

A Study of Students' Attitudes Toward the Use of English Movies for Improving Speaking Skills

Arwa Saleh Ali Abusha'ala *

Department of English Language, Faculty of Languages and Translation, Misurata University, Misurata, Libya.

*Email: a.abushala@lt.misuratau.edu.ly

دراسة اتجاهات الطلاب نحو استخدام الأفلام الإنجليزية لتحسين مهارات التحدث

أروى صالح علي أبو شعالة *

قسم اللغة الإنجليزية، كلية اللغات والترجمة، جامعة مصراتة، مصراتة، ليبيا

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Abstract

Speaking English is one of the most difficult tasks a person will encounter. There are many ways in which students can improve their speaking skills including watching English movies. Therefore, this study aims to investigate the impact of English movies on improving students' speaking skills at the Faculty of Languages and Translation at Misurata University. In this study, researchers used a mixed method approach which consisted of a quantitative data survey consisting of a questionnaire which include five-point Likert scales that explored the opinions and expectations of the students, as well as a qualitative data survey via structured interviews. The total number of participants was 15 students studying English as a second language who were selected by purposive random sampling. The findings of this study showed that English movies have a great impact and a positive influence on improving students' speaking skills.

Keywords: Impact, Speaking Skills, English Movies, Pronunciation .

المخلص

يعدُّ التحدث باللغة الإنجليزية من أصعب المهارات التي يواجهها المتعلم. وتوجد طرق عديدة يمكن للطلبة من خلالها تحسين مهارة التحدث لديهم، من بينها مشاهدة الأفلام الإنجليزية. لذلك، تهدف هذه الدراسة إلى استقصاء أثر مشاهدة الأفلام الإنجليزية في تحسين مهارة التحدث لدى طلبة كلية اللغات والترجمة بجامعة مصراتة. استخدم الباحثان في هذه الدراسة المنهج المختلط الذي شمل مسحاً كمياً عبر استبيان يتضمن مقياس ليكرت الخماسي لاستكشاف آراء الطلبة وتوقعاتهم، إضافة إلى مسح كيفي عبر مقابلات منظمة. بلغ عدد المشاركين الكلي 15 طالباً وطالبة ممن يدرسون اللغة الإنجليزية كلغة ثانية، وتم اختيارهم بأسلوب

العينة القصصية العشوائية. وأظهرت نتائج الدراسة أن للأفلام الإنجليزية أثراً كبيراً وتأثيراً إيجابياً في تحسين مهارة التحدث لدى الطلبة.

الكلمات المفتاحية: التصحر - الموارد الطبيعية - الاستدامة - الوعي البيئي.

Background of the Study

Learning languages has grown increasingly crucial in recent years. The importance of studying foreign languages in today's society is easy to comprehend, as the world has shrunk in size (Johnson, 2013). English is a language that is rapidly gaining international recognition and is used as a lingua franca in the global community. Moreover, English is a language that is spoken, learned, and understood in nations where English is not the native language. In addition, it is a communication medium that is used in a variety of fields, including medicine, engineering, education, business, technology, banking, tourism, and many more. Because English is used in so many activities and fields, it is a language that is studied all over the world, both as a second language and as a foreign language.

The four skills needed to acquire English are listening, speaking, reading, and writing. Those skills must be learned without neglecting one another. Most people consider mastering the art of speaking to be the most crucial component of learning a second or foreign language, and success is evaluated by the ability to carry on a conversation in the language. The most often used skill in classroom activities, according to Brown (2001), is speaking as both teachers and students, in particular, acknowledge its need for function in an English language context. As a result, speaking is what a lot of language learners interpret as being able to communicate in that language (p.267).

Speaking is more difficult and entails more than just saying words as it is particularly useful for engaging with others, transmitting ideas and messages, and expressing oneself. According to Thornbury (2004) "speaking is so much part of daily life that we take it for granted." (p.1). In addition, good speaking ability is required, especially when speaking in a foreign language and errors can be problematic since they can lead to misunderstandings and confusion. According to Schumann (1978)'s theory of second language acquisition (SLA), one of the possible factors behind speaking difficulty is related to social distance. In other words, learning English in another cultural context where English is inadequately practised and is not used as a tool of communication on a daily basis, while it is only confined to being taught in schools or institutions for academic purposes.

For the majority, learning a foreign language, particularly English, is a difficult task. As a result, a variety of techniques are required to make learning enjoyable. Therefore, using a technique that students enjoy, such as games, songs, movies, books, and so on, is one of the most effective methods. Watching movies is one of the most popular among the younger generation as Xhemaili, (2013) stated that students are attracted to and interested in films. Moreover, Ismaili (2013) explained that "movies are an enjoyable source of entertainment and language acquisition" (p. 121), so by watching English movies, students can improve their speaking skills, learn new vocabulary, and improve their pronunciation while also being entertained. In addition, students will be enthralled by movies and will not become bored fast, especially if they are watching their favourite movies. Furthermore, Kusumarasyati (2004) & Luo (2004) have discovered that watching movies attracts learners' attention and enhances their desire to learn.

The frequency with which students watch movies may have an impact on their English knowledge; what they hear and see in movies may influence what they say; and when they

receive multiple inputs from what they hear, their language understanding will improve, allowing them to talk more fluently (Ni'mah, 2019).

Subtitled movies encourage students to interact with the films because when students watch a subtitled film, they do not just watch and listen to the contents, but they also understand and interact with the film, as well as make a translation between the source and target languages which will not just improve their speaking skills but also will improve their vocabulary. Scholars have also discovered that movie fragments can help increase memory and information retrieval in reading and listening skills (Pezdek et al., 1984). Furthermore, Neuman and Koskinen (1992) argued that captioned movies might help bilingual learners for a variety of reasons, one of which is through the combination of images and sounds that the learners perceive; this might help them establish a connection between words and meanings.

The researchers of the mentioned studies along with the researchers of this study affirm the relationship between improving speaking and watching English movies. Though this study shall attempt to discover if watching movies can be a reason or a factor to improve students' speaking skills. In order to achieve the aims of the study, the researchers used a mixed method approach combining both qualitative and quantitative data which consisted of a questionnaire survey and oral interview in order to have an overview and to explore the opinions of the students at the Faculty of Languages and Translation, Misurata University.

This research paper includes five chapters. In chapter one, the researchers provide a brief background about the English language and its skills in general and speaking skills specifically. Then the researchers explain the impact of using English movies on improving speaking skills. After that, the researchers mention the statement of the problem, research objectives, research questions, the hypothesis, the significance of the study and finally define key terms. Chapter two reviews literature related to the title and formulations of the problem as well as mention some related studies. Chapter three discusses the methodology part of the research which includes the research design, participants, the instruments, data collection procedure and data analysis. Chapter four shows the findings and discussion of the data collected. Chapter five presents the conclusion and recommendations of the study, and the recommendations for future research.

Statement of the Problem

One way language is used in society to carry out daily tasks is through communication. The act of speaking is one way to communicate. Speaking is the most important skill to learn in English since it is the foundation of communication, which is a key component of learning. Richard (2008) explained that "the mastery of speaking skill in English is a priority for many second language or foreign language learners" (p. 19). There are many different methods to improve speaking skill and one of them is by watching English movies as they can be utilized in the teaching and learning process to expose students to different languages and improve their speaking abilities. Therefore, the researchers aimed to determine whether watching English movies is effective in improving students' speaking skills.

Research Objectives

The main aim of this study was to investigate students' attitudes towards the impact of English movies on their speaking skills. This study also examined whether the students agree or disagree that watching English movies can help them improve their speaking skills.

