

## Exploring Western Movies Through Online Learning Platforms to Enhance Students' Listening Comprehension

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### ABSTRAK

Dalam pendidikan Bahasa Inggris sebagai Bahasa Asing (EFL), siswa sering mengalami kesulitan memahami materi mendengarkan karena kecepatan bicara, idiom, dan referensi budaya dalam konteks autentik; metode tradisional kurang mewakili komunikasi nyata. Tinjauan literatur ini mengevaluasi penggunaan film Barat pada platform online sebagai strategi pedagogis untuk meningkatkan keterlibatan dan keterampilan melalui narasi sinematik, percakapan alami, dan akses digital. Metode menggunakan penelusuran sistematis di Google Scholar dengan kriteria relevansi EFL listening dan desain empiris. Hasil menunjukkan paparan film meningkatkan pengenalan pola ucapan, kosakata, dan intonasi, serta mengurangi kesulitan. Fitur subtitle, replay, dan kuis memperkuat motivasi, kepercayaan diri, dan fokus tugas; program eksperimental melaporkan peningkatan strategi adaptif dan kinerja. Integrasi ini mendukung pembelajaran mandiri berbasis teknologi dan kesiapan global pembelajar. Penggunaan platform seperti Netflix dan YouTube memfasilitasi pengulangan terkontrol, sedangkan tugas terstruktur dan bimbingan guru menjaga fokus linguistik serta evaluasi berkelanjutan.

Kata kunci: pemahaman mendengarkan, film Barat, platform online, materi autentik

### ABSTRACT

*In English as a Foreign Language (EFL) education, students often have difficulty understanding listening materials due to the speed of speech, idioms, and cultural references in authentic contexts; traditional methods do not adequately represent real communication. This literature review evaluates the use of Western films on online platforms as a pedagogical strategy to improve engagement and skills through cinematic narratives, natural conversations, and digital access. The method employed a systematic search on Google Scholar using criteria of EFL listening relevance and empirical design. Results indicate that film exposure improves recognition of speech patterns, vocabulary, and intonation, while reducing difficulties. Features such as subtitles, replay, and quizzes strengthen motivation, confidence, and task focus; experimental programs report improvements in adaptive strategies and performance. This integration supports technology-based self-directed learning and learners' global readiness. The use of platforms such as Netflix and YouTube facilitates controlled repetition, while structured tasks and teacher guidance maintain linguistic focus and continuous evaluation.*

**Keywords:** listening comprehension, Western films, online platforms, authentic materials

### INTRODUCTION

In the context of English as a Foreign Language education, students frequently experience difficulties in developing listening comprehension. Many learners struggle to understand fast speech, idiomatic expressions, and cultural references that appear in natural conversations. Traditional classroom activities often focus on controlled listening exercises that do not fully represent real

communication situations. As a result, students may face challenges when they encounter authentic spoken English. One alternative that can support listening development is the use of Western movies. These movies present natural conversations, various accents, and meaningful storylines. When Western movies are used through online learning platforms, students are able to access learning materials easily and repeatedly. Karim et al. (2024) explain that

exposure to English movies helps students become familiar with authentic speech patterns and improves their ability to understand meaning based on context. This finding is supported by Manurung, Butar Butar, and Simbolon (2022), who found that the use of movies can help students overcome listening comprehension difficulties by providing contextual and engaging listening input. These findings suggest that movies can support listening comprehension through repeated exposure to vocabulary, pronunciation, and intonation.

In addition, English movies can increase students' motivation in learning listening skills. Hasanah (2023) states that storytelling elements in movies can attract students' attention and reduce boredom that often occurs in traditional listening activities. Western movies often present strong characters and historical settings that encourage students to stay engaged in the learning process. Dialogue scenes that contain emotional conversations or conflicts also provide opportunities for students to practice understanding implied meaning and predicting information. Hamidah and Hadi (2021) found that animated movies help students understand spoken language because visual scenes support the interpretation of spoken messages. Similarly, Western movies combine visual storytelling and authentic conversation, which can help students understand unfamiliar expressions. Balqis (2021) also explains that movies can be integrated into listening courses as learning media that supports both linguistic understanding and character development through meaningful narratives. Online learning platforms also provide features such as pause, replay, and note taking that support students in learning listening skills gradually and confidently.

