

CHAPTER II

LITERATURE REVIEW

2.1 English Films

In recent years, films as audio visual media have gained recognition as one of the most effective resources for learning English, particularly in developing listening skills. Movies combine visual and auditory input, which allows learners to experience language in a more authentic and engaging way. Sriwana, Siradjuddin, and Sukmawati (2024) highlight that watching English films plays an important role in improving students' listening comprehension since the presence of both images and sounds makes it easier for learners to follow conversations, understand vocabulary, and recognize expressions used in daily communication. Their study showed that learners' listening scores significantly increased after exposure to English films, which demonstrates their usefulness as a learning medium.

Moreover, films are not only intended for entertainment but can also serve as authentic learning materials that reflect real life interaction. According to Alqahtani and Alhamami (2023), movies provide learners with meaningful language input, as they expose students to natural speaking speed, pronunciation, and different accents. Their research among Saudi EFL learners revealed that students had positive perceptions of using movies for listening practice, as films created a more dynamic learning atmosphere and improved their comprehension skills. This supports the argument that movies are more effective than textbooks alone because they present language in its natural context.

The integration of subtitles in films also contributes greatly to listening comprehension. Abdul Karim et al. (2024) reported that students agreed strongly that using English subtitles in movies not only increased their interest in learning but also helped them connect spoken and written language. This relationship assists learners in recognizing new vocabulary, idiomatic expressions, and phrases, which are often difficult for EFL students to acquire. Subtitles thus serve as a

supportive bridge between listening and reading skills, enabling students to process language more effectively.

Additionally, the study conducted by Rifa'i, Nur Tjendani, and Sabartono (2022) confirmed that English films could be integrated into listening activities within the school curriculum. Their findings showed that films improved listening comprehension, lowered students' anxiety, and boosted motivation in language learning. In line with this, Bari and Tazul (2024) discovered that consistent practice through watching English movies led to noticeable improvements in students' listening test performance, making films a reliable medium for enhancing both understanding and confidence.

From these studies, it can be concluded that English films are powerful learning tools to develop students' listening skills. They provide authentic exposure to real communication, offer opportunities to practice understanding different accents, enrich vocabulary, and increase learners' motivation. By combining sound, visual elements, and subtitles, films create a complete language-learning experience, making them highly valuable in English listening instruction.

2.2 Listening Skills

Listening is one of the four essential skills in language acquisition and is often regarded as the most demanding for students learning English as a foreign language (EFL). Unlike reading or writing, which allow learners to process language at their own pace, listening requires immediate comprehension because the input is delivered in real time. As highlighted by Lynch (2022), listening forms the foundation of other language skills, including speaking, reading, and writing, since it provides the input necessary for communication. Learners with poor listening comprehension often face challenges in oral interactions because they cannot grasp the meaning of spoken messages. This demonstrates that listening is not only central to language learning but also essential for meaningful participation in communication.

Listening is not simply about hearing sounds it is an active process that involves constructing meaning from spoken input. Renandya and Farrell (2019) explain that listeners need to pay attention to different aspects of language, such as pronunciation, stress, intonation, pauses, and cultural context, in order to under-

stand the speaker's intended message. This process requires focused attention, rapid mental processing, and the ability to relate new information to prior knowledge. For instance, when students listen to conversations in films, they must decode not just the words but also the tone, gestures, and situational background to fully understand the message. Therefore, listening comprehension involves both cognitive and emotional engagement, making it one of the most complex skills to master.

For many EFL learners, listening remains one of the most challenging areas of study. Suwartono and Susilowati (2021) point out that difficulties often arise from fast speech delivery, limited vocabulary knowledge, and exposure to different accents. Idiomatic expressions and culture-specific references can also hinder comprehension because learners may not be familiar with the implied meanings. For example, native speakers often use informal expressions or humor that are difficult for students to interpret. This highlights the importance of using authentic listening materials in teaching, since scripted textbook recordings do not always prepare students for natural conversations outside the classroom.

Listening also plays an interactive role in communication rather than functioning as a purely receptive skill. According to Graham et al. (2020), effective listening requires more than just recognizing words it involves anticipating information, drawing inferences, and making appropriate responses. When engaged in real-time conversations, learners must carefully process what is being said, understand the intent behind it, and react accordingly. This interactive nature of listening underlines its close connection to speaking, as learners often depend on their listening comprehension to produce accurate and contextually suitable replies.

