

Exploring Students' Experiences in Watching English Subtitled Films and Their Perceived Listening Skills

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ABSTRACT

The growing popularity of English subtitled films has created new forms of informal listening exposure for language learners. However, most existing studies on this topic rely heavily on quantitative approaches that focus on measuring learning outcomes, leaving a limited qualitative understanding of how learners internally experience subtitled viewing and construct meaning from it. Consequently, little is known about the subjective experiences, emotional responses, and cognitive strategies that EFL learners employ to manage the interaction between listening and reading during film viewing. To address this gap, this qualitative explorative study investigates the experiences and perceptions of English Education students at the University of Nusantara PGRI Kediri regarding their use of English subtitled films as a learning medium. Four participants were purposively selected based on their documented listening proficiency levels. Data were collected through semi structured interviews, supported by listening achievement records, and analyzed using thematic analysis to generate recurring patterns of meaning. The findings reveal that learners' experiences are shaped by differences in proficiency, emotional engagement, and the strategic ways they utilize subtitles. Higher proficiency students employed active meaning-making strategies such as pausing, predicting meaning from context, and focusing on audio before subtitles which contributed to more positive perceived gains in listening comprehension. In contrast, lower proficiency learners tended to depend more heavily on subtitles, struggled with fast speech, and experienced cognitive overload that constrained their listening development. Overall, the study suggests that English subtitled films offer meaningful listening input in informal learning settings when supported by effective learner strategies. These insights highlight the importance of fostering more intentional and strategic subtitle use to promote autonomous listening improvement.

KEYWORDS: *student experience, english-subtitled films, perception listening skills*

1.0 INTRODUCTION

In the contemporary digital landscape, English subtitled films and series have become deeply embedded in students' daily routines. Rapid technological advancement and the widespread availability of streaming platforms such as Netflix, YouTube, and Disney+ allow learners to access foreign-language content freely, regardless of time and place. This trend is particularly visible in Indonesia, where the video-streaming industry continues to expand. Ken Research (2023) reports that the Indonesian streaming market reached approximately 300 million USD in 2023 and is expected to grow steadily until 2030, with the majority of active users being individuals aged 18-25, including university students. These developments illustrate that audiovisual media now plays a central role in the educational and recreational lives of the digital generation.

Similarly, the We Are Social & Meltwater (2024) report reveals that 85.7% of Indonesian internet users watch online videos weekly, and more than half regularly consume foreign language content, such as English films and vlogs. This indicates a high level of exposure to authentic English input among university students in Indonesia. At the University of Nusantara PGRI Kediri, this pattern is also evident, as many English Education students frequently watch English films both for leisure and for language learning purposes.

Within the field of language learning, English films with subtitles are widely regarded as an engaging and authentic means of enhancing listening proficiency. Films provide access to naturally occurring spoken English in real world contexts and allow learners to observe pronunciation, intonation, and authentic communication styles. The widespread use of English- subtitled films is also supported by established theories in Second Language Acquisition (SLA). Krashen's Input Hypothesis emphasizes the importance of comprehensible input ($i+1$), and subtitles function as scaffolding to help learners process authentic auditory input more effectively. In addition, the combination of audio and textual information encourages the Noticing of linguistic features such as vocabulary, grammar, and pronunciation as proposed by Schmidt's theory (Andriani, 2020). The use of subtitled films also aligns with principles of self directed learning, where students independently engage with films as supplementary learning resources outside the classroom (Wahyuningsih, 2023).

Despite strong theoretical grounding and evidence from recent meta analyses confirming their positive effects on listening and vocabulary (Oktapiani et al., 2024), practical challenges remain. Some learners experience cognitive overload, as they must simultaneously process rapid native speaker speech and read subtitles (Wahyuningsih, 2023). Excessive reliance on the visual channel may also hinder the natural development of listening skills (Diah & Sulis, 2024), even when the input appears comprehensible. Moreover, classroom listening practices are often perceived as monotonous and insufficiently authentic. According to British Council Indonesia (2022), 61% of learners struggle with understanding English in real life contexts because classroom listening tasks primarily rely on textbooks. This leads students to turn to subtitled films as an alternative source of authentic input. As a result, the actual effectiveness of subtitles varies widely depending on individual processing strategies and cognitive capacity an area this study aims to investigate qualitatively.

