

THESIS

**EXPLORING STUDENTS' PERCEPTION ON ENHANCING GENERAL  
VOCABULARY ACQUISITION THROUGH THE UTILIZATION OF  
THE ENGLISH MOVIE**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG  
2025**

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VOCABULARY ACQUISITION THROUGH THE UTILIZATION OF THE  
ENGLISH MOVIE**

*To Compile Thesis in Undergraduate Program English Education Department  
Faculty of Education Teacher Training Maulana Malik Ibrahim State Islamic University  
Malang*



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MALANG  
2025**

**APPROVAL SHEET**  
**EXPLORING STUDENTS' PERCEPTION ON ENHANCING GENERAL**  
**VOCABULARY ACQUISITION THROUGH THE UTILIZATION OF THE**  
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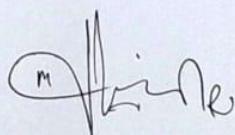
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## LEGITIMATION SHEET

### EXPLORING STUDENTS' PERCEPTION ON ENHANCING GENERAL VOCABULARY ACQUISITION THROUGH THE UTILIZATION OF THE ENGLISH MOVIE

#### THESIS

by:

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*Assalamu 'alaikum Wr. Wb.*

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*Wassalamu 'alaikum Wr. Wb*

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This is to certify that the thesis of Jenab Paruk Ating has been approved by the advisor for further approval by the board of examiners.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. Should I later be found that the thesis is the product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, November 27<sup>th</sup>, 2025

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## **MOTTO**

I don't have any motivation for you today.

I trust the process, even when the progress feels slow.

*(Jenab Paruk Ating)*

## **DEDICATION**

The researcher would like to express gratitude to ALLAH SWT and the Prophet Muhammad SAW. They have given grace and gifts that have given, such as knowledge, strength, fortitude, and health, which helped me to continue to rise and struggle to complete this thesis. This thesis is dedicated to my beloved father, mother, brother, sisters, and myself. Whose always gives the best prayers, provides encouragement and love in every step I take. And all the big family who always love and pray for me. Mr/Mrs Teachers and Lecturers who have provided very useful knowledge. Those who have helped in completing my thesis, all friends of RENDEZVOUS family, and to my friends from Sekolah Indonesia Makkah, thanks to their prayers and support, I was able to finish this thesis.

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*In the Name of Allah SWT, The Beneficent, The Merciful*

Praise be to Allah SWT, who always bestows His grace and gifts so that the writer can finish the thesis entitled “Exploring Students’ Perception on Enhancing General Vocabulary Acquisition Through the Utilization of the English Movie”. Shalawat and greetings are given to the Prophet Muhammad SAW, who is a role model for humanity. The Prophet has guided Muslims from the Jahiliyah era to the Islamic era.

It is a happiness and pride for the writer to be able to complete this thesis through a long journey. However, the writer realizes that this writing cannot be separated from the guidance and direction and constructive criticism from various parties. Therefore, on this occasion, the author would like to express his deepest gratitude and highest appreciation to:

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educating, guiding and practicing their knowledge sincerely and patiently.

Hopefully the knowledge obtained is valuable and useful for future supplies

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Malang, November 27<sup>th</sup> 2025



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## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

ا = a	ج = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ’	ء = .
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Long Vocal

- Long Vocal (a) = â**  
**Long Vocal (i) = î**  
**Long Vocal (u) = û**

### C. Diphthong Vocal

- أ = aw  
ي = ay  
و = û  
إ = î

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## ABSTRACT

Jenab Paruk Ating (2025). *Exploring Students' Perception on Enhancing General Vocabulary Acquisition Through the Utilization of the English Movie* at English Education Department of UIN Maulana Malik Ibrahim Malang. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang.

Advisor: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

**Key Words:** Perception, English Movie, Vocabulary

This study investigates the perceptions of students English Education Department (*Tadris Bahasa Inggris*) regarding the use of English movies to improve their general vocabulary acquisition. In the current era of dynamic education, film has emerged as an engaging and context-rich medium that provides authentic linguistic input. The purpose of this research is to explore how students perceive the use of English movie as a tool for vocabulary development, the benefits they experience, and the challenges they encounter. This qualitative research uses questionnaires and interviews to collect data from selected students. The findings are expected to offer insights into the integration of multimedia, particularly movies, into English language learning. The study also contributes to developing teaching strategies and provides practical recommendations for educators aiming to enhance students' vocabulary mastery through engaging and contextual methods.

## ABSTRAK

Jenab Paruk Ating (2025). *Eksplorasi Persepsi Mahasiswa terhadap Peningkatan Pemerolehan Kosakata Umum melalui Pemanfaatan Film Berbahasa Inggris: Studi Kasus Mahasiswa Tadris Bahasa Inggris di UIN Maulana Malik Ibrahim Malang*. Skripsi Program Studi Pendidikan Bahasa Inggris pada Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Dosen Pembimbing: Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed.

**Kata kunci:** Persepsi, Film Bahasa Inggris, Kosakata, Pembelajaran Bahasa

Penelitian ini mengeksplorasi persepsi siswa Tadris Bahasa Inggris di UIN Maulana Malik Ibrahim Malang mengenai penggunaan film bahasa Inggris dalam meningkatkan kemahiran kosakata umum mereka. Kosakata merupakan aspek penting dalam penguasaan bahasa, dan strategi yang efektif untuk pembelajaran kosakata sangat dibutuhkan untuk pengembangan bahasa. Penelitian ini bertujuan untuk memahami bagaimana siswa memandang peran film bahasa Inggris sebagai alat untuk memperluas kosakata mereka serta untuk mengidentifikasi manfaat dan tantangan spesifik yang terkait dengan metode ini. Melalui data kualitatif yang diperoleh dari survei, wawancara, dan observasi, penelitian ini memberikan wawasan tentang sikap siswa terhadap penggunaan film sebagai sumber pembelajaran yang dinamis. Hasil dari penelitian ini memberikan informasi yang berharga tentang bagaimana integrasi media audiovisual dalam pembelajaran bahasa dapat meningkatkan retensi kosakata, motivasi, dan kemahiran bahasa secara keseluruhan.

## مستخلص البحث

زينب باروك أتيك (2025). استكشاف تصورات الطلاب حول تعزيز اكتساب المفردات العامة من خلال استخدام الأفلام باللغة الإنجليزية: دراسة حالة لطلاب تعليم اللغة الإنجليزية في جامعة إلينوان مولانا مالك إبراهيم مالانغ. أطروحة برنامج دراسة التعليم الإنجليزي في كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية في مالانغ. المشرف: البروفيسورة د. هـ. جـ. لايك راسكوفا أوكتايرلينا، دكتوراه في التربية.

الكلمات الأساسية : الإدراك، الفيلم الإنجليزي، المفردات، تعلم اللغة

تستكشف هذه الدراسة تصورات طلاب تدريس اللغة الإنجليزية في جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ بشأن استخدام الفيلم الإنجليزي لتحسين مهاراتهم العامة في المفردات. تعدد المفردات جانباً مهماً من إتقان اللغة، وهناك حاجة إلى استراتيجية فعالة لتعلم المفردات لتطوير اللغة. يهدف هذا البحث إلى فهم كيف يدرك الطالب دور الفيلم الإنجليزي كأداة لتوسيع مفرداتهم وكذلك لتحديد الفوائد والتحديات المحددة المرتبطة بهذه الطريقة. من خلال البيانات النوعية التي تم الحصول عليها من الاستطلاعات والمقابلات واللاحظات، توفر هذه الدراسة نظرة عميقة على مواقف الطالب تجاه استخدام الفيلم كمصدر ديناميكي للتعلم. توفر نتائج هذه الدراسة معلومات قيمة حول كيفية تكامل الوسائل السمعية البصرية في تعلم اللغة أن يحسن الاحتفاظ بالمفردات، والدافع، والإتقان العام للغة.

## **CHAPTER I**

### **INTRODUCTION**

In chapter one, the researcher presents the background of the research, research questions, research objective, significance of the research, limitation of the research, and definition of key terms in this chapter.

#### **1.1 Background of The Research**

The importance of good communication and understanding in learning English. This requires vocabulary. Vocabulary is the building block of language, consisting of listening, speaking, reading, and writing. Vocabulary is fundamental to language mastery, especially for second language learners. As Nation (2020) notes, understanding vocabulary is crucial for communication and comprehension. Typically, someone who has difficulty understanding the ideas conveyed by others is someone who lacks vocabulary. Vocabulary encompasses various aspects such as pronunciation, correct language usage, spelling, and common word combinations. As vocabulary continues to grow, we as students need new, common vocabulary in further learning so that our brains, as humans, can continue to develop, especially in vocabulary.

Previous research has shown that developing vocabulary is a major factor in improving students' overall listening, speaking, reading, and writing skills.

Recent research has shown that vocabulary development is a crucial factor in the development of students' overall language skills. Schmitt (2019) states that having a broad vocabulary helps students understand more difficult texts, express their thoughts more accurately, and participate more effectively in academic and professional communication. A good vocabulary knowledge also increases students' confidence and enthusiasm for learning a language. Furthermore, students with a broader vocabulary tend to perform better on standardized language tests and in real-world communication situations. This finding highlights the importance of using the right approach to teaching vocabulary.

When learning a second language, vocabulary is often considered the most difficult and crucial aspect for students to master. Webb and Nation (2017) explain that vocabulary learning relies on two types of learning: intentional and incidental. Intentional learning is intentional, while incidental learning occurs through continuous exposure to linguistic information, such as through movies or reading. They emphasize that when words appear repeatedly in different contexts, it helps strengthen memory and deepen understanding. Therefore, using meaningful contexts such as English-language movies can effectively strengthen vocabulary skills, both for recall and use. Vocabulary is crucial to supporting English language skills in all aspects. Even students with a strong understanding of grammar can struggle to express ideas clearly if their vocabulary is limited. Teng (2021) found that vocabulary knowledge is a crucial factor in reading comprehension and academic achievement in the context of English as a Foreign Language.

Learners with a strong vocabulary mastery can process written text more effectively, recall information more easily, and participate more confidently in speaking and writing. To understand how words work together effectively in a sentence, we must not simply memorize them; instead, we must develop skills.

González-Fernández and Schmitt (2020) explain that mastering vocabulary encompasses three aspects. First, knowing how to spell and pronounce words (form). Second, understanding the implied and explicit meanings and intents (meaning), and choosing appropriate collocations and the appropriate level of language (usage). This plays a crucial role in both academic and everyday communication.

The primary goal of vocabulary is not simply recognizing words but actively using them in writing and speaking (Webb, 2020). Therefore, vocabulary instruction serves two purposes: helping students remember vocabulary consistently and motivating them through creative and targeted approaches.

Students in Indonesia, including at UIN Maulana Malik Ibrahim Malang, often struggle to expand their general English vocabulary. The difficulties they face include mastering spelling, pronunciation, and contextual usage. This hinders their vocabulary development, particularly in understanding ambiguous or idiomatic vocabulary.

Besides language challenges, psychological factors can also contribute, such as a lack of motivation, a lack of confidence, and anxiety experienced when learning general vocabulary.

While listening or reading, learners can understand passive vocabulary, but when converting it to active vocabulary, they struggle. According to Telaumbanua et al. (2024), this is evident in students' tendency to forget quickly, reluctance to engage in conversation, and minimal practice of general English vocabulary outside of class.

Students' limited vocabulary significantly impacts their ability to speak, read, and write correctly. Although students understand more words (receptive) than they use (productive), both can affect their overall performance (Karakoç and Köse, 2023). Difficulty constructing sentences or expressing more detailed ideas in writing has a significant detrimental impact on students' vocabulary skills, leading to decreased academic performance and a lack of confidence in communicating with others.

If learners' vocabulary is insufficiently extensive and comprehensive, they will struggle with fluency and coherence in speaking and writing. Vocabulary knowledge has been shown to impact productive language skills in Turkish EFL. Consequently, students with limited vocabulary often make more errors, pause more frequently, and use rambling language, making their written and oral communication ineffective.

Limited vocabulary can negatively impact students' academic performance in any subject. (Saud, 2024) demonstrated that if university EFL students' academic vocabulary mastery reaches 76%, they will have difficulty digesting specific material, and their grades will be inconsistent. This suggests that vocabulary acquisition translates to academic success.

One of the most effective ways to learn vocabulary is through videos or English movies with subtitles. Subconscious learning while watching and subtitles significantly improves memory of word forms and meanings (Montero Perez et al., 2020). Studying with subtitled videos can help students absorb vocabulary more naturally and achieve deeper understanding (Teng, 2023).

Besides English movies, there are other more effective thinking and memory strategies for vocabulary acquisition. One example is the mnemonic method, which involves students connecting new vocabulary with words they have already learned through vivid mental images. Nurchurifiani et al. (2022) demonstrated that visual and linguistic techniques can improve vocabulary retention, especially when used in collaborative group learning. Furthermore, the use of technology today supports the development of new vocabulary because it can provide quick verbal and visual reminders.

Another important aspect of enhancing vocabulary learning is encouraging students to use a variety of metacognitive, cognitive, and socio-affective strategies. Ariyanti et al. (2022) noted that metacognitive strategies, such as planning learning goals and monitoring progress, cognitive strategies,

such as using flashcards or simple mnemonic techniques, and socio-affective strategies, such as collaborating with classmates or providing peer feedback, are all beneficial in helping students overcome vocabulary difficulties. Activities that require meaningful vocabulary use, such as discussing scenes from an English movie, completing group assignments with subtitles, or retelling what they have seen, tend to engage students more and help them retain vocabulary for a longer period of time.

Among the various strategies available, the use of English movies with subtitles has been consistently shown to support incidental vocabulary learning and increase student motivation. Teng (2022) found that students who watched English movie with subtitles learned significantly more new words than those who watched without subtitles. A study of Saudi EFL students also showed that watching animated English movie like Zootopia with subtitles significantly helped them understand a large number of vocabulary words and improved their overall vocabulary comprehension.

English movie can provide students with authentic language experiences, which are rarely found in textbooks. Through English movie, students can absorb idiomatic expressions, cultural references, and the use of English in everyday contexts. Many EFL students acknowledge that watching English movie makes vocabulary acquisition more enjoyable because they feel more relaxed and engaged while following the storyline.

Teachers can utilize English movie by implementing structured methods, rather than simply passively watching them. For example,

introducing key vocabulary before watching, playing English movie with or without subtitles, pausing to discuss key points, and assigning follow-up assignments afterward. Research shows that students with clear learning objectives benefit from a combination of visuals, audio, and story context. Guided film viewing is far better than passive viewing, and this makes them more confident in speaking and writing.

This study aims to explore how English movie, when used strategically as learning materials, can be a solution to overcome vocabulary difficulties faced by students. Previous research, such as the 2024 mixed-method study by Juhansar, Budiarti, Shahrin Bin Hashim, Reriansyah, and Irene Gabriella Sihole, has shown that students who regularly watch English movie experience greater improvements in vocabulary, clearer speech, increased motivation, and improved listening skills. These results suggest that English movie, when integrated appropriately, can be an effective solution to various problems such as limited active vocabulary, pronunciation errors, and low self-confidence.

Reviews of other studies, conducted by Khadawardi (2022) and Abdulrahman and Kara (2023), also support the use of English movie with subtitles as part of vocabulary learning. The results indicate that English movie can improve receptive and productive vocabulary skills, especially when teachers implement structured activities before, during, and after watching. These findings reinforce the fact that English movie are not merely

entertainment but can also serve as effective teaching materials, especially for students unfamiliar with structured learning methods.

Vocabulary plays a crucial role in the process of communication and understanding in learning English as a foreign language. If students' vocabulary mastery is inadequate, they will have difficulty conveying ideas, understanding others, and developing all language skills (reading, writing, listening, and speaking) (Schmitt and Schmitt, 2020). Unfortunately, traditional vocabulary teaching methods are often considered boring. Therefore, educators are actively seeking more engaging and innovative English teaching methods, one of which is utilizing English movie. Research shows that English movie provide more authentic language exposure and make the learning process more interactive and enjoyable (Mrissa & Anasse, 2024).

Emphasizing a qualitative approach, this study focuses on an in-depth exploration of students' perceptions, experiences, and learning processes related to the use of film for vocabulary acquisition. Data were collected through observations, open-ended questionnaires, and in-depth interviews to understand how guided film sessions can help students overcome vocabulary difficulties in English Education students at UIN Maulana Malik Ibrahim Malang.

Recently, researchers have examined the use of English movie for vocabulary learning. For example, Rosalia et al. (2021) found that students at the University of Riau considered English movie with subtitles, particularly

Indonesian subtitles, to be a useful learning resource for discovering new vocabulary.

In contrast to research that focuses more on perceptions or classroom observations, several systematic reviews and experimental studies provide stronger empirical support. Abdulrahman and Kara (2023) conducted a mixed-methods study comparing reading only a book with a combination of reading and watching a film adaptation of the book. The results showed that the group exposed to both reading and film experienced significant improvements in vocabulary comprehension and productivity, particularly in speaking skills.

Although numerous studies have examined the use of film in vocabulary learning, this study presents three key differences. First, contextual focus. This study examines the 22nd batch of English Language Education (TBI) students at UIN Maulana Malik Ibrahim Malang, where language learning is closely linked to Islamic character development. Second, Qualitative approach. This study did not use experimental methods (pre- and post-tests). Instead, it employed a qualitative approach utilizing observation, open-ended questionnaires, and interviews. The goal was to gain a deeper and more comprehensive understanding of students' experiences, perspectives, and difficulties when learning vocabulary through film. Third structured design. Unlike studies that examine film viewing in general, this study highlights directed learning practices, such as vocabulary discussions, group reflections, and task-based activities. This study examines how these elements can support natural vocabulary development within the learning process.

This study focuses on in-depth qualitative data. The goal is to provide space for students' voices to describe their experiences, emotions, and interpretations when interacting with English movie in learning vocabulary. Through interviews and open-ended questionnaires, the focus goes beyond observable outcomes to students' personal understanding and internalization of new vocabulary through real and authentic content. This reflects the complexity of students' perspectives, not just general assumptions.

Furthermore, through a deeper analysis of the academic environment at UIN Maulana Malik Ibrahim Malang, this study aims to provide practical and contextual recommendations for vocabulary teaching. It is hoped that the findings will help students design more engaging learning environments.

## **1.2 Research Problem**

This study aims to explore students' views on the impact of using this particular movie as a learning tool for vocabulary improvement. It is important to respond to the following questions, such as.

1. What is the students' perception of the use of English movies in enhancing general vocabulary acquisition among students of the English Education Department at UIN Maulana Malik Ibrahim Malang?
2. How can the utilization of English movies contribute to the improvement of students' general vocabulary acquisition in learning English among students of the English Education Department at UIN Maulana Malik Ibrahim Malang?

### **1.3 Research Objective**

This research aims to explore students' perspectives on improving their vocabulary acquisition through the use of the English movie. The specific objectives are as follows:

1. To explore students' perceptions of utilizing English movies in the development of general vocabulary acquisition among students of the English Education Department at UIN Maulana Malik Ibrahim Malang.
2. To identify how English movies can support and improve general vocabulary acquisition in English language learning among students of the English Education Department at UIN Maulana Malik Ibrahim Malang.

### **1.4 Significance of the Research**

This research is expected to provide both theoretical and practical contributions to the field of English language teaching, especially in the area of vocabulary development through multimedia learning. The findings will explore students' perceptions regarding the effectiveness of English movies in improving their general vocabulary acquisition. By identifying how students engage with and respond to English movies as a learning tool, this study will offer insights into how such media can be integrated effectively into language instruction for students of the English Education Department at UIN Maulana Malik Ibrahim Malang.

