
Film-Based English Learning: The Effect of Toy Story 3 on Students' Listening Skills

Viar Dwi Kartika¹, Yuni Awalaturrohmah Solihah², Virga Putra Darma³

Abstract

Listening is widely recognized as one of the most challenging language skills for English as a Foreign Language (EFL) learners, particularly among non-English major students who have limited exposure to authentic spoken English. Film-based learning has emerged as an alternative instructional approach that provides meaningful audiovisual input and authentic communicative contexts. This study aimed to investigate Informatics Engineering students' perceptions of using Toy Story 3 as a medium for improving English listening skills. A mixed-methods approach was employed involving 26 Informatics Engineering students at Universitas Catur Insan Cendekia. Quantitative data were collected through a five-point Likert-scale questionnaire consisting of ten items, while qualitative data were obtained through classroom observations and students' reflective responses. The quantitative data were analyzed using descriptive statistics, whereas the qualitative data were analyzed through thematic analysis. The findings revealed that students perceived film-based English learning positively across four dimensions. More than 80% of the participants agreed that Toy Story 3 enhanced their listening comprehension, facilitated vocabulary acquisition, increased learning motivation, and created a more engaging classroom environment. In addition, 76.9% of the students reported increased confidence in understanding spoken English after participating in the learning activities. These findings suggest that animated movies provide authentic audiovisual experiences that effectively support listening development while simultaneously promoting learner engagement and confidence. The study concludes that film-based English learning can serve as an effective pedagogical strategy for teaching listening to non-English major students in higher education and recommends integrating structured pre-viewing, while-viewing, and post-viewing activities to maximize learning outcomes.

Keywords: *EFL learners, film-based English learning, higher education, listening comprehension, Toy Story 3*

A. Introduction

English has become the dominant language for international communication, higher education, scientific publication, and global employment. As globalization continues to reshape education and the workplace, university graduates are increasingly expected to demonstrate English proficiency to access international academic resources, collaborate across cultures, and compete in the global labor market. Rose et al. (2020) argue that the widespread use of English as an international language has transformed it from a subject of study into a fundamental academic and professional skill required across disciplines. Similarly, Macaro et al. (2018), through a systematic review of English Medium Instruction (EMI), found that English

¹Universitas Catur Insan Cendekia, Jl. Kesambi No. 202, Cirebon, Indonesia, viardk@cic.ac.id

²Universitas Catur Insan Cendekia, Jl. Kesambi No. 202, Cirebon, Indonesia, Address, City, Country

³Institut Prima Bangsa, Jl. Brigjen Darsono No. 20, Cirebon, Indonesia

proficiency has become an essential requirement in higher education because it enables students to engage with international knowledge and participate in global academic communities.

In Indonesia, English is taught not only in English Education programs but also across non-English disciplines to prepare students for academic and professional communication. According to Zein (2017), English language education in Indonesia has gradually shifted from emphasizing grammatical competence toward developing communicative skills that support students' participation in global contexts. Hamied (2020) further explains that Indonesian universities are expected to equip graduates with English communication skills that correspond to the demands of globalization, technological development, and international collaboration. Consequently, English courses in higher education are expected to provide authentic learning experiences that enable students to use English meaningfully rather than merely mastering linguistic knowledge.

Among the four language skills, listening is considered the foundation of language acquisition because it provides learners with the primary linguistic input required for developing other language skills. Vandergrift and Cross (2018) explain that listening is an active cognitive process involving the interpretation of spoken messages through the interaction of linguistic knowledge, contextual understanding, and prior experience. Through listening, learners become familiar with pronunciation, vocabulary, grammatical structures, and discourse patterns that later support speaking, reading, and writing development.