Research Questions

This study is aimed to answer the following research questions:

1. What are the attitudes of the students towards the impact of watching English movies on improving their speaking skill?
2. How did the students' speaking skill improve when watching English movies?
3. Do subtitles help students to improve speaking skills?

Research Hypothesis

The researcher supposes that watching English movies has a positive impact on improving students' speaking skills.

Significance of the Study

The finding of this study is beneficial to anyone involved in English Language teaching and learning.

- **For teachers:** This study helps teachers to boost their knowledge about the impact of movies on improving students speaking skills.
- **For students:** This study helps students to improve their speaking skills through watching movies.
- **For other researchers:** This study can be used as a reference for other researchers who want to do similar research.

Limitations of the Study

This study has some limitations that should be taken into consideration. First, the findings of the study are only restricted to the level of speaking ability. Second, the place and sample size of this study are both limited. Thus, this study is limited to the Faculty of Languages and Translation students at Misurata University and the number of participants were only 15 students. Finally, the sample for the study was chosen at random, and other factors like age and academic standing that can have an impact on students' spoken fluency were not taken into consideration. Therefore, if these variables were controlled, other findings might have been obtained. In addition, the data analysis in this study was limited to descriptive statistics, mainly frequencies and percentages, and did not include inferential statistical tests. Consequently, the acceptance of the research hypothesis is based on the general trend of the descriptive findings rather than on statistically significant evidence. Moreover, the reliability and validity of the questionnaire were not statistically tested, and the interview responses were analysed and summarised narratively rather than through a formal qualitative coding procedure such as thematic analysis. Future studies are encouraged to address these limitations by employing inferential statistics and a more rigorous qualitative analysis approach.

Definition of Key Terms

Impact: According to Cambridge dictionary (1995) it is “a powerful effect that something, especially something new, has on a situation or person”

Speaking: According to Collin dictionary (1994), it “is the activity of giving speeches and talks”.

Movies: Arsyad (2002) defines a movie as a series of images that live and can be played using technology tools such as TV and a big screen in the cinema.

Literature Review

In this chapter, the researcher discusses some literature related to the title and formulations of the problem. It starts by discussing speaking skill, its definition, importance and difficulties. Then, the researchers defined movies and discussed the genres and the advantages and disadvantages before discussing the related literature.

Speaking Skill

Definition of Speaking

Speaking is a method of expressing oneself in any language. Harmer (2001) defined speaking as “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on spot” (p.284). According to Tarigan (1990), speaking is a form of communication that is employed in everyday life, which indicates that it has a significant impact on a person’s social life. Moreover, Kayi (2012) states that learning English as a second language necessitates a significant amount of speaking. A conversation will not be able to take place correctly if you do not have good speaking skills. Similarly, Hornby (1995) argued that in real-life circumstances, speaking is the skill on which pupils will be judged the most. It is a vital element of everyday conversation, and a person’s ability to talk smoothly and fully is frequently the initial impression of that person. Moreover, speaking is described by Darmadi (2015) as a useful ability that can be immediately and experimentally assessed. The precision and efficiency of the listener's making is always a factor in these observations, which naturally affects the validity and reliability of oral production testing.

The Importance of Speaking

The most crucial skill to develop when learning a second or foreign language is speaking. Speaking is regarded as the most crucial of the four essential language abilities to master when studying a foreign or second language. Throughout history, speaking ability has been emphasized as being of utmost importance while teaching and studying foreign languages (Nazara, 2011). Brown and Yule (1983) stated that “Speaking is the skill that the students will be judged upon most in real-life situations” (p. 96). Due to English’s growing importance as a language for international communication, the demand for English speaking proficiency has been rising substantially recently (Nazara, 2011). A speaker with effective public speaking abilities can attract an audience’s interest and keep them listening until their message is delivered. Using the right language for communication allows people to achieve their desired goals, purposes, and targets (Rao, 2019).

The difficulties in Speaking

Speaking is a natural skill for any typical adult to communicate naturally in their own language without putting any effort. On the other hand, speaking in a foreign language entail more than memorising a few vocabularies or grammar rules; learners are limited to consciousness until they are allowed to use the language in its context, on purpose to engage with others and make sense of it. Thus, Larsen-Freeman (2000) explained that speaking is one of the most difficult skills to master since it is one of the most complex. However, it occurs naturally in practice. Similarly, Zhang (2009) argued that speaking is still the most challenging skill for most English language learners to master, and they are still unable to communicate effectively in oral English.

According to Dewi (2016), there are a number of variables that can lead to poor student speaking abilities, including the following: A lack of exposure to English in the community and environment, a lack of emphasis on speaking skills in campus-based English instruction,

shame and fear of making mistakes during speaking exercises, a lack of use of English outside of the classroom, a lack of community use of English as a foreign language, a lack of exposure to English in the community and environment, a lack of exposure to English in the environment. In addition, Ur (1996) explained that there are a variety of factors that contribute to speaking difficulties, including the following:

1. Inhibition: Students worry about making mistakes, feel shy, or are afraid of being judged.
2. Nothing to say: Students lack the motivation to communicate their ideas.
3. Low or uneven participation: due to the size of the classrooms and the tendency of some students to dominate, only one participant can speak at a time. Other participants may speak only occasionally or not at all.
4. Mother-tongue use: Due to its ease of use and the fact that communicating in one's mother tongue makes one feel less exposed, learners who share the same mother tongue frequently use it.

Movie

Definition of Movie

Macmillan Dictionary (2012) defined movies as “a story or series of events recorded by a camera and shown as a moving picture on screen in a theatre or on television”. Movies often depict true-life events and characters in an effort to arouse the audience's emotions, increase awareness of a topic, or inform them of a problem. Hornby (2006) defined a movie as a collection of moving pictures with sound that are played at a movie theatre (p.950). In addition, Summer and Della (2005) stated that a movie is one type of visual communication that consists of moving pictures, often known as video, as well as a narrative that can capture viewers' interest and appeal to their tastes. Furthermore, Brown (1983) stated that “movie is the most widely applicable and powerful among the resources for teaching and learning since it has unique capacity to communicate, to influence, and to inform” (p.233). In the same vein, Kalean (2013) explained that teaching English through movies is an effective technique, particularly to international students as they can develop their skills by analysing how the actors and actresses communicate in English movies.

Genres of Movie

According to Ni'mah (2019), movies are divided into 11 different categories based on their genre, those are:

1. Action movies: generally, contains exciting action, with chases, rescues, escapes, clashes, and fights that are paced spectacularly.
2. Adventure movies: usually concentrate on journeys, discoveries, challenges, and treasure hunts
3. Animation or animated movies: are created from drawings or illustrations that are photographed and quickly projected. Despite the fact that many animated movies contain more complicated and mature themes, they are typically designed to appeal to a younger audience.
4. Comedy movies: generally, includes dialogue, characters, and situations that make the viewer laugh along with its straightforward and humorous plots.
5. Drama movies: primarily focuses on telling serious and realistic stories that depict characters' relationships with one another, other characters, or the natural world.
6. Fantasy movies: serves out innovative tales with mythical, mythological, and magical aspects to amuse audiences.

7. Horror movies: attempts to shock the viewer by including supernatural aspects such as ghosts, possession, and cult monsters.
8. Romantic movies: are dramas with a primary focus on a romantic relationship between characters.
9. Science fiction: primarily focuses on how humanity interacts with the development of science and technology, such as robotics, time travel, and space exploration.
10. Thriller movies: creates tension and anxiety in order to thrill the audience or keep them on the edge of their seats.
11. War movies: occurs in the midst of a war-related conflict. The protagonist could be a soldier or a war casualty.

