

**STUDENTS' PERCEPTIONS TOWARD ENGLISH FILMS IN  
SUPPORTING ENGLISH LISTENING SKILLS**

**THESIS**



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

**2026**

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THESIS**

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



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**APPROVAL SHEET**

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**“STUDENTS’ PERCEPTIONS TOWARD ENGLISH FILMS IN  
SUPPORTING ENGLISH LISTENING SKILLS”**

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Bengkulu, 10 Maret 2026  
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## PREFACE

### **Bismillahirrahmanirrahim**

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The researcher realizes that this study was not perfect of good enough. Hopefully, the researcher accept all supporting suggestion and criticism to make better on conducting a good research. At the last researcher hopes this thesis can be used by the readers, especially for English Study Program Students and English Lecturers.

Bengkulu, Maret 2026



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## CURRICULUM VITAE



The author's name is Bayu Anugrah, born in Bengkulu City on December 31, 2002. He began his formal education at SDN Kota Bengkulu 36, graduating in 2015. He then continued his studies at SMP Bengkulu 15, graduating in 2018. He completed his high school education at SMAN 2 Kota Bengkulu in 2021. In the same year, he was accepted into the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

During his undergraduate studies, he actively participated in various academic activities and student organizations. In 2023, he served as Chair of the community service program through an English course for elementary school students at Bengkulu 1 Elementary School. In his academic research, he has produced several academic papers published in Sinta-indexed journals.

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This thesis is submitted as one of the requirements to obtain a Bachelor’s Degree in English Education at the Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

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## MOTTO

لِلَّهِ سَبِيلٌ فَهُوَ فِي الْعِلْمِ طَلَبٌ فِي جِزْءٍ مَنْ

“Barang siapa keluar untuk mencari Ilmu maka dia berada di jalan Allah “.

( HR. Turmudzi)

Man Jadda Wa Jadda”

Barang siapa yang bersungguh - sungguh akan mendapatkannya.

" Don't be afraid of failure, be afraid of never trying." - Bayu Anugrah

("Jangan takut gagal, takutlah jika tidak pernah mencoba")

## DEDICATION

All praise is due to Allah SWT, who has granted me health, opportunities, strength, and serenity, enabling me to complete this thesis properly.

With love and gratitude, I sincerely dedicate this humble work to:

### 1. Allah SWT

All praise and gratitude be to You, Ya Allah. For Your endless blessings, guidance, and mercy that have accompanied me throughout this journey.

Without Your help, none of this would have been possible.

2. My beloved mother and father, Thank you for your endless prayers, hard work, and sacrifices for the sake of your children's future. You are a true example of strength, patience, and unconditional love. Every step I take is a reflection of your struggle and devotion. This achievement is dedicated to fulfilling your dreams, hard work, and sacrifices during your lifetime. Although you are no longer physically present, your love and prayers live eternally in my heart. May this work be a sign that your spirit continues to flow within me.
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**ABSTRACT**

**Bayu Anugrah, 2026. "Students' Perceptions toward Using English Films in Supporting Listening Skill". Thesis: English Education Study Program. Faculty of Teacher Training and Education. Universitas Muhammadiyah Bengkulu. Supervisor: Kiagus Baluqiah, M.Pd.**

This study aims to determine students' perceptions toward using English films in supporting Listening skill. This study employed a descriptive qualitative approach involving seventh-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu. The data of this study were collected through questionnaire and semi-structured interviews to obtain students' experiences and opinions about using films in listening learning activities. The data were analyzed using thematic analysis. The findings show that most students have positive perceptions toward using English films in supporting Listening skill. Watching films helps students understand pronunciation, intonation, and the natural speed of native speakers while enriching vocabulary, including slang and idiomatic expressions. In addition, film-based learning increases students' motivation and makes the learning process more enjoyable. However, several challenges were identified, such as fast speech, accent variation, and dependence on subtitles. Therefore, teacher guidance is needed to ensure effective learning outcomes.

