Words and expressions in movies:
Indonesian English as a foreign language students' reflection

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A R T I C L E   I N F O

A B S T R A C T

This study was aimed to find out the students' reflection on the words and expressions found in English-spoken Hollywood movies, more particularly Thor Ragnarok. This descriptive quantitative study was conducted via discord. The population of the study was SMAN 2 Semarang students and the samples were the eleventh-grade students who watch *Thor Ragnarok* movie. The data were collected through questionnaire. The result of analysis showed that there are many students who feel their English are improved by watching Hollywood movies but they also absorb the culture like kinds of impolite words and expressions. After all, the results can give implication for how students need to study on absorbing western cultures correctly and using the words and expressions properly in appropriate ways.

I. INTRODUCTION

Words and expressions have different interpretations and meanings. The words that we convey at certain times and in certain places can be interpreted and interpreted differently by other people. Words that we think are polite are not necessarily polite to other people who have different backgrounds and cultures, and may even mean rude things to them. Therefore, we need to do a lot of this kind of study, especially about words and expressions in films, so that there is a good understanding of certain words in English so that we can avoid unnecessary misunderstandings regarding the language used by other people.

Language denotes the existence of interpersonal contact and links people to their surroundings (Urdan, 2022). Language is a means of communicating and has been called the language that can be understood by the user, then the giver and recipient of the message, inside the use of language must have a mutual agreement in using symbols and in interpreting their meanings (Hardini & Sitohang, 2019). Thus, language and society are two interrelated phenomena. They are really close because one will help the other. According to Kartomiharjo (1988), a society that lives in a certain area is typically divided into smaller groups. Ethnicity, career, religion, philosophy, socioeconomic status, education, and other factors shape them.

In today's evolving world, relationships and communication across nations are crucial for fostering camaraderie and collaboration. English replaces all other languages as the dominant tongue on a global scale. However, not everyone can speak and understand English well, particularly in Indonesia. Furthermore, it becomes challenging for them to comprehend the meaning. Additionally, it becomes harder for them to relate the concept and meaning to their everyday lives. Because of this, translators and interpreters play a crucial role in preventing miscommunication between speakers of different languages. As a result, communication is restricted. They must effectively learn and understand English, in other words. Beginners must use media to learn English in order to understand it more appropriately. Newspapers, television, novels, and books are a few forms of media.

One type of audiovisual media is movie. It is the most popular kind of media among English language beginners. It is fun and lovely. One form of entertainment that appeals to all generations is the movie. It includes historical information, political messages, moral lessons, and cultural elements. In this time, the movie becomes so commonplace. When individuals watch a movie, they can find enjoyment in it. People can lose track of time while watching a movie. Movies are engaging media for everyone, from young children to adults. The film contains cultural elements, moral lessons, information about education, lifestyle, politics, and history. The movie also contains impoliteness. In the movie Impoliteness, there are phrases and words that students can utilize to interact with others. Students not only employ these kinds of sentiments and words, but they also alter them to create negative attitudes. A movie can be a useful tool for learning English, but it can also be terrible for kids if they do not separate the good from the poor.

Therefore, from the explanation above, the researchers would like to know the students' perspective towards words and expressions used in *Thor Ragnarok* and the result of this study hopefully can help the students to figure out the words and expressions used in any English-spoken movies. Furthermore, the present researchers would also like to investigate the students' perceptions on their English language skills' improvement after watching the movie.

There are some reasons why the present researchers chose the topic. The first reason for choosing this topic is that many students can improve their English skills by watching Holywood movies but only a few students have ability to filter the cultures, words, and expressions. Elgana (2012) states that there are so many students copying and imitating other cultures because it is the trend at that time and they are proud to use it. One of the factors that affect them is watching movie. Additionally, many students misused English because their

ability to filter the cultures, words and expressions are still low. Many students transform Impolite words and expressions used in movie to bad attitudes because they absorb raw western cultures without filtering it. Then, how do the students perceive the impolite words and expressions found in *Thor Ragnarok?*

The first previous study which seems relevant to this study had been conducted before by Hury (2015). He wrote a journal article entitled *The Impact of Western Movie towards Students' Attitudes.* He analyzed students who are watching western movies and the result is the students who are watching western movie are more active in class and mastering the English subject, especially on speaking. However, the students did not filter the bad words and bad manner found in those movies.

