

CHAPTER II

LITERATURE REVIEW

A. Students' Perceptions

1. Concept of Students' Perceptions

Robbins and Judge explain that perception is the process by which individuals organize and interpret sensory impressions to make sense of their surroundings. Perception does not always reflect actual reality, but rather how individuals understand that reality based on their experiences and perspectives. (Anggraini & Daud, n.d.) Perception is the process by which individuals organize and interpret their sensory impressions to make sense of their environment. According to Stephen P. Robbins, perception refers to how individuals select, organize, and interpret information to form a meaningful picture of the world. This means that perception depends not only on the stimuli received, but also on the individual's experiences, motivations, and expectations (Robbins & Judge, 2017). In the context of language learning, student perception refers to how students interpret their learning experiences, including watching English movie, and how they view the impact of these experiences on their speaking ability. Students may view watching English movies as beneficial, enjoyable, difficult, or ineffective depending on their experiences. Therefore, perception plays a crucial role in determining students' attitudes, motivation, and learning behaviors. Students who hold a positive perception of watching English movies tend to be more motivated to practice speaking, while those with a negative perception may not find it beneficial.

Perception is understood as the process by which students receive external information (from a film) and process it in their minds to assign specific meaning to it. Students do not merely “watch” the film; rather, they “interpret” its utility for their speaking skills. Students actively filter out vocabulary or accents they deem useful and discard those they consider irrelevant. Mulyadi, A., & Fauzi, R. (2024). Students' perceptions often serve as a measure of how much a particular habit (watching movies) helps them achieve academic goals, such as speaking fluency. If students feel that horror movies are more helpful in teaching them how to express fear or other emotions in English, then their perception of that genre will be functionally positive. Pratama, R., et al. (2024). Perception also encompasses emotional aspects (affective). How students “feel” about the film whether they feel happy, stressed, or motivated will greatly influence their perception of improvements in their speaking skills. A positive perception creates a low affective filter (a relaxed mental state), which, according to language acquisition theory, is an essential prerequisite for film-based input to be absorbed into speaking skills. Nurazizah, S., et al. (2024).

Qiong states that perception is the process by which a person gains awareness of or understanding regarding information obtained through the senses. Perception involves the stages of gathering, recognizing, and interpreting information so that individuals can understand their surroundings. (Rida Maisani¹, Tahrin², 2022) Marshall and Firth define perception as a cognitive process that transforms sensory data into meaningful information. This process involves mental activity in processing stimuli into something that the individual can understand. (Education & Vol, 2023). Rakhmat

explained that perception is the process of understanding objects, events, or relationships through the interpretation of received information. Perception involves an individual's attention, experience, and interpretation of a stimulus. (Education & Vol, 2023). According to Gumartifa et al., perception is the way individuals view and evaluate a phenomenon based on their experiences and interactions. Perception greatly influences a person's attitudes and actions in the learning process (Process, 2023)

Based on the various expert opinions presented above, it can be concluded that perception is a psychological and cognitive process in which individuals receive, select, organize, and interpret information or stimuli obtained through the senses, thereby generating specific meanings based on their experiences, knowledge, and emotional state.

2. Characteristics of Perception

According to Robbins (2017), perception has several characteristics:

a. Selective

Perception is selective because individuals do not receive all stimuli, but only focus on certain information. In this study, students may focus on pronunciation, vocabulary, or expressions in English movies.

b. Subjective

Perception is subjective because each individual interprets information differently. Students watching the same movie may have different perceptions regarding its usefulness for speaking skills.

c. Influenced by Experience

Perception is influenced by past experiences. Students who often watch English movies may have better understanding and more positive perception.

d. Organized Meaningfully

Individuals organize information into meaningful patterns. Students organize dialogue, pronunciation, and vocabulary into speaking knowledge.

e. Dynamic

Perception can change over time. Students' perception may become more positive after repeatedly watching English movies.

