STUDENTS' ATTITUDE ON DHAR MANN MOVIES FOR SPEAKING SKILL

Ovelia Th Imanuela Kandou[1], Nonny Basalama[2], Titien Fatmawaty Mohammad[3]

[1,2,3]Universitas Negeri Gorontalo

Email: oveliakandou07@gmail.com[1], nonnybasalama@ung.ac.id[2], titien@ung.ac.id[3]

Abstrak: Penelitian ini mengeksplorasi sikap mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Negeri Gorontalo terhadap penggunaan film pendek Dhar Mann sebagai alat untuk meningkatkan keterampilan berbicara mereka. Dengan menggunakan pendekatan metode campuran (mixed-method), penelitian ini mengombinasikan analisis deskriptif kuantitatif melalui kuesioner dan wawasan kualitatif dari wawancara. Sebanyak 20 mahasiswa yang mengikuti mata kuliah Speaking berpartisipasi dalam penelitian ini. Hasil penelitian mengungkapkan bahwa film pendek Dhar Mann memiliki dampak positif terhadap keterampilan berbicara mahasiswa dalam tiga aspek utama, yaitu perilaku, kognitif, dan emosional. Secara perilaku, mahasiswa melaporkan peningkatan kepercayaan diri dan perolehan kosakata, serta kemampuan untuk menerapkan pelajaran hidup dari film dalam percakapan nyata. Secara kognitif, film-film tersebut memotivasi mahasiswa untuk mencari lebih banyak kesempatan berbicara, mengingat kosakata baru, serta menggunakannya dalam percakapan sehari-hari. Hal ini didukung oleh dialog yang jelas dan alur cerita yang menarik. Secara emosional, film pendek Dhar Mann meningkatkan kepercayaan diri mahasiswa, memengaruhi respons mereka dalam diskusi yang sensitif, serta membantu mereka mengekspresikan emosi dengan lebih baik. Penelitian ini menyoroti peran film pendek Dhar Mann dalam meningkatkan pelafalan (pronunciation), pemahaman mendengarkan (listening comprehension), dan kesadaran budaya (cultural awareness), sehingga membuat pembelajaran bahasa lebih menyenangkan dan efektif. Temuan ini menunjukkan bahwa film pendek dapat menjadi alat pedagogis yang menarik untuk meningkatkan keterampilan berbicara mahasiswa. Oleh karena itu, penelitian di masa depan dapat mempertimbangkan sampel yang lebih besar serta membandingkan berbagai genre film berbahasa Inggris guna menilai efektivitasnya dalam perolehan bahasa.

Kata Kunci: Sikap Siswa, Keterampilan Berbicara, Film Dhar Mann.

Abstract: This study explores the attitudes of English Language Education Study Program students at the State University of Gorontalo toward using Dhar Mann's short films as a tool to improve their speaking skills. Employing a mixed-method approach, the research combines descriptive quantitative analysis through questionnaires and qualitative insights from interviews. A total of 20 students who took a Speaking class participated in the study. The findings reveal that Dhar Mann's short films positively impact students' speaking skills across behavioral, cognitive, and emotional aspects. Behaviorally, students reported increased confidence and vocabulary acquisition, as well as the ability to apply life lessons from the films in real conversations. Cognitively, the films motivated them to seek speaking opportunities, recall new words, and use them in daily conversations,

aided by clear dialogue and engaging storytelling. Emotionally, the films enhanced students' confidence, influenced their responses in sensitive discussions, and facilitated emotional expression. The study highlights the role of Dhar Mann's films in improving pronunciation, listening comprehension, and cultural awareness, making language learning more enjoyable and effective. These findings suggest that short films can be an engaging pedagogical tool for enhancing students' speaking skills. Future research could explore a larger sample size and compare different genres of English-language films to assess their effectiveness in language acquisition.

Keywords: *Students' Attitude, Speaking Skills, Dhar Mann Films.*

INTRODUCTION

In general, English consist of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in foreign language as a means of communication in daily life. Speaking is a skill that must be developed when learning a language. It serves a vital purpose since the ability to communicate verbally in addition to through written language is the main function of language. The ability to speak verbally is the most important active skill in learning a foreign language (Rao, 2019; Zarifa, 2020). It is the process of using words to express a message.

According to Iftanti et al., (2021) students are under pressure to improve their English proficiency because they believe that learning English will help them succeed academically and socially. This will allow them to keep up with global innovation, compete in the global economy, and improve their educational quality in the face of global change. Additionally, a number of problems come up during the teaching and learning process. Speaking difficulties frequently include anxiety while speaking in front of a group of people, a lack of vocabulary, and a fear of making mistakes. These issues fall under the headings of language and psychological issues. According to Wulandari et al., (2022) students' inability to communicate successfully at the medium level was due in part to their low levels of vocabulary, grammar, and pronunciation competency.

Nation, (2015) argues that because they inspire students and provide practical speaking and listening practice, movies can help students meet important learning goals. In addition, they encourage language use and emphasize the key ideas that students should be aware of when communicating. Before using movies as a teaching tool, a few things need to be taken into account. The film should, first and foremost, appeal to the students. In other words, it

should both reflect the proper content in the books and pique the student's curiosity about the material. Second, the movies' content should align with their intended educational objectives. The chosen material should also be suitable for the learners' culture. In addition, the information presented in the films ought to be understandable and instructive. Additionally, appropriate graphics should be used to explain the contents.

