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EFL Learners' Attitudes towards Watching English Films to Improve Oral Communication.

توجهات دراسي اللغة الانجليزية لغة اجنبية حول مشاهدة الافلام الانجليزية لتطوير التخاطب الشفهي.

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Abstract.

This study aims at exploration EFL Learners' attitudes towards watching English films to improve Oral Communication. The researcher followed the descriptive analytical method. A questionnaire is used as a primary tool for data collection; it was distributed to (30) third year students of English at College of Languages- Sudan University of Science and Technology. This study used the statistical package of social science (SPSS) program to analyze and verify the hypothesis. The results showed that there statistically significant differences among the respondents in terms of watching English films. Moreover, using authentic English films in EFL classroom increases learners' oral participation. The researcher recommended that utilizing authentic English films inside the classroom should support learners to recognize how English language is spoken indifferent contexts. Furthermore, applying authentic English films should help learners practices different kinds of oral communicative activities.

Key words: Communication, Authenticity, Competence, Conversation. Contribution, Prerequisite.



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المخلص

تهدف هذه الدراسة إلى استكشاف توجهات دارسي اللغة الانجليزية باعتبارها لغة اجنبية حول استخدام الافلام الانجليزية لتطوير التخاطب الشفهي. اتبع الباحث المنهج الوصفي التحليلي واستخدم الاختبار الشفهي كأداة أولية لجمع البيانات. حيث اجري الاختبار لعدد (3) طالبا بالمستوى الثالث بكلية اللغات -جامعة السودان للعلوم والتكنولوجيا. واستخدمت في هذه الدراسة برامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل وتحقيق الفرضية. وأظهرت نتائج هذه الدراسة ان توجد هناك فروقات ذات دلالة احصائية في اوساط المستجيبين من حيث استخدام الافلام الانجليزية. وعلاوة على ذلك, استخدام الافلام الانجليزية الاصلية داخل حجرة الدراسة تزيد من المشاركة الشفهية لدى الدارسين. وأوصى الباحث انه يجب استخدام الافلام الانجليزية الاصلية داخل حجرة الدراسة لدعم الدارسين للتعرف على كيفية نطق اللغة الانجليزية في سياقات مختلفة. يجب تطبيق الافلام الانجليزية الاصلية لتساعد الدارسين في تدريب انواع مختلفة من أنشطة التواصل الشفهي.

الكلمات الافتتاحية: التخاطب, الاصاله, الكفاءة, المحادثة, المشاركة, شرط اساسي..

Introduction:

There are four integrated skills in English learning and teaching, they are listening, speaking, reading and writing. Those integrated skills are vital to be mastered without ignoring each other. To majority of people, mastery the art of communication is the single most significance aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out the conversation in the language. Speaking is very important in language learning because speaking can help us to communicate to the other persons.



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In the teaching of language, speaking has been regarded as one of the language skills that must be mastered in learning English. The students have to be able to speak in the form of structural or functional language. Moreover, the students also need to understand when, how and why they can communicate with others by considering the cultural and social context.

Oral communication skill is very essential. Practically, the people more often interact verbally, and communication is the main key to interact. In the teaching of English, oral communication is one of the language skills that have to be mastered in teaching and learning English. There is an activity of speaker or learner and it has an effect to build the speaker's or learner's desire and express how his/her feelings and acting out his/her attitudes through communication. Clark (1977:223) claimed that oral communication is fundamentally an instrumental act. The students are shy to speak English because their pronunciation was bad and worried if they were making mistakes. Other problems, the students feel bored if the situation in the class is monotone because there is no new situation and students feel difficult to improve their speaking if the strategy is just like conversation or dialogue.