Despite its importance, listening remains one of the most challenging skills for English as a Foreign Language (EFL) learners. Renandya and Farrell (2022) report that many learners experience difficulties because authentic spoken English contains reduced forms, connected speech, varied accents, and natural speech rates that are rarely encountered in traditional classroom materials. Likewise, Siegel (2018) argues that limited exposure to authentic listening materials often prevents learners from developing effective listening strategies, resulting in low confidence and poor comprehension when encountering real-life communication. These challenges are particularly evident among non-English major students, who generally have fewer opportunities to interact with authentic English outside the classroom.

The complexity of listening comprehension becomes even more apparent among students from non-English majors, including Informatics Engineering students. Their academic programs primarily emphasize computing, programming, and information technology, resulting in fewer opportunities to engage with authentic English communication compared to students majoring in English Education. Consequently, many students rely on textbook-based listening materials that often consist of scripted dialogues rather than naturally occurring conversations. Such materials may help learners understand basic language structures; however, they often fail to expose students to authentic pronunciation, natural speech patterns, contextual expressions, and cultural nuances found in real-life communication. This situation indicates the necessity of employing more engaging and authentic instructional media capable of providing meaningful language input while simultaneously increasing students' motivation to learn English.

Recent advances in educational technology have encouraged English language educators to integrate multimedia resources into language instruction. One increasingly popular approach is film-based English learning, which utilizes films as authentic audiovisual learning materials. According to Mayer's Cognitive Theory of Multimedia Learning, learners process information more effectively when verbal and visual information are presented simultaneously because both channels contribute to meaningful knowledge construction. Likewise, Krashen's Input Hypothesis emphasizes that language acquisition occurs when learners receive comprehensible input slightly beyond their current level of proficiency. In film-based learning, movies provide authentic spoken language supported by visual cues, facial expressions, gestures, emotions, and

situational contexts that facilitate learners' understanding of spoken discourse. Consequently, films function not merely as entertainment media but also as meaningful instructional resources capable of promoting language acquisition through authentic communication.

Among various audiovisual resources, animated movies possess distinctive pedagogical advantages because they generally present comprehensible dialogues, contextual storytelling, expressive visual narratives, and clear pronunciation that are appropriate for learners with diverse levels of English proficiency. Furthermore, animated films encourage learner engagement by creating enjoyable learning environments while reducing anxiety often experienced during listening activities. Recent studies have consistently demonstrated that integrating animation movies into English language instruction enhances learners' motivation and promotes positive attitudes toward English learning. Students perceive animated movies as enjoyable instructional media that facilitate vocabulary acquisition, improve listening comprehension, and encourage active classroom participation.

The educational value of films has also been supported by numerous empirical studies conducted in EFL contexts. A recent systematic review synthesizing empirical research published between 2000 and 2023 concluded that English movies constitute effective pedagogical tools because they provide authentic language exposure, enhance communicative competence, and promote student-centered learning environments. The review further emphasized that films contribute to the development of listening, speaking, vocabulary, pronunciation, and intercultural competence while increasing learners' engagement and motivation. Nevertheless, it also identified several research gaps, particularly the limited theoretical discussion and the relatively small number of studies investigating learners' perceptions of movie-based learning in higher education.

Recent studies have consistently demonstrated that film-based learning is an effective instructional approach for improving English language learning, particularly listening comprehension. Unlike conventional listening materials that often present isolated audio recordings, movies expose learners to authentic spoken language supported by visual contexts, enabling them to interpret meaning more naturally. Through interactions among characters, facial expressions, gestures, and situational settings, learners are able to process linguistic input while simultaneously constructing contextual understanding. Consequently, movie-based learning not only facilitates listening comprehension but also encourages learners to become more actively engaged in the learning process (Pavithra & Gandhimathi, 2024).