Dhar Mann's short movies stand out from other short films due to their combination of relatable storytelling, motivational messages, and strong moral lessons. Unlike many short films that focus solely on entertainment or artistic expression, Dhar Mann's content is designed to inspire and educate by presenting real-life situations with valuable takeaways. The dialogues are conversational and mirror everyday speech, making them more accessible for students learning English, as they can easily understand and apply the language. Additionally, these movies deliver a strong motivational impact by addressing common life challenges such as overcoming hardships, learning from mistakes, and treating others with kindness.

A key novelty of this study is the identification of Dhar Mann's movies as valuable resources for academic environments. While previous studies have explored the use of movies to improve speaking skills (Kinasih & Olivia, 2022; Rasyid, 2016), this research takes a broader approach by analyzing students' attitudes and the challenges they face when learning English through movies. Unlike studies that focus solely on performance improvements, this research examines how students engage with audiovisual materials, their perceptions of learning through movies, and the obstacles they encounter.

Based on this explanation, the researcher choose Dhar Mann short movie as a teaching media in the research to be carried out. In this modern era, there are already many applications that provide short movies, such as on YouTube, Instagram, Twitter and Facebook. One of the short movie that makes researchers interested is Dhar Mann. The reason the researcher choose the short movie Dhar Mann is because Dhar Mann has a very short, concise and clear plot. The duration of Dhar Mann is only about 10-15 minutes, has an easy-to-understand storyline, and the short movie Dhar Mann contains inspirational stories which are certainly inspirational stories are one of the favorites of many people.

LITERATURE REVIEW

Definition of speaking

Speaking is a skill that must be developed when learning a language. It serves a vital purpose since the ability to communicate verbally, in addition to through written language, is

the main function of language. The ability to speak verbally is considered the most important active skill in learning a foreign language (Rao, 2019; Zarifa, 2020). Speaking is essentially the process of using words to express thoughts, ideas, and messages.

According to Clampitt (2016), speaking is a crucial activity that should not be overlooked. With English being the most widely spoken language globally, oral communication skills have become a fundamental aspect of English language competency in today's interconnected world (Islam et al., 2022). Hafifah(2021) also emphasized that speaking is a core component of language learning, as students' success in English is often measured by their ability to communicate fluently. However, many students still face challenges in speaking, even when they possess a strong vocabulary.

Based on the description above and considering the real challenges observed in the field, it can be concluded that speaking is a critical aspect of English language learning. Therefore, it is essential for students to continuously improve their speaking abilities. However, in order to achieve effective communication, students must also focus on the key components of speaking, such as pronunciation, vocabulary, fluency, grammar, and comprehension.

Elements of Speaking Skill

In the development of speaking abilities, several essential components must be taken into consideration to ensure effective oral communication. One fundamental element is vocabulary. As emphasized by Ahmad (2021), vocabulary plays a vital role in both the teaching and learning processes of communication. A broad and appropriate vocabulary allows learners to convey ideas with clarity and precision. Without sufficient vocabulary knowledge, students may struggle to express themselves accurately, resulting in limited or unclear communication in English.

Another important element is pronunciation. This refers to how words are spoken, including aspects such as intonation and stress. Good pronunciation ensures that speech is understandable and that the message is delivered clearly. If a speaker's pronunciation is poor, it may cause misunderstandings. Dwiningrum (2016) emphasizes that correct pronunciation is crucial, especially in English, because it makes communication more effective and helps speakers be understood easily.

Grammar is also a fundamental component in speaking. It involves the correct use of language rules to form sentences. When speakers use proper grammar, their speech becomes more structured and meaningful. Without grammar, even a rich vocabulary may fail to convey

the intended message accurately. As explained by Singodiwongso et al. (2021), grammar provides a framework that allows individuals to construct sentences and express meaning, making it an essential part of language development.

In addition, fluency refers to the ability to speak smoothly and without unnecessary pauses. A fluent speaker can deliver ideas confidently and with ease. This does not mean speaking without any mistakes, but rather focusing on communicating meaning effectively. According to Risnawati (2018), fluency is more concerned with how well meaning is conveyed rather than the number of errors made. Regular practice, such as watching English movies or listening to native speakers, can help improve fluency over time.

The final component is comprehension, which is the ability to understand spoken language. It enables speakers and listeners to follow conversations, respond appropriately, and avoid misunderstandings. Comprehension involves recognizing words, understanding ideas, and interpreting messages correctly. Indah Sari (2019) describes comprehension as a person's ability to perceive and grasp information, which is crucial for effective communication.

In conclusion, vocabulary, pronunciation, grammar, fluency, and comprehension are interconnected elements that play a significant role in developing speaking skills. A strong foundation in each of these components is necessary to enhance students' speaking proficiency in the context of language learning.

Definition of Movie

In the context of language learning, movies serve not only as entertainment but also as effective educational tools. According to Kanellopoulou (2019), movies are a great way to be exposed to real language. Unlike controlled classroom interactions, real-world conversations portrayed in movies reflect the natural flow and features of native speakers' communication. This authenticity makes movies valuable for developing language skills.