The second relevant study had been conducted by Iranmanesh and Darani (2018) entitled "Effects of movies and gender on learning English idiomatic and everyday expressions among Iranian EFL learners" examining the effects of movies and gender on learning English idiomatic and everyday expressions among Iranian EFL learners. The results showed that movies had significant effects on learning English idiomatic and everyday expressions among Iranian EFL learners and it improved learning. Moreover, gender had no significant effects on learning English idiomatic and everyday expression among Iranian EFL learners.

Those two researchers were under the topic of student's reflection towards language used in movie. To some extent, they are similiar with the researchers's topic. However, they did not focus on the impolite words and expressions which exist in the movies. In addition to that, the present study has the particular concern on the movie entitled *Thor Ragnarok* which is merely different from the two studies. To shortly say that this study is novice and necessary to conduct any further.

In this study, the researcher focuses on getting students' reflection about the words and expressions found in subtitle of the movie entitled *Thor Ragnarok*. Words and expressions here are slang words, rude words, and impolite gestures found in the movie. The subject of the study was senior high school students.

Movie

Movie is a form of entertainment that visualizes ideas through a series of images that produce some images of continuous motion. It is also referred to as a term that transforms a narrative into motion pictures, complete with audio and as a type of dramatic performance that is recorded as a moving image, even with the addition of special effects to produce stunning visuals (Ferreira, 2007). Movie as a medium of mass communication is a means of the nation's intellectual life, the development of selfpotential, noble character building, advancement of the welfare of society, and the promotion of Indonesia in the international world (Suroko & Muktiyo (2018). Movie can be demonstrated and displayed with mechanical and electronic projection system.

Based on the type, movie can be divided into several types as the following:

Fiction Movies

Fiction movie is the type of movie that is written or made about imaginary characters, events and not based on real people and facts. In this type of movie, to persuade the audience, movie makers make believable narratives and characters. Lightening, camera movements, and other cinematic elements ere the important things in movie to make the movie more real. Example: drama, action, animation, and so forth.

Non-Fiction Movies

Non-fiction movie presents a reality based on objective facts concerning the life of environment and real situation (Arnold, 2000). Example: portrait, profile, biography, history, etc. In conclusion, movie is an art that demonstrated or displayed by projection system and it is divided into two types of movies, fiction, and non-fiction movie. Therefore, this study uses fiction movie as the object.

Words and Expressions in Movie

Words and expressions are something spoken, written, or do that shows what performer or actor think or feel. These also help performer or actor to explore the character in movie (Jackson et al., 2014). Words and expressions can be divided into several types such as:

Facial Expression

The look of the actors' face that can describe how they feel about. Example: a blank or vacant, an anxious, pained, angry expression, rude expressions and so forth.

Gesture Expression

A gesture is a non-verbal communication which shows body language. Gesture is used to express and convey the information.

Musical Expression

Musical expression in movie helps create the environment and improve the storytelling. It is not only helpful but essential for any movie. The music makes movie more alive and makes the audiences keep in mind or always remember the movie.

Idiomatic Expression

An idiom is an expression, word or phrase that has a figurative meaning conventionally understood by native speakers. The meaning of this expression is different from the literal meaning or it does not mean exactly what the words say. This point is one of the important things for the present study that words and expressions in movie are used for exploring the character. Impolite words and expressions here mean rude words and rude expressions that can be found in facial expression, gesture expression, musical expression and idiomatic expression found in *Thor Ragnarok* movie.