For students, English Education Department this research can serve as a beneficial learning reference and strategy in building vocabulary knowledge through more natural and contextual exposure to the language. Unlike traditional memorization techniques, movies provide rich input that combines both visual and auditory elements, making vocabulary acquisition more meaningful and easier to retain. The hope is that students will be more motivated to learn and expand their vocabulary through an enjoyable and immersive learning experience. This approach is particularly important in higher education environments where learners are encouraged to be autonomous and resourceful.

For English teachers and educators, the study can offer practical implications on how to incorporate authentic media, such as English movie, into the classroom. The results can guide educators in designing more engaging, student-centered, and context-based vocabulary learning strategies. It may also support curriculum designers in integrating audio visual materials into lesson planning, especially in universities with diverse learner needs and levels.

Theoretically, this study aims to contribute to the body of knowledge related to contextual and media-assisted vocabulary learning. It can support the development of language learning theories that emphasize the importance of student perception, motivation, and contextual exposure. Moreover, the study will strengthen the argument that students' personal experiences and preferences play a crucial role in the success of vocabulary acquisition.

For the researcher, this study will contribute to academic growth and research experience, particularly in investigating learning media that are relevant, modern, and effective. The findings are hoped to become a valuable resource that can be developed into future research or used as a reference for other scholars, especially those focusing on vocabulary development in EFL contexts. Ultimately, the research seeks to offer a meaningful contribution to English language education by promoting innovative and student-friendly vocabulary learning methods.

## **1.5 Limitation of the Research**

This research is limited to exploring the perceptions of students in the English Education Department (*Tadris Bahasa Inggris*) at UIN Maulana Malik Ibrahim Malang regarding the use of English movies to enhance general vocabulary acquisition. The focus of the study is on how students respond to and perceive the effectiveness of English movie as a learning tool to support vocabulary acquisition. The participants involved in this study are students from the English Education program who have been exposed to English movies either through classroom activities or self-directed learning. The research does not measure vocabulary improvement quantitatively but rather emphasizes students' subjective experiences and opinions gathered through questionnaires and interviews. Therefore, the results may not be generalized to all English learners or educational settings beyond the scope of the English Education Department at UIN Maulana Malik Ibrahim Malang.

## **1.6 Definition of Key Terms**

To avoid misperceptions, here is an explanation of the terms as follows.

### 1. perception

Perception refers to how individuals respond to and interpret an object or phenomenon around them, based on their thoughts, beliefs, and personal experiences.

### 2. english movie

An English movie is a film in the English language, which is used as a medium in language learning to expose students to authentic language use, vocabulary, idiomatic expressions, and cultural context.

### 3. vocabulary

Vocabulary is the set of words and phrases that are known and used by individuals in a particular language. It plays a significant role in language acquisition, enabling effective communication, understanding, and expression.

## CHAPTER II

### LITERATURE REVIEW

The researcher explains about the meaning of keywords (perception, english movie, and vocabulary), and previous researchers in this study more specifically.

#### 2.1 Vocabulary

In this section, the researcher will explain the meaning of perception based on theories from other researchers

##### 2.1.1 Definition

According to Nation (2022), vocabulary refers to the total number of words an individual knows and uses, including both receptive (recognized) and productive (actively used) forms. Schmitt (2020) explains that vocabulary encompasses not only single lexical items but also multiword expressions such as collocations, idioms, and phrasal verbs. In applied linguistics, Webb and Nation (2020) state that vocabulary is a fundamental component of language competence because it directly influences learners' ability to comprehend and produce spoken or written discourse. Nation (2022) further emphasizes that without adequate vocabulary knowledge, learners will find it difficult to understand both oral and written texts.

According to Qian (2016), in educational contexts, vocabulary knowledge plays an essential role in reading comprehension and academic achievement. According to Schmitt (2020), vocabulary breadth refers to the

number of words a learner knows, while vocabulary depth concerns the quality and richness of the learner's understanding of those words. According to Webb (2020), depth includes knowledge of word meanings, morphological structures, collocations, and syntactic usage. Furthermore, Binder, Cote, Lee, Bessette, and Vu (2018) explain that both breadth and depth contribute to reading comprehension, although depth often has a greater influence when learners process more complex texts. Therefore, effective vocabulary instruction should aim to develop both dimensions.

According to Laufer (2020) and Webb (2020), recent research demonstrates a strong correlation between vocabulary knowledge and literacy skills, particularly in second language learning. As noted by Qian (2016), learners who possess greater depth of vocabulary knowledge are better able to infer meanings accurately and interpret nuanced expressions within reading passages. As argued by Webb and Nation (2020), acquiring vocabulary through authentic contexts, including reading and watching movies, can significantly enhance both retention and practical usage. This perspective aligns with contemporary pedagogical approaches that emphasize context-based vocabulary learning, as highlighted by Webb (2020). Such approaches foster deeper understanding and long-term memory retention.

In my opinion, vocabulary refers to the set of words and expressions that a learner both recognizes and can use effectively in communication. It is not only about the number of words one knows (breadth) but also about understanding their meanings, usage, and relationships (depth). A strong

vocabulary enables learners to comprehend and produce language more accurately and appropriately. For this reason, vocabulary instruction should go beyond rote memorization and emphasize authentic usage, such as integrating English movies into language learning. This approach can make vocabulary acquisition more engaging and meaningful.

## **2.2 Theories of Vocabulary Acquisition**

In this section, there are several things to be discussed

### **2.2.1 Acquisition in Linguistic Frame**

Vocabulary in second language acquisition refers to the collection of words and phrases that learners recognize and understand within a given language. According to Yanagisawa and Webb (2020), both vocabulary size and depth contribute significantly to overall language competence. As stated by Qian and Lin (2020), vocabulary breadth refers to the number of words a learner knows, whereas depth concerns the quality of that knowledge, encompassing semantic, morphological, and collocational aspects. A comprehensive understanding of vocabulary involves not only knowing word forms but also grasping their relationship with other words. This multifaceted nature of vocabulary underscores its central role in building communicative competence.

Vocabulary learning is strengthened when learners receive input through meaningful contexts and repeated exposure. As highlighted by Teng and Mizumoto (2024), metacognitive strategy training, including monitoring comprehension and planning learning processes, significantly supports

vocabulary acquisition. Learners who develop strong metacognitive awareness of tasks, strategies, and their own abilities are better able to regulate their learning and improve lexical retention, as supported by recent findings published by De Gruyter Brill. Context-rich exposure, such as through reading and multimedia materials, also promotes deeper processing of word meanings. Therefore, vocabulary learning is most effective when it is embedded within authentic, reflective, and engaging learning environments.

Studies have shown that vocabulary knowledge is not static; learners move words from passive recognition to active use over time through repeated exposure and meaningful engagement. According to Conti (2025), receptive vocabulary typically develops 1.5 times faster than productive vocabulary, emphasizing that understanding precedes usage. This dynamic process illustrates that acquisition involves incrementally deepening word knowledge. Active use consolidates vocabulary into productive memory, enhancing fluency. The shift from recognition to recall reflects cognitive internalization of vocabulary. Thus, vocabulary acquisition is an evolving journey rather than a one-time event.

Taken together, vocabulary learning involves both accumulating a breadth of word knowledge and developing deeper understanding through strategic reflection and contextualized use. Learners benefit from both input-rich environments and active strategy application to fully internalize vocabulary. Instruction should integrate exposure, reflection, and repetition to support both receptive and productive vocabulary development. Effective acquisition arises from the synergy of passive recognition and active usage.

This underscores the importance of balanced, learner-centered approaches in vocabulary instruction.

### **2.2.2 Acquisition in Linguistic Frame**

Vocabulary acquisition operates within a broader linguistic framework that involves cognitive, semantic, and social dimensions. According to Stille, Bekolay, Blouw, and Kröger (2020), the mental lexicon functions as a dynamic cognitive system in which learners store and organize words based on their form, meaning, and syntactic properties. Their research emphasizes that vocabulary is accessed and connected through complex networks within long-term and working memory, enabling learners to process and retrieve lexical items efficiently. New vocabulary is integrated through exposure and internal categorization, first becoming recognizable before being used. Understanding vocabulary acquisition requires considering how learners mentally map and store words across these dimensions. This integration highlights acquisition as an intricate, structured cognitive process.

As highlighted by Norbert Schmitt and Diane Schmitt (2020), models of vocabulary acquisition emphasize hierarchical learning stages, beginning with the recognition of form-meaning links and then progressing to recall and active use. Exposure to words across multiple contexts facilitates deeper retention. Repetitive retrieval and generative tasks further reinforce the transition from recognition to productive use. Therefore, instructional design should scaffold vocabulary learning in stages, guiding learners from initial form recognition toward active deployment.

According to Teng and Mizumoto (2024), vocabulary acquisition is shaped by learner variables such as age of onset, learning strategies, and metacognitive awareness. They explain that early vocabulary learning is strongly influenced by the ability to plan, monitor, and evaluate one's own learning process. Learners who employ metacognitive strategies gain greater control over vocabulary progress. These internal mechanisms amplify the effectiveness of exposure and repetition. Thus, vocabulary acquisition must be framed cognitively and socially to capture its full complexity.

Overall, vocabulary acquisition operates within a dynamic linguistic framework that integrates exposure, internal cognitive structuring, and strategic learning. Words are not simply memorized; they are organized, connected, and repurposed within the mental lexicon through linguistic cues and cognitive processes. Acquisition advances through staged exposure, metacognitive engagement, and active usage. Understanding this framework enables more targeted and effective instructional strategies. Consequently, vocabulary teaching should be designed with attention to both linguistic structure and learner cognition.

### **2.2.3 The Definition of Vocabulary Acquisition**

Vocabulary acquisition can be defined as the process through which learners progressively recognize, understand, and integrate words into their active vocabulary system. Research suggests that vocabulary learning is both gradual and accumulative, with each new encounter contributing to the refinement and strengthening of a word's mental representation (Pascual,

Pérez-Serrano, and Rodilla, 2022). This process involves both recognizing form-meaning connections and retrieving the word for use. Acquisition is therefore a cycle of exposure, internalization, and deployment. Words are assimilated through repetition and strategic engagement.

As noted by Teng and Mizumoto (2024), metacognitive strategy application plays a central role in facilitating vocabulary uptake by promoting learner autonomy. When learners plan, monitor, and evaluate their vocabulary study, retention and recall improve significantly. These strategies transform passive exposure into active mastery. Learners who engage metacognitively tend to create stronger connections with new words. Consequently, acquisition becomes more efficient and personalized.

Moreover, vocabulary depth and breadth jointly contribute to robust vocabulary acquisition. As noted by Qian and Lin (2020), breadth provides the range of words known, while depth reflects nuanced understanding and usage competence. Instruction and exposure that develop both dimensions foster better long-term word retention and language performance. Learners benefit from not just encountering words, but also exploring their collocations, morphology, and pragmatic contexts. Acquisition is thus multisided and layered.

In conclusion, vocabulary acquisition is a dynamic, multi-dimensional process combining exposure, cognition, strategic processing, and contextualized use. It begins with recognition, deepens through metacognitive engagement, and is solidified through active use. The integration of breadth

and depth ensures that learners not only know words but use them skillfully. As such, vocabulary acquisition is far more than memorization—it is meaningful linguistic development.

According to me, vocabulary acquisition is defined as the ongoing, dynamic process in which learners internalize words through staged exposure, metacognitive engagement, and strategic usage—transforming recognition into fluent and meaningful use.

## **2.3 Elements and Criteria of Vocabulary Acquisition**

Vocabulary acquisition is a complex, multifaceted process rather than a simple matter of memorising word-lists. In second-language learning research, scholars such as Paul Nation, Norbert Schmitt and others have emphasised that effective vocabulary knowledge and acquisition depend on multiple inter-related elements and that the quality of vocabulary knowledge can be judged by specific criteria.

### **2.3.1 Elements of Vocabulary Acquisition**

#### **1. Word Meaning**

Learning a word means more than knowing a dictionary definition. It encompasses both the denotative meaning (literal, basic meaning) and the connotative meaning (emotional, cultural or pragmatic nuances). Learners must gradually build awareness of these layers of meaning, including polysemy (multiple meanings), idiomatic uses, metaphorical extensions and figurative senses. For example, a word like *run* in English can refer to

physically running, a run of events, a run in a stocking, etc., showing that vocabulary knowledge involves the capacity to access different senses of a word in context (see González-Fernández & Schmitt, 2019).

## **2. Word Form**

Form refers to how a word appears and sounds, including its orthography (spelling), phonology (pronunciation), morphology (derivations and affixes), and its written and spoken representations. According to Schmitt and Schmitt (2020), mastery of word form enables learners to accurately recognize, recall, and produce vocabulary across reading, writing, speaking, and listening.

## **3. Word Use**

Use refers to how a word functions in context: its grammatical behaviour (word class, syntactic patterns), its collocations (typical combinations of words), its register (formal/informal, spoken/written), and pragmatic appropriateness (which sense is used when, in which speech community). For instance, knowing that *undertake* is more formal than *do*, or that *make a decision* is a collocation is part of word-use knowledge. Research shows that deeper knowledge of collocations and usage contributes to reading comprehension and productive skill.

#### **4. Breadth and Depth of Knowledge**

*Breadth* refers to the number of words a learner recognises or knows; essentially the size of one's vocabulary. *Depth* refers to how well a word is known: how many meanings, how many collocations, how many morphological relatives, how accurately the form is known, and how well it can be used productively, not only receptively (Schmitt, 2014).

These two dimensions are distinct yet interrelated: a large vocabulary (breadth) may be of limited use if depth is shallow; conversely, knowing fewer words in depth may still allow richer language use.

#### **5. Frequency and Availability**

Vocabulary items vary in how frequently they occur in input (spoken or written) and how available they are to the learner (ease of recall, productive use). Words that appear often and are internalised through repeated exposure and active use become part of the learner's accessible vocabulary. Research emphasises that high-frequency words should be prioritised for initial acquisition, but mid- and low-frequency words are important for more advanced competence.

#### **6. Cultural and Contextual Relevance**

Vocabulary knowledge also involves an understanding of cultural context, idiomatic usage, and pragmatic meaning, as words do not exist in isolation. Learners must be able to recognize cultural associations, interpret figurative language, understand the norms of different speech communities, and apply

vocabulary in ways that are pragmatically appropriate. For example, idioms like *kick the bucket* or culturally-bound metaphors may not make sense if learners focus only on literal translation. Incorporating such cultural and contextual dimensions broadens the utility of vocabulary.

### **2.3.2 Criteria of Good Vocabulary Acquisition**

To evaluate how well learners are acquiring vocabulary, several criteria are proposed in research literature (Nation, 2020; Schmitt & Schmitt, 2024). A strong vocabulary knowledge set can be judged by the following criteria:

#### **1. Frequency coverage**

That the vocabulary items learned cover a high proportion of the input (text or discourse) the learner encounters. If learners know the words that appear most often in their listening/reading, their comprehension improves.

#### **2. Retrievability / Availability**

The words are not only recognised but can be retrieved and used in spontaneous communication. This means productive ability, not just passive recognition.

#### **3. Range / Coverage of functions**

The vocabulary knowledge spans a wide range of topics, registers, genres and functions (e.g., everyday conversation, academic discourse). A learner should be able to handle varied communicative contexts.

#### **4. Appropriateness / Register and Collocation Competence**

Learners should be able to use words appropriately in terms of formal/informal register, collocations, syntactic patterns, typical usage.

Mis-use of collocations or inappropriate register can hinder communication.

#### **5. Integration into lexical networks**

Good vocabulary acquisition results in words being interconnected in the learner's mental lexicon: knowledge of derivatives, synonyms, antonyms, collocates, and multiple meanings helps form richer lexical networks, which support retention and flexible use.

#### **6. Longevity / Retention**

The vocabulary remains accessible and usable over time; the learner does not merely recognise a word momentarily but retains and uses it in meaningful communication later.

#### **7. Productive use**

The capacity to use the vocabulary effectively in speaking and writing, not just recognising it in reading or listening. Productive mastery is often more difficult and emerges later in the acquisition process.

#### **2.3.3 Implications for Teaching and Learning**

From the above elements and criteria, certain implications for vocabulary instruction and learner strategies emerge:

- a. Instruction should not only present meaning and form, but also teach usage: collocations, registers, morphological relations, derivations, and contexts in which the word appears.
- b. Learners should engage in repeated exposure (for frequency coverage) and active use (for retrievability and productive use).
- c. Materials should include a variety of contexts and registers to increase range and coverage, as well as cultural information to enhance contextual relevance.
- d. Activities should promote deeper processing: for example, tasks that ask learners to generate collocations, use words in new sentences, reflect on morphological relations, or explore multiple meanings. This supports depth of knowledge and network integration.
- e. Assessment of vocabulary knowledge should go beyond recognition tests: it should measure productive ability, collocational knowledge, and retention over time.
- f. Teachers and learners should prioritise high-frequency words for early learning, but also plan for systematic expansion of less frequent (mid- and academic-frequency) vocabulary, especially for advanced learners.
- g. Monitoring retention and encouraging recycling of vocabulary over time will help ensure longevity and availability of vocabulary knowledge.

## 2.4 Some Strategies of Vocabulary Acquisition

Vocabulary acquisition strategies refer to the deliberate actions and techniques learners use to enhance the breadth and depth of their lexical

knowledge. These strategies are essential in second language learning because they help learners retain and retrieve vocabulary more effectively (Nation, 2013). Strategies can be cognitive, metacognitive, social, or memory-based, depending on how learners approach the process. A well-chosen strategy enables learners to process word forms, meanings, and usage more efficiently. Thus, understanding and applying appropriate vocabulary acquisition strategies is critical for successful language learning.

One widely used approach is contextual learning, which involves acquiring vocabulary through meaningful exposure in authentic materials such as books, articles, or conversations. Contextual learning promotes deeper processing because learners infer word meaning from surrounding linguistic clues (Webb & Nation, 2017). Another effective strategy is spaced repetition, which helps strengthen memory by reviewing words at increasing intervals. Studies show that spaced retrieval improves long-term retention compared to massed practice (Nakata, 2017). These strategies emphasize that repeated and meaningful exposure is vital for vocabulary consolidation.

Metacognitive strategies also play a key role in vocabulary acquisition by enabling learners to plan, monitor, and evaluate their learning process. According to Teng and Zhang (2020), learners who consciously choose when and how to learn words tend to retain them better. Such strategies include setting learning goals, tracking progress, and self-testing to ensure mastery. Metacognitive awareness empowers learners to adapt strategies based on their strengths and weaknesses. Consequently, this self-regulation fosters greater autonomy and long-term vocabulary growth.

Social and interactive strategies contribute significantly to vocabulary learning by providing opportunities for authentic language use. Engaging in conversations, group discussions, and collaborative projects allows learners to practice new words in real communicative contexts (Lee & Heinz, 2016). Technology-enhanced learning, such as language learning apps and online discussion forums, further expands these opportunities. Additionally, multimodal learning, which integrates textual, auditory, and visual inputs, enhances vocabulary acquisition by engaging multiple cognitive channels. This process supports better retention and comprehension (Mayer, 2017). This perspective reinforces the idea that vocabulary learning becomes more effective when instructional practices incorporate cognitive strategies, metacognitive regulation, and social interaction. It also allows learners to process lexical items more deeply and to situate them within meaningful communicative contexts.