The advantages and disadvantages of watching English movies

English movies are typically viewed for entertainment. However, that does not lessen its significance for students who want to learn the language in a way they truly enjoy doing so because it satisfies their need for exposure to language input. According to Forney in Smith (2009, p.126), movies are a great tool for students because they allow them to learn outside of the typical college parameters such as books, lectures, papers, and the like. She acknowledges the significance of these teaching strategies, but she also asserts that a learner can gain a more active understanding of the subject matter via a movie. Thus, as movies have a number of educational advantages, they can be employed as a useful addition to language study outside of the classroom.

One of the advantages of watching English movies is that they provide students with authentic language input as students are able to observe how real conversational language is utilized in context, precisely as it is in everyday life so students can then build their comprehension using context rather than just words, hear how words are spoken by native speakers, and familiarize themselves with colloquial language (Kziber, M. 2020). Another advantage of watching English movies according to Barrett et al., (2014) is that “films and texts in general can be a key to self-reflection and to openness to explore other places as well as conflicts and tensions related to diversity” (p. 44). Thus, a movie is a useful medium that enables students to learn about the target culture without having to travel to the nation where the language is spoken.

Although it is thought that watching movies might help students develop their spoken communication abilities, there is still one more issue to consider, namely the subtitles. The use of subtitles in movies has been supported by numerous studies, although it is still uncertain whether to employ subtitles in the first language (L1) or the target language (L2) (Pimsamarn, 2011). Another disadvantage of watching English movies is that for people learning a foreign language or who have low linguistic proficiency, the vocabulary in a movie might occasionally be excessively complex and fast-paced. As a result, it appears that movies are only appropriate for advanced learners (Sato, 2007).

Review of Related Literature

In this section, the researchers summarized some findings from other researchers who conducted previous research related to this study.

Halawa, V. et al., (2022) conducted research entitled “The Influence of English Movie in Improving Students’ Speaking Skill” at SMP Negeri 2 Pematangsiantar middle school in Indonesia. This study aimed to find out the relationship between English movie and students’ speaking skill. The number of participants were 30 students consisting of 23 female students, and 7 male students. The researchers used a quantitative method and data were gathered from

pre-test and post-test. The findings of this study showed that English movies have a positive impact and influence on developing pupils' speaking skills.

Nurfadilla, N. (2021) conducted a study entitled "The Effectiveness of English Movie in Improving Students' Speaking Skill at the Twelfth-Grade Students of MAN Palopo" school in Indonesia. The aim of this study was to investigate whether or not English movies can help students in MAN Palopo's twelfth grade develop their speaking abilities. The study used pre-experimental research in form of pre-test and post-test. The sample size was 12 students. Data were analysed using SPSS 20 and the results showed that the mean score in post-test were higher than the mean score in the pre-test which indicates that English movies is an effective way in improving students' speaking skills.

Kziber, M. (2020) investigated the impact of using English movies on the spoken fluency of undergraduates at English department of Ibn Tofail University, Morocco. A mixed methods research methodology was used which consisted of a questionnaire survey that was given to 132 students. Data were analysed using SPSS software. According to the findings of the qualitative study, students believed that watching English movies help them to talk more naturally, expand their vocabulary, correct their pronunciation, and increase their listening comprehension, whereas the quantitative study showed that there is no correlation between students' speaking fluency and how often they watch movies.

Madiyoh, R. and Putro, N. H. P. S. (2018) conducted research entitled "The Effectiveness of Authentic Short Movies in Enhancing Students Speaking Skill" at Yogyakarta State University, Indonesia. The main aim of this study was to investigate whether using audio-visual materials might help students strengthen their speaking skills. This study was a quasi-experimental study with pre-test and post-test group design. The population of this study was 203 senior high school students in the second semester of the academic year 2017/2018. For the study's samples, the experimental class consisted of 33 students, whereas the control class consisted of 29 students which were chosen by convenience sampling from two classes. The findings of the study showed that the use of authentic short movies activities is effective in teaching speaking as there was a significant difference between the students who were taught by a traditional method and those who were taught by using audio visual media in developing their speaking skills.

There have been a number of studies that explored watching English movies as a teaching tool on improving speaking skills. However, this study attempted to fill the gap in the literature review as it is aimed for students to use English movies as a learning facilitator. In addition, it is the first study conducted at the Faculty of Languages and Translation, Misurata University that investigated the impact of watching English movies on improving students' speaking skills. The researchers wanted to explore whether or not watching English movies is an effective media in improving students' speaking skills as well as students' perceptions towards using this media to improve their speaking skills.

Methodology

In this chapter the researcher discussed the methodology part of the research. It starts by discussing the research design, participants and instruments. Then the researchers discussed the procedure in which the data collection and ethical considerations were explained. Finally, the researchers briefly discussed the data analysis.

Research Design

In this research, the researcher used a mixed method design which included a quantitative data survey consisted of a questionnaire and a qualitative data survey which was conducted via structured interviews to investigate the impact of watching English movies on improving students' speaking skills on the students of the Faculty of Languages and Translation, Misurata University, which was conducted in the Spring semester of the Academic year 2025-2026. Combining quantitative and qualitative research methodologies in one study allows for a more thorough investigation of the research problem because they complement one another (Greene et al., 1989; Teddlie & Tashakhori, 1998). The questionnaire started with demographic and contextual data, such as the participants' age, gender and their academic year. Then followed general questions such as frequency and genres. Afterwards, a ten-point Likert Scale question to see the overall improvement of the students' speaking skill. Finally, followed by eight statements on a five-point Likert Scale, which are: strongly disagree (SD); disagree (D); neutral (N); agree (A); strongly agree (SA) to assess the extent to which students agree on the impact of watching English movies to improve speaking skills. Likert scale is useful because data from a large number of respondents can be gathered relatively quickly (Nemoto, T. & Beglar, D. 2014). To confirm content validity, the questionnaire was reviewed by a group of faculty members at the Faculty of Languages and Translation, who reviewed the questions to which the items effectively reflected the research constructs. Their feedback was integrated to enhance the wording and structure of the instrument. Additionally, a pilot study engaging five students outside the main sample was conducted before the actual data collection stage. This step designed to identify any ambiguities or weaknesses in the questionnaire items and to improve the whole clarity and reliability of the instrument (Creswell, 2014). The interview consisted of three questions. Interviews are the most often used information-gathering technique for qualitative researchers (Cassell, 2005; Nunkoosing, 2005). In addition, participants agreed to give their consent for the interviews to be audio-recorded, and these recordings were later transcribed to reinforce the analysis. This provided the researcher the flexibility to investigate further when a response required more depth, eventually resulting in richer, more detailed data (Gamlo, 2019).

Research Participants

The number of participants in this research was 15 students studying English as a second language at the Faculty of Languages and Translation, Misurata University which were selected through two-stage sampling procedure. In the first stage, a random sample of students studying English as a second language at the Faculty of Languages and Translation, Misurata University, was determined. From this preliminary group, 15 students were then purposively selected based on two criteria: first, that they watched English-language movies, and second, that they did so frequently. These criteria were obtained because such participants were viewed as most likely to give related and meaningful understandings into the topic of the research under investigation. This mixture of procedures allowed the researcher to first confirm a measure of representativeness within the larger student population, and then to purposely target participants with the most related experience, so certifying the collection of rich and meaningful data (Etikan, Musa & Alkassim, 2016). Therefore, purposive sampling is required to ensure that the study's findings are generalizable and that the data gathered is consistent, reliable, and useful (Alexiades 1996).

Research Instruments

The researcher carried out two instruments to collect the data and to answer the research questions which included a questionnaire and structured interviews.