Elements of Movie

In general, a movie is made with several elements to enhance and make the movie itself more interesting to watch by many segments of audience. Movie that has good elements will

be more optimal to tell the stories and build the atmosphere of the movie itself. Here are the following elements in the movie (Luo et al., 2010).

The following are the elements in the movie.

Literary Design

The compositions of literary design are the script and the story ideas. The story ideas consist of character, setting, and any background story. The script consists of some broad actions for the character and the dialogue.

Visual Design

Visual design is an element usually we see on the screen or inside the frame. The categories of visual design are performance, blocking, lighting, makeup, costume and set design.

Cinematography

This element deals with the shoots are taken by the camera or the placement of the camera. Camera angle, lens choice and the camera movement have big impact in movie.

Editing

This element is the process after taking a video from camera. Editors decide the duration of the shots, transition from scene to scene and the most important part is visual effect.

Sound Design

This element deals with the sound component what we hear when watching movie. It has a function to build the atmosphere, mood, and character to deliver the essence of the story. Elements of the movie help to enhance and deliver the main purpose of the story. It makes audiences easier to understand the purpose of the story. Therefore, elements of the movie help this study to elaborate and analyze the student's reflection about the words and expressions found in movie especially *Thor Ragnarok*.

Thor Ragnarok Movie

A 2017 American superhero film called *Thor Ragnarok* was made by Marvel Studios and released by Walt Disney Studios Motion Pictures. It is based on the Marvel Comics character Thor. As the seventeenth film in the Marvel Cinematic Universe (MCU), it is the follow-up to the 2011 film Thor and the 2013 film Thor: The Dark World. Along with Tom Hiddleston, Cate Blanchett, Idris Elba, Jeff Goldblum, Tessa Thompson, Karl Urban, Mark Ruffalo, and Anthony Hopkins, Chris Hemsworth plays Thor in the Taika Waititi-directed film, which was written by Eric Pearson, Craig Kyle, and Christopher Yost. Thor must leave the alien planet *Sakaar* in the movie *Thor Ragnarok* in order to prevent Hela from bringing about Ragnarök and the destruction of Asgard (https://en.wikipedia.org/wiki/Thor:_Ragnarök).

Word

The definition of a word is a speech sound or series of speech sounds that signify and express a meaning, typically without being able to be divided into smaller components for independent use. According to Merriam Webster's Collegiate Dictionary (1993), it is the full

collection of linguistic forms created by fusing a single base with different inflectional elements without changing the part of speech elements.

Expression

Expression is a simple word means an act, process, or instance of representing in a medium. It is something that manifests, embodies, or symbolizes something else (the Merriam Webster's Collegiate Dictionary, 1993).

II. METHODOLOGY

In this study, descriptive research design was occupied. Descriptive research designs assistance the researcher to find the answer from the questions of who, what, when, where and how related with a specific research problem. According to Melviza et al. (2017), descriptive research design describes how reality is. It is a scientific method which involves observing and describing the behavior of the subject without intimidate it in any way. The subject of the study on this research was the twelfth grade of SMAN 2 Semarang who watched *Thor Ragnarok* movie. This study involved at least 50 participants. The researchers used questionnaire to collect the data from the participants. The researchers used probability sampling to make it easier to find valid participants who watched *Thor Ragnarok* movie. Data collection technique is a technique of gathering and analyzing specific data or information to find solutions according to relevant questions and evaluate the results. The researchers used multiple data collection technique. The data were collected from *Thor Ragnarok* movie and questionnaire. The researchers focused on finding information about the impolite words and expressions found in *Thor Ragnarok* and find how the students perceive the impolite words and expressions. The impolite words and expressions found in the movie included swearing, cursing, taunting, and other disrespect utterances.