Hu (2006) also emphasizes that movies provide learners with both audio and visual input, helping them better understand the context and meaning of spoken language. As students observe the characters' dialogues, gestures, and emotional expressions, they become more engaged in the learning process. The realistic scenes and props in movies make the experience feel immersive, almost as if students are part of the situation being portrayed.

Furthermore, Fata et al. (2016) argue that movies are more attractive, interesting, and memorable than traditional learning materials like textbooks or audiotapes. The immediacy and visual richness of films contribute to an enjoyable learning environment, which can

enhance students' motivation and make it easier for them to acquire new vocabulary, expressions, and cultural insights.

In conclusion, movies are not only entertaining but also serve as a powerful medium for language learning. They offer authentic exposure to language use, contextualized communication, and cultural understanding, making them an effective and engaging resource for students.

The Benefits of English Movie in Terms of Improving Students' Speaking Skill

English movies can be a powerful tool to enhance students' speaking abilities because they expose learners to authentic language use in a natural context. As Mongar (2019) states, movies are among the best sources of information about the many dialects and variations of English. Compared to other learning materials, films offer richer language input through authentic and relatable content.

Moreover, movies help develop not only verbal but also non-verbal communication skills. According to Sadiku (2018), teachers can use movies to teach paralinguistic features such as body language and facial expressions, which are essential for effective communication. Understanding these non-verbal cues helps students convey and interpret meaning more accurately in conversation.

In conclusion, English movies offer more than just entertainment, they serve as an immersive learning experience. By watching and analyzing movies, students can improve their pronunciation, vocabulary, intonation, and conversational skills while also developing a deeper understanding of cultural and social cues in communication. This makes movies a highly effective resource for improving students' speaking skills.

The Importance of Using Movies in Teaching Speaking

Movies provide a fresh and dynamic way for students and teachers to communicate, collaborate, and exchange ideas. As noted by Liando et al. (2018), movies serve as a medium for sharing information and fostering interactive learning experiences. Their ability to stimulate interest makes them ideal for classroom use, either as a formal lesson or an extracurricular activity. Sadiku (2018) highlights that movies can create a vibrant learning environment that encourages student participation and interaction.

Incorporating movies into language instruction promotes creative thinking and enhances student engagement. Derin et al. (2018) emphasize that movies reflect authentic language used

in real-life situations, including the social and cultural contexts in which communication occurs. This makes them especially valuable for teaching speaking skills, as students are exposed to real conversational models that go beyond textbook dialogues. Moreover, teachers can use movies to bring new perspectives into the classroom and to present language in a more meaningful and relatable way. As Kanellopoulou (2019) points out, movies present real-world conversations, helping students experience language as used by native speakers.

Research findings by Albiladi et al. (2018), Goctu (2017), and Kabooha (2016) show that learners worldwide perceive movies as valuable tools for language learning. Movies effectively support the development of multiple language skills, including reading, listening, vocabulary, and especially speaking. When carefully selected, video materials can enhance language acquisition and increase students' motivation to engage with the target language.

In conclusion, using movies in the classroom offers multiple benefits for both students and teachers. Not only do they provide authentic and engaging content, but they also create enjoyable learning experiences that promote effective communication. As films are already an integral part of students' everyday lives, integrating them into language education is both practical and powerful. In researcher's view, movies are more than just supplementary tools, they are transformative resources that can significantly enhance the way speaking is taught and learned in the classroom.

Short Movie "Dhar Mann"

This research focused on the utilization of short movie as a movie format. This study calls for a video no longer than 15 minutes. To ensure that the students are not bored while watching the movie, a short movie is chosen. Students will desire to mimic the character in the movie in order to enhance their English skills. There have been few research studies covering the use of short movies in the field of the teaching of English (Audina et al., 2018; Irmanda et al., 2021; Madiyoh et al., 2018; Masruddin, 2018; Tnomat et al., 2022). It is worthwhile to study the impact of short movies on students' speaking abilities because there are few studies on this topic.

Dhar Man is one of the most popular short movie on Facebook, Dhar Man presents short movie with a duration of 10 to 15 minutes with various story themes such as family, friendship, work and not least bringing life lessons in all of the movie. Dhar Mann short movie content which always ends with inspirational quotes and also the sentences "hye Dhar Man fam, please remember that we're not just telling stories, we're changing lives!"

Besides that, the storyline is very short, concise and clear with a good pronunciation and also English subtitles are provided for each short film which makes the short film Dhar Man not boring to watch and it will be very easy to become a media for improving speaking skills.

The short film "Dhar Mann" is one of the interesting short movies. In addition to its short duration, solid and clear, the storyline does not make it boring to watch, contains inspirational stories, "Dhar Mann" also has one interesting thing. "Dhar Mann" is a short movie that uses English language but the cast in the movie "Dhar Mann" come from many countries such as Italy, Mexico, China, India, Africa, and even some of the cast still use their accents. This is believed to be of interest and can also motivate students to be able to speak English you do not have to be a native American and also through the short movie "Dhar Mann" students can learn English with various accents from various countries.

Definition of Attitude

Numerous scientists from all over the world have defined the term "attitude". According to all of them (Hacieminoglu, 2016; Montes et al., 2018; Morabe, 2004; Salta et al., 2004) attitudes toward science are seen as a combination of personal values, feelings, and beliefs about it.

