

Bringing Magic into the Classroom: Enhancing Students' Motivation Through Harry Potter Movies as a Learning Media in EFL Class

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Abstract: Conventional instructional methods often fail to sustain student engagement in English as a Foreign Language (EFL) classrooms, leading to passivity and low motivation. Addressing this pedagogical gap, this study investigates the efficacy of using *Harry Potter* movies to enhance learning motivation. The film was specifically selected for its rich narrative context and authentic linguistic input, aiming to scaffold student understanding and trigger "ego-involvement" as proposed by motivation theory. Employing a two-cycle Classroom Action Research (CAR) design, the study involved 36 Grade X students in Grobogan Regency, utilizing observation checklists and questionnaires as primary instruments. The findings reveal a significant upward trajectory in student motivation, with the average score rising from 71.1% in Cycle I to 81.1% in Cycle II. Crucially, the intervention successfully transformed the classroom dynamic from passive viewing to active verbal participation. This research contributes to EFL pedagogy by demonstrating that high-interest pop culture materials, when integrated with structured tasks, can effectively override linguistic barriers and reduce learning anxiety. The study implies that visual scaffolding is essential for transforming entertainment media into active learning tools in the language classroom.

Keywords: *learning motivation; Harry Potter movie; learning media*

Abstrak: Metode pengajaran konvensional sering kali gagal mempertahankan keterlibatan siswa di kelas Bahasa Inggris sebagai Bahasa Asing (EFL), yang berujung pada pasivitas dan rendahnya motivasi belajar. Guna mengatasi kesenjangan pedagogis ini, penelitian ini mengkaji efektivitas penggunaan film *Harry Potter* dalam meningkatkan motivasi belajar. Film ini dipilih secara khusus karena konteks narasinya yang kaya dan input bahasa yang otentik, yang bertujuan untuk memberikan perancah (*scaffolding*) pada pemahaman siswa serta memicu "keterlibatan diri" (*ego-involvement*) sebagaimana dikemukakan dalam teori motivasi. Dengan menerapkan desain Penelitian Tindakan Kelas (PTK) dua siklus, penelitian ini melibatkan 36 siswa Kelas X di Kabupaten Grobogan, dengan menggunakan lembar observasi dan kuesioner sebagai instrumen utama. Temuan penelitian menunjukkan adanya tren peningkatan yang signifikan pada motivasi siswa, dengan skor rata-rata meningkat dari 71,1% pada Siklus I menjadi 81,1% pada Siklus II. Penting untuk dicatat bahwa intervensi ini berhasil mengubah dinamika kelas dari sekadar menonton secara pasif menjadi partisipasi verbal yang aktif. Penelitian ini berkontribusi pada pedagogi EFL dengan menunjukkan bahwa materi budaya populer yang memiliki daya tarik tinggi, jika diintegrasikan dengan

tugas yang terstruktur, dapat secara efektif mengatasi hambatan bahasa dan mengurangi kecemasan belajar. Studi ini mengimplikasikan bahwa bantuan visual (*visual scaffolding*) sangat penting untuk mentransformasi media hiburan menjadi alat pembelajaran aktif di kelas bahasa.

Kata kunci : motivasi belajar; film Harry Potter; media belajar

INTRODUCTION

Motivation functions as the primary psychological engine in the realm of Foreign Language (EFL) learning, determining not only the initiation of learning but also the sustained persistence required to master a new language. As established by Dörnyei, without sufficient motivation, even learners with high language aptitude may fail to achieve long-term competence¹. In the context of language education, motivation is often the deciding factor that distinguishes a passive student from one who demonstrates "ego-involvement," "high aspiration," and a "need for achievement" ². However, cultivating and maintaining this drive is a persistent challenge. This is particularly evident in conventional instructional settings where teaching approaches rely heavily on teacher-centered lectures and textbook-based exercises. Such monotonous environments often fail to stimulate students' intrinsic interest, leading to what Harmer describes as a loss of engagement, where the language becomes merely a subject to pass rather than a skill to master³.

