



Chinese Movies and Dramas as a Medium for Teaching Mandarin Speaking Proficiency to Mandarin Language Learning Students at Universitas Sebelas Maret, Surakarta

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Abstract

Films and dramas have become one of the most powerful mediums in reflecting and shaping our perspective on various aspects of life and have long been recognized as an effective method in helping to improve students' learning ability in learning and practicing foreign languages. Through the combination of audio, visual and narration, they not only create authentic communicative situations, but also allow students to learn the culture and social context in which the language is spoken. In Chinese language learning practice, Chinese movies and dramas are able to provide an interesting learning experience, not only as a fun medium but also greatly to improve listening, speaking skills as well as the addition of common vocabulary contained in movies and dramas. In the context of Mandarin Chinese, movies and dramas can be valuable tools in providing an introduction to pronunciation, tone, and intonation and emphasis in speaking. This study aims to explore the effectiveness of using Chinese films and dramas as learning media to improve Chinese speaking among Chinese language learning students at Universitas Sebelas Maret (UNS). The unit of analysis in this study is the students majoring in Mandarin at Universitas Sebelas Maret (UNS), who will be asked to complete a questionnaire regarding the impact of Chinese movies and dramas on their Mandarin language and speaking skills. The researcher wanted to understand the extent to which this approach can improve students' speaking skills in Chinese and how students respond to this method. Theoretically, this study contributes to the language learning literature by providing insights into how audiovisual media can be effectively used in the context of foreign language education, specifically Mandarin language. Thus, this study aims to provide valuable insights for the development of more innovative and engaging learning strategies in the context of teaching Chinese in an academic setting.

Keywords : Chinese; Language; Movie; Students; Teaching

Introduction

Mandarin is one of the most spoken languages in the world, not only in mainland China itself, but it has spread to several Asian countries, especially in Southeast Asia. At least half the world's population, or around 1.3 billion people in the world, use Mandarin to communicate with each other. Establishing cooperation between countries is also a factor in the possibility of language exchange between countries; Indonesia is one of the countries that cannot separate from Mandarin, and many sectors today require Mandarin to be a mandatory language as well as English. Especially in the current era of globalization, Mandarin language proficiency is one of the essential aspects considered to be able to compete in the world of work as it is now.

By mastering Mandarin, a person has more skills than other people. Many job vacancies now require applicants to master Mandarin, and job opportunities in Mandarin-related fields are still vast. This indirectly encourages schools, colleges and institutions to open Chinese language classes. In learning Mandarin, learners need to master four aspects of language knowledge, namely pronunciation, Chinese characters, vocabulary, and grammar. For Chinese learners in Indonesia, Chinese is one of the most challenging languages to learn. This is related to its characters and pronunciation, which uses tones. In both cases, there are significant differences between Indonesian and Mandarin.

Mandarin is becoming an increasingly significant aspect of higher education, given China's growing influence in world development, and therefore the teaching of Mandarin in higher education has become one of the most popular majors in Indonesia. Interest in learning Mandarin continues to increase as relations between Indonesia and China increase in the fields of trade, tourism, education and cultural cooperation. As a result, Universitas Sebelas Maret is one of the higher education institutions in Indonesia that offers Chinese Language and Culture study programs. On March 11, 2018, Sebelas Maret University signed a Memorandum of International Cooperation with Xihua University in the field of education with the intention of becoming a means to prioritize Mandarin language education and Chinese cultural exchange through the college level which will produce quality human resources (HR) in all fields. Therefore, students at Sebelas Maret University can learn Mandarin and have the opportunity to deepen their understanding of the Chinese language and culture.