**Keywords:** Students' Perceptions, English Films, Listening Skill, EFL Learning.



## ABSTRAK

**Bayu Anugrah. 2026.** Persepsi Mahasiswa terhadap Penggunaan Film Berbahasa Inggris dalam Mendukung Kemampuan Listening. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu, 2026. Dosen Pembimbing: Kiagus Baluqiah, M.Pd.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan film berbahasa Inggris dalam mendukung kemampuan listening. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Bengkulu sebagai partisipan. Data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur untuk memperoleh informasi mengenai pengalaman dan pandangan mahasiswa terhadap penggunaan film dalam pembelajaran listening. Data kemudian dianalisis menggunakan teknik analisis tematik. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap penggunaan film berbahasa Inggris sebagai media pembelajaran listening. Film membantu mahasiswa memahami pengucapan, intonasi, dan kecepatan berbicara penutur asli serta memperkaya kosakata seperti *slang* dan *idiomatic expressions*. Selain itu, penggunaan film membuat pembelajaran lebih menarik dan meningkatkan motivasi belajar. Namun, beberapa kendala masih ditemukan, seperti kecepatan berbicara yang tinggi, variasi aksen, dan ketergantungan pada subtitle. Oleh karena itu, bimbingan dosen tetap diperlukan agar pembelajaran listening melalui film dapat berjalan secara optimal.

**Kata Kunci:** persepsi mahasiswa, film berbahasa Inggris, keterampilan listening, pembelajaran EFL

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Listening is widely recognized as a fundamental component of English as a Foreign Language (EFL) proficiency, serving as the foundation for the development of other language skills such as speaking, reading, and writing. Scholars emphasize that listening comprehension plays a crucial role in overall communicative competence because it enables learners to interpret spoken messages accurately, construct meaning, and respond appropriately in real-time interactions (Gilakjani, 2021; Alrasheedi, 2022; Namaziandost & Nasri, 2023). At the same time, students' perceptions toward learning activities significantly influence their motivation, level of engagement, and learning outcomes, making perception an essential variable in language learning research (Saito & Wu, 2021; Dewaele, 2022; Nguyen, 2024). In recent years, English films have become one of the most widely used authentic materials in listening instruction due to their ability to present natural speech, real-life contexts, and multimodal support that facilitates comprehension (Jin, 2022; Zhao, 2023; Li, 2025). Therefore, the integration of English films in listening classes aligns strongly with modern EFL learning principles, combining authentic exposure, learner-centered instruction, and perceptual engagement.

Despite the importance of listening in EFL learning, many English Education students at Universitas Muhammadiyah Bengkulu (UMB) continue to struggle with understanding spoken English due to several linguistic and pedagogical challenges. Students frequently report difficulties in processing fast native speech, unfamiliar accents, connected spoken forms, and idiomatic expressions, which hinder accurate and fluent comprehension (Rahman, 2021; Putra & Sari, 2022; Yusuf, 2023). In addition, the limited availability of authentic listening materials in classroom settings affects their exposure to natural spoken English, resulting in slower development of listening proficiency (Hidayat, 2021; Kurniawan, 2022; Marlina, 2024). Many UMB students also face low confidence and anxiety when

listening to unscripted English input, especially when the materials lack visual or contextual clues that support comprehension (Dewi, 2021; Mahmud, 2022; Farell, 2023). These conditions indicate the need for learning media that are more authentic, contextual, and engaging to help students overcome listening-related difficulties.

To respond to these challenges, English films offer a promising solution because they deliver rich multimodal input, combining audio, visual cues, and contextual storytelling that naturally support students' comprehension. Films provide exposure to everyday language use, natural speech rate, pronunciation variations, and non-verbal communication, making them suitable for bridging the gap between classroom listening tasks and real-life language use (Zhao, 2023; Li, 2025; Harun & Yunita, 2024). The presence of subtitles further enhances comprehension by allowing learners to cross-check meaning, notice vocabulary patterns, and build connections between spoken and written forms (Jiaqi Li, 2025; Sari & Wibowo, 2022; Kim, 2023). Moreover, films increase students' motivation and reduce listening anxiety because they present learning material in an enjoyable and relatable format (Alqahtani & Mohammad, 2022; Rahmirad & Shams, 2021; Nguyen, 2024). Therefore, using English films can help UMB students develop more confidence, improve comprehension, and engage more deeply with listening activities.

