

The Role of Movies and Music on the English Proficiency of Freshmen and Sophomores at Universitas Advent Indonesia

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ABSTRACT

This study investigated the impact of integrating movies and music into English lessons on the language proficiency of freshmen and sophomores majoring in English at Universitas Advent Indonesia. The primary objective was to explore the potential of multimedia resources, specifically English-language movies and music, to enhance vocabulary acquisition, listening comprehension, and overall language proficiency. Employing a quantitative research approach with a survey method, the study gathered data through surveys and analyzed the effects of these multimedia tools on students' language development. The findings revealed that students exposed to movies and music in English significantly improved vocabulary retention, listening skills, and English fluency. Moreover, the engaging nature of these multimedia resources created a more stimulating and motivating learning environment compared to traditional methods. The study underscores the value of incorporating movies and music into language instruction as a means to improve learning outcomes and foster a more dynamic and effective educational experience in higher education.

Keywords: English Proficiency, Movies, Music

INTRODUCTION

In today's globalized world, English proficiency is pivotal for academic achievement and professional success (Crystal, 2003). For students at non-English-speaking institutions, such as Universitas Advent Indonesia, acquiring fluency in English can present significant challenges. This necessity for effective language acquisition underscores the need for innovative teaching strategies (Snow, 2010). The traditional methods of language instruction often fall short in engaging students, leading to a potential decline in language learning efficacy (Hedge, 2000). In response, there is growing interest in exploring creative and interactive approaches to enhance English language learning.

This study investigates the impact of integrating music and movies into English language instruction as a means to improve proficiency among freshmen and sophomores at Universitas Advent Indonesia. The integration of multimedia resources like music and films

offers a promising alternative to conventional teaching methods. These resources are rich in visual and auditory elements, making language learning more engaging and enjoyable (Mayer, 2009). By incorporating these tools, educators can tap into students' existing interests and leverage the appealing nature of multimedia to boost motivation and enhance understanding of the English language (Rost, 2013).

Despite the growing recognition of multimedia in language education, its application within higher education settings remains underexplored (Kralova & Gibbons, 2018). This study addresses this gap by evaluating how music and movies influence various aspects of English language proficiency, including vocabulary acquisition, fluency, and listening comprehension. The research employs a quantitative approach, utilizing structured questionnaires to collect data on students' media consumption habits and their perceived impact on language learning.

The primary objective of this study is to determine whether the integration of music and movies into the lesson leads to measurable improvements in language skills. By providing a comprehensive analysis of these multimedia resources' effects, the study aims to offer valuable insights into their effectiveness and contribute to the broader discourse on innovative teaching practices. The findings are expected to highlight the benefits of these methods, offering practical recommendations for educators seeking to enhance language instruction. Ultimately, this research aspires to advance pedagogical strategies at Universitas Advent Indonesia and beyond, fostering more engaging and effective language learning environments.

LITERATURE REVIEW

Music listening and music lessons have been associated with various cognitive benefits. However, these benefits are often short-term and primarily linked to changes in arousal and mood rather than lasting intellectual advantages (Schellenberg, 2005). While music listening can temporarily enhance performance on cognitive tasks, similar effects can be achieved through other activities that influence mood and arousal. In contrast, music lessons during childhood have been shown to provide small but significant and enduring intellectual benefits that extend beyond confounding factors such as family income and parental education. The specific mechanisms behind these benefits remain an area of ongoing research.

The intersection between music and language continues to intrigue researchers exploring their developmental similarities and neural underpinnings. Saffran (2004) discusses how music and language might share common learning mechanisms, suggesting that while adult processes for music and language may be somewhat modularized, there could be overlapping developmental foundations. This perspective proposes that modularity in these domains may emerge gradually rather than being present from birth.

In neuropsychology, the debate over whether music and language share common neural substrates is informed by studies of double dissociations, such as between amusia and aphasia.

