

**THE BENEFITS OF WATCHING ENGLISH MOVIES FOR
ENGLISH STUDENT AT UNIVERSITAS MUHAMMADIYAH
BENGKULU**



THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

2025

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ENGLISH STUDENT AT UNIVERSITAS MUHAMMADIYAH
BENGKULU**

THESIS

**Submitted in partial fulfillment of the requirements for the degree of
Bachelor of Education in English Language Teaching.**



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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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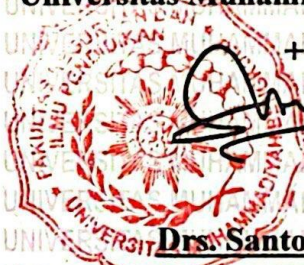
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CURRICULUM VITAE (CV)



My name is Muhamad Gyan Refhisan, born in Pagaram on June 22, 2003. I began my formal education at MI-AL AZHAR Elementary School in Pagaram, graduating in 2015. I continued my studies at MTsN 1 Kota Bengkulu and graduated in 2018. I then attended State Senior High School 07 in Bengkulu City, graduating in 2021 with a distinction as an outstanding student in non-academic achievements. In the same year, I was admitted to the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

During my time at university, I actively participated in various student organizations that enhanced my leadership, management, and interpersonal communication skills. In the University Student Executive Board (BEM), I was entrusted with the role of Minister of Interests and Talents, successfully initiating and supervising programs aimed at developing students' potential and creativity across different fields. I also served as Head of the Music Division in the "Seni Sinar" Student Activity Unit (UKM Seni Sinar), where I coordinated music productions, organized performances, and mentored new members. Additionally, I held the position of Secretary in the English Education Student Association (HIMA), where I was responsible for strategic planning, documentation, and event coordination demonstrating responsibility, organizational skills, and strong dedication.

Beyond the campus environment, I have built a professional profile as a musician and performer. I am the drummer in two active bands, *Theorems* and *Surface*, both of which regularly perform on various music stages. *Theorems* has released original songs, showcasing my creativity in music composition and

production, while *Surface* is actively engaged in music festivals, large-scale events, and prestigious stages. With both bands, I have performed in numerous major events and had the honor of sharing the stage with well-known Indonesian artists such as D'Masiv and Rizky Febian. In addition, I frequently perform at live gigs, regular shows, cafés, and community events, further demonstrating my consistency, adaptability, and professionalism in the entertainment industry. My musical journey has not only strengthened my technical and artistic skills but has also shaped my discipline, teamwork, and time-management abilities values I carry into all aspects of my personal and professional life.

MOTTO AND DEDICATION

MOTTO

“Jika Musik bisa membuat mu tenang, maka Al Quran bisa menuntun mu kejalan yang benar”

“DON’T EXPECT TOO MUCH”

“LIFE MUST GO ON”

"Like a drum guiding the song's tempo, I shape the rhythm of my own life."

(Muhamad Gyan Refhisan)

“Tuhan, tolonglah sampaikan sejuta sayangku untuknya

Ku t'rus berjanji takkan khianati pintanya”

(Ada Band - Yang Terbaik Bagimu)

“Bayangkan jika kita tidak menyerah

Tantangan apa pun dari Ayah atau dunia

Kita hadapi, kita lewati, kita ikuti, kita nikmati”

(Hindia – Bayangkan jika kita tidak menyerah)

DEDICATION

- * Tuhan, Terima kasih atas setiap nafas, kesempatan, kekuatan, dan jalan yang selalu Engkau beri. Tanpa pertolongan-Mu, aku tidak akan sampai sejauh ini.
- * To the point, aku tidak bisa banyak berkata kata untuk berterimakasih pada keluarga, mungkin aku anak yang keras, anak yang gengsian, tapi pada skripsi ini izinkan aku untuk berterimakasih kepada keluarga terutama orang tua ku, karena berkat kalian aku bisa sampai di titik ini, banyak hal yang sudah di lalui dan banyak hal yang sudah terlewatkan bersama maupun tidak. Maaf karna sering merepotkan kalian maaf untuk tangisan

yang jatuh dan ribuan maaf untuk segala keasalahan yang sudah ku perbuat dan maaf untuk semua hal hal buruk yang terjadi dan terimakasih untuk hal hal baik yang tercipta. Last, aku sayang kalian.