In this study, closed-ended questionnaire was applied. It was adapted from another research done by Hury (2015). Likert Scale type was focused on measuring attitudes. Likert Scale requires an individual to respond a series of statement: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA) and Strongly Disagree (SDA). Valid and reliable are criteria for a good instrument. The instrument is valid if it measures what should be measured (Arikunto, 2006). In this study, the researchers used content validity. Content validity refers to degree which a measure represents all aspects. This is to determine whether an instrument can be used appropriately. The present researchers applied the Validation Rubric for Expert Panel (VREP) (Simon & White, 2013) and give it to the expert to judge the validity of the instrument.

Instruments are said to be reliable if the instrument can reveal data that can be trusted and accordance with the actual reality. The reliability of a question indicates that the instrument is reliable enough to be used as a data collection tool because the instrument is good. From that statement we can infer that the purpose of reliability is to make a consistent result of a research. There is a tool that be used for analyzing the data in this study, it was Cronbach Alpha formula on SPSS 25 version. The formula is:

Figure 1. Cronbach Alpha Formula

$$r11= \left(\frac{k}{k-1} \right) \left(\frac{1-m\ (k-m}{kv} \right)$$

r1 = reliability of questionnaire
k = the number of questionnaire item
m = the sum of item variance
v = total variance

After inputting the data of Cronbach Alpha formula on SPSS 25 version, the coefficient of the Cronbach Alpha results was then analyzed through the following standard of reliability to avoid the subjectivity:

Table 1. Level of Standard Reliability (Cohen et al., 2007)

Score	Standard
>0.90	Very highly reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliable

The researchers used SPSS 25 version with the formula that have been mentioned above. After inputting the data, the present researchers would know the result by looking the level of standard reliability.

Data Analysis

The steps of data analysis used in this study were based on Burn's theory (2009). They are explained below:

Assembling the Data

For this step, the present researchers collected all of the data that have been gathered then they reviewed the data to find the board pattern of ideas that has correlation with the answer of the research question.

Coding the Data

After the best pattern has been found, the present researchers began sifting by the coding data into more specific categories. The data which can be identified directly such as interview

were elaborated here. The data from the questionnaire were not instantly identified. It will need a tool later to process the data by using SPSS 25 version.

Building Meaning and Interpretation

The present researchers thought deeply in this step because they should think deeply about the data by reflecting the detail concept. After that, they would interpret all the findings into an outline that reflects a whole of the analysis process. After that, they have to find out the answer of the research question before concluding it.

Reporting the Outcomes

This step was the final step where the concern of the researcher is presenting the result of the study and concluding the findings.

Data Collecting Procedure

The procedure of the study arranged to help the researcher in analyzing the data. There was sequence of steps to do for succeeding this study. The sequence of steps was enumerated by the researcher as follows: First, the present researchers gave validation rubric and the questionnaire lists to the expert to be validated. They asked to evaluate whether the questionnaires were clear, concise, and easy to understand. They then asked permission to conduct the research to the school. The present researchers gave official research letter from faculty to the school. After the permission got, the meetings with the respondents of the questionnaire were arranged. Once the data required were gathered, they were then analyzed. In the end, the analytical data were concluded and reported. It was a conclusion that answers the research question of the study about the students' reflection on the words and expressions used in *Thor Ragnarok.*

III. RESULTS AND DISCUSSIONS

In this sub-chapter, the researchers explained the result of the study. It is about the validity and reliability of the instrument. After that, the researcher elaborates all the information had been collected. Then the researcher analyzes the respondents' response which had been taken from the questionnaire.

Validity and Reliability of Instrument

The validity and reliability of the instrument had been analyzed before the researcher hand it out to the respondents. It was done to ensure that the instrument was valid and reliable for use. The researcher used Validation Rubric for Expert Panel (VREP) and handed it out to the expert for validate the instrument. The validation rubric was taken from Simon and White (2013). The validation rubric used 4 scales scoring criteria, (1 for not acceptable), (2 for below expectations), (3 for meet expectation), and (4 for exceed expectation). From the validation process, there are 20 statements, in which 10 items are scored 4 (for exceed expectation) and 10 items are scored 3(for meet expectation). The validation is attached in appendix.