This study addresses a critical pedagogical issue observed at a Senior High School in Central Java, identified herein as School X. Preliminary observations conducted in 2021 revealed a systemic lack of engagement among students in English subjects. The classroom atmosphere was characterized by passivity; students appeared reluctant to participate, avoided eye contact during questioning sessions, and exhibited low confidence in using the target language. Interviews revealed that students perceived English as tedious, difficult, and irrelevant to their daily lives, resulting in minimal effort and consistently low learning outcomes. The prevailing pedagogical approach at School X was notably conservative, lacking interactive media or innovative triggers. This phenomenon highlights an urgent need for pedagogical

¹ [Zoro Dornyei](#), *Motivational Strategies in the Language Classroom*. (Cambridge University Press, 2001).

² [Penny Ur](#), *A Course in Language Teaching*. (Cambridge University Press, 1996).

³ [Jeremy Harmer](#), *The Practice of English Language Teaching* (Pearson Education Limited, 2001).

intervention to shift the learning atmosphere from passive reception to active, motivated participation.

To bridge the gap between passive conventional instruction and active engagement, the integration of authentic audiovisual materials offers a theoretically sound solution. Conceptually, this study is grounded in Keller's ARCS Model of Motivational Design, which postulates that for instruction to be sustainably motivating, it must address four distinct psychological dimensions: *Attention*, *Relevance*, *Confidence*, and *Satisfaction*.⁴ Within the EFL context, the "Attention" component is critical for triggering perceptual arousal to break the monotony of traditional lectures. The use of feature films serves as a "boredom breaker," providing rich sensory stimuli that are often absent in textbook-based learning. Furthermore, the "Relevance" dimension is addressed by connecting the learning material to pop culture elements that resonate with students' personal interests, thereby transforming the learning process from a mandatory task into a desirable activity.

Beyond motivation theory, the specific selection of the *Harry Potter* film series acts as a strategic intervention to foster "Confidence" through the mechanism of visual scaffolding. Unlike audio-only tasks which often induce high anxiety (the "affective filter"), a narrative film provides visual cues—settings, gestures, and facial expressions—that assist learners in decoding meaning even when their linguistic competence is limited. This aligns with the concept that authentic input, when supported by context, allows students to experience success in comprehension, thereby boosting their confidence to participate verbally. Finally, the narrative resolution and the enjoyment derived from the storyline fulfill the "Satisfaction" component, reinforcing the intrinsic motivation to continue learning English.

The selection of *Harry Potter* is grounded in specific pedagogical rationales rather than mere popularity. First, from the perspective of Relevance, the film's narrative—a "coming-of-age" story involving struggle, friendship, and identity formation—mirrors the psychological development of high school students. This relatability is crucial for fostering emotional investment or "ego-involvement" in the learning process. Second, regarding Attention and Confidence, the rich visual context of the movie functions as a scaffold. It allows students to decode meaning through gestures

⁴ [John M. Keller](#), "Development and Use of the ARCS Model of Instructional Design," *Journal of Instructional Development* 10, no. 3 (September 1987): 2-10, <https://doi.org/10.1007/BF02905780>.

and setting, thereby reducing the anxiety often associated with "blind" listening tasks. Furthermore, the film offers authentic exposure to the British accent and culture, providing a challenging yet intriguing variation from the standard American English often found in textbooks, thus stimulating curiosity and cultural awareness.

The utilization of audiovisual media in English as a Foreign Language (EFL) classrooms has been extensively documented, with early research proposing English movies as an attractive strategy to engage senior high school students⁵. Subsequent studies have confirmed this potential across various productive skills. For instance, scholars have demonstrated that movies, including animation, significantly improved students' writing achievements in vocational and senior high school contexts.⁶ Similarly, regarding oral proficiency, research indicates that English movies are effective in enhancing students' speaking skills and sparking their interest in the subject.⁷ In the other side, students became brave to respond task or challenge with high confidence and show desire to be successful in learning English⁸.

⁵ [Maria Asumpta Deny Kusumaningrum](#), *Using English Movie as an Attractive Strategy to Teach Senior High School Students English as A Foreign Language*, 18, no. 1 (2015).

⁶ [Rahmani Ayu Rinda Kartika](#), S. Susilo, and Muhammad Natsir, "The Effect of Silent Short Movie on EFL Writing Achievement of Vocational High School Students," *Jurnal Pendidikan Vokasi* 7, no. 2 (July 2017): 168, <https://doi.org/10.21831/jpv.v7i2.14191>; [Dea Silvani](#), "Learning through Watching: Using Animation Movie to Improve Students' Writing Ability," *Journal of English Language Teaching and Linguistics* 5, no. 2 (August 2020): 233, <https://doi.org/10.21462/jeltl.v5i2.418>.