Despite all that, teaching Mandarin at Sebelas Maret University certainly does not escape its own challenges. In addition to ensuring understanding of grammar, vocabulary, reading and writing skills in students, speaking skills are also important to be developed in learning but are often neglected because most students prioritize theory over speaking practice, even though speaking proficiency is the key to good and fluent communication and increasing effectiveness in student success in all fields. Therefore, in increasing efforts to increase the effectiveness of Chinese language learning, the use of learning media in the form of movies and dramas is one of the effective tools in supporting Chinese language learning. Chinese movies and dramas are not only interesting but a unique combination of language, culture that will certainly increase students' understanding and involvement in learning Chinese.

Although various approaches have been used to teach Mandarin, the use of Chinese movies and dramas as language learning aids has not been widely studied, particularly in the context of universities in Indonesia. This media can offer a more engaging and effective learning method, which can increase students' motivation and involvement in learning Mandarin. This is also important because movies and dramas not only provide authentic language examples but also offer deep cultural insights, which are crucial in language learning.

Therefore, this research is important to answer the following research question: How effective is the method of watching Chinese movies and dramas in learning Mandarin for Mandarin learners at Universitas Sebelas Maret (UNS) in Surakarta? This study aims to fill the knowledge gap regarding the effectiveness of using movies and dramas as media in teaching Mandarin and to determine the extent to which this media influences students' speaking skills. Thus, this research is expected to make a significant contribution to the field of language education, particularly in Mandarin teaching methods in Indonesia.

Research Methods

This study uses a quantitative descriptive approach that makes Chinese language learning students at Sebelas Maret University, both at the S1 (undergraduate) and D3 (diploma 3) levels, the object of research. A sample of 45 students was collected through a structured questionnaire consisting of 20 multiple-choice questions and one short essay question, all relating to the effectiveness of Chinese films and dramas as a medium for teaching Chinese speaking proficiency. The questionnaire was used as the main instrument in this research, and the literature study was used as a supporting instrument through the use of various journals, articles, and trusted websites that are certainly relevant to the object as a reinforcement of research. After all the data is collected, the data analysis technique is carried out by selecting relevant data, abbreviating the data and finally providing a conclusion of the research data results. The data analysis technique uses descriptive data analysis techniques based on the results of the data obtained, which will be described or described in such a way as clearly as possible.

Results and Discussion

Movies and dramas are often regarded as entertainment media that can convey messages and information to their audience. Not infrequently, movies and dramas are also used as learning media, both spiritually and physically, which can influence human minds to develop and become more skilled. According to Trianton (2013), movies are a powerful media despite being only a short presentation. That is why movies function as a medium that can educate, entertain, provide information, and motivate the growth of other creative industries. The same goes for dramas.



Figure 1. Example of Chinese movies and dramas

Chinese movies and dramas are one of the means to stimulate Mandarin speaking skills in Mandarin language learners. Chinese movies and dramas are available on various easily accessible platforms such as television, cinemas, subscription-based film streaming platforms, and others. The genres of movies and dramas are diverse, so viewers can choose the ones they like. Things that are liked, such as scenes, cultures depicted in the movie or drama, romantic and poetic dialogues, and easy-to-understand content, usually trigger the audience's memory when the events in the movie or drama unintentionally occur in their lives, or even if

the scenes in the movie or drama that capture the attention of the viewers, they may imitate the scenes in their daily activities.

In connection with this, this study was conducted to measure the effectiveness of using drama and film as a method of learning Chinese by using a questionnaire distributed to Chinese language learners at Sebelas Maret University. The collected questionnaire results were then processed and analyzed by the researcher to obtain relevant results. In this study, the criteria for respondents were students who were studying Mandarin at Sebelas Maret University. Mandarin education is the main requirement, because they have relevant knowledge and culture and can provide informative responses on the topic of this research. The age criterion was not specifically restricted, but since we only researched at Sebelas Maret University, the general age was 18 to 21 years old.

