

## **Z Generation's Perception on The Film *Fast N Furious: Fast X* to Listening Comprehension in Tangerang Area**

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### **Abstrak**

Pemahaman mendengarkan adalah komponen penting dalam pembelajaran bahasa, terutama bagi pembelajar yang bukan penutur asli bahasa Inggris. Film, salah satu format multimedia yang populer di kalangan Generasi Z, berpotensi untuk membantu meningkatkan kemampuan mendengarkan. Penelitian ini bertujuan untuk menginvestigasi persepsi Generasi Z terhadap penggunaan film *Fast n Furious: Fast X* untuk meningkatkan keterampilan mendengarkan dan mengetahui faktor-faktor yang mempengaruhi persepsi Generasi Z tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan beberapa instrumen penelitian seperti; wawancara, observasi, tes mendengarkan dan dokumentasi. Sampel terdiri dari 15 responden yang merupakan Generasi Z dengan rentang usia antara 16-25 tahun. Hasil penelitian menunjukkan bahwa generasi Z memiliki persepsi yang positif tentang penggunaan film *Fast & Furious: Fast X* untuk meningkatkan keterampilan mendengarkan. Selain itu, film ini dapat meningkatkan pemahaman siswa tentang bahasa dan budaya melalui pendekatan pembelajaran kontekstual. Semua responden mengatakan bahwa film ini merupakan media kreatif dengan cerita yang menarik untuk belajar bahasa Inggris. Menonton film ini dapat membantu pemirsa menjadi pendengar yang lebih mahir karena kosakata yang digunakan dalam dialog mudah dipahami dan relevan dengan komunikasi sehari-hari.

**Kata kunci;** Persepsi, Generasi Z, Film, *Fast n Furious: Fast X*, Pemahaman Mendengarkan

### **Abstract**

Listening comprehension is an essential component of language learning, particularly for non-native English speakers. Film is one of the most popular multimedia formats among Generation Z that can be used to help their listening abilities. The objective of this study is to identify Generation Z youngsters' perception toward the use of *Fast n Furious: Fast X* to practice their listening skills and find out the factors that influence their perceptions. This research used a qualitative approach with some instruments of the research such as; interviews, observation, listening tests, and documentation. For the sample taken by the researchers, there were 15 respondents, and the basis taken in choosing the sample was Generation Z whose age range was from 16-25 years. The results of the research on movie usage shows that, for Generation Z, watching *Fast & Furious: Fast X* is essential for improving listening skills. In addition, the movie can support students' understanding of language and culture through contextual learning approaches. How Generation Z considers using *Fast & Furious: Fast X* to learn English through listening is revealed by the research findings on the perceptual element with the movie. All of the participants said that the scenarios of the movie provided creative ways for learning the language while acquiring English. Watching this movie can help viewers become more proficient listeners

as some of the jargons used in the dialog are daily expressions and straightforward.

**Keywords:** Perception, Generation's Z, Film, *Fast n Furious: Fast X*, Listening Comprehension

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## INTRODUCTION

The use of English is now widespread and could be seen everywhere in today's technologically developed world. Learning English is clearly important to prepare ourselves for the outside world for many reasons. English is an international language that must be mastered and studied by Indonesian people, especially in our world of education, and with digital access like now. Four things are done while we are learning a language for the first time. The order of our actions will be as follows: listening first, speaking next, reading next, and writing last. To learn a language, we need to boost these four fundamental skills. Rost (2002) stated that listening is essential in language classrooms because it provides input for learners.

In learning foreign language, students need to learn more vocabulary, recognize other accents, practice their articulation, and speak more clearly in order to improve their listening skills. According to Gavenila et al. (2021), it is essential to choose listening resources that are appropriate for the learners' level. Listening comprehension is an essential component of language learning, particularly for non-native English speakers. Understanding spoken English is crucial for effective language and communication abilities.

Films, one of the most popular multimedia formats among Generation Z, offer significant potential for improving their listening abilities. Using films into classroom activities Not only films can motivate students to learn, but they also can equip students with listening comprehension so that they will be able to understand various communication contexts. Film is a powerful educational tool to help generation Z become good listeners and communicators in today's rapidly evolving, digital environment. Generation Z, born between 1995 and 2010, grew up in an era dominated by digital technology and the internet (Bencsik, Csikos, & Juhez, 2006),. Films, with their seamless combination of audio and visuals, align perfectly with the learning preferences of this generation, who can access digital media and entertainment easily.