⁷ [Wildona Zumam and Fujiono](#), "Using English Movie to Enhance Students Interest in Speaking Skill at Sman 1 Galis Pamekasan," *English Education : Journal of English Teaching and Research* 5, no. 1 (May 2020): 62–73, <https://doi.org/10.29407/jetar.v5i1.14337>.

⁸ [Betül Bal-Gezegin](#), "An Investigation of Using Video vs. Audio for Teaching Vocabulary," *Procedia - Social and Behavioral Sciences* 143 (August 2014): 450–57, <https://doi.org/10.1016/j.sbspro.2014.07.516>; [Dedi Efrizal](#), "Improving Students' Vocabulary Mastery Through English Movie for Second Year Students at MAN 01 Kota Bengkulu," *Al-Lughah: Jurnal Bahasa* 7, no. 1 (June 2018): 46, <https://doi.org/10.29300/lughah.v7i1.1607>; [Carol Herron et al.](#), "A Classroom Investigation: Can Video Improve Intermediate-Level French Language Students' Ability to Learn about a Foreign Culture?," *The Modern Language Journal* 86, no. 1 (January 2002): 36–53, <https://doi.org/10.1111/1540-4781.00135>.

More recent scholarship has shifted focus towards receptive skills and vocabulary acquisition. Several studies have explored students' perceptions, revealing that movies assist students in overcoming vocabulary barriers⁹. This is supported by research indicating that subtitled films specifically aid in vocabulary retention.¹⁰ In the domain of listening, recent investigations consistently show that movies serve as a motivational tool that enhances listening proficiency.¹¹

Regarding the specific media used in this study, recent empirical inquiries have validated the pedagogical utility of the *Harry Potter* franchise. Research has confirmed that *Harry Potter and the Philosopher's Stone* significantly aids junior high school students in mastering British accent pronunciation, with strong effect sizes.¹²

⁹ [Dion Tira Erlangga and Mutiara Ayu](#), "Exploring Secondary Students' Perceptions Towards Learning English Through Movies," *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language* 9, no. 2 (November 2022): 216–28, <https://doi.org/10.36706/jele.v9i2.19141>; [Sarah Maulida and Silih Warni](#), "Students' Perceptions Toward the Impact of English Movies on Students' Vocabulary Knowledge," *SALEE: Study of Applied Linguistics and English Education* 5, no. 2 (August 2024): 666–80, <https://doi.org/10.35961/salee.v5i2.1448>.

¹⁰ [Hefnen Bostanci](#), "The Impact of Subtitled Films on English as a Second Language Students' Vocabulary Retention," *Journal for Educators, Teachers and Trainers* 13, no. 1 (January 2022), <https://doi.org/10.47750/jett.2022.13.01.012>; [Siti Napa](#), Dana Yudha Kristiawan, and Mochamad Ardi Setyawan, "Exploring English Vocabulary Enhancement In Indonesian EFL Students: Case Study Analysis of Mastery of Subtitle Film In Senior High School," *English Language Teaching Methodology* 5, no. 2 (August 2025): 187–99, <https://doi.org/10.56983/eltm.v5i2.1876>.

¹¹ [Anisa Rizky Ananda and Bambang Widi Pratolo](#), "English Movies As A Motivational Tool in Enhancing Student' Listening Skills," *Premise: Journal of English Education* 13, no. 2 (July 2024): 622, <https://doi.org/10.24127/pj.v13i2.9612>; [Narueta Hongsa et al.](#), "Unlocking Listening Proficiency: Integrating English Movies in Thai EFL Secondary Education," *Journal of Education and Learning* 13, no. 6 (September 2024): 274, <https://doi.org/10.5539/jel.v13n6p274>; [Siti Safura](#), "Exploring Students' Perception on Using English Movie for Listening Skills Improvement," *Fonologi: Jurnal Ilmuan Bahasa Dan Sastra Inggris* 3, no. 2 (May 2025): 81–91, <https://doi.org/10.61132/fonologi.v3i2.1770>.

