



The role of movies in motivating students: An investigation toward English Education students

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Abstract

This study explores the role of movies as a medium for learning English among English Education students. It highlights the significance of English as a global language and the challenges faced by learners, particularly in developing speaking skills. This study employed a qualitative approach to investigate students' perceptions of how movies contribute to language acquisition, motivation, and cultural understanding. Data were collected through closed-ended questionnaires and semi-structured interviews, focusing on students' experiences with English movies. Findings indicate that students prefer using movies over traditional methods as they provide an engaging context for learning vocabulary, pronunciation, and conversational skills. Additionally, movies foster intrinsic motivation by creating enjoyable learning experiences and reducing anxiety associated with speaking. The study highlights the potential of film to enhance language proficiency and motivate learners, suggesting that integrating movies into English language education can improve both linguistic and socio-cultural competencies.

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INTRODUCTION

English has become a global language, serving as a vital means of communication worldwide (Ly, 2022). This global status stems not only from its usefulness in international relations, trade, or technology, but also from its widespread use in everyday communication. However, despite its advantages, cultural perceptions of English often deviate from traditional norms, which can impact students' motivation to learn (Poedjieastutie et al., 2021). In Indonesia, recognizing the importance of English, the government has made it a compulsory subject starting in elementary school. However, among the four language skills—listening, reading, writing, and speaking—speaking remains the most challenging for EFL learners. Speaking not only demands mastery of basic grammar but also direct interaction, pronunciation accuracy, and self-confidence.

Speaking English fluently enables learners to participate in global conversations and build their confidence and career opportunities. However, many students face barriers such as poor fluency, anxiety, pronunciation difficulties, and low motivation. One alternative that has gained attention in recent years is the use of films and multimedia as supplementary learning tools. Films, in particular, provide access to authentic English usage, including pronunciation, idiomatic expressions, and various dialects. Films expose students to real-life dialogue and social contexts, helping them practice listening and speaking more naturally and enjoyably. Rao (2019) emphasized that films serve as an entertaining and natural medium for English language teaching. Nur et al. (2024) found that students benefit from watching English-language films because they expose them to different accents and conversational rhythms. By imitating the actors' pronunciation, intonation, and speech patterns, students can hone their speaking skills and build confidence.

Similarly, Hamidah and Hadi (2021) conducted an experimental study using the animated film *Frozen 2*, which demonstrated significant improvements in students' listening comprehension and motivation. Their findings suggest that film-based learning not only improves language competence but also increases student engagement. Repetition of dialogue from film scenes encourages students to develop fluency over time. Anggia et al. (2021) found that students who frequently watch English-language films have higher speaking confidence than those who rely solely on textbooks. Beyond language mechanics, films also promote cultural understanding. According to Laoli et al. (2025), films help students interpret social norms, communication styles, and values embedded in language. Yugai and Kovalea (in Wardhany, 2022) support this by highlighting the role of authentic cinematic discourse in strengthening linguistic and sociocultural skills. Albiladi et al. (2018) further add that films support cultural adaptation and identity formation, especially for adult learners.

Films make learning more engaging and relevant by connecting language use to real-world social contexts. Vocabulary acquisition is another area significantly supported by films. Learners can associate spoken words with actions and storylines, thus reinforcing meaning. Adrefiza et al. (2024) reported that watching films helps learners internalize new vocabulary, including slang and idiomatic expressions, although full comprehension often requires repeated exposure. Subtitles further aid comprehension. Studies by Sembel et al. (2023), Fitri & Ma'rifah (2022), and Putrie et al. (2024) found that using subtitles improved vocabulary retention and contextual understanding. However, even with a rich resource like films, motivation remains fundamental to successful language learning. As noted by Hayikaleng et al. (2016), motivated students are more likely to engage actively, persist in the face of challenges, and achieve better academic results. Motivation influences not only performance but also learners' emotional and psychological attitudes toward English (Pirnazarova & Atashova, 2022). Zhang et al. (2020) confirmed that motivation is positively correlated with second language proficiency. Motivation also influences learners' willingness to communicate, especially in speaking tasks (Šafranĵ et al., 2021).

