

Exploring the Role of English Movies in Language Learning: Senior High School Students' Perceptions

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Keywords	Abstract
English-Language Films; English Language Learning; Student Perceptions; Authentic Media	English proficiency has become an essential skill in the 21st century, necessitating effective learning strategies that provide meaningful exposure to authentic language use. Conventional learning methods based primarily on textbooks may not always provide sufficient opportunities for students to experience natural communication contexts. English-language movies, as authentic audiovisual media, offer potential support for language learning by presenting real conversations, pronunciation, vocabulary, cultural expressions, and communication situations. This study aims to explore senior high school students' perceptions of the role of English-language movies in English learning, including the benefits gained, challenges encountered, and students' views regarding their use as a learning medium. This research employed a qualitative approach with a descriptive design. The participants were six 10th-grade students from a senior high school in Indonesia, selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using the Miles, Huberman, and Saldaña interactive model, consisting of data reduction, data presentation, and conclusion verification. The findings reveal that English-language movies contribute to vocabulary development, listening comprehension, pronunciation improvement, speaking confidence, and increased learning motivation. However, students experienced difficulties related to fast-paced dialogue, accent variation, idioms, slang, and cultural references. To overcome these challenges, students utilized subtitles, replayed scenes, consulted dictionaries, and sought additional explanations. In conclusion, English-language movies are perceived as an effective supplementary medium for English learning, as they provide authentic language exposure and encourage more engaging and independent learning experiences

INTRODUCTION

English has become a necessary competency in the 21st century because it is used as an international language in education, science, technology, and communication (Muliastri, 2021; Tirtayasa et al., 2022). English language skills help students obtain information from various sources, broaden their horizons, and improve their readiness for global competition. The learning process focuses not only on mastering grammar but also emphasizes the ability to communicate effectively through skills *listening*, *speaking*, *reading*, and *writing* (Syarif & Kusuma, 2021; Wijayanti et al., 2022). Learning success is influenced by strategies, media, and learning experiences that provide real-life language exposure (Milati, 2021; Rinawati & Puta, 2021).

Authentic media is widely used to support English learning because it presents language usage in everyday situations (Putri et al., 2021; Yuliantari et al., 2021). English-language films

are easily accessible to students and can present natural conversation, pronunciation, intonation, and the culture of native speakers. The visual presentation combined with audio helps students understand the meaning of conversations without relying solely on translations (Nisak & Ishlahiyah, 2025; Wirasatya et al., 2021). This type of learning experience can increase students' interest in learning English while enriching their vocabulary and understanding of language use in real life (Barus et al., 2024; Permatasari et al., 2022).

The use of English-language films as a learning medium has become increasingly accessible with the development of various digital platforms that provide access to a wide variety of English-language films and series. This convenience provides students with opportunities for independent learning outside the classroom through activities relevant to everyday life (Brahma & Pramitha, 2021). The use of films not only supports English language proficiency but also provides a more engaging learning experience. The effectiveness of these media is influenced by students' experiences using them, both in terms of the benefits gained and the challenges encountered in the learning process (Budiman et al., 2021; Praditha et al., 2024).

Based on the results of a preliminary study of six 10th-grade students, all respondents stated that they had used English-language films as a learning medium. The majority of students felt that films helped improve vocabulary mastery and speaking skills, *listening*, pronunciation, and understanding of English usage in everyday situations. Students also expressed that learning through films was more engaging than learning solely using textbooks, thus boosting learning motivation. Obstacles still encountered included the speed of dialogue, the use of idioms, and the difficulty of using English. *slang*, accent variations, and unfamiliar cultural references. These difficulties were overcome by activating subtitles, replaying scenes, and looking up vocabulary words in a dictionary or online. These initial findings indicate that English-language films have potential as a learning medium that supports the development of English language skills, while still presenting interesting challenges to be studied more deeply through student perceptions.