The total number of respondents was 45, 40 of whom were from the Chinese language and culture undergraduate program and 5 from the Chinese language diploma program. Respondents are expected to have direct experience in using Chinese movies and dramas as learning media because of the expected benefits in improving language skills, especially in speaking. By involving university students, this study aims to get in-depth views from individuals who are directly involved in the process of learning Chinese, especially speaking, using the Chinese film and drama method and collecting data on how Chinese films and dramas contribute to the learning process of Chinese. Below are some explanations of the questionnaire used by the researcher and the results obtained through the questionnaire.

Questionnaire Design

The questionnaire was designed by the author to investigate the subjects' subjective views on several aspects relevant to the use of Chinese film and drama media in teaching Chinese speaking proficiency, including their experience in watching, the increase in Motivation after watching, as well as the implications on their Chinese speaking ability. All questions were multiple-choice except for the last question, which was a short essay. After the questionnaires were collected, the author first recorded the data into Google Spreadsheets software and then imported the data from Google Spreadsheets into Google Documents to process the data.

Acquisition of Questionnaire Results

The target of the survey through the research questionnaire was all Chinese language learning students at the Chinese Language University, both undergraduate and postgraduate. Due to limited resources and time, the author was only able to distribute 45 questionnaires in this survey, and 45 questionnaires were collected. Among them, 40 were from the undergraduate Chinese language and Chinese culture program, and 5 were from the diploma Chinese language program. The respondents' views on each question of the questionnaire are as follows.

1. Have you ever watched a Chinese movie?

Based on the data collected from the 45 respondents who filled out the questionnaire, the results show that the majority of them, 44 people (97.8%), have watched Chinese movies. Meanwhile, only a small percentage of respondents, namely only one person (2.2%), had never watched a Chinese movie. This shows a high level of consumption of Chinese movies among the respondents, with only a few who have not experienced watching them.

2. Do you like watching Chinese movies?

Based on the survey conducted, it was found that the majority of the respondents, 27 people (60%), expressed a tendency to enjoy watching Chinese movies. Meanwhile, the remaining 40% chose to maintain a neutral attitude towards liking watching Chinese movies. It is interesting to note that there were no respondents who indicated a dislike towards watching Chinese movies in the data obtained.

3. Have you ever watched a Chinese movie for coursework purposes?

Based on the survey conducted, a total of 45 respondents have consumed Chinese movies as part of their coursework, which amounts to 39 people (86.7%). This indicates a high level of acceptance and use of Chinese movies in an academic context. The remaining six people (13.3%) have not utilized Chinese films for their studies.

4. Have you ever watched a Chinese drama?

Based on the survey results, 42 people out of the total respondents (93.3%) have had the experience of watching Chinese dramas. Meanwhile, a small percentage of only three people or about 6.7%, stated that they had never watched Chinese dramas. This confirms the high level of popularity of Chinese dramas among the respondents, although there is also a small percentage who are not very familiar with them.

5. Do you like watching Chinese dramas?

Based on the survey conducted, it was found that 24 people (53.3%) of the total respondents expressed enjoyment of watching Chinese dramas. Meanwhile, another six people (13.3%) expressed dislike towards watching Chinese movies. On the other hand, a total of 15 people (33.3%) chose to state that it is possible to enjoy watching Chinese dramas. This analysis reflects the variation in preferences among respondents towards Chinese dramas, with most liking them but also some being neutral or even disliking them.

6. Have you ever watched Chinese dramas for classwork?

Based on the survey conducted, out of 45 respondents who filled out the questionnaire, the results show that 35 people (77.8%) have used Chinese dramas for learning media assignments, and 10 people (22.25) have never watched Chinese dramas for assignments.

7. Do you find watching Chinese dramas or movies for class assignments burdensome?

Based on the results of the previous survey, it was found that almost all had watched Chinese dramas or movies for assignment purposes, and as many as 8.9% or around 4 people felt that watching Chinese dramas or movies was burdensome, while 24 respondents (53.3%) felt it was not burdensome. Meanwhile, 37.8% or around 17 people felt it might be burdensome. So, the majority of students do not feel that watching Chinese dramas or movies is burdensome.