Theoretically, Cognitive Load Theory (Sweller, 1988) explains that working memory has limited capacity when processing information from multiple channels simultaneously. Krashen's Input Hypothesis (1985) and Schmidt's Noticing Hypothesis (1990) further emphasize the importance of providing input that is comprehensible, appropriately challenging, and consciously perceived. These theories collectively underline the need to adjust input complexity to prevent

cognitive overload while facilitating effective learning.

Building on these theoretical principles, this study proposes the **Graduated Subtitle Exposure** strategy. Rather than expecting students to watch films entirely with or without subtitles, this approach involves gradually reducing textual support. Learners begin with full subtitles, transition to partial subtitles presenting only keywords or difficult expressions, and eventually watch without subtitles. This gradual removal of support helps learners adapt progressively, decreases reliance on visual cues, and strengthens their focus on auditory comprehension. The approach reflects the concept of scaffolding, guiding learners from supported to independent understanding.

This gradual shift also minimizes cognitive load. Initially, subtitles assist learners in comprehending input; however, reducing subtitles over time encourages learners to use contextual cues such as tone, intonation, and facial expressions to infer meaning. Consequently, graduated exposure promotes both listening comprehension and linguistic noticing, enabling learners to internalize pronunciation patterns, speech rhythm, and word segmentation more naturally. Previous research supports this idea: Sydorenko (2010) found that text audio combinations aid early comprehension but that reduced textual support enhances deeper auditory processing. Similarly, Montero Perez et al. (2013) concluded that subtitle effectiveness depends on proficiency level, with staged reduction producing more lasting improvement. Laila and Rahmawati (2024) also found that students prefer selective subtitle use to reduce visual distraction, consistent with Peters and Muñoz (2020), who reported diminishing benefits of subtitles as proficiency increases.

Most existing research, however, is quantitative and focuses on test results rather than learners' subjective experiences with subtitled media. Few studies explore how learners manage the cognitive demands of listening and reading simultaneously, particularly within the Indonesian EFL context. To address this gap, the present study employs a qualitative design to examine the experiences of English Education students at UNP Kediri in using English subtitled films and their perceptions of how such exposure influences their listening skills. A qualitative approach enables a deeper understanding of students' reflections, strategies, and personal challenges elements often overlooked in quantitative studies.

Thus, this study aims to investigate students' experiences and perceptions regarding their engagement with English subtitled films and the perceived effects on their listening development. The findings are expected to shed light on natural, self directed language learning practices and contribute to bridging SLA theory with authentic learner experiences. Ultimately, the study intends to provide practical implications for English educators by informing the design of media based listening activities that are both theoretically grounded and aligned with students' actual learning behaviors. Rather than merely confirming the usefulness of subtitles, the study seeks to re conceptualize their optimal use in fostering autonomous and meaningful listening development among university learners.

2.0 LITERATURE REVIEW

2.1 Student Experience

According to Kolb (1984), experience is not viewed merely as a passive event, but rather as a cyclical and holistic process requiring an individual's personal engagement, exposure, and interaction with a learning activity. This process inherently incorporates mutually related elements: cognitive (thinking and understanding), emotional (feelings and attitudes), and behavioral (actions and habits). In the context of language acquisition, experience functions as a broad term, encompassing a complex array of

facets such as learning strategies, daily habits, encountered challenges, previous language exposure, and emotional responses to the material or task. Consequently, the student experience is highly individual and contextual, which is crucial for understanding the efficacy of specific learning methods, such as utilizing subtitled media.