More recent empirical evidence further strengthens these findings. Putra et al. (2024) found that university students who participated in movie-based listening instruction achieved significantly better listening comprehension than those who learned through conventional listening activities. Their study suggests that authentic audiovisual materials provide richer linguistic input and meaningful contextual support, enabling learners to recognize pronunciation patterns, infer unfamiliar vocabulary, and comprehend spoken discourse more effectively. Similarly, Winner and Taufiq (2024) reported that Disney animated movies significantly improved students' listening performance because contextual dialogues, expressive characters, and engaging visual narratives reduced learners' cognitive burden when interpreting spoken English. These findings indicate that animated movies create authentic communicative situations that make listening activities more accessible and enjoyable for EFL learners.

Beyond improving listening comprehension, previous studies have also highlighted the broader educational benefits of animated movies. Khairuna and Ismahani (2024) found that students perceived animation movies as highly motivating learning media because they increased classroom engagement, supported incidental vocabulary acquisition, and created enjoyable English learning experiences. Their participants also reported greater confidence in

participating during English lessons, suggesting that audiovisual materials positively influence both cognitive and affective aspects of language learning. Likewise, qualitative evidence from recent studies indicates that university students appreciate English movies as authentic learning resources because they provide opportunities to experience natural conversations while simultaneously developing listening strategies, vocabulary knowledge, and communicative confidence in meaningful contexts (Khairuna & Ismahani, 2024; Pavithra & Gandhimathi, 2024).

Within the Indonesian higher education context, Solihah et al. (2026) further demonstrated the pedagogical value of film-based learning through the implementation of a Multiple Intelligences Film-Project Model among Design students. Their study revealed that integrating film production into English learning significantly enhanced students' English competence while simultaneously promoting creativity, collaboration, communication skills, and learner engagement. More importantly, the researchers argued that authentic audiovisual activities encouraged students to use English as a medium of communication rather than merely studying grammatical forms or isolated vocabulary items. These findings suggest that film-based learning not only develops linguistic competence but also supports twenty-first-century learning skills through meaningful and collaborative learning experiences.

Despite the growing body of evidence supporting film-based English learning, previous studies have primarily focused on English-major students, secondary school learners, or project-based instructional models. Comparatively limited attention has been given to non-English major university students, particularly those enrolled in Informatics Engineering programs, whose English learning needs are closely related to academic and professional communication in technology-related fields. Moreover, although numerous studies have investigated the effectiveness of movies in improving language achievement, relatively few have explored students' perceptions of using a specific animated movie as an authentic listening resource in higher education. Addressing this gap, the present study investigates how Informatics Engineering students perceive the use of *Toy Story 3* as a film-based medium for improving listening comprehension, vocabulary development, learning motivation, classroom engagement, and listening confidence. The findings are expected to provide empirical evidence that supports the integration of authentic audiovisual materials into English instruction for non-English major students in Indonesian higher education.

Despite the growing body of literature concerning film-based English learning, several important research gaps remain. Most previous studies have employed experimental or quasi-experimental designs to examine the effectiveness of films in improving students' listening achievement, speaking performance, vocabulary mastery, or overall English proficiency. Comparatively fewer studies have explored students' perceptions regarding the implementation of film-based English learning, particularly among non-English major students in Indonesian universities. Moreover, while previous studies including Solihah et al. (2026) have primarily focused on overall English competence or learning outcomes, limited attention has been devoted to understanding how students perceive the use of a specific animated movie as authentic listening material within higher education contexts. Since students' perceptions influence learning motivation, classroom engagement, and the successful implementation of innovative teaching strategies, investigating these perceptions provides valuable pedagogical insights for English lecturers. Therefore, the research questions of this study are as follows: 1). How are students' perceptions of using *Toy Story 3* to improve English listening comprehension?, and 2). What pedagogical implications can be drawn from students' perceptions of film-based English learning using *Toy Story 3*?

B. Methods

This study employed an embedded mixed-methods research design, integrating quantitative and qualitative approaches to obtain a comprehensive understanding of students' perceptions of film-based English learning through the use of Toy Story 3. The quantitative component served as the primary method to examine students' perceptions using a structured questionnaire, while the qualitative component complemented the quantitative findings through students' written responses and classroom observations. According to Creswell and Plano Clark (2018), an embedded mixed-methods design enables researchers to strengthen quantitative findings by incorporating qualitative evidence that provides richer explanations of participants' experiences.