3. Types of Perception

According to Stephen P. Robbins and Timothy A. Judge, there are three types of perceptions :

a. Positive Perception

A positive perception arises when students believe that watching English helps improve their speaking skills, such as expanding their vocabulary, improving pronunciation, increasing fluency, and building self-confidence.

b. Negative perceptions

Negative perceptions arise when students feel that watching movies does not have a significant impact on their speaking skills, can't expanding their vocabulary, unhelps improving their pronunciation, can't increasing fluency, and also not have a significant impact to building self-confidence. This may be due to difficulties in understanding the language used in the movies, the complexity of the vocabulary, dialogue that is too fast,

watching without subtitles, or the belief that watching movies is merely an entertainment activity.

c. Neutral Perception

A neutral perception occurs when students feel that watching movies offers limited or inconsistent benefits. They may watch movies without a clear learning objective, so they do not experience a significant improvement in their speaking skills.

4. The Process of Perception Formation

According to Stephen P. Robbins and Timothy A. Judge, the processes of perceptions :

a. Stimulus

The first stage is the stimulus, which occurs when an individual receives input from the environment. In this study, the stimulus consists of students' habit of watching English-language films, which provide linguistic input such as vocabulary, pronunciation, and sentence structure.

b. Selection

The second stage is selection, in which individuals choose specific information they consider important for further processing. Students may pay closer attention to certain dialogues, native speakers' accents, or expressions commonly used in everyday conversation.

c. Organization

That is, the process of organizing selected information into meaningful patterns. In this case, students begin to connect the vocabulary or expressions they hear with the context of their use in real-life communication.

d. Interpretation

The fourth stage is interpretation, in which individuals assign meaning to the information they have organized. Students then assess whether the habit of watching movies helps improve their speaking skills.

e. Response

The final stage is the response, which is the end result of the perception process in the form of attitudes, opinions, or beliefs. In this study, this response is reflected in the students' perceptions whether they hold positive, negative, or neutral views regarding the benefits of watching movies in improving their English speaking skills.

5. Factors Influencing Students' Perception

According to Stephen P. Robbins and Timothy A. Judge, an individual's perception is influenced by three main factors: the perceiver, the target, and the situation.

a. The Perceiver

The first factor is the perceiver that is, the individual characteristics that influence how they view an object. This factor includes motivation, attitudes, experience, and interests. In this study, students who were highly motivated to learn English tended to have a more positive perception of watching movies as a learning tool.

b. The Target

The second factor is the target, which refers to the characteristics of the observed object. In the context of this study, the object is an English-language film, which includes various elements such as film genre, the use of subtitles, linguistic

complexity, and the clarity of dialogue. These factors can influence how students assess the benefits of the film for their speaking skills.

c. Situation

The third factor is the situation that is, the conditions or environment that influence the perception process. The learning environment, support from instructors, availability of technology, and peer influence can all affect how students interpret the experience of watching films. These three factors interact with one another in shaping students' perceptions of the habit of watching English movies.

6. Components of Students' Perception in This Study

Based on the research objectives and research questions, students' perceptions in this study focus on several components:

a. Perception of Vocabulary Improvement

Students perceive that watching English movies introduces new vocabulary, helps contextual meaning and improves word usage.

b. Perception of Pronunciation Improvement

Students perceive that watching English movies helps imitate native speakers, improves accent and improves intonation.

c. Perception of Fluency Improvement

Students perceive that watching English movies improves speaking flow, reduces hesitation, and improves communication rhythm.

d. Perception of Confidence Improvement

Students perceive that watching English movies can build speaking confidence, reduce anxiety, and encourage speaking practice

7. Indicators of Students' Perception

The perception indicators used as the basis for research instruments include:

- a. Students' opinion about watching English movies
- b. Students' experience watching English movies
- c. Students' beliefs about movie benefits
- d. Students' feelings when watching English movies
- e. Students' evaluation of speaking improvement
- f. Students' motivation after watching movies
- g. Students' learning strategies from movies

These indicators will be used to develop Interview questions , Observation checklist and documentation analysis.