#### **2.4.1 Some Strategies of Vocabulary Mastery**

According to Nation (2022), vocabulary mastery can be enhanced through a variety of strategies that support both receptive and productive skills. One effective approach is extensive reading, which exposes learners to a wide range of vocabulary in meaningful contexts. By encountering words repeatedly in different situations, learners can strengthen both the breadth and depth of their vocabulary knowledge. Extensive reading also promotes autonomous learning, enabling students to expand their vocabulary beyond the classroom. Moreover, this strategy supports long-term retention rather than

short-term memorization, making it highly beneficial for sustained vocabulary development. According to Schmitt (2017), another essential strategy is vocabulary learning through context clues. This method involves guessing the meaning of unfamiliar words by analyzing the surrounding text, such as synonyms, antonyms, or explanatory phrases. Context-based learning is particularly useful because it mirrors real-life language usage, where learners often deduce meanings from clues rather than relying on dictionaries. It also improves reading comprehension and critical thinking skills. However, this strategy requires consistent practice to become effective, especially for learners at lower acquisition levels.

According to Oxford (2017), using vocabulary notebooks is also a practical and organized way for learners to master vocabulary. In this strategy, students write down new words, their definitions, example sentences, and possible collocations. Vocabulary notebooks encourage active engagement with new language items and facilitate regular review, which is crucial for retention. Moreover, they serve as a personal reference resource that can be revisited anytime, making them a valuable tool for self-directed learning. Teachers can also guide students on how to categorize vocabulary for easier recall.

According to Nation and Webb (2020), word cards or flashcards remain an effective strategy for vocabulary learning. These tools, whether in the form of physical cards or digital applications, allow learners to review vocabulary using spaced repetition systems (SRS). This system enhances retention by scheduling reviews at intervals that align with the learner's memory strength. Flashcards can also be personalized with images, example

sentences, and pronunciation guides, making them adaptable to different learning preferences. In addition, they encourage autonomous study and can be easily incorporated into daily routines with minimal time investment.

## **2.5 Watching Movies as an Effective Vocabulary Learning Strategy**

Among the various strategies for vocabulary mastery, watching movies has been identified as one of the most effective and engaging methods for EFL learners. Movies provide authentic linguistic input, presenting vocabulary within natural communicative contexts that are often absent from textbooks. This process supports incidental vocabulary learning, in which learners acquire new words unintentionally while focusing on meaning and storyline (Webb & Nation, 2017). As stated by Montero Perez et al. (2020), repeated exposure to target words in audiovisual materials enhances both recognition and retention, especially when accompanied by visual context and subtitles. This makes watching movies a valuable pedagogical tool that combines entertainment with effective language learning.

A *movie* can be defined as a series of moving images combined with synchronized audio to create a narrative or convey information. Bordwell and Thompson (2019) explain that movies are constructed through sequences of shots supported by dialogue, sound effects, and music to communicate meaning and emotion to the audience. In the context of language learning, Gilmore (2007) emphasizes that movies are authentic materials that reflect real-life language use, including colloquial expressions, idioms, and cultural references. This authenticity allows learners to observe vocabulary as it is naturally used in interaction, thereby facilitating contextual learning.

Movies offer a multimodal learning experience that aligns with Mayer's (2017) Cognitive Theory of Multimedia Learning, which states that learning improves when information is presented through both visual and auditory channels. When learners watch movies, they simultaneously process visual cues, tone of voice, and, if available, textual input through subtitles. This multimodal presentation supports the encoding of vocabulary into long-term memory. Additionally, emotional engagement with characters and stories helps learners recall words more easily and understand their pragmatic use.

One of the primary advantages of watching movies for vocabulary mastery lies in its ability to improve both receptive and productive vocabulary. Receptively, learners encounter and comprehend new words while listening to dialogues and reading subtitles. Productively, they can later use these words in speaking or writing, having already observed their use in context. Webb and Nation (2017) assert that repeated encounters with vocabulary in varied contexts lead to better retention and increased likelihood of active use. This exposure provides learners with authentic sentence patterns, collocations, and discourse markers that can be transferred into their own language production.

The use of subtitles significantly supports vocabulary acquisition. Teng (2023) found that captioned videos facilitate the learning of form, meaning, and usage of new words, particularly for learners with higher working memory capacity. Vanderplank (2016) further explains that subtitles serve as a bridge between spoken and written language, allowing learners to connect pronunciation with orthography. A practical approach involves watching a scene first with subtitles to grasp meaning, then without subtitles

to focus on listening and recall. This process not only improves comprehension but also reinforces vocabulary retention.

Empirical studies have consistently demonstrated the benefits of using movies in vocabulary learning. Maulida and Warni (2024) reported that Indonesian EFL students improved their vocabulary knowledge and motivation when English movies were incorporated into their learning. Similarly, Haryanti et al. (2024) found that students could use newly learned words more effectively in speaking tasks after regularly watching English movies with subtitles. Ismaili (2013) also concluded that movies create a stimulating learning environment that enhances both vocabulary acquisition and overall language acquisition.

In the specific context of UIN Maulana Malik Ibrahim Malang, watching English movies is highly relevant due to students' limited exposure to authentic English outside the classroom. Many rely heavily on rote memorization, which often results in poor long-term retention. Incorporating movies into the learning process provides learners with rich, contextual vocabulary input that is more engaging and memorable. This aligns with the aim of the present study, which is to explore students' perceptions of how English movies contribute to vocabulary development. By combining visual, auditory, and contextual learning, movies offer a natural and sustainable pathway for mastering vocabulary in EFL contexts.

### **2.5.1 The Role of Media in Supporting Vocabulary Learning**

Besides learning strategies, the choice of media plays a significant role in supporting students' vocabulary acquisition. Media can be defined as any tool, channel, or resource used to deliver learning content and facilitate communication between teachers and learners. According to Heinich et al. (2002), media are "means of transmitting and sharing information," encompassing both traditional tools such as textbooks and modern digital technologies. In language learning, media function as a bridge that connects learners to authentic and meaningful language input, enabling them to practice receptive and productive skills in diverse contexts (Smaldino et al., 2015).

Several types of media can be effectively utilized to support vocabulary learning. First, printed media, such as books, magazines, and vocabulary flashcards, provide direct exposure to written language and allow for repeated review of target words (Nation, 2020). Second, audio media, including podcasts and recorded dialogues, help learners improve listening skills while acquiring pronunciation and intonation patterns (Gilakjani, 2016). According to Mayer (2017), visual media such as pictures, infographics, and charts help learners associate words with visual representations, which enhances memory retention. Meanwhile, according to Maribel Montero Perez, Elke Peters, and Piet Desmet (2020), audiovisual media such as television programs, YouTube videos, and movies combine visual and auditory input, creating a richer learning environment that supports incidental vocabulary acquisition.

Among these various media, movies stand out as a particularly powerful tool for vocabulary learning. Movies provide authentic language input, natural conversational patterns, and cultural context that textbooks often lack. They allow learners to see and hear vocabulary in use, embedded within meaningful interactions. In addition, subtitles can reinforce connections between spoken and written forms of words, enhancing comprehension and recall (Vanderplank, 2016).

In the context of this research, movies will be used as the primary medium to support the vocabulary learning process. The chosen movies are in English, exposing students to authentic pronunciation, intonation, and vocabulary usage in varied communicative situations. By engaging students through storytelling, visual cues, and contextual dialogue, movies are expected to create a motivating and effective learning environment. This aligns with the study's objective to explore students' perceptions of how movies contribute to enhancing their general vocabulary acquisition in an EFL context.

## **2.6 Movies as an Effective Strategy for Vocabulary Mastery**

Based on the definitions and discussions presented earlier, movies can be regarded as one of the most effective strategies for developing vocabulary mastery. Research indicates that authentic and repeated exposure to words in meaningful contexts significantly strengthens both receptive and productive vocabulary knowledge. According to Rosenthal (2021), encountering vocabulary naturally through audiovisual input such as movies allows learners to process language within real communicative situations,

which improves retention and supports long-term acquisition. Movies naturally provide such exposure through rich dialogues, varied communication styles, and situational contexts that help learners understand and remember new words. Moreover, multimodal learning theory supports the idea that combining verbal and visual channels improves retention and comprehension (Mayer & Fiorella, 2022). Therefore, movies integrate multiple learning modalities into a cohesive learning experience that supports vocabulary acquisition effectively.

Compared to traditional strategies such as rote memorization or isolated vocabulary drills, movies offer a more dynamic and engaging approach. Dizon and Tang (2021) argue that vocabulary learning is more effective when learners encounter words in context, as it enables them to acquire not only meaning but also collocations, register, and pragmatic usage. In movies, vocabulary appears naturally in conversation and is often reinforced through non-verbal cues such as gestures, facial expressions, and setting. This makes the learning process both more meaningful and memorable, reducing the risk of forgetting newly learned words.

From the perspective of *incidental learning*, movies play a significant role in vocabulary acquisition. Peters and Webb (2018) found that learners acquire vocabulary more effectively when they focus on understanding messages rather than memorizing words directly. Watching movies fits this principle, as students engage with the storyline while simultaneously picking up new vocabulary. The combination of visual context, auditory cues, and repeated exposure to target words allows learners

to infer meaning and reinforces retention without the need for conscious rote learning.

Several empirical studies provide strong evidence of the benefits of movies for vocabulary mastery. Maulida and Warni (2024) reported that Indonesian EFL students improved both vocabulary size and usage after regular exposure to English movie with subtitles. Haryanti et al. (2024) found that movies also increased students' confidence to use new words in speaking tasks. Ismaili (2013) concluded that movies create a stimulating environment that enhances motivation and supports deeper vocabulary learning. Collectively, these findings affirm that movies are not only effective for vocabulary development but also positively influence learner motivation and engagement.

In the context of EFL students at UIN Maulana Malik Ibrahim Malang, the use of movies is particularly relevant due to the limited opportunities for authentic English exposure outside the classroom. Many students still depend on memorization-based strategies, which often result in low retention and limited productive use. By integrating movies into the learning process, students are exposed to vocabulary in varied and meaningful contexts, observe correct pronunciation and usage, and have opportunities to practice in discussions or written tasks. This approach aligns with the aim of the present research, which seeks to explore students' perceptions of movies as a medium that makes vocabulary learning more natural, engaging, and sustainable.

## 2.7 The Process of Movie Which Can Increase Vocabulary

The process by which movies can increase vocabulary begins with the presentation of authentic language in a meaningful and engaging context. Movies expose learners to real-life conversations, diverse accents, idiomatic expressions, and culturally embedded language use. According to Webb and Nation (2017), repeated exposure to vocabulary in different contexts supports both recognition and productive use. When learners watch movies, they encounter words multiple times in varied situations, which strengthens memory retention and deepens understanding. This type of contextual learning is more effective than rote memorization because it connects new words to meaningful scenarios.

The first stage in vocabulary learning through movies involves comprehensible input, where learners understand the overall meaning of a scene even if they do not know every word. Movies naturally provide this kind of input, as visual cues, body language, and situational context help learners infer meanings of unfamiliar words. This incidental exposure creates a low-stress learning environment that facilitates natural vocabulary acquisition.

The second stage is form-meaning mapping, where learners connect the sound and spelling of a word to its meaning. Subtitles can play a key role here by providing written forms alongside spoken dialogue. Teng (2023) found that captioned videos significantly enhance vocabulary learning by helping learners link pronunciation to orthography. This process allows learners to remember not only what a word means but also how it is

pronounced and written. Over time, these repeated associations strengthen both receptive and productive vocabulary.

The third stage involves reinforcement through repetition and varied context. Movies often present the same vocabulary across different scenes or situations, allowing learners to see how the same word can be used flexibly. For example, a word may appear in casual conversation, formal discussion, or humorous exchanges, showing its range of usage. Peters and Webb (2018) note that repeated exposure in varied contexts improves retention and promotes the ability to use words accurately in different situations.

Finally, the process is completed through active engagement, where learners consciously use newly acquired vocabulary in speaking or writing activities. Follow-up classroom tasks such as role plays, retelling scenes, or group discussions help transfer vocabulary from passive recognition to active use. Haryanti, Widya Putri, Fitriani, and Andriani (2024) reported that students who practiced discussing movies after watching them were more confident and accurate in using new vocabulary. Thus, movies not only provide the initial input but also create opportunities for practice and reinforcement, making them an effective medium for vocabulary mastery.

## **2.8 The Level of Success and Failure Among Language Learners**

However, the level of success and failure in mastering vocabulary varies greatly among language learners. This variation can be attributed to differences in learners' individual backgrounds, such as prior exposure to

English, learning styles, motivation, and access to resources. Schmitt (2019) emphasizes that vocabulary acquisition is determined by a combination of internal factors (e.g., cognitive ability, memory strength, and motivation) and external factors, such as pedagogical techniques, instructional materials, and opportunities to encounter authentic language. These variations mean that a method that works effectively for one learner may not be equally effective for another.

One of the most common challenges is the difference in learning backgrounds. Learners who have been exposed to English from an early age, whether through formal education or informal media, often have a broader vocabulary base than those whose contact with the language began later. In contrast, learners with limited prior exposure may face difficulties in pronunciation, understanding word meanings, and using vocabulary appropriately in different contexts (Rohmatillah, 2022). This disparity affects how quickly and effectively learners can benefit from vocabulary learning strategies such as watching movies.

Additionally, learning difficulties vary from one learner to another. Some may struggle with remembering spelling, others with understanding polysemous words, and others with applying vocabulary in speaking and writing tasks. According to Teng (2021), differences in vocabulary depth and breadth significantly influence learners' overall acquisition, meaning that even students with similar vocabulary sizes may perform differently depending on how well they understand and use those words.

These differences in background and learning challenges mean that there is no single solution that works for all learners. While strategies like watching movies can be highly effective, their success still depends on how they are implemented and on learners' readiness to engage with them. Teachers need to be aware of these differences in order to provide tailored support that addresses the unique needs of each learner (Ariyanti et al., 2022).

In light of these considerations, it is crucial to explore learners' differing perceptions of vocabulary learning. Insights into how students evaluate specific strategies, including the use of movies, may reveal which instructional methods best suit various learner characteristics. This study aims to gather such perceptions to develop general solutions that address common problems in vocabulary learning and help design more inclusive and effective instructional practices.

## **2.9 Definition of Perception**

Perception can be defined as the cognitive process through which individuals select, organize, and interpret sensory information in order to construct a meaningful understanding of the world around them. Robbins and Judge (2019) describe perception as an active process shaped by personal experiences, motivations, and expectations, which means that people do not simply absorb information passively. Instead, they interpret stimuli based on prior knowledge and mental frameworks, often leading to unique interpretations of the same event or object.

In psychology, perception is considered a fundamental process that bridges external reality and internal cognition. Goldstein (2014) states that

perception is the process by which individuals select, organize, and interpret sensory information in order to understand their environment. In learning, perception shapes how students interpret instructional materials and influences their motivation, engagement, and attitudes toward the learning process. These components interact to form an individual's awareness, influencing not only how information is received but also how it is acted upon. This highlights the importance of perception in shaping human behavior, including learning behavior in educational settings.

In education, perception plays a critical role in determining how learners approach new material and respond to different teaching methods. For example, if learners view a specific strategy, such as watching English movies, as both enjoyable and beneficial, their level of engagement and the effectiveness of the learning process are likely to increase. Conversely, negative perceptions can hinder motivation and reduce the effectiveness of the method, regardless of its objective quality. Therefore, understanding learners' perceptions is essential for designing engaging and responsive teaching strategies.

Perception in the context of language learning refers to how learners interpret, evaluate, and respond to instructional strategies, learning environments, and materials that aim to enhance language acquisition. These perceptions are influenced by various factors, including prior learning experiences, cultural background, language anxiety, and personal learning goals. This means that two learners in the same classroom, exposed to the

same materials and teaching style, can have completely different perceptions and outcomes.

Given its subjective nature, perception is best explored through research approaches that allow participants to express their thoughts and feelings openly. Qualitative methods, such as interviews and open-ended questionnaires, are particularly suited for capturing the complexity of learner perceptions. In the present research, defining perception in this way ensures clarity when interpreting students' responses regarding the use of movies to enhance vocabulary mastery.

### **2.9.1 Function of Perception in Research**

In research, perception serves as a vital lens for understanding how individuals experience and evaluate a given phenomenon. According to Creswell and Poth (2018), perceptions provide insight into participants' subjective realities, which may differ from objective measures such as test scores or quantitative data. This is especially important in educational research, where the learner's viewpoint can reveal hidden factors that influence learning success or failure.

The first function of perception in research is to identify how participants interpret and react to a specific intervention or method. For example, when evaluating the effectiveness of movies as a tool for vocabulary learning, understanding students' perceptions can show whether they find the method engaging, challenging, or supportive of their learning needs. Such

insights help researchers assess the suitability of the method in real-world contexts, beyond its theoretical benefits.

The second function is to uncover potential barriers to learning that might not be visible through quantitative results. Ary, Jacobs, Sorensen Irvine, and Walker (2018) argue that perception data can highlight issues such as learner anxiety, lack of motivation, or difficulties with specific aspects of a method, such as understanding accents in movies, that could limit its effectiveness. Addressing these barriers requires an understanding of how learners subjectively experience the learning process.

The third function is to inform the refinement and improvement of teaching practices. By analyzing learners' perceptions, educators can adapt strategies to better align with students' preferences, abilities, and expectations. For instance, if learners perceive movies as beneficial but too fast-paced, teachers can adjust by providing pre-viewing vocabulary exercises or using slower-paced English movie. This responsiveness improves the overall learning experience and outcomes.

Finally, perception research plays a role in shaping policy and curriculum design. Understanding how learners perceive certain methods can influence institutional decisions on which resources and approaches to prioritize. In this study, exploring students' perceptions of using movies to learn vocabulary aims to provide practical recommendations for integrating multimedia into English language teaching, ensuring that the approach is both effective and well-received by learners.

## 2.10 How We Use Perception in Research

Perception in research is used as an essential tool to understand how individuals subjectively experience and evaluate a particular phenomenon. According to Creswell and Poth (2018), studying perception allows researchers to capture the personal meanings and interpretations that participants assign to their experiences. This goes beyond objective measurements, providing richer and more nuanced insights into why a certain method or approach succeeds or fails for different learners. In qualitative research, perception serves as a primary data source for understanding participants' lived experiences, motivations, and attitudes.

In the field of language education, perception research is often applied to assess how learners respond to specific teaching strategies or learning media. For instance, a study examining the use of movies to improve vocabulary can explore whether students find movies engaging, whether they feel their vocabulary has improved, and which features they consider most beneficial, such as subtitles, authentic dialogue, or cultural content. These findings help to determine not only the perceived effectiveness of the method but also the factors that contribute to positive or negative learning experiences.

The use of perception in research also facilitates the identification of trends and patterns across groups of learners. Ary, Jacobs, Sorensen Irvine, and Walker (2018) explain that by comparing perceptions across participants, researchers can determine whether a particular response is common or unique to certain individuals. For example, if a majority of students report that subtitles make movies more helpful for vocabulary learning, this pattern can

guide educators to prioritize captioned videos in their teaching. Conversely, if some learners perceive movies as too fast or difficult to follow, supplementary strategies, such as pre-teaching vocabulary, can be developed.

Another way perception is used in research is to bridge the gap between theory and practice. Theoretical frameworks in language learning often emphasize the importance of context-rich and engaging materials, but learners' perceptions reveal how these materials are actually received in real-world classrooms. For example, even if research supports the benefits of authentic media, students may perceive challenges in understanding accents, slang, or idioms. By integrating perception data, educators can adapt instructional practices to make theoretical benefits more accessible to learners.

Finally, perception in research serves as a foundation for decision-making in curriculum design and policy development. Insights from perception studies can inform how language programs are structured, which teaching materials are selected, and how they are implemented. In the present study, using perception as a focal point will allow the researcher to identify the strengths and limitations of movies for vocabulary learning from the students' point of view. This ensures that any recommendations for practice are grounded in learners' actual needs and experiences rather than solely in theoretical assumptions.

