




# Students' Perception of Islamic Movies as an Instructional Media to Improve English Speaking Ability

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## Abstract

**Background:** One of the most crucial language skills for learning English is speaking. Therefore, this study offers a different focus because it focuses on the students' perceptions of and obstacles in using Islamic movies in English speaking class. This study is different from earlier research since a lot of current research uses classroom action research and quasi-experimental research. This study also differs from previous research that employed descriptive quantitative methods.

**Aims:** The purpose of this study is to ascertain students' opinions regarding the use of Islamic movies as a teaching tool to enhance English speaking proficiency as well as the challenges associated with it.

**Methods:** This study was carried out using a mixed-methods design. Purposive sampling was the sampling method used as a result. The interview and questionnaire were used as tools to address the study questions. The total population was 30 students from tenth grade. Only class A (30 students) was used as the sample for this study.

**Results:** The findings indicated that the use of Islamic movies in English-speaking lessons was well received by the students. Some students, however, had various challenges when using it to speak English. These challenges included inadequate internet access, lacking elements in Islamic movies, language proficiency, and mental health issues.

**Conclusion:** The researcher came to the conclusion that Hidayatul Mubtadi'ien Islamic Boarding School can effectively enhance English speaking skills through the use of Islamic movies.

## A. Introduction

One of the most crucial language skills for learning English is speaking. Speaking can demonstrate a student's proficiency in English (Kristiani & Pradnyadewi, 2021). Furthermore, speaking is the typical method of exchanging ideas, queries, and other information with other people. However, many students struggle to improve their speaking skills. Rao (2019) stated, "Speaking is the ability on which students will be evaluated the most in real-world scenarios. Despite its significance, speaking skills instruction has been underappreciated, and the majority of EFL/ESL teachers have continued to teach speaking skills only as drill repetition or dialogue memorization. However, the modern world requires that students have communication skills, and English teachers must impart these skills to ELLs for them to become more proficient speakers and function successfully in everyday contexts. According to the Indonesian curriculum, speaking has emerged as one of the key skills for learning English. Speaking is one of the four English language skills that students learn in school. The elements of speech must be taken into account in order to speak English fluently (Riswanto et al., 2022). Speaking skills are considered the most essential skill among the four skills. Speaking is an interactive process of constructing and utilizing meaning, which involves producing, receiving, and processing information

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Nawir et al. (2021) stated that Speaking ability consists of six components: (a) Imitation and repetition are not the most effective ways to learn pronunciation and pronunciation. In order for students to mimic their teachers during any teaching and learning process, teachers should have a high standard of pronunciation. However, we cannot expect our students to sound exactly like Americans or Britons, so teachers should introduce activities that will allow for a lot of repetition. (b) There are two categories of vocabulary: active vocabulary and passive vocabulary. The terms that children will need to comprehend are known as the active vocabulary. Words that we want kids to comprehend but not employ on their own are known as passive vocabulary. (c) Word organization into different combinations that describe structures, including phrases, sentences, and entire utterances, is known as grammar. The definition of grammar is the arrangement of words to form a coherent sentence. Grammar rules are separated and practiced. (d) Fluency does necessitate a reasonable command of syntax and vocabulary, but as long as you can be understood, the language you use need not be perfect. (e) The goal of comprehension training is to enhance or assess a person's ability to understand spoken language. The capacity to comprehend spoken English is known as comprehension. Students' comprehension reveals how effectively they comprehend spoken language. (f) The goal is to communicate with the fluency of a native speaker who has had an education. A person who can answer appropriately even in unfamiliar situations and manage informal interpretation from and into language is rarely mistaken for a native speaker.

According to Rao (2019), one of the hardest things for language learners to master is speaking. Students studying English as a foreign language (EFL) sometimes arrive at college with various English language difficulties, including limited conversational abilities, slow reading speed, restricted vocabulary, poor grammar, and weak understanding. The majority of EFL students struggle with speaking English. Additionally, it is widely accepted that acquiring proficiency in a foreign language in school settings is not easy. Even advanced students frequently end a language course with the impression that they are not adequately equipped to communicate beyond the classroom. Speaking entails having students practice the language in pairs or groups to develop their language skills (Ndoen, 2025).