Patel (2008) argues against the notion that music and language are entirely separate, citing neuroimaging evidence and the limitations of current musical competence tests. Patel also critiques the generalizability of findings from aphasics who are professional musicians and proposes a theory to reconcile discrepancies between neuroimaging and neuropsychological data.

For English language teachers, maintaining student interest can be challenging. Bokiev (2018) highlights the potential of music and songs as engaging tools for language instruction. Music's universal appeal and presence in daily life make it an effective resource for enhancing various aspects of language learning, including cultural awareness and creativity. The paper offers practical recommendations for integrating music activities into ESL classrooms, advocating for their use as a means to engage students both affectively and cognitively.

Young learners' interaction with music through platforms like Spotify and YouTube Music provides a valuable opportunity for repetitive practice, which can enhance language learning. Anita (2022) finds that listening to English songs improves students' listening abilities and vocabulary retention. The enjoyment of music facilitates a relaxed and enthusiastic learning environment, making it easier for students to remember and pronounce new words.

Ali (2020) emphasizes that carefully selected songs can effectively improve listening comprehension skills in young learners. He notes the importance of aligning song lyrics and vocabulary with students' proficiency levels and highlights the need for tailored recommendations based on specific learning contexts.

Finally, students' extensive movie-watching habits have been noted to impact their language skills positively. Alolaywi (2023) reports that while students often view movies for entertainment, they recognize their value in improving English skills, including speaking, listening, reading, and writing. Movies also offer insights into culture, lifestyle, and even other languages, though students sometimes perceive the language used in movies as too colloquial for academic purposes.

METHODS

The study employed a quantitative survey design, wherein participants completed a questionnaire consisting of nine questions. The survey gathered self-reported data on students' perceptions of the effectiveness of English-language movies and music in enhancing their language skills. No formal intervention component was included, meaning students were surveyed based on their existing exposure to these media outside of classroom instruction. The analysis did not involve statistical manipulation, but descriptive statistics (percentages) were used to present the findings.

Sampling

The study focused on a sample of 23 students from Universitas Advent Indonesia, consisting of freshmen and sophomores majoring in English. The target population included students who were actively engaged in their English language studies and had varying degrees of exposure to English media. The selection of participants was purposive, ensuring that they were representative of the cohort in terms of their academic level and field of study. This approach aimed to provide insights into the impact of music and movies on language learning within this specific group.

Data Collection

The data was collected through a self-administered questionnaire distributed to all participants. The questions were designed to measure their exposure to English-language media and how it impacted various aspects of their English learning, such as listening comprehension, vocabulary retention, pronunciation, and motivation. The survey also explored participants' preferences for different movie genres and music types, as well as their views on the effectiveness of English subtitles.

Statistical Methods

Quantitative methods were used to quantify the influence of music and movies on English language learning progress. Statistical techniques, such as correlation analysis, were employed to assess the strength of associations between media exposure and English proficiency. The analysis aimed to determine whether there was a significant positive or negative impact of media consumption on language acquisition.

Data Analysis

The collected responses were analyzed quantitatively, with percentages used to show the distribution of participants' answers. The findings from the questionnaire were cross-referenced to see how different forms of multimedia exposure (movies and music) corresponded with self-reported improvements in English language skills.

RESULTS AND DISCUSSION

The results of this study were discussed in the questionnaire analysis results. The writer collected the data from freshmen and sophomores at Universitas Advent Indonesia, by giving a questionnaire to all students in that class related to the topic. The writer sees that listening to music and watching movies in English as learning media in Indonesia affected the development of English learning. These appeared because of the role of English as an International language.

If English is used primarily for communication between non-native speakers of English, then the cultures and backgrounds of those people become more important than any culture traditionally associated with native speakers. It is also important that the students be prepared to use English.

The basic formula for calculating percentages in a chart is:

$$\text{Percentage} = \left(\frac{\text{Wanted Amount}}{\text{Total}} \right) \times 100$$

Where:

- "Wanted Amount" is the quantity of a particular category or part for which you want to calculate the percentage.
- "Total" is the total quantity of all categories or parts in the chart.

