

REFERENCES

- Alapján-, V. (2016). *The 5th undergraduate conference on ELT, Linguistics, and Literature*.
- Alfiani, Y. (2020). Students' perception on the use of movie as learning media at junior high school. 19461102.
- Amalia, E.R., Kusriani, N. R., Ramadhani, P. (2019). "Using films to teach listening comprehension." *IJEE (Indonesian Journal of English Education)*, 6(2), 119-132. doi:10.15408/ijee.v6i2.14531
- Asma, B., & Saka, F. Ö. (2022). The effect of english admission test and various variables on foreign language skills of students. *Turkish Academic Research Review*, 7(4), 937-961.
- Bahrani, T., Club, Y. R., & Branch, M. (2014). Audiovisual programs as sources of language input: an overview. *Internation Journal of Foreign Language Teaching & Reserch*, 1(3).
- Bao, D., & Guan, C. (2019). Listening strategies. *The TESOL Encyclopedia of English Language Teaching*, October, 1–6. <https://doi.org/10.1002/9781118784235.eelt0588>
- Bohay, M., Blakely, D. P., Tamplin, A. K., & Radvansky, G. A. (2011). Note taking, review, memory, and comprehension. *American Journal of Psychology*, 124(1), 63–73. <https://doi.org/10.5406/amerjpsyc.124.1.0063>
- Burke, K. (2009). *How to assess authentic learning*. Corwin Press.
- Budianto, L., & Mason, A. R. (2021). Autonomous learning features: A case study in an Indonesian ESP classroom. *JEES (Journal of English Educators Society)*, 7(1), 1–9. <https://doi.org/10.21070/jees.v7i1.1213>

- Cao, Y. (2012). A study of metacognitive strategies in web-based English autonomous learning. *2012 International Congerence on Management and Education Innovation*, 37(4), 66–69.
- Chen, C. W. yu. (2019). Guided listening with listening journals and curated materials: a metacognitive approach. *Innovation in Language Learning and Teaching*, 13(2), 133–146. <https://doi.org/10.1080/17501229.2017.1381104>
- Cobos, R., & Soberón, J. (2020). A proposal for the monitoring of the intervention strategy on the learning of MOOC learners. In *LASI-SPAIN* (pp. 61-72).
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.3102/0013189X019005002>
- Cromarty, E., Alice Young, M., Elias, S., & Alice, M. (2023). The use of film to motivate interest in students with learning differences through imagination and diverse thinking in higher education. *Journal of Research Initiatives*, 7(3), 4. [Available at: https://digitalcommons.uncfsu.edu/jri](https://digitalcommons.uncfsu.edu/jri) Available at: <https://digitalcommons.uncfsu.edu/jri/vol7/iss3/4>
- Derks, D., Bos, A. E. R., & Von Grumbkow, J. (2008). Emoticons in computer-mediated communication: Social motives and social context. *Cyberpsychology and Behavior*, 11(1), 99–101. <https://doi.org/10.1089/cpb.2007.9926>
- Dempsey, N. P. (2010). Stimulated recall interviews in ethnography. *Qualitative Sociology*, 33(3), 349–367. <https://doi.org/10.1007/s11133-010-9157-x>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, uk: Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>.

- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation* (3rd ed.). Routledge. <https://doi.org/10.4324/9781351006743>
- Emden, C. (1998). Conducting a narrative analysis. *Collegian (Royal College of Nursing, Australia)*, 5(3), 34–39. [https://doi.org/10.1016/S1322-7696\(08\)60299-1](https://doi.org/10.1016/S1322-7696(08)60299-1)
- Fatimah, A. S., Santiana, S., & Sulastri, F. (2021). Learner's experience on the use of mobile device for autonomous listening: A narrative inquiry. *Journal of Language and Linguistic Studies*, 17(1), 193–204. <https://doi.org/10.17263/jlls.903375>
- Fauzi, W. R., & Muljanto, S. (2021). College students' perceptions on using movies for vocabulary learning. *English Education and Applied Linguistics Journal (EEAL Journal)*, 4(1), 40–47. <https://doi.org/10.31980/eealjournal.v4i1.1105>
- Fussalam, Y. E., Lestari, R., & Anggelia, R. Y. (2019). A study of listening skills through movie: a review of the current literature. *Journal Of Language Education and Development (JLed)*, 1(2), 158-168.
- Gass, S. M., & Mackey, A. (2016). Stimulated recall methodology in applied linguistics and L2 research. In *Stimulated Recall Methodology in Applied Linguistics and L2 Research*. <https://doi.org/10.4324/9781315813349>
- Gureckis, T. M., & Markant, D. B. (2012). Self-directed learning: A cognitive and computational perspective. *Perspectives on Psychological Science*, 7(5), 464–481. <https://doi.org/10.1177/1745691612454304>
- Harmer, J. (2000). *How to teach English*. Beijing: Foreign Language Teaching and Research Press.
- Hasan, M. R., & Ferdous, J. (2024). Dominance of AI and machine learning techniques in hybrid movie recommendation system applying text-to-number

- conversion and cosine similarity approaches. *Journal of Computer Science and Technology Studies*, 6(1), 94-102.
- Henry, A., & Thorsen, C. (2020). Disaffection and agentic engagement: 'Redesigning' activities to enable authentic self-expression. *Language Teaching Research*, 24(4), 456-475.
- Hestiana, M., & Anita, A. (2022). The role of movie subtitles to improve students' vocabulary. *Journal of English Language Teaching and Learning*, 3(1), 46-53.
- Hidayati, A., Hadijah, S., Masyhur, G., & Nurhaedin, E. (2022). *Unveiling an Indonesian EFL student's self-directed listening learning: A Narrative Inquiry*. <https://doi.org/10.4108/eai.9-10-2021.2319469>
- Hogan, T. P., Adlof, S. M., & Alonzo, C. N. (2014). On the importance of listening comprehension. *International Journal of Speech-Language Pathology*, 16(3), 199–207. <https://doi.org/10.3109/17549507.2014.904441>
- Hoinbala, F. R. (2022). Movies as an authentic input in L2 speaking class: A dynamic usage-based approach in EFL teaching in Indonesia. *International Journal of Language Education*, 6(1), 1–9. <https://doi.org/10.26858/ijole.v6i1.20196>
- Holec, H., 1981: *Autonomy and foreign language learning*. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe)
- Hurtado, P., & Díaz, C. (2021). The effectiveness of Quizizz when working with descriptive adjectives. *European Journal of Education Studies*, 8(2).
- Hyland, K. (2003). Second language writing. *Encyclopedia of Language & Linguistics*, 111–118. <https://doi.org/10.1016/b0-08-044854-2/00631-3>

- Jyoti, R. (2020). Exploring english language students' difficulties in listening comprehension. *Journal La Edusci*, 1(3), 1–10.
<https://doi.org/10.37899/journallaedusci.v1i3.125>
- Kabooha, R. H. (2016). Using movies in EFL classrooms: A study conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English language teaching*, 9(3), 248-267.
- Kerka, S. (1996). Journal writing and adult learning. ERIC Digest No. 174.
- Klimova, B. (2015). Diary writing as a tool for students' self-reflection and teacher's feedback in the course of academic writing. *Procedia - Social and Behavioral Sciences*, 197(July 2015), 549–553.
<https://doi.org/10.1016/j.sbspro.2015.07.189>
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Kruger, J. L., Wisniewska, N., & Liao, S. (2022). Why subtitle speed matters: Evidence from word skipping and rereading. *Applied psycholinguistics*, 43(1), 211-236.
- Kuklewicz, A., & King, J. (2018). "It's never too late": A narrative inquiry of older polish adults' english language learning experiences. *Tesl-Ej*, 22(3), 1–22.
- Labov, W. (1972). *Language in the Inner City*. University of Pennsylvania Press, Philadelphia.
- Larsen-Freeman, D. (2012). On the roles of repetition in language teaching and learning. *Applied Linguistics Review*, 3(2), 195–210.
<https://doi.org/10.1515/applirev-2012-0009>
- Lau, W. S., & Shea, M. (2024). Empowering English learners in the classroom through culturally responsive social-emotional teaching practices. *Journal of Multilingual and Multicultural Development*, 45(7), 2880-2897.