For many years, spoken instruction has been prioritized in schools. Although it has been included in all curricula, it is underappreciated that teaching speaking consists solely of activities that emphasize sound production fluency and memorization. Sosas (2021) demonstrated that information and communication technology (ICT) can complement traditional instruction, particularly for English reading, writing, and listening. One difference in the way languages are taught in schools is the use of technology to teach speaking, which emphasizes linguistic communication skills rather than merely passing tests (Sosas, 2021). When technology is used as a constructivist teaching tool, students can actively collaborate while exploring, manipulating, and processing information, as well as expressing their thoughts and knowledge (Toleuzhan et al., 2023). Through the use of information and communication technology (ICT) in the classroom, students developed creativity, critical thinking, and problem-solving skills through online instruction. Social media platforms like Facebook, YouTube, and blogs, along with ICT/Web technologies like laptops, projectors, and mobile devices, helped to provide a student-centered environment for English language instruction (Ghimire, 2022).

Teachers used various tactics to teach speaking skills based on the aforementioned findings. Teaching speaking differs greatly from teaching writing, reading, and listening. Since speaking is an actual kind of communication, it requires habit-building. Speaking requires more experience. According to the researcher, students should be able to master the English language with ease if they practice it regularly. Alongside the advancement of technology, particularly those utilized as learning tools to enhance speaking abilities, the teaching and learning process in the educational sector is undergoing changes at the moment. The classroom will feel livelier when media is used, which will inspire kids to learn more.

According to Meldayana et al. (2025), technology is being utilized in many different facets of life and is becoming an increasingly significant part of daily living. Today's society frequently relies on technology to do activities, look for employment, and get information online. to work, get information, and even do research online. Online media has grown quickly, giving everyone access to a multitude of information that is helpful for personal growth. In this era, the development of technology has become an important aspect and can simplify daily life activities. This development provides many benefits across sectors such as the economy, education, health, and others (Sosas, 2021). Both students and teachers can benefit from technology in the classroom. Because students may access a wealth of information about learning resources via technology, the educational process may be made simpler. In addition, technology offers a variety of engaging media that make learning enjoyable and simple. Since lecturers and teachers are expected to use technology in the classroom these days, technology plays a crucial part in education. The development of

technology, which serves as the main necessity, improves many facets of education, including research, teaching, and learning (Sari & Aminatun, 2021). The use of media in teaching is also one of the ways teachers can deal with technology. According to Hestiana & Anita (2022), the medium, which acts as a bridge between the communicator and the communicant, is one component of communication. Learning media can be thought of as an intermediary in the educational process. These days, one can improve their English speaking, listening, writing, and reading skills by using a range of media, such as music, films, videos, and more. Nowadays, the most popular media is films. A movie is an audiovisual medium that is easily accessible. demonstrated how media, including radio, television, multimedia, video, and other forms of media, have been used and may enhance the quality of education. Using video as a medium for online learning has an impact on its efficacy since it makes learning materials easily accessible to students and encourages them to view them repeatedly. One of the interesting media that can help students learn to speak is through movies or films (Sari & Aminatun, 2021).

According to Wijaya & Salainti (2024), the usage of movies with subtitles in foreign language instruction is growing. By watching the actions and dialogue of characters, movies assist kids in understanding and forming connections. Your students can learn English differently by watching movies with subtitles. At a movie theatre, you may see and hear the movies immediately. Since it integrates the three media, text, visual, and auditory, watching videos with English subtitles is likely one of the best methods to convey authentic input. Hoinbala (2022) claimed that watching movies improves more than just vocabulary and listening comprehension. Closed captioning, it can speed up viewers' reading and comprehension by placing dialogue and other sound information at the bottom of each movie frame. Educational materials should be accessible and comfortable for students to use. Learning media can take many forms, from audio and visual to audiovisual, and is defined as a learning resource that evolves in tandem with the advancement of learning technology. Putra (2024) contended that the media utilized is an integral component of the learning design that the instructor needs to be proficient in. The lecturer must be able to select the proper and relevant learning materials because they have a significant impact on both the learning process and the learning results of the students. There are nine different categories of English-language movies. First of all, drama, such as *A Man Called Otto*, is mostly about actual life. Second, fantasy literature mostly focuses on imaginative worlds such as *The Spiderwick Chronicles*. Third, romantic, such as *Take Purple Hearts*, is primarily about love. Other examples include Action, which primarily consists of exciting sequences like *Extraction*, Comedy, such as *Mr. Bean*, is primarily about humour. *Romeo and Juliet* is a tragedy mostly about heartache, *Jumanji* is an adventure primarily about exhilarating trips, *Leaving Neverland* is a documentary primarily about teaching viewers, and *Toy Story* is an animated movie. The study's chosen movies genre is fantasy fiction (Al Anwar, 2025). The use of animated films in language learning has shown promising results. Research conducted by Nurhayati & Susanti (2025) showed that students exposed to English educational television programs showed significant improvements in vocabulary acquisition and language comprehension. movies not only present language in a meaningful context but also introduce cultural aspects inherent to the target language, helping students understand language use in real situations. Speaking ability, as one of the productive skills in language, is often considered a key indicator of language mastery. Therefore, it is important to investigate the extent to which exposure to animated movies and nursery rhymes can influence the development of English-speaking ability.

