamarn, 2011) that Watching films can be a useful technique to improve speaking skills in English. This involves copying how a native speaker speaks by watching videos or films. Watching films can help improve speaking skills by exposing learners to the language and its nuances. Classroom survey research has shown that film discussions can improve students' speaking skills. Listening to the way native speakers speak in films can help learners improve their speaking skills. Watching films can help learners expand their vocabulary and learn idioms, slang, and pronunciation. Film scripts out loud can help learners practice speaking when there are no conversation partners available.

Conclusion

The utilization of English films as a training tool for speaking ability is effective. The pupils' ability to speak English is one sign that speaking has been successfully taught to them. To ensure that the pupils comprehend speaking and can speak after completing the learning process, the teacher must be able to do the following. According to the percentage of the finding, the researchers conclude that from 30 respondents who have answered 10 questions by using questionnaire, the use of watching films for speaking skills in EFL classrooms is categorized as Agree. There are (75,8%) of students chose the option Agree, while there is (0%) of students chose the option Strongly Disagree in all the items. The survey shows the highest answer from respondents is "agree" about their perceptions towards watching English films to develop speaking skills. Based on the results of respondents' perceptions, researchers can conclude that English film has good perceptions and has good influences in developing students' speaking skills. Utilizing films as a strategy can be an effective method for enhancing English speaking skills. This involves copying how a native speaker speaks by watching videos or films. Watching films can help improve speaking skills by exposing learners to the language and its nuances. Classroom survey research has shown that film discussions can improve students' speaking skills. Listening to the way native speakers speak in films can help learners improve their speaking skills. Watching films can help learners expand their vocabulary and learn idioms, slang, and pronunciation. Film scripts out loud can help learners practice speaking when there are no conversation partners available.

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