The study was conducted at Catur Insan Cendekia University, Indonesia, involving 26 second-semester Informatics Engineering students enrolled in the compulsory English course during the 2025/2026 academic year. The participants were selected using total sampling, as all students enrolled in the course participated in the research. These students were selected because they represent non-English major learners who generally have limited exposure to authentic English listening materials despite the increasing importance of English competence in the field of information technology.

The primary instrument was a researcher-developed questionnaire consisting of ten Likert-scale items adapted from the concepts of film-based language learning, listening comprehension, learning motivation, and authentic audiovisual materials reported in previous studies. The questionnaire used a five-point Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. The instrument measured five dimensions, namely listening comprehension, vocabulary development, learning motivation & classroom engagement, and students' confidence.

To complement the quantitative data, qualitative data were collected using open-ended responses at the end of the questionnaire, allowing students to express their opinions regarding their experiences in learning English through Toy Story 3. In addition, classroom observations were conducted during the learning activities to document students' participation, engagement, and interaction throughout the implementation of film-based English learning. Before data collection, the questionnaire was reviewed by two experts in English Language Education to evaluate its content validity, clarity, and relevance to the research objectives.

The study utilized both quantitative and qualitative data sources. Quantitative data were obtained from students' responses to the Likert-scale questionnaire, while qualitative data consisted of students' written comments and classroom observation notes recorded during the implementation of the film-based learning activities. The integration of these two data sources enabled a more comprehensive interpretation of students' perceptions toward the use of animated films in English learning.

Data collection was conducted during regular English class meetings. Students participated in a film-based English learning activity in which selected scenes from Toy Story 3 were used as authentic listening materials. During the learning process, students were encouraged to observe the conversations, pronunciation, vocabulary, intonation, and contextual meanings presented in the film.

Following the learning activity, students completed the questionnaire individually. They were subsequently invited to provide additional written comments describing their learning experiences and opinions regarding the use of Toy Story 3 in English listening activities. Simultaneously, classroom observations were carried out to record students' participation, enthusiasm, and interaction during the learning process. Participation in the study was voluntary, and all responses were collected anonymously to ensure confidentiality.

The collected data were analyzed using both quantitative and qualitative approaches. The quantitative data obtained from the Likert-scale questionnaire were analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to summarize students' responses regarding film-based English learning. The mean scores were then interpreted descriptively to determine the overall tendency of students' perceptions across the five dimensions investigated, namely listening comprehension, vocabulary development, learning motivation, classroom engagement, and overall perceptions of film-based English learning.

The qualitative data collected from students' open-ended responses and classroom observation notes were analyzed using thematic analysis following the procedures proposed by Braun and Clarke (2006). The analysis involved reading the data repeatedly to gain familiarity, identifying meaningful codes, grouping similar codes into themes, reviewing and refining the emerging themes, and interpreting the findings in relation to the research objectives. Finally, the quantitative and qualitative findings were integrated to provide a comprehensive understanding of students' perceptions of using Toy Story 3 as a film-based English learning medium.

C. Results and Discussion

Students' Perceptions of Listening Comprehension

The questionnaire results indicate that students generally perceived Toy Story 3 as a helpful medium for supporting English listening practice. The percentages of students' responses are presented in Table 1.