In the Indonesian EFL setting, listening is often less developed compared to other skills such as reading or writing. One of the main reasons is the limited availability of authentic listening exposure in the classroom. Astuti and Lestari (2020) observed that teachers commonly use scripted dialogues or pre-recorded textbook audios, which do not reflect the way English is naturally spoken. Consequently, students frequently struggle when faced with real conversations, where reduced forms, contractions, overlapping speech, and diverse accents occur. For instance, while textbook recordings typically use slow and clear pronunciation,

authentic interactions include fast exchanges and incomplete sentences, which learners find difficult to follow. This mismatch between classroom listening practices and real-life communication situations often lowers learners' confidence and makes listening more intimidating.

One promising solution is the integration of films into listening activities. Films provide learners with authentic input, including natural pace, intonation, and variation in accents. As noted by Nouthaphone and Purbani (2020), films are a valuable resource because they combine both auditory and visual input, allowing students to connect what they hear with visual context. For example, gestures, facial expressions, and background cues help learners interpret spoken messages more effectively. In addition, films expose students to different cultural settings, fostering not only listening comprehension but also intercultural awareness. Supporting this, Manurung, Asyilah, and Emelia (2024) found that films with subtitles significantly enhance listening skills since learners benefit from both spoken language and written text, which facilitates vocabulary retention and meaning comprehension.

In conclusion, listening is a dynamic and complex skill that requires learners to actively interpret spoken input and construct meaning in real time. Despite being one of the most difficult skills for EFL learners due to factors such as limited exposure, speech speed, and unfamiliar vocabulary, listening plays an indispensable role in communicative competence. Films can serve as an effective medium to bridge the gap between classroom learning and real-life communication by providing authentic and engaging listening experiences. Therefore, incorporating films into listening instruction can significantly improve learners' comprehension and overall confidence in using English.

2.3 Types of English Films in Supporting Listening Skills

The incorporation of English films in EFL classrooms offers students diverse opportunities to enhance their listening comprehension. Rather than focusing on a single type of film, different genres provide unique linguistic input and learning benefits. Each genre contains distinct features such as vocabulary range, dialogue style, cultural content, and speech delivery speed, which collectively influence how learners perceive their effectiveness for listening development. As

noted by Ismaili (2019), the engagement and preference of learners toward specific film genres can determine how successfully they internalize the listening input provided. Therefore, recognizing the advantages of various film genres is essential to maximize the role of films as a listening medium.

1. Drama

Among the most effective genres for listening purposes due to its focus on realistic conversations and emotionally charged dialogues. Drama films typically employ formal or semi-formal English that is spoken with clarity and strong articulation, enabling learners to process the speech with fewer barriers. In addition, drama exposes students to pragmatic functions such as apologizing, requesting, or negotiating, which are critical for understanding real-life communication patterns. Laoli et al. (2025) emphasize that the emotional depth of drama not only trains learners to capture intonation and stress but also increases their awareness of socio-pragmatic elements, which are often overlooked in classroom dialogues.

2. Romantic comedies

Romantic comedies are also perceived as highly supportive for listening because of their natural pacing and humorous, engaging content. The dialogues usually reflect casual, everyday communication filled with idioms, jokes, and spontaneous exchanges. Students report that these features help them acquire functional language that can be applied in daily conversations. According to Angelia et al. (2024), the enjoyable and emotionally relatable nature of romcoms motivates students to rewatch scenes multiple times, thereby increasing repeated exposure to comprehensible input. This repeated engagement aligns with Krashen's (2020) Input Hypothesis, which stresses that consistent, meaningful, and engaging input is key to language acquisition.

3. Sitcoms (Situation comedies)

Also hold strong potential for listening practice. Unlike films, sitcoms are episodic, offering learners shorter and more manageable listening segments. Their conversational style includes informal language, sarcasm, humor, and idiomatic expressions, exposing learners to everyday English that textbooks often lack. Students often mimic or shadow short lines from sitcoms, which

trains them to process fast speech and develop fluency in real time listening. Renandya and Farrell (2019) argue that consistent exposure to authentic spoken language in sitcoms enables learners to gradually adapt to the speed and unpredictability of natural speech, thereby strengthening their listening skills.

