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## STUDENTS' PERCEPTION OF ENGLISH MOVIE IN ENHANCING LISTENING SKILL LEARNING MOTIVATION: A DESCRIPTIVE QUANTITATIVE STUDY

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**Abstract-** *This study explores students' perceptions of using movies to enhance their motivation in learning listening. Motivation is essential in language learning, yet listening often poses challenges that reduce students' interest. A descriptive quantitative method was employed, involving 30 second-semester students of the English for Business and Professional Communication program who had prior experience learning through movies. Data were collected using a questionnaire distributed via email and WhatsApp and analyzed using percentage scores. Results show that students hold positive perceptions of using movies in listening classes. Most respondents strongly agreed that movies are authentic (63%), useful (63%), and effective (57%) learning tools. They also believed movies make learning listening more interesting (70%) and enjoyable (70%), help reduce anxiety, and provide authentic language input, real-life context, and engaging content. Overall, students perceive movies as a motivating and effective medium for developing listening skills.*

**Keywords:** *Students' Perception; Motivation; Listening Skills*

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### INTRODUCTION

Teaching listening in an EFL (English as a Foreign Language) class is challenging because not all students in higher education can comprehend the context. Listening is also one of the language skills often omitted in schools, which can lead to comprehension difficulties, burnout, and loss of interest among students, ultimately discouraging them from engaging in the learning process. Furthermore, listening is an important skill that connects with the output language skills, such as speaking and writing. Therefore, the teacher should be able to identify an appropriate method to keep students motivated to learn listening in the EFL class.

Listening, as one of the core language skills, plays a vital role in language acquisition. It is often the first skill through which learners are exposed to a new language, forming the foundation for the development of other skills. However, classroom observations indicate that many students remain unmotivated in listening activities. They often struggle to understand spoken texts delivered through loudspeakers, find it difficult to grasp the meaning of conversations, and consequently obtain low scores in listening tests. Listening is a complex and active process that requires listeners to distinguish among sounds, comprehend vocabulary and grammatical structures, interpret stress and intonation patterns, and retain the information received (Vandergrift, 2007). When students lack motivation, this already complex process becomes even more challenging. To address this issue, lecturers need to incorporate engaging learning media to enhance students' motivation in learning listening.

Motivation is widely recognised as a crucial factor in language learning. Gardner (2010) emphasises that motivation plays a crucial role in determining the level of active and personal engagement in foreign language learning. Motivation is the driving force that encourages learners to acquire new knowledge and persist in the face of challenges. Students with high levels of motivation tend to perform well in learning activities even when the instructional materials are perceived as challenging. In contrast, students with low motivation are more likely to experience boredom and to display low engagement, even when the learning materials are relatively easy (Fachraini, 2017). Students' motivation to learn affects learning outcomes. Without motivation, even students with considerable talent may fail to make progress, whereas motivated learners can achieve success despite initial limitations in aptitude. Motivation constitutes a central factor in effective language learning, as it substantially enhances learners' enthusiasm, engagement, and persistence (Othman, 2024). Students who lack motivation often show reluctance to read, listen, write, speak, and learn, which can impede their overall language development. Therefore, nurturing motivation is essential in ensuring effective language learning.

There are similar studies about motivation in learning English language skills. In a previous study conducted by Hidayah et al., (2025) towards Junior High School students shows attitudes and abilities fueling motivation, though levels varied individually where

they acknowledged its importance for future careers. In another findings of a study conducted by Amelia et al., (2024) indicate that intrinsic motivation exerts the greatest influence on students' English learning. Moreover, most students perceive that the motivational teaching strategies implemented by their teacher significantly affect their motivation to learn English. The use of media like videos and songs has been used in the classrooms by teachers to find out its effects in students' motivation. In a study conducted by Hia (2021) indicates that the technique of using YouTube motivates ninth-grade junior high school students in learning English vocabulary. Based on those studies, it could be concluded that selecting the correct teaching strategy is crucial for enhancing learning motivation.

Movies stand out as a uniquely effective medium due to their multimodal nature, which combines authentic dialogue, visuals, cultural context, and emotional engagement, immersing EFL students in real-life listening scenarios beyond static audio, fostering vocabulary acquisition, idiom comprehension, and reducing anxiety. To address this research gap, this study examined perspectives of higher education students with diverse English proficiency levels on using films to enhance motivation in EFL listening classes. Promoting English movies addresses the urgent need to shift negative attitudes and low engagement, as evidenced by persistent listening skill deficits and motivation declines in EFL contexts, ultimately creating enjoyable, authentic environments that significantly improve comprehension and interest.

Watching English-language movies exposes learners to real-life language use, including vocabulary, idiomatic expressions, and colloquial speech. It also provides visual and contextual support, which aids comprehension and retention. Furthermore, the global use of English as the primary language and subtitle choice in most films enables students to access authentic materials independently. Adrefiza et al. (2024) conducted a study to investigate students' perspectives at Universitas Jambi on using movies to improve vocabulary development, similarly Kusuma et al. (2025) who investigated students' perception on using movies to improve speaking skills. The findings indicated that students perceive watching English-language movies as having a positive impact, particularly in supporting the development of their vocabulary. Given these advantages,

this study aimed to investigate students' perceptions of using movies as a tool to enhance their motivation in learning listening.