The researcher designed a questionnaire and distributed it to the students in order to explore their opinions and perceptions towards whether or not watching movies has helped them to improve their speaking skills. The questionnaire was composed of closed-ended questions and five-point Likert scale to enable respondents to categorise their level of agreement, frequency, and quality. Closed-ended questions are simple to pre-code, so inserting an answer into your response database only requires you to write a number (corresponding with the answer provided), as well as easier for respondents to answer (Hyman, M. R.& Sierra, J. J. 2016). According to McLeod (2019), the most popular rating scale for determining attitudes among the target audience is the five-point Likert scale. Then structured interviews were conducted in order to get more accurate findings. According to Kumar (2011), one benefit of doing structured interviews is that they ensure consistency in the responses, allowing for data comparability.

Procedure

Data Collection

Prior to conducting the study, the researcher first obtained the required permissions from the authorities. After receiving approval for this request, the researchers decided to distribute the questionnaire and conduct the structured interviews in order to answer the research questions. Firstly, in order to obtain the real data about students' perceptions of the impact of watching English movies on improving their speaking skills, the researchers distributed the questionnaire to the students that were taken part in this study which were 15 students from the Faculty of Languages and Translation. After the questionnaires were received, the researchers then conducted interviews with all of the participants.

Ethical Consideration

The consent was taken from the head of English department to conduct the study at the Faculty of Languages and Translation. Then, the participants were notified that taking part in this study will not negatively affect their grades or performance in any course. Moreover, the participants were fully informed of their right to remain anonymous and to withdraw from the study at any time. In addition, collected data has been kept confidential in order to protect respondents from any kind of harm or distress.

Data Analysis

The information gathered for this research was analysed both quantitatively and qualitatively. Firstly, in order to determine what trends in the data suggested about the students' attitudes and perceptions toward the impact of English movies on improving students' speaking skills, 15 responses of the participants were analysed descriptively by calculating percentages. Secondly, the data collected from interviews are briefly discussed.

Results and Discussion

In this chapter the researcher shows the findings of the study and explained them. The findings will be discussed to know whether the hypothesis is rejected or accepted as well as to answer the research questions. The results are divided into two sections. The first section discusses the data collected to from questionnaires. The second section includes the responses students' interviews.

Questionnaire Data Analysis

Below are the findings obtained from the analysis of the data collected to investigate students' perceptions about the impact of English movies on improving students' speaking skills. The questionnaire data are analysed as they were listed in the questionnaire (see appendix) using Microsoft Excel.

Table 1 .The Total Number of Students Covered by the Questionnaire Survey.

Age	Male	%	Female	%	Total
18–20	2	13.3%	2	13.3%	4
21–23	5	33.3%	2	13.3%	7
24–26	3	20.0%	1	6.7%	4
Total	10	66.7%	5	33.3%	15

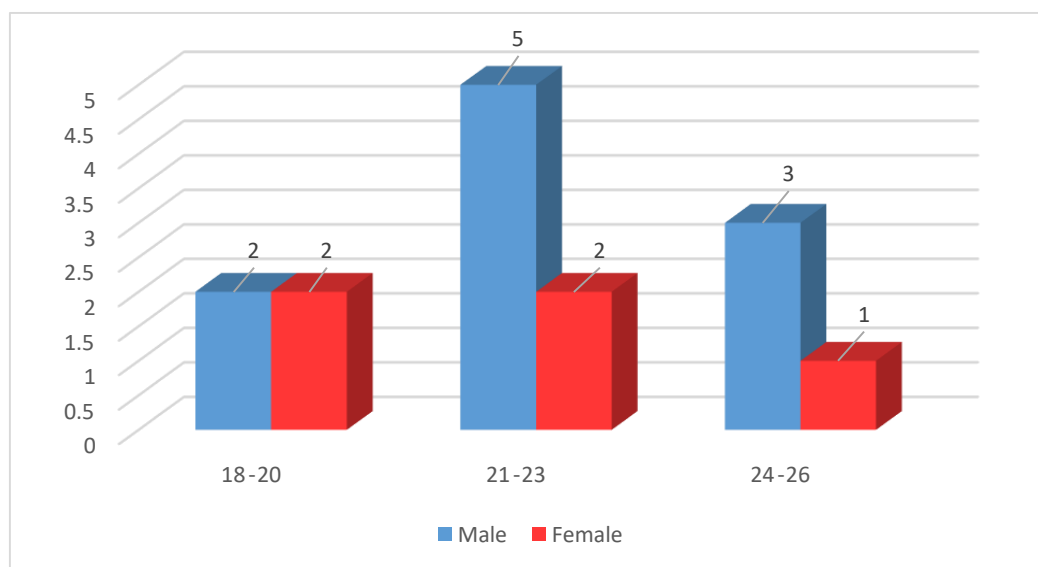


Figure 1 .Total Number of Participants and Their Age Group

As shown in table 1, there are 15 students participating in the survey. There are 10 males which represent the higher rate 66,7% of participants and 5 females which is the lower rate by 33,3%. The age of the participants ranged between 18 and 26 years old. However, the dominant group appears to be between 21 and 23 years old as shown in the graph in Figure 1.

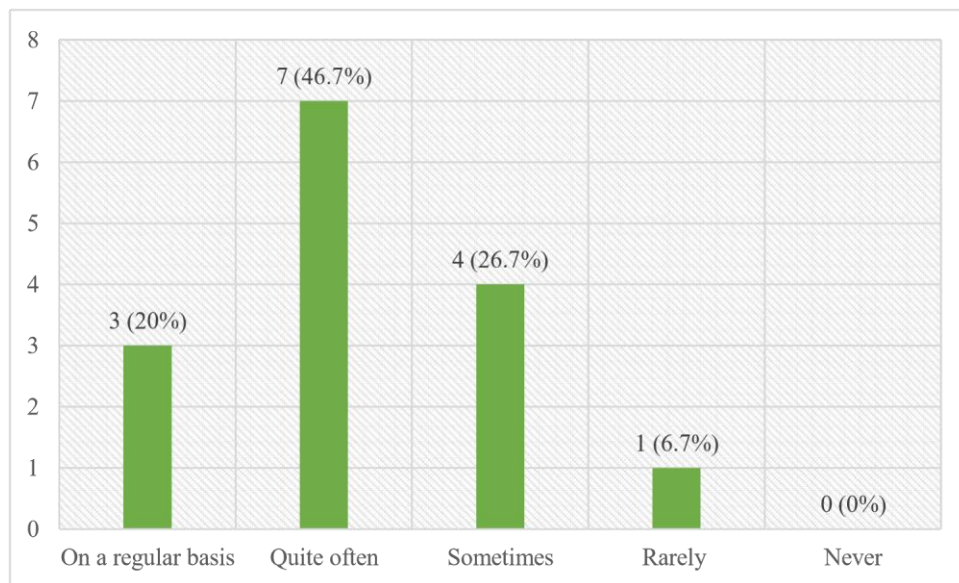


Figure 2. Results Collected on How Often Do Students Watch English Movies.

According to the data, the majority of the respondents (46.7%) they said that they watch English movies quite often which is about 3-5 times a week, followed by sometimes with 4 students (26.7%), then 3 students (20% of the respondents) claimed that they watch English movies on a regular basis which is more than 5 times a week. Also 1 of the students said that they rarely watch English movies (6.7%), in which they watch movies only once in two weeks or less. None of the respondents said that they never watch English movies as shown in the graph in Figure 2.

From this finding, it shows that the overall percentage of students who watch English movies more than 3 times a week is (66.7%).