Among the dominant theories explaining motivation is Ryan and Deci's Self-Determination Theory (SDT), which identifies three psychological needs: autonomy, competence, and relatedness. Autonomy refers to learners' initiative and freedom in learning; competence reflects mastery and achievement; and relatedness involves feelings of connection and support. Arundhathi & Anitha (2024) found that meeting these needs increases intrinsic motivation in educational settings. Aya & Kaori (2024) found that even movie trailers can trigger motivation aligned with learners' autonomy needs, as they offer meaningful, self-selected content. Motivation can also be intrinsic or extrinsic. Gao et al. (2023) reported that intrinsically motivated students tend to perform better and view English more positively. Their drive may stem from a desire to study abroad or interact with native speakers (Picauly et al., 2023). Conversely, extrinsic motivation can stem from external pressures such as parental expectations or exam requirements (Em et al., 2022). Gan et al. (2023) highlighted that

teacher feedback is a significant extrinsic motivator, positively impacting students' willingness to speak. Students often experience both forms of motivation simultaneously, and when balanced, this dual motivation can sustain long-term engagement (Sukirlan et al., 2021; Chhor et al., 2024).

In addition to SDT, Dörnyei's L2 Self-Motivation System (2020) offers a useful perspective. This system divides motivation into the Ideal L2 Self (what students aspire to achieve), the Ought L2 Self (what they believe they should achieve), and the L2 Learning Experience (contextual learning conditions). These components help explain students' aspirations and their responses to the learning environment. In the context of this study, the use of English-language films intersects with theories of motivation and language acquisition, particularly in speaking skills. While numerous studies have explored the benefits of films for developing listening and vocabulary, few have examined how films can foster speaking motivation and confidence, particularly in the context of self-directed learning.

This study aims to fill this gap by focusing on how English Education students at Semarang State University view and utilize films to develop their speaking skills outside of formal learning.

Films offer natural language input, such as authentic pronunciation, conversational patterns, and situational expressions, which are often missing from classroom textbooks. These features make them a valuable tool for EFL learners seeking to improve their communication skills. When students watch English-language films that reflect their personal interests or cultural curiosities, they tend to engage more deeply with the content. This emotional and cognitive engagement can transform passive viewing into active language practice, such as mimicking dialogue, emulating accents, or using learned phrases in real-life conversations. Furthermore, films can create an immersive learning environment that reduces the anxiety commonly associated with speaking a second language. Learners are often more willing to speak when the content is engaging, relevant, and visually appealing. Cultural themes embedded in films further enhance this experience, allowing learners to explore different perspectives and communication styles. As previous research has noted, learners are more likely to practice speaking when they feel emotionally or culturally connected to the material (Laoli et al., 2025; Daraselia & Jojua, 2025).

Based on the literature reviewed, it is evident that most existing research focuses on vocabulary, listening, and pronunciation. However, the role of films in stimulating speaking motivation through self-directed learning remains under-recognized. Therefore, this study aims to explore English Language Education students' perceptions of English language films as a language learning medium, specifically how these films influence their motivation to speak and boost their confidence outside of the classroom. More specifically, this study seeks to answer two key questions:

1. How do English Language Education students perceive the use of films as a language learning tool?
2. How do English language films support students' motivation to improve their speaking skills?

By investigating these questions, this study hopes to provide meaningful insights into how modern media, particularly films, can be utilized to support learner autonomy, enrich speaking skills, and increase overall motivation among EFL students.

METHODS

In this study, the researcher used a qualitative approach to explore the role of motivation in learning English through the use of movies. This approach allows the researcher to deeply examine learners' experiences, attitudes, and behaviours about language acquisition through cinematic content. Qualitative methods are particularly useful for understanding the context and meaning behind students' motivations, which are often complex and individualized (Creswell and Poth, 2018). To gather the data, this study will be conducted through semi-structured interviews and questionnaires with closed-ended questions. Semi-structured interviews are chosen because they offer the flexibility to explore emerging themes during the interaction, allowing participants to express themselves in more detail. This aligns with the guidance of Sugiyono (2019), who emphasized that semi-structured interviews are ideal when the researcher anticipates that surface-level data may be insufficient. The interview guide was developed based on core themes related to language learning, self-motivation, and media engagement. The researcher thus takes an active role in listening attentively to respondents to obtain nuanced and rich insights into their motivational drivers.