## 2.11 Previous Studies

Numerous studies have explored the relationship between movies and vocabulary acquisition, offering important findings relevant to this research. Maulida and Warni (2024) examined the perceptions of Indonesian university students toward the use of English movies in vocabulary learning. Their results showed that movies significantly enhanced students' vocabulary size, retention, and motivation. The researchers highlighted that exposure to authentic dialogues, cultural references, and real-life contexts helped students to not only learn new words but also understand how to use them appropriately in communication.

Similarly, Haryanti, Widya Putri, Fitriani, and Andriani (2024) investigated the habit of watching English movies among EFL learners and its effects on vocabulary development. Their study found that students who regularly watched movies in English, particularly with subtitles, demonstrated improved comprehension of word meanings, better pronunciation, and increased confidence in speaking. The findings also indicated that movies offered an enjoyable learning environment that encouraged self-directed vocabulary learning outside the classroom. This aligns with Vanderplank's (2016) argument that subtitles bridge the gap between spoken and written forms, thus reinforcing vocabulary acquisition.

In a study conducted by Rosalia, Indah Tri Purwanti, and Novitri (2021), the use of English movies in EFL learning was shown to enhance students' engagement, motivation, and vocabulary development. The participants reported that movies made lessons more interactive and enjoyable

compared to conventional methods. The researchers concluded that incorporating entertainment-oriented media, such as English movie, creates a more appealing learning environment that encourages student participation and improves vocabulary retention.

Montero Perez et al. (2020) examined incidental vocabulary learning through video viewing, focusing on the role of subtitles and working memory. Their results indicated that learners acquired more vocabulary when videos were captioned, as this supported the association between the spoken and written forms of words. The study also emphasized that the combination of visual and auditory input provided by movies enhances word recognition and retention, especially when learners engage with the material repeatedly.

Other studies have also provided strong evidence supporting movies as a tool for vocabulary learning. For example, Kuppens (2010) found that exposure to English-language television and movies contributed significantly to vocabulary acquisition among young learners in Belgium, even without formal instruction. Likewise, Bahrani and Sim (2012) demonstrated that authentic audiovisual materials, such as movies, provide a rich source of contextualized vocabulary input that is beneficial for both receptive and productive skills. Building on these studies, the present research focuses specifically on the perceptions of English Education students at UIN Maulana Malik Ibrahim Malang, aiming to uncover how these learners evaluate the role of movies in their vocabulary learning process and to identify potential challenges that need to be addressed.

## **2.12 Distinction and Novelty of This Research**

This research offers a unique contribution by focusing specifically on students' perceptions regarding the enhancement of their general vocabulary acquisition through the use of English movies as a learning tool. Unlike previous studies that primarily measure vocabulary improvement through standardized tests or quantitative data (e.g., Guo, 2015; Krashen, 2013), this study prioritizes the learners' subjective experiences and insights. Understanding how students perceive the role of English movies in vocabulary learning provides valuable qualitative data that enriches the existing literature on language acquisition and multimedia-assisted learning.

Moreover, while many studies have explored various multimedia resources in language learning (Mayer, 2009; Son, 2016), few have examined English movies as a focused resource for vocabulary development in a general education context. Most prior research has centered on English language learners in specialized settings such as ESL/EFL classrooms or intensive language courses. This study broadens the scope by investigating the effect of English movies on general vocabulary acquisition among university students in Indonesia, thereby filling a contextual gap in the literature.

Another novelty of this research is its methodological approach. Instead of relying solely on quantitative measures like pre- and post-tests, this study employs qualitative methods such as interviews and focus group discussions. This approach allows for deeper exploration of students'

attitudes, motivations, and challenges related to vocabulary acquisition through English movies (Creswell & Poth, 2018). Such detailed qualitative insights are rare in existing studies, which tend to focus more on measurable outcomes rather than learner perceptions.

Furthermore, this research emphasizes the authentic and contextualized nature of language exposure through movies, which contrasts with traditional vocabulary learning methods that often involve rote memorization or isolated word lists (Nation, 2013). By highlighting students' engagement with natural language input, this study contributes fresh empirical evidence on the effectiveness of multimedia resources in enhancing not only vocabulary breadth but also vocabulary depth, such as collocations, idioms, and pragmatic use.

Finally, the findings from this research may have practical implications for curriculum design and teaching strategies in Indonesian higher education. While technology integration in language learning is increasing, the specific use of English movies for vocabulary enrichment remains underutilized. This study provides data-driven recommendations on how educators can incorporate English movie to foster more enjoyable and effective vocabulary learning experiences, potentially leading to improved language acquisition outcomes.

## **CHAPTER III**

### **RESEARCH METODHOLOGY**

#### **3.1 Research Design**

In this study, the researcher used a descriptive qualitative research design. A descriptive qualitative research method is a research method that does not involve numbers and does not manipulate data collection. This method focuses on observing a research object, one of which is to determine the subject's experience of something they have experienced (Lambert, 2017; Kim, 2020). The researcher chose this method because it suited the research objective, which was to investigate the influence of English movies on the participants' vocabulary skills.

Furthermore, by choosing a descriptive qualitative research method, the researcher felt more freedom to draw conclusions because the data obtained from participants was based on their own experiences regarding the influence of English movies on their vocabulary skills. Participants were also free to explain their perceptions and experiences regarding the use of English movies.

#### **3.2 Research Participants**

The researcher conducted the study at UIN Maulana Malik Ibrahim Malang because, based on her experience, English Language Education students are already familiar with using English movies as a learning medium in the classroom. Therefore, this university was a suitable location for data collection.

In this study, the researcher used a purposive sampling technique. According to Ary et al. (2018), purposive sampling is a research participant selection technique in which researchers freely select participants from students deemed to have integrity in their understanding and experience with the English movies they have watched. Based on these considerations, the researcher chose English Language Education students from the class of 2022 as the source for obtaining results and conclusions regarding this research topic.

### **3.3 Research Instruments**

In qualitative research, Creswell and Poth (2018) argue that the researcher has a significant role and control in generating research conclusions. Furthermore, in this study, the researcher played a key role in all aspects of reaching the final conclusions, such as preparing the instruments, developing interview questions, selecting participants who met the criteria, and summarizing the final research findings.

Furthermore, the researcher used Google Forms to collect data from the participants. Here are some examples of questions included in the Google Form:

1. How often do you watch English movies?
2. Do English movies play an important role in your vocabulary acquisition?
3. Do you discover new vocabulary in the English movies you watch?
4. What challenges do you face when watching English movies?

Collecting answers using Google Forms allowed students to more freely express their experiences regarding the influence of English movies on their vocabulary skills, as they could write about both good and bad experiences they had while watching English movies.

After collecting answers from the participants using Google Forms, the researcher conducted interviews with several participants who had been selected according to the criteria. During the interviews, researchers asked several additional questions to strengthen the results and draw more detailed conclusions. During the interviews, researchers conducted several sessions, each lasting 20-30 minutes. The interviews were conducted online using Zoom to facilitate and facilitate time flexibility between participants and researchers.

### **3.3.1 Open-Ended Questionnaire**

To collect data, the researchers used Google Forms as a means of bridging the gap between the researchers and participants, maximizing data collection. According to Ary et al. (2018), open-ended questions allow students to freely express their opinions, as they can structure sentences and convey any points they wish to convey to the researchers.

The questionnaire consisted of two sections:

In Session 1, participants were asked to fill in data such as their name, current semester, and how often they watched English movies.

In Session 2, participants were asked to answer questions related to their experiences watching English movies, the perceived benefits of watching English movies on vocabulary, any obstacles they encountered while watching English movies, and suggestions for improving the effectiveness of using English movies.

In this study, the researchers carefully designed the questionnaire to minimize misunderstandings and unclear responses. The following are some of the questions the researchers asked students to obtain the results of this study.

*Table 3.1. Blueprint of Open-Ended Questionnaire*

No	Indicator	Question Item	Purpose
1	Students' movie-watching habits	How often do you watch English movies and what types of movies do you prefer?	To identify the frequency and genre preferences that may influence vocabulary learning.
2	Vocabulary learning experience	How do English movies help you learn new vocabulary?	To explore learning strategies and perceived effectiveness.
3	Contextual understanding	What do you usually do when you find new or unfamiliar words while watching a movie?	To see how students use context and learning aids.
4	Perceived benefits	What are the advantages of learning vocabulary through English movies?	To identify students' perceived benefits and motivation.
5	Perceived challenges	What difficulties do you face when learning vocabulary through English movies?	To identify learning barriers.
6	Improvement suggestions	What suggestions would you give to make learning through movies more effective?	To collect constructive feedback for pedagogical improvement.

The above questions were distributed via Google Form to facilitate participant access to answer the questions asked by the researcher.

### 3.3.2 Semi-Structured Interview Guide

The researchers used semi-structured interviews, where they asked pre-planned questions. However, on several occasions, they also explored the interview process by asking spontaneous questions based on the participants' responses, making the sessions feel more lively and relaxed (Creswell, 2018). During the interviews, the researchers conducted 20-30 minutes per participant using Zoom. However, some participants found it difficult to participate in Zoom meetings, so they answered questions by sending audio messages via WhatsApp.

*Table 3.2. Blueprint of Interview Guide*

No	Indicator	Interview Question	Expected Information
1	Students' learning background	Can you tell me how you usually learn new English vocabulary?	Students' learning style and strategies.
2	Learning through movies	How often do you use English movies to learn vocabulary? Why do you choose this method?	Motivation and learning habits.
3	Effectiveness of movies	In your opinion, how effective are English movies in helping you remember or understand new words?	Students' perception of effectiveness.
4	Contextual learning	How do you learn the meaning of new words while watching movies (for example, from subtitles, gestures, or context)?	Techniques for vocabulary acquisition through context.
5	Challenges faced	What difficulties do you experience when learning vocabulary through movies?	Barriers and limitations in the process.
6	Influence on motivation	Do you think movies make learning English more interesting or motivating? Why or why not?	Emotional and motivational impact.
7	Pedagogical suggestions	How do you think teachers can use movies effectively to teach vocabulary in class?	Students' recommendations for classroom practice.

The interview guidelines above are useful for maintaining the focus of discussion topics in data collection and creating a natural and relaxed interview session.

### **3.3.3 Instrument Validation**

Before administering these questions to participants, the researcher consulted and provided guidance to their supervisors and held discussions with vocabulary experts, creating an instrument that was clear, relevant, and aligned with the research topic.

To strengthen the instrument's reliability, the researcher also conducted a pilot test on selected students who met the criteria for generating meaningful and useful responses for this study.

### **3.4 Data Collection Procedures**

In conducting data collection, researchers carried out three stages: preparation, implementation, and organization.

The first stage was preparation. Researcher prepared by creating instruments in the form of a questionnaire and interview guide that were appropriate and relevant to the research topic. The second stage was implementation. Researcher distributed the questionnaires using Google Forms. After participants answered the questionnaire via Google Forms, the researchers collected and selected the responses, which they then interviewed to provide more in-depth insights into the research topic.

### **3.5 Data Analysis**

Data analysis was conducted using thematic analysis, the most common approach used in qualitative research. The researcher chose thematic

analysis because it is appropriate for analyzing qualitative data in the form of participants' perceptions and experiences. This approach allows the researcher to identify, analyze, and interpret recurring patterns or themes that emerge from the data. Since this study focuses on students' perceptions toward the use of English movies in enhancing vocabulary learning, thematic analysis helps organize diverse responses into meaningful themes. In addition, thematic analysis is flexible and systematic, enabling the researcher to reduce large amounts of qualitative data while maintaining the depth and richness of participants' perspectives. Braun and Clarke (2019) explain that thematic analysis is the process of identifying, analyzing, and interpreting patterns or themes that emerge in qualitative data. This approach was chosen because it offers flexibility in exploring various aspects of participants' perceptions regarding vocabulary learning through English movie. There are six main phases in the analysis proposed by Braun and Clarke (2019).

The first phase is familiarization. Researcher read the data repeatedly to gain a comprehensive understanding. The second phase is initial coding. This involves identifying key phrases or ideas related to the use of English movie in vocabulary learning. The third phase is theme discovery. Relevant codes are collected and grouped into broader themes such as "motivation," "learning strategies," "benefits," and "challenges."

The fourth phase is theme review. Each theme is reviewed to ensure clarity, consistency, and distinction between themes. The fifth phase is theme

definition and naming. Each theme is defined and named to reflect its meaning. The sixth phase is report preparation. A narrative is written to connect the findings to the research objectives and relevant literature in Chapter II.

Using thematic analysis allows researcher to go beyond surface descriptions and generate deeper interpretations, thus connecting participants' experiences with theoretical perspectives on vocabulary acquisition.

### **3.6 Trustworthiness of the Study**

In qualitative research, the validity and reliability of the research must be truly valid and reliable. There are four main criteria for evaluating qualitative research: credibility, transferability, dependability, and confirmability.

#### **3.6.1 Credibility**

Credibility is the trustworthiness of the results of a study conducted by a researcher. This aspect emphasizes whether the results accurately reflect the experiences of the research participants. The primary goal of credibility is to ensure that the data obtained is accurate, valid, and consistent with the experiences of the research participants.

#### **3.6.2 Transferability**

Transferability is an aspect related to the extent to which research results can be applied in other contexts. Therefore, in qualitative research, researchers need to provide a detailed description of the findings so that

readers or other researchers can assess for themselves whether the research findings can be used in different domains or contexts.

### **3.6.3 Dependability**

Dependability is an aspect that addresses the consistency of the research process. In this aspect, the data collection process will be assessed to determine whether it was conducted systematically and responsibly. Therefore, researchers are required to document the entire research process, starting with the instruments used, the interview procedures conducted, and the interpretation of the research results.

### **3.6.4 Confirmability**

The primary goal of confirmability is to ensure that research results are truly rooted in the data provided by participants to the researcher. The researcher has no role in influencing participants' answers to align with their personal desires.

## **3.7 Ethical Considerations**

Ethical considerations are the ethical standards researchers must adhere to for participants participating in a study. For example, participants are informed of the purpose of the research they are conducting, are empowered to make their own decisions regarding their involvement in the research, and have the right to withdraw at any time. Before data collection begins, participants are asked to sign a consent form. Participants' identities must be kept confidential by using pseudonyms in research transcripts and

reports. All data, whether written or otherwise, should be stored securely and used only for academic and research purposes.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents research findings regarding students' perceptions of the impact of English movie on their vocabulary knowledge. The findings were obtained through in-depth interviews with five respondents (R1–R5). Thematic analysis resulted in four main themes: (1) Vocabulary Acquisition through Film Context, (2) Influence of Film on Language Skills, (3) Motivation and Interest in Learning through Film, (4) Students' Challenges and Strategies.

#### **4.1 The Research Findings**

Researcher has carried out the data collection process through the following research instruments; observation, open-ended questionnaire, interview and then the results of data collection can be presented as follows:

The first step taken by the researcher was observation, which was conducted by visiting UIN Maulana Malik Ibrahim Malang directly during class hours. The second step was asking the students whether they were willing to complete the questionnaire that had been prepared. After receiving their consent, the researcher distributed the Google Form link through one of the students, who then shared it with the cohort's WhatsApp group. This allowed the open-ended questionnaire to be accessed and responded to by 11 students from one cohort but different classes. The researcher used an open-ended questionnaire in Google Forms and employed language that was easy

for students to understand. A total of 15 questions were answered well by all students.

The final step carried out by the researcher was conducting student interviews via Zoom with participants who had been selected in advance. From the eleven students who completed the questionnaire, five students were chosen as representatives to participate in the interview session.

For the results of the interviews, the researcher presents the data using coding tables and thematic analysis to identify recurring patterns, categories, and themes.

#### **4.1.1 Students' Background in Learning English and Movie-Watching Habits**

All participants had prior exposure to English before university. Alief and Khatami began learning English in middle school, while Munir started in kindergarten. Diah began in 2022 after graduating senior high school, and Shofwatut started in elementary school. This diversity aligns with Schmitt's (2019) explanation that learners' vocabulary growth is influenced by background experiences and exposure.

Regarding movie-watching habits, most participants reported watching English movies one to three times per week, while Shofwatut watched daily during holidays but rarely on workdays. The participants also expressed preferences for action, romance, thriller, mystery, comedy, and psychological genres. Differences in exposure frequency and genre interest support Teng's

(2021) argument that learners' vocabulary growth is shaped by their interests, input frequency, and personal engagement.

#### **4.1.2 Students' Perceptions of English Movies as a Vocabulary Learning Tool**

All participants perceived English movies as an effective medium for vocabulary learning. They highlighted several reasons:

##### **1. Movies show real-life language use**

Participants stated that movies provide authentic dialogue, natural expressions, and real contexts. This aligns with Gilmore (2007) and Webb & Nation (2017), who affirm that authentic materials enhance vocabulary depth and contextual understanding.

##### **2. Movies increase engagement and enjoyment**

Participants noted that learning through movies is more enjoyable and less monotonous compared to textbooks. This matches Ismaili's (2013) finding that movies increase engagement and motivation.

##### **3. Movies help with pronunciation, listening comprehension, and idiomatic expressions**

Students observed improvements in listening skills, pronunciation, and understanding idioms such as "*bloody hell*" or "*I'm on it.*"

Thus, students' overall perception of English movies is positive, confirming the theories of multimedia learning (Mayer, 2017) and the importance of perception in shaping learning attitudes (Robbins & Judge, 2019).

#### **4.1.3 Vocabulary Acquisition Through Movies**

Participants described how movies help them acquire vocabulary. The findings align with the stages of vocabulary acquisition explained in Chapter II.

##### **(a) Incidental learning from context**

Students frequently encountered unfamiliar words in dialogues and inferred meanings from scenes or expressions. This corresponds with Peters & Webb (2018), which highlight learning through context-rich exposure.

##### **(b) Form-meaning connection through subtitles**

Most participants relied on Indonesian or English subtitles to connect spelling with sound. This reflects Teng's (2023) findings that captions enhance form-meaning mapping.

##### **(c) Repetition and reinforcement**

Students reported replaying scenes and rewatching movies, which reinforces vocabulary through repeated exposure. This matches Nakata's (2017) spaced repetition theory.

##### **(d) Active usage and deeper processing**

Some participants wrote down new words or searched their meanings, supporting Nation's (2013) claim that active engagement strengthens vocabulary depth.

#### **4.1.4 Challenges in Learning Vocabulary Through Movies**

Although students acknowledged many advantages of learning vocabulary through English movies, they also reported several challenges that affected their comprehension and learning process. One of the most frequently

mentioned difficulties was the speed of speech and the variety of accents used by the characters. All participants stated that they often struggled to understand fast-paced dialogue, particularly when characters spoke quickly or used accents that were unfamiliar to them, such as British, American, or mixed regional accents. This challenge limited their ability to catch new vocabulary and sometimes caused them to miss important parts of the storyline. The difficulty described by the students is consistent with Teng's (2021) explanation that learners vary in listening acquisition and processing speed, which results in inconsistent comprehension when exposed to natural, authentic speech.

Another difficulty experienced by students involved the presence of slang, idiomatic expressions, and culturally loaded language. Several learners reported that they occasionally encountered expressions that could not be interpreted literally or used easily in everyday communication. Words with multiple meanings, figurative expressions, and culturally specific references created confusion and made it harder for students to understand the intended message. This issue supports the findings of González-Fernández and Schmitt (2019), who argue that vocabulary knowledge includes not only denotative meaning but also connotative meaning and cultural nuances. Without sufficient background knowledge, learners may misinterpret or completely overlook the meaning of such vocabulary items.

