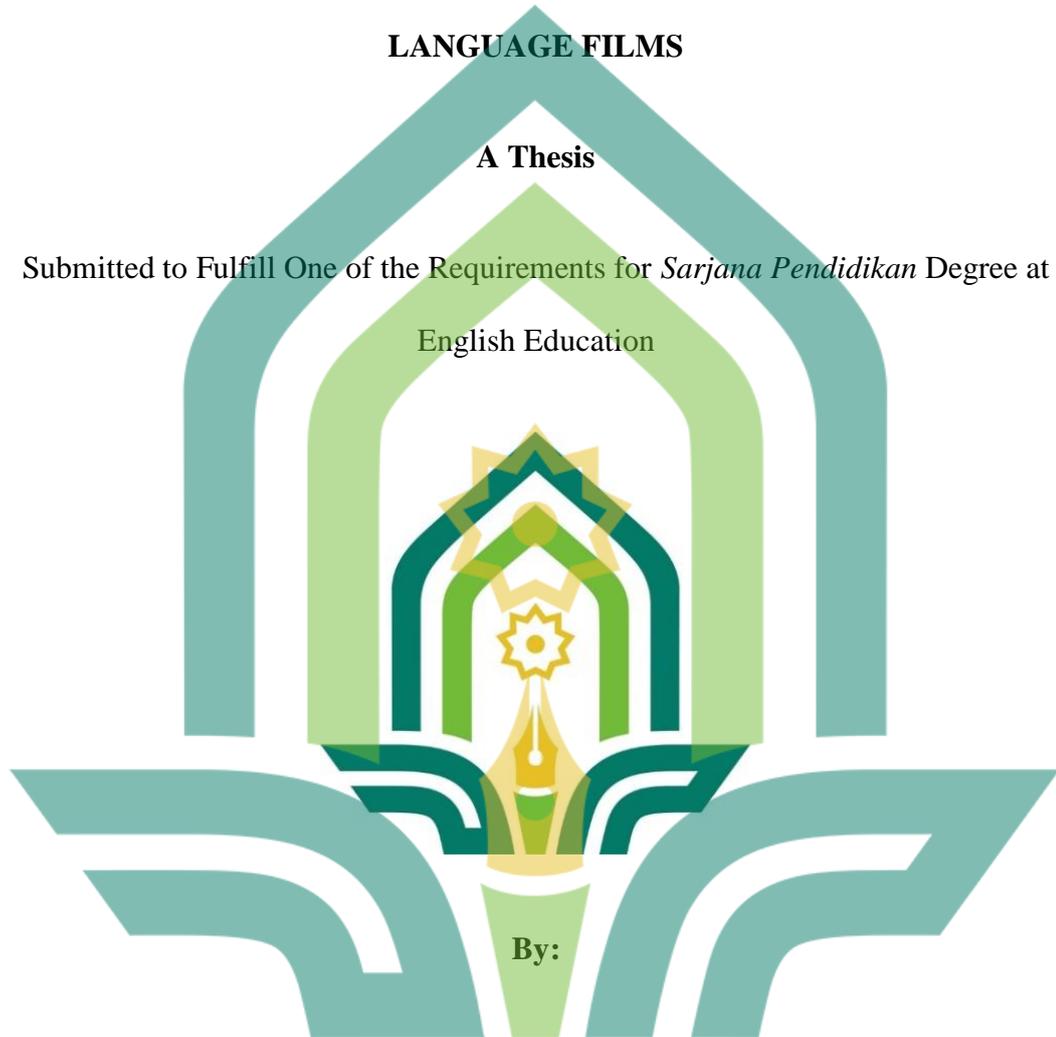


**PORTRAYING EFL LEARNERS' INFORMAL DIGITAL LEARNING OF
ENGLISH (IDLE) PRONUNCIATION THROUGH ENGLISH-
LANGUAGE FILMS**

A Thesis

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan* Degree at
English Education



By:

Rofiatun Khasanah
SN.2521061

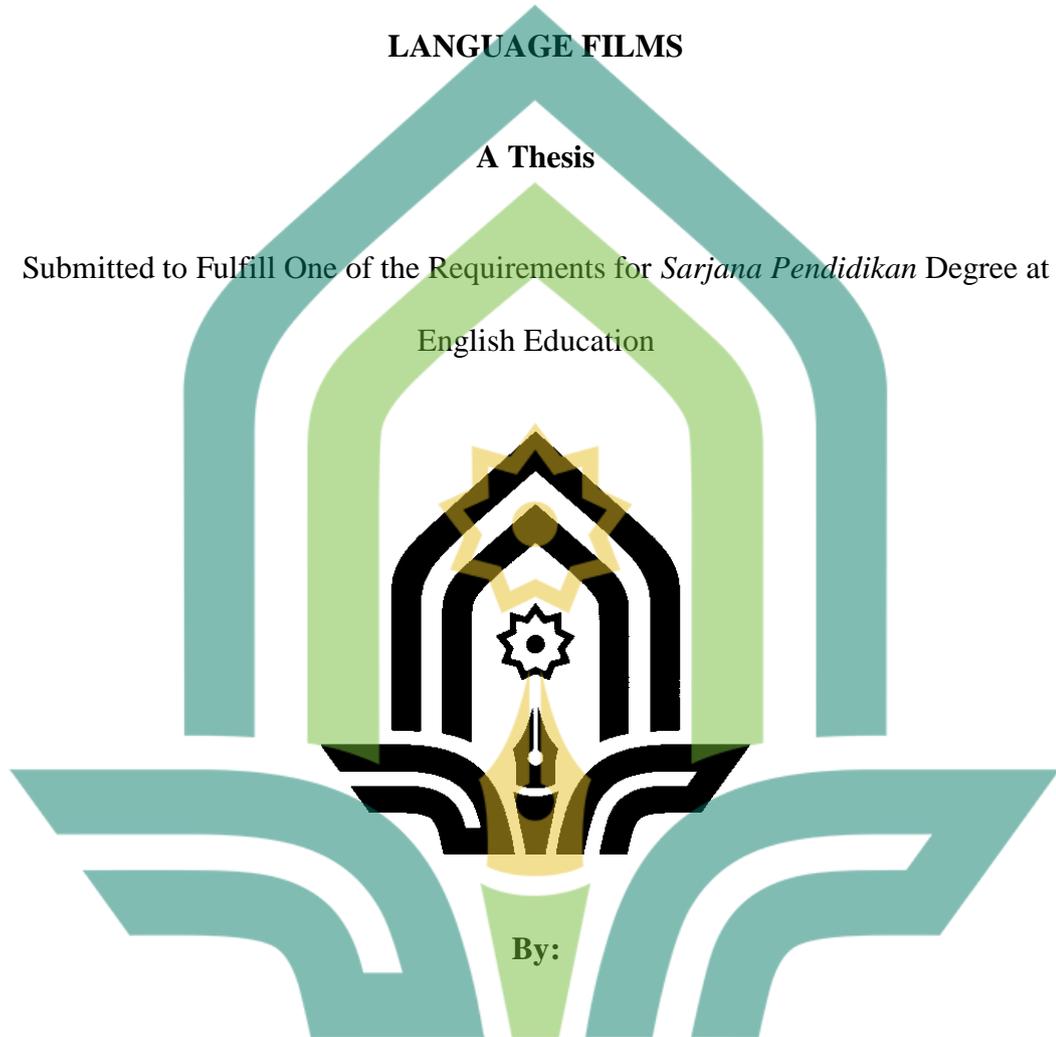
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

**PORTRAYING EFL LEARNERS' INFORMAL DIGITAL LEARNING OF
ENGLISH (IDLE) PRONUNCIATION THROUGH ENGLISH-
LANGUAGE FILMS**

A Thesis

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan* Degree at
English Education



By:

Rofiatun Khasanah
SN.2521061

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2025

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Rofiatun Khasanah

NIM : 2521061

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“PORTRAYING EFL LEARNERS’ INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) PRONUNCIATION THROUGH ENGLISH-LANGUAGE FILMS”** adalah benar-benar karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 9 Juni 2025
Yang menyatakan



1000
RUPIAH
4FALX41742594

ROFIATUN KHASANAH
NIM. 2521061

NOTA PEMBIMBING

Kepada
Yth. Dekan FTIK Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q Ketua Program Studi Tadris Bahasa Inggris
di

PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara :

Nama : Rofiatun Khasanah
NIM : 2521061
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : **PORTRAYING EFL LEARNERS' INFORMAL DIGITAL
LEARNING OF ENGLISH (IDLE) PRONUNCIATION
THROUGH ENGLISH-LANGUAGE FILMS**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 9 Juni 2025
Pembimbing,


Nadia Faradhillah M.A
NIP. 19930406 2012 2 015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM.5 Rowolaku Kajen Kabupaten Pekalongan Kode Pos 51161
Website: www.flik.uingusdur.ac.id | Email: flik@uingusdur.ac.id

APPROVAL SHEET

The Dean of the Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirm that the undergraduate thesis by:

Nama : **ROFIATUN KHASANAH**
NIM : **2521061**
Judul Skripsi : **PORTRAYING EFL LEARNERS' INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) PRONUNCIATION THROUGH ENGLISH-LANGUAGE FILMS**

Has been examined and approved by the panel of examiners on Monday, 16th June 2025 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

H. Mytammam, M.Ed.
NIP. 19650610 199903 1 003

Examiner II

Riskhana, M.Pd.
NIP. 19760612 199903 2 001

Pekalongan, 28th June 2025

Assigned by
The Dean of FTIK **K.H. Abdurrahman Wahid Pekalongan**

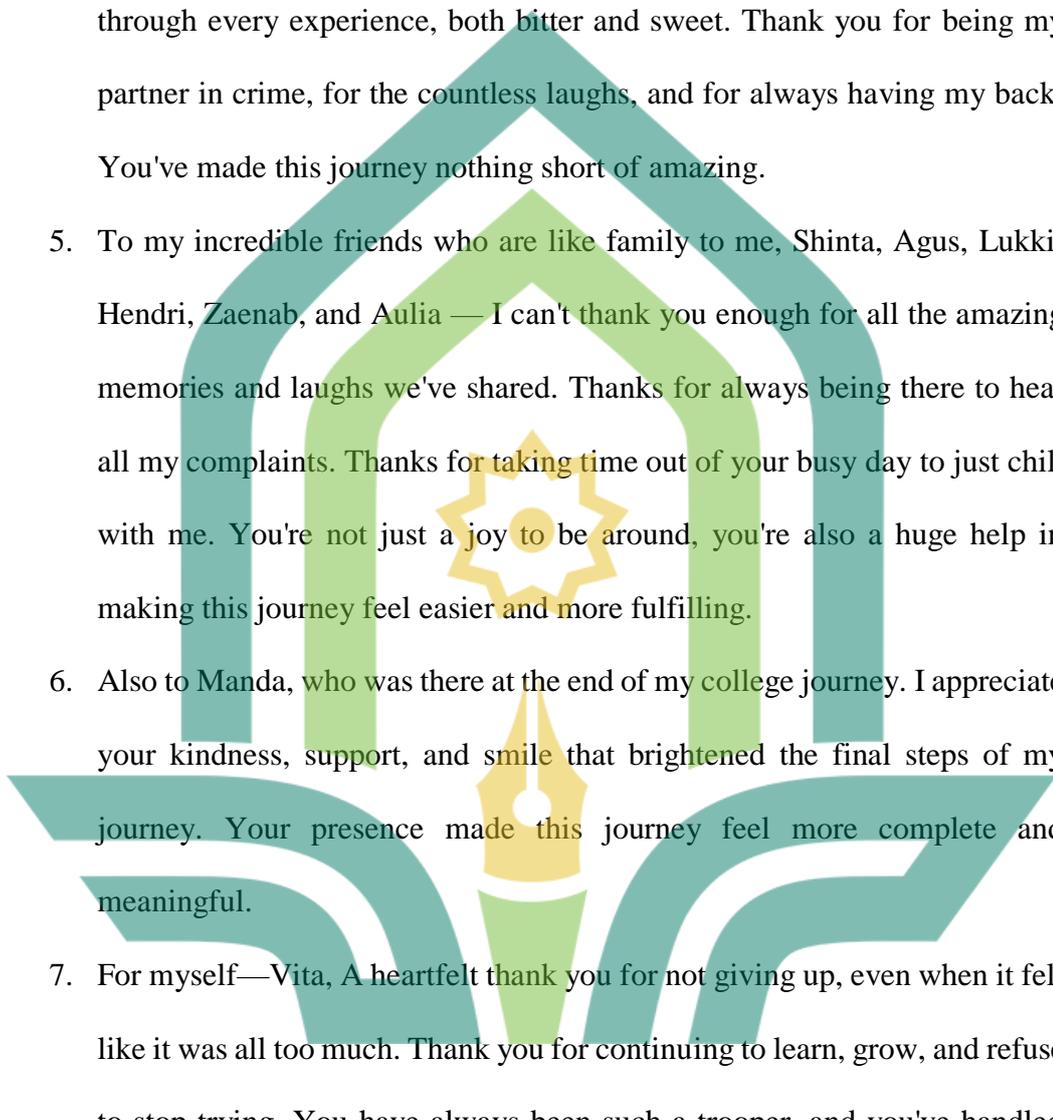


Prof. Dr. H. Mublisin, M.Ag.
NIP. 19700706 199803 1 001

ACKNOWLEDGMENT

Alhamdulillah, all praises and gratitude to Allah SWT for His infinite mercy, strength, and blessings that have enabled me to complete this thesis. May peace and blessings be upon the Prophet Muhammad SAW, who has been an example for us all. A heartfelt thank you to you for your incredible perseverance thus far

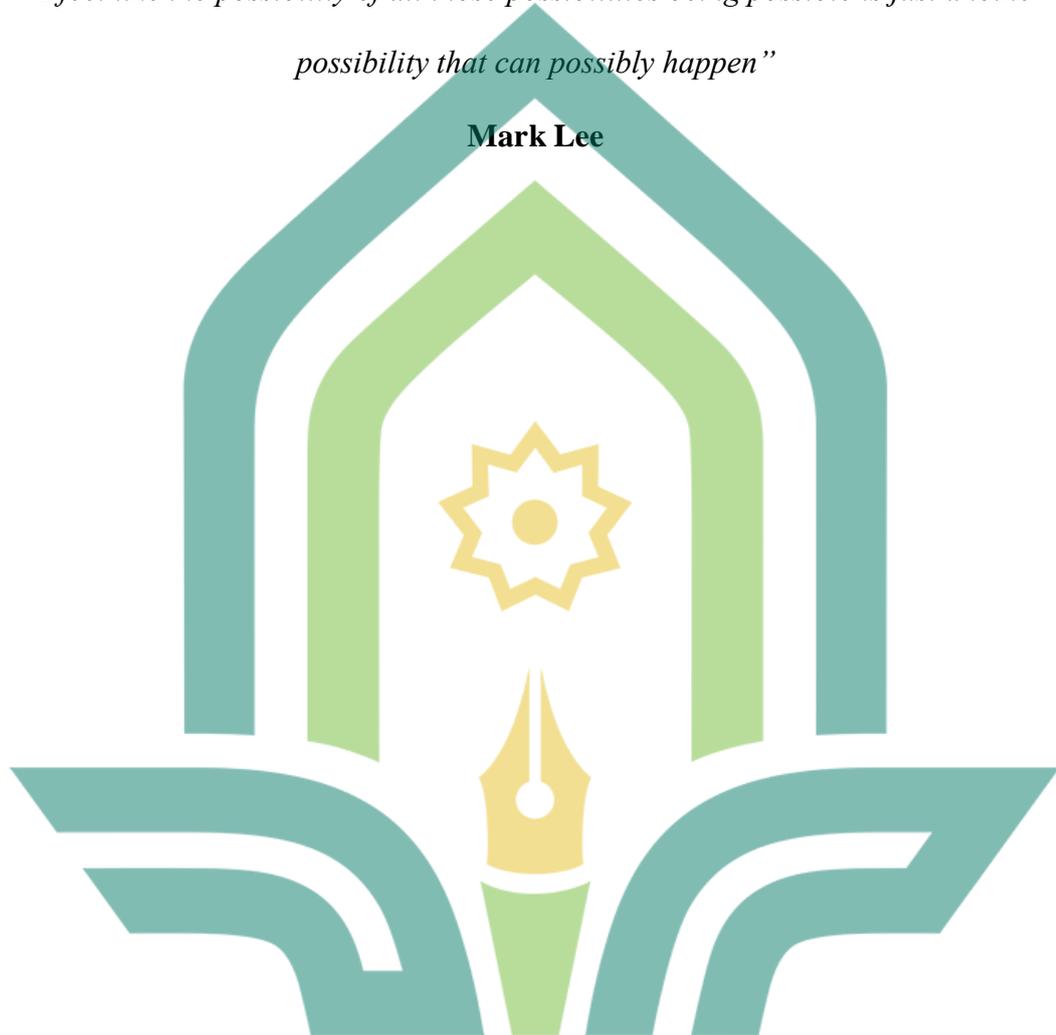
1. First and foremost, to my beloved parents, Mr. Dulmuin and Mrs. Khotmi, who have always been a guiding light in my life. Thank you for your prayers, warmest hugs, patience, and love. Your support has been instrumental in keeping me going, especially during those moments when I felt overwhelmed and close to giving up. All your prayers and efforts have become the foundation of my success today, and I couldn't be more grateful.
2. Secondly, I owe a deep sense of gratitude to my supervisor, Mrs. Nadia Faradhillah, M.A., whose guidance, support, and encouragement were invaluable throughout this journey. Thank you for all the feedback, corrections, and insightful advice that not only helped me complete this thesis but also taught me so much along the way. I truly appreciate the time and care you dedicated to my work.
3. And to my beloved younger brother, Falih, whose innocent smile and laughter always manage to cheer me up and give me positive energy every day. Thank you for being a source of joy that keeps me motivated to complete this journey.