- Lewis, T. (2014). Learner autonomy and the theory of sociality. *Social Dimensions of Autonomy in Language Learning*, 37–59. <https://doi.org/10.1057/9781137290243>
- Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching english movies in listening and speaking skills development. *Advances in Social Sciences Research Journal*, 5(6), 1–16. <https://doi.org/10.14738/assrj.56.4627>
- Mackey, A., & Abbuhl, R. (2005). Input and interaction. *The Handbook of Second Language Acquisition*, 1(1985), 224–255. <https://doi.org/10.1002/9780470756492.ch9>
- Masouleh, N. S., & Jooneghani, R. B. (2012). Autonomous learning: A teacher-less learning! *Procedia - Social and Behavioral Sciences*, 55, 835–842. <https://doi.org/10.1016/j.sbspro.2012.09.570>
- Maulidiyah, N. (2017). The students' problems in listening comprehension. Noor Maulidiyah A Lecturer of English Education Department at Tarbiyah and Teachers Training Faculty of IAIN Antasari Banjarmasin.
- McCabe, A., Bliss, L. S., Barra, G., & Bennett, M. (2008). Comparison of personal versus fictional narratives of children with language impairment. *American Journal of Speechlanguage Pathology*, 17(2), 194–206. [https://doi.org/10.1044/1058-0360\(2008/019](https://doi.org/10.1044/1058-0360(2008/019)
- McCONNELL, D. (1985). Learning from audiovisual media: Assessing students' thoughts by stimulated recall. *Journal of Educational Television*, 11(3), 177–187. <https://doi.org/10.1080/0260741850110304>
- Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. Routledge. 82-89

- Movva, S., Alapati, P. R., Veliventi, P., & Maithreyi, G. (2022). The effect of pre, while, and post listening activities on developing EFL students' listening skills. *Theory and Practice in Language Studies*, 12(8), 1500–1507. <https://doi.org/10.17507/tpls.1208.05>
- Muñoz-Restrepo, A., Ramirez, M., & Gaviria, S. (2020). Strategies to enhance or maintain motivation in learning a foreign language. *Profile: Issues in Teachers' Professional Development*, 22(1), 175–188. <https://doi.org/10.15446/profile.v22n1.73733>
- Nugroho, A., & Atmojo, A. E. P. (2020). Digital learning of English beyond classroom: EFL learners' perception and teaching activities. *JEELS (Journal of English Education and Linguistics Studies)*, 7(2), 219-243.
- Nursyarah, V., Drajadi, N. A., & Ngadiso, N. (2019). Digital native experience: learning english beyond classroom. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 582–594. <https://doi.org/10.34050/els-jish.v2i4.8139>
- Noe, R. A., & Ellingson, J. E. (2017). Autonomous learning in the workplace: An introduction. In *Autonomous learning in the workplace* (pp. 1-11). Routledge.
- Ozcelik, H. N., Van den Branden, K., & Van Steendam, E. (2020). Alleviating effects of self-regulating the audio on listening comprehension problems. *International Journal of Listening*, 00(00), 1–16. <https://doi.org/10.1080/10904018.2020.1788946>
- Palmer, B. C., Alexander, M. M. C., & Olson-Dinges, C. (1999). *Journal writing: an Effective, Heuristic Method for Literacy Acquisition* (pp. 71–89).
- Pratama, Z. (2018). Improving students' listening skill through watching english movies. *Ahkam*, 1–196. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/37655/2/ZEZENS-PRATAMA-FITK.pdf>