Mubarokah & Rizal, (2025) shows that the use of English-language films has a positive impact on English learning. Films help improve vocabulary mastery and speaking skills, *listening*, as well as learning motivation through the presentation of language used in real situations. Safura, (2025) shows that English-language films help students understand the content of conversations, improve their speaking skills, *listening*, and foster interest in learning English. The use of subtitles also makes it easier for students to understand the meaning of dialogue and learn new vocabulary. Damayanti et al., (2025) Studies have shown that English-language films support improved vocabulary mastery, pronunciation, and students' confidence in using English. Exposure to the language gained through dialogue in films helps students understand expressions used in everyday communication A. R. Ananda, (2024). Previous research has shown that English-language films have the potential to be an effective learning medium. Previous studies have focused more on improving language skills, such as vocabulary mastery, *listening*, and *speaking*. Discussions on the benefits and constraints of using English-language films based on the learning experiences of high school students are still limited. This gap formed the basis for this research. The novelty of this research lies in discussing the benefits and constraints of using English-language films based on the learning experiences of high school students. The results are expected to provide information for teachers and schools

in selecting learning media that are appropriate to students' needs, thereby increasing motivation, engagement, and English language skills.

Based on the description, the problem formulation in this study includes: (1) how do high school students perceive the role of English-language films in learning English; (2) what benefits do students feel after using English-language films as a learning medium; (3) what obstacles do students face when using English-language films in learning; and (4) what are students' views on the use of English-language films as a learning medium in schools. The study aims to analyze high school students' perceptions of the role of English-language films in learning English, identify the benefits felt by students, describe the obstacles faced when using English-language films as a learning medium, and explain students' views on the use of English-language films as a learning medium in schools.

METHOD

This study used a qualitative approach with a descriptive research design. The aim of the study was to analyze high school students' perceptions of the role of English-language films in English learning. The focus of the study included students perceived benefits, learning experiences, and challenges faced when using English-language films as a learning medium. The study was conducted at a high school in Indonesia. Participants were selected using a questionnaire technique. The sample consisted of 10th-grade students who had watched English-language films and used them as a learning medium. Six students participated, coded R1, R2, R3, R4, R5, and R6 to maintain confidentiality. Data were collected through in-depth interviews using semi-structured interview guidelines. The interviews focused on students' experiences using English-language films, the benefits they gained for their English language skills, the challenges they faced, and their perspectives on using films as a learning medium. Supporting data was obtained through a respondent identity questionnaire containing information on age, gender, frequency of watching English-language films, and use of subtitles while watching (Abdillah et al., 2021).

Data analysis used an interactive model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, which included data reduction, data presentation, and drawing and verifying conclusions. Data validity was tested through source triangulation by comparing information obtained from all respondents (Abdillah et al., 2021).

RESULT AND DISCUSSION

Respondent Characteristics

Table 1. Respondent Characteristics

No	Code	Gender	Viewing Frequency	Use of Subtitles
1	R1	Male	1-3 times a week	Sometimes
2	R2	Male	> 4 times a week	Often
3	R3	Male	Every day	Always
4	R4	Female	1-3 times a week	Always
5	R5	Female	> 4 times a week	Sometimes
6	R6	Female	Every day	Never

Source: Processed primary data, 2026

Table 1 shows that the study participants consisted of six 10th-grade students, four females and two males. The frequency of watching English-language films varied, including daily, more than four times a week, and one to three times a week. Subtitle use also varied among respondents, ranging from always to never. These varying characteristics illustrate the diverse learning experiences of utilizing English-language films as a learning medium.

Table 2. The Role of English-Language Films in English Learning

Theme	Participants	Summary of Interview Findings
Understanding authentic language use	R1, R2, R3	Participants stated that English-language films helped them understand how native speakers communicate, including pronunciation, intonation, expressions, and language use in everyday situations.
Vocabulary development	R4, R5, R6	Participants reported learning many new words, expressions, and idioms that were not commonly found in textbooks.
Improvement of listening skills	R4, R6	Participants explained that watching English-language films improved their listening comprehension through repeated exposure to authentic conversations.
Improvement of speaking and pronunciation	R4, R6	Participants stated that they often imitated the actors' pronunciation and speaking style, which helped improve their pronunciation and speaking ability.

These findings indicate that English-language films play a role as a learning medium, providing direct exposure to language use. The dialogue, pronunciation, vocabulary, and communication situations depicted in films help students understand the use of English in everyday life and support the development of English language skills.