Table 1. Students' Perception of Listening Mastery through Toy Story 3 Movie

No	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Watching Toy Story 3 helped me understand spoken English more easily.	30.8%	57.7%	0.0%	11.5%	0.0%
2.	The conversations in Toy Story 3 were easy to follow.	26.9%	53.8%	0.0%	15.4%	3.8%
3.	I learned new English vocabulary from watching Toy Story 3.	30.8%	46.2%	0.0%	19.2%	3.8%
4.	The movie helped me remember new vocabulary more effectively.	30.8%	50.0%	0.0%	19.2%	3.8%
5.	Watching Toy Story 3	34.6%	46.2%	0.0%	15.4%	3.8%

No	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	improved my English listening practice.					
6.	Watching the movie motivated me to improve my English listening skills.	23.1%	57.7%	0.0%	15.4%	3.8%
7.	I actively participated in classroom activities while learning through Toy Story 3.	19.2%	46.2%	0.0%	26.9%	7.7%
8.	Learning English through Toy Story 3 was more interesting than conventional listening activities.	30.8%	50.0%	0.0%	15.4%	3.8%
9.	I felt more confident in understanding English conversations after watching the movie.	23.1%	53.8%	0.0%	19.2%	3.8%
10.	I would like English lecturers to use movies more frequently in English classes.	30.8%	50.0%	0.0%	15.4%	3.8%

According to the table 1, there are 4 main points that are discussed below.

Enhancing Students' Listening Comprehension

The first dimension examined students' perceptions of listening comprehension (Q1, Q2, and Q5). The results demonstrate that students considered Toy Story 3 beneficial in supporting their listening practice. For Question 1, 30.8% of the respondents strongly agreed and 57.7%

agreed that watching Toy Story 3 helped them understand spoken English more easily. Only 11.5% disagreed with the statement.

Similarly, 80.7% of the respondents expressed positive perceptions regarding the clarity of conversations in the movie (Q2), while only 19.2% reported difficulties in following the dialogues. Furthermore, 80.8% of the students agreed or strongly agreed that watching Toy Story 3 improved their English listening practice (Q5), whereas only 19.2% expressed negative responses.

These findings suggest that the integration of authentic audiovisual materials enables students to understand spoken English more effectively by combining verbal input with contextual visual information. The visual narratives, facial expressions, gestures, and situational contexts presented in the movie appear to facilitate students' comprehension of authentic English conversations. These findings support previous studies reporting that movie-based learning enhances listening comprehension by providing meaningful language input within authentic communicative situations.

The present findings are consistent with the systematic review conducted by Pavithra and Gandhimathi (2024), which concluded that English movies function as effective pedagogical tools by improving learners' communicative competence, listening comprehension, and classroom engagement through authentic audiovisual materials. The review also highlights that movies expose learners to natural language use that is difficult to obtain from conventional textbooks. Likewise, Putra et al. (2024) found that students who learned through movie-based listening activities significantly outperformed those who used traditional listening materials, demonstrating that movies provide meaningful contextual support for understanding spoken English.

Vocabulary Development

Students also perceived the movie positively in terms of vocabulary acquisition. For Question 3, 77.0% of the respondents agreed or strongly agreed that they learned new English vocabulary while watching Toy Story 3, whereas 23.0% disagreed. Likewise, 80.8% of the students believed that the movie helped them remember newly acquired vocabulary more effectively (Q4), while 23.0% expressed less favorable perceptions.

These findings indicate that the contextual presentation of vocabulary through visual storytelling supports students in understanding and retaining new lexical items. Rather than learning isolated word lists, students encountered vocabulary in meaningful communicative situations, allowing them to associate words with actions, emotions, and contexts. Such contextualized learning is consistent with the principles of authentic language instruction, which emphasize meaningful language exposure over rote memorization.

This finding is supported by recent studies demonstrating that authentic audiovisual materials contribute to vocabulary acquisition by presenting words repeatedly within meaningful contexts. A recent meta-analysis by Oktapiani et al. (2024) concluded that English-subtitled videos significantly improve learners' listening comprehension, vocabulary acquisition, and speaking skills because subtitles and visual information provide additional scaffolding for language learning. Similarly, research on English movies with subtitles found that audiovisual materials positively influenced learners' vocabulary development and listening comprehension while increasing their self-confidence, although teachers should gradually reduce learners' dependence on subtitles as proficiency develops.