For learners who seek academic listening development, documentaries are regarded as highly effective. Documentaries are characterized by structured narration, topic-specific vocabulary, and an academic register of English. These features help students prepare for lectures, presentations, and professional communication. Perez (2022) explains that documentaries stimulate top down processing, requiring learners to connect prior knowledge with the information presented, which sharpens both comprehension and analytical listening. Students perceive this genre as particularly helpful for enhancing their ability to follow academic discourse and expand their academic vocabulary.

Genres such as fantasy, action, and animation also contribute to listening comprehension, particularly by enhancing learners' motivation. Fantasy films expose students to creative and abstract vocabulary, often with diverse accents and stylistic shifts, which broaden their listening adaptability. Saputra et al. (2023) note that although some terms may be challenging, learners are motivated to repeatedly engage with fantasy films due to their entertaining plots. Action films are less rich in dialogue but are valuable for training learners to process speech in noisy, fast-paced environments, which builds listening stamina. Finally, animated films are especially suitable for beginners because they use simplified dialogues, slower speech, and clear articulation. Herrera and Pineda (2022) highlight that animated films combine repetitive sentence structures with strong visual support, which significantly aids comprehension and vocabulary retention.

In conclusion, the type of English film chosen greatly influences its effectiveness in developing listening skills. Dramas and documentaries are effective for formal and academic listening, while romantic comedies, sitcoms, and animated films provide accessible input for everyday conversational listening. Fantasy and action films, although challenging, engage students' motivation and enhance adaptability to different speech contexts. These insights demonstrate that genre

selection should be carefully considered by both teachers and learners to maximize the listening benefits of English films.

2.4 Students' Perceptions on the Use of English Films

Students' perceptions are central in understanding the effectiveness of English films in supporting listening skills. Perceptions are shaped by students' beliefs, experiences, and attitudes toward the learning process, and they directly affect motivation and engagement. According to Ajzen (2020), perceptions influence behavior, meaning that students who perceive films positively are more likely to engage actively and benefit from them. In the context of EFL listening, investigating students' perceptions provides deeper insights into not only how films impact comprehension but also how they affect learners' confidence and willingness to practice listening.

In general, recent studies show that students hold positive perceptions of English films as a learning tool for listening. Films provide exposure to authentic language input, including natural speech rate, intonation, and pronunciation, which traditional textbook recordings cannot fully replicate. Nouthaphone and Purbani (2020) found that students value the dual input of visual and auditory elements, as these help reduce the cognitive burden of listening. Learners also report that watching films is enjoyable, less stressful, and motivating, which contributes to lowering listening anxiety. The entertainment factor encourages learners to engage with the material for longer periods, thereby increasing the amount of listening practice they receive.

However, students also acknowledge challenges when using films for listening practice. Some learners struggle with the fast pace of dialogues, unfamiliar vocabulary, idiomatic expressions, or different accents. These challenges may reduce comprehension, particularly for students with limited vocabulary or weaker listening foundations. Suwartono and Susilowati (2021) highlight that while students face difficulties, they generally view these challenges as opportunities to improve listening stamina and adaptability. In other words, even negative experiences are reframed positively as part of the learning process.

An important dimension of students' perceptions is the use of subtitles. Learners often consider subtitles particularly English subtitles as highly benefi-

cial. Subtitles reinforce spoken input by providing written support, helping learners connect sounds with spelling and meaning. Research by Manurung, Asyilah, and Emelia (2024) shows that subtitles enhance vocabulary learning, pronunciation awareness, and comprehension, while also maintaining engagement with the authentic input. Students generally prefer English subtitles over translated ones because they provide support without reducing exposure to the target language.

Overall, students' perceptions of English films highlight their effectiveness in promoting motivation, engagement, and comprehension in listening practice. Learners see films as authentic, enjoyable, and effective resources that support listening development while also acknowledging the challenges they present. These perceptions reinforce the value of integrating films into EFL instruction, as they not only develop linguistic competence but also build learner confidence and autonomy in listening.

2.5 Theoretical Framework

This study is grounded in three complementary theories: Krashen's Input Hypothesis, Mayer's Multimedia Learning Theory, and Bandura's Self-Efficacy Theory. Each of these theories provides a different but interconnected perspective to explain how English films can support students' listening skills and how learners perceive their use in an EFL context. Specifically, Krashen's theory underpins the linguistic process of acquiring language through meaningful input; Mayer's theory supports the cognitive process of multimedia-based learning; and Bandura's theory addresses the psychological dimension of learners' beliefs, motivation, and perceptions.