The participants in this study are college students from the English Education study program at Universitas Negeri Semarang those who are in semesters 6 and 8. These participants were selected using purposeful sampling, a technique that allows the researcher to choose individuals who are especially knowledgeable or experienced with the research topic (Creswell, 2008). To deepen the analysis, participants were selected based on specific academic criteria: each had to have completed a

speaking class and received a grade A, signifying their excellence and consistent engagement in language learning. This criterion ensured that participants had both interest and proficiency in spoken English. A total of five students matched with this standard are invited to do the interviews. The closed-ended questionnaire was administered to a broader sample of students to gather general trends and perspectives on using movies as a learning medium. Responses were categorized based on two main research questions: (1) students' perceptions of movies in supporting learning English, and (2) the motivational role of movies in developing speaking skills.

The data analysis process in this study follows the thematic analysis approach, which is commonly used in qualitative research to identify patterns and draw meaningful conclusions from textual data. Thematic analysis involves coding and categorizing data based on recurring themes and subthemes that emerge from the participants' responses (Braun & Clarke, 2006). Data from the questionnaires will be used to identify general trends and perceptions regarding the use of movies in learning English, while the interview data will provide more detailed explanations and personal reflections. This dual approach helps triangulate the findings and adds depth to the analysis. The questionnaire results will be grouped into two categories, based on the specific research questions formulated at the beginning of the study. These categories will help structure the analysis and ensure that the findings directly address the study's core objectives. The interview data will be transcribed using a non-verbatim transcription technique, focusing on preserving while removing speech fillers and repetition to ensure clarity and conciseness. Transcripts were manually coded, and emerging codes were grouped to form broader themes corresponding to the research objectives.

FINDINGS AND DISCUSSION

Findings

Questionnaire Results

The data that was obtained by the researcher from the results of a questionnaire focusing on the English Education students' perception of English movies as a medium for learning English. The first category will include information about the participants from the English Education Study Program at Universitas Negeri Semarang. It consisted of two males and fourteen females, all of whom were English Education Students, with five specific students in the 6th semester and eleven students in the 8th semester. This category is drawn in Figure 1.



Figure 1. Respondents' semester.

The table below displays the scores and percentage of participants who responded to the fifteen questions regarding students' perspectives on using English movies in learning English.

Table 1

No.	Instruments	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I prefer learning English through movies rather than traditional methods.	25% (4)	56.3% (9)	18.8% (3)	0%
2	Movies motivate me to practice speaking English more often.	31.3% (5)	43.8% (7)	25% (4)	0%

3	Watching movies allows me to learn everyday conversational phrases and expressions.	25% (4)	68.8% (11)	6.3% (1)	0%
4	I enjoy discussing plots and characters from movies in English. which enhances my speaking skills.	18.8% (3)	62.5% (10)	18.8% (3)	0%
5	English movies enhance my understanding of cultural context in language use.	43.8% (7)	50% (8)	6.3% (1)	0%
6	I feel more confident speaking in English after watching movies.	6.3% (1)	62.5% (10)	31.3% (5)	0%
7	I feel less anxious about making mistakes in speaking if I practice through movie dialogues.	6.3% (1)	75% (12)	18.8% (3)	0%
8	English movies enhance my listening skills, which in turn help me become a better speaker.	37.5% (6)	62.5% (10)	0%	0%
9	Watching English movies makes me excited to practice speaking English.	37.5% (6)	43.8% (7)	18.8% (3)	0%
10	Movies help me understand the pronunciation of English words better than just listening to audio recordings.	62.5% (10)	31.3% (5)	6.3% (1)	0%
11	I believe that subtitles in movies help me learn and understand English better.	81.3% (13)	18.8% (3)	0%	0%
12	I often use phrases or expressions learned from movies in my daily conversations in English	31.3% (5)	56.3% (9)	12.5% (2)	0%
13	I feel more confident in my speaking abilities after practicing dialogues from movies.	18.8% (3)	68.8% (11)	12.5% (2)	0%
14	I often choose to watch English movies as part of my study habits to improve my speaking proficiency.	18.8% (3)	68.8% (11)	12.5% (2)	0%
15	I would recommend watching English movies regularly as a method for improving speaking skills among my peers.	25% (4)	68.8% (11)	6.3% (1)	0%

The interviews in this study were conducted to gain reinforcement of the data that had been taken from the questionnaire. Interviews were conducted with English Education students who had confirmed they met the research criteria. In presenting the interview data, the researcher used codes as follows: I (as the interviewer); AI (as the answer of participants).

