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Watching Movies During A Pandemic As Audio- Visual Technology Tool for Listening and Speaking Skills

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Abstract

English is the second language of most non-English speaking countries particularly in South-East Asia. Even so, it is not easy to find a native English speaker in these countries. The second language learners need to have a good reference for them in terms of language skills to learn English easier. Nowadays audio-visual aid is one of the tools used to help second language learning. English movies are part of it. So, does watching English movies make any differences in second language learning process? This study aims to identify perceptions of TESL students on watching English movies to improve their listening and speaking skills. This study used quantitative approach with survey method using questionnaire to collect research data. Questionnaire was distributed to TESL students in a public university through Google form. Findings of the study show that TESL students in the public university agreed that watching English movies could be considered an effective way to improve their listening and speaking skills. Most of them believed that it could help them improve and strengthen their listening and speaking skills by imitating and practicing the new knowledge gathered from watching English movies. This study helps the participants to be aware and conscious of the advantages of utilizing variety of sources including mass media as a teaching and learning tool.

Keywords: English Movies, Listening and Speaking, TESL Students

Introduction

English is known as lingua franca as it is the main language of communication globally to enable people with different mother tongue to communicate with each other (Othman et al., 2015). English has also been a compulsory subject in Malaysian education since independence in 1957 (Amalina, 2017). It may be the second most significant language in Malaysia after the national language, Bahasa Malaysia (Darmi & Albion, 2013). This shows how important English language is in Malaysia. To achieve vision 2020, student need to know the most effective ways to learn English (Basri & Hashim, 2019). English as Second Language (ESL) learners in Malaysia have typically been learning English for many years, but most of them still suffer from a limited range of lexical items (Amalina, 2017). In order to be a good communicator in English, it is important for people to develop their linguistic competence which includes four language skills which are reading, writing, speaking and listening (Pimsamarn, 2011; Yunus et al., 2019). This requires the learners to speak and possibly makes the native speakers as example in pronouncing and using the vocabulary terms in their life. However, in Malaysia, most of the time the language classroom represents the only occasion for the learners to practice their speaking skills, a situation which slows down the acquisition process (Gabarre et al., 2016a). Language students are often challenge with the assimilation of a new lexicon, a different phonologic system, unfamiliar syntax, and communication precepts (Gabarre et al., 2016b). They need to listen to good examples of the correct way of pronouncing a word and try to imitate it into their own surrounding. It is difficult to carefully listen to the speech and utterance of the native speakers in Malaysian surrounding. ESL learners are considered successful if they can communicate effectively in the target language (Kurniawan, 2016).

English Language skills are an essential part in the context of globalization. Therefore, employers regard fluency in the English language as vital. It can help to boost one's career potential and be an invaluable asset to any organization (Krish et al., 2012). It was found that among the prestigious local universities UKM has the lowest percentage of graduates securing a job 6 months after graduating. In respond of this trend, UKM has conducted a preliminary survey to see the quality of its graduates amongst the employers in Malaysia. Between the common remarks made is lack of communication especially in English. Majority of the graduates lack of certain soft skills be it through communication skills or language proficiency (Wahab et al., 2014). According to Paneerselvam and Mohamad (2019), the challenges faced by the ESL learners such as lack of motivation and self-confidence, anxiety, inhibition and limited knowledge of vocabulary. Prior to this, UKM places eight compulsory soft skills courses for every one of its students to pass before they can graduate. This was done to ensure that all of UKM's students are exposed with all the eight dimensions of soft skills throughout their studies (Wahab et al., 2014). Recognizing that youth today are familiar with technologies, many researchers try to identify the use of technologies for learning (Rahamad et al., 2012). This study on the other hand will look at how audio-visual tool can contribute as one of the solutions on the lack of transferable and communication skills in English based on the students' perceptions.