8. Students' Perception in Language Learning Context

In language learning, perception plays a crucial role because it influences:

- a. Learning motivation

Learning motivation refers to the internal and external factors that drive students to want to learn English. Students' perceptions of the habit of watching movies greatly influence their level of motivation. If students believe that watching English movies can help improve their speaking skills, they will be more motivated to do so regularly. Conversely, if they perceive the activity as offering no benefits, their motivation to learn through movies will decline. In this study, motivation is a key factor determining how often and how seriously students use films as a learning tool.

b. Learning strategy

Learning strategies are the methods or techniques students use to understand and master English. A positive perception of films will encourage students to develop more effective learning strategies, such as watching with English subtitles, noting down new vocabulary, imitating dialogues, or replaying specific scenes. Conversely, students with a negative perception tend to watch movies solely for entertainment without a clear learning strategy. In the context of this study, learning strategies demonstrate how students utilize movies as a medium to improve their speaking skills.

c. Engagement

Engagement refers to the level of students' active participation in the learning process. A positive perception of the use of films can enhance student engagement cognitively, emotionally, and behaviorally. Students who find films interesting and useful will be more focused, more active in understanding the content of the film, and more involved in learning activities such as discussions or role-playing conversations. In this study, engagement serves as a key indicator to assess the depth of students' interaction with the language material derived from the films.

d. Speaking practice

Speaking practice is an important activity in developing speaking skills. Students' perceptions of films will influence whether or not they use films as a means of practicing speaking. Students with positive perceptions tend to imitate dialogues, practice pronunciation, and try to use expressions they learn

from films in everyday conversations. Conversely, if their perceptions are negative, they tend not to engage in active practice. In this study, speaking practice emerged as one of the tangible outcomes of how perceptions influence learning behavior.

e. Confidence

Self-confidence refers to students' belief in their ability to speak English. A positive perception of the habit of watching movies can boost self-confidence because students feel they have a better grasp of vocabulary, pronunciation, and expressions. They become more willing to speak without fear of making mistakes. Conversely, a negative perception can lower self-confidence because students feel they are not benefiting from the activity. In this study, self-confidence is a key factor directly related to success in speaking.

Research shows that students with positive perception toward audiovisual media show higher speaking performance and communication ability. Sofiana et al. (2025) found that movies increase motivation and participation in speaking activities. Similarly, Rotty et al. (2025) state that students who habitually watch English movies demonstrate better speaking ability due to repeated language exposure. This indicates that perception acts as a mediator between movie-watching habit and speaking skill improvement.

9. Students' Perception of Watching English Movies

In this study, students' perception refers to how students interpret their movie watching habit, evaluate benefits of English movies, describe learning experiences, explain speaking

improvement and express opinions about movie effectiveness. Students' perceptions are explored through qualitative data such as interview responses and documentations. These data help understand how students perceive English movies as speaking learning media.

B. English Speaking Skill

1. Speaking Skill in English Language Learning

Speaking is an important productive skill in English language learning. According to Jeremy Harmer, speaking is not only about the ability to produce language orally, but also the ability to use language appropriately in a communicative context. (Hasibuan, 2007) (Harmer, 1983) Speaking skills include pronunciation, vocabulary, grammar, fluency, and communicative understanding. (Bakhodirova, n.d.) Students with strong speaking skills generally have greater exposure to the language, whether through formal learning or informal activities such as watching movies, listening to music, or using English-language social media. (Nur et al., 2024)

According to Cameron, speaking is the active use of language to convey meaning to others. In this context, speaking is not merely the utterance of words, but rather the process of conveying ideas, feelings, and information orally. This underscores that speaking skills are closely linked to meaningful and interactive communication. (Normawati et al., 2023). Furthermore, McDonough and Shaw explain that speaking is the ability to produce utterances to convey ideas, opinions, and desires, as well as to negotiate and build social relationships. Thus, speaking skills are not only related to linguistic aspects but also to the social functions of human interaction. (Normawati et al., 2023) Brown then explained

that speaking skills consist of two main components, namely: Micro skills (pronunciation, vocabulary, grammar) and Macro skills (fluency, communication strategies, contextual understanding) . Thus, speaking ability is a complex skill that involves linguistic aspects and overall communication skills. (Normawati et al., 2023)