The following is the result of interview transcripts that were conducted with five English Education students of Universitas Negeri Semarang:

I1 : Do you think watching movies can help you learn English outside class?

AI.1 :

H: "It helps, especially in daily conversation. I also learned a lot of new vocabulary while watching the movies."

E: "Yes, I think we can learn English in a fun context, because there is a visual. So, I think it's not learning like in the class, but we can enjoy the movies while we learn English."

R: "I think it helps me to have familiar conversations in English. In the past, I liked to use English subtitles first, then move to Indonesian subtitles, then back to English subtitles. If I still don't understand the words, I will write them to find the translation. So, yeah, it helps me in vocabulary knowledge. Then, if I watch British movies, there is a different accent between British and American English, so it helps me to learn that accent. I can also learn slang words."

A: "For me, it can help, but not significantly. Like, I can understand how the native speakers speak. Second in vocabulary. Sometimes when we watch movies, there is slang from English that we don't know the meaning of when translated into Indonesian. Maybe that's all; it helps with listening and vocabulary."

N: "Hmm, from the movies, I think it can help me to understand English, especially in vocabulary mastery. If we want to go abroad, we must also be fluent in English."

I2 : Do you have goals that you set in learning English?

AI.2 :

H: "Because English is a global language, I think it is really important to achieve my dreams in the future. Honestly, I dream of being involved in global work someday, and English is a tool that can take me there."

E: "My goals is how I can speak in English fluently and also I can do it confidently. I also learned it to know the conversation that is not being taught in formal education."

R: "Yes, I have. I want to go on vacation and continue my studies abroad with the help of English. Usually, when I watch a series, I think about how exciting it is to live abroad, to live in England, like that. I often watch the Bridgeton series, which uses a British accent, so I want to be able to do a British accent."

A: "Hmm, honestly, I started to learn English because I like to learn languages, I love to learn linguistics. Second, because English is an international language, I think it benefits my future, especially today. So, yeah, I am interested in English because I also like to learn languages, and I think it is also important for me to learn English, which will be beneficial in the future."

N: "Hmm, actually because I'm an English Education student, I hope that movies will help me with my vocabulary knowledge and the speaking skills I get from films, just like that."

I3 : Do you think watching movies helps you practice your speaking and listening skills?

AI.3 :

H: "Yes, because movies provide different cultures that can help me in understanding the culture, and also I think movies are an enjoyable"

E: "Yes, it also helps in my speaking skills, may not be felt directly, and it is not immediately visible, but from the dialogue that I heard in the movies, a lot of words or correct pronunciation that I heard from the actor in speaking. It also increased quite a bit in listening skills after watching English movies."

R: "Yes, it does. There is. Maybe I was still not used to listening in the past. What the hell was that? Also, from watching movies, I know native speakers talk in English like this. Then, I can slowly imitate how they speak and pronounce."

A: "Hmm, first, in the ability to listen. Like, I can understand how the native speakers speak. Second in vocabulary. Sometimes when we watch movies, there is slang from English that we don't know the meaning of when translated into Indonesian. Maybe that's all; it helps with listening and vocabulary. speaking. And for speaking It doesn't matter for me because I didn't practice the conversation from the movies. I think that, because I don't focus on speaking."

N: "For practicing listening skills, yes, but sometimes in movies, there are characters who speak quickly or whose accent is not too familiar, so it's still a problem for me."

I4 : Do you think the use of movies will help you achieve your future goals in learning English?

AI.4 :

H: "Yes, because movies provide different cultures that can help me in understanding the culture, and also I think movies are an enjoyable"

E: "Exactly, it can help me achieve my goals. Besides being a refreshing break on the weekend, I can get a lot of vocabulary, and I also get to practice my listening skills. I can improve my speaking skills, and I've also become more motivated to learn English."

R: "I think it can help because, yes, back again, I became more familiar and understood how to speak appropriately. Watching it was pretty helpful. Additionally, for vocabulary that is unfamiliar, particularly

the British accent, some words are pronounced differently. In my opinion, using movies can help me achieve my wishes."

A: "Through movies, yes, hmm, it helps a little bit. As I said, it helps me practice my listening skills and vocabulary. It's just that the movies are not my learning media, so it's more like entertainment. If asked to help, yes, movies help me, but it's not my media that I use for learning English."

N: "From the movies, I think it can help me to understand English. If we want to go abroad, we must also be fluent in English. So, I think it can help me."