Movie is a kind of media that researchers believe will make students interested, because most of teenagers like to watch movies. Some aspects that create a positive learning environment are the plot, actors, or actresses, characteristics, and the dialogue as well. Moreover, from movies they will automatically learn about the foreigner's culture, get knowledge, and know how the foreigners pronounce the words. Lynch (2006) emphasized that there are five reasons why movies are used as teaching media: there are varieties of accents that can be demonstrated, slices of culture can be demonstrated, historical change can be easily demonstrated, using audio-visual elements aids learning, and movies are great to watch. In this study, short movies were used because



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the duration of movie is better 10-15 minutes. A movie is chosen to anticipate the students are not bored when they watch the movie. Besides that, the students can grasp the whole movie either its character, setting, problem of story contentiously. The students get important clues to retell the movie. From the goodness of short movie, the students have more opportunities to practice and develop their speaking.

Thus, teaching speaking by using movie as media in the classroom is a good way to facilitate for students to speak well by imitating the character in the movie, also students can learn many things from the movie such as culture, history, etc Beside that, Asnawir (in Munadi, 2008:117) stated, the good movie has some characteristics they are: increase students' proclivity, show right and authentic view, up to date in setting, clothes, and environment, appropriate with the audience understanding, show the structure of the language, regulate the essential and the sequence of the movie, and satisfy the audience on the technique of making movie. To solve the problem to teach speaking English, the researcher believe to apply the short movie media. it will motivate the students to speak English more because all of the students speak English too. So it will reduce the students' worried in speaking English. The researcher chooses movies a media in teaching of speaking. The researcher has an opinion that by using movie, students will be more interested in learning speaking because it presents picture animation or audio-visual. If teacher chooses video/film which is appropriate with students' needs, it will motivate students,, interest, providing realistic listening practice, stimulating language use and heightening students,, awareness. Based on the background above the writer would like to conduct a questionnaire to check learners' point of view at University level in terms of using film done by third year students of English. That is the reasons why the writer chooses EFL Learners'



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Attitudes towards Watching English Films to Improve Oral Communication

"as the title of this research paper.

Statement of the Problem:

Oral communication in English language has become a crucial priority for EFL learners in all over the world. It is a prerequisite for education, profession and social interaction. It has been observed that majority of the University students face serious problems in communicating English effectively. As far as the researcher is concerned, this deficiency is due to lack of exposure to authentic input. It has become a critical issue of all Sudanese tertiary levels. Furthermore, Sudanese Universities lack facilities of teaching and learning oral communication such as teaching equipment's, insufficient training and audiovisual materials. This study focuses on the main causes that hinder students' oral communication. The researcher has tackled this issue so as to address this problem.

Question of the Study

This study sets out to answer the following question:

How can teachers and learners interact through utilizing authentic English films to improve oral communication?

Hypothesis of the study:

This Study sets out to test the following hypothesis:

EFL teachers and learners can potentially interact at through utilizing English authentic films to improve oral communication.

Significance of the Study:

This study will be of great significant to the teachers in terms of teaching oral communication as well as students who will be exposed to different authentic English films which can be used to develop listening and speaking skills simultaneously. So, it is hoped that the results arrive at the future will help the curriculum developers to take the right decisions with regards to promote



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students' oral communication, which is badly needed in their studies so people need to act globally so as to keep space with the rest of the world. Therefore, the significance of this study stems from its emphasis on addressing these problems.

Objective of the Study:

This study sets out to the following objective:

To draw out EFL teachers and students' interaction through utilizing English authentic films to improve oral communication.

Literature Review .

Definition of Film:

According to Hornby (2006:950) film means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect. The function of film/movie is to educate, entertain and inspire the reader's international language. A movie/film can teach people about history, science, and human behavior. Some films combine entertainment with instruction, makes the learning process more enjoyable.

Movie will be very successful if they are used carefully and creatively prepared by the teacher, and they used effectively to support the presentation of the teachers' explanation. As a good teacher, we need to use media as a method in teaching learning process because by using media as film or movie, teacher can give new atmosphere in their class so that the students' enthusiasm in teaching learning process, beside media can help students master the material that the teacher gives them.

