

Applied Linguistics Class Students' Perception about the Benefits of Watching English Movies

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Abstract

This research aimed at investigating the benefits of watching English movies by the English Major Applied Linguistics Class Students of FKIP Unklab. The research design employed here was the qualitative descriptive methodology by utilizing guided interviews to collect the data. Purposive sampling was used to select six students from the defined class of Applied Linguistics as respondents. Data analysis was conducted using the framework proposed by Miles and Huberman (1994). The findings indicated that the students in the Applied Linguistics Class have experienced significant benefits from watching English movies. The findings revealed that all students became better at listening, speaking, and pronunciation skills, and also in vocabulary building because they enjoyed watching English movies. Students said that watching English movies helped them get better at understanding of the spoken English. According to the students, they became better at speaking English by watching lots of English movies and listening to the conversations. The findings indicated that students improved their pronunciation skill, speaking, and listening after listening to the conversations in the movies. According to the students, watching English movies helped them learn new words when they heard the characters talking. In addition, the students felt that watching English movies helped them to increase their confidence when speaking English.

Keywords

Watching Movies, Listening, Speaking, Pronunciation



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INTRODUCTION

Language is an essential system of communication that enables people to express ideas, thoughts, feelings, and opinions in everyday life (Rabiah, 2018). In the context of globalization, English has an important position as an international language used for communication in various fields, including education, technology, employment, and intercultural interaction. Sari and Aminatun (2021) state that the position of English as an international language makes it an important skill for supporting various life goals. In Indonesia, English is also taught as a foreign language within the education system.

Therefore, English proficiency has become an important competence for students, particularly university students who are expected to meet academic and professional demands.

English proficiency involves not only knowledge of language structures but also the ability to use the language through listening, speaking, reading, and writing. Developing these skills requires appropriate learning strategies and media that can provide meaningful learning experiences. Various activities can be employed to improve English proficiency, including listening to music, extensive reading, playing games, writing stories, and watching movies (Kurniawan, 2019). Among these alternatives, English-language movies have considerable potential as learning media because they combine audio and visual elements. The use of movies in language learning enables students to encounter language in more contextualized communication situations while providing a more engaging learning experience (Kusumaningrum, 2015). Furthermore, movies can create a more enjoyable learning atmosphere and encourage students' engagement in the English learning process (Yani, 2022).

Despite the availability of various learning activities and media, English learning still faces challenges related to students' interest and engagement. Some students perceive English as difficult and less interesting, particularly when the learning process relies on monotonous approaches or does not correspond to their needs and characteristics (Palangngan & Mulyaningsih, 2019). This condition indicates that English teachers and lecturers need to consider learning media and strategies that can provide more contextualized and engaging learning experiences. Widiawati et al. (2020) emphasize that second-language instructors need to employ various media and teaching methods to create more effective and engaging language learning. In this context, English-language movies can serve as an alternative learning medium because they provide students with exposure to language through relatively authentic communicative situations.

Watching English-language movies may not only increase students' interest in learning but may also provide benefits for various aspects of language proficiency. Rao (2019) explains that watching English movies is one of the strategies commonly used in learning English as a second or foreign language. Movies expose learners to vocabulary, pronunciation, expressions, intonation, and communicative contexts, which can support their understanding of how English is used naturally. Consequently, movies can function not merely as entertainment but also as a source of language input that supports the learning process. Several previous studies have investigated the use of movies in English language learning from different perspectives. Sabouri et al. (2015), for example, examined the use of subtitled movies in vocabulary learning among EFL learners by considering gender differences. Pamungkas and Adi (2020) investigated vocational high school students' perceptions of using movies to improve their English listening skills. Meanwhile, Liando et al. (2018) examined English major students' perceptions of watching English movies for the development of listening and speaking skills. These studies indicate that movies have

considerable potential to support English language learning, particularly in vocabulary acquisition and listening and speaking development.

However, previous studies have primarily focused on the effects of movies on particular language skills or on the use of movies as a medium for developing specific aspects of English proficiency. Research specifically exploring students' perceptions of the benefits of watching English movies as a learning medium remains important, particularly in the context of university students majoring in English. Students' perceptions need to be examined because the effectiveness of learning media is not determined solely by the characteristics of the media but also by how students experience, receive, and perceive its benefits during the learning process. Understanding students' perceptions can provide insights into the benefits they actually experience, the learning experiences they obtain, and the potential of movies as a sustainable learning medium.