The movie "Fast n Furious" is renowned for its stunning action and extreme racing scenes, elements that can attract Generation Z. This generation is easily drawn to films with a lot of action, speed and exciting visual effects. In addition, the "Fast n Furious" series combines dynamic visuals with family values and cultural representation so that these films become popular among Generation Z.

Perception, an integrated activity within an individual, refers to the impression of something that that formed through perceiving, organizing, and interpreting objects (Walgito, 2010). It involves becoming aware of situations and adding meaningful associations to sensations. Perceptions, as personal view, are tend to be subjective and vary between individuals. Gen Z's perception and interaction with films can be influenced by differences in culture, language, and media access in

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certain regions. This study has a special focus on the Tangerang region, in Indonesia. This study is conducted to investigate how the Z Generation views the usage of the film "Fast N Furious: Fast X" as a tool for learning English through auditory comprehension.

## **THEORETICAL REVIEW**

### **1. Listening Comprehension**

#### **a. Definition of Listening Comprehension**

Listening is the key to communication. Listening is the active process of receiving and responding to spoken and sometimes unspoken messages. By listening, we can imitate things and improve the accuracy of our speech.

Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which the listener participates in the construction of meaning. Listeners understand oral input through sound discrimination, prior knowledge, grammatical structure, stress and intonation, and other verbal and nonverbal cues (Gilakjani & Sabouri, 2016). While listening, a person processes and connects what other people say with other information he already knows and understands. In learning, listening skills enable Generation Z to have a broad knowledge of language and content.

Listening is difficult for Generation Z because it covers a complex process and includes many factors. To be skillful in listening, Generation Z should be active in learning how and what others say by considering grammar, phonology, and vocabulary to conceive the key points. Generation Z should be able to identify the meaning of the sounds and attempt to understand the meaning of what they hear.

#### **b. Purpose of Listening Comprehension**

Listening ability can be understood as the ability to pay attention or hear something. However, when listening the brain does not automatically translate the words into the message they convey. This is listening, determining the meaning and message of sounds and words (Fitariana, 2021).

There are two types of listening comprehension processes: top-down and bottom-up. The term "bottom-up processing" describes how the ear decodes an incoming message by breaking it down into its constituent sounds, words, and sentences. Top-down processing is the utilization of prior information by the listener, such as prior understanding of the subject, contextual or situational cues, long-term memory schemas, or scripts (Adnan, 2014).

#### **c. Teaching Listening Skill**

According to Gilakjani & Sabouri (2016), listening is one of the most important parts of five English skills; Therefore, listening is worthy of special attention. Listening comprehension is a very complex process, and if we want to measure it, we need to understand how this process works.

Three features of language are particularly important for the structure of listening. First, language is encoded in the form of sounds. Secondly, it is done in real-time without the possibility of verification, and thirdly, it is linguistically different from written language. Learning to listen is closely related to learning to speak because it requires a proper dialogue between the speaker and the listener (Brown, 2006).

Listening comprehension is theoretically seen as an active process that focuses on selected aspects of the auditory input, such as the meaning of a passage and connects what is heard with existing knowledge. According to Saricoban (2004), the most important features when listening to English as a foreign language includes; (1) coping with the sound handling (2) understanding intonation and stress (3) coping with redundancy and noise (4) predicting (5) understanding colloquial vocabulary (6) fatigue (7) understanding different accents (8) using visual and environmental cues.

#### **d. Assessing Listening**

According to Buck (2001), there are three main approaches to testing second language ability: discrete-point, integrative, and communicative. For listening, then, the types of tasks might include individual multiple-choice or true/false questions that assess finite bits of language at the sentence level but may not reach discourse levels of comprehension. Instead of focusing on short, unrelated bits of texts, integrative testing of listening ability focuses on longer discourse-level texts, with the goal of assessing the processing of spoken language, rather than focusing on assessing knowledge of language. With L2 listening, then, the focus shifted to assessing the listener's ability to understand the communicative intent of spoken texts and the ability to use language for a communicative purpose (Buck, 2001). Listening ability involves the ability to understand spoken (aural) input. But listeners are also able to utilize nonverbal information transmitted by the speaker to comprehend the aural input.