Recent empirical studies have shown that English films significantly enhance students' listening comprehension and learning engagement in EFL contexts. For example, Zhao (2023) found that the integration of multimodal film input improves learners' ability to interpret spoken language by providing visual and contextual reinforcement. Similarly, Li (2025) demonstrated that captioned films promote higher comprehension scores and help learners adopt metacognitive strategies such as prediction, inference, and self-monitoring. Another study by Alqahtani and Mohammad (2022) indicated that students who frequently watch English films outside the classroom show improved listening performance and greater intercultural awareness. Furthermore, Jin (2022) reported that films increase learners' motivation and reduce listening anxiety due to their authenticity and narrative engagement. A study by Nguyen (2024) also emphasized that stu-

dents' positive perceptions toward film-based listening strongly correlate with improved performance, suggesting that perception plays a crucial mediating role in the effectiveness of films as learning media.

While previous studies consistently highlight the effectiveness of films in improving listening comprehension, most of them focus primarily on learning outcomes rather than students' subjective experiences, beliefs, and perceptions. For instance, Zhao (2023) and Jin (2022) examined performance improvement but paid little attention to learners' affective responses. Likewise, the studies by Li (2025) and Alqahtani & Mohammad (2022) emphasized the cognitive benefits of subtitles and cultural exposure but did not deeply explore how learners perceive the role of films in supporting their skill development. Meanwhile, research by Nguyen (2024) did investigate perceptions, but the study was conducted in a Vietnamese university context, making its findings less transferable to Indonesian learners. Compared to these studies, the present research places a stronger focus on examining students' perceptions, specifically among English Education students at UMB, regarding the use of English films to support listening skills. The similarity lies in the shared emphasis on films as learning media, yet the difference lies in the research direction, context, and variables examined.

Based on the reviewed literature, a clear research gap emerges, particularly concerning the lack of studies that explore students' perceptions of using English films for listening development in the Indonesian EFL higher education context. Most available studies prioritize experimental designs measuring improvement in scores rather than analyzing learners' experiences, preferences, challenges, and attitudes (Zhao, 2023; Li, 2025; Jin, 2022). Moreover, no recent research has focused specifically on English Education students at Universitas Muhammadiyah Bengkulu, who have unique linguistic backgrounds, exposure levels, and learning habits that may influence their perceptions. The absence of perception-focused studies within this specific context indicates the need for research that captures students' viewpoints more holistically. Thus, the gap lies in the limited contextual and perceptual investigation regarding the use of English films as supporting media for listening skills among UMB students.

Addressing this gap is essential because students' perceptions significantly determine the success or failure of instructional media in EFL learning environments. Positive perceptions can increase motivation, encourage consistent engagement, and promote autonomous learning, while negative perceptions may reduce willingness to participate and limit learning outcomes (Nguyen, 2024; Saito & Wu, 2021; Dewaele, 2022). Understanding how UMB students perceive the use of English films is important for designing more effective pedagogical strategies and selecting appropriate audiovisual materials that align with their needs. Additionally, insights from this research may help teachers integrate films more strategically into listening courses, optimize subtitle use, and enhance multimodal learning experiences (Zhao, 2023; Li, 2025; Kim, 2023). Therefore, the study holds practical urgency for improving instructional quality and theoretical urgency for filling the identified gap in perception-based research.

In conclusion, listening remains one of the most challenging yet essential skills for EFL learners, and English films offer authentic, engaging, and multimodal support that can enhance comprehension and motivation. However, the effectiveness of films depends greatly on how students perceive their value in the learning process. Given the limited research exploring such perceptions within the Indonesian university context, particularly among English Education students at UMB, this study is necessary to provide deeper insights into learners' attitudes, experiences, and expectations. The findings are expected to contribute to the development of more effective listening instruction and strengthen the understanding of how English films can be optimally utilized to support students' listening skills in higher education settings.

