

CHAPTER V

CLOSURE

A. Conclusion

This research concludes that English film analysis implemented through the Movie Time program at the English Program Dormitory of Al-Falah Islamic Boarding School for Girls plays a significant role in supporting students' critical thinking skills. The findings indicate that various elements of film, including story, plot, character, conflict, setting, theme, and narrative structure, provide meaningful opportunities for students to engage in critical thinking processes. Through spontaneous responses and guided discussion, students were able to interpret narratives, analyze conflicts and settings, evaluate characters and plot development, infer moral values embedded in the film, and explain their understanding. These findings show that film elements function as effective learning stimuli that support the development of interpretation, analysis, evaluation, inference, and explanation skills

Despite the positive contribution of film analysis, this study also reveals that students experienced several difficulties when analyzing film elements. These difficulties included challenges in explaining ideas clearly, understanding film elements systematically, identifying implicit moral

messages, and following the procedure of film analysis. Such challenges indicate that while students demonstrated emerging critical thinking skills, they still required structured guidance and analytical scaffolding to articulate and organize their reasoning more effectively. In addition, not all indicators of critical thinking emerged equally; self-regulation was not observed during the learning process, suggesting that reflective and metacognitive skills require more explicit instructional support. Overall, these findings emphasize the need for clearer analytical frameworks and guided reflection to help students overcome difficulties and develop more advanced critical thinking skills.

B. Suggestions

Based on the findings and discussion of this study, several suggestions are proposed for future practice and research. First, teachers or facilitators in the Movie Time program are encouraged to provide more structured guidance when implementing film analysis activities. Although film elements were proven to support students' critical thinking skills, students still experienced difficulties in explaining ideas, identifying film elements, and interpreting implicit moral messages. Therefore, the use of guiding questions, analytical frameworks, and explicit modelling of film analysis procedures is recommended to help students organize their thoughts and express their reasoning more clearly.

Second, the Movie Time program may be enhanced by incorporating reflective activities that promote higher-level critical thinking, particularly self-regulation. Since this study did not find evidence of students monitoring or evaluating their own thinking processes, activities such as reflective journals, self-assessment prompts, or post-discussion reflections could be integrated to encourage students to evaluate their understanding and reasoning more critically.

Finally, future researchers are encouraged to explore additional aspects related to English film analysis and critical thinking. While this study focused on selected film elements and critical thinking indicators, further research may examine other indicators, different types of films, or different learning contexts. Future studies may also investigate instructional strategies that specifically foster self-regulation or compare film analysis with other multimodal learning activities to gain a broader understanding of how critical thinking can be developed in language learning contexts.