I5 : Do you think the use of English movies will motivate you to keep learning English?

AI.5 :

H: "From the movies, I think it can help me to understand English. If we want to go abroad, we must also be fluent in English. So, I think it can help me."

E: "In my opinion, learning English with the help of movies motivates me because from the movies, we can learn English in a fun context, because there is a visual. So, I think it's not learning like in the class, but we can enjoy the movies while we learn English."

R: "I think it can help because, yes, back again, I became more familiar and understood how to speak appropriately. Watching it was pretty helpful. Additionally, for vocabulary that is unfamiliar, particularly the British accent, some words are pronounced differently. In my opinion, using movies can help me achieve my wishes."

N: "I am more motivated using movies to learn English. It's not boring. Learning from movies can help me learn English."

From the interview transcripts, the first question is explored about the advantages of movies as a medium for learning English. The second question explores the goals of each respondent in learning English. The third and fourth questions explore the role of movies from the respondents' perspective in learning English and achieving future goals. The last or fifth question explores how movies will keep respondents' motivation.

Discussion

The Perception of Movies as a Language Learning Medium

This category concerns how English Education students perceive movies as a medium for learning. Based on the questionnaire results, most students agree that using movies as a medium to learn English is effective. The questionnaires include vocabulary, culture, pronunciation, and speaking and listening skills. The first item on the questionnaire, "prefer learning English through movies rather than traditional methods", was agreed upon by nine students (56.3%), strongly agreed upon by four students (25%), and disagreed upon by three students (18.6%). It can be concluded that most students are likely to learn English by using movies, as stated in Anggia et al. (2021), that students who regularly watch English movies are more likely to get a higher level of confidence in speaking than those who rely on traditional methods. It also aligned with the statement from respondent E in the interview, "*we can learn English in a fun context, because there is a visual. So, I think it's not learning like in the class, but we can enjoy the movies while we learn English.*". This statement is supported by Nur et al. (2024), who stated that watching English movies is enjoyable and helps students understand different accents from movies.

The next finding is that watching movies can help in learning conversational phrases and expressions. This statement was agreed upon by eleven students (68.8%), four students chose strongly agreed (25%), and one student disagreed with the statement (6.3%). It is aligned with the statements from respondent H, "It helps, especially in daily conversation.", respondent R, "I think it helps me to have familiar conversations in English," and respondent E, "Maybe to understand a non-formal conversation in the movie". Both statements are in line with the study by Adrefiza et al., (2024), which showed that, based on their results, most students agree that movies can help them recognize and learn expressions and phrases commonly used in daily interactions. This study also found that participants agree that watching movies regularly can provide an authentic context for understanding and practicing conversational phrases, thereby improving their ability to communicate naturally in study by Maulida & Warni (2024) explained that participants are got beneficially in using movie media to fostering their language proficiency especially on their vocabulary knowledge which is not typically taught in school. It also aligned with the findings by Pratiwi, et al., (2023), who found that participants

are likely to learn and see real-life conversational skills in movies; they also try to imitate the native speaker with the help of dialogue in the movie.

Watching movies can help in understanding cultural context. This was mostly agreed upon by eight participants (50%). However, the result is not quite the same, with seven participants agreeing strongly with the statement (43.8%) and one participant choosing to disagree (6.3%). This is aligned with the statement from respondent H, “and yes, I also love discovering different cultures through movies.”. This supported with the study by Albiladi, et al., (2018) that aligned with the participants’ enthusiasm for discovering diverse cultures through films, highlighting the educational and motivational benefits of using movies as cultural learning tools.

Another benefit of watching movies is that they can help in practicing listening skills. This statement was agreed upon by ten participants (62.5%), and six participants chose strongly agree (37.5%). It is supported by the statements from respondent H “Listening skills are helpful, but not very significant, because I still like to use Indonesian subtitles. I also still struggle when I hear native speakers speak.”. The response to this statement aligns with the study by Anggia, et al., (2021), which states that messages that are difficult to understand due to complex words and grammar can lead to a lack of concentration in listeners. Because of that, the listeners use subtitles to help them catch the context or the difficult vocabulary. Statement of interview by respondent E “yes, listening skills also increased quite a bit after watching English movies.”, and respondent A “in the ability to listen. Like, I can understand how the native speakers speak”, it aligned with the study by Hamidah & Hadi (2021) who reported that the participants got increased in listening skills by showing improvement on their total score in pre-test and post-test. While the statement by respondent N “for listening, yes, but sometimes in movies, there are characters who speak quickly or whose accent is not too familiar, so it’s still a problem for me.” Is aligned with the study by Susanto, et al., (2022) that explored about students’ perception in using cartoon movies for practising their listening skill and found out that the participants are still challenging to understand with the vocabulary that they heard. It also elaborated that the participants are also focus on their view of movies that can help them to more understand with the context of the storyline if they can’t hear clearly with the audio.

