

STUDENTS PERCEPTION TOWARDS MOVIE TO ENHANCE SPEAKING SKILLS ABILITY IN BRITISH ACCENTS

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Abstract

This research aims to find out students' perceptions of movie towards speaking skills ability in British accents at SMA N 6 Purworejo. This research used descriptive qualitative design. The subject in this research was class X-4 students of SMA N 6 Purworejo with a total number of 34 students. An interview required to collect data from the participants, it is used to get information from students. The questions of interviews of this research consisted of 10 questions. The results showed that students prefer learning English with movie and this 1917 movie can made students understand British accents but cannot enhance their speaking skill ability. The data proved that the students' perception towards movie had positive reaction and all statements from students can be used as evidence. The researchers suggested that students should often use learning media to enhance their speaking skills ability, especially movies, they are easy and practical because it can help students when practicing speaking.

Keywords: Enhancing, Speaking, English, Movie.

INTRODUCTION

Communication is an important part of life because it is the only way for humans can truly connect to each other. Not only for communicate, language also had another function. According to (Erlita, 2020.), there are some functions of language such as communication, the expression of identity play, imaginative expression, also emotional release, so language can give big impact to many aspects especially in social life. In this world, each country or nation has their own characteristic of races, cultures, even languages. Therefore, to gather all of these differences, English has become a common language for communication among nations. Especially nowadays, where many people use English not just for communicate but also for work purposes and social life. According to (Silaban et al., 2023.), English is the most widely spoken language in the world; more than 400 million people worldwide speak it as their native tongue. Every day, millions of people use English for work and social interaction.

To learn English, students need to pay attention to several basic skills aspects such as, Listening, Speaking, Reading, and Writing because it helps communication to be easier. According to (Oxford. R, 2001.), describe English instructions as a process that comprises the four skills of reading, writing, speaking, and listening, which when intertwining well through the integrated-skill approach during instruction, learners can use English effectively for communication. English is a foreign language that students learn in schools. Nevertheless, students typically face difficulty in speaking English that is less fluent leading to make unclear speech. According to (Sri Rahayu, 2020), students feel difficulties when they speak

English, they are fear of mistake, shyness, lack of pronunciation, lack of motivation, lack of vocabulary, nothing to say, and mother tongue use. Moreover, (Ying, Siang, & Mohamad, 2021), state that “The challenges could be affected by factors such as low motivation and confidence, anxiety, hesitancy, and lack of vocabulary mastery”.

As a result, this research identifies some solution for the students’ problem in enhancing speaking English fluently in British accents. First is using English songs for speaking skills, according to (Rorintulus & Wuntu, 2023), students can improve their English-speaking abilities and improve their pronunciation through singing. Furthermore, (Shakhnoza, 2023), state that “The songs can be essential tools to increase the learners’ motivation and decrease their anxiety using music and songs could change a mood or create an atmosphere. Secondly is use Youtube Videos, according to (Maskar & Dewi, 2020; Putri & Sari, 2020), Youtube is a video sharing website on which users can upload, share, and view videos. The use of Youtube as a learning medium can be applied to various fields, one of which is to improve English speaking skills (Afrianto & Gulö, 2019.; Mulya Sari, 2017; Yuniara, Salasi, Elianti, Saminan, & Abidin, 2020).

The many tutorials and content videos presented on Youtube, it can lead students to learn how to be a good speaker. Last is using movie, according to (Michelle, Posumah, & Liando, 2022.), movie is one of the most effective media for teaching English. When using movie as media, students will employ their two multisensory senses of sound and image. As well as (Setyani, Ariyani, & Sofyan, 2023), they state that “The movie has audio and visual become something that interest students. This research is used western movie with English subtitle as media to assist students overcome their difficulties in English speaking skills. Furthermore, this research has novelty regarding the movie is used. Because most research use movies with American accents, while this research uses movie with British accents.