Table 3. Benefits of English-Language Films for English Learning

Theme	Participants	Summary of Interview Findings
Vocabulary development	R1, R2, R3, R4, R5, R6	All participants reported learning new vocabulary, phrases, idioms, and expressions through English-language films.
Improvement of listening skills	R1, R2, R3, R4, R5, R6	Participants perceived better listening comprehension through exposure to authentic pronunciation, intonation, speaking speed, and various English accents.
Improvement of speaking and pronunciation	R1, R2, R3, R4, R5, R6	Most participants practiced pronunciation, fluency, and intonation by imitating actors' speech, which increased their speaking confidence.
Increased learning motivation	R1, R2, R3, R4, R5, R6	All participants considered learning through films more enjoyable and motivating than learning only from textbooks.

Presents the main benefits of English-language films identified from the interview data. The findings reveal four major themes, namely vocabulary development, improvement of listening skills, improvement of speaking and pronunciation, and increased learning

motivation. Participants perceived English-language films as an effective medium for supporting English language learning.

Table 4. Obstacles in Using English-Language Films

Theme	Participants	Summary of Findings
Fast speech and different accents	R1, R2, R3, R5	Participants reported difficulty understanding fast-paced dialogue and different English accents, particularly British accents.
Idioms, slang, and cultural references	R4, R5, R6	Participants experienced challenges in understanding idioms, slang, humor, and cultural references used in the films.
Learning strategies	R1, R2, R3, R4, R5, R6	Participants overcame these challenges by using English subtitles, replaying scenes, consulting dictionaries, searching online for explanations, and combining multiple learning strategies.

Table 4 presents the main obstacles encountered by participants when using English-language films for learning English. The findings revealed three major themes: difficulties related to fast speech and different accents, challenges in understanding idioms, slang, and cultural references, and the strategies used to overcome these obstacles. Despite these challenges, all participants remained positive toward using English-language films as a learning medium by applying various strategies, such as using subtitles, replaying scenes, consulting dictionaries, and searching online for explanations.

Table 5. The Use of English-Language Films as Learning Media in Schools

Theme	Participants	Summary of Findings
Suitability of films as learning media	R1, R2, R3, R4, R5, R6	All participants agreed that English-language films are suitable for use as learning media in schools.
More engaging learning experience	R1, R3	Participants believed that films make English learning more enjoyable, interesting, and less monotonous than conventional learning methods.
Support for language skill development	R2, R4, R5, R6	Participants reported that films help students improve vocabulary, listening, speaking, pronunciation, and understanding of authentic language use in everyday communication.
Audio-visual learning advantages	R6	Participants highlighted that the combination of visual and audio elements makes learning materials easier to understand.

Participants' perceptions of the use of English-language films as learning media in schools. The findings indicate that all participants considered English-language films appropriate for classroom use because they create a more engaging learning environment while supporting the development of English language skills. Participants also perceived that the combination of authentic dialogue, visual content, and audio elements helps students better understand language use in real-life communication and increases their motivation to learn English.

The Role of English-Language Films in English Learning

The research results show that English-language films serve as a learning medium that helps students understand the use of English in everyday communication. The dialogue, pronunciation, intonation, vocabulary, and situations depicted in films provide more realistic language exposure than learning solely based on textbooks (Dewi et al., 2021). This exposure helps students recognize how native speakers use English in communication situations (Putra et al., 2021). This finding aligns with the theory of *authentic materials*, which states that authentic media present language usage as used by native speakers in everyday life (Iswari et al., 2024). English-language films are considered authentic media because they display conversations, expressions, intonation, and culture used in real communication (Artha et al., 2021). According to (Harmer, 2004), cited in (Putra et al., 2021), the use of authentic media provides students with the opportunity to learn language as it is used, making the learning process more meaningful. The research findings are also in line with (Mubarokah & Rizal, 2025), which shows that English-language films help improve language skills by presenting language in real situations. Safura, (2025) states that films make it easier for students to understand the content of conversations, train their speaking skills, improve their *listening*, and increase interest in learning English. Damayanti et al., (2025) also explains that dialogue in films helps students understand vocabulary, pronunciation, and the use of expressions in everyday communication.