By watching movies, it also helps in practicing pronunciation better than listening only to the audio recordings. This was got strongly agreed upon by ten participants (62.5%), five participants chose “agreed” (31.3%), and one participant chose “disagreed” (6.3%). It also got supported by the statements of respondent E, “from the dialogue that I heard in the movies, a lot of words or correct pronunciation that I heard from the actor in speaking.”, respondent H, “it also helps in practicing pronunciation because I sometimes imitate the vocabulary that I first heard.” Those statements align with the results of the study by Nur et al. (2024) which elaborated that students who regularly imitate the pronunciation in the movie can help listeners understand the meaning of the speakers.

How Movies Play a Role in Supporting Students' Motivation.

This category contains the role of movies in supporting students’ motivation. It focuses on how movies can improve students’ learning motivation in English. The questionnaire examines how movies can influence intrinsic motivation, confidence, and reduce anxiety during English language learning. The first statement about watching movies can motivate learning English because the enjoyable context aligns with Dornyei's (2020) theory of the Ideal L2 Self. This theory suggests that the desire to learn from someone can help motivate them to learn. It also supported by the responds from respondent H “Yes! Because basically, I also like watching English movies. So, it’s like studying, but not because it’s enjoyable.”, and respondent E “In my opinion, learning English with the help of movies motivates me because from the movies, we can learn English in a fun context, because there is a visual. So, I think it’s not learning like in the class, but we can enjoy the movies while we learn English.”. They enjoy that movies can help students feel like they are not learning. Ananda & Pratolo (2024) explained on their findings how movies can motivate them because they provide fun, interest, and an enjoyable context to practice their language skills.

By watching movies regularly, it helps in practicing speaking English, and it can make a small progress. It aligns with Dornyei's (2020) theory on L2 Learning Experience, which is based on students' experiences in learning whether they have improved or not. This received the highest response in agreement from ten participants (62.5%), with one participant choosing 'strongly agree' (6.3%), and five students disagreeing with the statement (31.3%). The statement by respondent E, “Yes, it also helps in my speaking skills, may not be felt directly, and it is not immediate,” can be interpreted as an indication of improvement in their speaking skills, even if it is a small progression.

Another theory, proposed by Dornyei (2020), suggests that the ought-to L2 Self can be identified as a belief held by learners to meet expectations and avoid adverse outcomes. It is conducted based on statements that focus on reducing anxiety about making mistakes in speaking through movie dialogues. It received the highest response, with twelve participants choosing 'agreed' (75%), one participant choosing 'strongly agree' (6.3%), and three participants choosing 'disagreed' with the statement (18.8%). These statements are aligned with the responses from respondent E, "but from the dialogue that I heard in the movies, a lot of words or correct pronunciation that I heard from the actor in speaking." And respondent N "Then, if the characters in the film convey their dialogue, it helps me. I think that's it." Both statements align with the findings of the study by Sembel et al. (2023), who explained that using subtitles can facilitate understanding of movie dialogue. It can also help in increasing vocabulary knowledge because we know the correct letter from each vocabulary word, and can also learn the proper pronunciation.

The statement "Watching English movies makes me excited to practice speaking in English" yielded different results, with seven participants choosing "agreed" (43.8%), six participants choosing "strongly agreed" (37.5%), and three participants choosing to disagree with the statement (18.8%). The statement who got agree are align with the responds from respondent R " Usually, when I watch a series, I think about how exciting it is to live abroad, to live in England, like that. I often watch the Bridgeton series, which uses a British accent, so I want to be able to do a British accent." This can be categorized in triggering cultural interest and accent imitation factors as supported in the study by Etikasari et al. (2022), who explained that the use of TV shows can provide accessible examples of real-life expressions and pronunciation models.