In addition, some students expressed concern about becoming overly dependent on subtitles. While subtitles helped them understand difficult scenes, several participants admitted that relying too much on captions shifted their focus toward reading rather than listening. This resulted in reduced attention to

pronunciation, intonation, and natural speech patterns. Vanderplank (2016) identifies this as a common limitation in the use of captioned videos; subtitles can be a helpful scaffold, but excessive use may hinder the development of listening comprehension and reduce opportunities for learners to process the spoken form of vocabulary.

Overall, these challenges illustrate that although movies are an effective medium for vocabulary learning, learners' comprehension is influenced by a combination of linguistic, cognitive, and cultural variables. Differences in listening ability, familiarity with cultural content, and the degree of reliance on subtitles all affect how successfully students acquire vocabulary from movies. These obstacles suggest that teachers need to provide appropriate support and scaffolding to ensure that students can benefit fully from movie-based vocabulary learning.

#### **4.1.5 Strategies Used to Overcome Challenges**

The participants reported using a variety of strategies to overcome the challenges they encountered while learning vocabulary through English movies. One strategy commonly mentioned was replaying scenes multiple times. Students explained that rewatching particular scenes allowed them to focus more closely on pronunciation, sentence patterns, and unfamiliar vocabulary. They felt that each replay helped them notice additional details that they had missed during the first viewing. This practice aligns with Webb and Nation's (2017) argument that repetition supports deeper lexical processing and facilitates long-term retention. By repeatedly encountering the

same words in meaningful contexts, learners strengthen both recognition and understanding of vocabulary items.

Another strategy frequently used by students was pausing the movie to search for unfamiliar words. Many participants stated that they relied on digital tools such as Google search, online dictionaries, or translation applications to understand the meanings, pronunciation, and usage of new vocabulary. This behavior demonstrates the application of metacognitive regulation, as learners consciously monitor gaps in their understanding and take deliberate steps to resolve them. Teng and Zhang (2020) emphasize that such self-directed regulation is crucial for effective vocabulary acquisition because it allows learners to take control of their learning process and deepen their comprehension of lexical items.

Several students also reported writing down new vocabulary encountered during the movie. They created personal notes, lists, or vocabulary journals to record unfamiliar words along with their meanings and example sentences. This strategy corresponds with Oxford's (2017) vocabulary notebook technique, which encourages learners to engage actively with new lexical items through organization, categorization, and repeated review. By recording vocabulary, students create personal learning resources that can be revisited later, supporting better recall and more systematic mastery of new words.

In addition to these strategies, students mentioned adjusting subtitles according to their needs. Many began by watching movies with English subtitles to match the spoken and written forms of the words. After becoming

familiar with the content, some of them rewatched scenes without subtitles to challenge their listening comprehension. This approach reflects Vanderplank's (2016) recommendations regarding the strategic use of subtitles to support vocabulary learning. Subtitles help learners make connections between pronunciation and spelling, while removing subtitles later promotes greater reliance on listening skills and reinforces previously learned vocabulary.

Overall, the students' strategies demonstrate a combination of cognitive, metacognitive, and memory-oriented techniques that align closely with the vocabulary acquisition theories discussed in Chapter II. Their use of repetition through replays reflects cognitive processing, their pausing and searching behaviors indicate metacognitive awareness, and their habit of taking notes supports memory consolidation. These findings show that students actively engaged with the learning material by selecting strategies that helped them manage difficulties and maximize vocabulary learning from English movies.

#### **4.1.6 Students' Suggestions for Teachers**

The participants offered several important suggestions for teachers regarding the use of English movies to improve vocabulary acquisition. Many students expressed that teachers should select movies that are appropriate for learners' English acquisition levels. When the movies are too difficult, students tend to feel overwhelmed and unable to follow the storyline, which reduces both comprehension and vocabulary gains. Conversely, movies that are too simple do not provide enough exposure to new vocabulary. For this

reason, students recommended that teachers carefully choose movies that contain manageable language input, including understandable dialogue, suitable pace, and familiar accents. This approach is consistent with Nation's (2020) argument that vocabulary development requires input that is challenging yet comprehensible.

Students also suggested that teachers take into account learners' interests when deciding on the genre of the movie. They shared that watching movies they enjoy, such as comedy, drama, action, or animation, significantly increases their engagement during the learning process. When students are genuinely interested in the content, they pay closer attention to the dialogue, storyline, and the vocabulary used, which enhances retention. This idea aligns with Mayer's (2017) multimodal learning principles, which emphasize that motivation and emotional engagement support deeper cognitive processing.

Another suggestion provided by the participants is the importance of pre-viewing activities. They expressed that introducing key vocabulary before watching the movie greatly helps them understand the storyline more easily. Students indicated that reviewing the meaning and pronunciation of certain words beforehand allows them to recognize these words during the movie and understand how they are used in context. This preparatory step reduces cognitive load and supports smoother comprehension, especially for learners who struggle with fast speech or unfamiliar accents.

In addition, students recommended the implementation of structured post-viewing activities, such as class discussions, reflections, or short role-plays. These activities help reinforce the vocabulary encountered in the movie

and give learners opportunities to practice using new words actively. Several students shared that discussing the movie with their peers encourages them to use newly acquired vocabulary more confidently in real communication. This practice supports Nation's (2020) view that productive use is essential for long-term vocabulary retention.

Another point highlighted by students is that teachers should consider using short clips rather than full-length movies, especially during classroom instruction. They explained that short clips are easier to focus on, provide clearer examples of specific vocabulary items, and allow teachers to design targeted learning tasks. Using short clips also saves time and ensures that the learning objectives remain specific and manageable. Students felt that full movies sometimes contain unnecessary scenes that do not contribute directly to vocabulary learning.

Overall, the suggestions from the participants show that students value guided, well-structured, and engaging learning experiences when movies are used in vocabulary instruction. Their recommendations reflect the idea that movies are most effective when teachers provide scaffolding before, during, and after viewing. These insights align with Mayer's (2017) multimedia learning principles and Nation's (2020) guidelines for vocabulary learning, both of which emphasize the importance of comprehensible input, meaningful context, repetition, and active use. Through these suggestions, it becomes clear that students appreciate the integration of movies into the classroom, provided that the process is thoughtfully planned to maximize vocabulary development.

## 4.2 Coding and Thematic Analysis

Based on the data analysis procedure described in Chapter 2, the analysis process was carried out through several stages, namely data condensation, data display, and conclusion drawing. In the data condensation stage, the researcher conducted initial coding on all interview transcripts. This coding aimed to categorize the participants' responses into meaningful categories relevant to the focus of the study.

In accordance with qualitative analysis theory, coding was conducted by repeatedly reading the entire transcript, identifying units of meaning, and assigning labels (codes) to each part that contained important information. These codes were then grouped into broader themes.

In this study, the researcher used initial codes that were established based on the theoretical framework in Chapter 2, namely:

Code	Theme	Description	Example of Respondent's Quote
B1	Contextual Understanding	Students state that movies help them understand word meanings through scenes, gestures, and situations.	“I can understand the meaning of words because I can see the situation in the movie.”
B2	Pronunciation Improvement	Students feel that movies improve their pronunciation and listening comprehension.	“When I watch movies, I learn how to pronounce words correctly.”
B3	Motivation and Enjoyment	Students report that learning through movies is more interesting and enjoyable than traditional learning.	“Learning through movies is fun and makes me more motivated.”
B4	Vocabulary Retention	Students feel that watching movies helps them remember words for a long time.	“It's easier for me to remember words from movies than from textbooks.”

C1	Fast Dialogue Challenge	Students find it difficult to catch up with fast conversations and native accents.	“Sometimes the dialogue is too fast, so I miss some words.”
C2	Subtitle Dependency	Students admit relying too much on subtitles, making it hard to focus on listening.	“I always need subtitles; if not, I can’t follow the story.”
S1	Learning Strategies	Strategies students use to overcome difficulties (pausing, repeating, using dictionaries).	“I usually pause and write down new words, then check the meaning.”
R1	Suggestions for Teachers	Students suggest teachers provide vocabulary lists or pre-teach new words before watching.	“It would be helpful if teachers give the vocabulary list before watching the movie.”

All of these codes were then used to analyze the five interview transcripts. The following is the combined coding table that presents the participants' key quotations, code categories, and emerging themes.

*Table 4.2 Coding and Thematic Analysis of Participants' Responses*

Participant	Main Quotation (Summary)	Initial Code	Theme
Alief	Movies expose learners to new vocabulary	B1	Contextual Understanding
Alief	Dialogue helps learners understand natural usage	B1	Contextual Understanding
Alief	Searches for new words online	S1	Learning Strategies
Alief	Repeats words to remember them	S1	Learning Strategies
Alief	Movies improve vocabulary mastery	B4	Vocabulary Retention
Alief	Replays scenes to review vocabulary	S1	Learning Strategies
Alief	Learns word meaning from context	B1	Contextual Understanding
Alief	Movies help vocabulary retention	B4	Vocabulary Retention
Alief	Fast speech is difficult to understand	C1	Fast Dialogue Challenge
Alief	Overcomes difficulty by repetition	S1	Learning Strategies
Alief	Suggests teachers choose engaging movies	R1	Suggestions for Teachers
Munir	Movies are more enjoyable than books	B3	Motivation and

			Enjoyment
Munir	Scenes help vocabulary learning	B1	Contextual Understanding
Munir	Dialogue supports vocabulary comprehension	B1	Contextual Understanding
Munir	Replays confusing scenes	S1	Learning Strategies
Munir	Uses dictionary/AI to find meanings	S1	Learning Strategies
Munir	Vocabulary improves through movies	B4	Vocabulary Retention
Munir	Movies more effective than lessons	B3	Motivation and Enjoyment
Munir	Learns new words from context	B1	Contextual Understanding
Munir	Remembers vocabulary better with movies	B4	Vocabulary Retention
Munir	Fast dialogue is challenging	C1	Fast Dialogue Challenge
Munir	Slows playback speed to understand vocabulary	S1	Learning Strategies
Munir	Teachers should use clips and learning activities	R1	Suggestions for Teachers
Khatami	English subtitles help pronunciation and spelling	B2	Pronunciation Improvement
Khatami	Movies show real-life language situations	B1	Contextual Understanding
Khatami	Dialogue and expressions support learning	B1	Contextual Understanding
Khatami	Pauses scenes to check meanings	S1	Learning Strategies
Khatami	Vocabulary improves significantly	B4	Vocabulary Retention
Khatami	Movies are enjoyable and effective	B3	Motivation and Enjoyment
Khatami	Learns expressions from context	B1	Contextual Understanding
Khatami	Accents and slang are challenging	C1	Fast Dialogue Challenge
Khatami	Replays scenes or uses subtitles	S1	Learning Strategies
Shofwatut	English subtitles are effective for learning	C2	Subtitle Dependency
Shofwatut	Learning depends on interest in the movie	B3	Motivation and Enjoyment
Shofwatut	Learns vocabulary from dialogue and scenes	B1	Contextual Understanding
Shofwatut	Uses AI to understand word meanings	S1	Learning Strategies
Shofwatut	Listening and writing are effective strategies	S1	Learning Strategies
Shofwatut	Movies improve listening and pronunciation	B2	Pronunciation Improvement
Shofwatut	Genre influences motivation	B3	Motivation and Enjoyment

Shofwatut	Learns expressions from cultural context	B1	Contextual Understanding
Shofwatut	Vocabulary is retained when written down	B4	Vocabulary Retention
Shofwatut	Accents and fast speech cause difficulty	C1	Fast Dialogue Challenge
Shofwatut	Repeats scenes or uses subtitles	S1	Learning Strategies
Shofwatut	Suggests post-movie discussions in class	R1	Suggestions for Teachers
Diah	Movies improve listening and pronunciation	B2	Pronunciation Improvement
Diah	Movies provide real context for understanding	B1	Contextual Understanding
Diah	Dialogue and expressions support learning	B1	Contextual Understanding
Diah	Pauses scenes and searches online	S1	Learning Strategies
Diah	Subtitles are the main strategy	C2	Subtitle Dependency
Diah	Movies increase vocabulary knowledge	B4	Vocabulary Retention
Diah	Learns expressions from movies	B1	Contextual Understanding
Diah	Example: “Bloody hell!”	B1	Contextual Understanding
Diah	Some vocabulary is difficult to apply	B4	Vocabulary Retention
Diah	Pronunciation difficulties occur	C1	Fast Dialogue Challenge
Diah	Searches for meanings or uses subtitles	S1	Learning Strategies
Diah	Teachers should provide instructions and vocabulary tasks	R1	Suggestions for Teachers
Diah	Beginners should start with subtitles	R1	Suggestions for Teachers

### 4.3 Discussion

This section outlines the research findings by linking them to the theory presented in Chapter II. The results of interviews, questionnaires, and thematic analysis reveal patterns consistent with the concepts of vocabulary acquisition, the use of authentic input, and learning strategies employed by students. These findings are interpreted to provide a more in-depth understanding of the role of English movie in improving vocabulary and the factors influencing this learning process. The following description presents a

structured relationship between the empirical data and the theoretical foundation.

#### **4.3.1 Vocabulary Acquisition through Film Context**

Most students stated that English movie helped them understand new vocabulary through visual context, dialogue, facial expressions, and scene situations. They felt that when words appeared in a clear context, their meaning was easier to grasp.

R1 explained that English movie enriched his vocabulary because he could hear the words being used naturally in sentences. He said:

*“The dialogue helps me the most because I can hear how the words are used naturally in sentences.”* (R1)

R2 echoed this sentiment, stating that vocabulary in English movie was easier to understand because it appeared alongside appropriate scenes:

*“English movies help us learn new vocabulary because we can watch the scenes, listen to the characters, and notice new words as they appear.”* (R2)

R3 added that he often guessed the meaning of words from the context before checking it:

*“Sometimes I guess the meaning from the context, and if it’s important, I write it down.”* (R3)

R4 also felt that English movie provided an integrated understanding of meaning through dialogue and expressions:

*“If it is from the dialogue, then I learn new words. If it is from the scenes and expressions, I learn the context.”* (R4)

R5 stated that the realistic situations in English movie made it easier for him to understand words he had never encountered before:

*“English movies are very effective for learning vocabulary because they show us real situations.”* (R5)

This finding suggests that the audiovisual context in English movie is a powerful resource for understanding vocabulary more deeply and naturally.

#### **4.3.2 The Influence of English movie on Language Skills**

Students found that English movie not only enriched vocabulary but also helped improve pronunciation and listening skills. They became more accustomed to hearing authentic English.

R3 mentioned that English subtitles helped him learn pronunciation and spelling simultaneously:

*“I usually watch English movies with English subtitles, so I can learn the spelling and pronunciation at the same time.”* (R3)

R4 admitted that his listening skills improved because he frequently heard the dialogue in English movie:

*“Since I watch English movies almost every day, the movies indirectly improve my speaking and listening skills because I become used to hearing the language.” (R4)*

R5 emphasized that watching English movie improved pronunciation and introduced him to difficult vocabulary:

*“It can improve our listening skills, pronunciation, and maybe introduce us to slang words or difficult vocabulary.” (R5)*

R1 also stated that repeating scenes helped sharpen pronunciation comprehension:

*“I deal with this difficulty by watching the movie repeatedly until I become familiar with it.” (R1)*

These findings confirm that continuous language exposure through English movie strengthens students' listening and pronunciation skills.

#### **4.3.3 Motivation and Interest in Learning through Film**

English movie are considered a fun learning medium, increasing student motivation. They feel that learning through English movie is less boring and helps maintain consistency.

R2 stated that learning through English movie is more engaging than reading books:

*“Using movies to learn vocabulary is very effective because it’s more fun than learning from books.” (R2)*

R1 stated that English movie are more effective for him because he can replay scenes at any time:

*“With movies, we can replay the scenes... it helps us review the vocabulary we’ve learned.” (R1)*

R4 added that student interest is influenced by film genre:

*“It depends on the genre. Some students may feel bored with certain movies, so it’s important to choose English movie they enjoy.” (R4)*

This suggests that motivation increases when students watch English movie that align with their preferences and interests.

#### **4.3.4 Vocabulary Retention through Audiovisual Experiences**

Many students reported that they found it easier to remember vocabulary from English movie than from other sources. The association between words and scenes makes the words stick in their memory more easily.

R1 provided a concrete example:

*“When I watched Harry Potter... I found out that the word ‘chamber’ means ‘room.’” (R1)*

R3 also stated that he often remembered words because he heard them in different scenes:

*“I often hear the same words in different situations, so it becomes easier to remember.” (R3)*

R5 felt that the expressions and atmosphere of the scenes helped vocabulary retention:

*“Get the expression and then the real vibes when we’re learning.” (R5)*

However, R4 mentioned that retention depended heavily on whether he wrote the word down:

*“If I write it down, then yes... but if I only watch it, the next day I will forget it.” (R4)*

This shows that English movie help retention, but supporting strategies such as note-taking are still necessary.

#### **4.3.5 Challenges in Learning Vocabulary through Film**

Although film offers many benefits, students face some difficulties.

##### **4.3.5.1 Speech Rate and Accent**

The speed of the dialogue was a major obstacle for most respondents.

R2 stated:

*“When the characters speak too quickly, it becomes difficult to grasp the meaning.” (R2)*

R1 also experienced a similar issue:

*“When the characters speak too fast, I cannot understand or grasp the vocabulary.” (R1)*

R4 added that certain accents also pose a challenge:

*“The first challenge is the accent... and the fast rhythm of their speech.” (R4)*

#### **4.3.5.2 Dependence on Subtitles**

Some students still rely heavily on subtitles. R5 said:

*“Absolutely with subtitles, Indonesian subtitles.” (R5)*

R4 mentioned that Indonesian subtitles do not help with learning, but he still often uses them to understand the dialogue:

*“If I turn on Indonesian subtitles, I do not learn anything.” (R4)*

#### **4.3.5.3 Strategies Used by Students**

To overcome difficulties, students used several common learning strategies.

R3 explained:

*“I usually pause the movie and check the meaning... Sometimes I write it down.” (R3)*

R2 said that he now uses technology more often to look up word meanings:

*“Nowadays I mostly use AI to ask about vocabulary.” (R2)*

R1 emphasized the importance of repetition:

*“The strategy I use is to repeat the words because it helps me retain new vocabulary.” (R1)*

R5 utilized subtitles as an aid:

*“My strategy is using subtitles.” (R5)*

R4 relied on a combination of listening and note-taking:

*“Listening and writing are the most effective strategies when learning from movies.” (R4)*

#### **4.3.5.4 Student Advice for Teachers**

Students also provided input regarding the use of English movie as a learning medium.

R1 suggested:

*“Teachers can make learning more effective by choosing engaging movies.” (R1)*

R3 suggested a supporting activity:

*“Teachers can choose clips, provide key vocabulary before watching, and create activities like discussions or role-plays.” (R3)*

R2 emphasized consistency:

*“Doing it regularly, once a week or every two weeks, can help improve vocabulary.”* (R2)

R4 suggested a post-watching discussion:

*“After submitting the assignment, we need a discussion so everyone learns from each other.”* (R4)

R5 recommended a step-by-step approach to subtitle use:

*“Beginners can use subtitles first, then try without subtitles to check understanding.”* (R5)

Research findings show that English movie play a significant role in increasing students' vocabulary through visual context, natural dialogue, and intrinsic motivation. Furthermore, English movie also improve listening and pronunciation skills. However, students still face challenges such as speaking speed and reliance on subtitles. The strategies students use demonstrate their ability to adapt to these difficulties, ensuring that English movie remain an effective learning medium.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

This study was conducted to determine how students perceive the use of English movie as a medium for learning vocabulary. Based on interviews, open-ended questionnaires, and thematic analysis, it was concluded that English movie play a significant role in improving students' vocabulary mastery. Through the support of visual context, natural dialogue, facial expressions, and thematic situations, students find it easier to understand and interpret the meaning of new words. Presenting vocabulary in a clear context makes the learning process natural and less overwhelming.