- 
4. To my fellow strugglers—Ana, Alma, Lala, Ilma, Fina, and Azza—who have been with me since the first year and have always accompanied me through every experience, both bitter and sweet. Thank you for being my partner in crime, for the countless laughs, and for always having my back. You've made this journey nothing short of amazing.
 5. To my incredible friends who are like family to me, Shinta, Agus, Lukki, Hendri, Zaenab, and Aulia — I can't thank you enough for all the amazing memories and laughs we've shared. Thanks for always being there to hear all my complaints. Thanks for taking time out of your busy day to just chill with me. You're not just a joy to be around, you're also a huge help in making this journey feel easier and more fulfilling.
 6. Also to Manda, who was there at the end of my college journey. I appreciate your kindness, support, and smile that brightened the final steps of my journey. Your presence made this journey feel more complete and meaningful.
 7. For myself—Vita, A heartfelt thank you for not giving up, even when it felt like it was all too much. Thank you for continuing to learn, grow, and refuse to stop trying. You have always been such a trooper, and you've handled everything with such incredible grit!

MOTTO

“I feel like the possibility of all those possibilities being possible is just another possibility that can possibly happen”

Mark Lee



ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi bagaimana film berbahasa Inggris dapat membantu pelajar EFL (English Foreign Language) mengalami pelafalan autentik dalam kerangka IDLE (Informal Digital Learning of English) dan mengidentifikasi tantangan yang mereka hadapi dalam menggunakan pendekatan ini untuk meningkatkan keterampilan pelafalan mereka. Menggunakan desain studi kasus kualitatif, penelitian ini melibatkan empat pelajar EFL dari Pekalongan yang secara rutin berinteraksi dengan film berbahasa Inggris sebagai bagian dari pembelajaran mandiri mereka. Data dikumpulkan melalui wawancara dan jurnal refleksi diri untuk menangkap pengalaman peserta, strategi belajar, dan hambatan yang dihadapi dalam berlatih pengucapan. Temuan menunjukkan bahwa peserta memilih film autentik dengan dialog penutur asli untuk terpapar pada model pengucapan alami, menggunakan strategi seperti menirukan langsung (shadowing), mendengarkan ulang (re-listening), dan merekam diri sendiri untuk meningkatkan keterampilan pengucapan mereka. Mereka juga merefleksikan kemajuan mereka dan mengintegrasikan pembelajaran ke dalam kehidupan sehari-hari, menjadikan proses ini menyenangkan dan mandiri. Namun, peserta menghadapi tantangan, termasuk keterbatasan kesempatan untuk menggunakan kosakata baru dalam percakapan nyata, masalah manajemen waktu, dan kesulitan dalam menafsirkan subtitle yang tidak selalu sesuai dengan dialog yang diucapkan. Secara keseluruhan, studi ini menyoroti potensi film berbahasa Inggris dalam IDLE untuk mendukung keterampilan pengucapan pembelajar EFL sambil juga menyoroti hambatan kunci yang perlu diatasi untuk mengoptimalkan hasil belajar.

Kata kunci: *Pembelajaran Bahasa Inggris Digital Informal (IDLE), pengucapan, film berbahasa Inggris, pembelajar EFL, hambatan.*

ABSTRACT

This study aims to explore how English-language films can help EFL learners experience authentic pronunciation within the framework of Informal Digital Learning of English (IDLE) and to identify the challenges they face in using this approach to improve their pronunciation skill. Using a qualitative case study design, the research involved four EFL learners from Pekalongan who regularly engaged with English-language films as part of their independent learning. Data were collected through interviews and self-reflection journals to capture participants' experiences, learning strategies, and obstacles encountered in practicing pronunciation. The findings revealed that participants selected authentic films with native speaker dialogues to expose themselves to natural pronunciation models, employing strategies such as shadowing, re-listening, and self-recording to enhance their pronunciation skills. They also reflected on their progress and integrated learning into their daily lives, making the process enjoyable and self-directed. However, participants faced challenges, including limited opportunities to use new vocabulary in real-life conversations, time management issues, and difficulties in interpreting subtitles that did not always align with spoken dialogue. Overall, this study highlights the potential of English-language films in IDLE for supporting EFL learners' pronunciation skill while also drawing attention to key obstacles that need to be addressed to optimize learning outcomes.

Keywords: Informal Digital Learning of English (IDLE), pronunciation, English language films, EFL learners, obstacles.

PREFACE

Praises and gratitude are sincerely expressed to Allah SWT, who has bestowed upon me His blessings, guidance, and patience so that I could complete this thesis entitled **“Portraying EFL Learners’ Informal Digital Learning of English (IDLE) Pronunciation through English-Language Films.”** This thesis is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements to obtain a Sarjana Pendidikan degree in English Education. The completion of this study would not have been possible without the support and assistance from many people. Therefore, I would like to express my deepest appreciation to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., the Dean of the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the Head of the English Education Department at the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Nadia Faradhillah, M.A., my supervisor, who has patiently provided me with valuable guidance, feedback, and support throughout the process of completing this thesis.

5. All lecturers and staff of the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan, who have generously shared their knowledge and support.
6. My beloved parents, who have given me endless support, prayers, and motivation every step of the way.
7. My friends, who have been my constant companions through both the sweet and bitter moments of this journey.
8. Everyone who has crossed paths with me and created moments that became part of my learning process.

Without all of your support, this thesis would not have been possible. May Allah reward your kindness abundantly.