## **METHODS**

### **Research Design**

This research employed a descriptive quantitative method to obtain students' perspectives on films to enhance learning motivation in the listening class. Descriptive research involves the systematic observation of phenomena and aims to describe conditions as they exist, using instruments such as surveys, questionnaires, rubrics, interviews, or ranking techniques (Deckert & Wilson, 2023). Quantitative research provides a quantitative or numeric description of trends, attitudes, or opinions in a population by studying a sample of that population and data are collected using an instrument that measures attitudes (Creswell, 2009). This method aligns with the study's scope, which uses quantitative data from a closed-ended questionnaire and is analysed descriptively.

### **Data Collection**

Thirty-second-semester students of English for Business and Professional Communication were selected as the research participants. These students had attended a listening class and had experience learning English through listening to an English movie. For data collection, a questionnaire was used to collect students' opinions and to supply the necessary information to complete the research. Questionnaires enable researchers to collect data in field settings, and the resulting data are generally more amenable to quantification (Nunan, 1992). Closed-end questionnaires were distributed to 30 students by using email and *Whatsapp*. In the end, the questionnaire results were analysed and presented as a table of percentages.

### **Data Analyze**

According to Creswell (2009), quantitative data analysis follows a structured six-step process tailored to survey research, which guided the procedures in this study.

1. Sample Response Reporting

First, details on survey return rates were documented, including the number of respondents and non-respondents. A table presented these figures alongside percentages to clearly outline participation levels.

2. Response Bias Assessment

Next, methods for detecting response bias, the potential distortion from non-responses affecting estimates, were outlined. This involved wave analysis, tracking weekly returns on key items to detect shifts in averages, assuming that late responders mimic non-responders. Alternatively, follow-ups with selected non-respondents were conducted to compare their views with those of respondents and to confirm potential bias.

3. Descriptive Analysis Plan

A descriptive overview was planned for all independent and dependent variables, reporting means, standard deviations, and score ranges to summarize central tendencies and variability.

4. Scale Development and Reliability

For instruments with scales, factor analysis was used to combine items, along with Cronbach's alpha to verify internal consistency and scale reliability.

5. Inferential Statistics Selection

Primary inferential tests and software (e.g., SPSS) were identified for research questions or hypotheses that involve linking or comparing groups.

6. Results Presentation and Interpretation

Finally, findings appeared in tables or figures, with interpretations linking results to questions, hypotheses, and broader implications through stepwise conclusions.

In this study, only descriptive elements were applied, which were steps one through three, given its exploratory focus on closed-ended items in the questionnaire summaries via frequencies and percentages. conclusions and providing meaning from the entire analysis process to better understand the findings (Creswell, 2017).

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## FINDINGS AND DISCUSSION

### Findings

After the questionnaire sheets were collected from the students, the data were displayed in tables, as can be seen below:

Table 1. Movies can be good authentic learning materials for listening.

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	63%
Agree	37%
Disagree	0%
Strongly Disagree	0%
Total	100%

Based on the table above, most students (63%) strongly agreed, and 37% agreed that movies can serve as authentic learning materials. This suggests students recognize the real-life language input that movies provide.

Table 2. Movies are useful tools to be applied in listening classes.

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	63%
Agree	37%
Disagree	0%
Strongly Disagree	0%
Total	100%

Based on the table above, 63% strongly agreed and 37% agreed, indicating that students consider movies useful tools for supporting motivation in listening skill learning.

Table 3. Movies are effective tools be applied in listening classes.

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	57%
Agree	37%
Disagree	6%
Strongly Disagree	0%
Total	100%

Based on the table above, more than half of the students, who are 57% strongly agree and 37% agreed, showing that students generally view movies as effective media for listening activities.

Table 4. Watching movies makes learning listening more interesting

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	70%
Agree	30%
Disagree	0%
Strongly Disagree	0%
Total	100%

A large majority (70%) strongly agreed, suggesting that movies increase students' interest and engagement in listening lessons.

Table 5. Watching movies makes listening learning more enjoyable

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	70%
Agree	30%
Disagree	0%
Strongly Disagree	0%
Total	100%

Similarly, 70% strongly agreed that movies make listening enjoyable, which indicates their positive emotional impact on students.

Table 6. Watching movies in learning listening can reduce students' anxiety

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	47%
Agree	50%
Disagree	3%
Strongly Disagree	0%
Total	100%

Almost half (47%) strongly agreed and 50% agreed, showing that movies may help lower students' anxiety during listening tasks.

Table 7. Movies allow students to access more information in listening

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	30%
Agree	67%
Disagree	3%
Strongly Disagree	0%
Total	100%

Most students (67% agreed) believe movies help them access more information by providing both visual and auditory input simultaneously.