8. Do you feel that watching Chinese movies and dramas is one of the methods of learning Chinese?

Based on the survey results, 37 respondents (82.2%) stated that watching Chinese movies and dramas is a useful method of learning Chinese. This shows that the majority of students feel that watching dramas and movies can deepen their

understanding of Chinese. However, about 1 person (2.2%) did not feel that watching dramas and movies was not effective in learning Chinese. At the same time, the remaining 7 respondents (15.6%) felt that the possibility of watching Chinese movies and dramas could be one of the useful methods for learning Chinese.

9. Do you feel that watching Chinese movies and dramas is a good method to help learning Chinese?

Based on the survey results, most of the respondents, about 32 people (71.1%), agreed that watching Chinese movies and dramas is a good medium to help learn Chinese, but about 12 (26.7%) people stated that watching Chinese dramas and movies might be a good method of learning. The remaining 1 respondent (2.2%) did not feel that dramas and movies are a good method of learning Chinese.

10. Do you feel that watching Chinese movies and dramas helps you to improve your Chinese learning process?

Based on the survey results, around 30 respondents (66.7%) felt that watching Chinese movies and dramas can improve the Chinese learning process. Meanwhile, 31.1% or about 14 people, stated that they might feel that watching Chinese movies and dramas helped them in the Chinese language learning process, and the rest, about one person (2.2%), did not feel that watching Chinese movies and dramas could help in improving the Chinese language learning process.

11. Do you feel any improvement in your Chinese speaking skills after using Chinese movies or dramas as learning media?

Based on the survey results, about 28 respondents (62.2%) felt that there was an improvement in their Chinese speaking skills after using Chinese movies and dramas as their learning media. There was 1 person (2.2%) who stated that they did not feel any improvement in their Chinese speaking skills after using Chinese movies and dramas as their learning media. The rest of the respondents, namely 16 people (35.6%), stated that they might feel an improvement in their Chinese speaking skills after using Chinese movies and dramas as their learning media.

12. Do you find it easier to remember Chinese vocabulary and phrases after watching Chinese movies or dramas?

Based on the survey results, about 23 respondents (51.1%) felt that they remembered Chinese vocabulary and phrases more easily after watching Chinese movies or dramas. Meanwhile, there were 6 people (13.3%) who felt that they did not remember Chinese vocabulary and phrases more easily after watching Chinese movies or dramas, and the remaining 16 people (35.6%) stated that they might remember Chinese vocabulary and phrases more easily after watching Chinese movies or dramas.

13. Do you feel more motivated to improve your Chinese speaking skills after watching Chinese movies or dramas?

Based on the survey results, about 34 respondents (75.6%) felt they were more motivated to improve their shortcomings in Chinese speaking after watching Chinese movies or dramas. Then there are about 2 (4.4%) who do not feel more motivated to improve their Chinese speaking skills after watching Chinese movies or dramas. Then, the remaining 9 respondents (20%) stated that they might feel more motivated to

improve their deficiencies in Chinese speaking ability after watching Chinese movies or dramas.

14. Do you feel that watching Chinese movies and dramas regularly will help improve your Chinese speaking skills?

Based on the survey results, about 33 respondents (73.3%) felt that watching Chinese movies and dramas regularly would help improve their Chinese speaking skills. Then, the remaining 12 respondents (26.7%) felt that watching Chinese movies and dramas regularly would probably help improve their Chinese speaking skills. It is interesting to note that there was not a single respondent who felt that watching Chinese movies and dramas regularly would not help them improve their Chinese speaking skills.

15. Watching Chinese films consistently will help me improve my Mandarin speaking skills.

Based on the survey results, a total of 29 respondents (64.4%) feel that watching Chinese films consistently can help enhance their proficiency in speaking Mandarin. Meanwhile, 2 respondents (4.4%) believe that watching Chinese films consistently does not contribute to improving their Mandarin speaking skills, leaving 14 respondents (31.1%) who think that perhaps watching Chinese films consistently might help improve their Mandarin speaking skills.