* Terakhir, Skripsi ini saya persembahkan untuk diri saya sendiri. Untuk setiap lelah yang saya lawan, untuk sakit yang saya tahan, untuk sedih yang telah tercipta, untuk setiap air mata yang jatuh, setiap doa yang terucap dalam hati, dan setiap langkah kecil yang saya ambil hingga akhirnya membawa saya sampai ke titik ini. Terima kasih kepada diri saya yang tidak menyerah meskipun sering merasa ingin berhenti. Terima kasih karena sudah berani bermimpi, berjuang, dan bertahan ketika semua terasa berat. Skripsi ini adalah bukti nyata bahwa saya mampu melewati apa yang dulu saya kira tidak mungkin. Semoga saya selalu mengingat bahwa proses ini bukanlah akhir, melainkan awal dari perjalanan yang lebih panjang.

PREFACE

Praise be to Allah, the Lord of the Worlds. The author offers heartfelt gratitude to Allah SWT for His mercy, guidance, and blessings, which have enabled the completion of this thesis titled **“The Benefits of Watching English Movies for English Student at Universitas Muhammadiyah Bengkulu.”** May blessings and peace be upon Prophet Muhammad SAW, the eternal example for all humanity. This thesis was written as one of the requirements for obtaining a Bachelor of Education degree from the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. The completion of this thesis would not have been possible without the support, guidance, and assistance of various parties. For this reason, the author would like to express sincere gratitude to:

1. Washlurachim Safitri, M.Pd, as the Head of the English Education Study Program, Muhammadiyah University of Bengkulu.
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4. All lecturers of the English Education Study Program, Muhammadiyah University of Bengkulu, for the knowledge and experience shared throughout the writer's academic journey.

The author realizes that this thesis still has limitations and is not yet perfect. Therefore, the author welcomes constructive criticism and suggestions from various parties as valuable input for future research improvements. Finally, the author hopes that this thesis will be beneficial to readers.

Bengkulu, 19 August 2025
Penulis

Muhamad Gyan Refhisan

ABSTRACT

Muhamad Gyan Refhisan, 2025. "The Benefit of Watching English Movies for English Students at Universitas Muhammadiyah Bengkulu". Thesis, English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Bengkulu. Supervisor: Dr. Yupika Maryansyah, M.Pd.

The increasing accessibility of audiovisual media has made English-language movies a popular and potentially effective resource for language learning. In English as a Foreign Language (EFL) contexts, movies can provide authentic language exposure, cultural insights, and engaging input that supports skill development. This study investigates the benefits of watching English-language movies for students of the English Education Study Program at the Universitas Muhammadiyah Bengkulu, aiming to identify preferred genres and describe their perceived contributions to English learning. This study employed a mixed-method convergent design, data were collected from 21 final-year students through a closed-ended questionnaire and semi-structured interviews. The quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis. The findings indicate that drama, animation, and sitcoms were perceived as the most beneficial genres, enhancing vocabulary, pronunciation, and understanding of everyday conversations. Romantic comedy, fantasy, and documentary genres were considered moderately useful, while action and horror were deemed less effective. Thematic findings revealed six main benefits: vocabulary enrichment, improved pronunciation and intonation, strengthened listening comprehension, greater speaking fluency and confidence, promotion of autonomous learning, and increased motivation through emotional engagement. The study concludes that watching English-language movies, particularly with English subtitles, can serve as an effective, engaging, and practical strategy in EFL learning.

Keywords: English Movies, Movie Genres, Language Learning Benefits, EFL Students.

ABSTRAK

Muhamad Gyan Refhisan, 2025. “The Benefit of Watching English Movies for English Students at Universitas Muhammadiyah Bengkulu”. Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing: Dr. Yupika Maryansyah, M.Pd.

Penelitian ini dilatarbelakangi oleh peran media audiovisual, khususnya film berbahasa Inggris, yang semakin banyak dimanfaatkan mahasiswa untuk meningkatkan keterampilan bahasa. Tujuan penelitian ini adalah untuk mengetahui genre film berbahasa Inggris yang paling disukai mahasiswa serta mendeskripsikan manfaat yang mereka peroleh dalam pembelajaran bahasa Inggris melalui film. Penelitian ini menggunakan metode campuran (mixed-method) dengan pendekatan kuantitatif dan kualitatif. Responden penelitian adalah 21 mahasiswa tingkat akhir Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu. Data dikumpulkan melalui angket tertutup dan wawancara semi-terstruktur, kemudian dianalisis menggunakan statistik deskriptif untuk data kuantitatif dan analisis tematik untuk data kualitatif.