English movies are one of the places where incidental vocabulary acquisition can happen. Movies as audio-visual technology aids help students to improve their limited vocabulary, poor grammar and listening skill (Faqe, 2017). We cannot communicate or learn English language effectively if we lack good English listening and speaking skills (Liando, Sahetapy & Maru, 2018). Problem arises when TESL students in UKM have difficulty to listen to utterance of native speaker and understand the articulated words since they are not

exposed to the actual surrounding of native speakers. It is hard to get a real life situation where native speakers are involved in the conversation. Different English accents used in Malaysia is also another form of problem. It will add up the confusion for the students. TESL students are learning to become a teacher but the language skills involving verbal and written communication seem to be lacking in themselves. This is not good, when they teach English language later. They have to equip themselves first with the right knowledge and skills before they start to transfer it to someone else.

TESL students are often stigmatized as showing off when they use English with other people even their classmates but some people did not realize that it is actually a good way to practice the skills. This resulting them on being too shy to practice it and later it develops into a deficiency. Public will always have high expectation on TESL students when it comes to English but in reality they are students who lack of confident to speak and use the language in public. Hence, they need an additional solution that will give an aid to improve their language skills at the same time in a fun method. It is important for them to develop and improve their listening and speaking skills.

Moreover, during the time where face-to-face interactions are limited because of the pandemic that is going around the world, another initiative has to be taken in order to maintain the competency and capability of students to speak and interact with excellent level of proficiency. Covid-19 has put many restrictions to everyone including tertiary level students where it is hard to be at the same place for a discussion or for the class to be conducted. This will lead to the lack of exchange and reciprocity of ideas and thought that would have been done easily before the pandemic hit the world. Less interaction means less practice in speaking and communicating with the target language; in this study referred to English.

Technology has evolved rapidly over the years. The government has therefore instructed educators to integrate technology into teaching and learning processes. Technology benefits students in learning English if students wisely utilize the use of technology in the ESL classroom (Wah, and Hashim, 2021). Video technology should be used, as it is one of the key interactive teaching methods (Ab Razak and Din, 2020). Thus, this study aims to identify perceptions of TESL students on watching English movies to improve their listening and speaking skills. The research objectives are (i) to study the demographic properties, (ii) perceptions on watching English movies to improve listening and speaking skills, plus (iii) to gather perceptions on the effectiveness of English movies in improving listening and speaking skills among UKM TESL students' perceptions. The following Figure 1 shows the conceptual framework of the study.

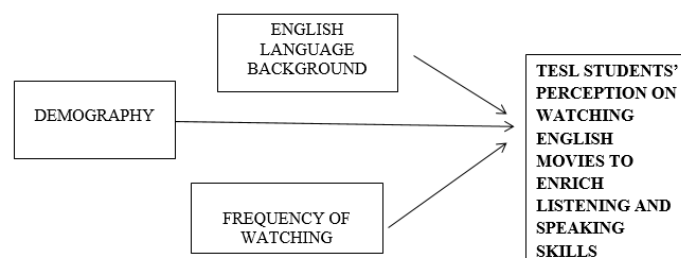


Figure 1. Conceptual Framework of the study

Audio-Visual Media as Language Teaching Tool

Edutainment is a hybrid genre that expresses the combination of education and entertainment where the learning process is enjoyable and occurs in less serious environment (Lee and Wai, 2006). The integration of education and entertainment brings a positive influence on an individual where it will attract an individual to learn in an enjoyable environment while obtaining new knowledge (Rusman, Ismail and Jaafar, 2019). It is one of the ways to grab the attention of students whether it is children in school or young adult in higher learning institutions. In this case, researchers try to extract the positive sides of audio-visual aid in the process of teaching and learning. When it comes to language learners, the audio visual aids are necessary rather than luxury; due to multimedia technology the process of learning has become effective (Faqe, 2017).

According to Danan (2004), audio-visual materials are useful tools for various reasons. They improve listening comprehension skills of second/foreign language learners; they facilitate language learning by helping learners visualize what they hear; and they increase language comprehension and lead to additional cognitive benefits, such as greater depth of processing. It shows that audio-visual materials bring many advantages to teaching and learning process whether in school or in tertiary level education. Teachers and educators can help motivate learners and remove part of the anxiety of not knowing the language by using films and cartoons in foreign language classrooms (Mousavi and Gholami, 2014). These days it is encouraged to use multimedia tools in the classroom, as it is believed to be useful in getting the attention, convenient and very handy at the same time.

