

# ***STUDENTS' PERCEPTIONS ON WATCHING ENGLISH MOVIES IN RELATION TO LISTENING ACTIVITIES***

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**Abstract :** *The purpose of this study was to determine the English Department students' perception on watching English movies in relation to listening activities at Universitas Riau. This investigation used quantitative method. The data was gathered by questionnaires. The researcher analyzed the data using SPSS. The sample for this study 116 students from class A, B, and C batch 2021 who took post intermediate listening & speaking classes at English Department, Universitas Riau. The result of this study showed that English Department student at Universitas Riau have a good and positive perception on watching English movies in relation to listening activities.*

**Key words:** *Perception, English Movies, Listening.*

# PERSEPSI SISWA MENONTON FILM BERBAHASA INGGRIS TERKAIT DENGAN KEGIATAN MENDENGARKAN

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**Abstrak :** Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa Jurusan Bahasa Inggris dalam menonton film berbahasa Inggris dalam kaitannya dengan aktivitas mendengarkan di Universitas Riau. Investigasi ini menggunakan metode kuantitatif. Data dikumpulkan melalui kuesioner. Peneliti menganalisis data menggunakan SPSS. Sampel untuk penelitian ini 116 siswa dari kelas A, B, dan C angkatan 2021 yang mengambil kelas mendengarkan & berbicara pasca menengah di Jurusan Bahasa Inggris, Universitas Riau. Hasil penelitian ini menunjukkan bahwa mahasiswa Jurusan Bahasa Inggris Universitas Riau mempunyai persepsi yang baik dan positif dalam menonton film berbahasa Inggris dalam kaitannya dengan aktivitas mendengarkan.

**Kata kunci:** Persepsi, Film berbahasa Inggris, Mendengarkan.

## INTRODUCTION

In this globalization era, English being an international language. Being able to speak English are necessary for people to communicate with global community. In learning English, there are four skills that should be learned, they are: listening, reading, speaking, and writing. For humans, listening is the first communication skill they acquired. Listening is the first skill that should be mastered by students, because without good listening skill the communication process cannot run well (Hamouda, 2013).

Most of Indonesian students face some difficulties in improving listening skill. This is not surprising because English is not their mother tongue. Desliana (2016) states that the main challenges in listening faced by second year students in the English study program at FKIP-UR, including equipment quality, lack of focus, unclear pronunciation, speech pace, unfamiliar vocabulary and topics, and psychological barriers.

In this modern society, media play an important role in English learning. Media learning is no longer difficult to find. Internet can be easily finding the authentic material such as movie that can be used for teaching material. Movies are invaluable way for students to practice and listen authentic conversation and be exposed to different accents. Winiyakul (2010) highlights that numerous students perceive English movies as the most accessible avenue for honing their English proficiency, as it enables them to focus more attentively and fosters a sense of enjoyment in language learning.

Perception itself was a cognitive process centered on stimuli relevant to the senses or past experiences, aimed at constructing a coherent understanding and imbuing meaning in specific contexts (Huda, 2017). According to Langton and Robins (2005), the process of perception involves individuals organizing and interpreting sensory impressions to provide meaning to their environment. Additionally, Andamari and Walgito (2010) state that perception follows the sensory process, wherein individuals receive stimuli through sensory organs, commonly referred to as sensory processes. However, the perceptual process extends beyond mere sensory input, encompassing the subsequent cognitive processing of received stimuli.

The main object of this research is to explore students' perspectives regarding the use of English movies in relation to listening activities. Understanding students' perceptions is very important in the teaching and learning process, as it allows teachers to gain insight into students' interests, and other factors that may influence their educational outcomes.

Previous research has investigated the effectiveness of using movies to enhance listening skill, with some studies have positive outcomes. For instance, Sihombing (2018) conducted a study focusing on improving students' listening ability by watching English films. The study revealed that teaching by using English films give significant improvement to the students' listening comprehension.

Another study by Aji and Susilo (2020) explored vocational high school students' perception about improving listening skill using movies, and it was found that students give positive responses and supported the idea using English movies as a media learning to improve their listening skill. Liando et al. (2018) have similar study was conducted on English major students at one university in North Sulawesi, and the result similarly indicates that the students were pleased with English movies as beneficial to improve their listening skill.

## RESEARCH METHODOLOGY

Quantitative method approach was employed in this research to explore the students' perceptions on watching English movies in relation to listening activities. This research was conducted to third semester students who took post intermediate listening & speaking classes at English Department Fkip Universitas Riau. The total sample of this research is 116 students. The sample was selected by using total sampling technique. Total sampling is a sampling technique in which the number of sample is equal to the number of population (Sugiyono, 2008).