Hasil penelitian menunjukkan bahwa drama, animasi, dan sitkom merupakan genre yang paling bermanfaat untuk penguasaan kosakata, pelafalan, dan pemahaman percakapan sehari-hari. Genre lain seperti komedi romantis, fantasi, dan dokumenter juga dianggap membantu, namun dengan tingkat manfaat yang lebih rendah. Sementara itu, genre aksi dan horor dinilai kurang efektif dalam pembelajaran bahasa. Temuan kualitatif mengungkap enam manfaat utama menonton film berbahasa Inggris, yaitu memperkaya kosakata, meningkatkan pelafalan dan intonasi, memperkuat pemahaman mendengar, meningkatkan kelancaran berbicara dan kepercayaan diri, membentuk kemandirian belajar, serta meningkatkan motivasi belajar melalui keterlibatan emosional.

Kesimpulan penelitian ini menegaskan bahwa menonton film berbahasa Inggris, khususnya dengan subtitle bahasa Inggris, dapat menjadi strategi pembelajaran yang efektif, menarik, dan aplikatif dalam konteks pembelajaran bahasa Inggris sebagai bahasa asing (EFL).

Kata Kunci: film berbahasa Inggris, genre film, manfaat pembelajaran bahasa, mahasiswa EFL

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CHAPTER I

INTRODUCTION

1.1 Background

In the process of learning English as a foreign language, students often seek engaging and accessible alternatives to enhance their language skills beyond the traditional classroom setting. One popular option is watching English-language movies. These movies do not merely serve as entertainment, but also provide authentic and contextual exposure to the language, including vocabulary, pronunciation, expressions, and cultural elements. This exposure can stimulate learners' interest and motivation, especially when the content matches their personal tastes and learning preferences.

The wide availability of English movies across various types and genres such as drama, comedy, action, romance, documentaries, and animated films offers students the opportunity to select what suits them best. Different genres may benefit different aspects of language learning; for instance, dramas might enhance conversational language and emotional expression, while documentaries may offer structured and formal language exposure. Despite this diversity, there remains a lack of comprehensive understanding regarding which types of movies students consider the most useful for learning purposes.

In addition, it is often reported that watching English movies can positively impact students' speaking ability, vocabulary acquisition, pronunciation accuracy, and listening comprehension. These four areas are fundamental components of communicative competence in English. However, few studies have focused specifically on the link between the types of movies watched and the perceived

improvements in these skills. Therefore, this study aims to investigate which types of English movies are seen as the most beneficial for language development by English students and to explore how such exposure contributes to the improvement of their speaking, vocabulary, pronunciation, and listening skills.

In English language education, the importance of using varied and engaging teaching strategies has become increasingly urgent. As the demands of the 21st-century learning environment continue to grow, students are expected not only to master grammatical structures and vocabulary, but also to apply their English skills in authentic, meaningful contexts. However, in many traditional classrooms, learning tends to rely heavily on conventional methods such as memorization, translation exercises, textbook activities, and grammar-focused instruction. While these methods offer structure, they are often inadequate in helping students develop a deeper, more functional understanding of the language. This gap creates the need for more innovative, interactive, and student-centered approaches to support holistic language acquisition, especially among university-level English students (Fauji & Zuhriyah, 2022).

In this regard, the integration of multimedia tools particularly English-language movies offers a promising alternative that aligns with current pedagogical trends and students' learning preferences. Movies present an abundant source of authentic language input, capturing real-life dialogues, diverse accents, natural intonation, slang expressions, and non-verbal communication. Unlike scripted textbook conversations, the language found in movies reflects everyday usage, making them a highly relevant and realistic source of exposure. Beyond linguistic value, movies also introduce students to cultural elements, such as customs,

traditions, and social norms, which are essential components of communicative competence (Laoli et al., 2025).

Furthermore, one of the most powerful features that enhances the effectiveness of movies as a learning tool is the use of subtitles, especially English subtitles. Watching movies with English subtitles allows students to listen and read simultaneously, reinforcing their comprehension and facilitating retention. This dual-channel input helps students associate spoken and written forms of language, strengthens vocabulary recognition, improves pronunciation accuracy, and supports the internalization of grammatical structures. Subtitled movies also promote autonomous learning, as students can choose what to watch based on their interests, allowing them to engage with the language naturally and enjoyably.