2.5.1 Krashen's Input Hypothesis

Stephen Krashen's (1982) *Input Hypothesis* is one of the most influential models in second language acquisition (SLA). It posits that language acquisition occurs naturally when learners are exposed to comprehensible input, or linguistic material that is slightly beyond their current level of competence referred to as $i+1$. When learners understand input that includes new structures just above their current level, they subconsciously acquire those structures. Krashen also introduced the concept of the Affective Filter, which refers to emotional variables such

as motivation, self-confidence, and anxiety that can facilitate or hinder language acquisition. When the affective filter is low (for example, when students are relaxed and motivated), more input is processed and internalized.

In the context of this research, English films provide abundant authentic and meaningful input that aligns with Krashen's *i+1* principle. Through movies, learners are exposed to real-life conversations, natural pronunciation, idiomatic expressions, and cultural contexts that are often missing from textbooks. Films, especially those with subtitles, help lower the affective filter because they make learning enjoyable and less stressful. Bailey and Fahad (2021) emphasize that motivation and identity strongly affect how learners process input, while Gong (2023) demonstrates that authentic linguistic exposure such as movies significantly enhances receptive skills. Thus, Krashen's theory justifies the use of films as an effective input source for improving students' listening comprehension and overall language acquisition.

2.5.2 Mayer's Multimedia Learning Theory

Richard E. Mayer's (2021) *Multimedia Learning Theory* offers a cognitive explanation of how people learn from words and pictures. The theory rests on three central assumptions:

1. Dual-Channel Assumption, learners process information through two channels, auditory/verbal and visual/pictorial;
2. Limited Capacity Assumption, each channel has a limited capacity for processing information at one time;
3. Active Processing Assumption, learners actively select, organize, and integrate information to build coherent mental representations.

Mayer argues that effective multimedia instruction integrates these channels in a way that reduces cognitive overload and facilitates deeper learning. In language learning, audiovisual media such as films engage both channels simultaneously, allowing learners to connect spoken words (auditory input) with visual cues (facial expressions, gestures, and context). This alignment strengthens comprehension and memory retention.

According to Wang and Roth (2024) in *Educational Psychology Review*, multimedia learning promotes both retention and transfer because it engages mul-

multiple cognitive pathways. Moreover, Mayer identifies specific design principles such as *modality*, *coherence*, *redundancy*, and *segmenting* which can be applied in classroom use of films. For example, dividing a movie into short, thematically coherent segments prevents overload and allows learners to process meaning effectively. In this sense, Mayer's theory explains why films are cognitively effective learning media, as they encourage active engagement and dual-channel processing in listening activities.

3. Bandura's Self-Efficacy Theory

Albert Bandura's *Self-Efficacy Theory* (1997), within the broader *Social Cognitive Theory*, explains how individuals' beliefs about their capabilities influence their motivation, effort, and performance. Self-efficacy is defined as a person's belief in their ability to successfully perform specific tasks. Bandura identifies four primary sources of self-efficacy:

1. Mastery experiences (previous success),
2. Vicarious experiences (observing others' success),
3. Verbal persuasion (encouragement and feedback), and
4. Physiological and emotional states (feelings of stress, anxiety, or excitement).

In educational settings, students with high self-efficacy tend to set challenging goals, persist in the face of difficulties, and recover quickly from setbacks (Pintrich et al., 2012). In contrast, those with low self-efficacy are more likely to avoid difficult tasks or lose confidence easily. In this study, self-efficacy plays a crucial role in shaping students' perceptions of using English films for learning listening skills. Learners who believe that they can understand films and learn from them are more motivated, attentive, and engaged. Conversely, learners who feel that films are too difficult or too fast may develop negative perceptions and avoid using them.

Thus, Bandura's theory provides a psychological foundation for interpreting learners' perceptions, explaining why attitudes toward using films differ among students. It connects the affective dimension of learning beliefs and confidence with the cognitive and linguistic processes described by Krashen and Mayer.

4. Integration of the Three Theories

These three theories form an integrated conceptual framework that explains how, why, and to what extent English films can enhance listening skills and shape students' perceptions. Krashen's *Input Hypothesis* explains the linguistic mechanism students acquire language through comprehensible and meaningful input provided by films. Mayer's *Multimedia Learning Theory* clarifies the cognitive process films engage both auditory and visual channels to facilitate comprehension and memory retention. Finally, Bandura's *Self-Efficacy Theory* addresses the psychological dimension students' confidence and beliefs influence their motivation and engagement in learning through films.