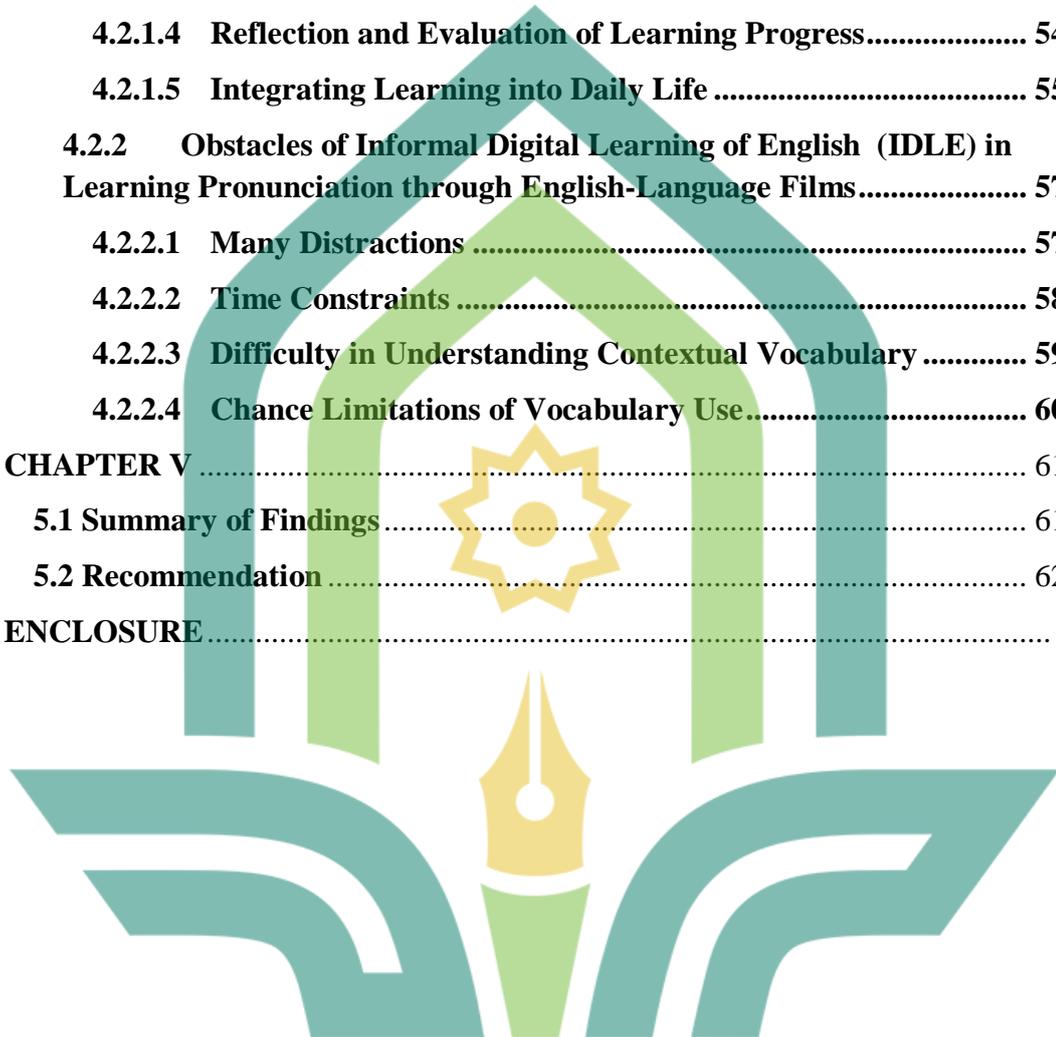


TABLE OF CONTENT

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENT	v
MOTTO	vii
ABSTRAK	viii
ABSTRACT	ix
PREFACE	x
TABLE OF CONTENT	xii
CHAPTER I	1
1.1 Background of The Study	1
1.2 Identificatin of the Problem	6
1.3 Limitation of the Problem	6
1.4 Formulation of the Problem	6
1.5 Aim of the Study	6
1.6 Significances of The Research	7
CHAPTER II	8
2.1 Theoretical Framework	8
2.1.1 Informal Digital Learning of English (IDLE)	8
2.1.1.1 Definition of Informal Digital Learning of English (IDLE)	8
2.1.1.2 Characteristics of Informal Digital Learning of English (IDLE)	10
2.1.1.3 Steps of Informal Digital Learning of English (IDLE)	14
2.1.2 Pronunciation	15
2.1.2.1 Definition of Pronunciation	15
2.1.2.2 Aspects of Pronunciation	16
2.1.3 English-Language Films	21
2.1.3.1 Definition of English-Language Films	21

2.1.4	Obstacles in IDLE	22
2.1.4.1	Definition of Obstacles in IDLE	22
2.1.4.2	Kinds of Obstacles in IDLE	23
2.2	Previous Studies	28
2.3	Conceptual Framework	32
CHAPTER III.....		33
3.1	Research Design.....	33
3.2	Research Context.....	34
3.3	Setting and Participant	34
3.4	Data Collection.....	35
3.5	Data Validity.....	36
3.6	Data Analysis	36
CHAPTER IV.....		39
4.1	Findings	39
4.1.1	Exposing EFL Learners to Authentic Pronunciation through English-Language Films in Informal Digital Learning of English (IDLE)	39
4.1.1.1	Selecting Relevant and Authentic Learning Resource.....	39
4.1.1.2	Using Learning Strategies.....	40
4.1.1.3	Getting Feedback Independently	42
4.1.1.4	Reflection and Evaluation of Learning Progress.....	44
4.1.1.5	Integrating Learning into Daily Life	45
4.1.2	Obstacles of Informal Digital Learning of English (IDLE) in Learning Pronunciation through English-Language Films.....	45
4.1.2.1	Many Distractions	46
4.1.2.2	Time Constraints	46
4.1.2.3	Difficulty in Understanding Contextual Vocabulary	47
4.1.2.4	Chance Limitations of Vocabulary Use.....	48
4.2	Discussion	49
4.2.1	Exposing EFL Learners to Authentic Pronunciation through English-Language Films in Informal Digital Learning of English (IDLE)	49

4.2.1.1	Selecting Relevant and Authentic Learning Resource.....	49
4.2.1.2	Using Learning Strategies.....	51
4.2.1.3	Getting Feedback Independently	53
4.2.1.4	Reflection and Evaluation of Learning Progress.....	54
4.2.1.5	Integrating Learning into Daily Life	55
4.2.2	Obstacles of Informal Digital Learning of English (IDLE) in Learning Pronunciation through English-Language Films.....	57
4.2.2.1	Many Distractions	57
4.2.2.2	Time Constraints	58
4.2.2.3	Difficulty in Understanding Contextual Vocabulary	59
4.2.2.4	Chance Limitations of Vocabulary Use.....	60
CHAPTER V	61
5.1	Summary of Findings.....	61
5.2	Recommendation.....	62
ENCLOSURE	I



CHAPTER I

INTRODUCTION

1.1 Background of The Study

Pronunciation is one of the most overlooked aspects of learning English by EFL learners, especially in Indonesia, where the phonetic structure of the native language is very different from English. Indonesian lacks certain sounds present in English, such as the “th” sound (/θ/ and /ð/), so these sounds are difficult to produce and require consistent practice (Gilakjani & Sabouri, 2016). In addition, Indonesian speakers' articulatory habits, shaped by their mother tongue, often result in stronger accents and slower adaptation to English pronunciation norms (Derwing & Munro, 2015). Mastering pronunciation is a time-consuming process, as learners must not only understand how sounds are produced but also retrain their tongue and vocal habits to harmonize with the rhythm, stress, and intonation patterns of English (Levis, 2018). This challenge is compounded by the lack of consistent exposure to native English speakers or authentic pronunciation models, which limits learners' ability to internalize proper articulation (Celce-Murcia et al., 2010). Without deliberate and sustained effort, students may continue to struggle with pronunciation, underscoring the need for targeted instruction and repeated practice over extended periods of time (Gilakjani, 2016).

Therefore, EFL learners need to develop self-directed learning methods to overcome challenges in mastering pronunciation and other aspects of language. Self-directed learning allows them to focus on

their specific needs that may not be fully met in a formal classroom (Holec, 1979). It also provides the flexibility to utilize various learning resources, such as digital media, which are not always available in formal settings (Little, 1991). Research shows that self-directed learning improves intrinsic motivation and learning outcomes, especially when students are given access to authentic materials such as movies, podcasts and language learning apps (Reinders & Benson, 2017). Moreover, by practicing independently, shadowing can involve learners to imitate native speakers in real-time, thus improving pronunciation accuracy and fluency (Suyadi, 2024). In this context, informal digital learning of English (IDLE) can be one of the most effective approaches, as it allows students to learn in a relevant and engaging way through interaction with digital content such as English movies.

Self-learning of pronunciation can be done by utilizing digital media, especially through the use of English-Language films, which is one form of Informal Digital Learning of English (IDLE). Media such as movies allow learners to hear and imitate natural English pronunciation, with various accents and intonation variations that are difficult to find in formal teaching (Levis, 2018). Movies provide exposure to authentic language use in real-life contexts, offering comprehensible input essential for language acquisition (Latiff et al., 2021). They allow learners to observe social and cultural aspects of language use, improving their cultural awareness and competence (Wardhany, 2022). In addition, learning pronunciation through

movies also supports more enjoyable and less stressful learning, which in turn increases learner motivation (Derwing & Munro, 2015). English films offer the opportunity to listen to more authentic pronunciation compared to recordings produced for learning (Kukulska-Hulme et al., 2017). Thus, helping learners correct pronunciation errors that they may not be aware of. Learners who engage in self-directed learning through movies have the opportunity to practice their pronunciation repetitively, correct their tongue habits, and adjust to a more natural way of speaking (Lai et al., 2022). Therefore, the use of English-Language films as part of IDLE is an effective and relevant way to develop pronunciation skills in English language learning.