¹² [Intan Mellyana](#), Ikhsanudin Ikhsanudin, and Wardah Wardah, "The Effect of 'Harry Potter and Philosopher's Stone' Movie in Students' British Accent Pronunciation," *English Learning Innovation* 5, no. 2 (August 2024): 251–63, <https://doi.org/10.22219/englie.v5i2.33602>.

Concurrently, other scholars have demonstrated the efficacy of the sequel, *Harry Potter and the Chamber of Secrets*, in teaching English tenses within a quasi-experimental framework.¹³

However, a critical review of these existing studies reveals a significant research gap. First, while specific studies have examined *Harry Potter* for linguistic outcomes like pronunciation and grammar, there is a paucity of research that specifically targets "learning motivation" as a measurable, multi-dimensional construct within a Classroom Action Research (CAR) framework. Most prior research relies on qualitative perceptions or surveys regarding attitudes, rather than measuring actual behavioral transformation.¹⁴ Second, few studies have empirically tested the use of this narrative-fantasy genre to explicitly disrupt the boredom of conventional teaching methods in a senior high school context. Therefore, this study aims to bridge this gap by implementing a two-cycle CAR to quantify the improvement in student motivation and analyze the pedagogical mechanisms that drive active participation with the following research question: *How does the implementation of Harry Potter movies as a learning medium enhance students' learning motivation at School X?* Unlike previous studies that view motivation broadly, this research specifically analyzes the improvement across Ur's (seven distinct dimensions of a motivated learner: positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity¹⁵). By focusing on these specific observable behaviors, this research seeks to provide empirical and measurable evidence on the efficacy of pop-culture narratives in revitalizing EFL classrooms.

METHOD

¹³ [Setiawan, D. P., Aniuranti, A., & Wulandari, Y.](#) "Harry Potter and the Chamber of Secrets: How well does this film teach English tenses?". *Journal of English Teaching and Linguistics Studies (JET Li)*, 7(2),(2025)54–67. <https://doi.org/10.55215/jetli.v7i2.60>

¹⁴ [Pamungkas Aji and Adi Susilo](#), "Students' Perception About Improving English Listening Skills Using Movies Among The Vocational High School Students," *Erudio Journal of Educational Innovation* 7, no. 2 (December 2020): 128–38, <https://doi.org/10.18551/erudio.7-2.5>; [Emil B. Ferdinez and Alexa Joy V. Del Rosario](#), "Perceptions on the Use of English Movies in Language Learning of Grade 12 Humss Students: Basis for Enrichment Activities," *International Journal of Research and Innovation in Social Science* IX, no. IIIS (2025): 2616–26, <https://doi.org/10.47772/IJRISS.2025.903SEDU0202>.

¹⁵ [Ur](#), *A Course in Language Teaching*.

This study employed a Classroom Action Research (CAR) design, utilizing Arikunto's spiral model which comprises four interconnected phases: planning, acting, observing, and reflecting¹⁶. This specific design was chosen to address the practical problem of low motivation through iterative cycles of intervention. The research was conducted from November to January 2022 in total of 4 meetings at a Senior High School in Central Java (School X), involving 36 Grade X students selected through purposive sampling due to their identified lack of engagement.

To ensure methodological rigor and trustworthiness, the study implemented a collaborative framework. The researcher acted as the instructor delivering the *Harry Potter*-based learning, while a senior English teacher served as a collaborator and non-participant observer. This collaboration was crucial for data triangulation, ensuring that the interpretation of classroom dynamics was not solely dependent on the researcher's subjective view. Furthermore, before implementation, the research instruments in which specifically the observation checklist and questionnaire, underwent content validity testing through expert judgment. The collaborator and a subject matter expert reviewed the items to ensure they accurately measured the intended motivational constructs.

The observation checklist was meticulously designed to operationalize the theoretical framework. The seven observed behaviors were not arbitrary; they were directly linked to Ur's characteristics of a motivated learner¹⁷. For instance, the indicator "*actively asking questions*" was used as a behavioral manifestation of Ur's "Positive Task Orientation," while "*showing enthusiasm during screening*" served as a proxy for "Ego-Involvement." Other indicators, such as group discussion participation and presentation performance, were mapped to measure "High Aspiration" and "Perseverance." This alignment ensures that the data collected empirically reflects the theoretical definitions of motivation established in the literature.