The researcher used questionnaire to collected the data of the research. The questionnaire was adapted from Pimsamarn (2011), Safranjan (2015), and Goctu (2017). The questionnaire consists of 20 items about the agreement level of watching English movies in a Likert scale related to listening skill development. The questionnaire has been checked for validity and reliability test in order to determine its accuracy and consistency. After collecting the data through questionnaire, the data was analyzed using statistic. To explain the students' perceptions on watching English movies in relation to listening activities, the researcher used a 5-point Likert Scale which can be interpreted as follow:

Table 1. Likert Scale interpretation (Sözen & Güven, 2019)

Agreement Level	Value	Range	Interpretation
Strongly Disagree	1	1.00-1.80	Very low
Disagree	2	1.81-2.60	Low
Neither	3	2.61-3.40	Neutral
Agree	4	3.41-4.20	High
Strongly agree	5	4.21-5.00	Very high

## RESEARCH FINDINGS

After the data were obtained, they were calculated in form of percentage. Based on the result, the perception of watching English movies in relation to listening activities was divided into 3 indicators as presented in tables below

Table 2. The Finding of perception on watching English movies in relation to listening activities for students' experience indicator

No	Statement	SD	D	N	A	SA	Mean
1.	Watching English movies encourages me to learn English	3 (2,6%)	3 (2,6%)	6 (5,1%)	45 (38,8%)	59 (50,9%)	4,33
2.	Watching English movies help me comprehend listening activities better	3 (2,6%)	2 (1,7%)	10 (8,6%)	45 (38,8%)	56 (48,3%)	4,28
3.	The inclusion of English movies in the listening class decreases my anxiety in language learning	5 (4,3%)	11 (9,5%)	40 (34,5%)	45 (38,8%)	15 (12,9%)	3,47
4.	Watching English movies in the classroom makes it easier for me to learn English	4 (3,4%)	15 (12,9%)	30 (25,9%)	46 (39,7%)	21 (18,1 %)	3,56
5.	Watching English movies can help in improving my listening skill	2 (1,7%)	1 (0,8%)	8 (6,9%)	49 (42,2%)	56 (48,2%)	4,34
6.	I'm interested in learning English and participating in classroom discussion if the teacher uses English movies as teaching material	1 (0,9%)	5 (4,3%)	29 (25%)	45 (38,8%)	36 (31%)	3,95
<b>Average</b>		<b>2,6%</b>	<b>5,3%</b>	<b>17,7%</b>	<b>39,5%</b>	<b>34,9%</b>	<b>3,98</b>

Table 2 above shows that from 116 respondents, the overall mean score was 3,98. This score includes in the high category. The highest score was statement 5, the mean was 4,34. This indicates that the majority of students agreed that watching English movies can help them to improve their listening skill. This result is in line with Safranji (2015) which also showed that the majority of students reported improvement in their listening skill by

using English movies as their learning media. Meanwhile, statement 3 received the lowest score, the mean was 3,47. This score classified as high category.

Table 3. The Finding of perception on watching English movies in relation to listening activities for students' attitude indicator

No	Statement	SD	D	N	A	SA	Mean
1.	English movies can improve my listening skill better than other teaching material normally in the class.	2 (1,7%)	9 (7,7%)	34 (29,3%)	45 (38,8%)	26 (22,4%)	3,72
2.	I can improve my listening skill by watching English movies	1 (0,9%)	2 (1,7%)	15 (12,9%)	59 (50,8%)	39 (33,6%)	4,15
3.	The motion picture in the English movies helps me understand the conversation better	1 (0,9%)	6 (5,2%)	19 (16,4%)	53 (45,7%)	37 (31,9%)	4,03
4.	I prefer watching English movies with subtitles.	4 (3,4%)	2 (1,7%)	19 (16,4%)	55 (47,4%)	36 (31%)	4,02
5.	Listening instruction through movies should be part of activities in the classroom	1 (0,9%)	10 (8,6%)	38 (32,7%)	43 (47,1%)	24 (20,7%)	3,68
6.	Variety of English movies has improved my listening skills	1 (0,9%)	5 (4,3%)	18 (15,5%)	64 (55,1%)	28 (24,1%)	3,97
7.	Frequently watching English movies helps me developing listening skills	1 (0,9%)	4 (3,4%)	12 (10,3%)	57 (49,1%)	42 (36,2%)	4,16
<b>Average</b>		<b>2,6%</b>	<b>1,4%</b>	<b>4,6%</b>	<b>18,1%</b>	<b>47,7%</b>	<b>3,96</b>

As shown in table 3, the overall mean was 3,96. This score belongs in the high category. Statement 13 “Frequently watching English movies helps me developing listening skills” received the highest score, with a mean of 4,16. This finding is in line with Metruk (2019) who states that increased daily exposure to English movies necessarily correlates with improved listening ability of the students.