The researchers measured the reliability of the questionnaire by using Alpha Cronbach on SPSS 25 version. The researchers inputed the data had been collected from the questionnaire into SPSS 25 version. The result of the measurement of the reliability can be seen below:

Table 2. Reliability of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	13

Table 3. Item-Total Statistics

	Cronbach's Alpha if Item Deleted	Reliabelity Checked
Item 1	.887	Reliable
Item 2	.888	Reliable
Item 3	.887	Reliable
Item 4	.887	Reliable
Item 5	.893	Reliable
Item 6	.888	Reliable
Item 7	.882	Reliable
Item 8	.880	Reliable
Item 9	.886	Reliable
Item 10	.886	Reliable
Item 11	.879	Reliable
Item 12	.880	Reliable
Item 13	.891	Reliable

Based on the table above, it can be inferred that the coefficient of the Cronbach Alpha is 0.894 from 13 items of questionnaire and each item has more than 0.80. It was collected from 50 respondents. Cohen [21] states that reliability of questionnaire if the score hit 0.6 or greater considered as sufficiently reliable.

Data Finding

The researchers chose the students who watched *Thor Ragnarok* movie. Then the researchers made a Discord group for the students. The researchers found the data by distributing the questionnaire via Google from. Each of the questionnaire form contained 13 close-ended items of question.

Result of Respondents' Responses

In this point, the researchers elaborated the data collected from the questionnaire. The instrument contains 13 close-ended questionnaire's responses of 50 respondents. The questionnaire contained two aspects. First aspect was student's reflection of Hollywood movie and the second aspect was student's reflection after watching *Thor Ragnarok*.
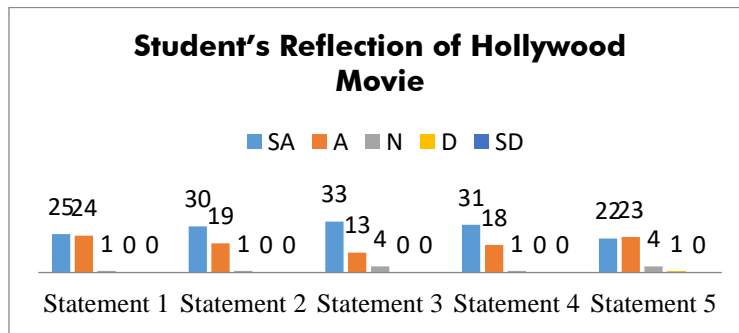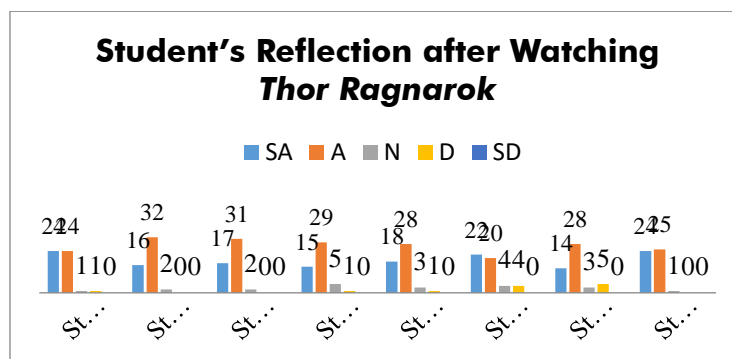
Figure 1. Student's Reflection of Hollywood Movie

Figure 2. Student's Reflection after Watching *Thor Ragnarok*

The data on Figure 2 showed that total statements of the questionnaire were 13 statements and the total respondents were 50 students. As such, from the statement of the questionnaire students were given four alternative options to choose were strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA). To make it easier to differentiate and understand, the researchers used some colors that represented each scale. Dark blue represented strongly agree scale, red represented agree scale, green represented neutral scale, purple represented disagree scale and dark blue represented strongly disagree scale. Then, the researchers explained the data result of questionnaire statements starting from statement 1 through statement 13.