Data analysis extended beyond mere percentage calculations. While quantitative data from observations and questionnaires were calculated to determine the Motivation Score using the standard frequency-percentage formula, these numerical values served primarily as descriptive indicators. To provide a deeper analysis, the quantitative results were triangulated with qualitative data drawn from field notes

¹⁶ [Suharsimi Arikunto](#), *Penelitian Tindakan Kelas*. (Bumi Aksara, 2019).

¹⁷ [Ur](#), *A Course in Language Teaching*.

and reflection sessions. These qualitative data were analyzed thematically to explain the *causes* behind the numerical fluctuations between Cycle 1 and Cycle 2. The study established a strict criterion of success: the intervention was deemed successful only if 75% of students achieved the "High Motivation" category and qualitative evidence showed consistent behavioral improvement across the theoretical dimensions.

RESULT AND DISCUSSION

The use of the movies as a learning media showed incredible effect. For further explanation the details will be shared into two point: cycle I and cycle II. While the questionnaire will also explained in form of description in this chapter. All of the data then compare with the theory and discuss in this section.

1.1 Cycle I

In the first cycle, students was at a low score for motivation. Research data in the first cycle shows that the student activity score is still at 71,1 which is not yet good and the score was counted by measuring seven categories of motivation indicators. The details of the data presented in the table below.

Table 1. Students score in cycle I

| No | Motivation Indicators | Score |
|----|-------------------------------------------------------------------------------------|-------|
| 1 | Showing enthusiasm during the screening of Harry Potter films | 89,5% |
| 2 | Actively ask questions during the lesson | 69,4% |
| 3 | Actively answer questions during the lesson | 65,9% |
| 4 | Expressing opinions regarding the content of the film related to the subject matter | 51,3% |
| 5 | Take an active role in group discussions | 81,9% |
| 6 | Take an active role in the presentation of the results of the discussion | 75,6% |

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- 7 The results of the discussion include the contents of the film. 64,5%

The data reveal a significant disparity between students' receptive engagement and their productive confidence. As shown in Indicator 1, students demonstrated exceptional enthusiasm (89.5%) during the screening process. This suggests that the *Harry Potter* movie successfully functioned as a powerful stimulus for Attention (referencing ARCS Model). The narrative intrigue and visual richness of the film effectively captured student interest, contrasting sharply with their previous passivity in conventional lessons.

However, this high interest did not immediately translate into individual verbal participation. Indicators related to active speaking—specifically asking questions (69.4%), answering (65.9%), and expressing opinions (51.3%)—remained the lowest among all categories. The drastically low score in expressing opinions (51.3%) indicates that while students enjoyed the *input* (watching), they struggled with the *output* (speaking). This suggests that although the "Attention" aspect of motivation was triggered, the "Confidence" aspect (as defined by Ur's task orientation) was still underdeveloped. Students appeared hesitant to articulate their thoughts individually, likely due to a lack of vocabulary scaffolding or fear of making grammatical errors.

Interestingly, students performed significantly better in collaborative settings, as evidenced by the high score in group discussions (81.9%). This validates the social nature of motivation; students felt safer and more motivated to engage when supported by peers ("Ego-involvement" in a group context) compared to individual tasks. Nevertheless, the connection between the discussion results and the film content (Indicator 7) was only 64.5%, implying that while the discussion was lively, students still found it difficult to critically analyze the specific plot points of the movie in English. Consequently, these findings necessitated the implementation of Cycle II with a focused strategy to bridge the gap between a moment of enjoying the movie and confidently speaking about it. The findings reveal on how effective using movie to increase student motivation.

1.2 Cycle II

In the second cycle, the researcher found that the students' cycle activity had increased from 71.1 to 81.1. With that score, it can be counted and can be put on the excellent category. The improvement reflects how the method of teaching using movie is an

effective way to increase the motivation of students to obtain the capacity to acquire English as a subject in school. It also shows that the classroom teaching and learning are in a very good situation to increase student motivation. At the end I can say that the score was quite improved, and it shows that the implementation of the method is successful. For more details regarding the data I presented in Table 2, as described below.