The interrelation among the three theories can be summarized as follows:

Aspect	Supporting Theory	Main Concept	Relevance to This Study
Linguistic Process	Krashen's Input Hypothesis (1982)	Language acquisition occurs through comprehensible input (i+1) and is influenced by affective factors.	Films provide authentic, contextual, and engaging linguistic input that lowers learners' affective filters.
Cognitive Process	Mayer's Multimedia Learning Theory (2021)	Learners process information through dual audio-visual channels, with limited capacity and active engagement.	Films enhance listening comprehension by linking spoken and visual information to form mental representations.
Psychological Process	Bandura's Self-Efficacy Theory (1997)	Belief in one's ability influences effort, persistence, and learning success.	Learners' perceptions of film-based learning depend on their confidence and motivation to use films effective-

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Table: Integration of Theories in the Study

In conclusion, these theories collectively provide a robust foundation for understanding the use of English films in developing listening skills. The *Input Hypothesis* clarifies the type of linguistic input required, the *Multimedia Learning Theory* explains the cognitive benefits of film as a multimodal medium, and the *Self-Efficacy Theory* highlights the affective and motivational components that shape learners' perceptions.

2.6 Relevant of Studies

In order to build a solid basis for this research, it is essential to examine previous studies that specifically discuss the use of English films in enhancing students' listening skills. These studies particularly focus on the way films often combined with subtitles contribute to learners' comprehension of authentic spoken English. They not only highlight the advantages of using films as learning media but also provide empirical findings and practical insights that strengthen the significance of the present research.

The first relevant study was carried out by Nouthaphone and Purbani (2020), who explored students' perceptions of English films in improving listening comprehension. Their findings revealed that students responded positively because films offered both visual and auditory input, which helped reduce the difficulty of understanding spoken language. Learners mentioned that visual context in films supported their comprehension, making listening activities more enjoyable and less stressful. This finding is directly related to the present research, as it shows how positive perceptions of films can lower anxiety and promote better listening development.

The second study was conducted by Suwartono and Susilowati (2021), focusing on the challenges encountered by learners when using films for listening practice. The study pointed out that fast speech delivery, varied accents, and colloquial expressions often hindered comprehension. However, students still perceived these challenges positively, seeing them as opportunities to strengthen their endurance and adaptability in listening. This perspective is significant for the pre-

sent study, since it shows that perceptions are not only based on benefits but also on how learners cope with listening difficulties.

Another important contribution comes from Herrera and Pineda (2022), who implemented movies as classroom learning tools to enhance both listening and speaking abilities. Through activities such as post-viewing discussions, role play, and vocabulary exercises, students showed noticeable improvements in listening comprehension, sensitivity to pronunciation, and intonation. Additionally, the use of films increased student motivation and classroom participation. This strongly supports the present study, as it highlights that films are authentic and engaging resources that can effectively strengthen listening skills.

A further study by Saputra, Hidayat, and Lestari (2023) examined the role of fantasy films in developing listening comprehension among EFL learners. Although the films contained unfamiliar vocabulary, students found them motivating and engaging. Their interest in the storylines encouraged repeated listening, which ultimately improved their processing of spoken English. The study concluded that learners' motivation and preferences strongly influence how they perceive films as listening resources. This is relevant to the current research, which also investigates how learners' perceptions shape the effectiveness of films for listening development.

The last relevant study is by Manurung, Asyilah, and Emelia (2024), who investigated the effectiveness of subtitles in improving listening comprehension. Their results showed that subtitles helped learners connect spoken words with their written forms, making it easier to acquire vocabulary and understand pronunciation. Students expressed that English subtitles were more effective than translated ones because they provided comprehension support without reducing exposure to authentic English. This is highly relevant to the present research, which also examines the role of subtitles in shaping students' perceptions of using films for listening.

In conclusion, these five studies provide strong evidence that English films are valuable tools in enhancing listening skills, especially when combined with subtitles and motivating genres. They demonstrate that students generally perceive films as enjoyable, authentic, and effective for developing listening comprehen-

sion, despite some difficulties such as fast speech and idiomatic language. These studies provide theoretical and practical justification for the present research, which focuses on exploring students' perceptions of English films in supporting listening skill development.