The theoretical foundation for this approach is grounded in Stephen Krashen's Input Hypothesis, which posits that second language acquisition occurs most effectively when learners are exposed to input that is both comprehensible and slightly beyond their current level ($i+1$). According to Krashen (2020), the key to successful acquisition lies in the learner's ability to understand the message, not in memorizing grammatical rules. English movies, when accompanied by English subtitles, offer rich and meaningful input that is contextually embedded, emotionally engaging, and linguistically varied fulfilling the essential criteria for effective language input.

Additionally, Lev Vygotsky's Sociocultural Theory complements this approach by emphasizing the importance of social interaction and mediational tools in the learning process. According to Vygotsky (in Mahbub, 2021), students develop language skills through collaborative activities, cultural artifacts, and tools

that bridge the gap between current abilities and potential development, known as the Zone of Proximal Development (ZPD). In this context, movies act as cultural and linguistic tools that provide students with a scaffolded environment. When students watch, reflect on, and discuss movie content, they not only engage cognitively but also expand their communicative abilities through socially situated learning.

Empirical studies provide strong support for these theoretical claims. A meta-analysis by Oktapiani (2023) revealed that English subtitles in movie-based learning significantly improve learners' language performance, with an effect size of 0.64, indicating a moderate but meaningful impact. Similarly, Saputra et al. (2023) found that university students who regularly watched English movies experienced notable improvements in vocabulary acquisition, speaking fluency, listening comprehension, and overall language confidence. Moreover, Fauji and Zuhriyah (2022) reported that learners exposed to English films with subtitles performed better in oral communication tasks and demonstrated increased motivation toward language learning.

However, not all subtitle use leads to the same outcomes. The type of subtitle used plays a crucial role in determining its effectiveness. Research by Kismoko and Roni (2021) indicates that native-language subtitles may hinder learning outcomes by shifting the learner's focus away from the target language, encouraging passive consumption rather than active engagement. In contrast, English subtitles keep learners immersed in the target language, supporting more meaningful cognitive processing and language acquisition.

Considering the above theoretical and empirical evidence, it is clear that watching English movies offers a wide range of benefits for English students. These benefits extend beyond just linguistic development and include increased cultural awareness, stronger listening and reading skills, improved language retention, and heightened motivation. Furthermore, movie-based learning supports learner autonomy and aligns well with the digital habits of today's students, making it a sustainable and accessible strategy for both formal and informal learning environments.

Therefore, this study aims to explore the benefit of watching English movies for English students, focusing not only on specific language skills but on the broader impact such media can have on their language learning process. The research will examine how the combination of authentic audiovisual content and English subtitles contributes to learners' linguistic competence, cultural understanding, and learning engagement. It is expected that the findings of this study will offer practical insights for language educators, curriculum designers, and educational policymakers in incorporating media-based strategies into English language instruction in higher education.

1.2 Research questions

The problems of the study were formulated as follows :

1. What types of movies genres do students find most useful for language learning purposes?
2. What are the benefits of watching English movies on students' English skills?

1.3 Limitation of the Research

This research is limited to exploring the benefits of watching English movies for students in the English Study Program at Universitas Muhammadiyah Bengkulu. The study focuses on the types and genres of English movies students prefer to watch, their viewing habits, and how these contribute to their English language learning. It specifically examines the influence of watching English movies on vocabulary acquisition, listening comprehension, pronunciation awareness, and speaking confidence. However, this study does not cover other factors that may also influence English proficiency, such as formal instruction, reading materials, or social interaction in English. Furthermore, this research is restricted to undergraduate students and does not include learners from other institutions or education levels.

1.4 Aims of the Research

Based on this background, it is necessary to identify the following problems:

1. To find out the types of English movie genres that students consider most useful for language learning purposes.
2. To find out how watching English movies benefits students' English language skills, including vocabulary, pronunciation, speaking fluency, and listening comprehension.