Pronunciation skills plays an important role in effective communication, especially in language learning, as it directly impacts the clarity and understanding of the listener. In English as a Foreign Language (EFL), accurate pronunciation allows learners to convey their intended meaning clearly, reducing the risk of misunderstandings that can arise from mispronounced words or incorrect stress patterns (Derwing & Munro, 2015). In addition, pronunciation affects how students are perceived by others, affecting their social interactions and self-confidence. Clear pronunciation can help students sound more like native speakers, which can positively affect their self-esteem and engagement in conversations (Gilakjani & Sabouri, 2016). Studies show that learners with better pronunciation skills are more likely to engage in spontaneous

communication and develop fluency more quickly (Levis, 2018). On the other hand, poor pronunciation can significantly impede communication, leading to frustration and social costs for both non-native speakers and their interlocutors. It can happen when native speakers request clarification due to mispronunciations, non-native speakers experience increased anxiety, embarrassment, and decreased confidence in their language abilities (Au et al., 2017). Therefore, effective pronunciation training is integral to ensuring learners' overall success in language acquisition. As pronunciation is closely related to other language skills such as listening and speaking, its development supports not only verbal communication but also comprehension, thus enhancing the overall language learning experience (Levis, 2018; Derwing & Munro, 2015).

Although learning pronunciation is crucial in the development of English language skills, many EFL learners still face difficulties in improving their pronunciation. One of the main reasons is the lack of exposure to authentic pronunciation and diverse speaking models, which are crucial for effectively improving pronunciation skills (Celce-Murcia et al., 2010). Conventional pronunciation learning is often limited to classroom instruction that cannot provide accent variety or natural, everyday language use contexts. Yet, as noted by Levis (2018), the development of pronunciation skills requires repeated and contextualized practice, which is difficult to achieve with formal approaches alone. This is why the utilization of self-directed learning methods such as IDLE, particularly through

English language films, becomes very relevant. Self-directed learning allows students to practice their pronunciation in a more flexible context, access different types of pronunciation from different cultures and accents, and gives them the freedom to learn in a more enjoyable and time-independent way. Therefore, further research is needed to explore how digital media such as movies can effectively improve EFL learners' pronunciation skills, especially in Indonesia, where English pronunciation is often a major obstacle to effective communication. This research is crucial to provide deeper insights into the use of IDLE in the context of pronunciation development, as well as to design a more targeted approach to addressing the pronunciation challenges faced by EFL learners in Indonesia.

From the researches conveyed above, it can be said that the novelty of the research is its specific focus on utilizing English-language films within the framework of Informal Digital Learning of English (IDLE) to improve EFL learners' pronunciation skills, particularly in aspects such as intonation, stress, and articulation. While previous studies have explored various media like social media (Mukrim et al., 2024), video games (Ico, 2021), and ICT tools (Anggraini et al., 2022), or have examined the broader impacts of films on overall language skills (Iranmanesh & Darani, 2018; Kabooha, 2016), none have specifically targeted pronunciation as the central aspect of study. This research fills a critical gap by addressing the often-overlooked challenges in pronunciation learning among EFL learners,

as highlighted by Derwing & Munro (2015), using English films as a practical and engaging tool for independent learning. By focusing on the intersection of IDLE and pronunciation through films, this study contributes a novel perspective to the field of EFL learning research.

1.2 Identificatin of the Problem

Based on the background of the study described above, the identification of the problem use as research is:

1. The lack of emphasis on pronunciation in EFL learning.,
2. The limited strategies for independent pronunciation learning.,
3. The limited exposure to authentic pronunciation.

1.3 Limitation of the Problem

From the identification of problems in this study, this research is focused on how English movies are used in Informal Digital Learning of English (IDLE) in providing exposure to pronunciation, especially in segmental aspects (vowels and consonants) for EFL learners.

1.4 Formulation of the Problem

1. How can English-language films exposed EFL learners to authentic pronunciation through Informal Digital Learning of English (IDLE)?
2. What are the obstacles of Informal Digital Learning of English (IDLE) in learning pronunciation through English-Language films?

1.5 Aim of the Study

1. To explore how English-language films can expose EFL learners to authentic pronunciation within the framework of Informal Digital Learning of English (IDLE).

2. To identify the obstacles faced by EFL students in using Informal Digital Learning of English (IDLE) through English-language films to improve their pronunciation.

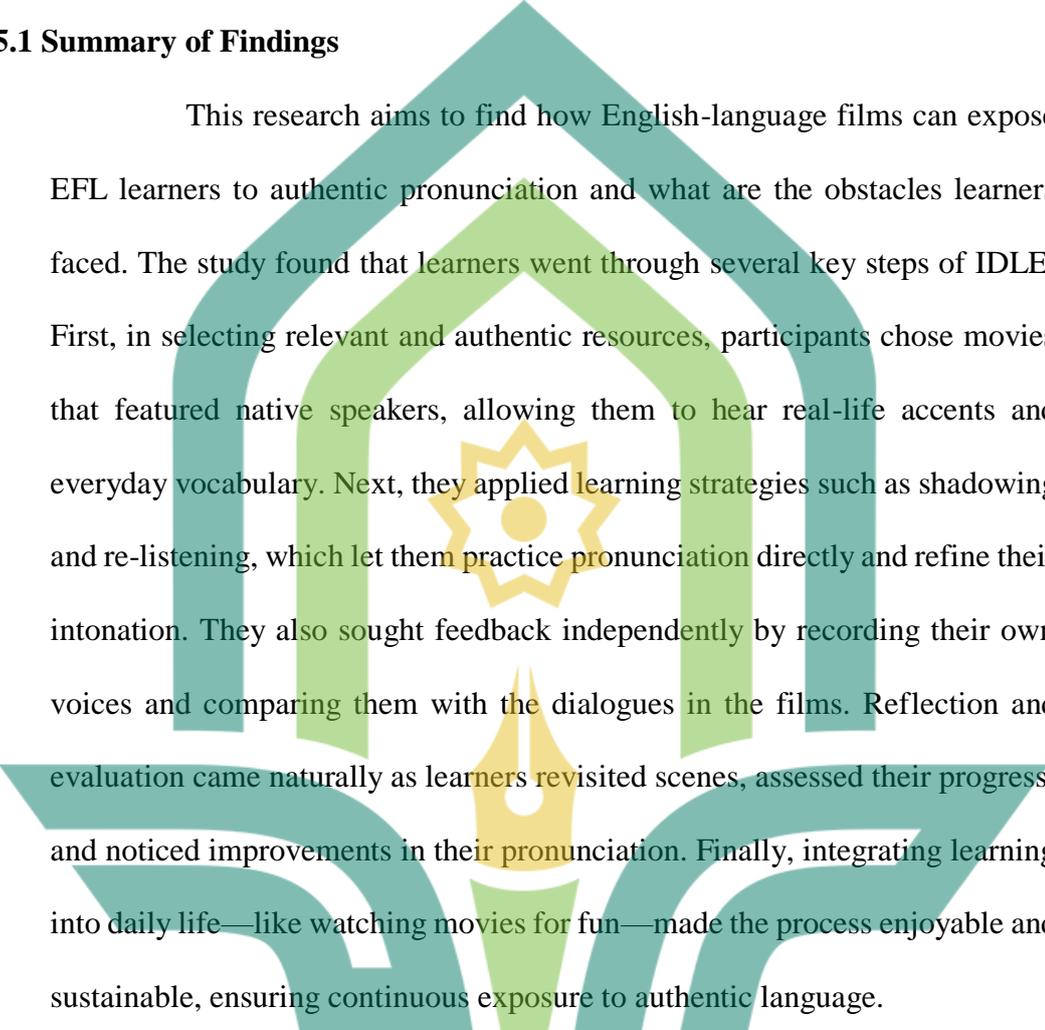
1.6 Significances of The Research

1. **Theoretical Significance** : This study contributes to the understanding of the Noticing Hypothesis (Schmidt, 1990), as it highlights how EFL learners can improve their pronunciation by noticing specific language elements while watching English-language films.
2. **Empirical Significance** : This study provides empirical evidence on how EFL learners use English-language films for pronunciation practice.
3. **Practice Significance** : This study offers practical recommendations for EFL teachers and learners on how to incorporate English-language films into self-paced learning to improve pronunciation skills.