According to Elisathusilawani, speaking is an important aspect of learning English because it serves as the primary means of communication. Speaking skills enable a person to convey ideas and interact directly in social contexts. (Program et al., 2023). Normawati et al. state that speaking ability is one of the key indicators of success in learning English. A person is considered to have mastered a language if they are able to communicate effectively in spoken English, encompassing aspects such as grammar, pronunciation, vocabulary, and fluency. (Normawati et al., 2023). According to Muslimin et al., speaking skills are abilities that develop through learning strategies involving cognitive, metacognitive, and social aspects. Speaking skills depend not only on linguistic knowledge but also on how students manage their learning process. (Nur Ilmi Muslimin¹, Aminah Suriaman², Mochtar Marhum³, Abdul Kamaruddin⁴ & 1, 2022)

Based on the experts' opinions above, it can be concluded that English speaking skills are a complex ability that is not only related to the pronunciation of words, but also involves an active process of conveying meaning, ideas, feelings, and information orally in real-life communication contexts. This ability encompasses linguistic aspects such as pronunciation, vocabulary, and grammar (micro skills), as well as broader communicative aspects such as fluency, communication strategies, contextual understanding, and social functions in interaction (macro skills). Furthermore, speaking skills serve as a primary indicator

of success in English language learning because they reflect an individual's ability to communicate effectively. Furthermore, speaking ability is influenced not only by language proficiency alone but also by the learning process, which involves cognitive, metacognitive, and social aspects, as well as how individuals build their learning experiences and strategies. Thus, English speaking skills can be understood as a multidimensional skill that integrates language ability, communicative functions, and the learning process within the context of authentic and interactive language use.

2. Levels Of English Speaking Skill

English speaking ability is not static but develops through several levels of proficiency. One of the most widely used frameworks by experts is the Common European Framework of Reference for Languages (CEFR), which divides language proficiency into six main levels, ranging from beginner to advanced. This framework is widely used to objectively assess speaking ability in the context of learning English as a foreign language (EFL).

a. Beginner Level (A1 – Basic User)

At the A1 level, learners are able to use simple expressions and basic sentences in everyday communication. They can introduce themselves, provide personal information, and engage in simple conversations with the help of their conversation partner. Speaking skills at this stage are still limited to the use of basic vocabulary and simple sentence structures. Recent research shows that at the beginner level, students typically still struggle with fluency and pronunciation due to limited vocabulary and a lack of confidence. (Sabrina & Khairunnisa, 2025)

b. Elementary Level (A2 – Basic User)

At the A2 level, learners begin to be able to engage in simple communication on familiar topics such as family, education, and daily activities. They can convey basic information using simple sentences, although there are still errors in grammar and pronunciation. This level is characterized by more structured speaking skills compared to level A1, though learners still require assistance in more complex conversations. The CEFR notes that learners at this stage begin to interact in routine situations involving simple exchanges of information. (Adickalam & Yunus, 2022)

c. Intermediate Level (B1 – Independent User)

At the B1 level, learners are able to speak more independently in everyday situations. They can describe experiences, express simple opinions, and sustain conversations on familiar topics. Research shows that at this stage, learners begin to develop fluency, although there are still limitations in the complexity of sentence structures. Speaking ability at this level serves as an indicator of the transition from a basic user to an independent user. (Wang et al., 2024)

d. Upper-Intermediate Level (B2 – Independent User)

At the B2 level, learners are able to interact with greater fluency. They can discuss a variety of topics, present arguments, and clearly explain their points of view. This level is often considered the minimum threshold for effective communication in both academic and professional contexts. Learners at this stage are

already able to speak spontaneously with native speakers without significant difficulty. (Adickalam & Yunus, 2022)

e. Advanced Level (C1 – Proficient User)

At the C1 level, learners are able to use the language flexibly and effectively in academic and professional contexts. They can present complex ideas systematically, using a wide range of vocabulary, and sustain lengthy conversations with clear structure. Recent research shows that at this level, speaking skills include high fluency, good accuracy, and the ability to manage complex communicative interactions. (Zaker & Azizpour, 2025)

f. Proficient Level (C2 – Mastery)