According to Abidin et al., (2012) attitude is an individual's response to or evaluation of a particular situation or item based on his or her thoughts and beliefs. According to Norsi (2013) and Eshghinejad (2016), attitude is considered as "a psychological" process through which students decide whether or not they like or dislike a particular circumstance.

A person's attitude is a holistic behavioral strategy made up of their beliefs, motives, thoughts, and deeds. The majority of people interpret attitude in terms of anything having to do with conduct and human psychology. As opposed to this, attitude itself is broken down into three parts: cognitive, emotional, and behavioral. The cognitive attitude will serve as the study's point of reference in this scenario. Perloff (2003, as referenced in Ulfah, 2019) asserts that attitude is a psychological construct that takes the shape of mental and emotional objects that are affixed to a person and take on the identity of that person.

The Positive and Negative Language Attitude toward English

The success of learning a foreign language is greatly influenced by one's attitude toward the language, the culture, and the learning process. A positive outlook may encourage students to engage with native speakers, increasing the amount of feedback they get. A positive outlook

frequently encourages students to employ a variety of study techniques that might aid in the development of language learning abilities. A positive outlook motivates language learners to exert more overall effort, which usually leads to greater success in terms of overall language competency and proficiency in particular language abilities like speaking, listening, reading, and writing. Having a positive outlook also aids in maintaining language proficiency after classroom training has ended (Gardner, 1985).

The success of pupils in learning English is negatively impacted by negative language attitude traits such as shy to speak and lazy to practice. The success of language learning is significantly impacted by attitudes, both positive and negative. An individual's attitude is strongly influenced by many influences. The assertion made by Stern, (1983) that "the affective component contributes at least as much and often more to language learning than the cognitive skills" is reinforced by more recent studies. According to all research, affective factors have a big impact on how well people learn languages (Eveyik, 1999; Skehan, 1989; Gardner, 1985; Spolsky, 1988).

The teaching-learning process will benefit from both the teacher and the student learning about the students' attitudes toward language. As a result, we must take into account the affective domain's vital function. Interest, values, and propensity are the features of the affective domain, and the majority of these influence our attitudes (Saracaloglu, 2000). Value, conviction, enthusiasm, and expectations are examples of emotional traits. In actuality, measuring attitude is more successful than attempting to define it. The school curriculum, particularly in ELT classrooms, is influenced by student attitude as measured with high reliability.

Many studies have been conducted to explore the nature of students' attitudes towards learning foreign language in general and EFL in particular, In an effort to better understand students' attitudes, motivation, and anxiety regarding studying English, hams (2008) performed a study. The results highlighted the students' positive attitudes and high levels of passion for English. This revealed that the majority of them had favorable views toward studying the English language, which in turn underscored the importance of English language proficiency in day-to-day living.

The Aspects of English Attitude

As learning a particular topic requires one to think and conduct differently and discern between different kinds of beliefs, learning is seen as a beneficial development in an

individual's personality in terms of the emotional, psychomotor (behavioral), and cognitive domains (Kara, 2009). Together with a cognitive approach, learning also involves social and psychological factors. These three aspects allow us to view the attitude idea. The attributes that each of these dimensions uses to produce language attitude findings vary. The attitude idea thus comprises three parts, namely behavioral, cognitive, and emotional. These three characteristics of attitude are founded on the behaviorism, cognitivism, and humanism, respectively, three theoretical stances. The behavioral, cognitive, and emotional components of the attitude idea are briefly discussed in the sections that follow.

Behavioral Aspect of Attitude.

The behavioral component of attitude is concerned with how one acts and responds in specific circumstances. In fact, successful language learning makes it easier for students to identify with the language's native speakers and to pick up or adopt specific habits that are typical of the target language group. "Good attitudes contribute to the presentation of positive actions toward courses of study, with participants engrossing themselves in courses and seeking to learn more" (Kara, 2009). These pupils are also seen to be more motivated to engage in emotional activity, solve issues, and learn the knowledge and skills necessary for daily living.

Cognitive Aspect of Attitude.

A cognitive attitude is a particular way of thinking or viewing something from a subjective perspective. According to Noviani, (2020) the cognitive component refers to the organization of beliefs in the form of personal ideas and opinions, the affective component deals with emotional responses, and the behavioral component deals with the person's propensities for acting in certain ways toward attitude objects.

Accordingly, Ajzen, (2001) reveals that when semantic bipolarity is opposed to practical experience, it performs the full domain of positive and negative terms, and to separate the high and low activation levels inherent in the experience, a strong negative correlation between positive and negative influences was obtained. Students will use the internet for learning activities like downloading the material if they have a positive attitude toward using it for learning. This is based on an individual's perception of an object, which is deemed positive or negative based on the experience. This constitutes the attitude's component of belief or opinion.

Emotional Aspect of Attitude.

According to Feng et al., (2009) "Learning is an emotional process. Many different

emotional aspects have an impact on it. In it, the teacher and his students engage in a variety of emotional activities that produce a variety of emotional fruits. The learners' attitudes can be used to communicate whether they like or dislike the things or environmental circumstances. It is well accepted that a learner's internal thoughts and emotions affect how they view and feel about the target language (Choy et al., 2006).