METHOD

This study used descriptive qualitative design. The method of this research used a descriptive qualitative. A qualitative research approach that focuses on describing how participants perception about “1917” movie and their different statements. Descriptive qualitative methods are process-oriented techniques employed to understand, interpret, describe, and construct theories about phenomena. This approach is systematic and subjective, aiming to articulate life experiences and derive meaning from them. According to (Lexy J. Moleong, 2007) that: Qualitative Research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, and others holistically and by means of descriptions in the form of words and language, in a specific context which is natural and makes use of various scientific methods. Furthermore, according to (Zainal Arifin, 2012). Descriptive research is research that is used to describe, explain, and answer problems about current phenomena and events, both about phenomena as they are and analyzing the relationship between various variables in a phenomenon, collect actual and factual information based on existing phenomena. Identify problems, or justify ongoing conditions and practices, make comparisons and evaluations, and determine what other people do if they had the same problem or situation and take advantage of their experience to make future plans and decisions. In this study, the researchers investigating students’ perception towards western movie, it is a long with the objective of the research to

find out students' perception towards western movie "1917" as a media to enhance speaking skills ability in British accents.

The participants of the research were class X-4 students of SMA N 6 Purworejo with a total number of 34 students. An interview required to collect data from the participants. The purpose of the interview is to provide the researchers with a chance to understand the perception of students, and one of the advantages of qualitative interviews is their flexibility, which allows for varied explanations to facilitate participants responses. The researchers used an interview to get information from students. The questions of interviews consisted of 10 numbers questions. The interview was given to the students to know about their perception towards western movie "1917" as a media to enhance speaking skills ability in British accents.

An interview in qualitative research was conversation where the questions are asked to get information. According to (Cohen, Manion, & Morrison, 2007), state that "Interviews are situations that occur not naturally but are constructed so as to make it different from everyday conversation, so researchers had an obligation to regulate and adhere to different procedures in an interview. According to (Raco, 2018), data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified, contacted, and has obtained approval to provide the information needed. The data obtained by means of observations, experiments, or measurements collected. Data collected represents facts about the object being invited. For collecting the data, the researchers distributed questions in papers using interviews. There are several procedures performed by researchers during the study. The procedures were:

First, researchers asked the school for permission related to research as a place for research. Second, after getting permission from the school and assigning the teacher to be the advisor for the consultation, the researchers then discussed the sample for research and asked list of attendance of students. The third, researchers prepared the instruments to collect an interview data. Fourth, researchers made the questions for an interview. The questions in an interview are about "Students Perception Towards Western Movie 1917 as a Media to Enhance Speaking Skills in British Accents". Fifth, the researchers played the "1917" movie to the students and ask them to watch quietly. Sixth, after watching the movie the researchers distributed sheets of paper containing 10 questions to the students so they can prepare for the interview. Seventh, the researchers called the students to be interviewed one by one with questions according to the sheets of paper that had been distributed. Eighth, the researchers sorted the interview results between students who gave positive statements and students who gave negative statements. Last procedure is the researchers analyzed all the interview results and then made conclusions.

Qualitative data consists of information presented as sentences that give an insight into students' understanding of a subject, their opinions or attitudes, their engagement in classroom activities, their attention levels, and their enthusiasm for learning. According to (Miles and Huberman, 1994) there are three analysis techniques, namely data reduction, data display, conclusion drawing and verification.

Data Reduction.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. By "data reduction" we do *not* necessarily mean quantification. Qualitative data can be reduced and

transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on.

Data Display

The second major flow of analysis activity is data display. Generically, a *display* is an organized, compressed assembly of information that permits conclusion drawing and action. The most frequent form of display for qualitative data in the past has been *extended* text. The display discussed in this research include many types of matrices, graph, charts, and networks. All are design to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusion or move on to the next step of analysis the display suggest may be useful.

Conclusion Drawing and Verification

Conclusion drawing in our view, is only half of a Gemini configuration. Conclusion are also verified as the analyst proceeds. Verification maybe as a brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it maybe thorough and elaborate with lengthy argumentation and review among colleagues to develop "intersubjective consensus", or with extensive efforts to replicate a finding in another data set.

Table 1. Students interview result

NO	LIST OF QUESTIONS:	POSITIVE STATEMENTS	NEGATIVE STATEMENTS	UNCLEAR STATEMENTS	TOTAL STATEMENTS
1	Did you enjoy watching 1917 movie? If its Yes, why? If its No, why?	28 students	6 students	-	34 students
2	Were the British accents in the movie, easy or difficult for you to understand?	13 students	12 students	9 students	34 students
3	Did the actors speak too fast, too slow, or at comfortable speed for you to listen?	15 students	19 students	-	34 students
4	Were there any new words that you found hard to understand?	1 student	33 students	-	34 students
5	Did you learn any new words from the movie to practice speaking? Can you share some?	34 students	-	-	34 students
6	Did you try to repeating any lines from the movie to practice speaking?	10 students	24 students	-	34 students
7	Did watching 1917 movie help you feel more comfortable with British accents?	29 students	5 students	-	34 students