16. Watching Chinese dramas routine will help me improve my Mandarin speaking skills.

According to the survey findings, 31 respondents (68.9%) believe that watching Chinese dramas routine can aid in enhancing their proficiency in speaking Mandarin. On the other hand, 2 respondents (4.4%) express scepticism about the effectiveness of watching Chinese dramas routinely in improving their Mandarin speaking skills, while 12 respondents (26.7%) think that perhaps watching Chinese dramas routine could improve their Mandarin speaking skills.

17. Movies are a better medium to help improve Chinese speaking ability

Based on the survey results, 22 respondents (48.9%) thought that movies are a better medium to help improve Chinese speaking. While as many as two respondents (4.4%) thought movies were not a better medium to help improve Chinese speaking skills, and as many as 21 respondents (46.7%) felt that maybe movies could be a better medium or not better to help improve their Chinese speaking skills.

18. Drama is a better medium to help improve Chinese speaking skills

Based on the survey results, 27 respondents (60%) felt that drama is a better medium to help improve their Chinese speaking skills. While as many as 4.4%, or equivalent to 2 students, think drama is not a better medium to help improve Chinese speaking skills, and as many as 35.6%, or equivalent to 16 students, feel neutral, which means drama can be a better medium or it can not be better to help improve Chinese speaking skills.

19. Both dramas and movies are media that can improve Chinese speaking skills.

Based on the data obtained from the questionnaire, 82.2% of respondents (or equivalent to 37 students) think that both dramas and movies are better media for improving Chinese speaking skills. As many as 17.8%, or equivalent to 8 students,

feel neutral, which means that drama and movies can be better or not better media to help improve Chinese speaking skills.

20. As a student learning Chinese, how much do you think the effectiveness of using Chinese drama and movie media in helping to learn Chinese?

Based on the survey results, 36 respondents (80%) felt that the use of Chinese dramas and movies was quite effective in helping them learn Chinese. At the same time, as many as 9 respondents (20%) felt that the use of Chinese dramas and movies was very effective in helping them learn Chinese.

Then, in the last question item, the author tried to ask the respondents' opinions regarding the overall questions presented in the research questionnaire and what assumptions, opinions, or images they thought of when the discussion arose regarding the use of film and drama media as a method of learning Chinese.

21. Do you have any responses to the questions above? Do you have any opinions on the use of Chinese movies and dramas as a Chinese language learning method?

Based on the survey results, some of the respondents explained that Chinese movies and dramas can certainly improve Chinese language skills and can be a good option in making the process of learning Chinese more enjoyable. However, if it is forced in the course of learning, the desire to watch Chinese movies or dramas decreases because it feels like a burden. There are also respondents who think that Chinese dramas are easier to understand than movies in the process of learning Chinese because, basically, dramas are made with a format of a large number of episodes, and of course, this has an effect on the audience to continue the process of watching the drama and the duration spent with Chinese content becomes more so that it impacts on the addition of their new vocabulary.

Advantages of use

The overall survey results above well document some crucial points that further emphasize the various advantages of using Chinese films and dramas in the improvement of Chinese speaking proficiency. The following are some of the key findings regarding some of these advantages based on the data provided: Language Proficiency Improvement: The data shows that 82.2% of the respondents believe that watching Chinese movies and dramas is a useful method for learning Mandarin. This implies that the use of movies and dramas can improve language skills, especially in terms of vocabulary development and usage.

Not only that, The survey results also shows that 51.1% of respondents found it easier to remember vocabulary after watching Chinese movies or dramas. This suggests that the visual and engaging nature of movies and dramas can help in the vocabulary retention process of university students. A Study Conducted at South East European University by Ismaili (2013) concluded that the use of movies in the EFL (English as a Foreign Language) at South East European University can be a new and fun experiment for students. Students feel more motivated to see and hear real-life situations compared to following activities in textbooks. They believe that films provide a more relaxed atmosphere and help improve their English vocabulary. Most students stated that they learned new words due to the repetition of those words in the films, and the keyword preview given at the beginning of the class facilitated their understanding of the film's content.

