

The Correlation Between Frequency of Using English Subtitles and Perceived Speed of Spoken English in Films Toward Students' Perception of Listening Comprehension

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Abstract

This study examines the correlation between the frequency of English subtitle use and perceived spoken English rate in movies on students' perceptions of listening comprehension. In this digital era, audiovisual media such as English-language movies offer abundant exposure to authentic language input, yet many EFL learners continue to face challenges in understanding native speech, mainly due to fast delivery and unfamiliar pronunciation. Subtitles—especially subtitles in the same language (English)—are increasingly being used to bridge this gap, potentially improving students' vocabulary, pronunciation, and listening confidence. This quantitative study involved 42 eighth-grade students from a junior high school in Kediri. Data were collected using a structured questionnaire covering three main variables: frequency of subtitle use, perceived spoken English rate in movies, and perceived listening comprehension. The results of this study showed that the frequency of English subtitle use significantly influenced students' perceptions of their listening ability, while perceived spoken English rate did not show a statistically significant direct effect. These results suggest that consistent use of subtitles helps students better adapt to native speech and fosters better listening comprehension. This study supports the use of subtitled films as an effective supplement in English as a second language (EFL) classroom. Future research could expand on this study by exploring different types of subtitles or broader populations to deepen our understanding of media-assisted language acquisition.

Key words: English subtitles, perceived speech speed, listening comprehension, audiovisual media, junior high school students

INTRODUCTION

English is now the most widely spoken language in the world, and platitudes are common in many fields, including education, technology, entertainment, and international communication (Fadhilah, n.d.). In Indonesia and other countries where English is not the first language, students need to be able to speak English well. This is especially true now as Indonesia is becoming more connected to global networks. People consider English as more than just a way to communicate with people from other countries; they also see it as a key skill for getting ahead in school and work. Because of this, learning English has become a key part of language education in Indonesia at all levels, from elementary school to college. Students should be able to read, write, listen, and speak English well enough to be able to use it in real life. Listening is typically thought to be one of the most basic and hardest of the four main

skills to learn, especially for students who are studying English as a foreign language (EFL) (Oktapiani et al., 2024). This is mostly because listening is a real-time, receptive talent that needs immediate cerebral processing of sounds that come in.

To understand spoken English in both school and real life, you need to be able to listen well. Students who can't understand spoken English well may have trouble not only in English class but also in other school activities that include talking or giving instructions. Listening is also crucial for improving other language abilities, especially speaking. If students don't have a thorough understanding of verbal input, they may have trouble responding effectively in conversations or building confidence in their speaking skills (Sirrul Bari & Muhammad Tazul, 2024). However, many EFL learners have trouble understanding spoken material for a number of linguistic and cognitive reasons. Some of these problems may include unfamiliar words, difficulty understanding accents from different regions or native speakers, distinct prosodic qualities, rapid speech delivery, and the use of reduced or connected speech. Learners have to identify sounds, recognize words, figure out what they mean, and follow along with the conversation all at the same time. This makes listening a skill that requires a lot of mental effort, and it's even harder for most Indonesian students because they don't hear real spoken English very often in their daily lives (Sudrajat et al., 2020).

One of the biggest problems with understanding spoken English is how fast native speakers seem to talk. Many learners say that native speakers talk too rapidly, which makes it challenging to understand even words they know (Darmayanti Manurung et al., 2024). When students think speech is too fast, it can make them anxious about listening, less motivated, and unable to keep up with the constant flow of words. Native speakers frequently employ contractions, elisions, and reductions, posing a challenge for individuals not trained to distinguish between words. Traditional classroom activities like listening drills and comprehension questions may not fully prepare students for real-life language use or help them get used to how people naturally speak. Students might only engage in planned conversations or simple speech, which do not reflect the complexity of spoken English (Crista Wijayanti, 2021).

English-language movies have become a popular and useful way to improve listening skills recently. Films give students real-life language use in a way that textbooks don't. They do this by providing authentic, contextual, and multimodal content. Films teach students more than just how to speak. They also teach them about

gestures, facial expressions, tone of voice, and cultural differences. This rich environment with several modes of communication helps people understand and learn new languages (Febrina, 2022). Movies show how people organically use words and phrases in conversation and in a wide range of social contexts. They also let students hear new speech patterns, registers, and dialects that they wouldn't hear in regular language classes. Also, movies might make students more interested and motivated because they are fun to watch. They create an immersive and enjoyable place to learn, which can help keep students interested and calm their nerves about learning a new language.