Result of the First Aspect

Statement 1 said *I watch Hollywood movies*. The statement was asking about do the students watch Hollywood movie or not. As such, the student as respondents who chose strongly agree for statement 1 were 25, agree were 24, and neutral were 1.

The statement 2 said *Watching movie helps me to study English*. The statement was asking the students whether they felt watching movie can help they study English or not. As such, the respondents who chose strongly agree for statement 2 were 30, agree were 19, and neutral were 1.

The statement 3 said *Watching Hollywood movies improve my speaking skill*. The statement was asking the students whether they felt watching movie can improve their English skill or

not. As such, the respondents who chose strongly agree for statement 3 were 17, agree were 31, and neutral were 2.

The statement 4 said *I got motivated to speak English with my friends after watching Hollywood movies*. The statement was asking the students whether they got motivated after watching movie or not. As such, the respondents who chose strongly agree for statement 4 were 31, agree were 18, and neutral were 1.

The statement 5 *Watching movie with my friend strengthens my friendship*. The statement was asking the students whether their friendship got more strength after watching movie together or not. As such, the respondents who chose strongly agree for statement 5 were 22, agree were 23, neutral were 4 and disagree were 1.

Table 4. Descriptive Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	.4	.4	.4
	N	11	4.4	4.4	4.8
	A	141	56.4	56.4	61.2
	SA	97	38.8	38.8	100
	Total	250	100	100	

The total frequency of students who chose "SD" (strongly disagree) was 0 (0%), the total frequency of the students who chose "D" (disagree) was 1 (0.4%), the total frequency of students who chose "N" (neutral) was 11 (4.4%), the total frequency of students who chose "A" (agree) was 141 (56.4%) and the total frequency of students who chose "SA" (strongly agree) was 97 (38.8%). To put it simply, the scale "SD" (strongly disagree) was the lowest scale with the lowest score that the students chose and the scale "A" (agree) was the highest scale with the highest score that the students chose.

Result of the Second Aspect

The statement 1 said *I watched Thor Ragnarok*. The statement was asking the students do they watch the movie or not. As such, the respondents who chose strongly agree for statement 1 were 24, agree were 24, neutral were 1 and disagree were 1.

The statement 2 said *After I watched Thor Ragnarok, I can pronounce the words clearly*. The statement was asking the students whether they felt their pronunciation get better or not after watching the movie. As such, the respondents who chose strongly agree for statement 2 were 16, agree were 32 and neutral were 2.

The statement 3 said *Watching Thor Ragnarok improves my vocabulary*. The statement was asking the students whether they felt their vocabulary improve or not after watching the movie. As such, the respondents who chose strongly agree for statement 3 were 17, agree were 31 and neutral were 2.

The statement 4 said *I copy some gesture I got from Thor Ragnarok*. The statement was asking the students whether they felt they copy gestures found in the movie or not. As such, the student as respondents who chose strongly agree for statement 4 was 15, agree was 29, neutral was 5 and disagree was 1.

The statement 5 said *I found impolite words and expressions in Thor Ragnarok Movie*. The statement was asking the students whether they found impolite words and expressions in the movie or not. As such, the respondents who chose strongly agree for statement 5 were 18, agree were 28, neutral were 3 and disagree were 1.

The statement 6 said *Sometimes I use impolite words and expressions with my friends or best friends*. The statement was asking the students whether they apply impolite words and expressions that similar in the movie with their friend or not. As such, the respondents who chose strongly agree for statement 6 were 22, agree were 20, neutral were 4 and disagree were 4.

The statement 7 said *Applying Impolite words and expressions with my friends strengthen my friendship*. The statement was asking the students whether they apply impolite words and expressions that similar in the movie with their friend do strengthen their friendship or not. As such, the respondents who chose strongly agree for statement 7 were 15, agree were 28, neutral were 3 and disagree were 5.