Using videos and films as learning tools attract researchers and teachers to apply the tools successfully in a variety of educational environment (Faqe, 2017). It is important to find out the perceptions of the students on watching English movies as a medium to improve their listening and speaking skills. They have been learning English as second language and they will soon involve themselves in teaching profession whether or not it is in school thus it is necessary to get them to be aware of the benefits of audio-visual language learning media such as movies. As mentioned by Gilakjani and Ahmadi (2011), understanding that language is controlled by particular cultural experiences is a necessity for the language learner.

Vocabulary in Language Learning

There has always been a rising stress on English language teaching as a mechanism for communication, and technology has played a serious role in facilitating authentic communication (Harji et al., 2010). Vocabulary is an essential means of interchanging ideas and of acquiring new experiences. This is why in learning language acquiring new vocabularies is very important so that the speaker can express a lot of emotions, opinion, estimation and judgment. By having a lot of vocabularies or mental lexicon listed in mind, it will help to boost the speaker's confident to speak more often. A learner reads difficult classical texts with the aim of increasing his/her knowledge of vocabulary and draws a conscious attention to the learning of new words in the text (Mousavi & Gholami, 2014).

In TESL students' case, English is their second language making them obviously want to improve their communication skills by adding and increasing their capacity in learning terms and verses in the lexes. In the second language classroom, teaching of grammatical items is typically given more attention than the teaching of vocabulary (Kamarudin, 2013).

However as stated by McCarthy (1990), no matter how well the learners understand grammar, meaningful communication cannot happen if learners do not have the vocabulary to express what they want to convey. Nowadays there is a tendency toward using media to aid and supplement educational objectives (Mousavi and Gholami, 2014). As students these days find it hard to read the thick classical novels, there might be another solution to overcome the problem of not getting much vocabulary in their mind and one of it is through the usage of mass media.

English Movies for Second Language Learners

Movies are an enjoyable source of entertainment and language acquisition. Practice has shown that reading an entire book can be tiresome and boring while an audio-visual experience can be more entertaining and engaging to students (Ismaili, 2013). Learners slowly expand their language acquisition by being exposed to the authentic environment of the target language (Harji, Woods & Alavi, 2010). Learners do not watch or use media only to have fun but they can be quite educational (Mousavi & Gholami, 2014). In addition, film, television, video, and now digitized images usually expose students to larger amounts of authentic oral language input, which in the long run should improve listening comprehension in face-to-face interaction with native speakers (Ebrahimi & Bazae, 2016).

Some of the second language students are still not aware of the goodness of native speakers' movies provided to them. According to Etemadi (2012), movies do not only allow the teacher to introduce variety and reality into the classroom. Discussions based on movie content allow students to bring their own background knowledge and experiences into the discussion. By watching movies, students will have the opportunity to experience the semi-real communication in face-to-face interactions (Liando, Sahetapy & Maru, 2018). The combination of audio, video, contextual information will effectively adopt the learners to the new environment of language learning (Faqe, 2017). The real concern is not everybody are aware of the influence of English movies in their listening and speaking skills development thus they just watch movies for fun (Liando, Sahetapy & Maru, 2018). This is why it is important to spread the awareness on how audio-visual aids such as movies can help the learning process while at the same time having fun.

Listening and Speaking Skills Development

The listening process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning (Liando et al., 2018). Successful listening skills are acquired over time and with lots of practice. For beginners, the most important listening skill is discrimination in English pronunciation, intonation and language flow. They need to acquire the crucial skill of identifying the main information (Gilakjani & Ahmadi, 2011). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field (Leong & Ahmadi, 2017). Second language learners require a way to improve their language learning skills in a less distressing way as the cognitive process might be overwhelming for them sometimes.