Table 8. Movies contain dialogue of highly proficient English speakers

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	34%
Agree	53%
Disagree	13%
Strongly Disagree	0%
Total	100%

Over half (53%) agreed and 34% strongly agreed, suggesting students value the authentic pronunciation and intonation from native-like speakers in movies.

Table 9. Watching movies helps students listen to relevant and interesting content

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	37%
Agree	60%
Disagree	3%
Strongly Disagree	0%
Total	100%

A large majority (97% total) found movies relevant and interesting, which helps maintain their motivation and attention in class.

Table 10. Watching movies creates a fun atmosphere in the classroom

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	53%
Agree	43%
Disagree	4%
Strongly Disagree	0%
Total	100%

Most respondents (53% strongly agree, 43% agree) indicated that movies create a fun classroom atmosphere that supports active learning.

Table 11. Watching movies provides real situations, intonation, and pronunciation

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	50%
Agree	47%
Disagree	3%
Strongly Disagree	0%
Total	100%

Almost all students agreed that movies expose them to authentic real-life contexts, helping them develop listening and pronunciation skills.

Table 12. Watching movies is recommended in learning listening skill

<b>Response Option</b>	<b>Percentage</b>
Strongly Agree	83%
Agree	7%
Disagree	10%
Strongly Disagree	0%
Total	100%

A very high percentage (83%) strongly recommended using movies in listening learning, confirming their overall positive perception.

## Discussion

The findings of this study indicate that students generally have positive perceptions of using movies as a medium for learning listening. A large proportion of respondents strongly agreed that movies can serve as authentic learning materials (63%) and are useful tools to be applied in listening classes (63%). Similarly, 57% of students strongly agreed that movies are effective tools for use in listening instruction. These results support the view of Prabowo et al. (2025), who conclude that English-language films can effectively improve listening comprehension by offering authentic language exposure, rich cultural context, and engaging audiovisual support. The motivational aspect of movies was also highlighted in the responses. A significant number of students strongly agreed that watching movies makes listening activities more interesting (70%) and more enjoyable (70%). This aligns with Krashen (1985) Affective Filter Hypothesis, which emphasizes that enjoyable and low-stress learning environments can enhance language acquisition. When students find learning activities enjoyable, they are more likely to be engaged and motivated to participate actively.

Regarding affective benefits, 47% of respondents agreed that watching movies can help reduce students' anxiety during listening activities. Lowering anxiety is essential, as high anxiety can hinder listening comprehension and overall language performance (Horwitz et al., 1986). Movies may reduce this anxiety by presenting language in a familiar, entertaining context rather than in a strictly academic setting. These findings also align with Roslim et al. (2021), who showed that movies have a decreasing effect on students' anxiety and tension.

Furthermore, students perceived movies as beneficial for improving comprehension. About 67% agreed that movies allow learners to access more information because they can listen while simultaneously seeing what is happening on screen, and 53% agreed that movies contain dialogue from proficient English speakers, which helps them understand pronunciation. This supports Sherman (2006), who notes that audiovisual input provides learners with contextual clues that aid comprehension. Similarly, 60% of respondents agreed that movies present relevant and interesting content that maintains students' motivation and attention throughout the lesson.

Movies also contributed to creating a positive classroom atmosphere. Over half of the respondents which are 53% strongly agree and 43% agree stated that movies help create a fun atmosphere in class, which can increase students' willingness to learn. Additionally, 50% strongly agreed and 47% agreed that movies provide real-life situations, intonation, and pronunciation that expose learners to authentic contexts of language use. Most notably, 83% strongly agreed that the use of movies should be recommended as part of listening instruction.

Overall, these findings show that students view movies as engaging, motivating, and effective learning tools that enhance listening skills by offering authentic language input, visual support, and enjoyable learning experiences. The results reinforce previous research suggesting that integrating multimedia resources can boost learners' motivation and listening comprehension skills.

## **CONCLUSION**

The findings of this study reveal that students hold positive perceptions of the use of movies in listening instruction. Most respondents strongly agreed that movies serve as authentic, effective, and useful learning materials, with 63% emphasizing their usefulness and authenticity, and 70% highlighting that movies make listening activities more interesting and enjoyable. Students also noted that movies can reduce anxiety, provide real-life context, and expose them to accurate pronunciation and intonation from proficient speakers. Furthermore, many respondents reported that movies maintain their motivation and attention by offering engaging and relevant content. Overall, these results suggest that movies are perceived as a valuable and motivating medium to enhance students' listening skills in higher education classes.

## **SUGGESTION**

Based on the findings of this research, suggestion is addressed to English teachers, lecturers, and educators to consider incorporating movies as a medium in teaching listening, as they have been shown to enhance students' motivation and engagement in learning. However, since the use of movies in classroom settings can be time-consuming

and may occasionally encounter technical issues, it is recommended that educators carefully plan their time allocation and make the necessary technical preparations in advance. By doing so, they can maximize the benefits of using movies as an effective learning tool while minimizing potential disruptions during listening lessons.

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