Suppose you conducted a questionnaire to collect data on agreement from students on three statements (A, B, and C). If the number of students agreeing with statement A is 500, with statement B is 700, and with statement C is 800, and the total number of respondents is 2000, you can calculate the percentage of agreement for each statement as follows:

1. Percentage of agreement for statement A:

$$\text{Percentage} = \left(\frac{500}{2000} \right) \times 100 = 25\%$$

2. Percentage of agreement for statement B:

$$\text{Percentage} = \left(\frac{700}{2000} \right) \times 100 = 35\%$$

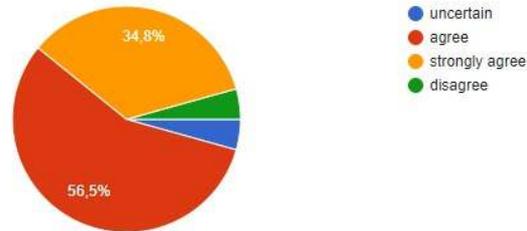
3. Percentage of agreement for statement C:

$$\text{Percentage} = \left(\frac{800}{2000} \right) \times 100 = 40\% \quad \downarrow$$

The comes about of survey included an add up to 23 members, all of whom are freshmen and sophomores of English majors at Universitas Advent Indonesia. All members have reacted to nine questions concerning the impact of music and movies on the productivity of learning English. The creator has fastidiously analyzed the information created and the method was conducted secretly. Be that as it may, the discoveries will be displayed transparently to all pertinent parties.

Do you agree that watching English movies has a beneficial effect on learning English?

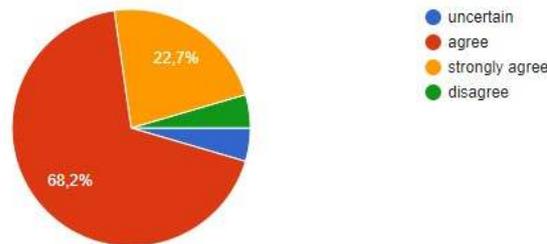
23 jawaban



As a result, they felt that locks in with English-language movies given them with various benefits, extending from moving forward their dialect aptitudes to upgrading their social understanding. 56,5% members agree that watching movies has a beneficial affect on learning.

Does the kind of movies you prefer affect your learning?

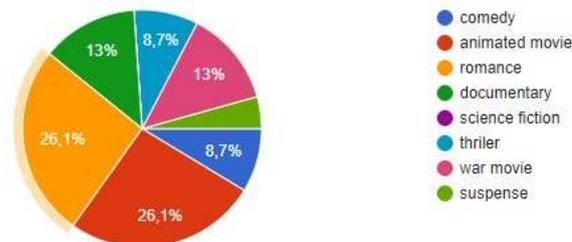
22 jawaban



The genre or type of movie was a significant factor for the majority of participants. Many of them expressed that their enjoyment and interest in a film were strongly influenced by the genre it belonged to. Whether it was action, drama, comedy, horror, or any other category, the type of movie played a crucial role in shaping their preferences. 68,2% participants agrre with the question above.

What types of movies that you like?

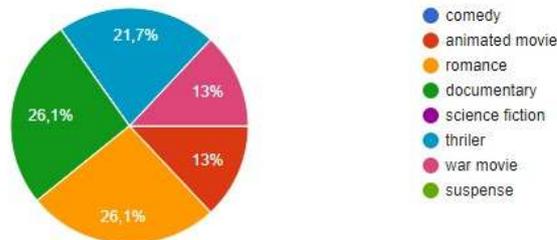
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While romance and animated movies were most liked, comedy and thriller movies were the least favorite genre.

What kinds of movies do you perceive as beneficial for learning English?

