

The Students' Perception on Watching English Movie for Speaking Performance

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ABSTRACT

Speaking proficiency is vital in studying English, particularly for pupils in the digital age. Nonetheless, numerous students continue to encounter challenges in speaking English owing to insufficient exposure to genuine language resources and a scarcity of practice opportunities. This study investigates students' perspectives on utilizing English films to enhance their speaking abilities in English assignments. The study utilized a descriptive qualitative approach to elucidate students' perspectives and experiences. The participants comprised 30 students from the second, sixth, and eighth semesters at Muhammadiyah University of Semarang. Data were gathered using questionnaires as the primary instrument. The study's data were analyzed descriptively to ascertain students' perceptions of the influence of watching English films on their speaking performance. The investigation indicated that most students experienced increased motivation, confidence, and an enhanced ability to comprehend pronunciation, vocabulary, and phrases after viewing English films. In conclusion, viewing English films can be an effective and entertaining supplementary medium for enhancing students' speaking skills, particularly for academic tasks. Educators should incorporate film-based activities in speaking lessons to enhance student interest and speaking skills.

Keywords: Students' Perception, Speaking, Watching English Movie

INTRODUCTION

Speaking proficiency is a crucial skill for learning English, especially for students in today's digital world. In an age where global communication heavily relies on English, being able to speak well is vital for both academic achievement and real-life interactions. However, many students struggle with their speaking abilities due to limited exposure to authentic language sources and a lack of opportunities for practice (Nur et al., 2024). This issue becomes especially pronounced when students are tasked with completing English-speaking assignments.

As noted by Kohiriyah et al. (2024), speaking skills are vital social tools that allow students to express their ideas and communicate effectively. Despite their importance, many students find it challenging to master this skill because of various factors such as anxiety, low self-confidence, and a lack of interactive learning methods. One effective way to enhance speaking skills is through multimedia-based learning, particularly by watching English movies. Derakhshan et al. (2016) emphasized that incorporating multimedia such as videos and role-play activities can provide meaningful language exposure, which contributes to learners' speaking fluency, pronunciation, and self-confidence in EFL contexts.

Watching English films creates a rich linguistic environment where students can observe the pronunciation, vocabulary, expressions, and cultural contexts used by native speakers (Pratiwi et al., 2023). Unlike traditional textbooks, movies provide real-life dialogue. In addition to speaking, Sinagam (2020) demonstrated that movies significantly improve listening comprehension, which is foundational for productive speaking, making language learning more engaging and interactive (Sari & Aminatun, 2021), while also improving their understanding of pronunciation patterns, intonation, and conversational fluency.

Although previous studies have explored the advantages of using movies as a tool for language learning (Aimah, 2023), most have primarily focused on listening skills or general language comprehension. There remains a significant gap in research examining how students perceive the effects of watching English movies on their speaking abilities, especially when it comes to completing English assignments. Understanding these perceptions is crucial in assessing whether movie-based learning can effectively supplement and enhance speaking performance.

Therefore, this study aims to investigate students' views on the effectiveness of watching English movies in improving their speaking skills for academic tasks. By employing a descriptive qualitative approach, the research seeks to analyse students' experiences and perceptions of this learning method. The findings will help deepen the understanding of how

multimedia-based learning strategies, particularly movie-watching, can be incorporated into English language education to support the development of speaking skills.

By gathering insights from students, this study aspires to provide valuable recommendations. Integrating multimedia like movies for educators on how to integrate film-based activities into English-speaking lessons (Mulyadi, 2020). The ultimate goal is to boost student engagement and cultivate better speaking proficiency through interactive and enjoyable learning experiences.

METHOD

This research utilized a descriptive qualitative approach to explore students' perceptions of watching English movies as a supplementary tool for enhancing their speaking skills in English assignments. The qualitative method was selected because it offered a deeper understanding of students' experiences, opinions, and the challenges they face regarding their speaking performance. By concentrating on subjective insights, the study aims to provide meaningful interpretations rather than just numerical data.

Participants

The study involved 30 students from the second, sixth, and eighth semesters of the English Department at Muhammadiyah University of Semarang. Participants were chosen through purposive sampling to ensure a diverse range of perspectives from different academic levels. This method was employed to capture a variety of experiences related to using English movies to boost speaking proficiency.

Data Collection

The main method of data collection for this study was a questionnaire designed to investigate students' perceptions of watching English movies for developing their speaking skills. The questionnaire included open-ended questions, allowing participants to share their views in their own words and providing rich, detailed insights. To ensure data reliability, participants were encouraged to respond honestly based on their personal experiences.

