

**STUDENTS' PERCEPTIONS OF WATCHING ENGLISH MOVIE HABITS IN
DEVELOPING ENGLISH SPEAKING SKILL AT THE ENGLISH STUDY
PROGRAM OF FATMAWATI SUKARNO STATE ISLAMIC BENGKULU
UNIVERSITY**

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ABSTRACT

English speaking skill development is often hampered by limited exposure to authentic language and low student self-confidence. Although movie is recognized as an effective learning medium, research on students' perceptions of movie-watching as a natural learning process is still limited. This study aims to explore the perceptions, experiences, and aspects of speaking skills developed through the habit of watching English movies. This study used a qualitative approach with a phenomenological design. Data were collected through in-depth interviews and documentation of 16 fourth-semester students of the English Language Education Study Program at UIN Fatmawati Sukarno Bengkulu who have good speaking skills. The study participants were selected using a purposive sampling technique, namely students who have good English speaking skills based on academic grades and oral communication skills. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña. The results showed that 100% of participants had a positive perception, viewing this habit not merely as entertainment, but as a deliberate self-directed learning strategy. This habit significantly improved micro-skills, especially vocabulary enrichment and pronunciation, through exposure to comprehensible input and shadowing techniques. In contrast, the development of macro-skills such as fluency and self-confidence is conditional. Improvement in these aspects is highly dependent on students' willingness to transform passive input into driven output through active practices, such as self-talk or creating vlogs. It was concluded that English movies are an effective pedagogical catalyst, but successful holistic development of speaking skills still requires active learning strategies and learner autonomy.

Keywords: *Speaking Skills, Movie Watching Habits, Independent Learning, Phenomenology, Student Perception.*

ABSTRAK

Pengembangan keterampilan berbicara bahasa Inggris sering kali terkendala oleh minimnya paparan bahasa otentik dan rendahnya kepercayaan diri mahasiswa. Meskipun film diakui sebagai media pembelajaran yang efektif, penelitian mengenai persepsi mahasiswa terhadap kebiasaan menonton film sebagai proses pembelajaran alami masih terbatas. Penelitian ini bertujuan mengeksplorasi persepsi, pengalaman, dan aspek keterampilan berbicara yang berkembang melalui kebiasaan menonton film berbahasa Inggris. Penelitian ini menggunakan

pendekatan kualitatif dengan desain fenomenologi. Data dikumpulkan melalui wawancara mendalam dan dokumentasi terhadap 16 mahasiswa semester 4 Program Studi Pendidikan Bahasa Inggris UIN Fatmawati Sukarno Bengkulu yang memiliki kemampuan berbicara baik. Partisipan penelitian dipilih menggunakan teknik purposive sampling, yaitu mahasiswa yang memiliki kemampuan speaking bahasa Inggris baik berdasarkan nilai akademik, kemampuan komunikasi lisan. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa 100% partisipan memiliki persepsi positif, memandang kebiasaan ini bukan sekadar hiburan, melainkan strategi belajar mandiri yang disengaja (*self-directed learning*). Kebiasaan ini secara signifikan meningkatkan *micro-skills*, khususnya pengayaan kosakata dan pengucapan (*pronunciation*), melalui paparan *comprehensible input* dan teknik *shadowing*. Sebaliknya, pengembangan *macro-skills* seperti kelancaran (*fluency*) dan kepercayaan diri bersifat kondisional. Peningkatan aspek ini sangat bergantung pada kemauan mahasiswa untuk mengubah input pasif menjadi *pushed output* melalui praktik aktif, seperti berbicara sendiri (*self-talk*) atau membuat vlog. Disimpulkan bahwa film berbahasa Inggris merupakan katalis pedagogis yang efektif, namun keberhasilan pengembangan keterampilan berbicara secara holistik tetap memerlukan strategi belajar aktif dan otonomi pembelajar.