Based on this research gap, the present study focuses on students' perceptions of the benefits of watching English movies as a medium for learning English. Specifically, this study aims to identify the benefits of watching English movies as perceived by students in the English Major Applied Linguistics Class at the Faculty of Education and Teacher Training (FKIP), Universitas Klabat (UNKLAB). The study is expected to contribute to a better understanding of the potential of English-language movies as a learning medium from the students' perspective. The findings may provide useful considerations for both students and lecturers in selecting appropriate learning media to support English language development. Furthermore, the findings may serve as practical input for lecturers seeking to improve the quality of English language instruction through audiovisual media that are contextual, engaging, and capable of providing meaningful learning experiences.

METHODS

The qualitative descriptive method research design is used in this research. This research method does not rely on hypotheses or alleged truth values from qualitative research or numbers registration to attain truth. A qualitative project seeks to answer a core research issue rather than to prove or disapprove of a previously believed idea (Broom, 2005). The descriptive method is used in this research. The purpose of qualitative descriptive research is to provide a complete summary of specific events experienced by individuals or groups of individuals in everyday words (Lambert & Lambert, 2012). According to Nazir (1988), the descriptive method examines the status of a group of people, objects, sets of conditions, systems of thought, or classes of events in the present.

The participants of this research were selected from the English Major Students of FKIP Unklab, which were the Applied Linguistics Class of 2026/2027 Academic year. According to Subedi (2021), the number of participants in qualitative research is determined by the problem being studied. The researcher also noted that in certain contexts and situations, insights into the problem may be adequately provided by a single participant. In this research, purposive sampling technique was employed, and respondents were not selected randomly. All participants were chosen based on their shared criterion of enjoying

English films in order to participate in the research.

The sampling technique used in this research was the purposive sampling method. According to Rai and Thapa (2015), purposive sampling was to focus on specific characteristics of a population that are of interest in order to effectively answer your research questions. The criteria for the participants that had been selected was those who like to watch English movies. Therefore, the researcher decided to use the purposive sampling technique.

The interview technique was utilized in this research to collect the data. One of the types of the interviews used in the qualitative method is the in depth-open-ended interviews (Patton, 1987). The information gathered is presented in writing or in recording either in video or audio formats. The guided interview strategy was used by the researcher in this research. This type of inquiry requires that the informant provide a complete and detailed list of questions that the interviewer has prepared to be submitted to the informant. An interview is a method of data collection in which a researcher asks questions and notes responses from research participants one at a time (Creswell, 2014). Structured interviews, semi-structured interviews, and unstructured interviews are the three types of interviews based on (Easwaraamoorthy & Zarinpoush, 2016). According to Easwaraamoorthy and Zarinpoush, (2016), semi-structured interview in which the interviewer employs a structured questionnaire to elicit the respondent's responses to clarifying questions. In this research, the researcher would be used semi-structure interview to gain the data. In a semi-structured interview, the interviewer could still use interviewee responses to construct another question to gain more understanding of the situation (Mackey & Gass, 2005).

RESULTS AND DISCUSSION

Results

The research involved the in-person (face to face) interviews at Unklab Campus. The researcher employed the qualitative methods to analyze the findings, which was aimed at describing and interpreting the data gathered from these interviews. During this stage, the researcher organized the displayed data findings. The researcher identified four benefits of watching English movies based on interviews with students. These include enhancing listening skills, expanding vocabulary, refining pronunciation, and developing speaking abilities. At the end, the researcher grouped these four benefits of watching English movies as part of the data reduction process. From the collective responses garnered, the researcher can infer that the students have potential to enhance their listening abilities through watching English movies. The interviews were conducted as follows, where all participant received the same questions:

Researcher: In your opinion, what are the benefits of watching English films?

R1: the use of watching English films is that we can understand English more deeply through watching, we can understand more, ...speaking, listening, and so on.

R6: It can improve our vocabulary which is still lacking, then our speaking can also be

improved, can also improve our listening

R4: Many, but one example is that it can improve our public speaking.

R5: To help deepen our English speaking towards each other.

R6: It can improve our vocabulary, our speaking, and also our listening.

Researcher: How does your watching habit affect your English-speaking skill?