English movie also contribute to the improvement of other language skills. Exposure to authentic dialogue helps students recognize pronunciation, intonation, and accent variations. Watching English movie makes them more familiar with the language used by native speakers, thus developing their listening and pronunciation skills. Furthermore, English movie foster learning motivation because they are considered interesting, enjoyable, and aligned with their interests. Students find learning through English movie far more engaging than using printed learning materials.

However, students still face several challenges. Speech speed, accent differences, the use of slang, idioms, and cultural terms often make them difficult to understand. Some students also acknowledged that relying on

subtitles hindered their independent language comprehension skills. However, these barriers were overcome through various strategies, such as replaying scenes, pausing the film to check word meanings, noting new vocabulary, and using subtitles as needed or gradually. These strategies helped strengthen vocabulary comprehension and retention.

Overall, the research findings indicate that English movie are an effective medium for supporting vocabulary acquisition. English movie not only provide authentic input but also offer a learning experience that is enjoyable, contextual, and tailored to students' needs. With the right strategies, English movie can be an important part of English language learning, particularly in vocabulary development.

## **5.2 Suggestions**

Based on the research findings, several suggestions are available for optimizing the use of English movie as a medium for vocabulary learning. Teachers are expected to be more careful in selecting English movie that are appropriate for students' abilities, particularly regarding the clarity of dialogue, speaking speed, and the variety of accents present in the film. Learning will be more effective if teachers provide an introduction to core vocabulary before the film screening, along with follow-up activities such as discussions or post-screening assignments to reinforce student understanding. The use of subtitles should also be gradual, for example, starting with English subtitles and then trying without subtitles to practice listening skills.

Students are advised to combine watching with active learning strategies, such as noting new vocabulary, looking up unfamiliar words, or rewatching specific scenes. Regularly watching English movie that align with their interests can also help improve vocabulary mastery while maintaining motivation to learn. Thus, English movie serve not only as entertainment but also as an effective learning tool.

Future researchers can expand this study by involving a larger number of participants or using other methodological approaches, such as mixed methods, to achieve more comprehensive findings. Further research could also explore specific film genres or compare the effectiveness of English movie with other audiovisual media. This follow-up study is expected to enrich the literature on vocabulary learning through audiovisual media and contribute more broadly to language education.

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# **APPENDICES**



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Sifat : Penting  
Lampiran : -  
Hal : Izin Survey

13 November 2025

Kepada

Yth. Rektor UIN Maulana Malik Ibrahim Malang  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

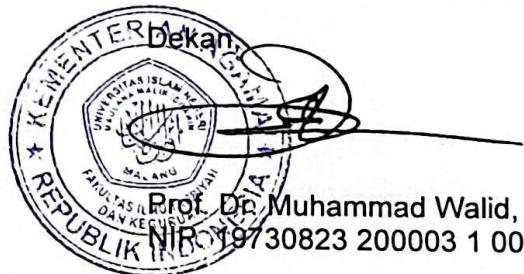
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Jenab Paruk Ating  
NIM : 200107110021  
Tahun Akademik : Ganjil - 2025/2026  
Judul Proposal : **Exploring Students' Perception on Enhancing General Vocabulary Proficiency Through the Utilization of the English Movie**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



Tembusan :

1. Ketua Program Studi TBI
2. Arsip



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Nomor : 4273/Un.03.1/TL.00.1/11/2025  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

14 November 2025

Kepada

Yth. Rektor UIN Maulana Malik Ibrahim Malang  
di  
Malang

**Assalamu'alaikum Wr. Wb.**

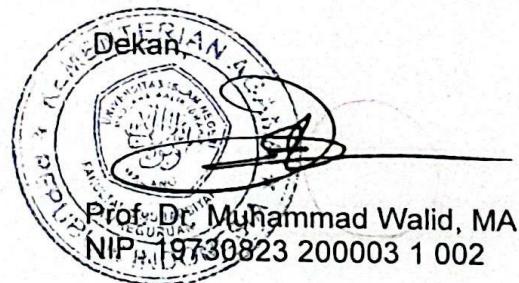
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Jenab Paruk Ating
NIM	:	200107110021
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2025/2026
Judul Skripsi	:	<b>Exploring Students' Perception on Enhancing General Vocabulary Proficiency Through the Utilization of the English Movie</b>
Lama Penelitian	:	<b>November 2025 sampai dengan Januari 2026 (3 bulan)</b>

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

## OPEN-ENDED QUESTIONNARE

---

### Section 1: Participant Information

*This section collects basic information to understand your background as a respondent. Your identity will remain confidential.*

Assalamualaikum warahmatullahi wabarakatuh,

My name is Jenab Paruk Ating, a 2020 cohort of students English Education Department (*Tadris Bahasa Inggris*) at UIN Maulana Malik Ibrahim Malang. As a requirement for graduation, I am currently conducting a research project entitled "*Exploring Students' Perception on Enhancing General Vocabulary Acquisition Through the Utilization of English Movies.*" Your participation in this study is entirely voluntary, and all responses will be kept strictly confidential. Please answer each question sincerely and thoughtfully. Thank you very much for your time and valuable contribution.

Wassalamualaikum warahmatullahi wabarakatuh.

NAME :

CLASS :

SEMESTER :

EMAIL :

PHONE NUMBER :

---

### Section 2: : Multiple-Choice Questions

*This section aims to understand your general habits and motivation in watching English movies. Please select the most appropriate answer.*

#### 1. How often do you watch English movies?

- Every day
- Several times a week
- Once a week
- Rarely
- Never

#### 2. What genres of English movies do you usually watch?

- Romance
- Comedy

- Action
- Horror
- Other: \_\_\_\_\_

**3. When did you start watching English movies for language learning?**

- In high school
- In university
- During online learning
- Recently (this year)
- Other: \_\_\_\_\_

**4. How important are English movies in helping you improve your vocabulary?**

- Very important
- Important
- Neutral
- Not important
- Less important

**5. How motivated are you to learn vocabulary through English movies?**

- Very motivated
  - Motivated
  - Neutral
  - Less motivated
  - Not motivated at all
- 

### **Section 3: Closed-Ended Perception Questions**

*This section aims to explore your experiences and opinions about learning vocabulary through English movies.*

**6. How do English movies help you learn vocabulary?**

- By providing real context for word use
- By exposing me to new words naturally
- By helping me learn pronunciation
- By improving my listening skills
- I don't think movies help much

- 7. What do you usually do when you find new or unfamiliar words?**  
 Check a dictionary  
 Guess the meaning from context  
 Write it down and review later  
 Ignore and continue watching  
 Other: \_\_\_\_\_
  - 8. How useful are subtitles when learning new vocabulary?**  
 Very useful  
 Somewhat useful  
 Not useful  
 Neutral  
 I don't use subtitles
  - 9. What benefits do you gain from learning vocabulary through English movies?**  
 Better pronunciation  
 Easier understanding of meaning  
 Remembering words longer  
 Learning real-life expressions  
 Other: \_\_\_\_\_
  - 10. What difficulties do you often face when learning vocabulary through movies?**  
 Fast speech  
 Difficult accents  
 Too many unfamiliar words  
 Hard to focus on vocabulary while watching  
 Other: \_\_\_\_\_
- 

#### **Section 4: Open-Ended Questions**

*This section aims to gather deeper insights into your personal experiences and suggestions. Please answer honestly in your own words.*

1. Explain how watching English movies helps you remember or use new vocabulary.  
.....  
.....
2. How do you feel when learning vocabulary through English movies compared to textbooks?  
.....  
.....

3. What strategies do you use to learn vocabulary while watching English movies?

.....

.....

4. What are your main challenges when trying to understand vocabulary from movies?

.....

.....

5. How do you think teachers can use movies more effectively to help students improve vocabulary?

.....

.....

---

## Section 5: Contact Permission

*This section is required.*

If you do not mind, please allow the researcher to contact you for a possible follow-up interview.

I agree to be contacted by the researcher for a follow-up interview.

## INTERVIEW

The questions in this sheet are given by the researcher to 5 students who have the highest scores on the questionnaire sheet.

### A. Background Information

1. How long have you been learning English?  
*Sudah berapa lama kamu belajar Bahasa Inggris?*
2. How often do you watch English movies?  
*Seberapa sering kamu menonton film berbahasa Inggris?*
3. What types of movies do you usually watch (e.g., action, comedy, romance, etc.)?  
*Jenis film apa yang biasanya kamu tonton, misalnya aksi, komedi, atau romantis?*
4. Do you usually watch them with subtitles or without subtitles?  
*Apakah kamu biasanya menonton dengan atau tanpa subtitle?*

### B. Perceptions Toward Learning Vocabulary Through Movies

5. What do you think about using English movies as a tool for learning vocabulary?  
*Bagaimana pendapatmu tentang penggunaan film berbahasa Inggris sebagai alat untuk belajar kosa kata?*
6. In your opinion, how do English movies help you learn new words?  
*Menurutmu, bagaimana film berbahasa Inggris membantu kamu mempelajari kosa kata baru?*
7. Which part of the movie (dialogue, scenes, expressions, etc.) helps you the most in understanding new vocabulary?  
*Bagian mana dari film (dialog, adegan, ekspresi, dll.) yang paling membantu kamu dalam memahami kosa kata baru?*

### C. Learning Strategies and Behaviors

8. How do you feel when you encounter unfamiliar words while watching a movie?  
*Bagaimana perasaanmu ketika menemukan kata yang tidak kamu kenal saat menonton film?*
9. What strategies do you usually use to understand new vocabulary from movies?  
*Strategi apa yang biasanya kamu gunakan untuk memahami kosa kata baru dari film?*
10. Do you think watching movies regularly has improved your vocabulary? Please explain how.  
*Apakah kamu merasa menonton film secara rutin telah meningkatkan kosa katamu? Tolong jelaskan bagaimana.*

11. Compared to other learning methods (like reading or classroom lessons), do you find watching movies more effective? Why or why not?

*Jika dibandingkan dengan metode pembelajaran lain seperti membaca atau belajar di kelas, apakah kamu merasa menonton film lebih efektif? Mengapa demikian?*

#### **D. Comparative Perceptions**

12. Can you give an example of a word or phrase you learned from watching an English movie?

*Bisakah kamu memberikan contoh kata atau frasa yang kamu pelajari dari menonton film berbahasa Inggris?*

13. Do English movies help you remember vocabulary better? How?

*Apakah film berbahasa Inggris membantu kamu lebih mudah mengingat kosa kata? Bagaimana caranya?*

#### **E. Challenges and Solutions**

14. What challenges do you face when learning vocabulary through English movies?

*Tantangan apa yang kamu hadapi ketika belajar kosa kata melalui film berbahasa Inggris?*

15. How do you overcome those difficulties?

*Bagaimana kamu mengatasi kesulitan tersebut?*

#### **F. Suggestions for Teachers and Learning Improvement**

16. What do you think teachers can do to make movie-based vocabulary learning more effective?

*Menurutmu, apa yang bisa dilakukan guru agar pembelajaran kosa kata melalui film menjadi lebih efektif?*

17. Do you have any suggestions or opinions for improving vocabulary learning using English movies?

*Apakah kamu memiliki saran atau pendapat untuk meningkatkan pembelajaran kosa kata menggunakan film berbahasa Inggris?*

#### **G. Closing Question**

18. Is there anything else you would like to add about your experience learning vocabulary through English movies?

*Apakah ada hal lain yang ingin kamu tambahkan tentang pengalamanmu belajar kosa kata melalui film berbahasa Inggris?*

## **OBSERVATION CHECKLIST**

### **EXPLORING STUDENTS' PERCEPTION ON ENHANCING GENERAL VOCABULARY ACQUISITION THROUGH THE UTILIZATION OF THE ENGLISH MOVIE**

**Please checklist subject below**

<b>No</b>	<b>Subject</b>	<b>Yes</b>	<b>No</b>
1	The teacher uses English movies as part of the vocabulary learning process		
2	The teacher explains the purpose of watching English movie to students		
3	Students pay attention during the movie-watching session		
4	Students use English subtitles to understand new vocabulary		
5	Students show enthusiasm while learning through movie		
6	The teacher pauses the movie to discuss unfamiliar words or expressions		
7	Students try to guess the meaning of words based on the movie's context		
8	Students take notes of new vocabulary during or after watching		
9	The teacher asks students to use the new vocabulary in sentences or discussions		
10	Students can recall or use the newly learned vocabulary in subsequent activities		
11	The teacher gives feedback or clarification on students' vocabulary understanding		
12	Students show improved interest and motivation in learning vocabulary through movies		

**TABLE CODING**  
**Thematic Analysis of Open-Ended Questionnaire Responses**

<b>Code</b>	<b>Theme</b>	<b>Description</b>	<b>Example of Respondent's Quote</b>
B1	Contextual Understanding	Students state that movies help them understand word meanings through scenes, gestures, and situations.	“I can understand the meaning of words because I can see the situation in the movie.”
B2	Pronunciation Improvement	Students feel that movies improve their pronunciation and listening comprehension.	“When I watch movies, I learn how to pronounce words correctly.”
B3	Motivation and Enjoyment	Students report that learning through movies is more interesting and enjoyable than traditional learning.	“Learning through movies is fun and makes me more motivated.”
B4	Vocabulary Retention	Students feel that watching movies helps them remember words for a long time.	“It's easier for me to remember words from movies than from textbooks.”
C1	Fast Dialogue Challenge	Students find it difficult to catch up with fast conversations and native accents.	“Sometimes the dialogue is too fast, so I miss some words.”
C2	Subtitle Dependency	Students admit relying too much on subtitles, making it hard to focus on listening.	“I always need subtitles; if not, I can't follow the story.”
S1	Learning Strategies	Strategies students use to overcome difficulties (pausing, repeating, using dictionaries).	“I usually pause and write down new words, then check the meaning.”
R1	Suggestions for Teachers	Students suggest teachers provide vocabulary lists or pre-teach new words before watching.	“It would be helpful if teachers give the vocabulary list before watching the movie.”



Nomor : B-4254/Un.03/FITK/PP.00.9/10/2025  
Lampiran : -  
Perihal : Permohonan Menjadi Validator

14 November 2025

Kepada Yth.  
Harir Mubarok, M.Pd  
di -

Tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Jenab Paruk Ating  
NIM : 200107110021  
Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : Exploring Students' Perception on Enhancing General Vocabulary Proficiency Through the Utilization of the English Movie  
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Program Studi : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : Exploring Students' Perception on Enhancing General Vocabulary Proficiency Through the Utilization of the English Movie  
Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



## Validation Sheet

### "Exploring Students' Perception on Enhancing General Vocabulary Proficiency Through the Utilization of English Movies"

Validator : Harir Mubarok, M.Pd  
NIP : 19870708201802011152  
Expertise : Listening  
Institution : State Islamic University of Maulana Malik Ibrahim Malang  
Validation date : 17 November 2025

#### A. Introduction

This validation sheet is used to get an assessment from the validator on the research instrument, that I use. Every feedback and suggestion are essential to improve the quality and accuracy of the instruments. Thank you for your willingness to be a validator in this research.

#### B. Guidance

In this part, please give a score on each item by marking (✓) in the following columns:

- 1 = Very Poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

#### C. Assessment Rubric

##### 1. The construction of the research instrument

No	Indicators	Score					Feedback/Suggestions
		1	2	3	4	5	
1	Research instruments are relevant to the research objectives.				✓		
2	Research instruments are formulated well.					✓	
3	Research instruments are based on relevant theories and previous studies.				✓		

##### 2. The language used in the research instrument

No	Indicators	Score					Feedback/Suggestions
		1	2	3	4	5	
1	The research instruments use clear and correct language.					✓	

2	The research instruments are easy to understand.				✓	
3	The research instruments are communicative and appropriate for students.				✓	

### 3. The language used in the research instrument

No	Indicators	Score					Feedback/Suggestions
		1	2	3	4	5	
1	The research instruments can help the researcher explore students' perceptions of using English movies to enhance vocabulary proficiency.				✓		
2	The research instruments can gather complete and relevant information from students.				✓		

### D. Suggestion

*...The instrument can be used in the field to answer the research questions.*

### E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

*Please checking (✓) the statement that match the conclusion you gave*

1. The instrument can be used without revision (...)
2. The instrument can be used with slight revision (✓)
3. The instrument can be used with many revision (...)
4. The instrument cannot be used (...)

Malang, November 17th, 2025



Harir Mubarok, M.Pd  
NIP. 19870708201802011152

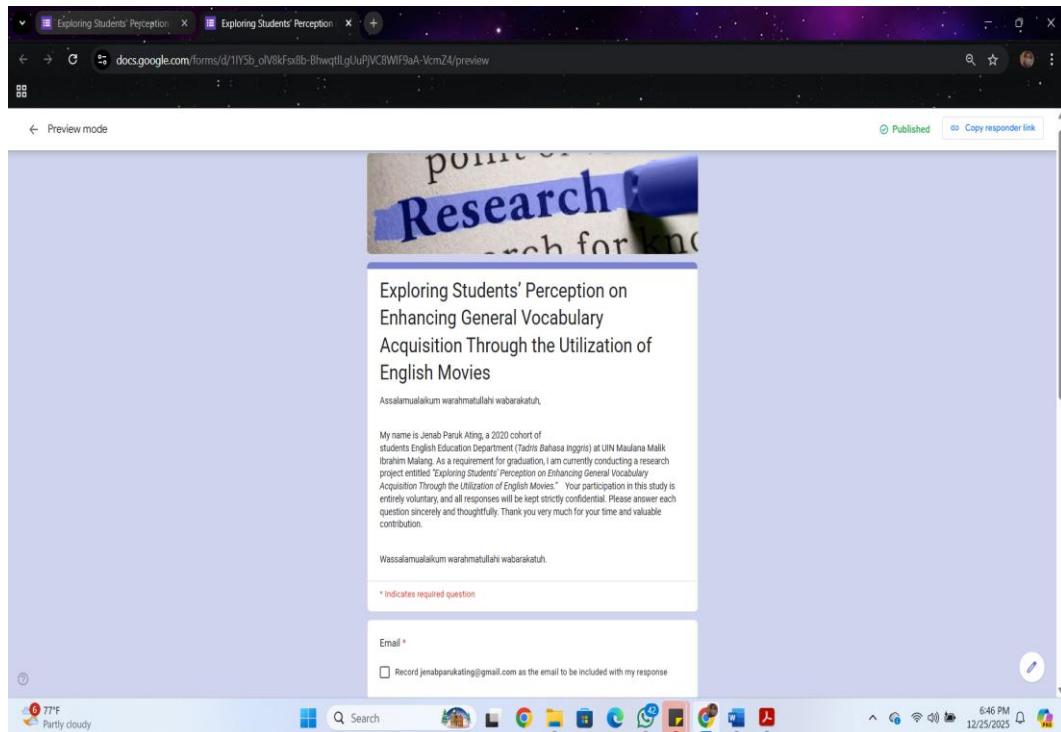
## OBSERVATION CHECKLIST

### EXPLORING STUDENTS' PERCEPTION ON ENHANCING GENERAL VOCABULARY ACQUISITION THROUGH THE UTILIZATION OF THE ENGLISH MOVIE

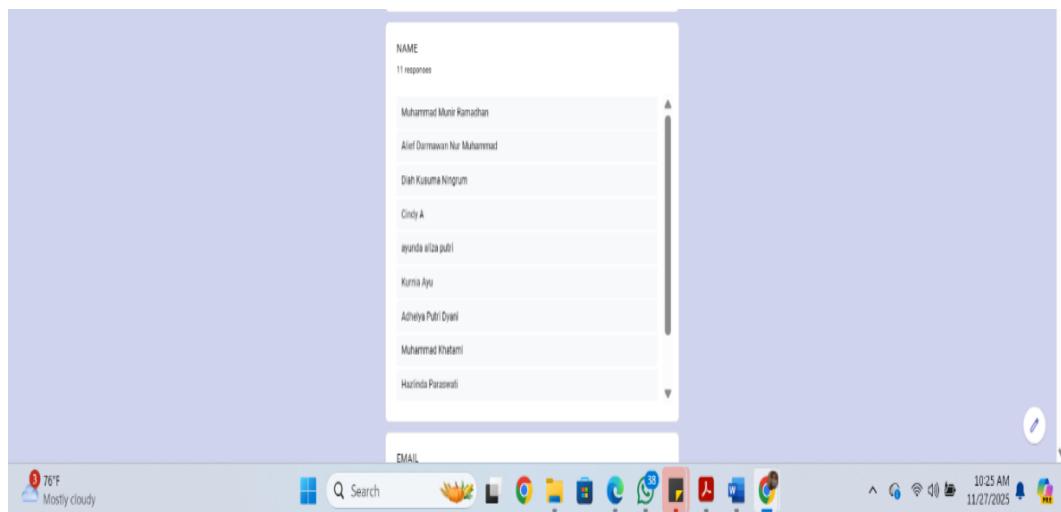
Please checklist subject below

No	Subject	Yes	No
1	The teacher uses English movies as part of the vocabulary learning process	✓	
2	The teacher explains the purpose of watching English movie to students	✓	
3	Students pay attention during the movie-watching session	✓	
4	Students use English subtitles to understand new vocabulary	✓	
5	Students show enthusiasm while learning through movie	✓	
6	The teacher pauses the movie to discuss unfamiliar words or expressions		✓
7	Students try to guess the meaning of words based on the movie's context	✓	
8	Students take notes of new vocabulary during or after watching	✓	
9	The teacher asks students to use the new vocabulary in sentences or discussions		✓
10	Students can recall or use the newly learned vocabulary in subsequent activities	✓	
11	The teacher gives feedback or clarification on students' vocabulary understanding	✓	
12	Students show improved interest and motivation in learning vocabulary through movies	✓	

## QUESTIONNAIRE RESULT



The screenshot shows a Google Forms survey titled "Exploring Students' Perception on Enhancing General Vocabulary Acquisition Through the Utilization of English Movies". The survey is described as a research project by the student, Jeab Panuk Aling, and is conducted in Partly cloudy weather at 77°F. The survey includes a "Required" question field for email and a checkbox for recording the email. The survey has 11 responses.