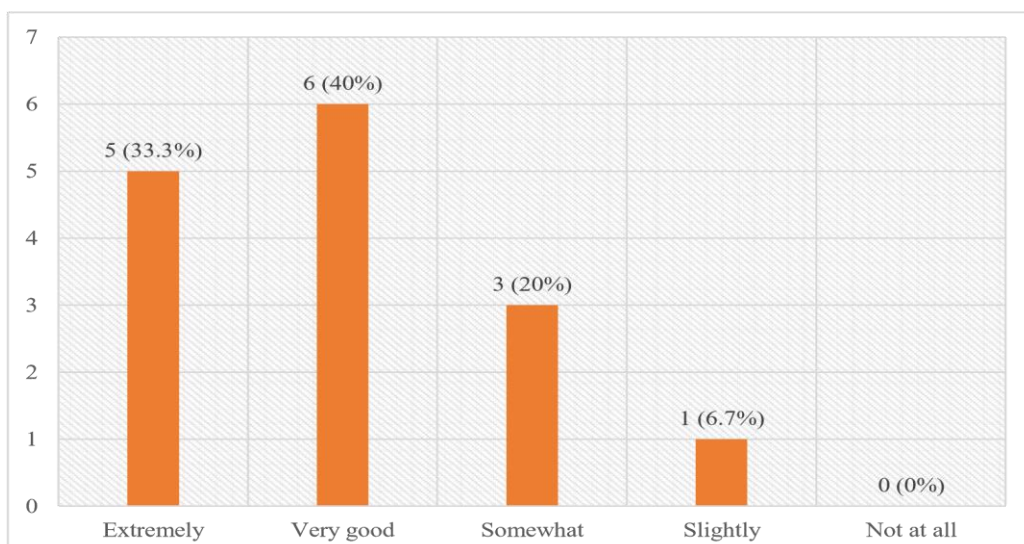


Figure 3. Results Collected on How Much Have English Movies Improved Students' Speaking Skills

Figure 3 represents how have English movies improved students' speaking skills. The results collected found out that 33.3% of the students' speaking skills have been improved extremely, 40% have been improved very good, 20% have been somewhat improved, and 6.7%'s have improved slightly.

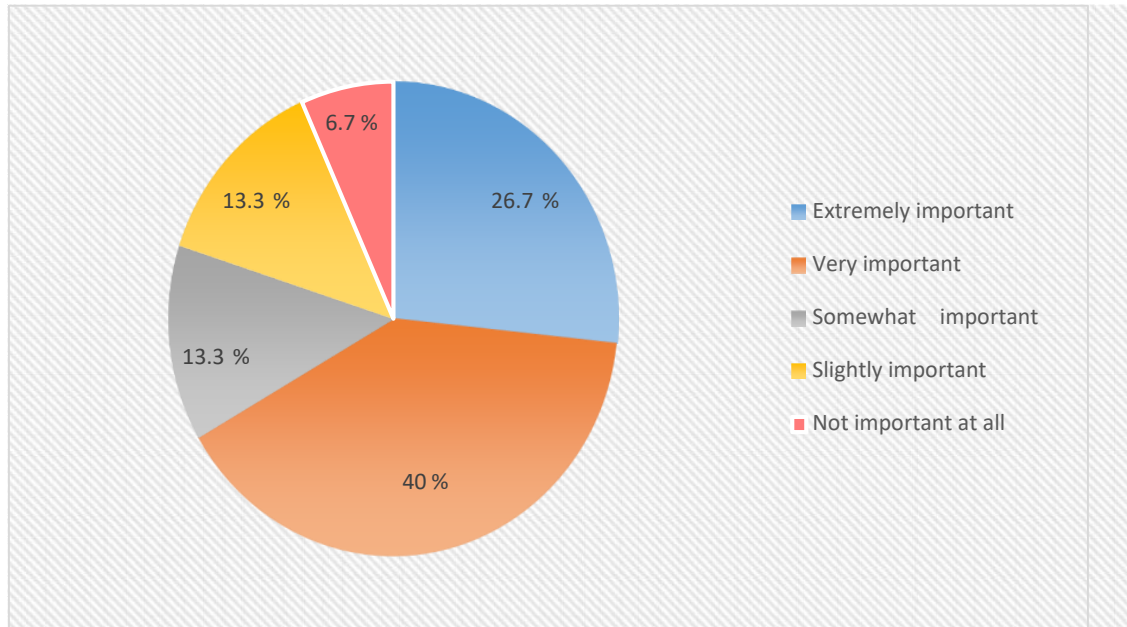


Figure 4. Results Collected on How Much of Importance Are Subtitles to Students when Watching an English Movie

Figure 4 represents the importance of subtitles when watching an English movie to students in improving their speaking skills. The chart results show a tie of 26.7% as extremely important having subtitles when watching an English movie, 40% as very important, 13.3% as somewhat and slightly important, and 6.7% as not important at all.

Table 2. *Movie Genre Preferences.*

Movie Genre	No. of Students	Percentage
Horror	2	13.3%
Comedy	3	20%
Romance	2	13.3%
Action	4	26.7%
Adventure	3	20%
Other (Animation)	1	6.7%
Total	15	100%

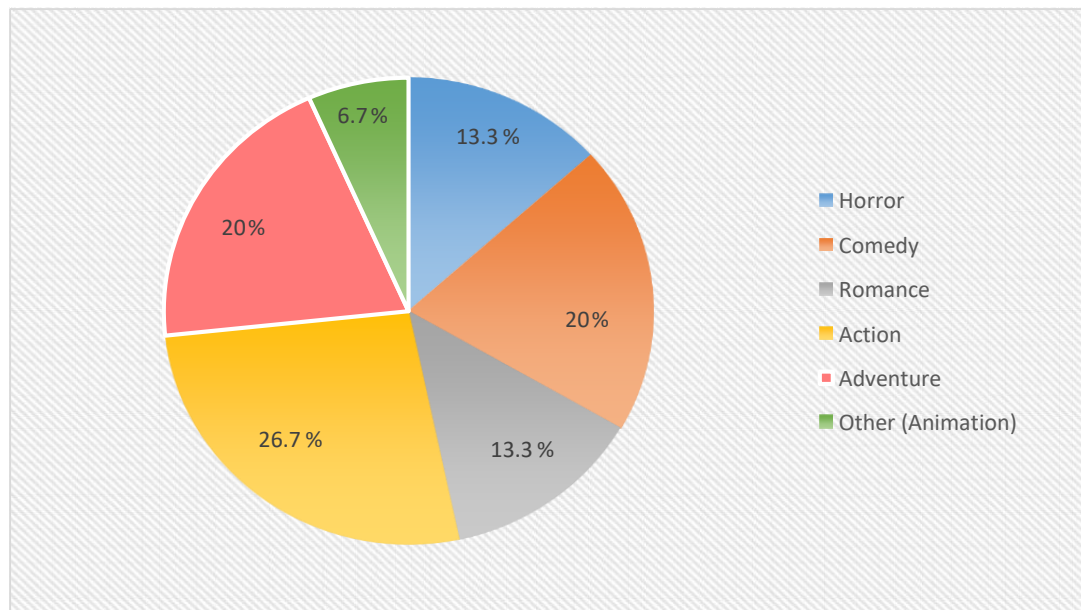


Figure 5. Results Collected on What Movie Genre Do Students Most Prefer When Watching an English Movie.

Figure 5 represents what movie genre do students most prefer when watching an English movie. Based on the results of the chart, it shows a tie of 26.7% of students prefers action movie, 20% prefer comedy and adventure movies, 13.3% prefer romance and horror movies, and 6.7% said that they prefer animation movies.