Furthermore, when paired with the variety of cinema resources that are already easily available online, movies can also be used as the inspiration for writing assignments and public speaking engagements. To put it briefly, movies offer priceless resources that are utilized in elementary, high, and university settings to educate students on the fundamentals of learning English. The bulk of earlier scholarly research has been on employing only movies as teaching tools to aid students in learning and improving their English language skills. In a study conducted by Mahbub (2023), the goal was to find out how Chinese college students' oral English proficiency was affected by watching English-language movies. Numerous academics have examined the benefits of employing movies in English classes, including improving the learning atmosphere, encouraging motivation, and ICC and communication skills development. First, since movies are known to be a significant source of real language input, they can be incorporated into a communicative English classroom. Furthermore, movies give language learners a chance to experience the actual language in natural contexts and inside the cultural environment of English-speaking people. Chaya & Inpin (2020), claimed that movies are a fun form of entertainment that can help students stay motivated due to their playful nature. To establish the ideal learning atmosphere and encourage student engagement and participation, they can also be integrated into class activities. There are nine categories of English-language films (Rao, 2019). First, dramas like *A Man Called Otto* are primarily based on real-life events. Second, fantasy literature, such as *The Spiderwick Chronicles*, is mostly about imaginative worlds. Third,

romantic novels like *Take Purple Hearts* are primarily about love. Other examples include action films with exciting scenes like *Extraction*, comedies with humour like *Mr. Bean*, tragedies with heartbreak like *Romeo and Juliet*, adventure films with thrilling journeys like *Jumanji*, documentaries with educational themes like *Leaving Neverland*, and cartoons with animated films like *Toy Story*. Additionally, fantasy fiction is the kind of film used in this study.

Based on previous studies, those researchers just focused on the implementation of movies in English teaching, such as in writing, IELTS, speaking, and listening. Besides, some studies emphasized on attitudes and developed movies for language learning. Then, the research of Islamic movies in English speaking skill is rare to be conducted. Therefore, this current research has something different because it focuses on the students' perceptions and obstacles on the use of Islamic movies in English speaking class. This study is different from earlier research since a lot of current research uses classroom action research and quasi-experimental research. This work is different from my earlier research, in which I employed descriptive quantitative methods. Students' instructors or lecturers, and future researchers will all benefit from this study. It can help students learn English, and it can help lecturers teach English because it can be used as a medium to help students become more proficient speakers. It may serve as a guide for future researchers conducting studies in the same subject. This study has one research question: (1) How do students at Bengkulu's Hidayatul Mubtadi'ien Islamic Boarding School feel about using Islamic films as teaching tools to enhance their English language proficiency? (2) What difficulties do students have while utilizing Islamic films to enhance English-speaking instruction?

## **B. Research Methods**

### **Research design**

This study used a mixed-method design with an explanatory sequential design. Combining quantitative and qualitative research design is known as a mixed-method approach (Rianyansa & Maisarah, 2024). It is appropriate for this study since it may provide answers to the goals or questions. The first goal is to determine how students perceive Islamic movies as instructional materials. This can be accomplished through a quantitative design using a questionnaire, and the second goal can be accomplished through a qualitative design using an interview. Because the first dataset was examined statistically and then qualitatively based on the answer to the second research question, this design type is known as an explanatory sequential design.