Learning Motivation and Classroom Engagement

The findings also reveal that film-based English learning positively influenced students' motivation and classroom engagement. As presented in Question 6, 80.8% of the respondents reported that watching Toy Story 3 motivated them to improve their English listening skills. Only 19.2% indicated otherwise.

Likewise, 80.8% of the respondents agreed or strongly agreed that learning English through Toy Story 3 was more interesting than conventional listening activities (Q8). This finding suggests that animated movies create a more enjoyable learning environment that encourages students to participate actively during English lessons.

Regarding classroom participation (Q7), 65.4% of the students reported active participation during the learning activities, while 34.6% expressed disagreement. Although this item received the lowest percentage of positive responses among all questionnaire items, the majority of students still demonstrated favorable perceptions of classroom engagement during the implementation of film-based learning.

These findings indicate that enjoyable learning media contribute to increased learner motivation and participation. The entertaining storyline, colorful animation, and relatable characters may have encouraged students to become more actively involved in classroom discussions and listening activities.

These findings correspond with previous research reporting that audiovisual learning media increase learners' motivation because movies combine entertainment with educational content. Winner and Taufiq (2024) demonstrated that Disney movies effectively improve students' listening skills while simultaneously increasing learning motivation through engaging stories, authentic dialogues, and attractive visual narratives. Likewise, Pavithra and Gandhimathi (2024) emphasized that movie-based instruction encourages active participation because authentic audiovisual materials create student-centered learning environments that stimulate interaction and communicative competence.

Students' Confidence in Listening

Students also reported increased confidence in understanding spoken English after watching the movie. As indicated in Question 9, 76.9% of the respondents agreed or strongly agreed that they felt more confident in understanding English conversations after participating in the film-based learning activity. In contrast, 23.0% still experienced difficulties in comprehending spoken English.

This finding suggests that repeated exposure to authentic English conversations through movies may gradually increase learners' confidence in listening comprehension. Visual support, contextual clues, and engaging narratives appear to reduce learners' anxiety when processing spoken English.

These findings are supported by Sukma and Hapsari (2025), who reported that English movies improve learners' listening comprehension, vocabulary acquisition, and self-confidence, while also noting that learners may experience cognitive overload or become overly dependent on subtitles if appropriate instructional support is not provided. Therefore, lecturers should provide pedagogical scaffolding, including pre-teaching key vocabulary, guiding students through focused listening tasks, and facilitating post-viewing discussions to maximize the effectiveness of movie-based English learning.

Pedagogical Implications

The findings of this study provide several important pedagogical implications for English language teaching in higher education, particularly for non-English major students. First, the positive perceptions toward Toy Story 3 indicate that animated movies can serve as effective authentic learning materials for listening instruction. Unlike conventional listening exercises that rely primarily on audio recordings, animated films combine spoken language with visual cues such as facial expressions, gestures, and contextual settings, enabling students to construct meaning more effectively. Therefore, English lecturers are encouraged to integrate film-based materials into listening courses to create richer and more meaningful learning experiences. The positive perceptions of listening improvement are also supported by empirical evidence from Winner and Taufiq (2024), who found that Disney movies significantly improved students' listening skills because authentic dialogues and engaging visual narratives helped learners interpret spoken English more effectively than conventional listening materials.

Second, the results suggest that movies should not be used merely as entertainment or supplementary classroom activities. Instead, lecturers should design structured learning tasks that accompany film viewing. Effective implementation may include pre-viewing activities to activate background knowledge and introduce key vocabulary, while-viewing activities that guide students to identify important information, and post-viewing discussions that encourage critical thinking, vocabulary reinforcement, and communicative practice. Such scaffolding enables students to maximize the linguistic benefits of authentic audiovisual materials while reducing comprehension difficulties. This supports the principle of contextualized language learning, in which vocabulary is acquired naturally through authentic communication. Pavithra and Gandhimathi (2024) similarly emphasized that movies facilitate vocabulary acquisition because learners repeatedly encounter authentic language expressions in meaningful communicative situations rather than isolated instructional exercises.