Even while audiovisual mediums provide an immersive experience, many EFL students still have trouble understanding spoken language, especially when it is spoken at a normal speed. To solve this problem, students typically use subtitles as a helpful tool. Subtitles can be a helpful tool for learners because they give them a written version of the spoken language that helps them understand what they hear (Ray, n.d.). This written guidance can help students see how sound and spelling are related, break speech up into smaller parts more correctly, and learn new words and phrases more easily.

Subtitles are a type of visual aid that can help people who speak and write different languages understand each other better. Specifically, English subtitles, which are also called same-language subtitles, are thought to help learners' listening abilities by giving them a written reference to match the words they hear (Xu et al., 2022). This dual-mode input can help with language processing by using both hearing and seeing. Students can read and hear words simultaneously, which may help them recognize and understand them better. This kind of exposure helps students understand pronunciation, vocabulary, and grammar better, as well as get used to the natural rhythm and tempo of speech. Researchers have shown that watching English-language shows with English subtitles can help people become used to spoken English and make them feel like speaking isn't excessively rapid (Peters & Webb, 2020). As students get used to matching audio and text, they may be able to understand speech better because they can tolerate speech tempo and have a better sense of time. This means that subtitles can help with both understanding and cognitive development, which can help with listening fluency.

Even though these benefits are possible, the use of subtitles in formal language classes in Indonesia is still limited. Most of the time, junior high schools (Sekolah Menengah Pertama/SMP) use scripted audio recordings instead of real spoken language for listening exercises. Listening exercises are often limited by what is covered in the textbook, how much time is available in class, and the need to get ready for tests. Also, movies and subtitles are often hard to use because of logistical and institutional problems, including not having the right audiovisual equipment, not having enough internet connectivity, or not having any rules for teaching using movies (Pradinanty, n.d.). Still, many students watch English-language movies with subtitles on their own outside of school, which gives them informal but important chances to learn the language. Streaming services and social media often make it easier for kids to study informally, which may help them improve their listening skills, even if the practice is not officially recognized in the classroom or in the curriculum (Kurniawan & Anwar, 2024).

There hasn't been much research on this informal practice, especially regarding its effect on students' ideas about how fast spoken English is and how well they think they can listen. There is more and more research on how subtitles are used in applied linguistics and second language learning; however, there is still not enough research on Indonesian junior high school students. Past research has looked at how well subtitles help people learn a second language. The results showed that they help in vocabulary learning (Frumuselu et al., 2021), pronunciation, and understanding what they hear. Most of the time, these studies are done with college students or adult learners, and they usually take place in Western or higher education settings. But not much research has looked at the link between how often students use English subtitles, how fast they think spoken English is, and how well they understand what they hear, especially among junior high school students in Indonesia. This represents a significant gap in research, particularly as digital media and audiovisual content become increasingly important in the lives of teenagers.

This difference is important because how fast a person thinks speech is can directly affect how well they can digest what they hear, which in turn affects their confidence and performance on listening tasks. If students think that native speech is too fast, they may get too much information, which can make it harder for them to understand and less likely to want to use real resources (Hidayatullah Jakarta & Dwi

Apriliani, 2022). On the other hand, kids who hear natural speech patterns over and over again may learn to listen better and be more resilient when talking to people in real time. Educators could make listening lessons that are more in line with how students actually utilize media if they knew how using subtitles changes these perspectives.

To make better lesson plans that fit with how kids use media, it's important to understand this link. If students can get used to the way native speakers talk faster by watching movies with English subtitles, this could assist teachers in deciding whether or not to use movies with subtitles in the classroom (Andriani & Angelina, 2020). It might also help with efforts to make listening activities more personal and lessen worry about listening. Teachers can think about giving students subtitled movies to watch as extra listening exercises. Such activities would make them think about what they saw and heard, and as their confidence improves, they could start using unscripted or unsubtitled materials.

Teachers can make language education more well-rounded and focused on the student by combining formal and casual learning styles. In the end, looking at how English subtitles can help with listening comprehension can give us useful information on how to use technology and media to help people learn languages better, especially when there isn't much time or resources in the classroom (Samira MCA Biskra President Mansouri Amina MAB Biskra Supervisor Mehiri Ramdane MAB Biskra Examiner, n.d.).