### **Participants and Location**

This study was carried out in the English-speaking class of 30 students, all of whom were boys, in the tenth grade at Hidayatul Mubtadi'ien Islamic Boarding School in Bengkulu City. Only class A (30 students) was used as the sample for this study because the teacher only used Islamic movies as a teaching tool in the English-speaking class. Purposive sampling was used. The researcher selected this class due to the students' low speaking proficiency and the limited English-language teaching resources to enhance speaking during the classroom teaching and learning process. In the academic year 2022–2023, the tenth grade at Hidayatul Mubtadi'ien Islamic Boarding School was the site of this study. It was located in Gading Cempaka, kecamatan Singaran Pati, Kota Bengkulu, on Jalan Rinjani Jembatan Kecil.

### **Instruments**

Questionnaires and interviews served as the research instruments. The purpose of the questionnaire was to gauge the students' opinions about the use of Islamic movies in English-speaking classes. Interviews were used to explore the challenges students experienced in their learning, and the questionnaire was structured according to the indicators related to the benefits of using Islamic movies in speaking classes.

### **Method of Data Analysis**

The researcher analyzed the data both qualitatively and quantitatively. A questionnaire was used to collect the quantitative data. The mean score, percentage, and frequency were then determined by basic computation. The interview transcripts were analyzed using thematic analysis (Syafryadin, 2023).

### **Method of Data Collection**

Both interviews and questionnaires were used to gather the data. (1) Obtaining permission from the head of the School of Hidayatul Mubtadi'ien Islamic Boarding School Bengkulu City; (2) creating a draft of the instruments; and (3) asking the research participants if they were willing to participate in the study. The findings showed that all thirty students agreed to participate in the study; (4) giving a questionnaire via

Google Form to students; (5) interviewing the students; and (6) Compiling the information from the interviews and questionnaire before preparing it for analysis.

## C. Results and Discussion

### 1. Results

Perceptions of digital media as a Teaching medium. Table 1 displays the survey results on how EFL students view the purpose of digital media as a teaching medium. The vast majority of respondents supported adopting Islamic movies as digital media in English classrooms.

**Table 1.** The results of students' perception on using Islamic movies in speaking class

No	Statements	1	2	3	4
1.	Movie videos help me learn English speaking	2(9.1%)	1(4.5%)	8(36.4%)	11(50%)
2	When I cannot concentrate on my studies, movies and videos make me attentive	0(0%)	3(13.6%)	10(40.5%)	9(40.9%)
3	Movie videos make learning English very interesting	1(4.5%)	2(9.1%)	12(54.5%)	7(31.8%)
4	The English language contents of the movie's videos are easy to comprehend	3(13.6%)	1(4.5%)	12(54.5%)	6(27.3%)
5	Movie videos provide relevant materials to prepare assignments	2(9.1%)	3(13.6%)	10(45.5%)	7(31.8%)
6	Movie videos provide relevant materials to learn English language	1(4.5%)	4(18.2%)	8(36.4%)	9(40.9%)
7	Writing down the significant points in a diary while watching videos on movies helps me to acquire English	1(4.5%)	4(18.2%)	9(40.9%)	8(36.4%)
8	Watching movie videos help me develop my speaking skills	0(0%)	3(13.6%)	6(27.3%)	13(59.1%)
9.	The movie videos enhance my speaking ability	1(4.5%)	2(9.1%)	9(40.9%)	10(45.5%)
10.	Use of movies enhances my grammatical competence	2(9.1%)	5(22.7%)	6(27.3%)	9(40.9%)

### 2. Discussion

Table 1 shows that the majority of students responded favorably to the use of Islamic movies in speaking instruction. This section discusses two goals: learning how students feel about employing Islamic movies in speaking classes and the difficulties associated with doing so. First, according to the findings, students thought that employing artificial intelligence to learn to speak was a good idea. Students enjoy watching videos that teach them how to speak English, as evidenced by the first questionnaire item. Students gain self-confidence, become less bored, and acquire holistic abilities when they watch movies. Real short movies can be useful tools for raising students' enthusiasm for speaking and learning. [Păduraru \(2024\)](#) found that using movies as a teaching tool effectively encourages students to learn languages. [Kabooha \(2016\)](#) found that paralinguistic elements to teach students, allowing them to deduce the main ideas of the dialogues from the actors' gestures, pauses, actions, and reactions. According to the results of the second survey, the majority of students expressed support for the use of Islamic movies when they find it difficult to focus on their academics. Students reported that videos and movies helped them pay attention. Watching English-language movies is one of the best ways for students to acquire native expressions and learn their accents ([Nur et al., 2024](#)). However, social media, particularly movie clips, can help students learn more and hone their speaking abilities. English language learners may find it difficult to motivate themselves to study the language, particularly if they do not comprehend the topics the teacher is discussing. YouTube's