## **2. Film**

### **a. Definition of Film**

A film is a work created with audio-visual media as an intermediary form of an event that matches both real and fiction and is played by professionals. Films are an important form of art, entertainment, and communication since they can include a wide range of genres, styles, and formats.

According to Harmer (2007:304), audio-visual such as film, video or DVD can be used as media in learning listening. Films provide sound or spoken language and moving pictures that can be used to learn listening skills. Films are regarded as an extremely helpful tool for learning English, to the extent that film screening is EFL student's preferred way of enhancing their language skills and competence (Damanik & Katemba, 2021; Robert & Marpaung, 2022; Sinyashina, 2022).

There are five elements of the story in a film (Stanton in 1966 as cited by Qonita, 2022), namely plot, character, characterization, point of view, setting, conflict, and theme. Plot is a logical series of events with a beginning a center, and an end. Characters include the main character, supporting and characters antagonist. Setting is related to context of the time and place where this is happening. Conflict is a struggle between two people or two things being in a story. Theme can also be called the main idea or main goal.

### **b. Types of film**

Bordwell and Thompson (1997) as cited by Fitriana (2017) categorize the types of film into: documentary films; fictional narrative films, experimental or avant garde films and animated films. A documentary film supports presenting

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factual information about the world outside the film. As a type of film, documentaries present themselves as factually trustworthy. Fictional narrative films depict made-up characters, settings, or occasions. A typical fictional film arranges its events; they are planned, constructed, rehearsed, filmed, and refilmed. Experimental or Avant-Garde Films often challenge traditional norms of filmmaking with unconventional narratives, visual styles, or techniques and focus on personal expression, abstract visuals, or exploring the medium itself. Animated films created by using animation techniques like hand-drawn animation, stop-motion, or computer-generated imagery (CGI). They can include fictional narratives, experimental forms, or even documentaries.

### c. Using Films in Learning English

When teachers want to use film as teaching aids for language learning, they must ensure appropriateness for students' language level, considering factors like comprehensibility, balanced dialogue, clear visuals, standard accents, and suitable content (Amalia, et.al., 2019). Avoid films with excessive profanity or explicit scenes, and prioritize engaging, age-appropriate, culturally sensitive content. Short scenes are better for beginners, while advanced learners may benefit from full films split across sessions. The principle that learning through audiovisual media must be adapted to the student's level of understanding and needs is based on selecting appropriate films that suit the student's level of English understanding as well as films that are relevant to the topic or skill to be improved

Stoller in 1988 (as cited by Ruusunen, 2011) proposed several stages of procedures for using film for EFL teaching, namely: pre-viewing activities, while viewing the film, post-viewing activities. Amalia et.al. (2019) suggested some follow up film-based activities, such as discussion, assessment and feedback, repetition and development.

There are some reasons of why using film in the EFL classroom is appropriate, namely: increasing motivation and developing intercultural communication (King, 2002). Harmer (2007) added that using films can be beneficial to be used in English classrooms as they are entertaining and fun, which also includes creative expression, education and consciousness, cultural and social influences. Furthermore, he explained by watching movie gave students also can see how intonation matches facial expression and watch gestures accompany certain phrases. Sánchez-Auñón, et al. (2023) mentioned some more advantages of using film for EFL learners, such as: films are perceived as engaging stories for learners; cinema-based lessons contribute to creating an enjoyable and pleasant atmosphere which stimulates students to learn; they provide English learners with a broad range of authentic language in a context where they would receive limited and adapted L2 input; students can enhance their creative and critical thinking skills; students learn to deal with emotions by analyzing other people's feelings and by expressing their own affective responses which are elicited by the film and as films are pieces of reality, they tend to include non-trivial topic.

Wilson (2011) mentions some obstacles in playing a film in the classroom. Frequently, the language level of the film is too high for the students. As we know that all characters in English films speak real English as their daily language because they are native speakers of English. Overlaps and interruptions between speakers are easily found. There are also incomplete sentences with false starts

and hesitation, background noise and voices, loosely packed information, and so forth. Another obstacle is, for the teacher, to design activity which correlates to the curricular content and the students' need and interest for film viewing sometimes takes time.

### **3. Concept of Perception**

The word "perception" comes from the Latin words *perceptio*, *percipio*, and means "receiving, collecting the action of taking possession, and apprehension with the mind or senses (Qiong, 2017). Perception is the experience of an object, event, and relationship acquired by resuming information and interpreting a message.

