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THE USE OF ENGLISH MOVIES IN READING INSTRUCTION: STUDENTS' RESPONSES

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Abstract

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INTRODUCTION

Reading is a window into knowledge that a produces a lot of knowledge. Students often fail to realize that reading skills can broaden their horizons, improve their comprehension, and provide access to information. Reading is considered a lifelong habit, developed from an eary age and still essential for daily activities (Chalukya, 2021). Reading is a crucial part of learning a new language (Laličić & Dubravac, 2021). However, considering students' perspectives is also cruciaal to exploring students low levels of reading skills and interest (Dasar et al., 2024).

Low reading activity can contribute to delayed learning progress. The effects of low student reading interest can be devided into two factors. 1)Internal factors include a lack of motivation to read, not making time to red, and student rarely seeking out books. 2)External factors include book covers that are not designed with attractive illustrations, school support, such as inactive library, and limited school provided books (Agustina et al., 2023) There factors contribute to a decline in students reading interest, ad many students prefer learning using technology such as smarphones (Agustina et al., 2023). Therfore, innovative learning media such us smartphones can be used to foster students interest in reading, especially when learning a new langugaae, including English. Smartphones already offer many features for their owwners, one of which is watching movies.

Movies are a learning medium for many students, making learning more enjoyable. If students lack the enthusiasm to learn, teachers creativity can significantly impact their learning activities. Therefore,film can be a solution for leaning medium that can increase student motivation (Wijayanti, 2025). Students who want to master English can learn through English films with subtitles. Through Subtitles, students understand the context of the film. In language assessment, students who frequently watch multimedia content with a wide selection have higher levels of engagement and language mastery (Pujiani et al., 2024). Therefore, the importance of films as an English language learning tool offers numerous benefits, providing students with increased motivation.

Previous studies have shown that watching films can mereasse students learning motivation. Films have engaging stories, real-life conversations, and vocabulary use in everyday life, which can help student learn new vocabulary in learning English (PUTRI, 2026). The pronounciation of Engllish subtitles in films is direcly from native speakers, so students can

become accustomed to hearing English conversational expressions (Syamsul et al., 2025). Learning through watching short films provides students with easy strategies for independ ent learning (Pujiani et al., 2024). Interesting and innovative film media heps make the learning environment more enjoyable for students (Wijayanti, 2025). However, most previous research has focused on listening skills, while few studies have exploring students' responses to the use of English in reading instruction. Therefore, further research is needed to the use of English language movies in exploring students' perspective with reading instruction.

Therefore, this study aims to exploring students' responses to the use of English language films in reading intruction. To achieve to goal, a survey is conducted to collecttt student perspectives toward the use of English language films in reading learnig activities. The study provides insight into students' responses to reading instruction using English language films. This study contributes to a deeper exploration of students' responses to the use English language films in reading learning activities.

METHOD

Survey research was chosen. Survey research was an approach used to collect data from a group of individuals. It used instruments such us questionnaires to obtain information on various characteristics (Riset & Edukasi, 2025). The survey research method used in language learning helped determine the influence of learning motivation and vocabulary mastery on students' perspectives toward reading English through movies (Julaeha & Kurniawan, 2023). In the context of this study, the survey was employed to reveal students' perspectives on the use of English movies in reading instruction among a group of senior high school students. Hence, survey research was deemed appropriate to carry out the aim of this study.

This study shed light on students' perspectives on the use of English movies in reading instruction. A total of 28 students participated in the survey. They were students of Sapta Dharma senior high school. The participants were selected using convenience sampling, meaning that as long as they were students of the school, they could participate in this study. Among the participants, 10 (35,7%) students were male, and 18 (64,3%) were female. They were mostly 17 years old and were studying in the tenth grade. They had learned English as a compulsory subject at school.

The data were gathered using an online questionnaire through Google Forms. A total of 20 items referring to students' perspectives on the use English movies in reading instruction were developed and were divided into several aspects, namely student interest (5 items), reading comprehension (5 items), vocabulary and pronunciation (5 items), and challenges (5 items), The items were measured using a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Before being used to collect the data from the participants, the questionnaire was validated by an expert in engish language teaching. After undergoing several revisions, the questionnaire was further employed to elicit the participants responses regarding the use of English movies in reading instruction. The online questionnaire was distributed to the targeted participants through WhatsApp. The data collection was conducted from May to June 2026. At the end, 28 responses were recorded for data analysis. Before the data collection, they were informed that their data would only be used for the purposes of this research. Also, their consent to participate in the survey was obtained.

The data obtained from the survey were further analyzed by following several procedures. First, the participants responses, derived from the outputs of Google Forms, were classified based on each aspect, namely student interest, reading comprehension, vocabulary and pronunciation development, and challages. Second, analysis of the participants information and the validity of the data was performed. Third, percentage analysis was carried out using the outputs generated by Google Forms. Finally, interpretation of the data was conducted to examine students' perspectives on the use of English movies in reading instruction.

RESULTS AND DISCUSSION

Results

Discussion

CONCLUSION

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