captivating colors, noises, moving images, and other content are likely to pique students' interest. Technology, such as videos, should be provided to students to inspire them (Rufino, 2024)

The findings also indicated that respondents agreed with the fourth question, which was that the movie videos' English-language content is simple to understand. These movies can be utilized as tools to aid in their conceptual visualization and comprehension. A number of earlier studies looked into the use of videos and movies as teaching tools for English. The research study by Aliffia & Arifani (2024) demonstrated how using movies in English classes can help students become more proficient in the language. Students are encouraged to mimic the movies to learn English. Teachers and students can create an interactive classroom environment with the use of movies and videos. Students can actively and naturally speak English with a strong vocabulary through videos. Students can acquire content more quickly through movies and videos than through textbooks since these learning resources are typically engaging, useful, educational, and enjoyable. Additionally, they have more schedule flexibility, which keeps students from getting bored. It was claimed that this could boost students' enthusiasm and interest. For this reason, the researcher decided to use movies as an alternate medium to assist students in honing their speaking abilities.

Students agreed with the seventh item, which said that taking notes in a journal while viewing movies aids in English language learning. Rufino (2024) claimed that YouTube is a website that allows users to view, create, and share videos of many genres. These videos can offer reasonably priced resources that can be used to aid with language acquisition. When students view YouTube videos from various nations, they can learn how to talk, listen, read, improve their grammar, expand their vocabulary, and even learn about other cultures.

The results also showed that respondents agreed with the eighth statement, which states that watching videos and movies improves one's ability to speak. The effectiveness of various strategies and methods that can be used in EFL classes to help learners master language skills and maximize the teaching and learning process has recently piqued the interest of numerous language instructors, material designers, and academics. Numerous studies have shown that because movies have a major impact on the development of the fundamental language abilities of speaking, writing, listening, and reading, they can be incorporated into the curriculum (Kabooha, 2016). Kabooha (2016) argued that cinema visual features can help language learners understand in a perfect visual setting, which also makes language instruction more successful. According to Parmawati & Inayah (2019), movies offer a priceless supplement to language acquisition technology, which is employed in elementary, secondary, and university education to teach students the fundamentals of learning English. Some of these viewpoints lead to the conclusion that using media, such as English-language movies, can aid in the learning process.

The Challenges Students Face When Using Islamic movies in Speaking Classes: According to the interview results, students encountered several challenges. These issues included motivation, language proficiency, mobile devices, internet connections, and the flaws of Islamic movies.

## 2.1 Implications

The findings of this study have several important implications for English language teaching, particularly in Islamic educational contexts. First, the positive perception of students toward Islamic movies as a teaching medium indicates that integrating faith-based content with language learning can enhance engagement, motivation, and moral values simultaneously. This approach supports the principle of contextual and meaningful learning, where students relate English language use to their daily lives and religious environments. For teachers, the implication is that Islamic movies can serve as a valuable pedagogical tool to foster communicative competence and cultural sensitivity. Teachers are encouraged to carefully select movies that are linguistically appropriate, thematically relevant, and aligned with students' proficiency levels. Moreover, teachers should design interactive classroom activities, such as discussions, role plays, and reflection sessions, that maximize the use of movie content to build speaking confidence and vocabulary mastery. For curriculum developers, the study suggests the need to incorporate multimedia and Islamic-based materials into English language syllabi at Islamic boarding schools (*pesantren*). By embedding digital media such as Islamic movies into language learning modules, curriculum planners can promote student-centered and technologically supported instruction that aligns with the goals of *Merdeka Belajar* and 21st-century skills development. From an institutional perspective, schools should invest in adequate technological infrastructure, such as reliable internet connections, multimedia classrooms, and digital literacy training for teachers, to support media-based instruction effectively. This will help overcome the technical and motivational barriers observed during the study. Finally, for future researchers, this study opens opportunities to explore how different genres of Islamic or educational movies influence specific aspects of English proficiency (such as pronunciation, fluency, and intercultural competence). Further

research could also examine the long-term impacts of movies-based learning on students' speaking confidence and attitudes toward English as a global language.