According to Robbins (2002), positive perception refers to a person's evaluation of information with a positive perspective of what is anticipated from the current regulations. Conversely, negative perception refers to the perspective that holds an individual in opposition to factors that are not consistent with their values.

### **4. The Profile of Fast n Furious: Fast X Film**

The film is Vin Diesel (Dominic Toretto), Jason Statham (Shaw), Nathalie Emmanuel (Ramsey), John Cena (Jakob), Helen Mirren (Queenie), Alan Ritchson (Lil), Michelle Melchior (Letty), Jordana Brewster (Mia), It's an action, adventure, crime, mystery, thriller.

The storyline shown in this film tells about the end of the road begins. Fast X, the tenth film in the Fast and Furious Saga, launches the final chapters of one of cinema's most storied and popular global franchises, now in its third decade and still going strong with the same core cast and characters as when it began. Over many missions and against impossible odds, Dom Toretto (Vin Diesel) and his family have outsmarted, out-nerved, and outdriven every foe in their path.

## **METHODOLOGY**

This research used qualitative approach to obtain an in-depth understanding of Z Generation's Perception on the Film Fast N Furious: Fast X To Listening Comprehension In Tangerang Area. According to Sugiyono (2018:213), qualitative research methods are studies based on philosophy used to study the scientific conditions (experiments) in which researcher are instruments, data collection techniques, and qualitative analyses put more pressure on meaning. This research used samples of individuals who fall into the Generation Z category in Tangerang area. This research took place in around Tangerang city with a target of 15 respondents about 16-25 years old who have watched Fast n Furious: Fast X. The data were collected from observation, interviews, test, and documentation.

## **RESULTS AND DISCUSSION**

### **1. Research Findings**

#### **a. The interview results**

##### **1. Participants' opinion on how to define listening comprehension.**

Based on the results of interviews, participants defined listening skill as an ability to understand spoken language accurately and effectively. They said that listening comprehension is something that aims to understand

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conversations objectively. In addition, it is also a process of spoken language in recognizing vocabulary, sentence structure, and intonation.

2. Respondents' opinion about movie media in listening comprehension.

Based on the results of interviews with participants, there are several opinions from each participant on the question, namely that movies can be effective for listening comprehension because of their audio-visual use. Some other participants provide opinions such as the movie can help them understand English conversation better because of the speakers' intonation, and facial expressions are clear.

3. Respondent's statements related to the way that listening comprehension can help and develop their English skills.

Based on the results of interviews with participants, several thoughts were shared regarding the question above. Some participants mentioned that listening comprehension helps them learn how to process and use sentence structures in dialogues. Others stated that understanding must come first before any other skill can be started. Therefore, listening is considered very important in developing spoken language skills, as well as practicing listening to create new vocabulary, grammar, and interaction patterns in language.

4. Respondent's opinion on the important of listening comprehension using movie as learning media.

Based on the results of interviews with participants, there are several opinions of the participants about the importance of listening comprehension in using movie media. The participants opined that the use of movie media is very important because it can help their language skill become better and they can learn about characters. Some others gave the opinion that it helped them recognize the sound, intonation, and words used in foreign languages.

5. Participants explained the types of listening skills that are important in everyday life

Some participants thought that the basis of listening is selective listening because usually, the use of this listening will only listen to specific information. Some others said that people who hear local languages in everyday life can develop their passive listening skills. There are also some participants explained that there are several types of listening in everyday life such as active listening, critical listening, and nonverbal listening.

6. Participants explained the definition of the word 'movie' and opined on whether movies are only a form of entertainment or have educational value.

Based on the interview results, the participant gave various answers about the definition of the word movie and also their thoughts that movies have educational value or just entertainment. Some define that a movie is a mixture of photos and videos, then there are those who think that movies have educational values such as morals, and some others thought that movies are characteristic of audio-visual communication media. They are united in their opinion that movies are not only for entertainment but also have educational value.

7. Participants ensured that the movie could be used effectively in learning English.

Based on the results of interviews, participants gave several answers that indicated that movies could be used effectively in learning. They stated that it was possible because the film selected was relevant with the learning topic. In

addition, they said that the movie helped improve their listening comprehension effectively, as they could understand what the speakers were talking about and grasp the story of the movie clearly.

8. Participants' thoughts on the advantages and disadvantages of using movies as learning tools in an educational context.