This aligns well with our findings based on the previously mentioned questionnaire results. Students who feel an improvement in learning Mandarin can easily expand their vocabulary by doing the same, that is, using films in their learning process. The impact on language proficiency was evident in both studies as well, though measured differently. At Universitas Sebelas Maret, subjective evaluations by students indicated that watching Chinese movies and dramas improved their speaking skills. Conversely, Ismaili employed objective assessments, demonstrating significant improvements in the experimental group's listening and speaking abilities compared to the control group. These results underscore the effectiveness of movies and dramas in providing authentic language input and enhancing communicative competence. The majority of respondents (75.6%) had also stated that they felt more motivated to improve their speaking deficiencies after watching Chinese movies or dramas. This implies that the use of Chinese movies and dramas can increase students' confidence and Motivation to improve their language skills and showed that it can make the learning process more enjoyable and entertaining.

Challenges

Based on the survey results presented, the use of Chinese movies and dramas in learning Chinese speaking proficiency has some significant advantages. However, as with any learning approach or method, challenges also arise and need to be considered and addressed. These challenges can arise from various contexts, ranging from students' language proficiency level and language and content complexity to differences in cultural aspects. The author classifies some of the challenges that may arise in the use of Chinese movies and dramas in learning Chinese speaking proficiency as follows:

- a) **Limited Availability of Appropriate Materials:** While Chinese movies and dramas offer many options for language practice, keep in mind that not all content will be suitable for students' learning needs. Some movies or dramas may be too complex or even incompatible with existing learning curricula, thus presenting a challenge for educators in selecting appropriate materials. The limited availability of appropriate materials presents a significant challenge in implementing the use of films and dramas to support speaking skills in foreign language learning. Finding high-quality, culturally relevant, and linguistically appropriate content can be a daunting task for educators and learners alike. This scarcity of suitable materials can hinder the effectiveness of language learning activities and compromise the overall learning experience. To address this challenge, educators must actively seek out or develop a wide range of materials that cater to the diverse needs and preferences of learners.

Collaborating with language experts, content creators, and cultural institutions can provide access to authentic and culturally rich resources that align with the curriculum objectives and learning outcomes. Additionally, leveraging digital platforms and online repositories can offer a wealth of multimedia materials, including films, dramas, and interactive content, to supplement classroom instruction and engage learners in meaningful language practice. Furthermore, educators can empower students to become active participants in the search for relevant materials by encouraging them to explore and curate content based on their interests and learning goals. By involving students in the selection and evaluation of materials, educators can foster a sense of ownership and autonomy in the learning process, thereby enhancing engagement and motivation.

- b) **Difficulty Understanding Cultural Context:** One of the main crucial challenges in implementing the use of films and dramas in foreign language learning is the difficulty in understanding the underlying cultural context. Each film or drama has a unique cultural background, including traditions, social norms, values, and linguistic conventions that may be unfamiliar to foreign language learners. This can lead to difficulties in understanding humor, conflicts, or nuances within the story, and hinder comprehension of the implied meanings in dialogues. Furthermore, the cultural differences between the country of origin of the film or drama and the country where it is being watched can complicate the understanding for foreign language learners.

The importance of understanding cultural context becomes evident when foreign language learners aim to master not only speaking skills but also a deeper understanding of the language and culture they are learning. Films and dramas often serve as windows that allow students to expand their insights into the target culture, but without adequate understanding of the cultural context, these benefits may not be fully realized. To overcome this challenge, an integrated approach between language and culture learning is necessary. Teachers must ensure that students not only learn language structures and vocabulary but also understand the cultural context in which the language is used. This can be achieved through introducing the cultural concepts underlying each film or drama before screening, discussing cultural themes that emerge in the story, and using supplementary materials such as articles, images, or audio recordings that explain relevant cultural contexts.