In the interview results, some reasons were found why the respondents chose to learn English. Responds by respondent H "Because English is a global language, I think it's essential to help me achieve my dreams in the future. I dream of being involved in global work someday, and English is a tool that can take me there." This kind of reason is part of intrinsic motivation, focusing on competence. It is supported by the Self-Determination Theory (Deci & Ryan, 2020). SDT defined competence as a feeling to having succeeded in achieving someone's goals. While responses from respondent E "For the goals in learning English, yes, I have it. My goal is to speak English fluently and confidently," and respondent A "I started to learn English because I like to learn languages, I love to learn linguistics. Second, because English is an international language, I believe it will benefit my future, especially in today's global context. So, yeah, I am interested in English because I also like to learn languages, and I think it is also important for me to learn English, which will be beneficial in the future.", those was similar to respondent H, who started learning English because their desire to learn comes from themselves. Those statements are part of SDT's focus on autonomy, motivation that comes from an interest, and competence, continuing to learning when they feel capable of achieving their goals.

Respondent R responds, "Yes, I started to learn English because it is a universal language, right, so it might be better if we can have the ability to understand English. I also looked at my grandfather because he can understand English, so that he can work around the world, so I want to be like that.", can be concluded that she has two motivation in learning English, based on their views of English and makes her have desire to learn from herself, and also come from outside reasons or can be called as extrinsic motivation. This is supported by the study of Mahmud et al. (2023), which explains that learners can have both intrinsic and extrinsic motivation. It started with personal enjoyment, but the motivation grew significantly after seeing the expectations from the environment.

The statement from respondent N "actually because I'm an English Education student, I hope that movies will help me with my vocabulary knowledge and the speaking skills I get from films, just like that," can be concluded that she has both autonomy and relatedness because she mentioned "after being an English Education student,". Relatedness is a key aspect of Self-Determination Theory (SDT) that motivates learners by fostering a sense of connection within the learning community. The phrase "after being an English Education student" implies that her choice to engage with movies is not isolated, but rather influenced by her role and responsibilities as part of a specific learning community. It can be categorized that respondent N has intrinsic motivation in learning English due to personal goals. Still, it has also been reinforced by socialization because of her identity as an English Education student.

The findings reveal that English Education students perceive movies as an effective medium for learning various aspects of the language, including vocabulary, pronunciation, listening, speaking, and cultural understanding. A majority of participants preferred using movies over traditional

methods, emphasizing their motivational and engaging nature. Several students noted that films help them acquire authentic conversational phrases, improve their pronunciation by imitating native speakers, and enhance their listening skills despite challenges such as unfamiliar accents or fast speech. These insights align with prior research demonstrating that movies can support vocabulary acquisition, increase exposure to real-life communication, and serve as cultural learning instruments (Anggia et al., 2021; Nur et al., 2024; Pratiwi et al., 2023).

In addition to language development, movies also contribute significantly to student motivation. Drawing on Dörnyei's (2020) L2 Motivational Self System and the Self-Determination Theory by Deci and Ryan (2020), students expressed that movies increase confidence and reduce anxiety in language learning contexts. Their motivation stemmed from both intrinsic factors, such as personal enjoyment and career goals, and extrinsic influences, including future career aspirations and social expectations. Respondents described movies as tools that make learning enjoyable and relatable, highlighting their role in fostering autonomy, competence, and relatedness within the learning community. These findings are consistent with prior studies that emphasize the dual benefits of movies in fostering both language proficiency and learner motivation (Sembel et al., 2023; Mahmud et al., 2023).

CONCLUSION

Based on the findings and discussion, the results of the questionnaire and interviews indicate that English Education students at Universitas Negeri Semarang have a positive perception of the use of movies as an effective and engaging medium for enhancing language competencies. The use of movies was found to enhance students' motivation, aligning with both intrinsic and extrinsic motivation, as well as Dörnyei's L2 Motivational Self System and Self-Determination Theory (Deci & Ryan, 2020). Several participants also reported increased enthusiasm and aspiration to imitate native accents and pursue global opportunities, indicating both intrinsic and extrinsic motivational drivers (Mahmud et al., 2023). The findings and discussion that was found are related with the purpose of the study that highlights how movies can be used for medium to learning English especially in practicing speaking skills and motivating students to learn English from perspectives of the respondents. Overall, the integration of movies into English language education not only fosters linguistic proficiency but also promotes cultural awareness and learner autonomy, making it a valuable pedagogical tool.

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