## **1.2 Research Questions**

The Problems of the study was “What are students' perceptions of using English films to support their listening skills? “

## **1.3 Research Objective**

Based on this background, it is necessary to identify the problems was “To find out how students perceive the use of English films in learning listening skills.”

#### **1.4 Significance of the Research**

This study holds both practical and theoretical significance, with a stronger emphasis on its practical value for English language learning. Practically, the findings benefit English students by showing how English movies can enrich vocabulary, improve pronunciation, strengthen listening comprehension, and boost speaking confidence, supporting earlier findings by Gülveren (2023) and Almurashi (2020). The study also provides useful insights for lecturers, curriculum designers, and institutions by highlighting how films can serve as supplementary learning tools, support independent study, and be integrated into classroom activities, as suggested by Herrera and Pineda (2022) and Montero Perez (2022). Parents and community learning programs can also encourage purposeful media use at home, while future researchers may build on this study to explore subtitle use, movie types, or long-term effects. Theoretically, the research reinforces key concepts from Krashen's Input Hypothesis and Mayer's Multimedia Learning Theory (2021), as well as Peters et al. (2019), who emphasize the value of authentic audiovisual input for incidental language learning. Overall, while the study contributes to theory, its practical impact for learners and educators remains the central focus.

#### **1.5 Limitation of the Research**

This research has several boundaries that need to be clarified so readers can clearly see its scope. First, the study only focuses on students' perspectives about using English films to support listening skills. It does not evaluate listening improvement through formal tests but instead explores students' feelings, thoughts, and learning experiences when using films in class.

Second, the participants are junior high school students from one particular school. Their responses might be shaped by their age, level of English ability, and prior exposure to English-language content. Therefore, the findings might be different if the study was conducted in other schools or areas.

Third, the research is limited to English films as the primary learning media. Other resources such as TV series, YouTube videos, podcasts, or English songs are excluded. The films chosen are required to have clear audio, standard pronunciation, and vocabulary appropriate for junior high school students. Any

film containing excessive slang, strong accents, or poor sound quality is not used, in order to keep the results focused.

Fourth, the research is carried out within a one-semester period, so it does not cover the long-term effects of watching English films on students' listening skills. The findings represent students' opinions only during the time of data collection.

Lastly, since the study applies a qualitative approach, the results are mostly descriptive, based on interviews. This means the conclusions reflect individual experiences and personal viewpoints, which may vary among participants. Thus, the results should be considered as context-specific insights rather than universal conclusions for all learners of English.

### **1.6 Definition of Key Terms**

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

- **Students' Perceptions**

In this study, students' perceptions refer to how learners view, think about, and feel toward the use of English films in improving their listening abilities. According to Pajares (2021), perception is the way individuals interpret and give meaning to their experiences, influenced by their background and beliefs. In language learning, students' perceptions can shape their level of motivation, involvement in class, and learning outcomes (Schunk et al., 2022). Knowing these perceptions helps determine whether using films in listening activities is truly effective.

- **English Films**

English films are movies that have English as the main language and are used as additional resources to support listening practice. Mayer (2021) points out that audiovisual media such as films can strengthen language comprehension because they combine both visual and auditory elements. Gülveren (2023) further explains that films offer authentic language usage, allowing students to learn vocabulary, pronunciation, and expressions in real contexts used by native speakers.

- **Listening Skills**

Listening skills describe the ability to understand spoken words, interpret meaning, and respond appropriately. Vandergrift and Goh (2020) describe listening as an active process involving hearing, recognizing words, understanding meaning, and interpreting the situation. In English language learning, listening plays a key role because it supports communication. Watching English films provides learners with rich language exposure that can help them enhance this skill.

- Support

This refers to applying English films as a teaching strategy to aid students in developing their listening competence. Montero Perez (2022) highlights that films, whether used with or without subtitles, provide natural language exposure, enrich vocabulary, and gradually improve comprehension. Similarly, Herrera and Pineda (2022) state that using films in lessons can make learning more engaging and connected to students' everyday experiences, which helps increase motivation.