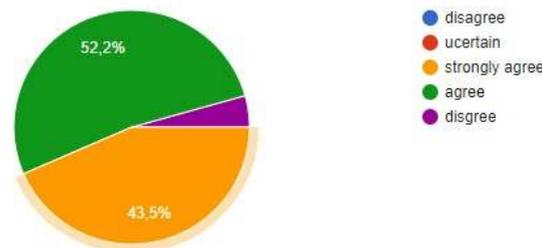
23 jawaban



Documentary and romance were regarded as beneficial by most of the participants. Learners' interests significantly influence their perception of educational materials, including movies used for language learning. When participants in a study found that the movies they enjoyed were also beneficial for learning, it highlighted the crucial role that personal interest plays in educational outcomes. When learners are engaged with content they find enjoyable, they are more likely to stay motivated and retain information, making the learning process more effective. Consequently, catering to learners' interests is not just about making the learning experience more enjoyable but also about enhancing the overall effectiveness of the learning process. This underscores the importance of selecting educational materials that resonate with learners' preferences and interests, as doing so can lead to better engagement, deeper understanding, and more successful language acquisition.

Do you prefer English movies to be included in the classroom as teaching materials?

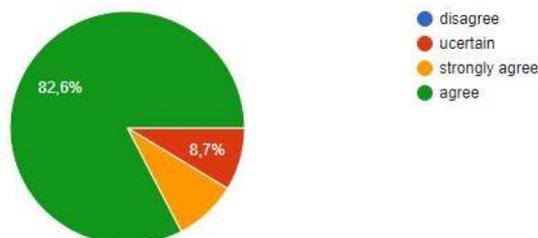
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it can be concluded that using English movies in the classroom can be interesting to learners.

"Do you agree with the statement that 'keyword preview helps me understand the storyline of a movie'?"

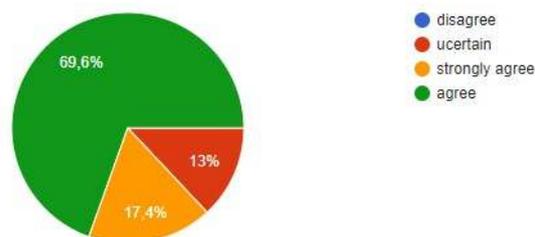
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82,6% participants believed that keyword preview could motivate them to learn English.

"Do you believe that keyword preview can motivate you to learn English?"

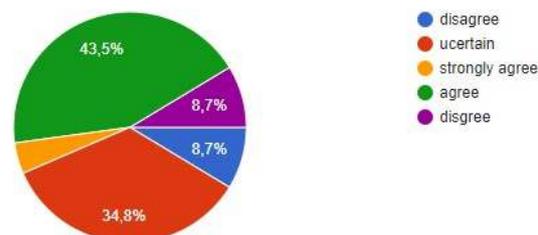
23 jawaban



69,6% participants agree with the question above.

do you think that Indonesian subtitles were better than English ones for learning English?

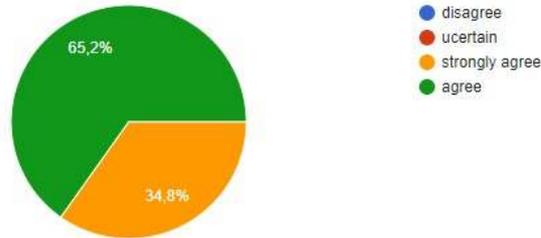
23 jawaban



With respect to the part of observing subtitled motion pictures on the improvement of dialect learners' capability, the answers to the eighth through eleventh questions of the survey were examined. The answers to the eighth address uncovered whether the members thought Indonesian subtitles were superior than the English ones in learning English.

Do you think that English subtitles are helpful for learning English?

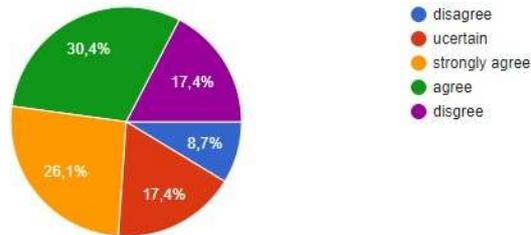
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It showed that interlingual subtitles also helpful and effective for learning English.