The screenshot shows the list of 11 responses from the Google Forms survey. The responses are:

- Muhammad Muhi Ramadhan
- Alief Darmawan Nur Muhammad
- Dah Kusuma Ningrum
- Cindy A
- ayunda aliza putri
- Kurnia Ayu
- Adhelya Putri Dyan
- Muhammad Khatami
- Hazinda Parawati

Exploring Students' Perception x Exploring Students' Perception x New Tab

docs.google.com/forms/d/1IV5b\_oIV8kf8b-BhwqtlIgUuPjVC8Wf9sA-VcmZ4/viewanalytics

## Research

### Exploring Students' Perception on Enhancing General Vocabulary Acquisition Through the Utilization of English Movies

11 responses

Public analytics

NAME

11 responses

Diah Kusuma Ningrum  
Cindy A  
ayunda aliza putri  
Kurnia Ayu  
Adhelya Putri Dyani  
Muhammad Khatami  
Hazilinda Paraswati  
sara  
Hulyahul Fitriyah

77°F Partly cloudy 6:50 PM 12/25/2025

Exploring Students' Perception x Exploring Students' Perception x

docs.google.com/forms/d/1IV5b\_oIV8kf8b-BhwqtlIgUuPjVC8Wf9sA-VcmZ4/viewanalytics

EMAIL

11 responses

muizranasih6@gmail.com  
aliprahmi09@gmail.com  
diahkusuma07@gmail.com  
220107110023@student.uin-malang.ac.id  
ayundaaliza@gmail.com  
KaryatulS4@gmail.com  
220107110027@student.uin-malang.ac.id  
muhammadsoriatm010@gmail.com  
hazilinda013@gmail.com

SEMESTER

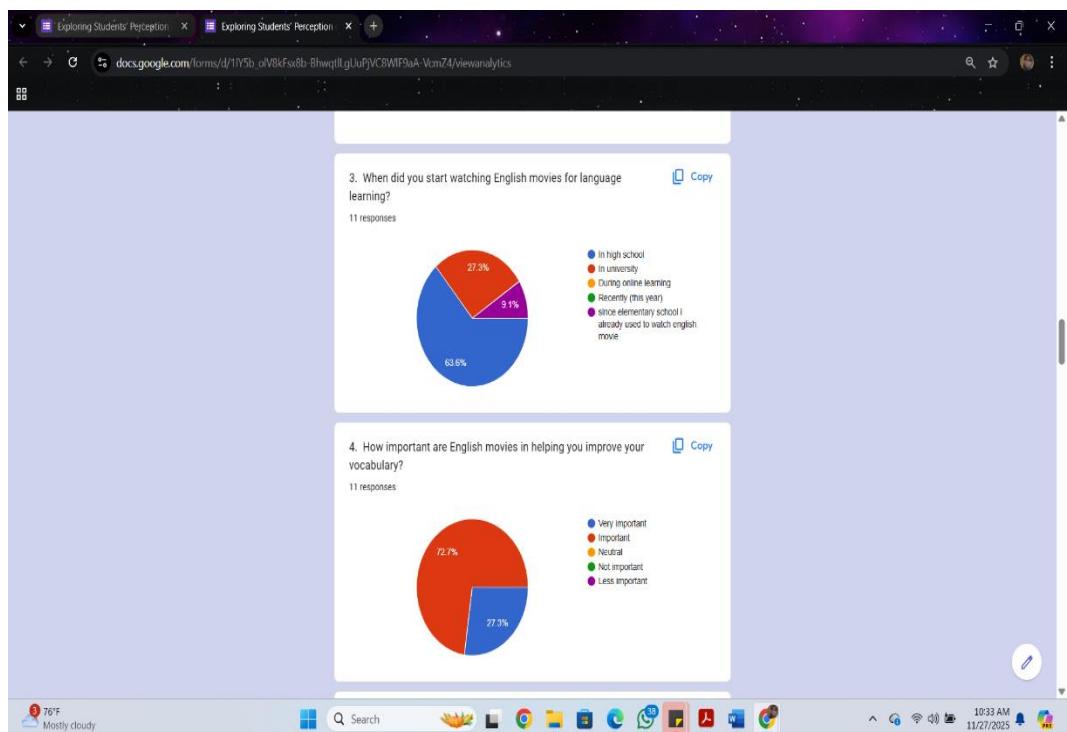
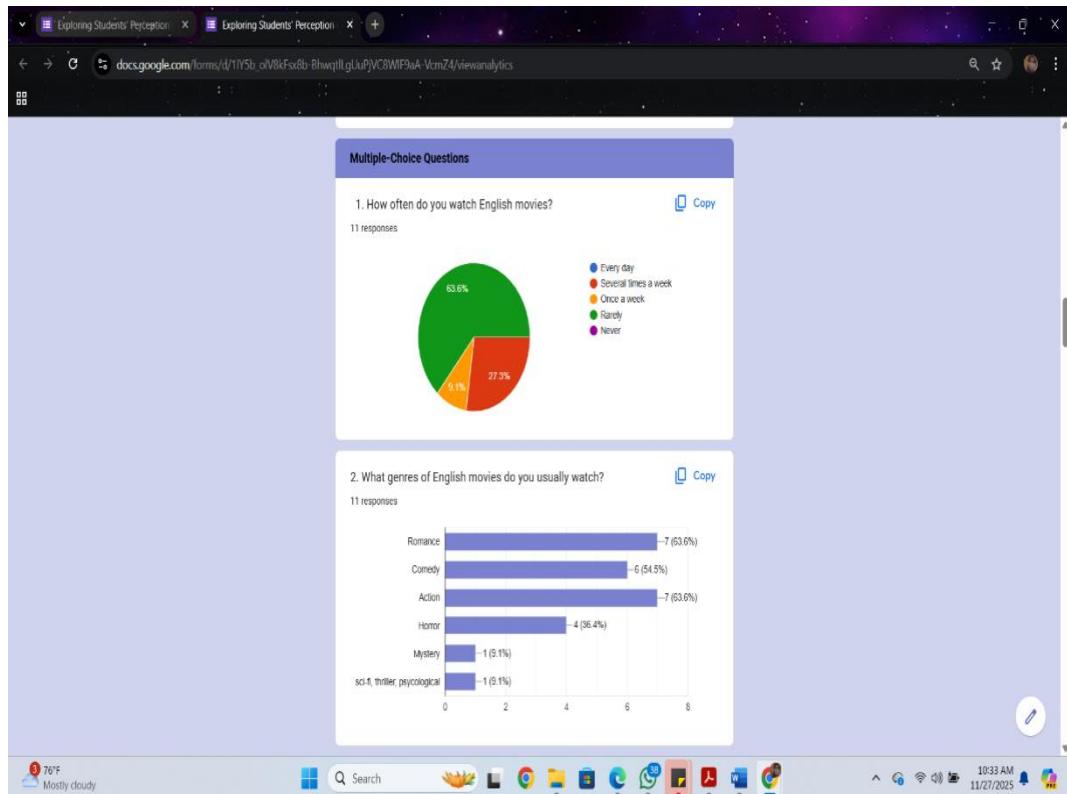
11 responses

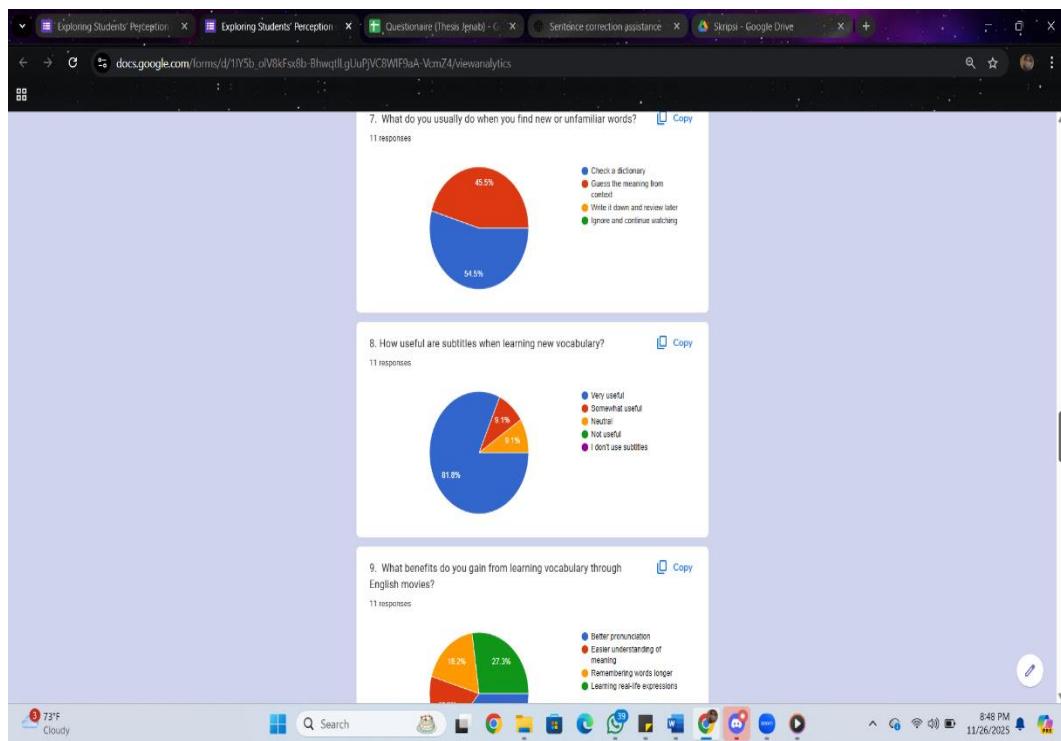
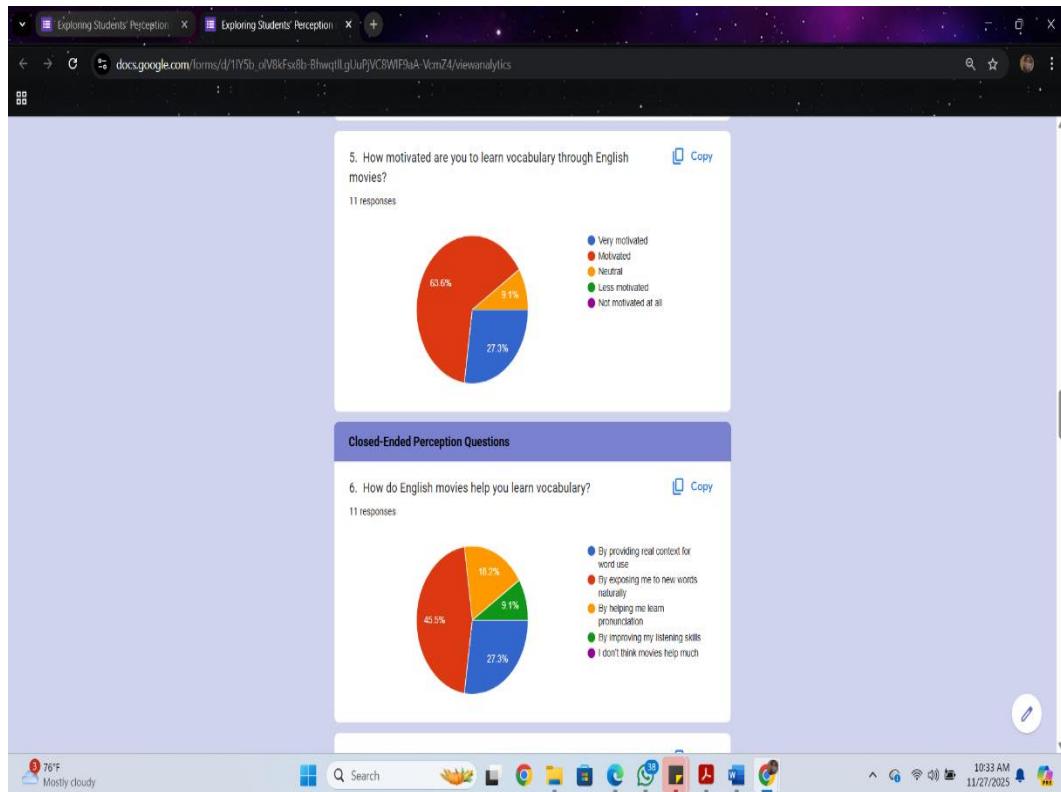
7

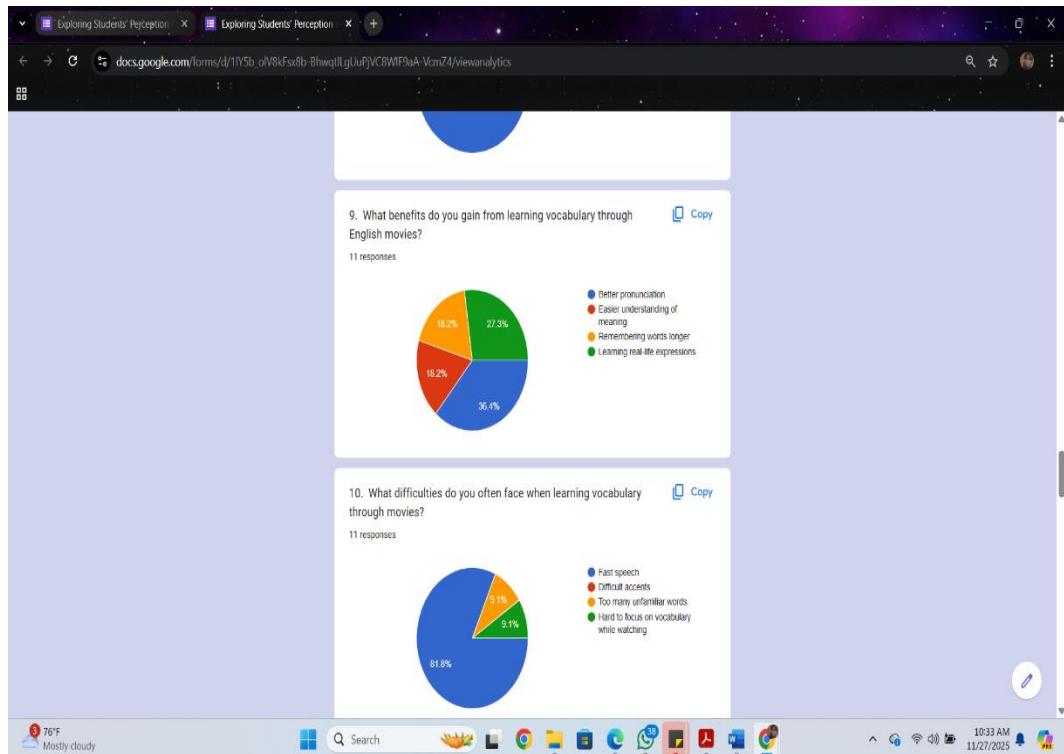
CLASS

10 responses

Copy







Exploring Students' Perception

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Open-Ended Questions

1. Explain how watching English movies helps you remember or use new vocabulary.

11 responses

Watching English movies helps learning in context

It help me get new vocab because many word that sound unfamiliar sometimes.

Find the meaning, write it, and try to use based on the context.

They repeat the same expressions in one movie

watching english movie can help me to add vocabulary usually for conversation in daily activities

Its help me because some vocabularies are repeated

I watch TSITP and I gain lot of new vocab and the correct pronun

Watching movies helps me remember new vocabulary because the words are used in real and meaningful situations. I can see how the words are spoken, the emotions behind them, and how they fit in a sentence. This makes the vocabulary easier to recall

2. How do you feel when learning vocabulary through English movies compared to textbooks?

11 responses

76°F Mostly cloudy

Search

10:36 AM 11/27/2025

Exploring Students' Perception

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Open-Ended Questions

1. Explain how watching English movies helps you remember or use new vocabulary.

11 responses

watching english movie can help me to add vocabulary usually for conversation in daily activities

Its help me because some vocabularies are repeated

I watch TSITP and I gain lot of new vocab and the correct pronun

Watching movies helps me remember new vocabulary because the words are used in real and meaningful situations. I can see how the words are spoken, the emotions behind them, and how they fit in a sentence. This makes the vocabulary easier to recall and more natural for me to use in conversations.

It is somehow helpful because when I watch sometimes I set the subtitle also in english so that I know exactly the words

repetition words (easy to remember), new word with context, new slang unlocked

Cause we know how use it in daily expression besides rembering one by one

2. How do you feel when learning vocabulary through English movies compared to textbooks?

11 responses

76°F Mostly cloudy

Search

10:37 AM 11/27/2025

Exploring Students' Perception

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2. How do you feel when learning vocabulary through English movies compared to textbooks?

11 responses

I find it more fun to learn English through movies.

It easier for me in text like a novel or something like that because my ear got a little problem.

It's more engaging by using English movie.

More challenging of course

actually more fun and long remaid if I learn from the movie

I think it's same both because it not help me full in learning english, but if from the speedy maybe by movie is more faster.