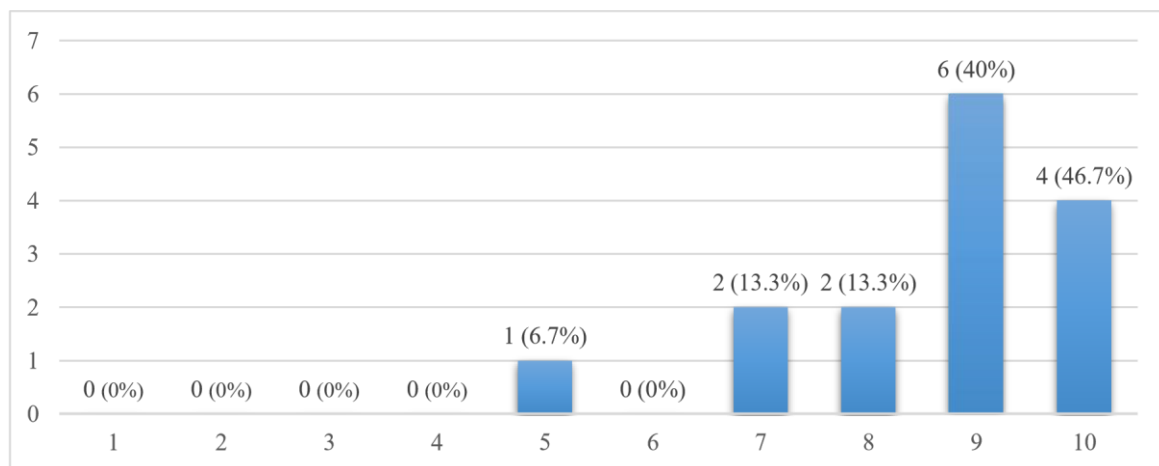


Figure 6 . Results Collected on the Overall Improvement of the Students' Speaking Skills When Watching English Movies.

Figure 6 represents the overall improvement level of the students' speaking skills when watching English movies. The chart results show that 40% of students rated their improvement level while watching English movies at 9, 46.7% of students rated their improvement level at 10, 13.3% of students rated their improvement level at 7 and 8, and 6.7% of students rated their improvement level at 5.

Table 3. Results Collected from Five-Point Likert Scale Statements about the Impact of Watching Movies on Improving Speaking Skills.

No.	Statements		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	It is more enjoyable to watch movies	N	0	0	2	4	9
		%	0%	0%	13.3%	26.7%	60%
2	It improves my speaking skill and helps me to speak naturally	N	0	1	2	4	8
		%	0%	6.7%	13.3%	26.7%	53.3%
3	It helps me to learn correct pronunciation of English words based on the native speaker's pronunciation	N	0	0	0	4	11
		%	0%	0%	0%	26.7%	73.3%
4	It helps me to know English vocabulary	N	0	0	3	6	6
		%	0%	0%	20%	40%	40%
5	It helps me to learn English language faster than other ways.	N	1	1	2	6	5
		%	6.7%	6.7%	13.3%	40%	33.3%
6	It improves my communication skills	N	0	2	3	6	4
		%	0%	13.3%	20%	40%	26.7%
7	Subtitles help me understand conversation in the movies better	N	0	1	2	3	9
		%	0%	6.7%	13.3%	20%	60%
8	It is beneficial for English use in everyday life.	N	0	1	3	6	5
		%	0%	6.7%	20%	40%	33.3%

Table 3 presents students' perceptions towards the impact of watching movies on their speaking skill.

The results are statistically shown in below:

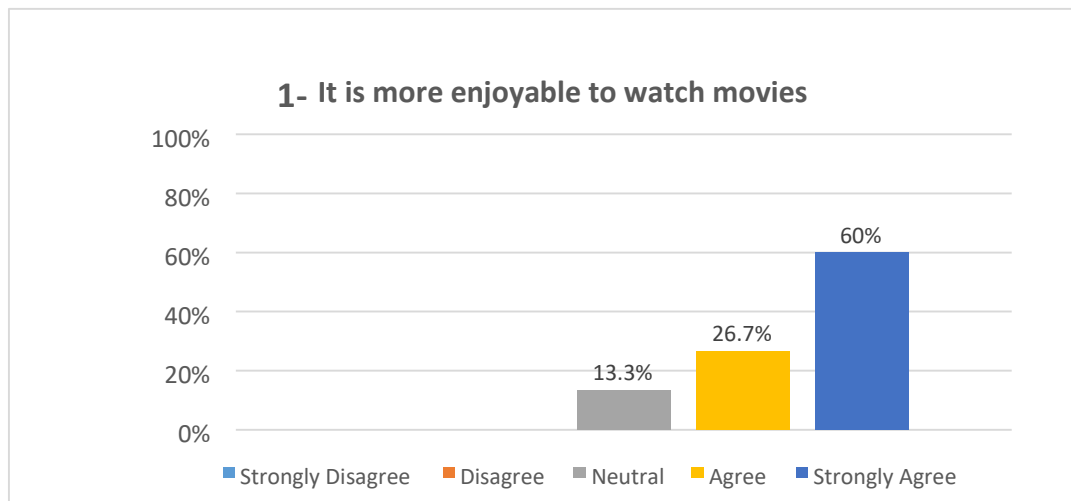


Figure 7. Students' Responses Regarding the Effectiveness of Using Movies in Learning English.

For the first statement, the majority of the respondents (60%) stated that they strongly agreed with the fact that it is more enjoyable to watch movies. 26.7% of the respondents responded with agree and 13.3% of the respondents neither agree nor disagree.

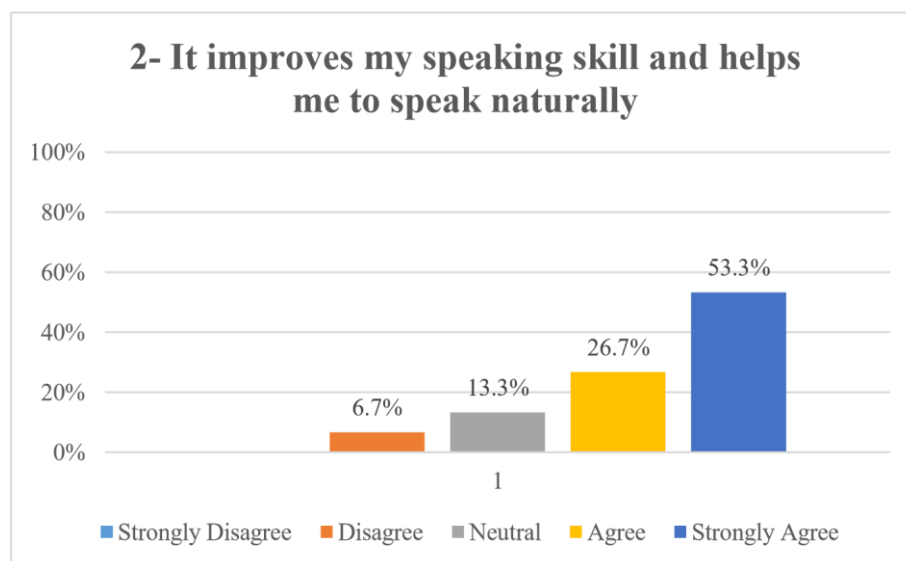


Figure 8. Students' Responses Regarding the Effect of Watching English Movies on Improving Speaking Skills and Natural Speaking Ability.

For the second statement, 53.3% of the respondents strongly agreed that watching English movies improves their speaking skill and helps them to speak naturally, 26.7% agreed, 13.3% were neutral and 6.7% disagreed.



Figure 9. Students' Responses Regarding the Effect of Watching English Movies on Learning Correct English Pronunciation.