The role of film as a learning medium is evident in its ability to provide learning experiences that are not only oriented toward mastering the material but also provide examples of English language use in various communication situations (Artha et al., 2021). These experiences help students understand the relationship between language form and its use, making English learning easier to understand and more relevant to everyday life (Maru'ao, 2021).

Benefits of English-Language Films for English Learning

The use of English-language films provides students with the opportunity to interact with the language used in everyday communication. The presentation of dialogue, expression, intonation, and visual elements helps students understand the meaning of the language without relying entirely on teacher explanations (Arifah, 2022). The presence of audio and visual elements simultaneously facilitates the process of understanding information while strengthening memory of the material studied (Angelie et al., 2025). According to Jeremy Harmer (2004), cited in (A. Ananda, 2025), the use of authentic media provides language exposure that approximates real communication situations so that students can simultaneously learn the form, meaning, and function of language. Film is an authentic medium that presents the use of English in various situations so that students obtain examples of the use of vocabulary, pronunciation, and expressions used by native speakers. This exposure helps students understand that a word or expression can have different meanings according to the communication situation (Robby & Fionalita, 2025).

The ease of obtaining direct examples of language use also contributes to the development of language skills. Students can recognize correct pronunciation through the characters' dialogue, get used to hearing variations in intonation and accent, and imitate speech

patterns to practice fluency in communication. These activities occur repeatedly during the viewing process so that language skills develop along with increased confidence in using English (Pastika et al., 2023; Satria, 2025). The results of this study support the findings of Mubarakah & Rizal, (2025) who stated that English-language films contribute to increased vocabulary mastery, speaking skills, and speaking skills, *listening*, and learning motivation. Safura, (2025) also explains that films help students understand conversational content while increasing their interest in learning English. Damayanti et al., (2025) found that dialogue in films strengthens students' vocabulary mastery, pronunciation, and confidence in using English. These similar results indicate that English-language films can be used as an alternative learning medium that supports the development of language skills through more varied learning experiences (Dewantara et al., 2024).

Obstacles in Using English-Language Films

Learning English through films provides exposure to language used naturally by native speakers. This characteristic provides a learning experience closer to real communication, but also increases the level of difficulty for students (Retnomurti et al., 2023). The pace of dialogue, accent variations, use of idioms, *slang*, and cultural elements pose a challenge because not all forms of language are introduced in classroom learning. Students need time to adjust to the language used in films (Munandar et al., 2025).

According to Jeremy Harmer (2004), cited in (Putra et al., 2021), authentic media present language as it is used in everyday life, allowing students to encounter variations in pronunciation, word choice, and expressions not often found in teaching materials. This is part of the learning process, as students learn to understand language based on actual communication situations, not solely through grammatical rules. The strategies students use, such as activating subtitles, replaying scenes, utilizing dictionaries, and searching for explanations online, demonstrate independent learning efforts to overcome difficulties. The use of these strategies helps students understand the meaning of vocabulary, idioms, and conversational content, enabling the learning process to continue despite obstacles encountered while watching the film (Mahayanti et al., 2025; Wulandari & Wardhani, 2024).

The findings of this study align with (Safura, 2025), which explains that subtitles help students understand dialogue and enrich vocabulary when watching English-language films. Damayanti et al., (2025) shows that language exposure through films encourages students to learn new pronunciations and expressions through various learning resources. These results indicate that obstacles encountered during film viewing do not hinder the learning process but rather become part of the learning experience, encouraging students to use various strategies to improve their English language skills (Astitioni et al., 2022; Putra et al., 2021).

The Use of English-Language Films as Learning Media in Schools

The use of English-language films provides an alternative learning medium that can create a more active and engaging learning environment. Presenting material through visual and audio elements helps students understand English more easily because the material is delivered through conversations that approximate everyday communication situations (Dewantara et al., 2024). This media provides opportunities for students to learn independently through activities that suit their interests, thus enhancing the learning process (Sumesari &

Suartama, 2022). According to H. Douglas Brown (2001), successful language learning is influenced by student engagement in using language as a communication tool. The use of media that provides opportunities for students to hear, observe, and understand language use directly can support the development of language competence (Fitrianti & Hidayati, 2025). English-language films fulfill these characteristics because they present language use accompanied by expression, intonation, movement, and communication situations, thus helping students understand the meaning of language more fully (Artha et al., 2021).