8	Did the British accents in the movie sound different from the English you are used to hearing?	20 students	14 students	-	34 students
9	Do you think watching movie is a better way to learn speaking English than reading books or taking classes? Why?	29 students	2 students	3 students	34 students
10	Would you recommend 1917 movie to a friend who wants to enhance their speaking skills? If its Yes, why? If its No, why?	25 students	6 students	3 students	34 students

The result of this interview shows that how many students give positive statements, some of them give negative statements, and the rest had unclear statements. However, this result was not the researchers’s target. The researchers’s target is that the students’ perception about movie “1917” to enhance speaking skills ability in British accents. The result of the perception is described in the following paragraph. Researchers could only provide positive and negative statements, because unclear statements cannot be used as both an example and data for this research.

Table 2. Students’ Perception Result

NO	LIST OF QUESTIONS	STUDENT 1	STUDENT 2
1	Did you enjoy watching 1917 movie? If its Yes, why? If its No, why?	“Yes, because the storyline is spiced with tension, so that the audience can feel the atmosphere of war”	“No, I didn't really enjoy this movie because I thought the plot was a bit boring”
2	Were the British accents in the movie, easy or difficult for you to understand?	“Yes, I understand and don't find it difficult”	“Quite difficult, there are some words that are foreign to me”
3	Did the actors speak too fast, too slow, or at comfortable speed for you to listen?	“There are some scenes that I think are too fast, but in overall it's comfortable”	“Yes, the actors talk too fast”
4	Were there any new words that you found hard to understand?	“Not really, it was honestly quite easy. Even though some words were foreign-sounding, it was easy to understand through context clues”	“Yes, a lot”
5	Did you learn any new words from the movie to practice speaking? Can you share some?	“Yes, I found a lot like easier, disrupt, advancing, retreating, artillery,”	“Yes, just a little bit like grunts, trench, gasping”

6	Did you try to repeating any lines from the movie to practice speaking?	“Yes, every time there is a word that I have never heard”	“No, because the actors speak too fast so it's hard to follow”
7	Did watching 1917 movie help you feel more comfortable with British accents?	“Yes, because there are English subtitle on the screens to clarify what the actors said”	“Uncomfortable, because the accents”
8	Did the British accents in the movie sound different from the English you are used to hearing?	“Yes, different”	“No, it's just like the English accent I usually hear”
9	Do you think watching movie is a better way to learn speaking English than reading books or taking classes? Why?	“In my opinion, watching movie helps you think critically in terms of piercing words to gather in a sentence while learning new words”	“No, because it is better to learn directly like taking class because music and movie are just intermediaries”
10	Would you recommend 1917 movie to a friend who wants to enhance their speaking skills? If its Yes, why? If its No, why?	“Yes, because the accent used and the words used are quite easy to learn”	“No, because the accent used is difficult to understand and learn for beginners”

The result of these perceptions shows that each students give many different statements. However, this result was the researchers’s target. Researchers finally could provide this information after analyzing the data.

FINDINGS AND DISCUSSION

The researchers conducted an interview and found out that the students had various perception about movie as media to enhance their speaking skills ability in British accents. Each questions shows 2 students’ perception. Thus, the following paragraph provided information of the result from the researchers interviews with students.

How is Western movie media enhance the students speaking skills?

The purpose of this research was to find out students’ perception about movie as a media to enhance their speaking skills ability in British accents. There were 34 students who are participated in this research.

Table 3. Students interview result

NO	LIST OF QUESTIONS:	POSITIVE STATEMENTS	NEGATIVE STATEMENTS	UNCLEAR STATEMENTS	TOTAL STATEMENTS
1	Did you enjoy watching 1917 movie? If its Yes, why? If its No, why?	28 students	6 students	-	34 students
2	Were the British accents in the movie, easy or difficult for you to understand?	13 students	12 students	9 students	34 students