Level C2 is the highest level of English speaking proficiency. At this stage, learners are able to communicate very fluently, spontaneously, and accurately. They can grasp subtle nuances of meaning, use the language naturally, and express complex ideas without difficulty. At this level, speaking ability is nearly on par with that of a native speaker, in terms of fluency, pronunciation, and the ability to present arguments. (Adickalam & Yunus, 2022)

C. English Movie as Authentic Learning Media And Habit

English movie is a form of authentic media in language learning. Films/ movies provide real-life communication contexts that help learners understand how the language is used in everyday life. Through films, students can learn pronunciation, idioms, expressions, intonation, and the culture of the target language. In addition, films also boost motivation to learn because they offer a more engaging and enjoyable learning experience than conventional methods. (Hoinbala, 2022).

According to research by Juhansar et al. (2024), English movie an audiovisual medium that presents authentic English in real-life contexts, thereby providing an immersive learning experience for language learners. Films enable students to understand language use in actual social and cultural situations. (Journal & Sciences, 2024). According to Rosalia et al. (2024), English-language films provide students with the opportunity to discover new vocabulary and understand the language in the context of everyday use. Films help learners connect language with more concrete meanings through dialogue and visuals. (Pajar et al., 2024) According to Hafizah et al. (2025), English-language films not only provide linguistic input such as vocabulary and pronunciation, but also introduce cultural aspects, expressions, and the use of language in everyday life. (12 et al., 2025).

According to Camus et al. (2024), a habit is an activity performed repeatedly in daily life until it becomes part of an individual's routine. In the context of language learning, the habit of watching movies can help improve language skills gradually. (Camus & An, 2024) According to Adrefiza et al. (2024), the habit of watching English-language films is an activity that students engage in consistently, thereby improving their language skills, particularly vocabulary and comprehension. (Adrefiza et al., 2024). According to Anggraini et al. (2025), the habit of watching English-language films is significantly associated with learning motivation, as students who have this habit tend to exhibit higher levels of motivation and engagement in language learning. (Syahid et al., 2025)

Based on the experts' opinions above, it can be concluded that English movies are an authentic audiovisual medium that presents the English language in real-life contexts and integrates linguistic and cultural aspects, making them effective as a language learning resource. Meanwhile,

a habit is a behavior performed repeatedly and consistently that can shape learning patterns, improve language proficiency, and influence students' motivation and engagement in the learning process. Thus, the habit of watching English-language films can be understood as a repetitive activity that provides authentic language input and contributes significantly to the development of language proficiency, particularly speaking skills.

Types Of English Movies

1. Feature Movies

Feature films are full-length films that typically run longer than 90 minutes and are produced for theaters or streaming platforms. This type of film presents a complete story with a plot, characters, and complex conflicts. In the context of English language learning, feature films provide natural dialogue between characters that reflects everyday conversation, vocabulary and idioms that vary according to the context of the story and authentic intonation, expressions, and cultural elements. Examples: *The Pursuit of Happyness*, *Forrest Gump*

2. Short Movies

Short films are films of short duration, typically between 5 and 40 minutes. Short films are often used as a learning tool because they are easily accessible and focus on a single theme or conflict. *Examples:* Educational short films or mini-dramas from YouTube or official platforms.

3. Animated Movies

Animated films are films featuring characters or stories created through animation, whether 2D or 3D. Animated films are often used for language learning because the language is simpler and clearer, making it suitable for beginner, strong visuals support comprehension, helping to connect words with context and the dialogue is interactive and

expressive, making it ideal for practicing intonation and communicative expression. *Example : Finding Nemo, Frozen, Inside Out*

4. Documentaries Movies

Documentaries are films that present real facts and information, such as history, science, or social and cultural life. Their advantages in learning are normal and academic language, helping students become familiar with variations in English registers, actual content, making it easier for students to understand the context of language use, field-specific vocabulary, such as in science, history, or the social sciences.