In addition to the questionnaire, semi-structured interviews were conducted with selected participants to gain a deeper understanding of their perspectives. These interviews offered students the chance to elaborate on their responses, clarify their thoughts, and discuss specific challenges they faced while integrating movie-watching into their learning process.

Data Analysis

The collected data was analyzed using descriptive qualitative techniques, specifically through a thematic analysis approach. Responses from both the questionnaire and interviews were categorized into recurring themes, such as motivation, confidence, improvement in pronunciation, vocabulary enhancement, and overall speaking skill development. This thematic approach enabled a comprehensive understanding of students' perceptions, focusing on the richness of their experiences rather than relying on statistical measurements.

The findings were meticulously examined to identify patterns, similarities, and notable differences among students' responses. By analyzing their thoughts on watching English movies for speaking assignments, this study aimed to provide practical recommendations for incorporating movie-based learning techniques into English language education.

FINDINGS AND DISCUSSION

This study gathered data through open-ended questionnaire interviews, aiming to explore respondents' perceptions and experiences. A thematic analysis was conducted to identify patterns within their responses.

1. Motivation to Speak English

A significant majority of respondents, around 85%, indicated that watching English movies greatly enhanced their motivation to practice speaking English. Many participants noted that movies made learning more enjoyable and engaging, which encouraged them to participate actively in speaking exercises. For example, Respondent 3 remarked, "Watching movies makes learning fun and encourages me to speak more." This underscores how exposure to multimedia can transform a skill that many find challenging into an entertaining activity (Prayitno & Wicaksono, 2024). Conversely, a small minority, roughly 10%, preferred interacting directly with native speakers instead of learning through films, suggesting that while movies are motivating for most, a few learners still prioritize real-life conversation practice.

2. Increased Self-Confidence

About 80% of the respondents mentioned that watching English movies helped boost their self-confidence in speaking English, whether in classroom environments or during assignments. (Budiastuti & Wijayatiningsih, 2019) analyzed how students utilized communication

strategies in YouTube videos, indicating that such tasks foster confidence and adaptability in real-time speaking. Many students shared that by mimicking the pronunciation, intonation, and facial expressions of the actors, they felt more prepared and less anxious about speaking. Supporting this, (Oradee, 2013) argued that communicative activities such as role-playing and problem-solving in language classes significantly reduce learners' anxiety and improve their willingness to communicate in English.. For instance, Respondent 7 stated, "I feel more confident imitating actors' pronunciation and intonation." This indicates that movies provide a safe and accessible model for learners to follow, which can alleviate anxiety and encourage more frequent speaking practice.

3. Inspiration from Movie Scenes

Approximately 60% of respondents reported feeling inspired by specific movie scenes where characters continued speaking English despite making mistakes or encountering obstacles. This exposure helped students understand that making errors is a natural part of language learning and should not hold them back. Respondent 12 expressed, "Seeing characters try and fail motivates me to keep speaking without fear." Such inspirational moments from films can serve as powerful motivators, assisting learners in overcoming their fear of embarrassment or failure.

4. Reduced Fear of Making Mistakes

A considerable number of respondents, around 75%, agreed that watching movies helped diminish their fear of making mistakes while speaking English. They noted that watching characters in films who occasionally stumble or mispronounce words made them feel more at ease with their own errors.(Ramezani et al., 2016) also found that students who engaged in reflective thinking and critical analysis, such as through discussing movie scenes, demonstrated better speaking fluency and reduced fear of making mistakes. Respondent 5 commented, "Movies show that mistakes happen, and that's okay." This realization is crucial for language acquisition, as it promotes a growth mindset and encourages learners to take risks in their speaking practice without excessive self-judgment.

5. Improvement in Speaking Aspects

Respondents identified various specific areas of their speaking skills that improved due to watching English movies. (Mulyadi et al., 2021) reported that integrating task-based language teaching supported by technology enhances students' speaking performance, particularly in fluency and vocabulary acquisition through contextual and authentic tasks. Pronunciation was the most frequently noted area of enhancement, with about 90% observing clearer and more accurate word articulation.

Vocabulary acquisition was also highlighted by 85% of respondents, who mentioned learning new words and phrases that they could use in their speech. Additionally, around 70% recognized improvements in their fluency, indicating that repeated exposure to natural speech patterns helped them speak more smoothly and confidently. Some respondents also pointed to enhanced intonation and the ability to use more natural expressions, contributing to more authentic communication.