Kata Kunci: Keterampilan Berbicara, Kebiasaan Menonton Film, Pembelajaran Mandiri, Fenomenologi, Persepsi Mahasiswa.

A. Introduction

Speaking is a crucial productive competency in English as a Foreign Language (EFL) learning and serves as a primary indicator of successful language acquisition (Wang et al., 2024). However, in practice, the development of this skill is often hindered by a lack of authentic language exposure in daily environments and students' low self-confidence when required to communicate orally (Adickalam & Yunus, 2022). In the current digital era, access to language learning resources has expanded rapidly, notably through English movies.

Movies are recognized as authentic audiovisual media that not only present natural dialogues but also provide cultural context, intonation, and native speaker expressions (Pavithra & Gandhimathi, 2024). An interesting phenomenon has been observed in the English Language Education Study Program at UIN Fatmawati Sukarno Bengkulu, where a number of fourth-semester students with proficient speaking abilities consistently make watching English movies a daily routine. They report that this activity helps them comprehend pronunciation, enrich their vocabulary, and mimic native

speaking styles, indicating that movies have the potential to function as an effective informal learning medium (Laoli et al., 2025). Theoretically, this phenomenon aligns with Krashen's Input Hypothesis, which posits that language acquisition occurs when learners receive comprehensible input in a meaningful context. This is further supported by Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that information processing becomes more effective when both auditory and visual channels are engaged simultaneously (Pavithra & Gandhimathi, 2024). Furthermore, the relaxed environment of watching movies helps lower the affective filter, thereby facilitating language absorption without the pressure often associated with formal classroom assessments (Hoinbala, 2022). Nevertheless, the effectiveness of this medium heavily depends on how students perceive and manage their learning experiences. Perception, as a cognitive process of organizing and interpreting environmental stimuli (Robbins & Judge (2017), determines whether the activity of watching movies is perceived merely as passive

entertainment or internalized as an intentional self-directed learning strategy (Hoang et al., 2025).

Although the role of movies in language learning has been widely discussed, the majority of previous studies are still dominated by quantitative approaches focusing on measuring direct impacts or statistical correlations between movie watching habits and improvements in speaking scores (Maharani & Ganesha, 2024). There remains a significant research gap regarding in-depth qualitative explorations of students' perceptions and lived experiences in making sense of movie watching habits as a natural, habitual learning process. Few studies have specifically revealed how students with proficient speaking skills interpret, filter, and apply metacognitive strategies from movie exposure to develop both micro-skills (such as vocabulary and pronunciation) and macro-skills (such as fluency and self-confidence) in real-world contexts, particularly within the setting of a State Islamic University.

Based on this gap, this study focuses on deeply exploring the perceptions, experiences, and aspects of speaking skills developed through the habit of watching English movies. The primary

objective of this research is to uncover how students perceive this habit, what independent learning strategies they employ, and which specific aspects of speaking skills they feel have improved, utilizing a qualitative phenomenological approach. Practically, the findings of this study are expected to provide new insights for students to optimize their movie watching habits as a structured self-directed learning strategy. Furthermore, this research serves as an empirical reference for lecturers and curriculum developers in designing speaking instruction strategies that are more contextual, engaging, and integrated with authentic media relevant to learners' needs in the digital era.

B. Research Method

This study employed a qualitative approach with a descriptive phenomenological design. This approach was selected to deeply explore the meanings, lived experiences, and subjective perceptions of students regarding their habit of watching English movies as a natural strategy for developing speaking skills (Nasir et al., 2023). The research was conducted at the

English Language Education Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu, which was deemed to have an academic context highly relevant to the focus of the study.

The participants of this study consisted of 16 fourth-semester students selected through purposive sampling. The strictly established inclusion criteria were students who consistently engaged in watching English movies and had demonstrated proficient speaking skills, both based on their academic achievements and observed oral communication abilities. Selecting participants with these criteria aimed to obtain information-rich data concerning the investigated phenomenon until data saturation was achieved (Putri & Murhayati, 2025).