For the third statement, all of the respondents agreed that watching English movies helps them learn the correct pronunciation of English words based on native speakers' pronunciation. Specifically, 73.3% of the respondents strongly agreed, while 26.7% agreed with the statement.

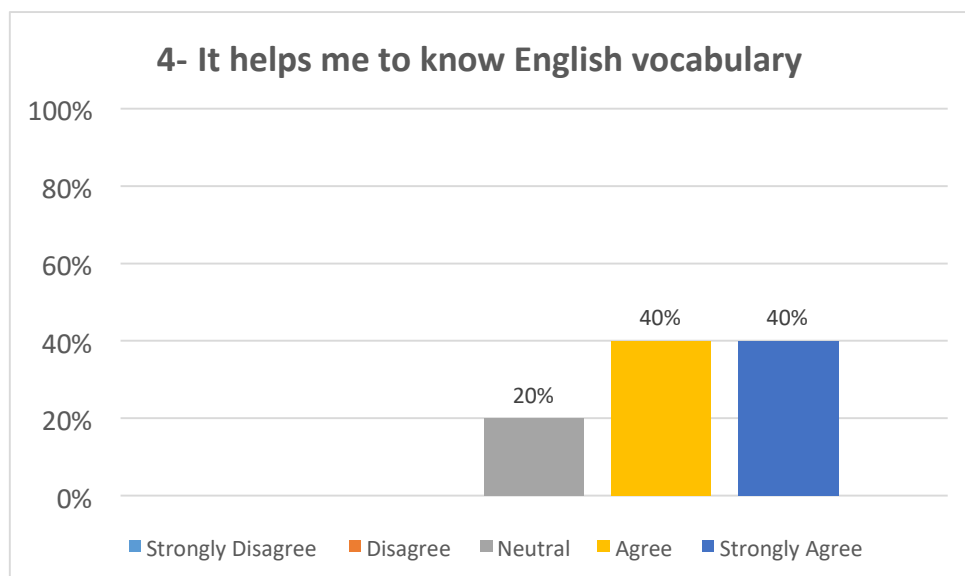


Figure 10. Students' Responses Regarding the Effect of Watching English Movies on Learning English Vocabulary

For the fourth statement, 40% of the respondents claimed that they strongly agree that watching English movies helps them to know English vocabulary, 40% agreed and 20% were neutral.

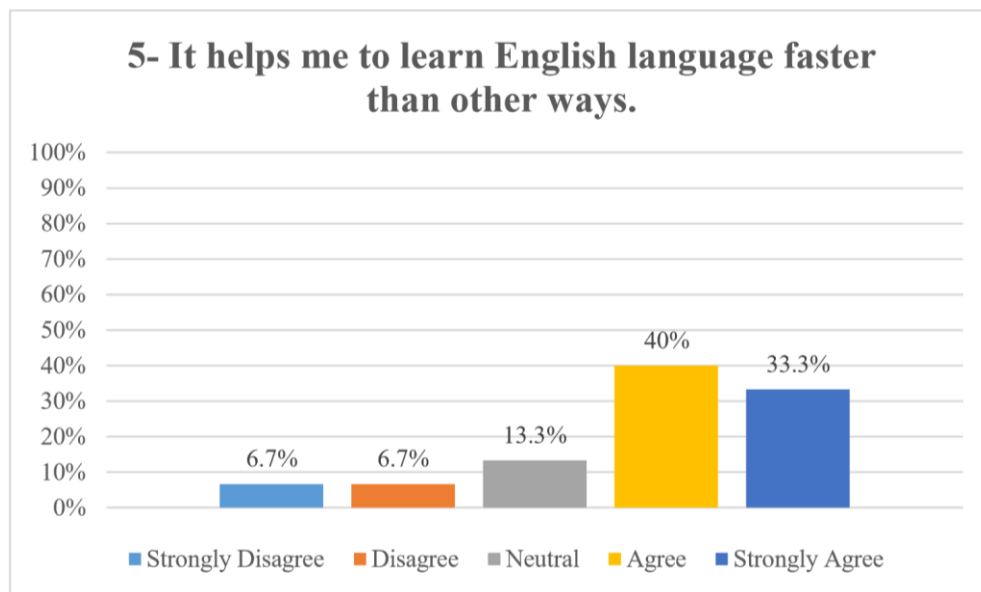


Figure 11. Students' Responses Regarding the Effect of Watching English Movies on Faster English Language Learning.

For the fifth statement, 33.3% of the respondents stated that they strongly agree that watching English movies helps them to learn English language faster than other ways, 40% agreed, 13.3% were neutral, and 6.7% disagree and strongly disagree.

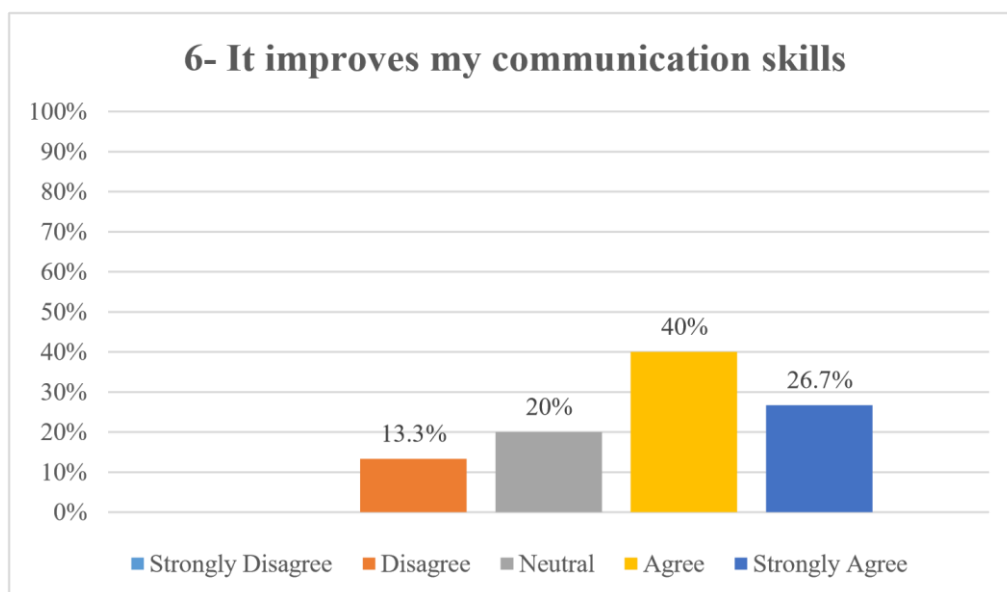


Figure 12. Students' Responses Regarding the Effect of Watching English Movies on Improving Communication Skills

For the sixth statement, 26.7% of the respondents strongly agreed that watching English movies improves their communication skills, 40% agreed, 20% were neutral and 13.3% disagreed.