Based on this explanation, the researcher chose all aspects of attitude to explore English Language Education Study Program students' attitudes toward watching English movies to improve their speaking skills because all aspects of attitude are highly influential and interconnected. To better understand students' attitudes, the researcher requires more detailed data to validate whether or not short movies can influence students' attitudes in improving their speaking skills.

Previous study

There are evident resources available in today's world that can and have been used to improve the teaching and learning of speaking abilities. Researchers and educators have long recommended using visual material, such as photographs, to help pupils develop their speaking abilities (Baidawi, 2016; Gistituati et al., & Syaifullah, 2018). One of the simplest ways to integrate formal classrooms with outside-of-class learning situations is to use audiovisual materials from open access video databases like YouTube to learn not only important values but also to enhance speaking abilities (Anwar et al., 2020; Susilo, 2019).

Another well-liked instructional strategy is to actively encourage students to create vlogs in order to push them toward the top tier of Bloom's taxonomy (Lestari, 2019; Safitri et al., 2017). Others recommended less well-known but nonetheless practical interactive software, such Rosetta Stone (Yurdean et al., 2016).

Kinasih and Olivia, (2022) also conducted research about "An Analysis of Using Movies to Enhance Students' Public Speaking Skills in Online Class". The goal of the study is to examine how using movies can improve students' speaking skills. The study's findings indicate that using movie clips to teach online classes can increase students' interest because the material felt relevant. As participants learned how to use the techniques for drawing audiences, their public speaking abilities also increased.

Rasyid, (2016) has also conducted research in movie as a media, the research is about "Using Cartoon Movie to Improve Speaking Skill". The goal of the study is to determine whether using English cartoon movies can raise students' achievement levels in the second

grade at SMU Abulyatama. The study findings show that using English cartoon movies can be a useful tool for raising students' speaking abilities, particularly in terms of grammar.

The researchers in this study concentrate on students' attitude and challenges to learning English through movies. Unlike the other research, which concentrated on improving student performance, this study is concerned with how students learn English through movies and what barriers they face. The researchers also looked at students' perceptions of learning English through movies as well as the obstacles that students face when learning English.

RESEARCH METHOD

In consideration of the study's aims, a descriptive quantitative research strategy was used for this investigation. Examine quantitative research and descriptive quantitative data to describe and explain. utilizing statistics or numerical data, forecast or regulate the phenomenon being studied in this study (Gay at al., 2021, p.7)

The target population of this study is English Language Education Study Program students at State University of Gorontalo. The sample of this study is 20 English Language Education Study Program students who took Speaking class at State University of Gorontalo. The research instrument in this study is a questionnaire asking about the subjects' movie watching perceptions on watching English movies to develop speaking skills. The questionnaire that was used is mainly based on Pimsamarn, (2011)'s questionnaire which was used at Thammasat University, Bangkok.

The researcher is use qualitative method with interview and also use quantitative method with questionnaire to collecting the data.

The data collection process followed a structured sequence to ensure comprehensive analysis. Initially, the researcher assessed students' interest in watching movies through a brief conversation in the WhatsApp group. Following this, students were instructed to watch a short film from "Dhar Mann." To confirm their participation, a voting activity was conducted, ensuring that all students had watched the movie. Afterward, they were required to complete a questionnaire via a designated link, with another voting activity implemented to guarantee a 100% response rate. To gain deeper insights into students' attitudes, the researcher then conducted online interviews, allowing for more accurate data collection. Finally, all collected data were systematically organized into a tabulation format for further analysis. Then the tabulation data were analyzed by Likert scale. The questionnaire data were analyzed using descriptive data to assist the researcher in interesting the data. The result data was in a
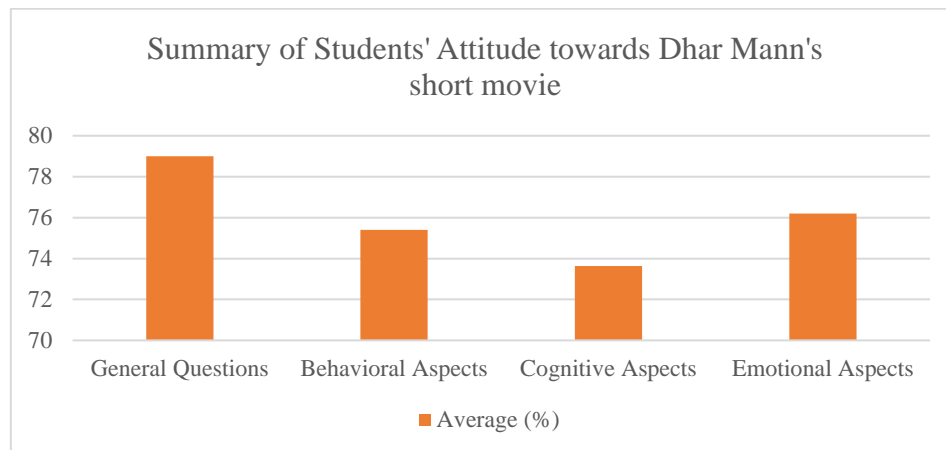
percentage in the form of a table.