Closely related to listening skill is speaking skill. Speaking is a system covered by phonological and grammatical systems. The production of speaking is influenced by the reception of the speaker (Kurniawan, 2016). Learners do not have enough opportunity either

in their classes or outside to speak English. Learners can improve their speaking skill through listening and repeating (Leong & Ahmadi, 2017). Ebrahimi and Bazae (2016) suggested that by using L2 subtitled movies, students could learn how to pronounce many words. There is a need to practice so that the learners can gain fluency in their pronunciation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension (Leong & Ahmadi, 2017). Thus, second language learners need to have a reference in order to try to make the word sounds, as it should.

Social Cognitive Theory

Social Cognitive Theory is a well-known theory that started as Social Learning Theory. Albert Bandura introduced it in the early 1960's. It posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment and behavior (Bandura, 1989). This theory emphasizes on the social influence. It emphasizes on external and internal social reinforcement. The goal of Social Learning Theory is to explain how people regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time (La Morte, 2019).

In this study, the perceptions of TESL students on English movies might be interfered by the Social Learning Theory. This is because one of the five constructs of this theory is Observational Learning. This asserts that people can witness and observe behavior conducted by others and then reproduce the actions showed to them. In this study, the sentences used as dialogue and narration in the movie may be replicate and adapted into their daily life. This requires them to give their focus and at the same time listen attentively to the dialogues in the conversation delivered in the English movies, as they have to observe the way the words are pronounced so that it can be adapted to their own usage of English language in daily life. Findings of the study show relationship between the behavior of watching English movies and the UKM TESL students' perception regarding the improvement of their listening and speaking skills with the link to the Social Cognitive Theory.

Methodology

In order to achieve the research objectives, an instrument to measure the respondents' perceptions was adapted from various studies. A content validity was done with three language experts and one measurement and technology expert. They were given information about the study aim and objectives with the instrument to review. The language experts also use technology in TESL and do research in the area. They were lecturers in the field from the same public university. Face validity was also conducted before the real study to ensure enough time are given to the respondents to answer the questionnaire and all items in the questionnaire can easily be understood. The following Figure 2 shows some parts of the questionnaire before being improved based on experts review and validation.

Please give marks for each item according to suitability and appropriateness of language and constructs. Comments from Prof / Assoc. Prof / Dr / Sir / Madam / M greatly appreciated																																																
<p>0: Not accepted, remove 1: Accepted with correction 2: Accepted without any correction</p> <p>Part II: Questions on Behaviour towards watching English movies (Soalan Mengenai Sikap terhadap Menonton Filem Inggeris)</p> <p>Note: Questions from Part II are MCQ questions. The choices of answer are given together with the questions.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Item</th> <th>Sources</th> <th>0</th> <th>1</th> <th>2</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Do you like watching English movies? <i>Adakah anda gemar menonton filem Inggeris?</i></td> <td>Worawattananiukul (2016)</td> <td></td> <td></td> <td>/</td> <td>-How to measure the statistic? -Reconsider answer choice</td> </tr> <tr> <td>2.</td> <td>How often do you watch English movies? <i>Berapa kerap anda menonton filem Inggeris?</i></td> <td>Worawattananiukul (2016)</td> <td></td> <td></td> <td>/</td> <td></td> </tr> <tr> <td>3.</td> <td>Do you prefer watching English movies with subtitles? <i>Adakah anda lebih gemar menonton filem Inggeris berserta sarkata?</i></td> <td>Worawattananiukul (2016)</td> <td></td> <td></td> <td>/</td> <td></td> </tr> </tbody> </table>							No.	Item	Sources	0	1	2	Comments	1.	Do you like watching English movies? <i>Adakah anda gemar menonton filem Inggeris?</i>	Worawattananiukul (2016)			/	-How to measure the statistic? -Reconsider answer choice	2.	How often do you watch English movies? <i>Berapa kerap anda menonton filem Inggeris?</i>	Worawattananiukul (2016)			/		3.	Do you prefer watching English movies with subtitles? <i>Adakah anda lebih gemar menonton filem Inggeris berserta sarkata?</i>	Worawattananiukul (2016)			/															
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Figure 2. Some responses from Expert Evaluation for Content Validation