Examples: Planet Earth, The Social Dilemma

5. Educational / Instructional Movies

Educational films are films created specifically for learning purposes, typically focusing on specific topics using clear and easy-to-understand language. Their advantages are focus on language learning, including vocabulary, grammar, and speaking, simple and repetitive language structure, making comprehension easier, usually accompanied by subtitles or text, supporting both reading and listening practice.

Examples: Educational videos on BBC Learning English, VOA Learning English, or educational films on YouTube.

D. Krashen Hypothesis

The most relevant theory in this study is Stephen Krashen's Input Hypothesis. Krashen states: That language learning occurs when learners receive comprehensible input that is, language input that is understandable but slightly above their current proficiency level ($i+1$). English movies can serve as a source of comprehensible input because students receive exposure to natural language through both audio and visual cues simultaneously. (Pavithra & Gandhimathi, 2024) Subtitles,

the story context, facial expressions, and communicative situations help students understand the meaning of the language used in the film. (Hoinbala, 2022) Krashen also emphasizes the importance of a pleasant learning environment with a low affective filter. Watching films tends to create a relaxed atmosphere, making it easier for students to absorb the language without feeling pressured.

E. Multimedia Learning Theory

The present study is also supported by Multimedia Learning Theory proposed by Richard Mayer. According to Mayer (2009), learning becomes more effective when information is presented through both verbal and visual channels rather than through words alone. In the context of English movies, students receive language input through spoken dialogue while simultaneously observing facial expressions, gestures, body language, and communicative situations. This combination of audio and visual information helps learners construct deeper understanding of meaning and facilitates language acquisition. Furthermore, English movies provide authentic language models that enable students to imitate pronunciation, intonation, expressions, and conversational patterns, which may contribute to the development of their speaking skills.

F. Relevan Previous Studies

Research by Hoang et al. (2025). This study aims to determine the effect of English-language films on students' speaking skills. The method used was a case study with a mixed-methods approach. The results show that the use of English-language films helps improve students' vocabulary and pronunciation, although improvements in

fluency still vary. This study is relevant because it similarly addresses the use of English movies on speaking ability; however, that study focused on direct effects, whereas this study emphasizes students' perceptions of their film-watching habits. Erlaine Binotto.,et al. 2022)

Maharani & Ganesha (2024). This study examines students' perceptions of the use of English-language films in improving speaking skills. The method used was a quantitative descriptive approach. The results indicate that students have a positive perception of the use of films because they help with pronunciation, expand vocabulary, and boost confidence in speaking. This study is relevant because it also examines students' perceptions, but that study did not focus on the habit of watching films as a process of habitual learning.

Sofiana et al. (2025). This study examines the role of films in enhancing students' motivation in English language learning. The study employs a quantitative approach using a survey method. The results indicate that English-language films boost students' learning motivation and participation in speaking activities. This study is relevant as it demonstrates that films can serve as an effective learning medium to improve speaking skills by enhancing motivation. (Sofiana et al., 2025). This study analyzes the factors influencing the success of EFL students' speaking skills, including fluency and accuracy. The method used was quantitative research with a statistical analysis approach. The results indicate that exposure to authentic language through audiovisual media has a significant effect on improving speaking skills. This study is relevant because it reinforces the importance of authentic media, such as films, in speaking instruction.

Based on the studies above, as well as several previous studies, it has been shown that the use of audiovisual media can help improve students' English language proficiency, particularly in listening and speaking. The use of English-language films has a positive impact on the development and improvement of students' speaking skills, including vocabulary, pronunciation, fluency, motivation, and listening skills. Previous research has also found that students who frequently watch English-language films have a broader vocabulary, better pronunciation, and higher levels of confidence when speaking English.

However, most previous studies have focused on quantitative approaches and the measurement of learning outcomes. Therefore, this study aims to fill this research gap by exploring students' experiences and perceptions in depth through a qualitative approach.

G. Theoretical Framework

The theoretical framework of this study is based on theories that support the relationship between the habit of watching English movies, students' perceptions, and improvements in speaking ability. The theories used include speaking ability theory, student perception theory, learning habit theory, and audiovisual learning theory.