Based on the results of interviews with participants, there are various opinions were stated regarding to the advantages of movies as learning tools in education. Participants noted that movies can add their vocabulary. Movie can also increase their cultural and historical knowledge. In addition, movie media can also make someone feel what happening in the scenes of the movie. However, there are also disadvantages. Not all films have contain positive elements; some may include content that is inappropriate or not suitable for educational needs. Therefore, it is important to choose films carefully to ensure they provide valuable knowledge.

9. Participants' point of view or perception after listening to some new vocabulary in the movie Fast n Furious: Fast X.

The results of interviews revealed that participants had different perceptions after watching the movie. Some participants felt that the English vocabulary in the movie was easier to understand, as it reflects daily conversation and clear context. Others viewed the movie as a medium for introducing new vocabulary and fresh language learning experience. Additionally, some participants perceived that after watching the movie, their vocabulary had expanded so that they understood how to pronounce and use the new words in daily conversation.

10. Participants' opinions regarding technological developments, especially in film media, which have positive and negative impacts on the perception of listening comprehension.

Based on the results of interviews with participants, there were both positive and negative impacts of technological developments in film media on listening comprehension. On the positive side, advancements such as clearer audio and subtitles can improve comprehension. Then, there are also those who have the opinion that the development of technology in film media has a very positive impact on the audience, it can also be seen from the use of sound which has a clearer technological effect that can help the viewer understand well about what happened in the story. However, careless editing or excessive sound design can be a challenge to comprehension. So, it depends on how filmmakers utilize these technologies to effectively convey their message. Some participants also noted that there are positive impacts such as improving language skills, secondly improving situational awareness skills and increasing comprehension in information. And on the negative side, there are concerns about comprehension of irrelevant situations, inaccurate information, and irrelevant information.

#### **b. The results of respondents' listening test answers**

1. Participants responses about "What did Dante want to accomplish in the mission?"

Based on the results of the listening test given after watching the movie Fast n Furious: Fast X, 15 participants managed to answer correctly the questions that the researchers gave about the mission that Dante wanted to

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achieve in the movie scene. Although several participants write different words, they had the same meaning.

2. Participants responses about "What will Dominic do after he lands from the airplane?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, 14 participants answered the the second number correctly and only 1 participant gave the wrong answer.

3. Participants' responses about "What will Jakob do after hearing orders from Dominic Torreto?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, all of the 15 participants answered the listening test correctly regarding to what Jakob did after hearing orders or directions from Dominic in one of the scenes in the film.

4. Participants' answers about "What has Dante Reyes done to Little Brian?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, all of the 15 participants answered the listening test correctly about what Dante Reyes had done to Little Brian in one of the scenes in the film.

5. Participants' answers about "What decision will Jakob make after he experiences problems with his car?"

Based on the results of the listening test given by the researchers after watching the movie *Fast n Furious: Fast X*, some participants answered the fifth question correctly and some answered incorrectly. There were 11 participants who correctly answered the question about the decision Jakob would make after he experienced problems with his car in one of the scenes in the movie. While 4 other participants answered incorrectly.

6. Participants respond about "What did Dante Reyes do to Jakob's car?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, 14 participants answered question number six correctly and 1 respondent answered incorrectly, regarding to the question what Dante Reyes did to Jakob's car in one of the scenes in the movie.

7. Participants respond about "What will Little Brian do after hearing the order from his father?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, most participants answered question number seven correctly. There were 13 participants correctly answered the question about what Little Brian would do after hearing orders from his father in one of the scenes in the movie, and 2 participants answered incorrectly.

8. Participants respond about "Did Dominic Toretto manage to meet up with the plane that Aimes was carrying?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, most participants answered question number eight correctly. There were 13 participants correctly answered the question whether or not Dominic succeeded in meeting the plane brought by Aimes in one of the scenes in the film, and 2 participants answered incorrectly.