"Do you agree with the statement, 'After watching a movie with Indonesian subtitles, I watch it again with English subtitles?'"

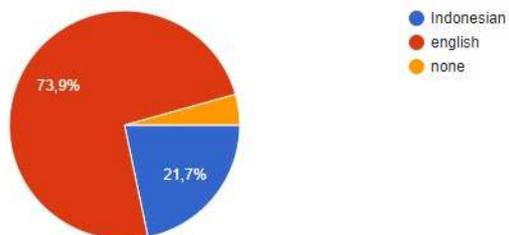
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Mostly were agree with the statement.

Would you prefer to watch movies with Indonesian, English, or no subtitles?

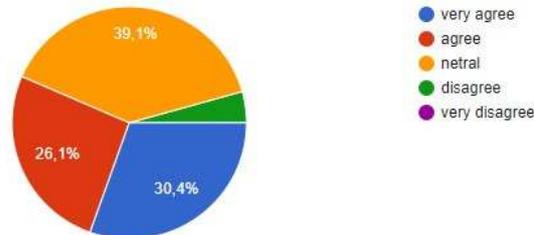
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73,9% paricipants prefer to watch movies with English subtitles.

I spend 5-6 hours a day listening to a song.

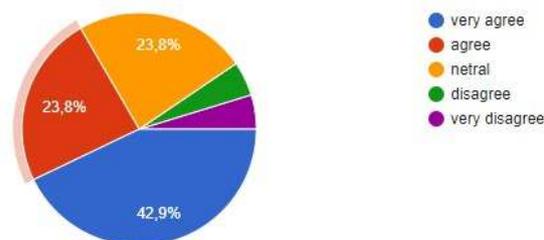
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there were 56,5% of students often spend 5-6 hours a day playing songs. However, some students disagreed with the first statement. As a result, we know that almost all participants often listen to music 5-6 hours a day.

I like listening to a song since I was in elementary school.

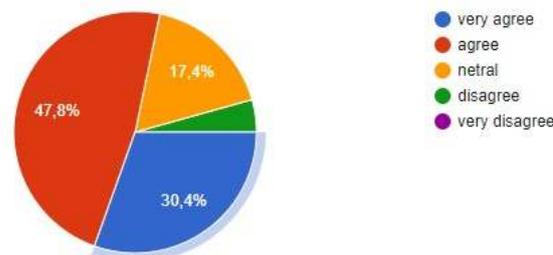
21 jawaban



in the second statement can be seen that 67,7% of students agree that they have liked listening to songs since they were in elementary school. However, there were 23,8% of students who couldn't decide whether they had listened to a song since they were in elementary school.

I like to listen to an English-native-speaker singer.

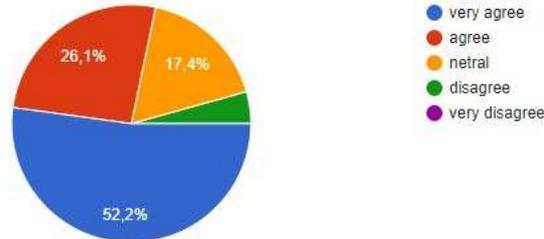
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The third statement shows that 78,2% of students agreed that they like listening to native English-speaking singers. However, there are 17,4% of students who cannot decide whether they like listening to native Englishspeaking singers.

I always listen to the newest song by my favorite singer.

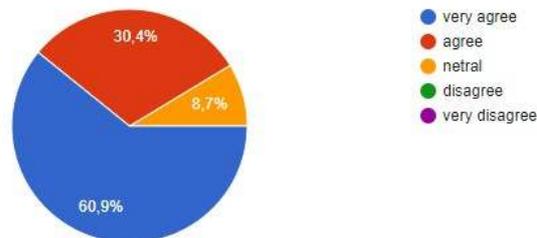
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In the fourth statement, it can be seen that most students 78,3% of the students agreed that they always listen to the latest songs from their favorite singers. However, there are 17,4% of students who cannot decide whether they always listen to the latest song from their favorite singer.