RESULTS AND DISCUSSION

Findings

Finding of Questionnaire

Table 1. *The finding of questionnaires*

The summary of attitudes towards Dhar Mann's short movies reveals distinct insights across four key aspects. **General Questions**, which assess overall enjoyment and understanding of the movies, received an average percentage of 79%, categorizing them as **Positive**. This indicates that participants generally find the movies both enjoyable and beneficial for their English learning. In terms of **Behavioral Aspects**, which evaluate the impact of the movies on language learning behaviors, the average percentage is 75%, also falling into the **Positive** category. This suggests that respondents believe the movies effectively influence their language use behaviors, including improvements in speaking skills and vocabulary acquisition. **Cognitive Aspects**, which focus on the cognitive benefits such as memory retention and speech imitation, received an average percentage of 74%, placing them in the **Positive** category. This reflects a high perception of cognitive benefits, indicating that while there are positive aspects. Lastly, **Emotional Aspects**, which explore the movies' impact on emotional responses and self-confidence, achieved an average percentage of 76%, categorizing them as **Positive**. Overall, the findings indicate that English Language Education Study Program students have a favorable attitude towards using "Dhar Mann" movies as a tool for improving their speaking skills. They appreciate the enjoyment and behavioral improvements the movies provide, recognize moderate cognitive benefits, and value the

positive emotional impact. These insights suggest that while the movies are well-received and beneficial overall, there are areas, particularly in cognitive aspects, where the experience could be enhanced to further support students' speaking skill development.

Finding of Interview

Behavioral Aspects.

Many participants reported that watching the short films directly impacted their speaking skills, especially pronunciation, vocabulary acquisition, and conversational fluency. For instance, Participant 1 noted, "I improve in pronunciation, learn many new words, and find the conversations very easy to understand because their dialogues are clear." This suggests that the films provide an interactive way for students to engage with the language actively by repeating and mimicking what they hear.

A consistent behavioral pattern in the responses was the emphasis on the use of repetition and imitation to improve speaking. Participant 3 commented, "The videos are short, clear, meaningful, and help me a lot with pronunciation," highlighting how the repeated exposure to clear dialogues helped enhance their speaking abilities. Watching and mimicking characters in these videos provides a natural setting for practicing pronunciation, which is key in developing fluency.

Several participants reported learning new vocabulary as a result of watching the films. Participant 4 shared, "I feel that my speaking has improved, making it easier to say some English words, and I also learn a lot of new vocabulary." This indicates that the students are not just passively watching; they are actively learning and applying new vocabulary, suggesting an improvement in their linguistic behavior through frequent interaction with the content.

Cognitive Aspects.

Participants demonstrated a clear cognitive engagement with the stories' deeper meanings. Participant 1 explained, "In the video, I see one actor doing something good by helping an older woman, even though he doesn't know her. The lesson is that whatever you do for others will come back to you." This suggests that participants are not only able to follow the plot but are able to identify the key moral lessons and abstract ideas that are central to the content. They are processing the information beyond surface-level comprehension.

Participant 2 shared, "The best story is about someone who helps an elderly person on the side of the road, and later finds out that the person is actually the boss. It's a great story

because it shows that we should help others no matter their skin color." This response reveals that participants are able to critically analyze the content, recognizing the societal values it communicates (such as equality and kindness). It reflects how the students use the videos as a tool to engage with and critique broader cultural and social issues.

The participants demonstrated an ability to synthesize key ideas from the videos, particularly moral lessons. Participant 3 said, "The story in this video teaches us to do good to people who need it because we will eventually receive a reward for the kindness we give." This demonstrates cognitive processing, where participants make connections between the content of the video and broader ethical principles. The ability to retain these lessons and apply them to future discussions or behavior indicates a higher level of cognitive processing, including memory, analysis, and synthesis.

Emotional Aspects.

A common theme was that the videos created an enjoyable and motivating learning environment. Participant 1 expressed, "I don't feel bored, but I feel happy because the stories are good, the dialogues are not difficult, and the duration is short." This highlights that the engaging nature of the content due to clear dialogue and interesting stories, keeps students emotionally invested in the learning process. Emotional engagement fosters motivation, which is critical for sustaining long-term learning, as students are more likely to continue learning if they enjoy the process.

Several participants shared that they felt happy and motivated while watching the films. Participant 2 said, "The videos are not boring because the stories are interesting, and the plots are well-organized and easy to watch." This emotional enjoyment directly correlates with higher levels of engagement, as students are more likely to immerse themselves in content that excites or entertains them. This emotional connection with the content ensures that the learning process is not just a task but a positive experience.

Cultural Empathy and Social Sensitivity: The films also elicited emotional responses related to empathy and understanding of social issues. Participant 4 mentioned, "There is one story about an immigrant student who is teased by classmates for bringing traditional food from her home country. It helps me to understand the need for cultural sensitivity and acceptance." The emotional reaction to the theme of cultural sensitivity demonstrates that the films do not only foster language skills but also emotional growth. They teach students empathy, the ability to understand and share the feelings of others, which is crucial for intercultural communication.

Disussion

The findings showed that by using movies, particularly short ones like Dhar Mann, can be an effective way to improve students' English-speaking skills. These movies offer authentic language exposure and create a fun, engaging environment for learning. Kanellopoulou (2019) and Hu (2006) highlight how movies provide real-world conversations that help students pick up vocabulary, grammar, and pronunciation. This aligns well with the findings, where students reported that the subtitles and clear dialogues made it easier for them to understand and remember new words. They also appreciated the relatable content, which kept them motivated and interested in learning.