CHAPTER V

CONCLUSION

5.1 Summary of Findings



This research aims to find how English-language films can expose EFL learners to authentic pronunciation and what are the obstacles learners faced. The study found that learners went through several key steps of IDLE. First, in selecting relevant and authentic resources, participants chose movies that featured native speakers, allowing them to hear real-life accents and everyday vocabulary. Next, they applied learning strategies such as shadowing and re-listening, which let them practice pronunciation directly and refine their intonation. They also sought feedback independently by recording their own voices and comparing them with the dialogues in the films. Reflection and evaluation came naturally as learners revisited scenes, assessed their progress, and noticed improvements in their pronunciation. Finally, integrating learning into daily life—like watching movies for fun—made the process enjoyable and sustainable, ensuring continuous exposure to authentic language.

For the second research question, regarding the obstacles learners faced, the study highlighted several key issues. Learners struggled with time management, often finding it hard to set aside dedicated time for focused learning and repeated practice. They also faced challenges in understanding vocabulary, as subtitles sometimes didn't provide direct or culturally appropriate translations. Additionally, distractions from following the plot or

focusing on subtitles sometimes shifted their attention away from practicing pronunciation. Finally, the lack of real-life application for new words they learned made it harder to retain vocabulary and build fluency.

5.2 Recommendation

Based on the research that has been carried out and the conclusions drawn, the researcher would like to offer some recommendations for future studies exploring similar topics. First, this study found that one of the challenges learners faced was the “chance limitation of vocabulary use.” Learners often recognized and pronounced new vocabulary from movies but struggled to bring it into real-life conversations. To help with this, future studies could encourage learners to join language clubs, online discussion groups, or other interactive communities where they can practice using new words naturally. These activities would make it easier for them to connect what they’ve learned from movies to everyday speaking situations.

Additionally, it’s recommended that future research involve a broader range of participants beyond just those in the Pekalongan area. By including learners from different regions or even international contexts, future studies could provide a richer picture of how learners engage with English-language films to improve their pronunciation through IDLE. This would help make the findings more generalizable and offer more diverse perspectives on how this approach can support EFL learners in different settings.

REFERENCES

- Abdelrahim, A. A. M. (2020). Improving Speaker's Use of Segmental and Suprasegmental Features of L2 Speech. *International Journal of English Linguistics*, 10(5), 203. <https://doi.org/10.5539/ijel.v10n5p203>
- Al Mawardi, M. R., Triastuti, A., & Nur Rohmah, A. I. (2023). Improving the Teaching of Pronunciation in A Junior High School by Integrating Segmental and Suprasegmental Learning. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 8(2), 399–414. <https://doi.org/10.24042/tadris.v8i2.15590>
- Alhaq, M. N. D. (2022). Playing games during pandemic, why not? The IDLE upon students' efficacy and vocabulary. *Indonesian Journal of Applied Linguistics*, 12(1), 198–208. <https://doi.org/10.17509/ijal.v12i1.46536>
- Ali, Z. (2022). Investigating the Intrinsic Motivation among Second Language Learners in Using Digital Learning Platforms during the Covid-19 Pandemic. *Arab World English Journal*, 2, 437–452. <https://doi.org/10.24093/awej/covid2.29>
- Aminah, M., & Anjar Nugraha, M. (2021). Effect of Intrinsic Motivation on English Language Learning Among Secondary School Students. *Biomatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 7(1), 69–77. <https://doi.org/10.35569/biormatika.v7i1.930>
- Anggraini, M. P., Anugerahwati, M., Sari, R. N., Miranty, D., Kurniasih, & Iswahyuni. (2022). The ICT Use of Informal Digital Learning in Enhancing EFL University. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 23(3), 94–114.
- Anggrarini, N., Prawiro, I. Y., & Rohmaeni, C. (2023). The factors affecting vowel pronunciation errors of Indonesian senior high school students. *Panicogy International Journal*, 1(1), 8–18.
- Annisa, M. N., Puspita, D. R., & Magdalena, I. (2022). Analisis Kesalahan Pelafalan Bahasa Inggris Siswa Sekolah Dasar. *Journal of Educational Review and Research*, 5(1), 38–45. <https://doi.org/10.26737/jerr.v5i1.3300>
- Anugrah, A., Sudana, D., & Wirza, Y. (2020). Analisis Fonetik Segmentasi terhadap Inteligibilitas Pengucapan Bahasa Inggris Guru Bahasa Inggris Non-Penutur Asing. *Jurnal Penelitian Pendidikan*, 20(3), 305–314. <https://doi.org/10.17509/jpp.v20i3.27618>
- Arguel, A., Lockyer, L., Lipp, O. V., Lodge, J. M., & Kennedy, G. (2017). Inside Out: Detecting Learners' Confusion to Improve Interactive Digital Learning Environments. *Journal of Educational Computing Research*, 55(4), 526–551. <https://doi.org/10.1177/0735633116674732>

- Arini, N. M., & Wiguna, I. B. A. A. (2021). Hambatan Dan Kendala Dalam Pelaksanaan Pembelajaran Daring Pasca Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 4(3), 343–357. <https://doi.org/10.37329/cetta.v4i3.1356>
- Au, T. K., Kwok, A. F., Tong, L. C., Cheng, L., Tse, H. M., & Jun, S.-A. (2017). The Social Costs in Communication Hiccups between Native and Nonnative Speakers Terry. *Journal of Cross-Cultural Psychology*, 48(3), 369–383. <https://dmi-journals.org/jai/article/view/226>
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills*. A&C Black. https://books.google.co.id/books?id=1ZHX_kgswP8C&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=false
- Bearman, M. (2019). Focus on Methodology: Eliciting rich data: A practical approach to writing semi-structured interview schedules. *Focus on Health Professional Education: A Multi-Professional Journal*, 20(3), 1. <https://doi.org/10.11157/fohpe.v20i3.387>
- Benson, P. (2011). *Teaching and Researching Autonomy*. Routledge Taylor and Francis Group.
- Bester, S. (2021). Self-directed learning as a method for future education. *Alternate Horizons*, 1, 2018–2022. <https://doi.org/10.35293/ah.vi.3552>
- Buys, T., Casteleijn, D., & Untiedt, H. (2022). A Reflexive Lens on Preparing and Conducting Semi-structured Interviews with Academic Colleagues. *Sage Journal*, 32(13). <https://doi.org/https://doi.org/10.1177/10497323221130832>
- Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). *Teaching pronunciation: A course book and reference guide*. 7(7), 556.
- Chik, A. (2014). Digital gaming and language learning: Autonomy and community. *Language Learning and Technology*, 18(2), 85–100.
- Creswell, J. W. (2019). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (SECOND EDI). Sage Publication. <https://doi.org/10.7591/9781501721144-016>
- Dalton, C., & Seidlhofer, B. (1994). *Pronunciation*. OUP Oxford.
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), 1–8. <https://doi.org/10.1136/fmch-2018-000057>
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE Handbook of Qualitative Research*. SAGE.
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation Fundamentals Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company. <https://doi.org/https://doi.org/10.1075/llt.42>