I like listening to English songs because it helps me increase my listening skill and pronunciation in a fun way.

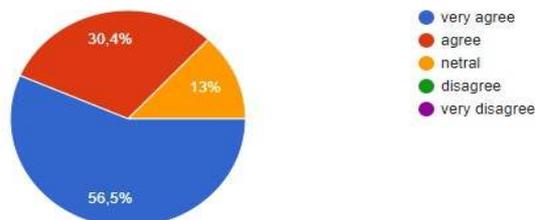
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91,3% of students agree that they like listening to English songs because it helps them improve their listening and pronunciation skills in a fun way. there are no other students who disagree with the fifth statement.

I listening music using applications like (JOOX, Spotify, Soundcloud, etc.) because there are various types of songs.

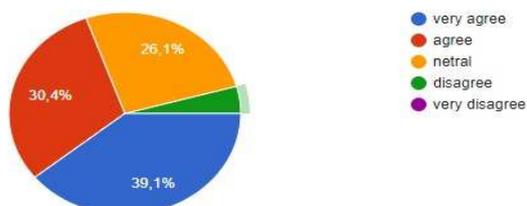
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86,9% of students agree that they often listen to music using applications such as (Joox, Spotify, SoundCloud, etc.) because the types of songs are different.

I listen to popular songs (pop, jazz, rock, metal, etc) in English to improve my listening/listening skills in English.

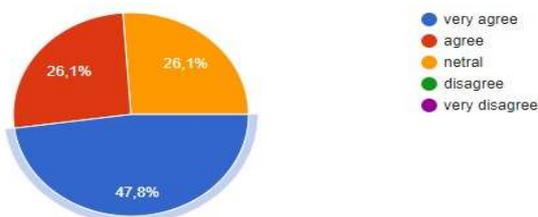
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69,5% agreed to listen to popular songs (pop, jazz, rock, metal, etc.) in English to improve their listening/listening skills in English. playing English songs can help students memorize/understand the pronunciation of words that they think are less familiar to hear. However, 26,1% of students cannot decide whether to listen to popular songs (pop, jazz, rock, metal, etc.) in English to improve their listening/listening skills in English.

I often listen english song in every single day.

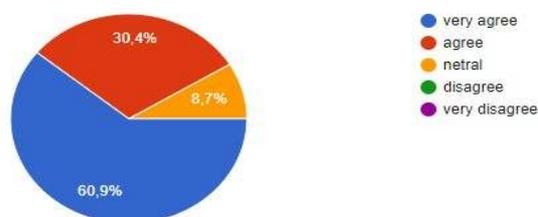
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73,9% of students often listened to English songs every day.

I like listening to English songs because it helps me increase my listening skill and pronunciation in a fun way.

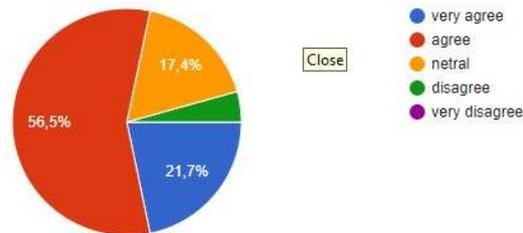
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91,3% participants like to listen English music and think that English music help them to increase listening skill and pronunciation in a fun way.

English songs can make me active in class, (I feel interested).

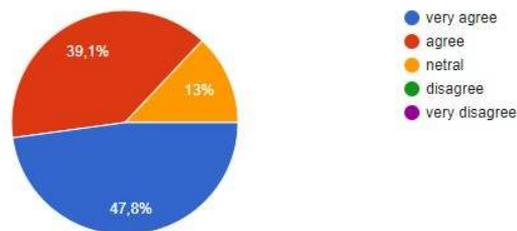
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almost 78,2% of the students agreed with a statement from the tenth table about English songs can make them active in class, (I feel interested). because the additional songs in the classroom create a fun and enjoyable atmosphere to start learning.