Table 4. The Finding of perception on watching English movies  
in relation to listening activities for benefit indicator

No	Statement	SD	D	N	A	SA	Mean
1.	Watching English movies makes listening English more fun	2 (1,7%)	4 (3,4%)	6 (5,1%)	43 (37,1%)	61 (52,6%)	4,35
2.	Watching English movies makes me learn slang and idioms automatically	2 (1,7%)	2 (1,7%)	18 (15,6%)	40 (34,4%)	54 (46,5%)	4,22
3.	Learn correct pronunciation through watching English movies	3 (2,6%)	5 (4,3%)	12 (10,3%)	59 (50,9%)	37 (31,9%)	4,05
4.	Understand unfamiliar accents and dialects better through watching English movies	1 (0,9%)	8 (6,9%)	21 (18,1%)	48 (41,3%)	38 (32,7%)	3,98
5.	Learn more vocabulary through watching English movies	1 (0,9%)	7 (6%)	9 (7,7%)	57 (49,1%)	42 (36,2%)	4,14
6.	Watching English movies improve my knowledge of English in everyday use	1 (0,9%)	4 (3,4%)	12 (15,5%)	51 (44%)	48 (41,3%)	4,22
7.	When watching English movies I learn and understand more foreign cultures	2 (1,7%)	4 (3,4%)	12 (15,5%)	64 (55,2%)	36 (31%)	4,07
<b>Average</b>		<b>1,4%</b>	<b>4,1%</b>	<b>11,5%</b>	<b>44,5%</b>	<b>38,7%</b>	<b>4,14</b>

Table 4 revealed that from 116 respondents, the overall mean score was 4,14. This score classified as high category. The highest score was statement 14 “Watching English movies makes listening English more fun”, with the mean of 4,35. It can be concluded that students agreed that watching English movies made listening to English more fun. This is accordance with the findings of the previous study Aji and Susilo (2020) which shows that students are interested using English movies to improve their listening skill, and also motivated to learn listening.

## DISCUSSION

Based on the data of the result of this research showed that students had a positive perception on watching English movies in relation to listening activities. This finding align with the study conducted by Kabooaha (2016), which also found that the participants of this study have positive perceptions towards the integration of movies in their classroom to improve their English skills.

From the experience indicator, the students agreed that they have good experience on watching English movies in relation to listening activities. According to the findings, they believe that they more interested in learning listening using English movies as media learning. Sihombing (2018) discovered that using English movies as media in the teaching learning process, students paid more attention to the lecturer and they were watching the films seriously.

Meanwhile, from the attitude indicator, the students also agreed that they have positive attitude on watching English movies in relation to listening activities. This finding is supported with the fact that most of them agreed that frequently watching English movies can help them to developing their listening ability. These finding is in line with the result of Safranj (2015), who discovered that the majority of the students enhanced listening skill and responded with favorable attitudes through watching English movies.

The majority of the students agreed that they have good benefits on watching English movies in relation to listening activities. It can be seen from the finding that the overall mean of the third indicator is 4,14. The students claimed that by watching English movies they not only improve their listening skill, but also learn more vocabulary, correct pronunciation, and understand unfamiliar accents and dialects better. Aji and Susilo (2020) also claimed that the use of English movies makes it easier for students to learn listening. They also agreed that using English movies in learning listening gives them other benefits such as they become more motivated to improve their listening skill, so they can use English in their daily life.

Overall, the finding of this research shows that using English movies can be an effective media to teach listening. The data shows most of the third semester students in English department Fkip Universitas Riau have positive perceptions on watching English movies in relation to listening activities. Pitriana (2013) suggests that the use of movies in the learning process is highly beneficial, as visual and auditory stimuli are more readily remembered compared to information that is solely read or heard.



## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the finding and discussion, the researcher has drawn some conclusion. Firstly, the students believed that watching English movies is an interesting media to improve their listening skill, increases their motivation to learn English, and also makes them learn more vocabulary and correct pronunciation. In short, the third semester students in English department Fkip Universitas Riau have positive perceptions on watching English movies in relation to listening activities.

### **Recommendation**

Concerning the conclusion above, the researcher suggests the students frequently watching English movies to improve their listening skill better. For the lecturers, based on the research findings, most of the students agreed that watching English movies help them to develop their listening ability. Therefore, it was recommended for the lecturers using English movies as media learning in the classroom. And also for other researchers, the writer suggests for the further research to conduct future research with various groups of people and the number of distributed questionnaire should be increased in order to support and validate the findings. In addition, this research collected data from the questionnaire only, future research might conduct interviews of students to gain more information.

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