To effectively research and measure the Student Experience, this study adapts and divides the concept of experience into several key dimensions or indicators, based on the framework by Kolb (1984) and additional perspectives from Richards (2015). These indicators are grouped to reflect the behavioral, mental, and contextual aspects of the learning experience, as summarized in the research variable table.

Table 2.1 Research Variables, Indicators, and Descriptions of Experience

Variable	Indicator	Description
Experience	Exposure Frequency	How often students watch subtitled films and the duration per week.
	Strategies in Viewing	Techniques used (e.g., pausing, repeating, note taking, predicting meaning).
	Cognitive Processing	How students process sounds, words, and meaning while viewing.
	Emotional Engagement	Feelings of enjoyment, stress, confusion, or motivation when watching.
	Challenges Experienced	Difficulties such as fast speech, unfamiliar vocabulary, or subtitle dependence.
	Learning Context	Where and how the activity is integrated into daily routines.

Building upon the analysis of the Student Experience and its critical dimensions (cognitive, emotional, and behavioral), this review now narrows its focus to a key medium English Subtitled Films to investigate how the nature and quality of this specific exposure directly influences the development of Perception Listening Skills.

2.2 English-Subtitled Films

In the contemporary digital landscape, English subtitled films and series have become a ubiquitous component of students' daily routines, driven by the rapid evolution of technology and the readily available access to streaming platforms like Netflix, YouTube, and Disney+. This phenomenon is highly salient in the Indonesian context, where the video streaming market is flourishing, with a reported value of approximately 300 million USD in 2023. This trend is underpinned by significant user engagement: 85.7% of Indonesian internet users report weekly online video consumption, and over half engage with foreign-language content, thereby ensuring massive exposure to authentic English input. Academically, using subtitled content is

viewed as an appealing and natural approach to fostering listening proficiency, as it provides learners with opportunities to observe native speech features such as intonation and communication styles.

Theoretically, the use of subtitled media is strongly supported by Krashen's Input Hypothesis, specifically the principle of Comprehensible Input ($i+1$). In this model, subtitles serve as scaffolding to ensure the aural input is comprehensible. Furthermore, this dual sensory input (audio and text) is theorized to activate the Noticing process for linguistic features, consistent with Schmidt's hypothesis, thereby promoting effective listening skill acquisition. Nevertheless, this strategy presents pedagogical challenges; notably, some students report experiencing cognitive overload due to the demanding simultaneous processing of rapid native speech and textual cues. This often leads to an over reliance on the visual channel, potentially hindering the organic development of auditory skills. To mitigate this critical issue, the present study advocates for a Graduated Subtitle Exposure strategy, which involves progressively reducing subtitle support to foster learner autonomy, decrease visual dependence, and systematically improve auditory focus. The following table details the indicators used to explore the students' experiences, encompassing cognitive, emotional, and behavioral elements.

The dimensions of experience presented in the table, drawing upon frameworks from Kolb (1984) and Richards (2015), establish a structured methodology for capturing both the subjective and objective elements of students' involvement in this learning activity. Critically, these indicators are designed to assess more than just viewing frequency; they explore the depth of engagement, encompassing specific viewing strategies (e.g., pausing, inferring meaning), the quality of cognitive processing, and the emotional engagement that either promotes or inhibits self regulated learning. Consequently, comprehending these detailed experiential facets is paramount, as the practical effectiveness of subtitled films is heavily contingent upon the student's adoption of effective personal strategies and their resulting cognitive processing level.

2.3 Perception Listening Skills

Perception is conceptualized as the process by which individuals interpret, evaluate, and assign meaning to an activity, a process intrinsically linked to their existing beliefs, expectations, and judgments. As articulated by Robbins (2013), perception is comprised of both cognitive interpretations and affective evaluations, which are fundamentally shaped by a learner's prior knowledge and attitudes. In second language acquisition, perception is a crucial determinant, significantly impacting a learner's motivation, confidence, and engagement in specific learning tasks. Therefore, this study adopts an exploratory qualitative design to capture the intricate nuances of students' perceptions, experiences, and cognitive strategies, which typically remain inaccessible through purely quantitative measures.