I listen to English songs to add the vocabulary, improve pronunciation, and can make comprehend in listening skills and there is a way to improve listening skills.

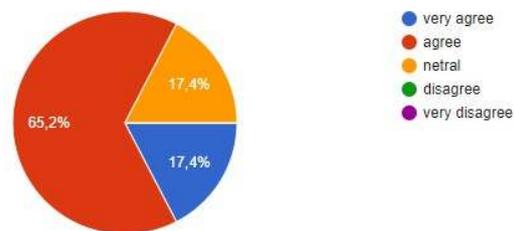
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almost 86,9% of students agreed, and only 13% of students could not decide whether they were interested or not with the statements presented.

I can improve my listening skill as one of my meaningful strategies to overcome my problems in listening skills.

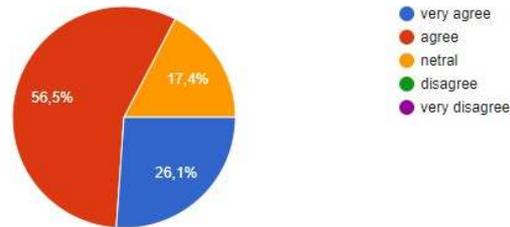
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82,6% participants agree with the statement above.

I Learn songs in English and I feel the effectiveness, like easy to memorize lyrics, and also increases my motivation for further learning.

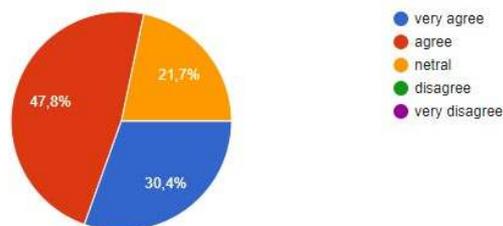
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82,6% of students who can learn songs in English and feel their effectiveness, such as easily memorizing lyrics and also increasing motivation to learn further. In this statement, only 17,4% of students could not decide whether they could feel its effectiveness, such as easily memorizing lyrics and also increasing motivation to learn or not with this fourteenth statement.

English song is effective to improve my listening skills

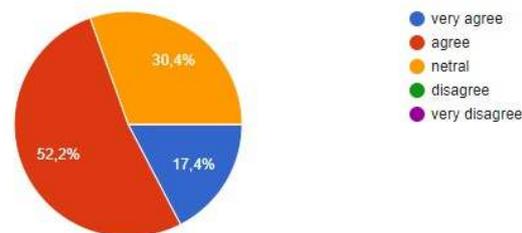
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78,2% participants agree that English song is effective to improve their listening skills

Do you agree or not when someone learns about the English language, they should comprehend listening skills because listening is one of the skills that must comprehend in learning the English language.

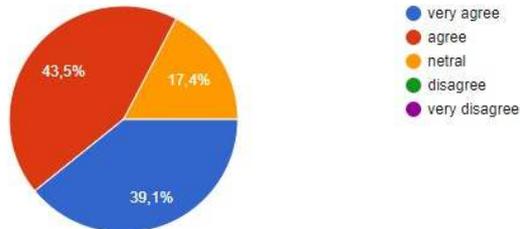
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85.1% of students agreed that when someone learns English they should understand listening skills because listening is one of the skills that must be understood in learning English while as many as 14.9% of students answered neutrally.

Practice reading lyrics, studying vocabulary, and listening to various songs can help me become more familiar with the meaning of the words.