Data collection was conducted using two primary techniques: in-depth interviews and documentation (Kittur & Tuti, 2024). The interviews were carried out in a semi-structured format using a validated interview guide, focusing on perceptions, learning experiences, implemented strategies, and the developed aspects of speaking skills. All interview sessions were recorded using high-fidelity audio recorders to ensure data

accuracy and were subsequently transcribed verbatim. Documentation was utilized as supporting data to strengthen triangulation, encompassing interview transcripts, audio recordings, and other supporting documents that reflect the participants' learning habits.

Data analysis was conducted interactively and continuously, drawing upon the Interactive Model of Qualitative Data Analysis proposed by Miles, Huberman, and Saldaña (1, 2, 3 123, 2024)(Spradley & Huberman, 2024). This process comprised four interrelated main stages: (1) data collection, (2) data condensation, which involves the processes of selecting, focusing, simplifying, abstracting, and coding the primary themes; (3) data display, presented in the form of descriptive narratives and systematic thematic matrices; and (4) conclusion drawing and verification, aimed at ensuring the consistency of the findings with the raw data and relevant theoretical frameworks.

To ensure the trustworthiness of the data, this study adhered to four primary criteria: credibility, transferability, dependability, and confirmability (Fikri et al., 2025). The validation strategies implemented

included prolonged engagement in the field, triangulation of sources and methods, member checking to validate data interpretations directly with the participants, and the establishment of an audit trail to maintain objectivity and transparently document the research process.

C.Results and Discussion

This study explored the perceptions, experiences, and developing aspects of speaking skills resulting from the habit of watching English movies among 16 fourth-semester students. The findings revealed that 100% of the participants held highly positive perceptions. They did not perceive movie watching merely as passive entertainment, but rather as an intentional self-directed learning strategy. Dynamically, their perceptions evolved from initial feelings of being overwhelmed by the speaking rate and accents of native speakers to a profound appreciation of movies as an edutainment medium. These findings validate Robbins and Judge's theory of perception, which posits that perception is selective, subjective, and dynamic (Hoinbala, 2022). The students actively filtered and organized the audiovisual stimuli

from the movies to achieve their academic goals. This aligns with the research of Maharani and Ganesha (2024); however, the present study expands upon this understanding by highlighting how Generation Z identity facilitates the continuous integration of digital media into their cognitive routines. (Maharani & Ganesha, 2024)

The participants' learning experiences were characterized as immersive, anxiety-free processes rich in metacognitive strategies. Participants reported that the movie watching environment significantly lowered their psychological barriers. To maximize comprehension, they employed active strategies such as subtitle manipulation (switching from Indonesian to English), the shadowing technique (mimicking native speakers' pronunciation), and self-recording. This phenomenon provides robust empirical support for Krashen's Affective Filter Hypothesis, wherein an enjoyable and pressure-free atmosphere lowers the affective filter, thereby facilitating implicit language acquisition (Pavithra & Gandhimathi, 2024). Furthermore, these findings corroborate Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that dual coding across

auditory (dialogue, intonation) and visual (facial expressions, situational context) channels fosters significantly deeper cognitive encoding compared to static text-based learning.

Table 1 Summary of Perception Findings and Development of Speaking Skills

No	Finding Category	Frequency	Percentage
1	Positive Perception (Self-Learning Strategy)	16	100
2	Micro-Skills Improvement (Vocabulary, Pronunciation)	16	100
3	Macro-Skills Improvement (Fluency, Confidence)	12	75