Research Approach, Design & Method

This research used a quantitative approach in explaining phenomena by collecting numerical data, which were analyzed using mathematically based methods (Creswell, 1994). Quantitative research employs empirical methods and empirical statements (Cohen, 1980). The survey method was chosen for this study as it provides the opportunity to study the research objectives with detail. As for the research design for collecting the data, a cross-sectional study was employed. Cross-sectional study is a type of observational study where the researcher measures the outcome from the participants at the same time (Setia, 2016). The participants in a cross-sectional study are selected based on the inclusion and exclusion criteria set for the study. The revised and validated questionnaire was used to collect data to answer research questions. Three experts in the field of TESL and an expert on measurement and technology were occupied to examine and verify the questionnaire. This is to ensure that the questionnaire items will be able to answer and fulfill the aim of this study. Questionnaire has their own place as one method, of most value when used in tandem with other methods (Gillham, 2008). It is also said to be less pressure for an immediate response and gives a standardized questions. Questionnaire also can provide suggestive data for testing a hypothesis (Gillham, 2008).

Sampling Strategy

In this study, the participants are the students in Faculty of Education, UKM that are Bachelor of Education students from Teaching English as a Second Language (TESL) program. They are the first-degree students from Year 1 until Year 4 for academic session 2020/2021. The total population of TESL students in Faculty of Education, UKM for academic session 2020/2021 is 192 persons. The total numbers of first year students in academic session 2020/2021 are 46 persons meanwhile for the second year it is 49 persons. The numbers of TESL students from third year are 54 persons and the fourth year students who will also become the participants are 43 persons. Since there is sampling frame for the participants, research was done using the Simple Random Sampling method. Each person was numbered in the list and then random number generator was used to help select the students to be chosen as participants.

The total number of students available to participate in this study is 192 persons from the population list of TESL students registered for academic session 2020/2021. The number of sample needed is determined using a look-up table for sample sizes from different sized population. According to Krejcie and Morgan (1970), a sample of 132 persons is needed for a population of 200. For this study, 132 persons answered and returned the questionnaire (Table 1). Their age range is from 19 to 26 years old. The qualification for them to answer the questionnaire is English must be their second language not first language.

Table 1. A look-up table for sample sizes from different sized population

Universe	Sample	Universe	Sample	Universe	Sample	Universe	Sample
10	10	100	80	1,250	294	6,000	361
15	14	200	132	1,500	306	7,500	366
20	19	300	169	2,000	322	10,000	370
30	28	400	196	2,500	333	15,000	375
40	36	500	217	3,000	341	20,000	377
50	40	600	234	3,500	346	30,000	379
60	44	700	248	4,000	351	40,000	380
70	53	800	260	4,500	354	50,000	381
80	66	900	269	5,000	357	75,000	382
90	73	1,000	278	5,500	359	1,000,000	384

Source: adapted from Krejcie, R. and Morgan, D. (1970)

Data Collection and Method of Analysis

The collection of data for the quantitative method was done through Google form for a better experience of collecting data in fast and immediate pace. The link of the questionnaire was spread to the participants from Faculty of Education, UKM through chat application WhatsApp. It was spread from class to class to the participants. The face to face is a bit hard to be done considering the world is currently having a pandemic crisis. The first step to validate the research is to screen the data with certain criteria such as the completeness whether the participants answer the questions fully or not and then check whether the questions answered are following the instructions given or not to make sure there's no invalidate data. Next, for the Part I until Part IV of the questionnaire, descriptive analysis was used to analyze data collected to find the frequency and percentage of the data. Observation and conclusion was done based on the data collected. As for Part V in the questionnaire, an open-ended analysis was done to the answers collected from respondents. Two open-ended questions were included to support the result collected from Part I until Part IV of the questionnaire. While it is important to use the right data analysis tools, it is even more important to use the right research design and data collection instruments (Sukamolson, 2007). Data collected were analyzed using IBM SPSS Statistics Version 26 and text analyzer.