R2: While watching a movie there are also subtitles and of course they also speak English, so there must be some new words that I hear and then I'm like oh so this is the way to read, so from watching English films I can increase my ability to speak the language English.

R1: Maybe when watching English movies, pay more attention at listening and listen carefully to understand the words, in order to understand better and then be able to speak too.

R3: My speaking ability has developed a little.

R4: You could say there has been a change or improvement because in the film there are many words that we can't get at school that we take from the film to improve our ability to speak English.

R5: When I hear how to pronounce some words in English and see the subtitles, I think it can help me to be braver in speaking.

R6: When watching and hearing new vocabulary or sentences that you are not used to hear, finally you would know and have the courage to speak English.

Researcher: In your opinion, what are the benefits of watching English films?

R6: Can improve our vocabulary

Researcher: Explain how English Movies improve your pronunciation?

R2: From hearing them speak, once I didn't know how to pronounce it, but when I heard them speak, I knew how to pronounce it.

R1: When we watch it, we can understand more deeply about, for example, the meaning of that word, and from the way it is read, we can speak using that word.

R3: Maybe in terms of self-confidence, sometimes when you speak English you are a little shy and not very self-aware, but when I watch English films, I know how to read, how to say it to people.

R4: Yes. There are a lot of them because at school we are still learning the basics, but in films there are lots of new words that we learn how to pronounce them.

R5: Yes, before watching the movie, there are some words that I don't know how to read it and I wanted to find out, and when I watched the English film, finally I knew how to read it by hearing from the film.

R6: Yes, usually after watching there are sentences that I didn't know before but after watching it I know how to read it, I get new vocabulary and my pronunciation is even better.

Researcher: What makes you happy when watching English Movies?

R4: If we watch English film, we can broaden our knowledge because they speak English in a conversation, so we can pick up new words that we don't know yet so we can learn them.

Researcher: In your opinion, what are the benefits of watching English films?

R6: It can improve our vocabulary which is still lacking, then our speaking can also be improved, can also improve our listening.

Discussion

Improve Listening Skill

The findings revealed that the students of English Major Applied Linguistics Class improved their listening because they enjoyed watching English movies. The students said that watching English movies helped them get better at understanding of the spoken English.

Improves Speaking Skill

The interviews revealed that students of English Major Applied Linguistics Class became better at speaking English because they enjoyed watching English movies. It's clear that on average, the students of English Major Applied Linguistics Class like to watch English movies and spend about one to two hours doing so. According to the students, they can get better at speaking English by watching lots of English movies and listening to the conversations in them.

Improve Pronunciation

The findings indicated that students of English Major Applied Linguistics Class improved their pronunciation because they enjoyed watching English films. It was confirmed that on average, they reported enjoying the movies and spending about one to two hours watching English movies. According to the students, watching English movies helped them get better at pronouncing words correctly after listening to the conversations in the movies.

Improve Vocabulary

The research found that students of English Major Applied Linguistics Class learned more words because they enjoyed watching English films. According to the students, watching English movies helped them learn new words when they heard the characters

talking.

CONCLUSION

The results of this research showed that there are various benefits the students can get from watching movies. R1 believed that watching English movies helped her to improve her speaking skill in communicate with other and also improved her vocabulary. R2 said that watching English movies helped him to improve his listening and speaking skills. R3 said that watching English movies helped her to become more confidence to speak in English with other. R4 said that his public speaking became better after watching English movies and improve his speaking skill too. R5 said that watching English movies helped her to improve her vocabulary and her speaking skill. R6 said that watching English movies helped her to improve her pronunciation, vocabulary and also helped her to become more confident when speaking English. Based on these results the researcher concluded that there are four benefits that the students got from watching English movies. They are: improved listening skill, improved speaking skill, improved pronunciation and improved vocabulary. Moreover, there was also another benefit that the researcher found: it helped them increase their self-confidence when speaking English. There are two suggestions that the researcher provided based on the findings and discussions of this research. Firstly, students of English Major Applied Linguistics Class can utilize movies as a tool for learning English. Except enjoyable, English movies offer benefits such as enhancing vocabulary, practicing listening skills, refining pronunciation, and improving speaking abilities. Secondly, schools and teachers can devise learning strategies by incorporating movies as a teaching media for students in the future.

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