Films as media to Improve Students' Speaking:

One way to support teaching and learning speaking is using media. It can help teacher's presentation in the classroom. It is also expected that students will get



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better understanding teacher's explanation. Besides that, media also gives contribution in improving students' skill. Gerlach and Ely in Azhar (2003) state that media is a person, material or events that established condition which enable the learners to acquire knowledge, skills and attitude. In addition to media is needed to help students in acquiring lessons that are being taught because it gives some resourceful teaching aids that help both teachers and students in materials.

Films in EFL Teaching:

Planning the teaching of foreign languages can be rather challenging at times. Teaching should be varying, versatile and motivating. The learners' level of proficiency may be very heterogeneous and it is important to notice that when planning the lessons. Using movies can be an entertaining and motivating tool also for learners with different skill level. Movies provide the learners with real-life language input, which may be difficult to receive otherwise in a non-English-speaking environment. In addition, according to many previous studies there are several reasons to use movies in foreign language teaching. Some of these reasons are authenticity, the quality and amount of input provided by movies and the several positive effects that movies have on language learning, for instance the exposure to foreign language and the entertaining aspect of films which also affects students' motivation. Also the different learning styles and the use of brain are discussed, since movies as a teaching resource also affect these factors.

The Role of EFL Learner in Learning Oral Communication:

According to Kalkan, (2013). Oral communicative competence refers to ability to understand the language smoothly, and to use it effectively. This involves mastery of different aspects of language such as grammar, syntax, phonology and phonetic and vocabulary, understanding of social context in which language is used the ability to connect series of utterance to form meaningful whole out of



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series of utterances, ability to speak the language fluently, to interact and to solves the problems of communication .These knowledge make the to be competence in English language. So the role of EFL learners to practice English grammar in communicative way to improve their oral language fluency .Learner must practice others aspects of language such as syntax, phonology and phonetic properly.

Furthermore, the role of the learners to read stories in English, newspapers written in English and English literature more to increase their English vocabulary. In addition the role Learners to participate inside the classroom and to avoid using mother tongue inside the classroom and to try to do their best to speak in English inside the classroom to improve their oral language performance. Also the role of Learner is to have group discussion or to chat with anyone who is fluent in English or with native English speakers if they find them anywhere to enhance their oral language ability. In addition the role of learner is to listen to the audio lessons and news in English via educational YouTube Videos, T.V, or Radio to activate their listening comprehension and to improve their language speaking as well as oral communication (Champoux,1999) .



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The Role of EFL Teachers in Teaching Oral Communication:

Oral communication refers to ability to communicate effectively. That is to say to be able to understand the language smoothly and to use it fluently, accurately and appropriately. This involves possess knowledge of language such as grammar, lexis, , syntax, semantics and morphology, vocabulary , phonetic and phonology, ability to connect series of utterances or sentences to form meaningful whole out of series of utterances understanding social cultural rules of a language, as well as skills to use such knowledge appropriately .In this definition skills refers to the ability to interact , to use the language appropriately (Hymes 1974, 60)

So as to enable students to be able to communicate effectively, the role of the teacher is to explain concept of communicative competence, components of communicative competence and its importance to the students which can encourage them to practice their language seriously. Explicit grammar teaching influence on students oral fluency , it make the students make pause to think more about grammatical rules during speaking , so the role of the teacher is teach the grammar in communicative way to enable students to avoid these problems . Concerning to the vocabulary the role of the teacher is to teach English vocabulary in explicit and contrastive way to enables students to understand the difference and similarities of words between the languages ,how words are opposite , same ,have one meaning , have more than one meaning ,have unrelated meaning , specific for instance of a more general word and to distinct between grammatical collocation and lexical collocation . Concerning to the phonetic and phonology and morphology the role of the teacher is to use both explicit and contrastive techniques to enable the students to



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understand transcription of the sounds ,placement of sounds articulation , placement of stress , and to distinct between consonants , vowels , diphthongs, trip-thongs and to understand the intonation and its functions effectively and prefixes, stem and suffixes o properly. Furthermore, the role of the teacher is to tests his/her students oral communicative competence by using group discussion and reading activities inside the classroom and to make them to participate one by one, also teacher must use audio / audio visual tools which activate students listening comprehension, provides them with knowledge in oral communicative competence and motivate them improve their oral communicative competence .For example educational YouTubeVideos (Mohammed 2014, 140)