Findings & Discussions

Majority of the respondents are female, which is 111 persons carrying 84.1% from the total percentage. The number of male respondents is 19 persons (14.4%). Most of the respondents are around 23 to 24 years old. The age gap between total 132 respondents is just a few years and not vastly contrast with each other. The result listed here is the answer choice with the highest percentage amongst the others. Most of the respondents as seen in Table 2 have been using English for more than 15 years and majority of respondents use English every day in their daily life. The most used skills amongst four English skills for participants in this study is speaking skills.

Table 2. English background of respondents

Item	Answer Selected	Key	Frequency	Percentage (%)
Duration of studying and using English	15 – 20 years		47	35.6
English usage in daily life	Everyday		83	62.9
English skills frequently used	Speaking		43	32.6

*Note: Result with only the highest percentage for each question is included in the table

Next is finding about their perception on English movies influence towards their listening and speaking skills. The respondents' answers were based on what they think applied to them in learning English language when watching English movies. Table 3 shows the answer selected by the respondents on what are their perceptions on watching English movies as a method to improve their listening skills. Questions related to listening skills are given to the participants and as can be seen in the table, scale number 5, which represents the most agreeable statement get more than 50% for every question asked to them. This means that more than half of the respondents agreed that English movies help them in improving their

listening skills. Furthermore, it is save to conclude that none of the respondents strongly disagree with the statement that English movies help them (1) understand unfamiliar dialects better, (2) learn new vocabulary to improve listening skills, (3) understand a lot of slang, (4) understand a lot of jargon, (5) understand foreign cultures to help improve listening skills, (6) learn how to use the correct words in listening, (7) improve listening skills, (8) feel motivated to improve English listening skills and (9) like to improve listening skills through English movies.

Table 3. Respondents' perceptions on watching English movies to improve listening skills

Item	Strongly disagree %	Disagree %	Partially agree %	Agree %	Strongly Agree %
understand unfamiliar dialects better	-	0.8% (1)	9.1% (12)	29.5% (39)	60.6% (80)
learn new vocabulary to improve listening skills	-	-	6.8% (9)	13.6% (18)	79.5% (105)
understand unfamiliar words better	0.8% (1)	3.8% (5)	4.5% (6)	29.5% (39)	61.4% (81)
understand idioms better	0.8% (1)	1.5% (2)	12.1% (16)	28.0% (37)	57.6% (76)
understand proverbs better	0.8% (1)	0.8% (1)	12.1% (16)	29.5% (39)	56.8% (75)
understand a lot of slang	-	-	6.8% (9)	24.3% (32)	68.9% (91)
understand a lot of jargon	-	3.0% (4)	15.9% (21)	24.2% (32)	56.8% (75)
understand dialogues in the movies better	0.8% (1)	-	5.3% (7)	18.2% (24)	75.8% (100)
understand foreign cultures to help improve listening skills	-	-	6.8% (9)	21.2% (28)	72.0% (95)
learn how to use the correct words in listening	-	-	5.3% (7)	22.7% (30)	72.0% (95)
can improve listening skills	-	-	1.5% (2)	19.7% (26)	78.8% (104)
motivated to improve English listening skills	-	0.8% (1)	3.8% (5)	25.0% (33)	70.5% (93)
like to improve listening skills through English movies	-	-	3.8% (5)	17.4% (23)	78.8% (104)

Table 4 shows the result taken from the questionnaire regarding the perceptions of the participants on watching English movies to improve their speaking skills. This time the percentages of the participants that disagree with the statement given are low. Scale number 5, which means most agreeable, has been selected as answer by more than 50% of the total 132 participants. Most of them agree that English movies help them with improving their speaking skills. None of them strongly disagree with the statement that watching English movies help them (1) gain new vocabulary to help use variety choice of words in speaking, (2) understand foreign cultures to help understand the reference in speaking, (3) learn to choose

suitable words to use in speaking, (4) learn to pronounce unfamiliar words, (5) improve speaking skills, (6) learning speaking skills in a fun way and (7) makes speaking English becomes easier.