- Dewi, N. L. D. S. (2018). PRONUNCIATION OF DIPHTHONGS BY SEVENTH GRADE STUDENTS. *Universitas Dhyana Pura*, 4(2), 15–24.
- Domingo, P. C., Merillo, J. G., & Pedrera, M. (2020). Frequent Errors in Consonant Sound Production of Elementary Education Teachers at Visayas State University. *E-Structural*, 3(02), 97–114. <https://doi.org/10.33633/es.v3i02.4221>
- Faizah, I., Drajadi, N. A., & Yunus, M. M. (2022). A Pre-Service Teacher Experiences of Creating Vocabulary Quizzes for EFL Adult Learners: the ACTIONS Model. *International Journal of Pedagogy and Teacher Education*, 6(1), 12. <https://doi.org/10.20961/ijpte.v6i1.56632>
- Fanguy, M., Costley, J., Baldwin, M., Lange, C., & Wang, H. (2019). Diversity in Video Lectures : Aid or Hindrance? *International Review of Research in Open and Distributed Learning*, 20(2). <https://doi.org/https://doi.org/10.19173/irrodl.v20i2.3838>
- Fauziah, F., & Diana, N. (2023). Exploring Students' Informal Digital Learning of English (IDLE) and Self-Regulated Language Learning from a Sociocultural Perspective. *Indonesian TESOL Journal*, 5(2), 197–214. <https://doi.org/10.24256/itj.v5i2.4225>
- Fawzi, A., & Goncalves, A. dos S. (2023). Casual Indonesian Monoftongization In Talk Shows. *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 7(2), 205–218.
- Firdaus, F., Fakhri, N., Zainuddin, K., Hidayat N, M. N., & Sulastri, T. (2022). Education on the Role of Learning Motivation in Improving Learning Achievement for Adolescents Assisted by Rumah Zakat Makassar. *Jurnal Pengabdian Masyarakat Bestari*, 1(8), 821–828. <https://doi.org/10.55927/jpmb.v1i8.1734>
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education. *International Journal of Resarch in Englsih Education*, 1(1), 1–6. <https://ijreeonline.com/article-1-21-en.html>
- Gilakjani, A. P., & Sabouri, N. B. (2016). Why Is English Pronunciation Ignored by EFL Teachers in Their Classes? *International Journal of English Linguistic*, 6(6). <https://doi.org/10.5539/ijel.v6n6p195>
- Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, 15(2), 2–11.
- Gosh, S., Mitra, B., & De, P. (2020). Towards Improving Emotion Self-report Collection using Self-reflection. *CHI EA '20: Extended Abstracts of the 2020 CHI Conference on Human Factors in Computing Systems*, 1–8. <https://doi.org/https://doi.org/10.1145/3334480.3383019>

- Gowasa, N. S., Yudar, R. S., & Nursafira, M. S. (2019). Exploring Quantity and Diversity of Informal Digital Learning of English (IDLE): A Review of Selected Paper. *Journal of Ultimate Research and Trends in Education*, 1(1), 1–6.
- Gusdian, R. I., Lestiono, R., Hidayah, M. N., & Prastiwi, N. W. (2022). Pelafalan Kosakata Bahasa Inggris Melalui Bunyi Suara Huruf Hijaiyah Pada Guru TK. *JMM (Jurnal Masyarakat Mandiri)*, 6(1), 11–12.
- Habibi, M. W. (2016). *English Pronunciation Problems Encountered By*. Maulana Malik Ibrahim State Islamic University of Malang.
- Holec, H. (1979). *Autonomy and Foreign Language Learning*. Council of Europe.
- Hyunsong, C. (2009). A Study on the Rhythm of Korean EFL Learners' English Pronunciation. *Speech and Phonetic Science*, 1(2), 141–149.
- Ico, M. (2021). *How gamers experience informal digital learning of English within video games and online affinity spaces* [University of Oulu]. <https://urn.fi/URN:NBN:fi:oulu-202108198882>
- Iranmanesh, A., & Darani, L. H. (2018). Effects of Movies and Gender on Learning English Idiomatic and Everyday Expressions among Iranian EFL Learners. *Malaysian Online Journal of Educational Sciences*, 6(3), 1–11.
- Islam, S. M. (2021). Rhythmic errors in nonnative english pronunciations. *Journal of Education and Social Science*, 18(2), 14–22.
- Jenkins, J. (2000). *The Phonology of English as an International Language* (berilustra). OUP Oxford.
- Kabooha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9(3), 248. <https://doi.org/10.5539/elt.v9n3p248>
- Kukulska-Hulme, A., Lee, H., & Norris, L. (2017). *Mobile Learning Revolution: Implications for Language Pedagogy*. Wiley-Blackwell. <https://doi.org/http://dx.doi.org/10.1002/9781118914069.ch15>
- Kusuma, I. P. I., Dewi, N. L. P. E. S., & Paramartha, A. A. G. Y. (2024). Informal Digital Learning of English To Support a Formal Speaking Course: Efl Preservice Teachers' Perceptions and Implementation Ideas. *Turkish Online Journal of Distance Education*, 25(4), 244–259. <https://doi.org/10.17718/tojde.1360065>
- Lai, Y., Saab, N., & Admiraal, W. (2022). Learning Strategies in Self-directed Language Learning Using Mobile Technology in Higher Education: A Systematic Scoping Review. *Education and Information Technologies*, 22, 7749–7780.

- Lamb, M. (2004). "It depends on the students themselves": Independent language learning at an Indonesian state school. *Language, Culture and Curriculum*, 17(3), 229–245. <https://doi.org/10.1080/07908310408666695>
- Latiff, R. A., Mokhtar, N. H., MUSHAHAR, R. H. R., & HALIM, M. F. A. (2021). Promoting English Language Learning Among Limited English Proficiency Learners Through Movies. *Malim: Jurnal Pengajian Umum Asia Tenggara (Sea Journal of General Studies)*, 22(1), 126–138. <https://doi.org/10.17576/malim-2021-2201-10>
- Lee, J. S. (2022). Informal Digital Learning of English. In *Routledge Taylor and Francis Group*. Routledge Taylor and Francis Group. <https://doi.org/10.1002/9781119643845.ch3>
- Levis, J. M. (2018). *Intelligibility, Oral Communication, and the Teaching of Pronunciation*. Cambridge University Press.
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues, and Problems*. Dublin: Authentik.
- Littlejohn, A. (2008). The tip of the iceberg: Factors affecting learner motivation. *RELC Journal*, 39(2), 214–225. <https://doi.org/10.1177/0033688208092185>
- Liu, G. L., Zhang, Y., & Zhang, R. (2023). Examining the relationships among motivation, informal digital learning of English, and foreign language enjoyment: An explanatory mixed-method study. *ReCALL*, 72–88. <https://doi.org/10.1017/S0958344023000204>
- Lv, Z. (2023). The Significance of English Movies on Learning English in EFL Classrooms. *The Educational Review, USA*, 7(8), 1111–1115. <https://doi.org/10.26855/er.2023.08.013>
- Maulida, F. N., Mardiana, W., & Irfan, S. (2022). Exploring Teriary Students' Experience of Informal Digital Learning of English for Boosting English Receptive Skills. *Indonesian Journal of English Language Studies (IJELS)*, 8(2), 41–51. <https://doi.org/10.24071/ijels.v8i2.5046>
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis. In Sustainability (Switzerland)* (3rd ed., Vol. 11, Issue 1). Sage Publication. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Mrissa, B., & Anasse, K. (2023). Teaching English with Movies. *Social Science and Humanities Journal*, 8(02), 34503–34515. <https://doi.org/10.18535/sshj.v8i02.939>
- Mukrim, Mertosono, S., Marhum, M., & Kamaruddin, A. (2024). Incorporating

Informal Digital Learning of English (IDLE) in The Speaking Classroom: Student's Perception and Its Impact on Speaking Ability. *PROCEEDINGS OF THE ICONELT (International Conference on English Language Teaching) 4th ICONELT*, 4(1), 16–23. <https://doi.org/10.1163/156854295X00122>

Munandar, I., Indira, D., & Darmayanti, N. (2021). Kesalahan Pengucapan Vokal Bahasa Inggris Mahasiswa “Kelas Berbicara” UIN Sunan Gunung Djati. *Adabiyāt: Jurnal Bahasa Dan Sastra*, 5(2), 157. <https://doi.org/10.14421/ajbs.2021.05202>

Nugraha, S. V., Irawan, L. A., Haerazi, & Frank, T. O. (2022). Segmental Aspects of Pronunciation Errors Produced by ELE Students in Classroom Settings. *Journal of Language and Literature Studies*, 2(2), 88–98. <https://doi.org/10.36312/jolls.v2i2.759>

Nugroho, A., & Triana, Y. (2021). EFL Learners' Beliefs and Practices on Informal Digital Learning of English beyond Classroom. *IJEE (Indonesian Journal of English Education)*, 8(2), 198–212. <https://doi.org/10.15408/ijee.v8i2.19843>

Othman, K. (2023). Integrating Informal Digital Learning of English (IDLE) into Teaching Reading Skills to EFL Learners in Some Sudanese Secondary Schools. *Journal of Namibian Studies*, 33, 448. <https://doi.org/10.59670/jns.v33i.444>

Paramita Sari, N. L. K. J., Saharjo, S. J., & Prayogi, P. A. (2022). Students' English Vowel Pronunciation in Handling Phone Calls. *Jurnal Manajemen Pelayanan Hotel*, 6(2), 375. <https://doi.org/10.37484/jmph.060209>

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. Sage Publication.