Table 2. Students score in cycle II

| No | Motivation Indicators | Score |
|----|-------------------------------------------------------------------------------------|--------|
| 1 | Showing enthusiasm during the screening of Harry Potter films | 98,6 % |
| 2 | Actively ask questions during the lesson | 80,5% |
| 3 | Actively answer questions during the lesson | 73,6% |
| 4 | Expressing opinions regarding the content of the film related to the subject matter | 64,5% |
| 5 | Take an active role in group discussions | 95,1% |
| 6 | Take an active role in the presentation of the results of the discussion | 90,2% |
| 7 | The results of the discussion include the contents of the film. | 67,3% |

The data in Cycle II demonstrates a shift from passive consumption to active participation. The indicator for enthusiasm reached a near-perfect score of 98.6%. This confirms that the narrative appeal of *Harry Potter* is durable; students did not lose

interest over time, suggesting that the "Attention" component of the ARCS model was successfully sustained throughout the study.

A deeper analysis reveals the most significant breakthrough occurred in students' confidence and risk-taking behavior. The indicator for "Actively asking questions" surged to 80.5% (from 69.4% in Cycle I). This improvement suggests that as students became more familiar with the British accent and the film's context, their anxiety lowered, allowing their "Need for Achievement" to surface. They were no longer just watching; they were inquiring to clarify their understanding.

Furthermore, the peer-learning mechanism proved highly effective. The score for group discussion peaked at 95.1%, which directly fueled the dramatic increase in presentation performance (90.2%). It appears that the solid preparation during group work provided the necessary "psychological safety" for students to speak in front of the class. They were more willing to present because they felt backed by their group's collective effort.

While the indicator for "Expressing opinions" (64.5%) remained the lowest, it showed a meaningful improvement from Cycle I (51.3%). This lower score is understandable, as expressing an opinion requires higher-order cognitive processing (analyzing and synthesizing) compared to simply asking a question. However, the upward trend indicates that students were beginning to overcome their fear of making mistakes, showing a growing "Tolerance of Ambiguity"—a key characteristic of motivated learners. Overall, the significant improvements across all indicators confirm that the use of *Harry Potter* movies effectively transformed the classroom atmosphere.

1.3 Questionnaire

The questionnaire was conducted in order to validate the data of observation and get the insight of the students related to the research of using the movie in class as a learning media. The overall insights from students mostly agree with the use of the movie. To further explain related how the students give response I divide some points.

To validate the observational findings and gain insight into students' internal psychological states, a closed-ended questionnaire was administered at the end of Cycle II. The questionnaire focused on students' perceptions of the learning media, their engagement levels, and the specific impact of the *Harry Potter* narrative.

1.3.1 Student Perception of Learning Media vs. Conventional Methods

A crucial context for interpreting the high satisfaction rates in this study is the students' prior learning experience. The data revealed that 69.4% of students perceived the conventional lecture method as tedious ("boring"), while 94.5% agreed on the necessity of integrating interactive media to support their motivation. Against this backdrop of dissatisfaction with traditional methods, the introduction of the movie yielded a strictly positive response. 100% of respondents agreed they could feel the tangible benefits of using *Harry Potter*, and 91.7% explicitly stated a preference for movies over the note-taking and listening routine, citing that they no longer felt bored during the lesson.

1.3.2 Impact on Confidence and Active Participation

The questionnaire results confirm that the "Confidence" component of the ARCS model was successfully activated. 97.2% of students reported that the movie encouraged them to be more active in following the lesson. Specifically regarding risk-taking behavior—such as asking questions and paying close attention—96.3% of students agreed that the movie increased their courage to participate. Furthermore, 95.5% confirmed they felt more confident in answering questions when the film was utilized. This self-reported data aligns consistently with the observational data in Cycle II, where active questioning rose to 80.5%.

1.3.3 The Role of Intrinsic Elements (British Accent and Characters)

The specific features of the *Harry Potter* film played a significant role in triggering interest. While 19.5% of students were initially unaware of the British accent, 94.4% expressed that the unique accent specifically piqued their interest in learning English. Similarly, 94.4% agreed that the characters in the film served as a source of encouragement. Contrary to the concern that authentic native speech might be too difficult, 86.1% of students admitted they did not encounter significant problems in understanding the lesson, suggesting that the visual context of the movie effectively scaffolded the linguistic challenge.