The use of online learning platforms has expanded opportunities for teachers to provide authentic learning materials. These platforms allow students to access movies anytime and support independent learning. Puspita and Suswanto (2023) explain that authentic listening materials such as movies are more effective than scripted audio because they represent daily language use and maintain students' attention for a longer time. Online platforms also provide interactive tools such as subtitles, quizzes, and discussion forums that support students in understanding movie content. These features allow students to control their learning pace and repeat difficult sections. Furthermore, multimedia elements such as sound effects, music, and visual scenes create a learning environment that supports concentration and comprehension. Ishak et al. (2023) show that multimedia elements can improve cognitive engagement, which indicates that audiovisual materials can strengthen listening

comprehension. Supporting this idea, Hidayah (2022) found that the use of YouTube movie clips in listening instruction helps students understand spoken English more effectively while also encouraging positive student responses toward technology based learning.

However, the use of Western movies in language learning requires proper instructional guidance. Western movies often contain cultural expressions and informal language that may be difficult for students to understand without teacher support. Therefore, structured learning activities are necessary to ensure that students focus on language learning objectives rather than entertainment. Karim et al. (2024) emphasize that guided movie watching activities can significantly improve students' listening comprehension. Teachers can design tasks that encourage students to analyze conversations, identify key information, and understand emotional meaning in dialogues. Online learning platforms provide opportunities for teachers to design flexible and interactive learning activities that support these goals.

Previous research in the form of an article with the title "Using English Movies to Improve Students' Listening Skills" written by Vincentia Dewi Fidelia and Zuliati Rohmah (2023) discusses the use of English-language films as a learning medium to improve students' listening skills. This study used a qualitative method through interviews to identify students' difficulties in understanding spoken language and their experiences when using films as a learning medium. The results of the study show that students have difficulty understanding vocabulary, the speed of native speakers, and differences in accents, but the use of English-language films can help overcome these problems through the presentation of authentic and contextual language. In addition, films are also able to increase motivation, interest in learning, and student engagement in the learning process, so it can be concluded that English-language films are an effective medium for improving students' listening skills.

This further reinforced in "The Use of English Movies to Improve Students' Listening Skills." written by Nafla, R., & Roshalina, A. (2023). From research conducted through a literature study of various journals, it can be concluded that the use of English-language films has been proven effective in improving students' listening skills because it helps them understand pronunciation, increase their vocabulary, learn grammar, and makes the learning process more interesting and less boring. In addition, films can also increase learning motivation, help students become more accustomed to hearing native

speakers, and support other English language skills such as speaking, reading, and writing, making films an efficient and useful learning medium in the English learning process.

**METHOD**

This article used the literature review method. This method was used because the research did not focus on direct experiments in the classroom, but rather on reviewing and combining various previous research results related to the use of western movies through online learning platforms to enhance students listening comprehension

The analysis process was carried out in several stages. The first stage was to identify relevant literature sources using keywords such as. The second stage was to select articles based on the

recency of the research within the last 5 years and its suitability to the context of listening comprehension. The final stage was to compare the results of various studies to find similarities, differences, and patterns that emerged from these studies.

Based on these stages, the researcher will search for journal articles relevant to understanding English through Western films via an online platform. Data collection was carried out by documenting all articles used in this research report. The sources used consisted of three national journal articles obtained through Google Scholar and the Publish or Perish application. Articles were selected based on similarities in research topics, then analyzed and summarized. The results of this analysis were then compiled into a comprehensive discussion in this article.