The dimensions outlined below, adapted from Robbins (2013) and Ajzen (2005), were used to systematically explore how students subjectively evaluate the utility and impact of subtitles on their listening development.

Table 2.3 Research Variables, Indicators, and Descriptions of Perception

Variable	Indicator	Description
Perception	Perceived Benefits	Students' beliefs about the usefulness of subtitles.
	Perceived Impact on Listening Skills	Judgments about how subtitles help improve listening.
	Self Evaluation of Progress	Students' awareness of improvement or stagnation.
	Attitudes Toward Subtitles	Whether they prefer subtitles or find them distracting. Whether they prefer subtitles or find them distracting.
	Perceived Constraints	Limitations or negative effects they experience.
	Motivation	Level of interest in continuing the activity as part of learning.

These indicators are essential for systematically differentiating the participants' subjective evaluations. While there is likely a universal acknowledgment of the immediate utility of subtitles for narrative tracking (Perceived Benefits), the critical distinction rests upon their Self Evaluation of Progress and their articulation of Perceived Constraints (e.g., dependence). This finding is consistent with earlier research indicating that subtitles can reduce anxiety and support overall comprehension (Danan, 2004). However, the results emphasize that the perceived utility must demonstrably translate into tangible learning gains for students to sustain Motivation and continued engagement with this learning method. Ultimately, the systematic collection of perceptual data offers a vital window into the psychological and evaluative context governing students' self regulated use of subtitled media.

3.0 METHODOLOGY

This study employs a qualitative research design with an explorative approach. A qualitative approach was selected because the primary objective is to obtain a deep understanding of students' subjective experiences when watching English-subtitled films and how they perceive its influence on their listening skills. Through narrative data, this design enables the researcher to identify nuances, personal reflections, and cognitive strategies that cannot be thoroughly captured through quantitative measures. The explorative nature of the study is appropriate for deriving meaningful and comprehensive insights aligned with its main focus on "Experiences" and "Perceived Listening Skills."

The participants in this study are four (4) active students from the English Language Education Department at the University of Nusantara PGRI Kediri. They were chosen through purposive sampling, a technique highlighted by Patton (2015) for selecting information rich cases relevant to the research objectives. The inclusion criteria are as follows:

- 1) students who regularly watch English language films or series with English subtitles for a minimum of two hours per week over the last three months;

- 2) students who possess listening test score records from their academic listening course; and
- 3) students who voluntarily participate and provide informed consent.

To obtain varied perspectives, participants were grouped based on proficiency level:

- 1) **Two Good/Proficient Students:** those with listening scores above the class mean
- 2) **Two Low/Intermediate Students:** those with listening scores below the mean

This comparison allows the researcher to explore effective strategies reported by proficient learners and the difficulties faced by lower performing learners. Participants (A, B, C, D) are used to maintain confidentiality. Two main data sources were utilized:

- 1) **Semi-structured interviews** to investigate experiences, strategies, cognitive processes, and perceptions related to watching English subtitled films. Interviews lasted 40-50 minutes, were conducted in English or Indonesian, and were audio recorded with consent. All recordings were transcribed verbatim.
- 2) **Academic Listening Scores** from the most recent Listening course were collected as supporting data to compare participants' subjective perceptions with objective performance.

An interview protocol developed according to the study variables and indicators served as the research instrument.

Data collection followed systematic procedures to ensure accuracy and completeness:

- 1) Selecting qualified participants
- 2) Obtaining informed consent
- 3) Conducting semi-structured interviews in a comfortable setting
- 4) Recording and transcribing interviews verbatim
- 5) Collecting listening test score data
- 6) Organizing and categorizing all data for further thematic analysis

To secure data trustworthiness, the study applies Lincoln and Guba's (1985) criteria. Credibility is strengthened through member checking, allowing participants to validate the researcher's interpretation. Transferability is supported by detailed contextual descriptions of the research setting and participant characteristics. Dependability and confirmability are ensured through an audit trail documenting every phase of data collection, transcription, and analysis to uphold methodological transparency and consistency.