As indicated in Table 1, the development of speaking skills demonstrates a tiered progression. The habit of watching movies exerts the most significant and direct impact

on micro-skills, specifically vocabulary enrichment and pronunciation. Exposure to *comprehensible input* from movies enables students to internalize natural intonation and develop articulatory muscle memory. Conversely, the development of macro-skills, such as fluency and self-confidence, is highly conditional. Participants recognized that fluency does not emerge solely from passive viewing. These findings explicitly validate Swain's Output Hypothesis,(1995) (Hoang et al., 2025). While movies function as a catalyst for rich input, bridging the gap between language comprehension and communicative use requires students to autonomously transform this passive input into *pushed output* through active practices such as self-talk, peer interaction, or creating mini-vlogs. Furthermore, self-confidence does not emerge spontaneously; rather, it is a psychological byproduct of the accumulated "linguistic capital" namely, improved vocabulary and pronunciation that students acquire through movie exposure.

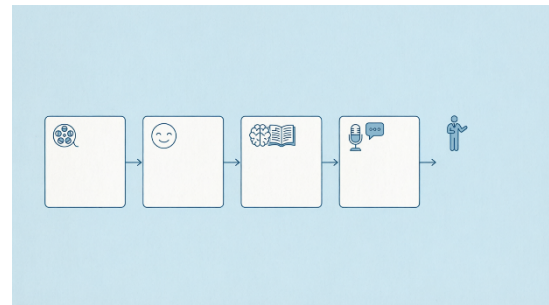


Figure 1. Model of Transformation of Passive Input into Pushed Output
Based on movie

Ultimately, this discussion synthesizes the finding that the habit of watching English movie is not a pedagogical "magic bullet," but rather a synergistic phenomenon. The success of holistic speaking skill development is highly contingent upon learner autonomy in applying metacognitive strategies, as well as their commitment to actively producing language (pushed output) in real-world contexts, thereby facilitating the attainment of comprehensive communicative competence.

D. Conclusion

This study concludes that students with proficient speaking skills perceive the habit of watching English movies not merely as passive entertainment, but as an intentional and dynamic self-directed learning strategy. From a phenomenological

perspective, this learning experience is characterized as immersive, holistic, and anxiety-free, empirically validating Mayer's Cognitive Theory of Multimedia Learning and Krashen's Affective Filter Hypothesis in fostering an optimal language acquisition environment (Pavithra & Gandhimathi, 2024). Regarding the development of speaking skills, a tiered progression was identified. Improvements in micro-skills, specifically vocabulary enrichment and pronunciation, occur significantly and directly through exposure to *comprehensible input* and the practice of mimicking native speakers (Laoli et al., 2025). Conversely, the development of macro-skills, such as fluency and self-confidence, is conditional. These findings validate Swain's Output Hypothesis, demonstrating that passive exposure alone is insufficient; the enhancement of macro-skills heavily relies on learner autonomy in transforming passive input into *pushed output* through active practices such as self-talk or creating vlogs (Hoang et al., 2025).

Based on these conclusions, several practical implications and recommendations are proposed. Students are advised to transition from

passive media consumption to strategic learning. This includes consistently utilizing English subtitles, applying shadowing techniques, and actively practicing newly acquired vocabulary through oral interactions. For lecturers and curriculum developers, it is recommended that English movies be integrated as structured pedagogical tools within the speaking syllabus. This can be achieved through assignments such as analyzing the pragmatic context of dialogues or creating mini-vlogs, as well as providing curated movie lists based on linguistic difficulty levels (*i+1*) to facilitate self-directed learning (Hoinbala, 2022).

For future research, subsequent studies are encouraged to adopt a mixed-methods design to quantitatively measure improvements in speaking proficiency (via pre-tests and post-tests) before and after a structured movie watching intervention. Furthermore, comparative studies examining the effectiveness of specific movie derived strategies (e.g., comparing the impact of shadowing versus subtitle manipulation on pronunciation accuracy), alongside expanding the participant pool to include different

proficiency levels (e.g., beginner and intermediate), would be highly relevant for further exploring the dynamics of perception and macro-skill development in broader contexts (Zaker & Azizpour, 2025).

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