METHOD

Design

This study aimed to investigate students' views on their frequency of using English subtitles and their impressions of English-speaking speed in films, as well as its correlation with their listening comprehension. To gain general knowledge about students' impressions, a questionnaire method was used. Typically used in quantitative approaches, questionnaire research allows measuring an individual's opinions, perceptions, attitudes, and habits (Riana Rahmawanti et al., n.d.). This study also investigated the relationships between variables using correlational techniques, which allow one to measure the degree and direction of interaction that is free from intervention by the variables. The method allows the researcher to determine whether

students who regularly use English subtitles perceive speaking speed differently or have different levels of listening comprehension.

Subject

The subjects in this study were 42 eighth-grade junior high school students in one of the schools in Kediri City who have a habit of watching English-language films. The selection of subjects was done purposively by considering that they are accustomed to using English subtitles and have a basic understanding of spoken English. Student participation was done voluntarily, and the identities of respondents were kept confidential in accordance with research ethics.

Instruments

The instrument used in this study was a closed questionnaire consisting of 18 statements, arranged based on three main variables: (1) frequency of use of English subtitles, (2) perception of speaking speed in English-language films, and (3) perception of listening comprehension. All items were arranged in the form of a 5-point Likert scale, ranging from strongly disagree to agree. The instrument had been pretested to ensure its validity and reliability.

Data Collecting Technique

This study's data collection technique involved boldly distributing questionnaires through links shared with students. Respondents were asked to fill out the questionnaire independently according to their experiences and opinions. The researcher ensured that each student understood the filling instructions by providing an explanation online before the questionnaire was filled out (Sudrajat et al., 2020).

Data Analysis Technique

Based on the formulation of the problem in this study, the researcher used a correlational research design to determine the relationship between the variables studied. (Megawati et al., 2021), correlational research aims to study phenomena related to participant characteristics and provide estimates of the strength of the relationship between two or more variables. After the results of students filling out the questionnaire were collected, the researcher conducted several prerequisite tests

before conducting the correlation test. To find out whether the data was normally distributed or not, the researcher used the One-Sample Shapiro-Wilk Test via SPSS version 25, because the number of respondents in this study was 42 students, which is less than 50. The results of the normality test showed that the significance value for the frequency of use of English subtitles was 0.042, perception of speaking speed was 0.049, and perception of listening comprehension was 0.139. Because most of the significance values are above 0.05, the data is considered generally normally distributed.

Furthermore, the researcher conducted a linearity test to determine whether the relationship between each variable was linear. The test results show that the deviation from the linearity value between the independent and dependent variables has a significance level above 0.05, which means that the relationship between the variables is linear. After the assumptions of normality and linearity are met, the researcher uses multiple regression techniques to determine the effect of two independent variables on one dependent variable.

RESULTS and DISCUSSION

Results

The following is the formulation of research questions in Indonesian that are in accordance with the journal title *The Correlation Between Frequency of Using English Subtitles and Perceived Speed of Spoken English in Films Toward Students' Perception of Listening Comprehension*:

What is the perception of students towards the use of English subtitles in watching films as a means of learning listening comprehension? Does the higher the frequency of using English subtitles and the better the perception of speaking speed in English films, the better the students' perception of their listening comprehension skills?

Close-Ended Questionnaire

This study is to determine students' perceptions of the use of English subtitles and speaking speed in English-language films in relation to their perceptions of listening comprehension ability. The data used are the results of a survey shared via Google Form. In this questionnaire, 42 students gave their responses to the questions. The table below presents a recapitulation of students' responses to 18 items in the

questionnaire related to the frequency of using English subtitles, their perceptions of their ability to understand the contents of the film. Data from three variables—subtitle usage frequency (X1), perception of listening comprehension ability (Y)—were tested for normality. This is important as a parametric. Given that there were 42 respondents, the normality test was conducted using Shapiro-Wilk SPSS. The results of the table test are as follows.

Table 1
Normality Test

Variable	Statistic	Df	Sig.	Note
Between Frequency of Using English Subtitles	.945	42	.042	Normal
Perceived Speed of Spoken English in Films	.947	42	.049	Normal
Perception of Listening Comprehension	.959	42	.139	Normal

The normality test is shown in table 1. The p-value for Frequency of English Subtitle Usage has a value of 0.042, Perception of Speaking Speed in English Language Movies shows a value of 0.049 and for Perception of Listening Comprehension gets a value of 0.139. If the p-value > 0.05, then it means that the data is normally distributed. In table 2, it can be concluded that the data is normally distributed.