Previous Studies:

Purnomo (2015) Conducted Study entitled Improving Students' Communication Skills by Using Movies in the Teaching of English for Tourism Service providers at Sahid Tourism Institute of Surakart. This study aims at answering the problems:“Is the use of movies an effective method for improving students’ verbal and non-verbal communication skills in the teaching of English for Tourism Service Providers?” and “Does the use of movies as an information and communications technology (ICT) for language teaching make learning more meaningful to students studying English for Tourism Service Providers?” The research was conducted at Hotel and Travel Departments of Sahid Tourism Institute of Surakarta from August 2014to January 2015. There are 48 students of semester five and two English lecturers as research subjects. It uses three techniques for collecting data: observation and field notes, questionnaire, and in-depth interviewing. The research findings show that: (1) the use of movies is an effective method to improve students’ verbal and non-verbal



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communication skills in the teaching of English for Tourism Service Providers and (2) the use of movies as an information and communications technology (ICT) for language teaching makes learning more meaningful to students studying English for Tourism Service Providers.

Sintia Prasetia (2014:267) the result of this research showed that using videos in the teaching and learning of speaking was proved to improve the students' speaking skill in five aspects : vocabulary, pronunciation, grammar, fluency and comprehension. The students were more enthusiastic in learning speaking. They could actively involve in the speaking learning process. Moreover, the students were more confident and fluent in speaking practices.

Erwin Seftiarini (2015:74) carried out the thesis under the result showed that Short Movie was effective to solve the students' speaking problems. It required two cycles to be successful. by observing, the students' behavior and response students showed that the students more active in teaching learning process although some students were not cooperative with researcher's instruction. But the students were motivated to learn speaking class, they enjoyed and interested to follow teaching and learning process. The presence of Short Movie to improve students' speaking had given a significant progress toward their speaking ability. Since they were never taught by using short movie. The presence of this research also gave the students new perspective that they could also related the material to their hobby like movie, music, etc. So, the researcher concluded that Short Movie can be used to solve students' practical problems in learning and speaking. Herwinda Puspita Sari(2012)The finding show the effect size of treatment (ES) is 3,22. Since the value is higher than 0.80, the effect size of treatments (ES) is categorized as highly effective. It means that the use of cartoon



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movie in improving student's speaking ability in using expressions of asking for and giving help to the seventh grade students of SMP Negeri 6 Pontianak in academic year 2012/2013 gave a significant effect to improve the students' achievement. Based on the previous findings above, three researchers have done research on speaking skill using movie in different methods and strategies. Those show that there are many teachers in different school have use some using movie to improve students speaking skills. So that is way it is correlate with researcher will be done using movie to improve the students' speaking skill. And this research the researcher will try to apply "using movies to improve the students speaking skill. The research hopes this could give contribution to improve the students' speaking skill.

This study entitled "The Effect of Communicative Tasks – Based Instruction on Developing Students Oral Communication Skills". The study was carried out by Yousif Abdelmajid Yousif in 2017. The problem of the study was firstyear student of English who studied at college of languages Sudan University of science and technologies were generally weak in their oral communication. .The study aimed to investigate the effect of communication tasks –Based instruction on developing student's oral communication skills. The question related to this study was to what extent doescommunicative task- based instruction develop students' oral communication skills? The researcher was applied experimental descriptive, analytical methods. A questionnaire for teachers and pre-posttest to the students. The results of the study revealed that, using communication tasks –Based instruction develop students' oral communication skills. The study recommended that, English syllabuses



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should be includes communicative tasks to help the students to improve their oral communication skills.