3	Did the actors speak too fast, too slow, or at comfortable speed for you to listen?	15 students	19 students	-	34 students
4	Were there any new words that you found hard to understand?	1 student	33 students	-	34 students
5	Did you learn any new words from the movie to practice speaking? Can you share some?	34 students	-	-	34 students
6	Did you try to repeating any lines from the movie to practice speaking?	10 students	24 students	-	34 students
7	Did watching 1917 movie help you feel more comfortable with British accents?	29 students	5 students	-	34 students
8	Did the British accents in the movie sound different from the English you are used to hearing?	20 students	14 students	-	34 students
9	Do you think watching movie is a better way to learn speaking English than reading books or taking classes? Why?	29 students	2 students	3 students	34 students
10	Would you recommend 1917 movie to a friend who wants to enhance their speaking skills? If its Yes, why? If its No, why?	25 students	6 students	3 students	34 students

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Table 4. Students' Perception Result

NO	LIST OF QUESTIONS	STUDENT 1	STUDENT 2
1	Did you enjoy watching 1917 movie? If its Yes, why? If its No, why?	"Yes, because the storyline is spiced with tension, so that the	"No, I didn't really enjoy this movie because I thought the plot was a bit

		audience can feel the boring” atmosphere of war”
2	Were the British accents in the movie, easy or difficult for you to understand?	“Yes, I understand and don't find it difficult” “Quite difficult, there are some words that are foreign to me”
3	Did the actors speak too fast, too slow, or at comfortable speed for you to listen?	“There are some scenes that I think are too fast, but in overall it's comfortable” “Yes, the actors talk too fast”
4	Were there any new words that you found hard to understand?	“Not really, it was honestly quite easy. Even though some words were foreign-sounding, it was easy to understand through context clues” “Yes, a lot”
5	Did you learn any new words from the movie to practice speaking? Can you share some?	“Yes, I found a lot like easier, disrupt, advancing, retreating, artillery,” “Yes, just a little bit like grunts, trench, gasping”
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8	Did the British accents in the movie sound different from the English you are used to hearing?	“Yes, different” “No, it's just like the English accent I usually hear”
9	Do you think watching movie is a better way to learn speaking English than reading books or taking classes? Why?	“In my opinion, watching movie helps you think critically in terms of piercing words to gather in a sentence while learning new words” “No, because it is better to learn directly like taking class because music and movie are just intermediaries”
10	Would you recommend 1917 movie to a friend who wants to enhance their speaking skills? If its Yes, why? If its No, why?	“Yes, because the accent used and the words used are quite easy to learn” “No, because the accent used is difficult to understand and learn for beginners”

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Discussion

In this section, the interviews result explained for each question in sequence by researchers. Researchers used descriptive analysis to clarify the interviews result. All interview data is genuine from students and there is no interference from other parties.

1. *Did you enjoy watching 1917 movie? If its Yes, why? If its No, why?*

According to the interviews, 28 out of 34 students stated that they thoroughly enjoyed the 1917 movie. This can be interpreted that the 1917 movie is still relevant to be used as a medium for learning English even though this movie was released in 2019.

2. ***Were the British accents in the movie, easy or difficult to you to understand?***

According to the interviews, 13 out of 34 students stated that they found British accents easy to understand, while 12 out of 34 students stated that they did not find them easy to comprehend, and the remainder did not provide responses that aligned with the question. This can be interpreted that whether the British accent is easy or not easy to understand depends on the student's personal ability to understand an accent or language.

3. ***Did the actors speak too fast, too slow, or at comfortable speed for you to listen?***

According to the interviews, 15 out of 34 students stated that the actors spoke too fast in their dialogues in the movie and 19 out of 34 students stated that the actors spoke at a normal speed in their dialogues. This can be interpreted that the actors in the movie speak at a normal speed and make students understand what they are talking about.

4. ***Were there any new words that you found hard to understand?***

According to the interviews, only 1 out of 34 students did not find any new words that were difficult to understand while the remaining 33 students found many new words that were difficult to understand in the movie. This can be interpreted that the 1917 movie has many new or foreign words for students, but on the other hand this problem is actually an opportunity for students to learn new words to help them interpret a word or more precisely learn to translate words.

5. ***Did you learn any new words from the movie? Can you share some?***

According to the interviews, all 34 students stated that this movie made them to discover many new words to be used as capital or material to practice speaking English.

6. ***Did you try repeating any lines from the movie to practice speaking?***

According to the interviews only 10 out of 34 students tried to repeat sentences in the movie spoken by the actors to practice speaking and 24 out of 34 students did not try to repeat sentences in the movie to practice speaking for various reasons, examples of which have been explained in the findings section. This can be interpreted that this movie cannot influence students to always try to repeat sentences to practice their speaking skills. The reason is that most of them are too focused on the storyline of the movie.