TITLE	AUTHOR	RESULT AND DISCUSSIONS
Promoting Self-Directed Learning through Netflix as a Learning Aid of Listening and Speaking: An Investigation toward EFL Students' Voices	Raulina Suci Maharani, Septia Dwi Jayanti, dan Nur Afif ,(2024)	According from the quantitative data in the journal shows that English Education students at UIN Maulana Malik Ibrahim Malang have a very positive perception of using Netflix as a learning medium to improve listening comprehension. The majority of respondents (15 students) agreed or strongly agreed that watching English-language films and series on Netflix had a direct and significant impact on their listening skills, including learning correct pronunciation (40% agree, 46.7% strongly agree), understanding unfamiliar foreign accents and dialects (46.7% agree and strongly agree, respectively), acquiring new vocabulary (60.7% strongly agree), and better understanding idioms, proverbs, and slang (53.3% strongly agree). In addition, most respondents also felt that Netflix was more effective than other digital listening learning media commonly used in class (40% agree, 40% strongly agree), and overall they were confident that they could improve their listening skills through Netflix content (46.7% agree, 46.7% strongly agree), with only a few being neutral or disagreeing. Thus, Netflix has been proven to have a strong and direct positive influence on improving the listening comprehension of EFL students through authentic exposure to natural spoken language.
The Perception of Student and Teacher of Netflix English to English Subtitle: Correlating Engagement, Motivation, and Listening Ability	Bhagaskoro Ardhiyanto Kurniawan dan Khoirul Anwar, (2024)	Based on quantitative data analyzed using Structural Equation Modeling Partial Least Squares (SEM-PLS) on 50 intermediate EFL participants, there is a strong relationship between motivation and engagement, where English-to-English Netflix subtitles reduce anxiety, increase engagement, and make authentic material easier and more enjoyable. However, the direct relationship between engagement and listening performance, including TOEFL scores, tends to be weak. Qualitatively, interviews with three EFL teachers showed that subtitles boost students' confidence through understanding complex dialogues and native accents, gradually preparing them for real-world listening, and

		reducing fear of failure. Teachers also emphasized the importance of integrating subtitles with targeted listening activities for greater effectiveness, as subtitles alone are not sufficient for formal testing. Overall, Netflix with English-to-English subtitles has a strong positive influence on listening comprehension through high motivation, engagement, reduced anxiety, and authentic exposure (accents, vocabulary, speech patterns), although achieving optimal listening improvement requires additional approaches beyond simply watching with subtitles.
Methods of using digital technologies for the development of students' listening comprehension strategies in higher educational institutions	Olena Konotop, Oleksandra Bondar, Liubov Terletska, Svitlana Kyrychenko, Ganna Ovsyanko ,(2022)	This study involved experimental testing of a program to develop students' listening comprehension strategies in higher education institutions using various digital technologies (Zoom, YouTube channel, Instagram, Kahoot, Google Forms, Padlet) through a differentiated approach, active student participation, and a variety of digital tools. Quantitative results showed a significant increase in academic achievement in listening comprehension after program implementation: the number of students with excellent grades increased by 11.7%, and those with good grades increased by 25%. The effect on listening comprehension was evident through improved ability to understand, analyze, and reproduce authentic audio material, thanks to multimedia exposure that supported effective information processing, reduced comprehension difficulties in distance or blended learning contexts, and shaped more adaptive and creative listening strategies in non-linguistic students.

## CONCLUSION

According to literature review can be concludes that the use of Western movies through online learning platforms can effectively support EFL students' listening comprehension when it is accompanied by proper instructional guidance. The reviewed studies consistently indicate that movies provide authentic language exposure, including natural speech speed, accents, vocabulary, and contextual meaning, which helps students better understand spoken English. In addition, audiovisual elements and platform features such as subtitles, replay, and interactive activities increase motivation, engagement, and learner confidence while reducing listening anxiety. However, simply watching movies is not sufficient; structured tasks designed by teachers are necessary to direct students' attention to linguistic aspects and learning objectives. Therefore, Western movies function not only as entertainment media but as meaningful learning resources that improve listening comprehension, encourage independent learning, and develop more effective listening strategies in online learning environments.

## SUGGESTIONS

It is suggested that teachers implement Western movies in a structured manner by preparing clear pre-watching, while-watching, and post-watching activities so students focus on listening objectives rather than passive viewing. Teachers should carefully select movies appropriate to students' proficiency level, control the use of subtitles gradually, and provide guiding questions, vocabulary support, and discussion tasks to strengthen comprehension. In addition, online platform features such as pause, replay, and quizzes should be used consistently to help students review difficult parts and monitor their understanding. Clear instructions, time management, and regular feedback are also necessary to ensure that movie-based learning remains effective, organized, and aligned with listening skill development.

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