1.5 Significance of the Research

This research holds both theoretical and practical significance, with a stronger emphasis on its practical contributions to the field of English language learning. The findings are expected to inform and support the use of English movies as an

effective tool to enhance language skills, especially for university students in EFL (English as a Foreign Language) contexts.

a. Practical Significance For English Students

The most immediate and direct beneficiaries of this research are English Department students themselves. By revealing the specific benefits they gain from watching English movies such as improved vocabulary, clearer pronunciation, better listening comprehension, and increased speaking confidence this research encourages students to adopt English movies not only as a source of entertainment but also as a self-directed learning strategy. According to Gülveren (2023), students who engage with English audiovisual content are more confident and perform better in spontaneous speaking tasks. Additionally, Almurashi (2020) stated that movies can help learners internalize new vocabulary and expressions more naturally than memorization-based methods.

- For English Lecturers and Language Instructors

This study provides valuable insights for lecturers seeking to motivate students and diversify their teaching media. Movies can be recommended as supplementary learning tools, particularly outside the classroom, to reinforce formal instruction. Teachers may also suggest particular genres such as drama, romantic comedy, or documentary that offer contextualized language usage, idiomatic expressions, and exposure to authentic conversational patterns. As Herrera and Pineda (2022) highlighted, films help connect classroom learning with real-world usage, making language acquisition more relevant and engaging for students.

- For Curriculum Designers and Institutions

Language education programs may consider integrating movie-based assignments or learning modules into the curriculum. This could take the form of film discussion sessions, vocabulary journals based on movies, or listening tasks using selected scenes. By incorporating movies into structured learning activities, institutions can help build students' communicative competence more holistically. As suggested by Montero Perez (2022), such multimedia exposure supports bottom-up and top-down processing in listening and speaking development.

- For Parents and Community Learning Initiatives

Parents and communities engaged in supporting English education can use the findings of this research to promote productive media consumption habits. Encouraging learners to watch appropriate English films at home can foster a more immersive and supportive language environment beyond the classroom.

- For Future Researchers

This research may serve as a foundation for further investigations on the role of movies in EFL learning. Future researchers could compare different types of movies (e.g., animated vs. live-action), the impact of subtitles, or even examine how frequency of viewing influences proficiency. The practical observations in this study may guide future experimental or longitudinal designs.

b. Theoretical Significance

Theoretically, this research contributes to the understanding of multimedia-assisted language learning, particularly in informal learning contexts. It

supports the principles of Krashen's Input Hypothesis and Mayer's Multimedia Learning Theory (2021), which highlight the importance of comprehensible input and dual-channel processing (visual and auditory) in second language acquisition. Moreover, it aligns with Peters et al. (2019) who argue that authentic materials, such as movies, are powerful sources of incidental vocabulary learning and cultural exposure. While the theoretical implications are valuable, the practical benefits for learners, teachers, and educational stakeholders are at the forefront of this study.

1.6 Definition of Key Terms

To provide clarity and prevent ambiguity, several key terms used in this study are defined as follows:

- **English Movies**

English movies refer to motion pictures or films in which English is the primary spoken language. These include but are not limited to Hollywood films, British productions, and English-language independent films. In this study, English movies serve as tools for language exposure, offering learners authentic input, idiomatic expressions, pragmatic usage, and varied accents that may not be available in textbooks or traditional classroom settings (Peters & Webb, 2018).

- **Benefit**

Benefit in this research refers to the perceived advantages or positive outcomes experienced by students in relation to their language learning development, particularly in the areas of vocabulary acquisition, listening ability, pronunciation, and speaking confidence. These benefits are drawn

from the consistent exposure to English through films, and reflect improvements in both comprehension and production skills (Herrera & Pineda, 2022).

- English Students

English students in this study refer to undergraduate students enrolled in the English Language Education Study Program at Universitas Muhammadiyah Bengkulu. These students are learning English as a foreign language and are required to develop proficiency in all language skills listening, speaking, reading, and writing as part of their academic curriculum.

- Language Learning Skills

Language learning skills refer to the four core components of English language proficiency: listening, speaking, reading, and writing. In this study, the focus is primarily on speaking-related skills, which include:

- Vocabulary Acquisition: The process of learning and understanding new words and expressions.
- Pronunciation: The ability to articulate words accurately and intelligibly.
- Listening Comprehension: The capacity to understand spoken English in various accents and contexts.
- Speaking Fluency and Confidence: The ability to express thoughts verbally in English with ease and assurance (Montero Perez, 2022; Gülveren, 2023).