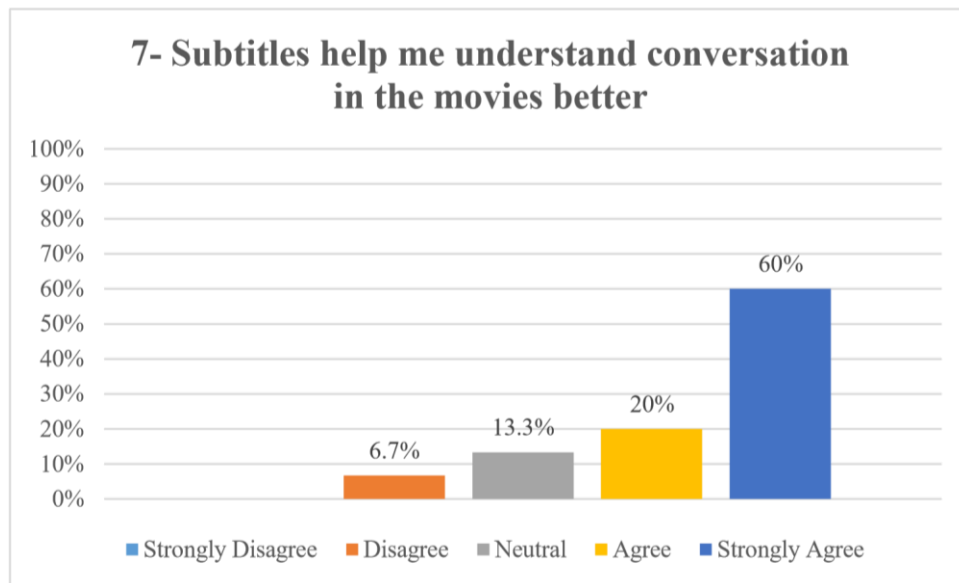


Figure 13. Students' Responses Regarding the Effect of Subtitles on Understanding Conversations in English Movies.

For the seventh statement, most of the respondents said that they strongly agree that subtitles help me understand conversation in the movies better (60%), 20% agreed, 13.3% were neutral and 6.7% disagreed.

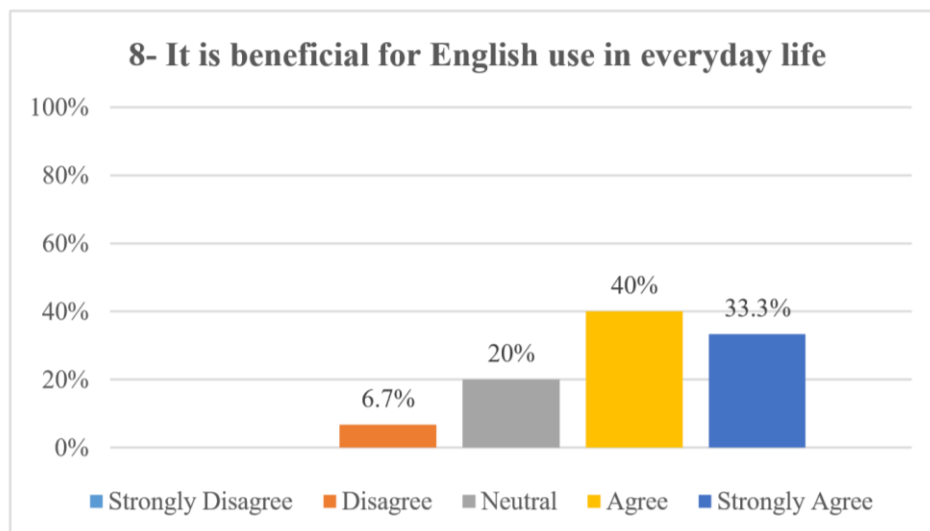


Figure 14. Students' Responses Regarding the Benefits of Watching English Movies for Using English in Everyday Life

For the eighth statement, 33.3% of the respondents strongly agreed that watching English movies is beneficial for English use in everyday life, 40% agreed, 20% were neutral and 6.7% disagreed.

Interview Data Analysis

In order to provide a better understanding of the learners' attitudes toward the topic. All of the participants agreed to participate in an interview in order to provide clarity to the quantitative section. Their statements support the topic aim of watching films. The majority of them affirm that they enjoy the process and that watching movies has improved their language abilities.

Below are the findings obtained from students' interview which are briefly described.

Question one: "Do you think that watching English movies has improved your ability to speak effectively?"

All of the students confirmed that watching English movies improved their speaking skill effectively. One of the students said, "since I've been watching English movies for a while, my speaking skills has really improved."

Question two: How did your speaking skill improve when watching English movies?

Most of the students mentioned that watching English movies has helped them to improve their speaking skills through hearing native English speakers' conversation with each other in which helped them hear how words are pronounced accurately. Moreover, almost all of the students stated that they have acquired a lot of new vocabularies. One of the respondents said, "I can learn and easily memorise more words from what I hear and watch in English movies...."

Question three: "Do you prefer watching English movies with subtitles or without?"

The majority of students said that they prefer watching English movies with subtitles because it helps them to know the meaning of what has been said. However, one of the students claimed that he prefers to watch without subtitles because it distracts him from focusing on what has been said in English.

Discussion

The primary goal of this study is to investigate the impact of English movies on improving students' speaking skills based on the attitudes of the students. The data analysis prompts the researchers to conduct the following discussion for this purpose:

To answer the first research question "what are the students' attitudes towards the impact of watching English movies on improving their speaking skill?", the data obtained from both the questionnaire and the interview enabled the researchers to provide an answer for this research question. Based on the data analysis for section (3) in the questionnaire which consisted of eight statements on five-point Likert Scale that inquired the students' perceptions about the impact of English movies on improving their speaking skills, most majority of the students have either strongly agreed or agreed that watching English movies has helped them to speak naturally, improve their pronunciation, gain more English vocabulary and improve their communicational skills. Besides this, they highly agreed that it's more enjoyable to watch movies. Then, the researchers analysed the data obtained from a direct question in the interview which was as follows: "Do you think that watching English movies has improved your ability to speak effectively", all of the students agreed that watching English movies significantly improved their ability to speak the language. As a result, it can be concluded that all students have a positive attitude towards watching English movies to improve their speaking skills.

The answer for the second research question "how did the students' speaking skill improve when watching English movies?" was obtained from the second question of the interview, in which nearly all of the students stated that watching English movies has helped

them to improve their speaking skills by allowing them to hear native English speakers converse with one another which improved their pronunciation and gained more vocabularies.

For the third research question “do subtitles help students to improve speaking skills?”, the results from the questionnaire indicate that most of the students (80%) have agreed that subtitles help them better understand the conversation in the movie. Also, in accordance to the importance of subtitles when watching English movies, 26.7% of the students said that it is “extremely important”, 40% of the students responded with “very important”, 13.3% responded with somewhat and slightly important, and 6.7% as not important at all. Moreover, from the interview results, the majority of students claimed that they like watching English movies with subtitles because it makes it easier for them to understand what is being said.

Conclusion and Recommendation

Conclusion

In this chapter the researcher presents a summary of the main findings, the conclusion and recommendations of the study, and recommendations for future research.

This study investigates the impact of watching English movies on students' speaking skills at the Faculty of Languages and Translation at Misurata University by conducting mixed method approach which consists of questionnaire and structured interview. The findings of this study answered the research questions and validated the hypothesis. After analysing the questionnaire, the researchers found that the majority of the students were interested in learning speaking by watching English movie. In addition, the data also revealed that students believed watching English movies has helped them in improving their speaking skills and to become more fluent speakers. The results of the interview showed that the participants had positive attitudes on watching English movies to improve their speaking abilities. Furthermore, the findings illustrated that there seemed to be an agreement on the effectiveness among the students.

Thus, it can be concluded that English movie has a positive impact and facilitate students in improving their speaking skill.

Recommendations of the Study

Based on the findings of this study, the researcher provides the following recommendations:

- Students should understand the significance of improving their English language skills. As a result, it is preferable to learn how natives speak by watching them and comprehending the precise meaning of words.
- Students can use media such as English movies in their free time in order to improve their speaking skills.
- Students can practice their English and discover new vocabulary by watching movies in the language.

Recommendations for Future Research

- The numbers of students were 15 participants only, which limits the study to a few numbers of students, therefore, future studies should include additional populations and distribute more questionnaires to more people in order to validate the results.
- To provide clearer results, an experimental approach might be used. For instance, students can view 5–10 short films and complete pre- and post-tests to determine

whether they actually improve their speaking skills.

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Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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