

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings, students with good English-speaking skills perceive the habit of watching English movies not merely as passive entertainment, but as an intentional, selective, subjective, and dynamic self-directed learning strategy. Their lived experience in utilizing movies as a tool for developing speaking skills is characterized as an immersive, holistic, and anxiety-free language acquisition process aligning with Mayer's Cognitive Theory of Multimedia Learning and Krashen's Affective Filter Hypothesis where they consciously apply metacognitive strategies such as subtitle manipulation, shadowing, and dialogue repetition. Regarding the aspects of speaking skills that develop, the study reveals a tiered progression: the most significant and immediate improvements occur in micro-skills (specifically vocabulary enrichment and pronunciation) through comprehensible input, whereas improvements in macro-skills (fluency and confidence) are highly conditional, strictly contingent upon the students' willingness and autonomy to transform passive input into pushed output through consistent, active speaking practice.

B. Suggestions

Based on the findings and conclusions of this study, the researcher proposes the following recommendations, which are synchronized with the practical significances of this research:

1. For Students

Students are encouraged to shift from passive viewing to active, strategic learning. To maximize the benefits of watching English movies, students should:

- a. Utilize English subtitles to verify auditory input and improve spelling and pronunciation accuracy.
- b. Employ active strategies such as pausing, repeating (shadowing), and noting down new vocabulary or idiomatic expressions.
- c. Crucially, bridge the gap between input and output by actively practicing the acquired language. This can be done through self-talk, recording their own voices for self-evaluation, or engaging in English conversations with peers to build true fluency and confidence.

2. For Lecturers and Faculty Members

Lecturers in the English Study Program are recommended to integrate English movies into the speaking curriculum not merely as a recreational reward, but as a structured pedagogical tool. Instructors can design assignments that require active output based on films, such as role-playing specific movie scenes, analyzing the pragmatic and cultural context of dialogues, or having students create short video responses (vlogs). This approach

can help lower the affective filter in the classroom and make speaking practice more engaging and authentic.

3. For Curriculum Developers and the Study Program

The study program may consider incorporating modules on "Autonomous Media-Based Learning" into the speaking syllabus. Providing students with guided, curated lists of English movies categorized by linguistic difficulty (e.g., animated films for beginners, medical or legal dramas for advanced academic vocabulary) can help students select appropriate "comprehensible input" that matches their current proficiency level ($i+1$).

4. For Future Researchers

Future researchers are encouraged to build upon this phenomenological study in several ways:

- a. Employ a Mixed-Methods design to not only explore students' perceptions but also to quantitatively measure the actual proficiency gains (e.g., through pre-test and post-test speaking scores) before and after a structured movie-watching intervention.
- b. Investigate the effectiveness of specific learning strategies derived from movies, such as comparing the impact of "shadowing" versus "subtitling" on pronunciation accuracy.
- c. Expand the participant pool to include students with varying levels of speaking proficiency (e.g., beginners or intermediate learners) to observe if the dynamic perception and conditional development of macro skills differ across proficiency levels.

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