The two last questions however are in the form of open-ended questions. Hence, content analysis was used to analyze the data. The data collected were separated into few significant categories to show the main result taken from respondents' answers. Since the question required the respondents to answer the question with yes or no statement, one of the categories or theme included in the analysis will be on their answers whether they said yes or no to the questions. The data analysis is presented in the form of bar charts for a better understanding. Bar charts in Figure 3 and Figure 4 shows the result taken from the first question in the last part of the questionnaire.

Table 4. Respondents' perceptions on watching English movies to improve speaking skills

Item	Strongly disagree%	Disagree%	Partially agree%	Agree%	Strongly agree%
acquire correct pronunciation	-	0.8% (1)	5.3% (7)	25.0% (33)	68.9% (91)
gain new vocabulary to help use variety choice of words in speaking	-	-	2.3% (3)	25.0% (33)	72.7% (96)
understand foreign cultures to help understand the reference in speaking	-	-	6.1% (8)	28.8% (38)	65.2% (86)
learn choosing suitable words to use in speaking	-	-	3.0% (4)	28.0% (37)	68.9% (91)
learn to pronounce unfamiliar words	-	-	9.1% (12)	22.0% (29)	68.9% (91)
pronounce English words better	0.8% (1)	-	6.8% (9)	24.2% (32)	68.2% (90)
practice a lot of new words found in English movies	0.8% (1)	1.5% (2)	12.9% (17)	18.9% (25)	65.9% (87)
build up character in speaking skills	0.8% (1)	1.5% (2)	9.1% (12)	27.3% (36)	61.4% (81)
improve speaking skills	-	-	5.3% (7)	28.0% (37)	66.7% (88)
learning English speaking skills through English movies is more fun	-	-	4.5% (6)	21.2% (28)	74.2% (98)
learning English through watching English movies makes speaking becomes easier	-	-	3.0% (4)	21.2% (28)	75.8% (100)
become more confident to speak in English	0.8% (1)	0.8% (1)	14.4% (19)	22.7% (30)	61.4% (81)

Figure 3 shows that most of the participants answered yes for question number 1. The question asked if respondents find watching English movies is an effective medium to improve their listening skills. A majority of 80% respondents agreed with the question. Most of the participants explained that their listening skills have shown development. A majority of the respondents also answered that in order to understand the movies, they pay attention to the dialogues as the one who speaks is the native speaker of the language. It will be good to listen to their pronunciation thus at the same time increase their listening skills ability. The respondents explained that they use their listening skills to recognize and catch up some familiar words that they found in the movie in order to understand its context. This is a good practice for them as they will be more attentive when listening to speakers speaking in real life situation.

As for question number 2, the bar chart presented has a few similar categories (Figure 3). This is because both skills are related to each other. They could not help to mention almost the same keywords in their answer. The categories for analysis of question number 2 in the last part of the questionnaire is in Figure 4. The category that is dominating the chart is the word yes. Same as question 1 before, the respondents were given an inquiry that required them to answer it with a yes or no answer. That is why the category that represents the word yes is leading the bar chart with 31% out of total percentage. A few similar categories from Figure 1 such as learn, improve and native, can be seen again in Figure 4 this time. Newly formed categories that are presented on the bar charts are correcting pronunciation, imitate or practice and confident and conversation. These categories are related to speaking skills. They are then turned into several categories. It can be concluded that the respondents' personal opinion on improving their speaking skills through watching English movies is, it can correct their pronunciation when they speak. They tried to imitate the dialogues found from the movies and learn then practice to use the words found from the English movies in their daily life.

