

ABSTRACT

Qualitative Exploration of Disney-Pixar Films as Learning Media for EFL Students' Extensive Listening Skill

In recent years, the use of authentic multimedia in language learning has attracted growing attention for its potential to enhance learners' comprehension and engagement. Among these media, Disney-Pixar animated films provide rich linguistic and cultural input that connects with students' interests and real-life experiences. Recognizing this potential, the present study explores the use of Disney-Pixar films as learning media to improve Indonesian EFL students' extensive listening skills. The study addresses two main questions: (1) how students perceive of Disney-Pixar films on their extensive listening development, and (2) what challenges they experience while using them. Conducted at the English Education Department of UIN Sunan Gunung Djati Bandung Indonesia, this qualitative case study involved six fifth-semester students who had completed an extensive listening course and used Disney-Pixar films as self-directed listening media in a recent year. Data were collected through open-ended questionnaires and semi-structured interviews, then analyzed using Creswell's six-step thematic analysis. The findings show that students held positive perceptions across cognitive, affective, and conative aspects, viewing Disney-Pixar films as enjoyable, comprehensible, and authentic materials that enhanced their listening fluency, vocabulary, pronunciation, and cultural awareness. Although they faced challenges such as accent variation and fast-paced speech, these difficulties increased their motivation and autonomy. The study concludes that Disney-Pixar films effectively combine entertainment and education, providing meaningful multimodal input that supports learner engagement, autonomy, and communicative competence in EFL contexts.

Keywords: Extensive Listening, Authentic Learning Media, Disney-Pixar Films, Students' Perception, EFL Learning.