7. ***Did watching 1917 movie help you more feel comfortable with British accents?***

According to the interviews, 29 out of 34 students stated that the 1917 movie made them comfortable with the British accents used and only 5 out of 34 students stated that they were uncomfortable. This can be interpreted that the 1917 movie is a movie that uses British accents that can be easily accepted by students in class X-4.

8. ***Did the British accents in the movie sound different from the English you are used to hear?***

According to the interviews, 20 out of 34 students stated that the British accents in the movie sounded the same as the English they usually hear from anywhere while 14 out of 34 students stated that the British accents in the movies sounded different from the

English they usually hear. This can be interpreted that students who feel that British accents are the same may be because they are used to British accents, while students who feel different may have never heard British accents before or maybe they are used to hearing American accents.

9. *Do you think watching movie is a better way than reading books or taking classes? Why?*

According to the interviews, 29 out of 34 students stated that watching movies is the best way to learn to speak English than reading books or attending classes while only 2 out of 34 students stated that it is better to read books or attend classes in learning to speak English than watching movies and 3 out of 34 students did not give a clear statement. This can be interpreted that movies can be used as another learning media or modern learning media to learn to speak English because the presence of subtitles can help students learn faster and more practically.

10. *Would you recommend 1917 movie to a friend who wants to enhance their speaking skills? If its Yes, why? If its No, why?*

According to the interviews, 25 out of 35 students stated that they would recommend the 1917 movie to their friends who want to improve their speaking skills ability and only 6 out of 34 students would not recommend this movie for various reasons and the rest, 3 out of 34 students did not give a clear statement. This can be interpreted that the 1917 movie is useful for students who want to improve their speaking skills ability.

This study obtained good data results, Student perceptions in this study produced various opinions, of course in the form of positive and negative perceptions. However, some of them chose not to provide any perception. The results of this study have the similar results as other studies.

Lia and Pranata (2024) on their study “Students’ Experiences in Using English Movies to Improve Students’ Speaking Skills” stated that this research was conducted by using a descriptive study method. It is done to the eleventh-grade students of SMA Nurul Jadid. There are 3 students from XI Bahasa 2 to be the research participants. Based on interviews with several students, the use of English-language movies in learning has proven effective in improving their English-speaking skills.

Muhammad and Mukminatuz (2022) on their study “The Impact Of Using English Subtitled Movies In Students’ Speaking Ability” stated that the experimental class was XI MIPA 3 students of SMA NEGERI NGORO that consisted of 30 students taught by using English Subtitle Movie. The data were collected from students' pre-test score which was conducted before the researcher implemented English Subtitle Movie and students’ post-test score which was conducted after the researcher implemented English Subtitle Movie. Based on the result of analysis data and the hypothesis test, movie subtitle as media is effective in students’ speaking skill to eighth grade of SMA Negeri Ngoro.

CONCLUSION AND SUGGESTION

Conclusion

The conclusion from the interview reported that the students in class X-4 stated that they found the movie 1917 quite enjoyable. Some mentioned that the British accent was easy

to comprehend, while others felt it was challenging to understand. Furthermore, the majority of students commented that the actors spoke at a typical speed, similar to how people usually converse. Almost all students reported encountering numerous unfamiliar foreign words in the movie, which led to their discovery of many new vocabulary terms to learn. However, a majority of them did not attempt to repeat the lines delivered by the actors, which hindered their ability to enhance their English-speaking skills, resulting in the movie being ineffective for improving their speaking abilities. Moreover, the majority of students mentioned that they felt quite at ease with the British accent presented in the movie, finding it similar to the English they are commonly exposed to. The students further expressed that acquiring English through movies is more effective than reading books or attending classes. Most of them would also suggest this movie to their peers who wish to enhance their English while developing their speaking abilities. It is acknowledged that students prefer learning English with movie and this 1917 movie can made students understand British accents but could not enhance their speaking skill ability. The data proved that the students' perception towards movie mostly had positive reaction and all statements from students can be used as evidence.

Suggestion

Refer to the research results that previously presented, the researchers would like to give a suggestion. Students should be often active in using learning media to enhance their speaking skills ability, movies are one example of learning media that is easy and practical because there are subtitles in it and it can help students when practicing speaking. Students should also find out information about accents in English because there are so many accents used and one of them is the British accent.

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