Next, the results of the linearity test of each variable are presented in the following table 2. This linearity test was carried out using the IBM SPSS Statistics version 25 program with the ANOVA (Analysis of Variance) method.

Table 2
Linearity Test

Variable	Deviation from Linearity		
	F	Sig	Note
Frequency of Using English Subtitles	1.127	376	Linear
Perceived Speed of Spoken English in Films	1.351	255	Linear

The linearity test is shown in Table 2; the significance value obtained from the relationship between variables X1 and Y is 0.376, and the relationship between X2 and Y is 255. This value surpasses the predetermined threshold of 0.05. We can conclude that both data exhibit linearity. Because the prerequisite test for this analysis has been met, the next formula is to look at multicollinearity to find out whether X1 and X2 have a significant relationship between independent variables.

Table 3

Multicollinearities		
Vif	P-Value	Note
1.000	000	No Multicollinearity
1.000	023	No Multicollinearity

Based on Table 3 multicollinearity test, a VIF value of 1,000 indicates the absence of multicollinearity. If the VIF value is less than 10 or the tolerance value is greater than 0.01, it indicates that there is no multicollinearity, meaning each independent variable contributes uniquely and does not excessively influence one another in relation to the dependent variable.

Next are the results of the autocorrelation test presented in Table 4 below. This autocorrelation test was conducted using the IBM SPSS Statistics version 25 program by applying the Durbin-Watson method to determine whether or not there is a correlation between residuals in the regression model.

Table 4

Autocorrelation test		
k=2		
dL	dU	dW
1.4073	1.6061	0.919

Obtained a Durbin-Watson value of 0.919. The dL value is 1.4073, the dU value is 1.6061, and there are two independent variables ($k = 2$) based on the Durbin-Watson table criteria. Because the dW value (0.919) is smaller than dL (1.4073), it can be concluded that there is positive autocorrelation in this regression model.

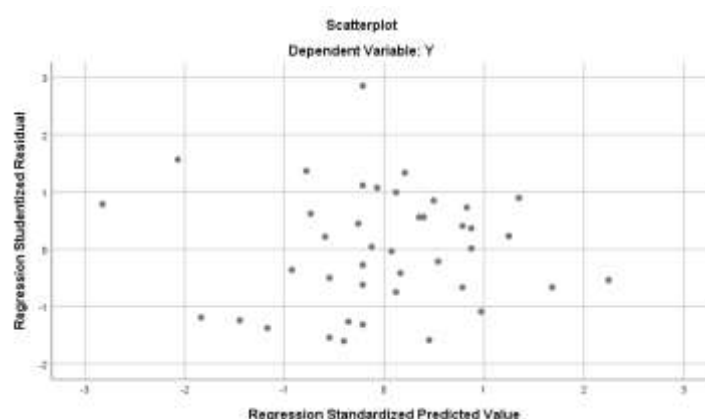


Figure 1. Heteroscedasticity test

Figure 1. presents the results of the heteroscedasticity test visualized through a scatterplot. Based on the graph, there is no particular regular pattern, and the points are spread randomly both above and below the number 0 on the Y axis. This random

distribution pattern indicates that there is no heteroscedasticity problem, so the assumption of homoscedasticity is met.

Table 6
Regression

			β	t	sig
R	F	Sig	.613	6.357	.000
539	22.772	.000	-.223	-2.368	.023

From the table 6 above, it can be seen from the sig. value of $.000 < 0.05$ indicating that each independent variable has significant correlation toward variable Y, then if seeing from each correlation between variable X1 and X2, it can be seen that sig. value on X1 toward Y is $.000 < 0.05$ it means that variable X1 has significantly correlate with variable Y. In the last, For the sig value of X2 is $.023 < 0.05$ which means that there is significant correlation between variable X2 and variable Y.

DISCUSSION

The findings of this study's demonstrate that there are some important things to learn about how often students utilize English subtitles, how fast they think spoken English is in movies, and how well they think they understand what they hear. The results of the multiple regression analysis showed that the independent variables—how often students use English subtitles (X1) and how fast they think others speak (X2)—have a large effect on how well they think they understand what they hear (Y). The important value of 0.000, which is less than the cutoff of 0.05, supports this. In other words, both variables interact together to change the dependent variable.