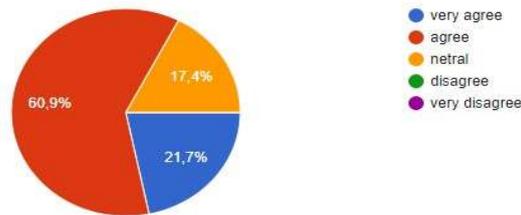
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82,6% that almost students practice reading lyrics, learning vocabulary, and listening to various songs can help them become more familiar with the meaning of the words.

English songs help me to connect with what I heard with my ideas, experience and encourage interpretive and critical listening and reflective thinking.

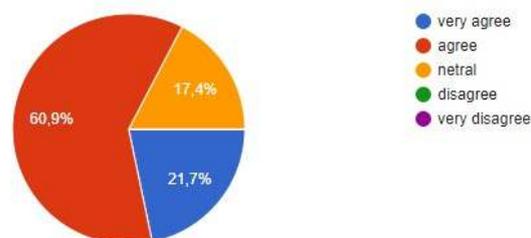
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82,6% of students agreed with the statement "English songs help me to connect with what I hear with my ideas, experiences and encourage listening and interpretive and critical reflective thinking" to the statement they realized that by listening to songs English has a lot of benefits that they can jam improving their listening skills.

English song can make me active in the class, and interest in class, and also I can do a listening task well.

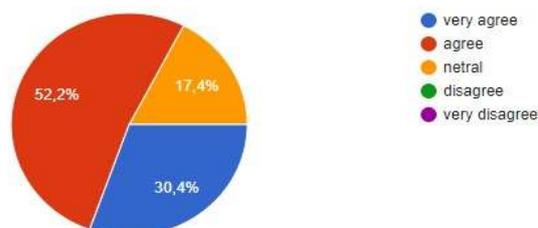
23 jawaban



82,6% of students agreed that English songs can make students active in class, and interested in the class, and they can do their listening tasks well.

Using songs in the learning process especially in the listening lesson it makes a pleasant atmosphere in the class and makes me easy to understand the material.

23 jawaban



82,6% of students agreed that the use of songs in the learning process, especially in listening learning, makes the classroom atmosphere pleasant and makes it easier for them to understand the material using the listening method. This is because English songs help students to improve their listening skills and pronunciation in a fun way.

CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

CONCLUSION

The study concludes that students’ exposure to English-language music and movies outside of formal instruction plays a significant role in their perceived language development. Most students reported that these multimedia resources positively impacted their listening skills, pronunciation, and overall motivation to learn English. However, it should be noted that these results are based on self-reported data, and no formal intervention or experimental manipulation was conducted.

IMPLICATION

The findings suggest that educators could consider incorporating English-language movies and music into classroom activities, as many students find these resources engaging and helpful for language learning. However, given that this study relied on self-reported perceptions, further research is needed to establish the actual impact of such multimedia tools on measurable language outcomes.

SUGGESTION

Future researchers and educators are encouraged to explore further the integration of music and movies into language learning. Suggestions include expanding the research to larger and more diverse student populations to validate the findings across different contexts. Additionally, exploring the impact of different genres of music and film on various language skills could provide more nuanced insights. Educators might also consider developing lesson plans that

incorporate these multimedia resources regularly and in ways that align with specific learning objectives. Furthermore, experimenting with the use of subtitles in movies could reveal more about their effectiveness in language learning.

LIMITATIONS

While the study offers valuable insights, several limitations must be acknowledged. The research was conducted with a relatively small sample size, consisting solely of freshmen and sophomores from one institution, which limits the generalizability of the findings. The reliance on self-reported data may also introduce bias, as students' perceptions of their learning might not fully reflect actual improvements in language proficiency. Additionally, the study did not explore the long-term impact of using music and movies on language learning. Future research could address these limitations by employing a larger sample, using objective measures of language proficiency, and conducting longitudinal studies to assess the sustained impact of these multimedia resources on English language learning.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to Universitas Advent Indonesia for providing the necessary support and resources to conduct this research. Special thanks are also extended to the freshmen and sophomores who participated in the survey, whose contributions were invaluable to the findings of this study.

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