Third, the positive responses regarding motivation and classroom engagement indicate that film-based learning can contribute to a more student-centered learning environment. Animated movies provide enjoyable learning experiences that encourage learners to participate actively, express opinions, and engage in collaborative classroom interactions. Consequently, English instruction should move beyond teacher-centered listening practices toward more interactive learning approaches that promote learner autonomy and meaningful communication. According to Pavithra and Gandhimathi (2024), movies increase learners' motivation by combining entertainment with authentic language exposure, resulting in greater classroom interaction and learner engagement.

D. Conclusion

This study investigated Informatics Engineering students' perceptions of using Toy Story 3 as a film-based medium for English listening learning. The findings indicate that students generally perceived animated movies as effective instructional media for supporting English language learning. Film-based learning not only facilitated students' listening comprehension but also contributed to vocabulary development, increased learning motivation, promoted classroom engagement, and strengthened students' confidence in understanding spoken English. These findings suggest that authentic audiovisual materials provide meaningful linguistic input by combining spoken language with visual contexts, allowing learners to interpret English more naturally and effectively than through conventional listening activities.

The study also demonstrates that the educational value of film-based learning extends beyond improving listening skills. The integration of contextual dialogues, visual narratives, and

authentic communicative situations created a more engaging learning environment that encouraged students to participate actively and develop positive attitudes toward English learning. Consistent with previous studies (Pavithra & Gandhimathi, 2024; Putra et al., 2024; Winner & Taufiq, 2024; Sukma & Hapsari, 2025), the present findings reinforce the view that movies can function as authentic pedagogical resources capable of supporting both cognitive outcomes, such as listening comprehension and vocabulary acquisition, and affective outcomes, including motivation, engagement, and confidence.

From a pedagogical perspective, the findings imply that English lecturers should integrate movies into listening instruction through carefully designed learning activities rather than using them solely as supplementary classroom entertainment. Pre-viewing vocabulary preparation, guided listening tasks, collaborative discussions, and reflective post-viewing activities can help students maximize the benefits of authentic audiovisual materials while reducing potential comprehension difficulties. Such instructional strategies encourage active learning and create more meaningful English learning experiences for non-English major students.

This study contributes to the growing literature on film-based English learning by providing empirical evidence from the context of Indonesian Informatics Engineering students, a population that has received relatively limited attention in previous research. While many earlier studies have primarily examined the effectiveness of movies in improving language achievement, the present study highlights students' perceptions as an important consideration in designing learner-centered English instruction in higher education.

Despite these contributions, the study has several limitations. The participants were drawn from a single study program at one university, limiting the generalizability of the findings. In addition, the research focused primarily on students' perceptions rather than objective measures of listening achievement. Future research is therefore recommended to involve larger and more diverse samples, employ experimental or longitudinal research designs, and compare the effectiveness of different film genres or audiovisual media in developing various aspects of English language proficiency. Such investigations would provide more comprehensive evidence regarding the role of film-based learning in English language education.

Despite these positive findings, this study has several limitations. The research involved a relatively small number of participants from a single study program and relied primarily on students' perceptions rather than objective measures of listening achievement. Future studies are recommended to involve larger and more diverse participant groups, employ experimental or longitudinal research designs, and examine the effects of different film genres on various aspects of English language learning. Such studies would provide more comprehensive evidence regarding the effectiveness of film-based English learning in higher education.

Acknowledgment

The authors would like to express their sincere gratitude to Universitas Catur Insan Cendekia for providing the academic environment and institutional support that made this research possible. Special appreciation is extended to the Informatics Engineering Study Program for facilitating the implementation of this study. The authors are also deeply grateful to all students who participated voluntarily in the research and provided valuable feedback throughout the learning activities. Their enthusiasm and cooperation were essential to the successful completion of this study.

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