Pavithra, K., & Gandhimathi, S. N. S. (2024). A systematic review of empirical studies incorporating English movies as pedagogic aids in English language classroom. *Frontiers in Education*, 9(June), 1–15. <https://doi.org/10.3389/educ.2024.1383977>

Purba, D. P., Bangun, M. N., Pramana, E. P., Sinaga, R. M. J., & Tarigan, S. N. (2019). An Analysis Students' Vowel in Pronunciation. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 180–188. <https://doi.org/10.31539/leea.v3i1.998>

Puspita, P., Sudarsono, S., & Susilawati, E. (2017). Interference of Sambah Malay in pronouncing English consonant sounds. *Jurnal Pendidikan Dan Pembelajaran Untan*, 6(5), 214991.

Rahman, L. T., Supraptiningsih, N., Pratiwi, S. K., & Nopus, A. M. (2023). Use of Digital Technology in Informal English Language Learning: How the Practices Support Learning Outcomes? *ELLTER Journal*, 4(1), 127–135. <https://doi.org/10.22236/ellter.v4i1.11420>

- Ratna Komala, A. (2021). *The Impact of E-learning on Student Learning Motivation*. UNIKOM ICOBEST 2021.
- Reinders, H. (2010). The role of self-access in language learning. *Language Learning & Technology*, 14(2), 6–10.
- Reinders, H., & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, 50(4), 561–578. <https://doi.org/10.1017/S0261444817000192>
- Reinders, H., & White, C. (2011). Special issue Commentary : Learner Autonomy and New Learning Environments. *Language Learning & Technology*, 15(3), 1–3. <https://doi.org/10.1521/jscp.2009.28.1.127>
- Rezai, A. (2024). Informal digital learning of English in teachers: development and validation of a scale. *ReCALL*, 1–16. <https://doi.org/10.1017/S0958344024000247>
- Riayuningsih, K., Lubis, A. A., & Sofyan, D. (2022). EFL Students' Beliefs and Practices on Informal Digital English Learning Outside Classrooms. (*JELS*) *Journal of English Language Studies*, 7(2). <https://doi.org/http://dx.doi.org/10.30870/jels.v7i2.16536>
- Robinson, J. D., & Persky, A. M. (2020). Developing self-directed learners. *American Journal of Pharmaceutical Education*, 84(3), 292–296. <https://doi.org/10.5688/ajpe847512>
- Saito, Y., & Saito, K. (2017). Differential Effects of Instruction on the Development of Second Language Comprehensibility, Word Stress, Rhythm, and Intonation: The Case of Inexperienced Japanese EFL Learners. *Language Teaching Research Reviewers*, 11(1), 92–105.
- Sánchez Franco, C. E., & Pérez Ortega, M. I. (2024). Literature Review about the Intrinsic motivation in Young English as a Foreign Language Learners Literature Review about the Intrinsic motivation in Young English as a Foreign Language Learners. *Runas. Journal of Education and Culture*, 5(9). <https://doi.org/10.46652/runas.v5i9.179>
- Saz, O., Simón, J., Rodríguez, W. R., Lleida, E., & Vaquero, C. (2009). Analysis of Acoustic Features in Speakers with Cognitive Disorders and Speech Impairments. *EURASIP Journal on Advances in Signal Processing*, 2009(1). <https://doi.org/10.1155/2009/159234>
- Schmidt, R. W. (1990). *The Role of Consciousness in Second Language Learning* (Vol. 11, Issue 2). Oxford University Press.
- Setyadi, A. (2019). Fonem Deret Vokal dalam Bahasa Indonesia. *Nusa: Jurnal Ilmu Bahasa Dan Sastra*, 14(2), 169. <https://doi.org/10.14710/nusa.14.2.169-180>

- Sharma, L. R. (2021). Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English. *Interdisciplinary Research in Education*, 6(2), 63–78. <https://doi.org/10.3126/ire.v6i2.43539>
- Sholeh, A., & Uun, M. (2015). Pronunciation Difficulties Encountered by EFL Students in Indonesia: Sebuah Studi Kasus Pada Mahasiswa Kelas Integrated Course Semester 1 FKIP Bahasa Inggris Universitas Kanjuruhan Malang. *Sustainability (Switzerland)*, 5(2), 1–14. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciu rbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Siregar, A. R. F., Lubis, Y., & Julaika, S. (2023). The Exploration of English Consonant: A Literature Review. *Jurnal Pendidikan Dan Sastra Inggris*, 3(2), 42–50. <https://doi.org/10.55606/jupensi.v3i2.1982>
- Solijonova, M. (2024). CINEMA IN THE CLASSROOM: ENHANCING EFL LISTENING AND CULTURAL AWARENESS. *Konferensiya*, 1(1).
- Stake, R. E. (1995). *The Art of Case Study Research: Perspectives on practice*. In Thousand Oaks CA Sage. <http://books.google.com/books?hl=de&lr=&id=ApGdBx76b9kC&pgis=1>
- Stockwell, G. (2012). Using mobile phones for language learning: Examining the effectiveness of mobile language learning. *Language Learning & Technology*, 16(1), 68–84.
- Subagia, I. W., Wiratma, I. G. L., & Selamat, I. N. (2019). Teachers' handicap in conducting learning process using scientific approach: A case analysis of in-house training results of senior high school teachers. *Journal of Physics: Conference Series*, 1317(1). <https://doi.org/10.1088/1742-6596/1317/1/012154>
- Suyadi. (2024). The Effectiveness of Using Shadowing Technique Towards Students ' Consonant Pronunciation. *Jurnal Ilmiah Universitas Batanghari Jambi*, 24(3), 2660–2666. <https://doi.org/10.33087/jiubj.v24i3.5682>
- Tambunsaribu, G. (2022). Ketidakkonsistenan Beberapa Huruf Konsonan Dalam Bahasa Inggris. *Dialektika: Jurnal Bahasa, Sastra Dan Budaya*, 9(2), 156–171. <https://doi.org/10.33541/dia.v9i2.4372>
- Tench, P. (2005). Teaching intonation. In *Speak Out* (Vol. 34, pp. 45–53).
- Thudt, A., Hinrichs, U., Huron, S., & Carpendale, S. (2018). Self-reflection and personal physicalization construction. *Conference on Human Factors in Computing Systems - Proceedings, 2018-April*. <https://doi.org/10.1145/3173574.3173728>

- Umar, R. L. U., & Aspary, N. F. (2024). Students' Pronunciation Skill on the Ability of Suprasegmental and Segmental Aspects in English Pronunciation. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 5(1), 314–319. <https://doi.org/10.55681/nusra.v5i1.2196>
- Wangi, W., & Aprilliyanti, E. C. (2019). Students' Error in Pronouncing Monophthong Vowels. *FENOMENA*, 18(1), 149–162.
- Wardhany, D. S. (2022). Promoting English movie as a means of enhancing EFL learners' cultural competence. *JOALL (Journal of Applied Linguistics and Literature)*, 7(1), 186–201. <https://doi.org/10.33369/joall.v7i1.16594>
- Wijaya, S. A., Asib, A., & Suparno, S. (2021). Portraying Informal Digital Learning of English from Management, Beliefs, and Practices. *Register Journal*, 14(2), 157–184. <https://doi.org/10.18326/rgt.v14i2.157-184>
- Yaacob, Z., Ujang, S., Zainal, L., & Embong, A. M. (2021). English Movies in a Malaysian English as a Second Language (ESL) Classroom Setting. *International Journal of Academic Research in Business and Social Sciences*, 11(11). <https://doi.org/10.6007/ijarbss/v11-i11/11521>
- Yudar, R. S., Aditomo, D. T., & Silalahi, N. S. (2020). The Movie as a Helper for Students' Pronunciation in Speaking Skill Class. *ELSYA: Journal of English Language Studies*, 2(1), 15–19. <http://ojs.journal.unilak.ac.id/index.php/elsya>