This study entitled "An Investigation into Testing EFL Learners' Oral Communicative Competence in the Sudanese Secondary Schools ". The study was carried out by Mohamed Mutasim Mohamed in 2015. The problem of study was the objective of teaching English language which were restricted to learners in developing reading skills in the past have been changed and interpersonal communication is now more vital than academic usage . The question related to this study was how student's oral communicative competence of Sudanese secondary school can be tested? The researcher used descriptive analytical method. A questionnaire for Sudanese secondary schools teachers and interview for Sudanese secondary schools students .The finding of the study showed that, oral interview was not considered as most suitable technique for testing students oral communicative competence (the hypothesis was rejected) . The study recommended, oral test in the Sudanese secondary school should be adopted immediately and gradually, a listening comprehension test should be implemented immediately and gradually in Sudanese secondary schools



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Method of the study:

The researcher used the descriptive analytical method to conduct this study, a questionnaire is used as the primary tool for collecting the data of the study, the sample of this study consists of (30) third year students of English at College of Languages- Sudan University of Science Technology. The population of this study was drawn from some of secondary schools at Jabel Awleia Locality- Khartoum.

Data Analysis

Statistical Analysis of questionnaire:

Table No (4.1) The Frequency Distribution for the Respondents' Answers of

Statement.(1) EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook.

Valid	Frequency	Percent	Valid Percent
strongly Agree	1	3.3	3.3
Agree	18	60.0	60.0
Neutral	8	26.7	26.7
Disagree	1	3.3	3.3
strongly disagree	2	6.7	6.7
Total	30	100.0	100.0



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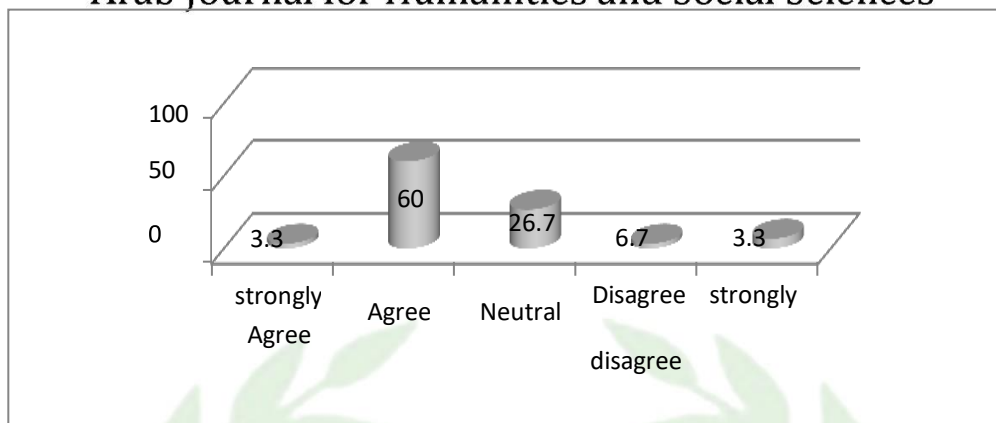


Fig (4.1)The Frequency Distribution for the Respondents' Answers of Statement.(1)

Table (4.1) and figure (4.1) relating to the statement " EFL learners will be more interested in learning English if their teachers use authentic English films as a teaching material as compared to only textbook." It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 60.0%, neutral 26.7%, disagree is 6.3%, while strongly disagree is only 3.3%. This emphasizes that Socratic dialogue can students' speaking skill.

Statement No. (2): Watching authentic English films in EFL classroom attracts learners' attention to grasp oral communication.

Table No (4.2) The Frequency Distribution for the Respondents' Answers of Statement.(2)

Valid	Frequency	Percent	Valid Percent
strongly Agree	1	3.3	3.3
Agree	14	46.7	46.7
Neutral	8	26.7	26.7
Disagree	1	3.3	3.3
strongly disagree	6	20	20
Total	30	100.0	100.0