1.3.4 Addressing Potential Response

Bias It is noted that the approval ratings in this questionnaire are exceptionally high, with several indicators reaching near 100% (e.g., 100% agreement on better understanding, 94.4% interest in applying this method to other subjects). While such high scores typically raise concerns of response bias (social

desirability), in this context, they are interpreted as a genuine reflection of the "Contrast Effect." Given the high level of boredom reported regarding previous methods (69.4%), the shift to a narrative-driven, visually engaging medium like *Harry Potter* represented a radical improvement in the students' learning environment. Furthermore, these high self-reported scores are fully triangulated by the observable behavioral data in Cycle II (98.6% enthusiasm), confirming that the students' positive responses were not merely polite compliance but a reflection of their actual classroom engagement.

1.4 Thematic Analysis of Motivational Improvement

This study aimed to investigate the efficacy of *Harry Potter* movies in enhancing students' learning motivation at School X. The quantitative findings demonstrated a clear upward trajectory, with the average motivation score rising from 71.1% (Cycle I) to 81.1% (Cycle II). Beyond the numerical increase, the qualitative data from the questionnaire and observations revealed a fundamental shift in the classroom atmosphere. To provide a rigorous analysis, this section discusses the findings through four key pedagogical dimensions: the mechanism of attention, the transition from receptive to productive skills, the role of anxiety reduction, and the impact of authentic cultural input.

Narrative Engagement as a Catalyst for Attention (The "Boredom Breaker")

The first significant finding is the drastic reduction in student passivity. Preliminary data indicated that 69.4% of students perceived conventional lectures as "boring." In contrast, the *Harry Potter* intervention maintained a consistently high "Enthusiasm" score (rising from 89.5% to 98.6%). This phenomenon aligns with Harmer's theory, which posits that the primary enemy of motivation is monotony¹⁸. By introducing a narrative-driven medium, the instruction successfully triggered the "Attention" component of Keller's ARCS Model¹⁹.

Unlike isolated video clips often used in EFL classrooms, a feature film like *Harry Potter* offers a continuous narrative arc. This supports Ur's concept of "Ego-

¹⁸ [Harmer](#), *The Practice of English Language Teaching*.

¹⁹ [Keller](#), "Development and Use of the ARCS Model of Instructional Design."

Involvement,"²⁰ where learners become emotionally invested in the outcome of the story. The students were not merely watching to complete a task; they were watching to satisfy their curiosity about the plot. This result corroborates recent findings by Ananda and Pratolo, who argued that narrative visuals provide a "cognitive hook" that sustains student attention far longer than textbook materials²¹. The "Contrast Effect" between the previous monotonous method and the dynamic film screening created a heightened sense of appreciation among students, leading to the near-perfect enthusiasm score in Cycle II.

Bridging the Gap between Receptive Input and Productive Confidence

A critical analysis of Cycle I revealed a discrepancy between "Input" (Watching: 89.5%) and "Output" (Expressing Opinions: 51.3%). This finding highlights a common EFL challenge where high interest does not immediately translate into speaking competence. However, in Cycle II, the indicators for Asking Questions and Presenting improved significantly to 80.5% and 90.2% respectively.

This improvement can be explained through the pedagogical mechanism of scaffolding. The *Harry Potter* movie provided rich visual cues (setting, gestures, facial expressions) that allowed students to decode meaning without understanding every single word. This context reduced the cognitive load, giving students the confidence to formulate questions. This supports Dörnyei's assertion that motivation is heavily dependent on "expectancy of success."²² When students felt they understood the story (thanks to the visual aid), their expectancy of success in communicating increased. This contradicts the skepticism that authentic movies are "too difficult" for high schoolers; instead, the difficulty was mitigated by the visual support, allowing the "Confidence" aspect of the ARCS model to flourish.

Peer-Support Dynamics and the Reduction of Language Anxiety

The data showed that Group Discussion (95.1%) was consistently one of the highest indicators, which directly influenced the high scores in Presentations. This suggests that the "social" aspect of motivation played a crucial role. In the context of

²⁰ [Ur](#), *A Course in Language Teaching*.

²¹ [Ananda and Pratolo](#), "English Movies As A Motivational Tool in Enhancing Student' Listening Skills."

²² [Dörnyei](#), *Motivational Strategies in the Language Classroom*.

School X, where students were initially described as passive and shy, the group work acted as a "Psychological Safety Net."