4.0 RESULTS

4.1 Student Experiences

To capture a holistic understanding of learners' experiences when engaging with English films accompanied by subtitles, the researcher formulated several core indicators. These indicators covered aspects of learning behaviour, strategy use, emotional involvement, and potential obstacles. Data were obtained mainly through in depth, semi structured interviews, and further supported by documentary records, particularly participants' listening proficiency scores, which were used to categorize them into groups. Based on recurrent patterns observed across the indicators, the findings were organized into four experiential profiles (A-D). The table below summarizes the consolidated outcomes of students' experiences of viewing English- subtitled films as part of their language learning practices.

Table 4.1 Student Experience on Watching English-Subtitled Films

Indicators of Experience	PA (Good)	PB (Good)	PC (Inadequate)	PD (Inadequate)
Watches films ≥ 2 hours/week	Yes	Yes	Yes	No
Uses strategies (pause/rewind)	Yes	Yes	No	No
Guesses meaning from context	Yes	Yes	No	No
Takes notes while watching	Yes	No	No	No
Focuses on listening first, subtitles second	Yes	Yes	No	No
Experiences emotional Engagement (enjoyment/motivation)	Yes	Yes	Yes	Yes
Faces difficulty with fast speech	Yes	Yes	Yes	Yes
Faces difficulty with unfamiliar Vocabulary	No	Yes	Yes	Yes
Relies heavily on subtitles	No	No	Yes	Yes
Applies subtitles in daily learning routine	Yes	Yes	No	No

The results shown in Table 4.1 clearly illustrate the distinctive experience profiles and behavioral tendencies among the different participant groups. A key point of contrast emerged in terms of strategic involvement. Participants classified as A and B, representing the “Good” experience category, consistently described the use of active learning strategies such as pausing or rewinding the video and drawing inferences from contextual cues. In contrast, these strategic approaches were entirely absent in Participants C and D, who formed the “Inadequate” experience category, indicating a predominantly passive orientation toward the audiovisual input.

In addition, the “Good” group demonstrated a deliberate attentional order by prioritizing listening over reading and reported only minimal dependence on subtitles. The opposite pattern characterised the “Inadequate” group, who expressed a substantial reliance on subtitles that hindered their focus on auditory comprehension. This divergence was further supported by the observation that Participants A and B incorporated subtitle use as part of a routine learning habit, a practice that was not present among the “Inadequate” participants. Finally, it is worth noting that difficulty in processing fast speech was the only barrier that appeared consistently across all four profiles, regardless of their level of listening proficiency.

4.2 Student Perception

Following the analysis of students' experiential patterns, attention then moves toward their perceptual responses to watching English films with subtitles. This section examines participants' beliefs, attitudes, and subjective judgments regarding the usefulness and influence of subtitles in their language learning. The information summarised in Table 4.2 originates from the semi structured interviews and addresses ten indicators of perception, ranging from perceived gains in listening and vocabulary to psychological aspects such as dependence and reduced anxiety. The results are presented according to the same four profiles (A-D), which enables a comparative interpretation between learners who perceive themselves as having "Good" listening skills and those who view their skills as "Inadequate." The table below outlines how students across these profiles expressed their perceptions of subtitles as a support in developing listening competence.

Table 4.2 Student Perception on Watching English-Subtitle Film and Their Perceived Listening Skills