- Petrie, C. R. (1964). Listening and organization*. *Central States Speech Journal*, 15(1), 6–12. <https://doi.org/10.1080/10510976409362716>
- Qaseem, D. M., Ali, N., Akram, W., Ullah, A., & Polat, K. (2022). Movie success-rate prediction system through optimal sentiment analysis. *Journal of the Institute of Electronics and Computer*, 4(1), 15-33.
- Ritchie, J. & Lewis, J. (2003) Qualitative research practice.138-169.
- Rosenbaum, J. (2023). Placing movies: The practice of film criticism. *Univ of California Press*.
- Roslim, N., Azizul, A. F., Nimehchisalem, V., & Abdullah, M. H. T. (2021). Exploring movies for language teaching and learning at the tertiary level. *Asian Journal of University Education*, 17(3), 271–280. <https://doi.org/10.24191/ajue.v17i3.1452>
- Saeedakhtar, A., Haqju, R., & Rouhi, A. (2021). The impact of collaborative listening to podcasts on high school learners' listening comprehension and vocabulary learning. *System*, 101, 102588.
- Safranji, J. (2015). Advancing listening comprehension through movies. *Procedia - Social and Behavioral Sciences*, 191, 169–173. <https://doi.org/10.1016/j.sbspro.2015.04.513>
- Saputra, Y., & Fatimah, A. S. (2018). The use of TED and YOUTUBE in extensive listening course: Exploring possibilities of autonomy learning. *Indonesian JELT: Indonesian Journal of English Language Teaching*, 13(1), 73–84. <https://doi.org/10.25170/ijelt.v13i1.1451>
- Saswati, R. (2018). *Stimulated recall method in uncovering*. 456–462.

- Sun, W. (2020). The output hypothesis and its implications for language teaching. *Journal of Advances in Education Research*, 5(3), 129–134. <https://doi.org/10.22606/jaer.2020.53005>
- Sya, M. F., Anoegrajekti, N., Dewanti, R., & Isnawan, B. H. (2022). Exploring the educational value of Indo-Harry Potter to design foreign language learning methods and techniques. *International Journal of Learning, Teaching and Educational Research*, 21(10), 341-361.
- Tahir, S., & Bidin, D. S. J. (2019). Photographic documentation as a mode of data collection in qualitative research: A case of pilot testing in linguistic landscape. *Pakistan Journal of Humanities and Social Sciences*, 7(3), 266–280. <https://doi.org/10.52131/pjhss.2019.0703.0086>
- Tuan, D. M. (2021). Learner autonomy in English language learning: Vietnamese EFL students' perceptions and practices. *Indonesian Journal of Applied Linguistics*, 11(2), 307–317. <https://doi.org/10.17509/ijal.v11i2.29605>
- Vu, H. Y., & Shah, M. (2016). Vietnamese students' self-direction in learning English listening skills. *Asian Englishes*, 18(1), 53–66. <https://doi.org/10.1080/13488678.2015.1136104>
- Wahdah, S. (2020). *Perpustakaan digital, koleksi digital dan undang-undang hak cipta*. *Pustaka Karya: Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi*, 8(2), 75–84. <https://doi.org/10.18592/pk.v8i2.5132>
- Wang, Z., & Hong, T. (2020). Reinforcement learning for building controls: The opportunities and challenges. *Applied Energy*, 269, 115036.
- Yabukoshi, T. (2021). Self-regulation and self-efficacy for the improvement of listening proficiency outside the classroom. *The Language Learning Journal*, 49(1), 27-40.

- Zaper, M. (2018). Development of self-regulation in EFL vocabulary learning (Master's thesis). Osijek: Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences. Retrieved from <https://urn.nsk.hr/urn:nbn:hr:142:939899>
- Zhang, Z. (2020). Learner engagement and language learning: a narrative inquiry of a successful language learner. *Language Learning Journal*, 0(0), 1–15. <https://doi.org/10.1080/09571736.2020.1786712>
- Zhu, X. (2011). Study on the influence of voice on listening comprehension. *2011 IEEE 3rd International Conference on Communication Software and Networks, ICCSN 2011*, 749–753. <https://doi.org/10.1109/ICCSN.2011.6014198>