6. Acquisition of New Vocabulary

Most respondents, approximately 80%, reported that they regularly learned new words or phrases from the movies they watched. This vocabulary included everything from everyday slang to idiomatic expressions and formal language (Adrefiza et al., 2024), who found that consistent exposure to English movies enhanced both receptive and productive vocabulary, especially in informal contexts enriching their overall language knowledge. For instance, Respondent 9 mentioned, "I often pick up new slang or expressions from movies." However, a small group (about 15%) indicated that they rarely discovered new vocabulary through films, possibly due to limited exposure or a lack of attention to unfamiliar words.

7. Understanding Natural Conversations

Nearly all respondents, about 95%, agreed that watching movies improved their understanding of natural English conversations more than studying from textbooks alone by (Ali et al., 2024). They explained that movies provide authentic contexts where language is used spontaneously, including slang, colloquialisms, and cultural references often absent in formal learning materials. This exposure allowed them to better grasp how English is spoken in real life, enhancing their listening comprehension and conversational skills.

8. Role of Subtitles

Around 70% of respondents found subtitles, particularly English subtitles, to be very beneficial for understanding dialogue and learning correct spelling and pronunciation. Subtitles acted as a bridge between listening and reading, reinforcing language input and aiding comprehension. However, about 20% of respondents seldom used subtitles, either because they preferred to challenge their listening skills or found subtitles distracting. This variation suggests that subtitle usage should be tailored to individual learner preferences and proficiency levels.

9. Use of Expressions from Movies

Many respondents, about 65%, admitted that they had used phrases or expressions learned from movies in their speaking or writing

assignments. This practice helped them sound more natural and fluent as they integrated authentic language into their communication. Utilizing movie-derived expressions also boosted their confidence and made their language more engaging and relatable to listeners or readers.

10. Preference for Movie-Based Assignments

A significant majority of respondents, around 85%, expressed a strong preference for movie-based assignments, such as summarizing films or role-playing scenes, over traditional speaking tasks. They found these activities more engaging, interactive, and motivating, as they combined language learning with entertainment. This preference indicates that incorporating multimedia resources into language teaching can enhance student involvement and enjoyment.

11. Suggestions for Teachers

Respondents suggested that teachers should creatively incorporate movies into their lessons by selecting films relevant to students' interests and language levels. They recommended including role-play activities, scene summaries, and dialogue analyses to deepen understanding and encourage active language use. Additionally, they advised using short clips instead of full-length movies to maintain student focus and avoid boredom. These suggestions highlight the importance of thoughtfully integrating multimedia materials to maximize learning outcomes.

Discussion

The findings from this study clearly reveal that watching English movies is an effective and powerful way to enhance students' speaking skills. It achieves this by increasing their motivation to practice, boosting their self-confidence, and exposing them to authentic, natural language use. These results align well with contextual learning theory, which posits that language acquisition is more effective when learners engage with the language in meaningful, real-life contexts rather than through abstract or decontextualized materials.

Subtitles emerged as a valuable support tool in this learning process, aiding vocabulary acquisition and improving pronunciation. However, their effectiveness depends on learners' individual preferences and proficiency levels, suggesting that educators should use subtitles strategically rather than uniformly.

The strong preference for movie-based assignments such as role-plays and scene summaries indicate that incorporating multimedia and interactive activities can foster greater student engagement and active

participation (Kaur & Aziz, 2020). These methods make learning more dynamic and enjoyable, essential for sustaining motivation over time.

Despite these positive outcomes, it is important to recognize that some students still prefer direct interaction with native speakers or more traditional methods of practice. This diversity in learning preferences highlights the need for varied instructional approaches to accommodate different learning styles and maximize the effectiveness of language teaching. Practical implications for educators include; firstly, carefully selecting films that are age-appropriate, culturally relevant, and aligned with students' language proficiency levels. Secondly, designing interactive tasks such as role-playing, group discussions, and scene analyses to encourage active language use. Thirdly, using subtitles selectively, based on learners' needs, to support comprehension without fostering dependency. Lastly, creating creative and engaging assignments that leverage the motivational power of movies to sustain student interest and participation.

CONCLUSION

English movies serve as a rich and versatile resource for enhancing speaking skills among language learners. They provide authentic language exposure, increase learners' confidence, and foster motivation through enjoyable and meaningful contexts. When combined with varied, interactive teaching methods tailored to individual learner needs, the use of movies can significantly enhance the effectiveness of speaking instruction and contribute to better language acquisition outcomes.

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