Moreover, teachers can leverage technology and online resources to support cultural context understanding. There are numerous online resources providing information about Chinese culture, such as customs, traditions, festivals, and other cultural aspects. In the context of this research, integrating these resources into learning can help students broaden their understanding of Chinese culture and deepen their understanding of the cultural context underlying the Chinese films and dramas they watch. Additionally, providing competent instructors in the field is also a crucial point to consider. Universitas Sebelas Maret itself provides several instructors directly from China (native speakers) through its collaboration with Xihua University. This is expected to help provide authentic and in-depth learning experiences to Mandarin language students, enabling them to better understand various forms of Chinese culture and traditions.

- c) **Interest and Motivation:** Interest and motivation are pivotal factors in the successful implementation of films and dramas to enhance speaking skills in foreign language learning. While it appears from the data shown that most students enjoy watching Chinese movies and dramas, there is a risk that their interest and motivation may decline if the use of these media is not effectively integrated into learning. It should be noted that in the previous data presentation, there were some students who thought that this challenge emphasized the importance of student-oriented teaching and the selection of interesting materials to maintain their interest.

To overcome this challenge, educators must employ innovative and dynamic teaching methods that cater to students' intrinsic motivations and interests. As mentioned before, integrating interactive activities like group discussions, role-plays, and multimedia presentations can foster active engagement and sustained interest among students. Additionally, incorporating

elements of gamification, such as quizzes, challenges, or rewards, can incentivize participation and boost motivation levels. Moreover, the relevance and relatability of the materials used are crucial for sustaining students' interest in films and dramas. Educators must carefully select content that resonates with students' interests and preferences. Choosing contemporary films or dramas that reflect relevant themes, issues, or experiences can create meaningful connections between the content and students' lives, thereby enhancing their engagement and motivation to learn.

However, despite efforts to sustain interest and motivation, educators must also recognize and address individual differences in learning preferences and motivational factors. What motivates one student may not necessarily motivate another, underscoring the importance of personalized and differentiated instruction. By understanding students' unique interests, learning styles, and goals, educators can tailor learning experiences to meet individual needs, thereby optimizing engagement and motivation levels.

Conclusion

The benefits of using Chinese films and dramas as a medium for teaching Chinese speaking skills to Chinese language learning students at Sebelas Maret University at the S1 and D3 levels are obvious, starting from the improvement in language skills felt by students, increasing vocabulary mastery and adding new vocabulary variations to students, and increasing Motivation to correct mistakes and deficiencies in Chinese. Students are also more motivated to have confidence in conversing using Mandarin.

Some of the benefits felt by Chinese language students, of course, cannot be separated from the challenges that students face in learning. The language and complexity of the content in Chinese films and dramas is a crucial challenge for a student who is still a beginner and not used to high languages. In addition, the limitations of materials in accordance with the curriculum, difficulties in understanding the cultural context in films and dramas, and maintaining enthusiasm and Motivation to remain consistent in choosing interesting and relevant materials for students are also challenges that need to be considered.

Overcoming these challenges requires a careful and purposeful approach to material selection and effective integration into the teaching curriculum. In addition, supporting students with a deep understanding of Chinese culture is also important in enhancing the effectiveness of using Chinese films and dramas as learning tools. Overall, this study provides valuable insights into the potential use of Chinese films and dramas in improving Chinese speaking in academic settings while also highlighting the importance of understanding the cultural context and effectively managing the challenges that arise.

This study contributes to language learning by showing how media such as movies and dramas can improve Chinese speaking skills. Future steps can also involve developing a more flexible and adaptive curriculum in accordance with the times, not only learning theory through books in class, but also using movies and dramas that are in accordance with the abilities and interests of students. With this approach, the use of Chinese movies and dramas can be an effective tool in learning Chinese at the academic level.

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