Indicators of Perception	A (Good)	B (Good)	C (Inadequate)	D (Inadequate)
Believes subtitles improve listening skills	Yes	Yes	Yes	Yes
Feels vocabulary improves through subtitles	Yes	Yes	Yes	No
Believes subtitles help comprehension	Yes	Yes	Yes	Yes
Feels dependent on subtitles	No	No	Yes	Yes
Prefers watching with subtitles	Yes	Yes	Yes	Yes
Believes subtitles sometimes distract listening	No	Yes	Yes	Yes
Motivated to continue using subtitles	Yes	Yes	Yes	No
Feels improvement in listening after routine watching	Yes	Yes	No	No
Believes subtitles are effective for informal learning	Yes	Yes	Yes	No
Suggests subtitles help	Yes	Yes	Yes	No

reduce anxiety				
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The qualitative interpretation of participants' perceptions (Table 4.2) indicates that subtitles were perceived as valuable by all students, as every participant agreed that subtitles support listening development and facilitate comprehension, and all expressed a preference for viewing with subtitles. Despite this shared endorsement, a notable point of divergence emerged in the areas of dependence and perceived outcomes. Students classified within the "Inadequate" group (C and D) reported experiencing reliance on subtitles, whereas this sentiment was consistently rejected by those in the "Good" group (A and B). This distinction aligns with the observation that only the "Good" group consistently reported improvements in listening ability following regular engagement with subtitled films. On the negative side, most participants (B, C, and D) expressed the view that subtitles can, at times, disrupt listening, whereas Participant A did not experience any such distraction. In summary, the "Inadequate" participants most noticeably Participant D demonstrated the lowest perceived value of subtitles as an overall learning resource, rejecting their usefulness for vocabulary development, lowering anxiety, informal learning, and future motivation.

5.0 DISCUSSION

This study examined the relationship between the frequency of watching English subtitled films and students' listening proficiency, focusing on their learning experiences, strategies, and perceptions. Overall, a clear distinction emerged between participants with higher listening proficiency and those with lower proficiency. These differences were most evident in the learning strategies they used, the extent to which they depended on subtitles, and how strongly film watching contributed to their listening development. Such patterns consistently appeared in Participants A and B (high proficiency) compared to Participants C and D (low proficiency).

The results show that students with stronger listening skills tended to employ more active and intentional learning strategies while watching films. They frequently paused or rewound scenes, inferred unfamiliar words from context, and occasionally took notes to clarify challenging parts. These practices are consistent with Vandergrift's (2003) framework of metacognitive listening strategies, which emphasizes monitoring, evaluating, and problem solving during the listening process.

As Participant A described, "When something isn't clear, I pause and replay the part several times until I understand it.". They also noted, "I usually try to guess the meaning of new words from the situation without immediately checking the dictionary." These patterns align with findings from Winke, Gass, & Sydorenko (2010) and Pujolà (2002), who suggest that subtitles are most beneficial when paired with active cognitive engagement, rather than passive viewing.

In contrast, students with lower listening proficiency showed minimal use of strategies and relied heavily on subtitles. Participant C stated, "I rarely pause... I just read the subtitles so I can understand quickly.". Participant D similarly noted, "Without subtitles I can't follow the dialogue, so my focus ends up on reading rather than listening.". These observations support Sydorenko's (2010) argument that excessive dependence on subtitles reduces attention to

auditory cues and may result in passive comprehension. In this study, both participants tended to “read” the film more than they “listened” to it, limiting the potential benefits for listening development.

Despite their differences, all participants regardless of proficiency level reported difficulty dealing with fast speech. As Participant B mentioned, “It gets difficult when the actors talk very fast, sometimes I can barely catch anything.”. This finding aligns with Tauroza & Allison (1990), who identified speech rate as a major challenge for EFL learners. Regarding perceptions, all participants agreed that subtitles increased their comfort and helped them follow the storyline. This corresponds with Danan’s (2004) claim that subtitles reduce anxiety and support comprehension. However, only the higher proficiency participants reported noticeable improvements in listening after watching films regularly. This suggests that subtitles do not automatically enhance listening skills; rather, their effectiveness depends on how learners process the input. This supports Krashen’s Input Hypothesis (1985), which posits that comprehensible input only produces significant gains when learners attend to it meaningfully.

Participants with lower listening proficiency, particularly Participant D felt that subtitles were helpful, yet they did not experience substantial listening improvement. This aligns with Yuksel & Tanriverdi (2009), who found that lower level learners often use subtitles as a “support tool” instead of as a resource that promotes deeper learning.