Table 5. Descriptive Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	12	3.0	3.0	3.0
	N	21	5.3	5.3	8.3
	A	217	54.3	54.3	62.5
	SA	150	37.5	37.5	100
	Total	400	100.0	100.0	

The statement 8 said *I know how to use the right words and expressions*. The statement was asking the students whether they do know how to use right words depending on their interlocutor or not. As such, the respondents who chose strongly agree for statement 8 were 24, agree were 25, and neutral were 1.

The total frequency of students who chose "SD" (strongly disagree) was 0 (0%), the total frequency of the students who chose "D" (disagree) was 12 (3.0%), the total frequency of students who chose "N" (neutral) was 21 (5.3%), the total frequency of students who chose "A" (agree) was 217 (54.3%) and the total frequency of students who chose "SA" (strongly agree) was 150 (37.5%). To put it simply, the scale "SD" (strongly disagree) was the lowest scale with the lowest score that the students chose and the scale "A" (agree) was the highest scale with the highest score that the students chose.

From the result of the all aspects based on questionnaire above, the researchers concluded that the scale "agree" (A) is the highest scale and more dominant than the other scales that students choose.

Discussion

The purpose of this study is to investigate EFL high school students' reflection towards the words and expressions used in *Thor Ragnarok* movie. The researchers used questionnaire to collect the data. From the data gathered, it can be claimed that the students reflected that they really like watching movie. They considered this kind of activity could improve their speaking skills. This result shows that the students "agree" that they feel watching Hollywood movie improves their English especially for speaking skills in the first aspect of the questionnaire. This finding is in line with the study conducted by Hury (2015; Liando et al., 2018; Al Murshidi, 2020; Altun & Hussein, 2022) analyzing that watching movies improve students' speaking skills. Different from both previous studies, Nath et al. (2017) found that movies effect students' pronunciation knowledge and vocabulary mastery, instead of listening skills enhancement (Hayati & Mohmedi, 2011; Al Murshidi, 2020). Furthermore, through watching movies, students can handle their language attitudes well: Gaining their confidence and "kill" their language anxiety (Altun & Hussein, 2022).

Regarding the students' reflection towards the words and expressions used in *Thor Ragnarok* movie, the researchers found that the students moslty agree that they use impolite words and expressions to their real life especially to their close friends and they know how to use it depending on the interlocutor. They can speak impolite words and expression to their friends but not to older people like parents, teacher, trainer, or people who they respect a lot. These results are related to some studies (Iranmanesh & Darani, 2018; Hashemian & Arezi, 2017) concerned on idiomatic expressions claiming that movies have vital impacts on students' idiomatic expression or slang words and expressions (Habibiloyevna, 2021) and it then improved learning significantly.

IV. CONCLUSION

The results of the study reveal important points related to students' reflection towards impolite words and expressions used in *Thor Ragnarok* movie. Based on the data collected and analyzed from questionnaire, the most students understand and use the impolite words and expressions that they found in the movie. The present researchers suggest some advice to the students that they have to use the word wisely and it hopes can make a positive change to the students who use the impolite words and expressions. Furthermore, watching movie can improve the students' English skill especially on speaking. They can absorb how to use English grammatically, words and expressions that found in the movie. The study helps the student how to use the correct words and expressions depends on their interlocutor like how to talk with friends, how to talk with their parents, how to talk with the teacher and how to talk with other people that younger or older than them.

The present researchers suggest that students should be study about English more especially on using words and expressions. Because there are so many words and expressions that they do not know how to use it correctly. They need to practice more about conversation outside the class. It will help them to build friendship and their confidence. For the future

researchers who want to conduct similar topic for their study, they can use this study to support their study. It also can be used as reference to investigate more about the students' reflection towards western or Hollywood movie. The researcher hopes that the future researcher can improve their study by reading this study.

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DECLARATION

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