1. The Speech Ability Theory

Speaking is one of the productive skills in language learning that involves the active use of language. In English language learning, speaking encompasses several key components such as pronunciation, vocabulary, fluency, grammar, and comprehension. Exposure to authentic language can help students improve these components. Recent research shows that watching English-language films can improve students' vocabulary, contextual comprehension,

and confidence in speaking. Additionally, the use of subtitles and shadowing techniques from films also helps improve speaking fluency and intonation. (Laoli et al., 2025) These findings reinforce the idea that English movies can be an effective medium for improving students' speaking skills through exposure to authentic language.

2. Students Perceptions Theory

Student perceptions refer to how students understand and evaluate their learning experiences. Positive perceptions of a particular teaching method can enhance student motivation and engagement in the learning process. Research indicates that students have positive perceptions of the use of English-language films because, through these films, they can learn new vocabulary and pronunciation directly from native speakers. These perceptions contribute to improvements in students' speaking skills. (Maharani & Ganesha, 2024)

3. Study Habits Theory

Learning habits are behaviors that are repeated over time and can influence learning outcomes. In the context of language learning, the habit of watching English-language films provides repeated exposure to the target language. Research shows that students who regularly watch English-language films have better speaking skills because they receive consistent language exposure, which also boosts their motivation and cultural awareness. (Rotty et al., 2025) This suggests that the habit of watching movies can serve as an informal learning strategy that helps improve students' speaking skills.

4. Audiovisual Learning Theory

Audiovisual learning emphasizes the use of media that combines visual and audio elements. English-language films are a form of audiovisual media that provide both visual context and authentic dialogue. Research shows that using films as a learning tool helps students expand their vocabulary, understand communicative contexts, and boost their confidence in speaking. This audiovisual exposure also helps students mimic intonation and pronunciation more naturally. (Laoli et al., 2025) Thus, English-language films serve as an effective audiovisual learning tool for improving speaking skills.

Relationships Among Theories

Based on the theories above, it can be explained that:

- a. The speaking ability theory explains the indicators of improved speaking skills
- b. The student perception theory explains how students interpret the habit of watching movies
- c. The learning habit theory explains the influence of repeated activities
- d. The audiovisual learning theory explains the role of movies as a learning medium
- e. These four theories are interrelated in explaining that the habit of watching English-language films can shape students' positive perceptions and provide exposure to authentic language, which contributes to improved speaking skills.

Thus, the theoretical framework of this study confirms that the habit of watching English movies is a factor that can influence

students' perceptions and improve speaking skills, particularly in the aspects of pronunciation, vocabulary, fluency, and confidence.

a. English movie as a Source of Authentic Language Input

English-language films are viewed as a form of authentic audiovisual media that provides natural and contextual language exposure. Dialogue in films represents the use of English in real-life communication situations, encompassing linguistic aspects (vocabulary, sentence structure, pronunciation, intonation) as well as pragmatic and cultural aspects (idiomatic expressions, speech styles, social context). From the perspective of Second Language Acquisition, particularly the Input Hypothesis (Krashen), language acquisition occurs when learners receive comprehensible input within a meaningful context. English movies meet these criteria because they present language that is understandable through visual aids, narrative context, and non-verbal expressions, thereby making it easier for students to grasp the meaning of speech. (Syahid et al., 2025) . Recent research shows that English-language films have a positive impact on improving speaking skills because they provide natural speech models and allow learners to imitate the pronunciation and communication patterns of native speakers (Laoli et al., 2025)

b. Students' Perceptions of the Habit of Watching English Movies

Student perceptions are subjective constructs formed through learning experiences, personal reflection, and students' interactions with learning materials. In qualitative research, perceptions are understood as the way students interpret their experiences, rather than as attitudes measured numerically. Watching English movies does not automatically have a positive

impact on speaking ability, but the impact is heavily influenced by how students interpret the experience. Students with positive perceptions tend to feel more motivated, more confident, and more active in utilizing films as a language learning resource. Sofiana et al. (2025) emphasize that students' positive perceptions of films as a learning medium contribute to increased learning engagement, speaking confidence, and students' readiness to use English orally. Thus, students' perceptions serve as a crucial mediator between the use of films and the development of speaking skills.