Theoretically, the findings emphasize that simply watching subtitled films is not sufficient to improve listening skills. The effectiveness of subtitles depends on the learner’s depth of engagement with the input. Subtitles should function as scaffolding, not as a feature that encourages passive viewing. Pedagogically, the results suggest that listening strategies need to be taught explicitly. Instructors can guide students to practice predicting meaning, applying selective listening, using subtitles gradually (for example, watching first without subtitles), and taking notes on key information. Structured viewing activities, such as “listen first, read later” or vocabulary from context exercises, can also support listening development.

Furthermore, all participants expressed strong interest in films as a learning medium, indicating that films can be effectively integrated into both formal and informal learning contexts. Films can enhance motivation, lower anxiety, and provide rich authentic input for language learners. This study has several limitations. The number of participants was small, and all were drawn from a single institution, limiting the generalizability of the findings. Additionally, the data relied on self reported information, which may not fully represent actual listening ability. The absence of an experimental design also prevents the study from establishing a direct cause-and-effect relationship. Future studies should involve larger and more diverse samples representing different proficiency levels. Longitudinal or experimental designs may be used to examine the long term impact of subtitle use. Additionally, future research could compare English subtitles and Indonesian subtitles to determine how subtitle language influences listening development.

This study indicates that English subtitled films can support listening development, but their effectiveness largely depends on the learning strategies employed by students. High proficiency learners tended to use active strategies such as pausing, inferring meaning, and analyzing speech which contributed to more noticeable improvement. In contrast, excessive dependence on subtitles without strategic engagement tended to limit progress. Therefore, subtitles should be viewed as a supportive tool that enhances learning, rather than a substitute for genuine listening processing.

6.0 CONCLUSION

This study set out to understand how English Education students at Universitas Nusantara PGRI Kediri make sense of their experiences watching English subtitled films and how they perceive this habit as shaping their listening development. Through the voices of the participants, it became clear that subtitled films are not merely a form of entertainment; they function as an accessible and meaningful learning space where students encounter authentic English in a natural and self-paced environment. Across the accounts gathered, watching subtitled films emerged as an activity that students consistently viewed as supportive for their listening growth.

The findings also reveal notable contrasts in how students with stronger listening abilities and those with weaker skills engage with subtitled input. High performing listeners tended to approach subtitled films with more intentional strategies such as anticipating meaning, revisiting challenging segments, and selectively using subtitles as support rather than a crutch. In contrast, students who self-identified as having lower listening proficiency described difficulties such as rapid speech, accent unfamiliarity, and heavy dependence on written subtitles. These challenges sometimes limited their attention to the spoken form. Even so, all participants expressed that films contributed positively to their learning, particularly in expanding vocabulary, heightening awareness of pronunciation, and increasing confidence when exposed to native-like speech patterns. Their perceptions also highlight the dual nature of subtitles: helpful as scaffolding, yet potentially distracting when overused.

Taken together, these insights point to the importance of integrating subtitled films into listening instruction in a more intentional and gradual manner. Educators may consider designing activities that guide students in shifting from full reliance on subtitles toward a more balanced engagement with the audio itself. A staged subtitle approach may offer a practical pathway for this transition. Future studies could broaden the participant group, include observational or classroom-based data, or explore different subtitle conditions to deepen understanding of how subtitled media shapes listening development. Ultimately, this study reinforces the idea that subtitled films hold meaningful potential as a learner-driven resource one that supports listening growth while respecting how students naturally interact with digital media in their everyday lives.

DOCUMENTATIONS

Good Participant A

No.	Code	Subjects	K	Nh	KxNn
1	ING1004	Listening in Professional Context	2	A	8

Good Participant B

1	ING1004	Listening in Professional Context	2	A	8
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Inadequate Participant C

1	ING1004	Listening in Professional Context	2	A-	7.4
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Inadequate Participant D

	Mata Kuliah	K	Nh	KxNn
	Listening in Professional Context	2	B+	6.6

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