The findings from the questionnaire also provide valuable insights into students' perceptions of watching Dhar Mann's videos as a means to improve speaking skills. The analysis focuses on three main aspects porposed by Kara (2009) which were behavioral responses, cognitive engagement and emotional

Behavioral Responses.

Students who have positive attitudes toward Dhar Mann's videos exhibit proactive behaviors such as mimicking dialogues, repeating phrases, and practicing their speaking skills based on the video content. This type of engagement aligns with Kara (2009) about the behaviorist perspective of attitude. The engaging nature of the videos encourages students to adopt these positive behaviors, which are directly linked to improvements in their language proficiency. Good attitudes contribute to the presentation of positive actions toward courses of study, with participants engrossing themselves in courses and seeking to learn more (Kara, 2009).

The interview findings also reveal that students exhibited active and observable behaviors in response to watching Dhar Mann's short films. Several participants described how they repeatedly watched the videos, mimicked the dialogues, and practiced pronouncing English words and phrases they encountered. For instance, one student shared, "I watch them again and again and repeat what the characters say." These behaviors are in line with Kara's (2009) assertion that good attitudes lead to positive actions toward learning, including sustained engagement and effort in practicing language skills.

In line with Wang and Zhan (2020) found that audiovisual materials, including videos, motivate students to actively engage in language learning by adopting behaviors typical of native speakers, such as repeating phrases or practicing dialogues. This aligns with my

research, where students reported mimicking dialogues and practicing speaking based on the content of Dhar Mann's videos. Both studies highlight that such engagement significantly boosts students' speaking skills.

However, while the current study specifically focuses on short videos (Dhar Mann's videos), which are relatable and motivational for students, previous studies, such as those by Vanderplank (2016), often emphasize the use of longer, more traditional media (e.g., films or TV shows). The difference lies in the length and format of the videos; Dhar Mann's videos are designed to be short, focused, and easy to digest, which may encourage more immediate behavioral engagement compared to longer media, which might require sustained attention and may be perceived as more challenging.

Cognitive Engagement.

In the context of Dhar Mann's videos, the cognitive aspect is reflected in students' recognition of the benefits of watching these videos to improve their speaking skills. They perceive the videos as a valuable resource for learning vocabulary, pronunciation, and listening comprehension. The videos also help students connect the language they are learning with real-life contexts, thereby reinforcing their beliefs that watching videos can significantly enhance their speaking abilities. This aligns with Noviani (2020) that the cognitive theories of attitude, which suggest that beliefs about the effectiveness of a learning tool can influence the motivation to use it.

From a cognitive standpoint in interview also found that the participants demonstrated meaningful mental engagement with the content of Dhar Mann's videos. They were able to comprehend the stories, interpret the characters' motivations, and extract moral values embedded in the narratives. For example, one participant noted, "The story teaches us that helping others is always good, and kindness will come back to us." This response shows that students processed the videos beyond surface-level understanding, internalizing abstract ideas such as empathy, justice, and moral reciprocity. This kind of reflective thinking aligns with the cognitive aspect of attitude as described by Noviani (2020), in which learners form beliefs and opinions based on their subjective interpretation of what they experience.

In addition, students critically analyzed the themes presented in the stories, including social values like equality, honesty, and respect. This kind of cognitive engagement shows that students are not only learning language structures but also expanding their worldview and moral reasoning. According to Ajzen (2001), these beliefs and understandings form the basis

for positive or negative attitudes depending on how learners evaluate their learning experiences. The participants' ability to interpret and reflect on these messages signifies a deeper level of cognitive involvement that enhances both their critical thinking skills and linguistic comprehension.

The findings from the interview data, supported by relevant research, indicate that Dhar Mann's short movies serve as an effective tool for language learning. Several studies have explored various audiovisual tools to enhance students' speaking skills. Research conducted by Baidawi (2016) and Gistituati et al. (2018) highlights the use of visual materials, such as photographs, to support students in developing their speaking abilities. Unlike these studies, the present research focuses on movies rather than static visual aids and aims to examine studnts' attitudes and challenges in learning English through films. Similarly, Anwar et al. (2020) and Susilo (2019) emphasize the use of open-access video databases like YouTube as a means to improve speaking skills and convey important values. While both approaches utilize audiovisual resources, the current study specifically investigates movies and explores the perceptions and difficulties encountered by students rather than solely assessing skill improvement.

A difference, however, is observed in the cognitive engagement level. My research places a strong emphasis on students' belief that watching videos is an enjoyable and effective way to learn English. Previous studies, such as those by Lin (2019), this study uniquely underscores how the content tailored to students' interests could enhances their language learning experience more effectively than generic content.

Emotional Aspect.

In this study, students reported feeling more confident and motivated to speak English after regularly watching Dhar Mann's videos. The videos not only provided language exposure but also created an emotional connection by featuring relatable, real-world situations that were engaging and motivational. This is in line with Choy et al. (2006), who argue that a learner's emotional state and internal thoughts strongly influence their attitude toward the target language. The emotional engagement with the videos, coupled with the motivational stories and clear dialogues, reduced students' anxiety about speaking English and helped them feel more comfortable and confident in using the language.