c. The Experience of Watching Movies and the Development of Speaking Skills

In this study, speaking skills are understood as communicative competencies that include fluency, clarity of pronunciation, vocabulary mastery, self-confidence, and the ability to use language contextually. Speaking skills develop not only through formal classroom practice but also through implicit learning gained from exposure to authentic language. Through the habit of watching English-language films, students undergo a process of repeatedly listening to authentic dialogue, observing language use in social contexts, imitating pronunciation, intonation, and speech expressions, and increasing their sensitivity to natural language use. From a socio-constructivist perspective (Vygotsky), language is learned through social interaction and cultural context. English-language films present representations of social interaction that allow students to build contextual language understanding, even without direct interaction with native speakers (Choerunnisa et al., 2024). Students then

interpreted this experience subjectively, leading them to believe that watching movies helped them speak more fluently, with greater confidence, and more naturally.

Conceptual Relationships Among Components in the Study :

Based on a review of theory and previous research, the following line of reasoning can be formulated:

- a. English movie provide authentic language input and real-life communication contexts.
- b. This exposure creates a meaningful language learning experience for students.
- c. This learning experience is interpreted through students' perceptions, whether positive or negative.
- d. Positive perceptions foster increased motivation, self-confidence, and speaking engagement.
- e. This process gradually contributes to the development of students' speaking skills. Thus, speaking skills are not understood as an instant result, but rather as a process of developing communication competence influenced by experience, perception, and the learning context.

H. Conceptual Framework

The conceptual framework of this study describes the relationship between the habit of watching English movies, students' perceptions, and improvements in speaking ability. This study focuses on how the habit of watching English movies can influence students' perceptions and ultimately impact their speaking ability. This study is based on the assumption that the habit of watching English movies provides students with exposure to authentic language. This exposure

allows students to hear pronunciation directly from native speakers, understand vocabulary usage in context, and imitate intonation and expressions in conversation. Repeated exposure fosters informal learning habits that can enhance students' speaking skills.

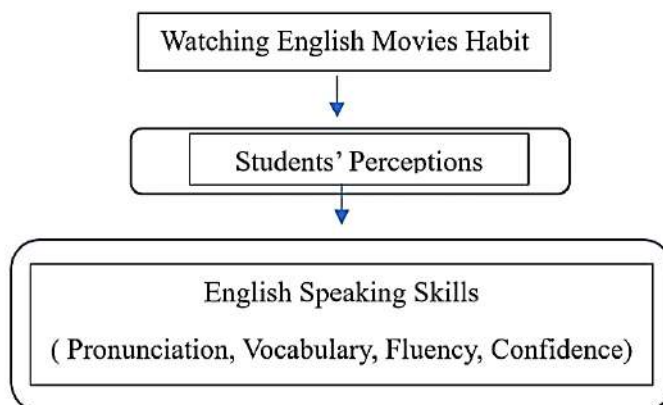
Additionally, students' perceptions of the habit of watching films are a key factor in this study. Students who have a positive perception of watching movies tend to be more motivated and active in using English. Conversely, students with a negative perception are unlikely to derive optimal benefits from this activity. In this study, speaking ability was measured through several key indicators: pronunciation, vocabulary, fluency, and confidence. These four indicators were used to examine how the habit of watching English-language films contributes to the improvement of students' speaking skills.

Based on the above discussion, the relationships among the variables in this study can be explained as follows:

1. The habit of watching English movies provides exposure to authentic language.
2. This exposure shapes students' perceptions of the activity of watching films.
3. Students' perceptions influence their engagement in using English.
4. This engagement leads to an improvement in students' speaking skills.

Thus, this study emphasizes that the habit of watching English-language films is an informal learning activity that can influence students' perceptions and improve their speaking skills.

Figure 1. Conceptual Framework Diagram:



Based on the conceptual framework outlined above, this study aims to examine students' perceptions of their habits regarding watching English movie and how these habits contribute to the development of speaking skills among fourth-semester students in the English Study Program at UINFAS Bengkulu who already possess strong English speaking skills.