More specifically, looking at each independent variable by itself provides us a more complex picture. The significance value for X1 (how often students watch English-language movies with English subtitles) was 0.000, which is less than 0.05. The data suggests that students who see English-language movies with English subtitles more often are more likely to think they are strong listeners. This finding supports the idea that students learn how real people use English by hearing it over and over again with subtitles. This includes how they say words, how they speak, and how they use rhythm. These findings are in accordance with other research (e.g., Frumuselu et al., 2021; Peters & Webb, 2020) that showed how employing subtitles

can help students learn new words, say them better, and feel surer that they can understand spoken English.

The variable X2, which measures students' perception of spoken English speed in movies, also demonstrated a statistically significant influence on their level of listening comprehension. With a significance value of 0.023, this result falls below the conventional threshold of 0.05 ($p < 0.05$), indicating that this finding is not merely coincidental. This outcome is strongly illuminated by Cognitive Load Theory (Sweller, beginning in the late 1980s and continuously developed). Rapid speech significantly increases the intrinsic cognitive load on L2 learners, potentially overwhelming their working memory capacity (Baddeley, 2000; Cowan, 2005) as they attempt to process and integrate auditory information in real-time.

The implication here is that students' perception of speech speed directly impacts how well they believe they understand the material they're listening to. This phenomenon can be well explained by the role of subtitles, consistent with contemporary Multimodal Learning/Processing Theories (active since the late 1990s and 2000s). Students accustomed to using English subtitles may be better able to keep pace with rapid speech due to the visual support of the text. The ability to simultaneously see the spoken words acts as a cognitive bridge, providing both auditory and visual input. This dual-modal input can effectively reduce extraneous cognitive load by offering redundancy and an alternative processing channel, thereby freeing up mental resources. This facilitates the integration of auditory and visual information more effectively over time, ultimately improving students' understanding of fast-spoken English.

The regression model also passed tests for normality, linearity, and homoscedasticity. This suggests that the data used in the analysis was helpful for generating conclusions. The Durbin-Watson test result, on the other hand, showed a positive autocorrelation ($dW = 0.919 < dL = 1.4073$), which suggests that the regression model's residuals were not independent. This doesn't mean that the conclusions are erroneous; it only means that future studies might need to change how they collect samples or organize their data.

These findings significantly impact the teaching of languages, particularly in junior high schools. Most of the time, traditional approaches to measuring listening comprehension use scripted audio recordings that don't have a lot of cultural or

contextual complexity. Movies with English subtitles, on the other hand, enable pupils to use real-world language in a way that is more relevant and interesting. This study suggests that showing English-language movies with subtitles is an effective strategy to help pupils get better at understanding what they hear.

The results also indicate how crucial it is to teach English classes about media literacy. Students today are "digital natives," which means they already use audio and video information outside of school. To make their classes more useful and effective, teachers can think about adding these informal forms of learning to their planned language lessons. They can exploit students' natural enthusiasm in movies and TV shows to improve their motivation and make learning more engaging.

CONCLUSION

The purpose of this study was to examine the Correlation Between Frequency of English Subtitle Use and Perceived Speed of Spoken English in Movies on Students' Perceptions of Listening Comprehension. The results showed a significant positive effect that frequent use of English subtitles made students feel they understood what they heard better. This means that watching English movies with subtitles regularly can help learners get used to the way people naturally speak, learn new terms, and feel more confident in their listening skills. English subtitles are more than just a tool to know what is going on; they also help people learn the language, especially EFL learners who can struggle with how quickly and clearly native speakers speak. On the other hand, how quickly English is perceived to be spoken did not have a statistically significant direct effect on how well they understood what they heard or could be said to be significantly negative. Most people think that speaking too fast is a problem, but it may not be a big deal if learners are provided with useful information, such as English subtitles. So, subtitles can help people understand what is being said, even if it is spoken quickly. In short, adding English subtitles to films used in language classes can be a very helpful way to help high school students understand what they hear. Teachers should incorporate this kind of material in their lessons to make it more fun for pupils to hear authentic English. The report also says that additional research is needed to find out how subtitled media might assist people learn languages in a way that lasts longer. There should be more types of subtitles, a bigger group of people, and data collected over a longer period of time for this study.

Author Biography

Kristin Yulinar is a dedicated researcher in English education who is very interested in how people learn languages and how media may help them learn. She has a bachelor's degree in English Education and has been involved in research that looks at how to use multimedia to help students improve their listening and understanding skills. Her current research is about how combining subtitles and audio might help junior high school students understand spoken English better. Kristin has worked as a classroom teacher and an educational material producer in the past, and she is dedicated to supporting new ways of teaching. Her scholarly work shows that she is committed to finding out how modern media may help people learn languages in formal school settings.

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