Result of interview also showed emotionally, the students expressed a high level of enjoyment and motivation when watching Dhar Mann's short films. Many described the

content as entertaining and emotionally touching, which contributed to their positive feelings toward learning English. According to Feng et al. (2009), learning is deeply influenced by emotional states, and positive emotions can significantly enhance motivation and retention.

Moreover, the films appeared to foster emotional intelligence by helping students develop empathy and sensitivity to social issues. A student mentioned being moved by a story where a character helped someone without expecting anything in return, stating that it made them want to be a kinder person. These emotional responses indicate that the films are not only linguistically beneficial but also contribute to personal growth and social awareness. Choy et al. (2006) emphasize that internal emotional states shape how learners perceive and respond to a language, and the positive emotional reactions in this study suggest that the films play a role in nurturing constructive attitudes toward both language learning and ethical development. The emotional connection created by these stories makes the learning experience more meaningful and memorable for the students.

One key difference lies in the type of emotional engagement. In previous studies, such as those by Feng et al. (2009), the emotional responses were primarily tied to the teacher-student interaction and the classroom environment. However, my research highlights how emotional engagement is primarily driven by the content of the video itself, specifically, the motivational and relatable nature of Dhar Mann's videos. These videos evoke emotions through storytelling and real-life situations, which may have a stronger immediate emotional impact compared to traditional classroom-based activities.

This research also have some differences from other previous research. As discussed by Lestari (2019) and Safitri et al. (2017), their research suggests that vlogging can engage students in active language use and push them toward higher-order thinking, as described in Bloom's taxonomy. However, my research did not require students to produce content but instead focuses on analyzing their experiences and the barriers they face when learning English through movies. Yurdean et al. (2016) take a different approach by examining interactive software like Rosetta Stone to facilitate language acquisition. Unlike research on language-learning applications, this study investigates the role of traditional movies as a medium for language learning and the challenges students encounter in the process.

The study conducted by Kinasih and Olivia (2022) examines how movies can enhance students' public speaking skills in online classes. Their findings suggest that movie clips increase student engagement and contribute to the development of public speaking techniques. While both studies involve the use of movies, the present research does not focus on public

speaking improvement but rather seeks to understand students' attitudes and the obstacles they experience in learning English through films. Additionally, Rasyid (2016) investigates the effectiveness of English cartoon movies in improving students' speaking skills, particularly in the area of grammar. Unlike this research, which emphasizes linguistic performance, the current study is more concerned with exploring student perceptions and the challenges associated with using movies as a learning tool.

Most of the existing research aims to improve students' speaking abilities by integrating audiovisual resources, interactive applications, or content creation strategies. In contrast, this study shifts the focus toward understanding the learning experience itself, specifically examining students' perceptions and the barriers they encounter when using movies as a tool for learning English. Rather than concentrating on measurable language skill improvements, this research provides insights into how students engage with movies in their language-learning journey and the difficulties they face in the process.

The structured moral storytelling, clear language, and engaging narratives of Dhar Mann's movies make them suitable for integration into educational content. These films serve not only as language-learning tools but also as instruments for enhancing critical thinking and moral education. The relatability and accessibility of these materials align with Byram's (1997) model of intercultural competence, suggesting that exposure to diverse social contexts through film can enrich learners' understanding of language and culture.

Despite the many benefits observed, some challenges emerged in the implementation of Dhar Mann's short movies as a learning tool. One notable challenge was the varying levels of language proficiency among participants, which sometimes led to disparities in comprehension. While some students could easily grasp the content, others required additional scaffolding, such as subtitles or teacher-led discussions, to fully understand the narratives. Another limitation was the emotional intensity of some storylines. While the moral lessons were generally well received, a few participants found certain themes emotionally overwhelming. This aligns with Pekrun's (2006) research on the impact of emotions on learning, which suggests that while positive emotions can enhance motivation, excessively intense emotional experiences may hinder cognitive processing

CONCLUSION

The researcher found that Dhar Mann's short films positively impact participants' speaking skills across behavioral, cognitive, and emotional aspects. Behaviorally, most

participants felt their speaking skills improved, discovered new vocabulary, and believed they could apply the life lessons from the films in real conversations. Cognitively, the films motivated participants to seek speaking opportunities, recall new words, and use them in daily conversations, with clear dialogue and smooth storytelling aiding comprehension. Emotionally, the films boosted participants' confidence, influenced their responses in sensitive conversations, and effectively conveyed emotions through character expressions.

The findings from the interviews highlight the significant impact of Dhar Mann's short films on language learning, particularly in comprehension, speaking skills, emotional engagement, and cultural understanding. Participants demonstrated a strong ability to grasp the moral lessons of the films, linking them to broader life principles while benefiting from the clear language and accessible storytelling. The videos also played a crucial role in improving speaking skills, with participants reporting gains in pronunciation, vocabulary acquisition, and listening comprehension through repeated exposure to conversational English and visual cues. Additionally, the engaging narratives fostered positive emotional responses, sustaining motivation and making the learning process enjoyable. While some participants engaged with the cultural themes embedded in the films, others focused more on their ethical messages, indicating varying levels of cultural awareness.

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