9. Participants respond about "What action did Roman take when he heard Dominic Toretto's statement?"

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, most participants answered question number nine

correctly. There were 13 participants correctly answered question about when he heard a statement from Dominic in one of the scenes in the film and 2 participants answered incorrectly

10. Participants respond about “Did Aimes betray Dominic by framing Dominic and conspiring with Dante?”

Based on the results of the listening test given after watching the movie *Fast n Furious: Fast X*, most participants answered question number ten correctly. There were 14 participants correctly and 1 participant answered incorrectly

Based on the results of the listening test, which consisted of 10 questions given after watching the movie *Fast & Furious: Fast X*, most participants answered correctly. This indicates that they have good listening comprehension skills

### **c. The result of observation**

The results of the observations made by the researchers can be concluded that the average generation z has its own response and facial expression while listening to the movie that was played. Researchers saw that when the listening test took place there were several participants who had responses and facial expressions that were less interested in the movie but, there were also those who were enthusiastic and liked the movie, those who liked it responded that the movie was exciting and tense. There are also some responses from participants who say that the film has moral value. For participants who were less interested in the film had a response that said that there were some dialogues that were too fast-paced so it was a little difficult to focus on listening to the test. In addition, some students have difficulty in listening to topics that are unfamiliar to them, the accent of the speaker that they do not understand because of the different and fast pronunciation, difficulty in mastering vocabulary that is unfamiliar to them so that some questions are not filled in, difficulty in length and speed when listening because students cannot understand and follow the text spoken by the speaker.

## **2. Discussion of the research finding**

Based on the results of the interviews conducted in this research, it revealed Generation Z students perceive that the use of the movie *Fast n Furious: Fast X* is very important for their listening skills because it can help improve their listening comprehension and other languages competence as it provides contextual learning. In addition, the film can be useful for students' character development as it provide knowledge about human nature, history, and ethics more thoroughly. From films students also can learn about elements of communication which is not only about verbal language accents and ways of speaking but also includes body language or gesture and cultural information. As mentioned by Pegrum (2008), films are a visual medium which offer a rich and engaging way for learners to explore and experience another culture. Similarly, a research conducted by Sutikno (2023) had found that The use of film media could greatly affects the students' ability to understand culture and language.

Based on the results of these interviews, it can be found that the perception or point of view of Generation Z towards the use of the movie *Fast n Furious: Fast X* in learning English through listening, that the scenario of the movie can provides more creative learning opportunities for English language acquisition. Watching this film

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can help viewers become more fluent listeners because the dialog in some of the vocabulary is straightforward and colloquial. Additionally, by providing authentic situations, accents, and pertinent dialects, the film can aid pupils in developing their listening abilities. This is relevant with a study reported by Arjulayana which concluded that learning by using film (video) in teaching listening gives the important effect to make the students easier to understand the content or the purpose about the material that students' learn. However, students also recognize their listening challenges, including unclear recordings, limited cultural knowledge, varying accents, and vocabulary deficits. It is aligned with what had been stated by Buck (2001) that EFL learners could have problems in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents. Similarly, Saraswaty (2018) mentioned that students may encounter difficulties in the listening comprehension, namely: quality of the audio material; cultural differences, accents and unfamiliar vocabulary.

Based on the results of the research that the researchers has done, 100% or equal to 15 participants all said that the Fast n Furious movie: Fast X is effective in listening skills because can be ensured by several strategies. First, it's important to choose educational videos that are appropriate for the curriculum and learning goals. Ensuring that the themes, content, and messages of the film support the educational aims, requires selecting films that are directly related to the subject matter and learning objectives

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

This study focuses on how Generation Z perceives using movie media for listening comprehension. The participants were 16–23 years old and live in Tangerang area. The purpose of the study was to investigate how Generation Z's perceived the use of Fast n Furious: Fast X movie for practicing listening comprehension exercises, as well as factors that affected their perception. According to the results of the research, participants had good listening comprehension as they can grasped the spoken language and the content of the story accurately. The findings of this study provide valuable insights into Generation Z's perceptions of listening comprehension using movie media. In conclusion, Generation Z students perceive the movie Fast & Furious: Fast X as an effective tool for enhancing listening skills and language competence through contextual learning. The film also contributes to character development by providing insights into human nature, history, and ethics. Moreover, it helps students understand various communication elements and cultural nuances. Overall, the movie offers a creative and authentic way to improve English language acquisition, particularly in listening and comprehension.

### **Suggestions**

Some suggestions will be addressed to researchers, other researchers, and Generation Z:

1. The researchers hope that this study can help other researchers to identify and conduct more in-depth research on the utilization of movies for listening comprehension.
2. The researchers hope that they can increase knowledge for researching about various points of view or about listening comprehension.

3. This research can motivate generation Z to learn more various new vocabulary in the dialog and they can comprehend the conversation in the dialog by listening carefully.

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