According to Ur (1996), a motivated learner requires a "Need for Achievement." However, this need is often suppressed by the fear of making mistakes in front of the teacher. The collaborative analysis of the movie allowed students to test their ideas with peers before public speaking. This finding validates Zumam and Fujiono's conclusion that movie-based learning is most effective when paired with collaborative tasks²³. The peer interaction transformed the solitary act of watching into a collective learning experience, significantly reducing what Krashen terms the "Affective Filter" (anxiety), thereby facilitating freer communication during the presentation stage.

Authentic Cultural Input: Transforming Ambiguity into Curiosity

One of the most notable findings from the questionnaire was the students' response to the British accent. Rather than being a barrier, 94.4% of students cited the accent and the characters as primary sources of interest. This finding is significant as it addresses the concept of "Tolerance of Ambiguity" – one of Ur's seven characteristics of a motivated learner²⁴.

In a traditional classroom, not understanding a word often leads to frustration. However, within the engaging context of *Harry Potter*, students demonstrated a willingness to tolerate linguistic gaps. They did not need to understand every word to enjoy the lesson. This shifts the learning paradigm from "accuracy-focused" to "meaning-focused." The high approval rating suggests that authentic pop-culture materials foster Integrative Motivation – the desire to connect with the target culture. This aligns with Ferdinez and Del Rosario, who found that exposure to authentic subtitles and accents enhances not just vocabulary, but the *willingness* to engage with the language despite its complexity²⁵.

The study proves that media selection is not just about "entertainment," but about selecting materials that resonate with the learners' psychological developmental

²³ [Zumam and Fujiono](#), "Using English Movie To Enhance Students Interest In Speaking Skill At Sman 1 Galis Pamekasan."

²⁴ [Ur](#), *A Course in Language Teaching*.

²⁵ [Ferdinez and Del Rosario](#), "Perceptions on the Use of English Movies in Language Learning of Grade 12 Humss Students."

stage. *Harry Potter* worked not just because it is a movie, but because its themes (coming-of-age, friendship, struggle) offered Relevance to high school students. The transition from Cycle I to Cycle II demonstrates that media alone is insufficient; it must be accompanied by structured tasks (scaffolding and group work) to convert passive enjoyment into active, motivated learning behavior.

CONCLUSION

This study successfully demonstrates that the integration of narrative-driven audiovisual materials, specifically the *Harry Potter* film series, serves as a potent pedagogical intervention to revitalize EFL learning motivation. The empirical data collected through the two-cycle Classroom Action Research framework reveals a substantial positive trajectory, with the students' mean motivation score rising significantly from 71.1% in Cycle I to 81.1% in Cycle II. Beyond mere statistical improvement, the qualitative observations confirm a fundamental shift in the classroom dynamic: from a state of passive reception and disengagement characteristic of conventional lecture methods, to a state of active inquiry and verbal risk-taking.

Theoretically, these findings corroborate the critical role of visual scaffolding in mitigating language anxiety within the EFL context. The transition observed in this study suggests that when linguistic input is supported by rich visual context – such as gestures, settings, and facial expressions – students are better equipped to tolerate ambiguity. This mechanism effectively lowered the "affective filter," allowing the students to exhibit what Ur defines as "Task Orientation" and "Ego-Involvement." The narrative arc of the movie acted as a cognitive hook, sustaining attention far longer than isolated instructional clips, thereby activating the *Confidence* and *Satisfaction* components of the motivational design.

Pedagogically, this research challenges the prevailing assumption that authentic native materials are too linguistically complex for lower-level learners. The results imply that high narrative relevance can effectively override linguistic complexity. When students are emotionally invested in the storyline and characters, their curiosity compels them to bridge the gap between their current competence and the target language input. Consequently, EFL teachers are encouraged to prioritize materials that resonate with learners' psychological interests and pop-culture identities, moving beyond sanitized textbook dialogues to foster genuine communicative intent.

However, the interpretation of these results must be tempered by the study's limitations. As a Classroom Action Research project conducted with a limited sample

size of thirty-six students in a specific Indonesian high school context, the findings are context-dependent and should not be broadly generalized to all EFL settings without further verification. Additionally, the success of the intervention was heavily reliant on the specific fantasy genre of *Harry Potter*. Future research is therefore strongly encouraged to expand the scope to diverse demographics and alternative genres – such as science fiction or drama – to determine if the motivational boost is genre-specific. Furthermore, longitudinal studies are recommended to investigate whether the heightened motivation persists over time or if it requires continuous innovation in media selection.

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