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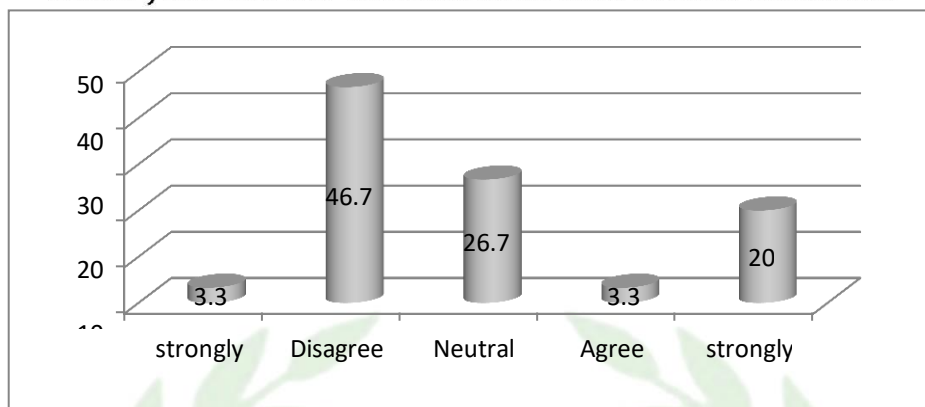


Fig (4.2) The Frequency Distribution for the Respondents' Answers of Statement.(2)

Table (4.2) and figure (4.2) relating to the statement "Watching authentic English films in EFL classroom attracts learners' attention to grasp oral communication". It is obvious that participants' responses to strongly agree are 3.3%, agree turned to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only 20%. This emphasizes that students should expose to authentic English films to promote speaking skill.

Statement No. (3): Applying authentic English films in EFL classroom lesson can be more fun and entertainment.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of Statement.(3)

Valid	Frequency	Percent	Valid Percent
strongly Agree	5	16.7	16.7
Agree	14	46.7	46.7
Neutral	6	20.0	20.0
Disagree	1	3.3	3.3
strongly disagree	4	13.3	13.3
Total	30	100.0	100.0



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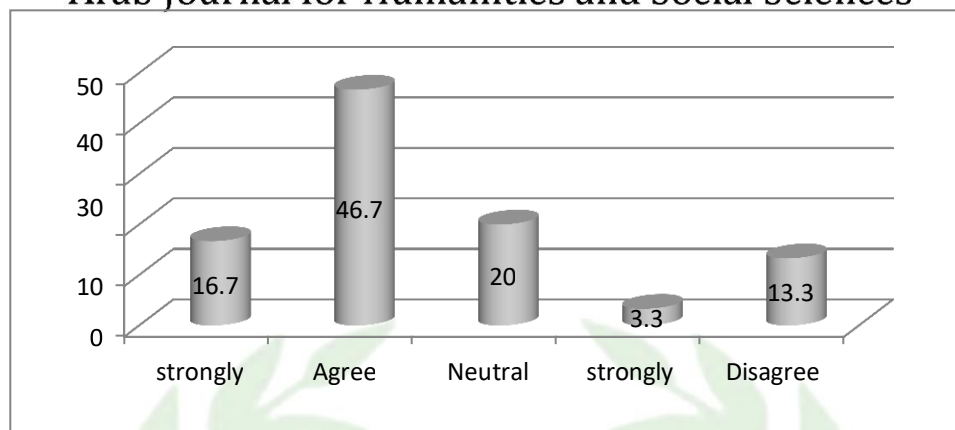


Fig (4.3)The Frequency Distribution for the Respondents' Answers of Statement.(3)

With referring to the table (4.11) and figure (4.11) relating to the statement " Applying authentic English films in EFL classroom lesson can be more fun and entertainment ". It is obvious that participants' responses to strongly agree is 16.7%, agree turned out to be 46.7%, neutral is 20.0%, disagree is 3.3%, meanwhile strongly disagree is only 13.3%. This shows that authentic English films increase learner's oral skill.

Statement No. (4): Using authentic English films in EFL classroom increases learners' oral participation.



Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement.(4)

Valid	Frequency	Percent	Valid Percent
strongly Agree	6	20.0	20.0
Agree	11	36.7	36.7
Neutral	8	26.7	26.7
Disagree	1	3.3	3.3
strongly disagree	4	13.3	13.3
Total	30	100.0	100.0

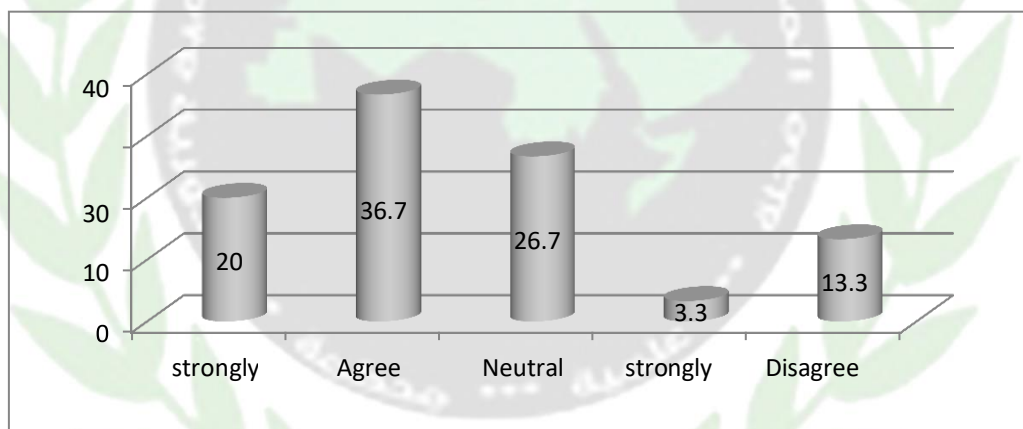


Fig (4.4) The Frequency Distribution for the Respondents' Answers of statement.(4)

Table (4.12) and figure (4.12) relating to the statement "Using authentic English films in EFL classroom increases learners' oral participation." It is obvious that participants' responses to strongly agree is 20.0%, agree turned out to be 36.7%, neutral is 26.7%, disagree is 3.3%, meanwhile strongly disagree is only 13.3%. This indicates that authentic English films should be applied to improve speaking.



Table No. (4.5) Chi-Square Test Results for Respondents'

Answers of the Questions

No	S	mean	SD	Chi square	p-value
1	EFL learners are interested in learning English by using authentic English films.	4.3	3.7	21	0.008
2	Watching authentic English films inside classroom attracts learners' attention to grasp oral communication.	4.2	2.4	34	0.00
3	Applying authentic English films inside the classroom lesson can be more fun and entertainment	3.5	3.7	21	0.00
4	Learners are fond of using authentic English films inside the classroom to increase their oral participation	2.0	1.7	32	0.00

Source: The researcher from applied study, SPSS 24

Discussion

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "EFL learners are interested in learning English by using authentic English films."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with



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the statement "Watching authentic English films in EFL classroom attracts learners' attention."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Applying authentic English films inside the classroom lesson can be more fun and entertainment."

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Using authentic English films in EFL classroom increases learners' oral participation."

In this section, the data is analyzed and discussed in terms of the results of the questionnaire. There was one question and one hypothesis to be answered and tested respectively. The respondents, on whom the questionnaire was applied, were 30 respondents. The method used to analyze the data was descriptive statistics (frequency and percentages). Statistical Package for the social Sciences (SPSS) was used to analyze the data. Chi-Square tests were applied to examine the observed differences in the frequency distribution of responses on all the statements of the questionnaire in order to guarantee their statistical significance.

In analyzing the data, the following statistical tests were considered:

Reliability coefficient was used to check the reliability of the test used in the study.



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Descriptive statistics which include frequency, mean, SD and Chi- Square were used to describe the basic features of the data collection.

Results of the Study

The results of this study discloses EFL Learners' attitudes towards watching English films to improve oral communication

Researcher has summarized following findings:

1. Learners are fond of using authentic English films inside the classroom to increase their oral participation.
2. Applying authentic English films inside the classroom lesson can be more fun and entertainment.
3. Watching authentic English films inside classroom attracts learners' attention to grasp oral communication.

Recommendations

In the light of the results of the study, the following was recommended:

1. Animation should minimize the students' passiveness in the process of teaching and learning to communicate.



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