The findings of this study are supported by Barus et al., (2024), which states that audiovisual media can increase student engagement during the English learning process because the material is presented in a more engaging and understandable manner. Nisak & Ishlahiyah, (2025) also explains that the use of films helps students understand conversational content through a combination of visual and audio elements, making learning more effective than using solely text-based media. The use of films as a learning medium can also be an alternative for teachers in creating more varied learning activities (Suardewa et al., 2024). Selecting films that are appropriate to learning objectives, student ability levels, and the material being studied can support the achievement of English language competency while increasing student participation during the learning process (Meyasa et al., 2024; Suarmika et al., 2021).

Implications

Theoretical Implications

The findings of this study reinforce the theory of authentic materials, which holds that exposure to language as it is used by native speakers supports the development of communicative competence (Harmer, 2004, in Putra et al., 2021). By showing that students perceive gains in vocabulary, listening, speaking, pronunciation, and motivation through English-language films, this study provides further empirical support for the position that audio-visual authentic media can function as a meaningful complement to conventional, textbook-based instruction. In addition, the finding that students actively employed strategies such as using subtitles, replaying scenes, and consulting dictionaries to overcome comprehension obstacles suggests that engagement with authentic media also fosters learner autonomy, extending the theoretical discussion of authentic materials beyond language exposure to include the development of independent learning strategies.

Practical Implications

For teachers, these findings suggest that English-language films can be deliberately incorporated as supplementary learning media, selected according to students' proficiency levels and learning objectives, to make English instruction more engaging while supporting vocabulary, listening, and speaking development. Teachers may also scaffold film-based learning by pre-teaching key vocabulary or idiomatic expressions likely to appear in a chosen film, and by guiding students in the use of subtitles as a learning tool rather than a substitute for listening practice. For schools, the results imply that providing access to appropriate film resources and time for film-based activities, whether in class or as guided independent learning, can broaden the range of authentic learning media available to students. For students, the study highlights that English-language films can be used as a means of independent learning outside

the classroom, provided that they are accompanied by active strategies, such as replaying difficult scenes or searching for unfamiliar expressions, to turn viewing into a genuine learning activity rather than passive entertainment.

Limitations

This study has several limitations that should be considered when interpreting its findings. First, the study involved only six 10th-grade students from a single high school selected through purposive sampling, so the findings reflect the perceptions of a small, specific group of participants and cannot be generalized to broader student populations or other educational levels. Second, data were collected primarily through semi-structured interviews and a respondent identity questionnaire, both of which rely on students' self-reported experiences and perceptions; this approach captures how students perceive their learning but does not measure actual gains in vocabulary, listening, or speaking proficiency through objective assessment. Third, the descriptive qualitative design used in this study was intended to explore students' perceptions in depth rather than to test relationships between variables, so the findings describe patterns within this particular context rather than establishing generalizable cause-and-effect conclusions. Future research could address these limitations by involving a larger and more diverse sample across multiple schools and educational levels, combining interview data with pre- and post-tests to measure actual language gains, and employing longitudinal designs to examine how the benefits of film-based learning develop over time.

CONCLUSION

English-language films serve as a learning medium that supports English learning in high schools. Their use helps improve vocabulary mastery and speaking skills. *listening*, pronunciation, and student learning motivation. Although there are still obstacles, such as dialogue speed, accent variations, idioms, *slang*, and cultural references, students were able to overcome them through the use of subtitles, dictionaries, the internet, and replaying scenes. These findings suggest that English-language films are a viable alternative medium for English language learning in schools. Teachers are advised to utilize English-language films as learning media tailored to the learning objectives and student abilities. Students are expected to use films as a means of independent learning to improve their English language skills. The future could involve more participants and students at different educational levels to obtain more diverse results.

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