## 2.2 Research contribution

This research contributes to the growing body of literature on innovative media-based learning in English as a Foreign Language (EFL) settings. It provides new insights into how Islamic movies can serve as a culturally appropriate and motivational teaching medium to improve students' speaking skills. While many prior studies have examined the role of general English movies or digital media in language learning, this study uniquely emphasizes *Islamic-themed movies*, demonstrating their dual function as linguistic and moral education tools. Furthermore, this study contributes methodologically by employing a mixed-methods approach, combining quantitative and qualitative data to capture students' perceptions and learning challenges comprehensively. The study also offers practical pedagogical implications for Islamic boarding schools (*pesantren*), which are often underrepresented in EFL research. By highlighting student-centered, technology-based strategies, this research adds to the discourse on integrating local cultural and religious contexts into global language learning frameworks.

## 2.3 Limitations

Although the study provides valuable findings, several limitations should be acknowledged. First, the study was conducted at a single Islamic boarding school with a limited sample size of 30 students, which restricts the generalizability of the results. Future studies involving multiple schools and larger participant groups would provide broader and more representative insights. Second, the study focused primarily on students' perceptions rather than direct measurement of their speaking performance. Objective pre-test and post-test data could provide stronger evidence of the effectiveness of Islamic movies in improving speaking proficiency. Third, technical constraints such as poor internet connection and incomplete movie features also affected students' experiences. These factors may have influenced their perceptions and engagement during the learning process. Finally, this research was limited to short-term observation within a specific academic period. A longitudinal study would be beneficial to examine the long-term impact of movie-based learning on students' motivation, retention, and communicative competence.

## 2.4 Suggestions

Based on the results and limitations, several recommendations are proposed for teachers, institutions, and future researchers:

1. For Teachers:  
Teachers should carefully select Islamic movies that are linguistically rich, thematically appropriate, and aligned with students' interests. They should incorporate pre-viewing, while-viewing, and post-viewing activities to maximize speaking practice and comprehension.
2. For Institutions:  
Schools should enhance digital infrastructure by providing stable internet access, audio-visual equipment, and media-based learning facilities. Teacher training programs should also focus on integrating multimedia and Islamic values into EFL pedagogy.
3. For Curriculum Developers:  
The curriculum should include modules that combine language learning with cultural and religious education. Using Islamic movies as part of speaking activities can promote authentic communication and moral development simultaneously.
4. For Future Researchers:  
Further research can explore the impact of Islamic movies on specific aspects of speaking such as pronunciation, fluency, and intercultural communication. Comparative studies between Islamic movies and general English movies may also reveal deeper insights into students' motivation and learning outcomes

## D. Conclusion

Determining what EFL students thought of Islamic movies as a teaching tool to enhance English speaking skills was the aim of the current study. The study offered a comprehensive review and analysis of participants' opinions regarding the relationship between digital media and language development in certain EFL classrooms at Hidayatul Muhtadi'ien Islamic Boarding School using two instruments: a survey and an interview. The researcher came to the conclusion that Islamic movies were a good and effective medium to use to teach English speaking ability at Hidayatul Muhtadi'ien Islamic Boarding School, specifically for

improving students' English speaking ability, based on the findings of the perception of Islamic movies as a teaching medium to improve English speaking ability. Students were able to overcome issues like poor grammar, a lack of motivation to learn and retain grammar, a lack of interest in speaking English, feeling nervous when speaking English with others, and more with the aid of this medium. Furthermore, the study's findings demonstrated that students at Hidayatul Mubtadi'ien Islamic Boarding School felt that watching Islamic movies as a teaching tool significantly improved their English-speaking skills and increased their motivation to practice speaking English.

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### F. Author Contribution Statement

SWM conducted the research in the classroom and collected the primary data. IS supervised the research process as the university advisor. IS also provided guidance as a teacher at Hidayatul Mubtadi'ien Islamic Boarding School. All authors reviewed and approved the final version of the manuscript.

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