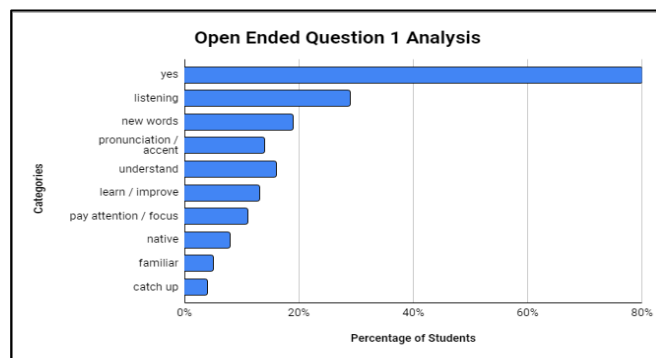


Figure 3. Analysis of Question 1: *Does watching English movies improve your listening skills?*

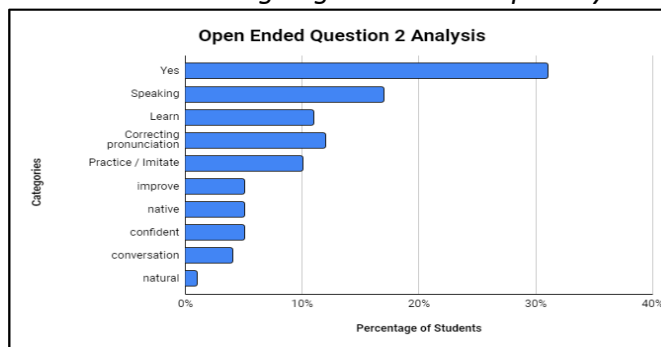


Figure 4. Analysis of Question 2: *Does watching English movies improve your speaking skills?*

Next, the respondents found it is useful to watch the native speakers speak and most of them believed that it could help them improve and strengthen their listening and speaking skills by imitating and practicing the new knowledge gathered from watching English movies. It also helps them to boost their confidence as they were using the new words with the correct pronunciation as they try to apply it in the daily conversation. It makes them become more comfortable to speak in a natural way of conveying the words into conversation in real life situation.

Conclusion

Since all of them are undergraduate students, there is not much difference between their ages ranges making them come from almost the same group. It is a very good opportunity for them to broaden their knowledge if they know how to explore a variety choice of movies and equipped themselves with the knowledge about jargons. It is very hard to learn word-by-word as they are so many terms used such as in medical and law field but movies can make the learning process becomes easier. TESL students especially need to know about this as they need an effective way of relaying their lesson later in the class and movies could be one of the options. Most of the participants' perception is watching English movies can help them to improve their listening and speaking skills. The participants also agree that by watching English movies, it aids them in paying attention to the conversation and dialogues used in the movies so that they can adapt it into suitable situations when needed.

This study could raise the awareness that learning could take place in an easy and fun platform instead of the same old textbook way. As the participants are future teachers, it is important for them to incorporate as many effective ways of teaching so that the lessons can be delivered in a fun yet educational way. Most of them seem to not realize yet that English movies can help build interesting lesson if it is applied with right planning. When they are confident to speak, they will use the language more with others and this will increase the chance of having a natural looking and smooth pronunciations. TESL students will always have to present in front of others while speaking English language hence this will be a good opportunity for them. Before the participants stand in front of the class in school, it is important for them to be aware and conscious of the advantages of utilizing variety of sources including mass media as a teaching and learning tool not just outside of the classroom but also in the class. It is important for them to know that they can educate themselves and increase their English skills level by watching suitable English movies. This is because it does not serve as entertainment only. Moreover, the online learning system conducted during the COVID-19 pandemic is effective but inefficient. Effectively implemented because of the conditions that require online study and inefficient because the time and costs incurred more when compared with offline lectures (Bahasoan et. al 2020). This shows that the online experience learning comes together with many constraints and one of the solutions to this problem such as the lack usage of the spoken language is by using audio-visual tools like movies.

As for future research, it will be good to expand the study to different population since in this study it is restricted to only UKM TESL students. It is also encouraged to do a research that combines all these four skills in depth to see the overall influence on the second language learners. In general, this study shows that majority of the participants which is TESL students agreed that by watching English movies, it can help them to improve their listening and speaking skills. They also agreed that watching English movies is an effective way to be a medium to enrich and improve their listening and speaking skills. This study provides evidence

that the usage of English movies can help second language learners to take a break from the traditional way of teaching and learning process. It can be used as a pre-teaching or interest building exercise too later when they go to school to teach.

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