More understand when I watch movie bcs I can hear the pronun and guessing the meaning by context

Learning vocabulary through movies feels more enjoyable and engaging. I don't feel

3. What strategies do you use to learn vocabulary while watching English movies?

11 responses

Usually I start by looking at the subtitles. Then I looked up the meaning of the word in the dictionary, then repeated the scene to re-listen.

Practice without subtitles if you don't know some word you can active the subtitle or

76°F Mostly cloudy

Search

10:37 AM 11/27/2025

Exploring Students' Perception

Exploring Students' Perception

docs.google.com/forms/d/1IV5b\_oIV8kFxs8b-BhwqlIgJuPyVC8Mf9aA-VcmZ4/viewanalytics

2. How do you feel when learning vocabulary through English movies compared to textbooks?

11 responses

I think it's same both because it not help me full in learning english, but if from the speedy maybe by movie is more faster.

More understand when I watch movie bcs I can hear the pronoun and guessing the meaning by context.

Learning vocabulary through movies feels more enjoyable and engaging. I don't feel pressured, and the words are easier to understand because they appear in context. Compared to textbooks, movies feel less boring and help me learn the pronunciation and usage at the same time.

It's kinda interesting to learn new vocab through movies rather than from the textbook. Like actually enjoying the movie while also learning.

vocab styles are different of course, textbooks are boring

English movie way better than textbooks cause provide fun learning.

3. What strategies do you use to learn vocabulary while watching English movies?

11 responses

Usually I start by looking at the subtitles. Then I looked up the meaning of the word in the dictionary, then repeated the scene to re-listen.

Practice without subtitle if you don't know some word you can active the subtitle or

76°F Mostly cloudy

Search

10:38 AM 11/27/2025

Exploring Students' Perception

Exploring Students' Perception

docs.google.com/forms/d/1IV5b\_oIV8kFxs8b-BhwqlIgJuPyVC8Mf9aA-VcmZ4/viewanalytics

3. What strategies do you use to learn vocabulary while watching English movies?

11 responses

Usually I start by looking at the subtitles. Then I looked up the meaning of the word in the dictionary, then repeated the scene to re-listen.

Practice without subtitle if you don't know some word you can active the subtitle or you just pause it search in google.

If the speaking is really fast and I haven't got the point, so I will pause or repeat again.

Providing the subtitles but. In english

just remind and search the main of vocabulary

listening movie and read fast the subtitle

I do shadowing

I usually turn on English subtitles so I can see how the words are spelled while hearing the pronunciation. When I find unfamiliar words, I pause the movie and check their

4. What are your main challenges when trying to understand vocabulary from movies?

76°F Mostly cloudy

Search

10:38 AM 11/27/2025

Exploring Students' Perception x Exploring Students' Perception x +

docs.google.com/forms/d/1IV5b\_olV8kFsv8b-BhwqtLgJuPjVC8Wf3aA-VcmZ4/viewanalytics

3. What strategies do you use to learn vocabulary while watching English movies?

11 responses

just remind and search the main of vocabulary

listening movie and read fast the subtitle

I do shadowing

I usually turn on English subtitles so I can see how the words are spelled while hearing the pronunciation. When I find unfamiliar words, I pause the movie and check their meanings. Sometimes I write the new vocabulary in my notes or try to repeat it by imitating the characters' lines.

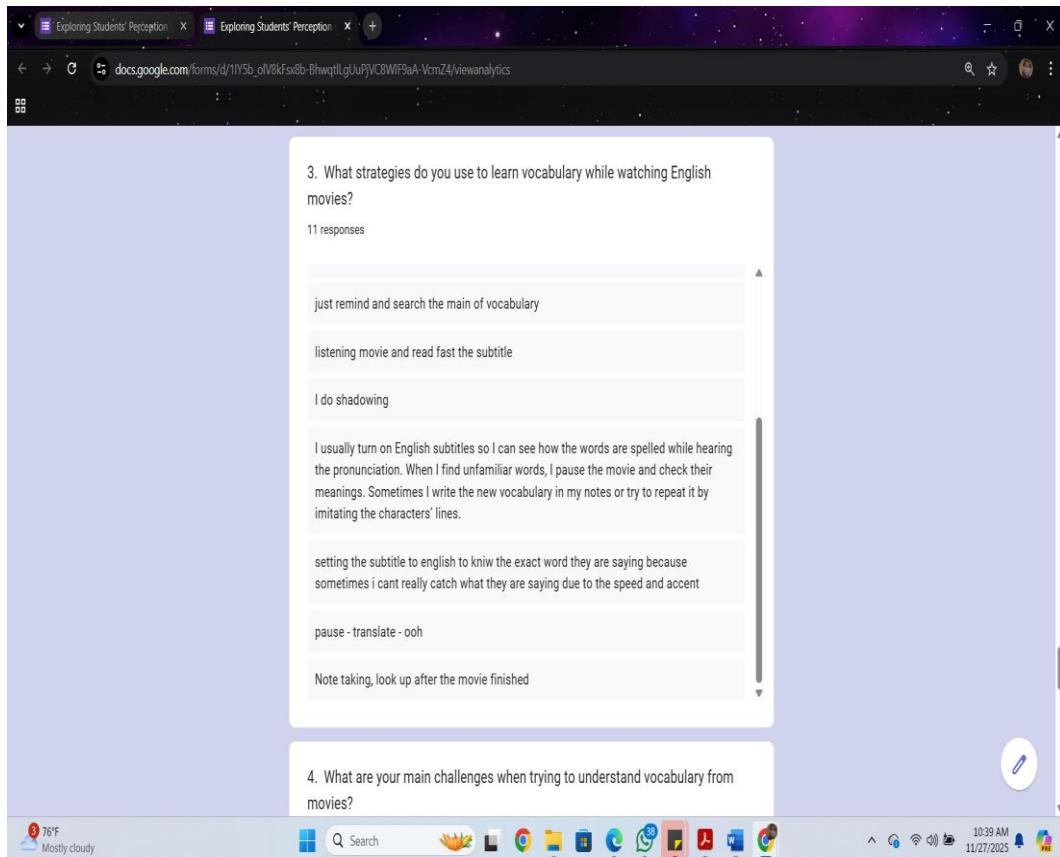
setting the subtitle to english to kniwh the exact word they are saying because sometimes i cant really catch what they are saying due to the speed and accent

pause - translate - ooh

Note taking, look up after the movie finished

4. What are your main challenges when trying to understand vocabulary from movies?

10:39 AM 11/27/2025



Exploring Students' Perception x Exploring Students' Perception x +

docs.google.com/forms/d/1IV5b\_olV8kFsv8b-BhwqtLgJuPjVC8Wf3aA-VcmZ4/viewanalytics

4. What are your main challenges when trying to understand vocabulary from movies?

11 responses

My main challenges in learning English from movies are fast pronunciation and lots of new words.

Like different accent and fast spelling

The pronunciation, it's really difficult to understand if there is no subtitle. So, I have to repeat it.

Slthe speed and my listening skill

the context that they use to deliver audience

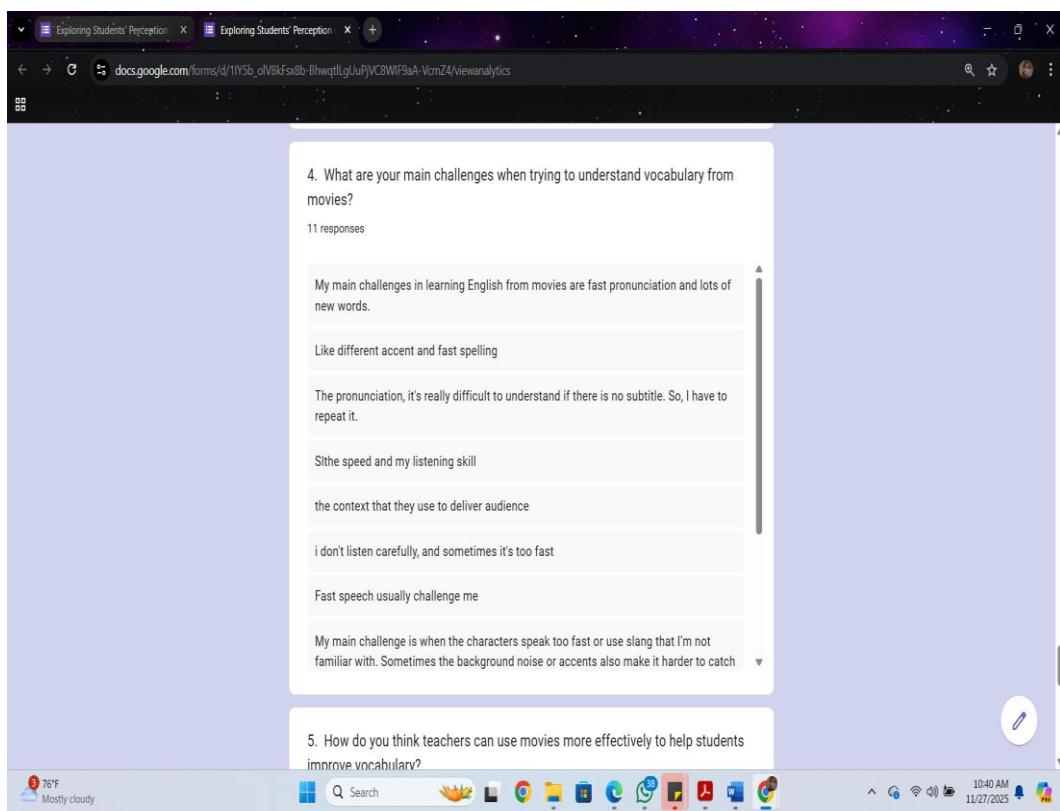
i don't listen carefully, and sometimes it's too fast

Fast speech usually challenge me

My main challenge is when the characters speak too fast or use slang that I'm not familiar with. Sometimes the background noise or accents also make it harder to catch

5. How do you think teachers can use movies more effectively to help students imroove vocabulary?

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Exploring Students' Perception

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4. What are your main challenges when trying to understand vocabulary from movies?

11 responses

Silence speed and my listening skill

the context that they use to deliver audience

i don't listen carefully, and sometimes it's too fast

Fast speech usually challenge me

My main challenge is when the characters speak too fast or use slang that I'm not familiar with. Sometimes the background noise or accents also make it harder to catch the words. Because of that, I miss some vocabulary even when I use subtitles.

trying to wonder what does the word actually mean, so basically I just wondering the meaning based on the context

fast speech, accents

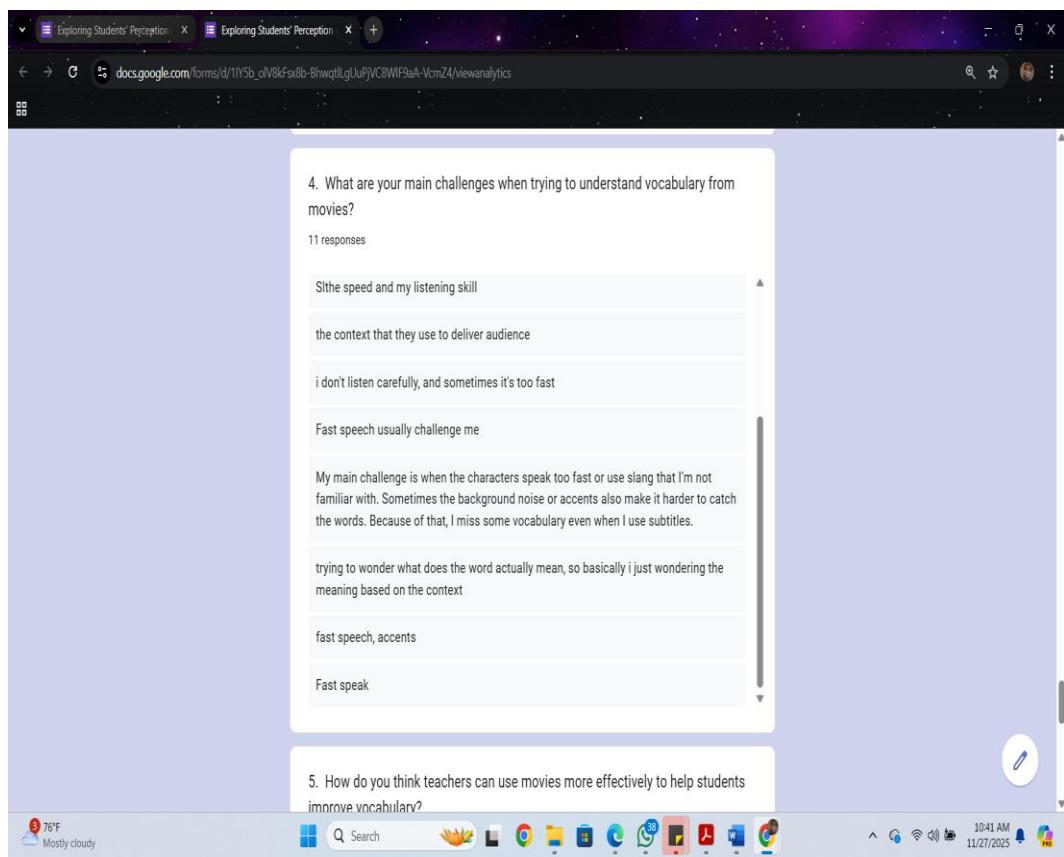
Fast speak

5. How do you think teachers can use movies more effectively to help students improve vocabulary?

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5. How do you think teachers can use movies more effectively to help students improve vocabulary?

11 responses

Teachers can really use movies to learn vocabulary because I think it will be more fun than just using material from textbooks.

Find some relaxing movie or comedy for the student.

It's really helpful for students if the teacher use movies to improve students' vocabulary.

practicing regularly

yes, I think teachers can use movies more to help students improve vocabulary

it can be some pre teach key vocabulary before watching, guide them during the movie etc.

Choose the movie that contains a lot of dialog

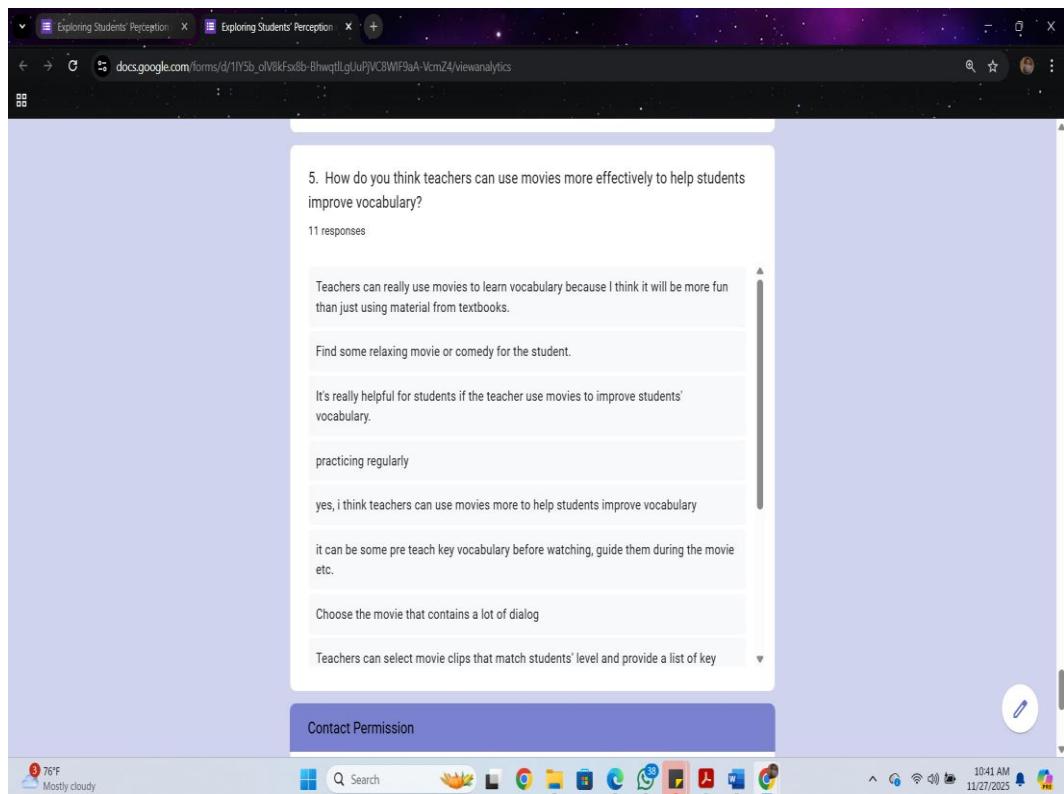
Teachers can select movie clips that match students' level and provide a list of key

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5. How do you think teachers can use movies more effectively to help students improve vocabulary?

11 responses

it can be some pre teach key vocabulary before watching, guide them during the movie etc.

Choose the movie that contains a lot of dialog

Teachers can select movie clips that match students' level and provide a list of key vocabulary before watching. After the movie, teachers can guide activities like discussions, role-plays, or vocabulary exercises related to the scenes. This helps students connect the words directly to the context.

maybe teachers can firstly introduce the vocabularies first then find some movies that the actor say those words/vocabulary, or vice versa

subtitling task maybe?

It can help student boost their vocabulary knowledge but if it is implement by teacher in class maybe it tooks a lot of time

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It can help student boost their vocabulary knowledge but if it is implement by teacher in class maybe it tooks a lot of time

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If you do not mind, please allow the researcher to contact you for a possible follow-up interview. [Copy](#)

11 responses

I agree to be contacted by the researcher for a follow-up interview.

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## SCRIPT OF INTERVIEW

**Name : Alief Darmawan Nur Muhammad (R1)**

**Class : B**

*“Actually, I learned English in middle school.”*

*“I was watching english movies once a week.”*

*“I like action movies and some part of historical movies.”*

*“Sometimes, if the characters do not speak too fast, I do not use subtitles.”*

*“I think learning English through movies is a valuable method, because movies expose you to a lot of new vocabulary.”*

*“In my opinion, reconstructing word naming results in a meaning that differs from what we are familiar with.”*

*“The dialogue helps me the most because I can hear how the words are used naturally in sentences.”*

*“When I hear new words in a movie, I get curious and search for them on Google or in a dictionary.”*

*“The strategy I use is to repeat the words, as it helps me retain new vocabulary.”*

*“Yes, it improved my vocabulary, but I do not watch as often now because I have been busy with my daily routine.”*

*“Yes, I think watching movies is more effective. With movies, we can replay the scenes, but traditional lessons are easily forgotten. For instance, after a class, even if we take notes, the information will fade if we do not review it. But it’s different with movies. We can autoplay them, especially the ones we like, and this helps us review the vocabulary we’ve learned.”*

*“For example, when I watched Harry Potter and the Chamber of Secrets, I found out that the word ‘chamber’ means ‘room.’”*

*“Yes, of course. When we watch movies and pay attention to what the characters say, it becomes easier to remember new vocabulary.”*

*“Maybe. When the characters speak too fast, I cannot understand or catch the vocabulary in the movie.”*

*“I deal with this difficulty by watching the movie repeatedly until I become familiar with it, and then I can clearly understand the vocabulary.”*

*“I think teachers can make movie-based vocabulary learning more effective by choosing more engaging movies, such as Zootopia. In my opinion, it’s a fun and suitable movie for students.”*

*“Perhaps teachers can choose movies that suit the students’ interests, since each student has different preferences. Some students may feel bored with certain movies, so it’s important to select English movie that they actually enjoy.”*

*“I do not think there is anything further to add.”*

**Name : Muhammad Munir Ramadhan (R2)**

**Class : A**

*“I have been learning English since kindergarten, mainly focusing on daily vocabulary such as ‘sun’, ‘door’ etc.”*

*“I usually watch once a week, but if there are more movies I’m interested in, it can become two or three times a week.”*

*“I enjoy watching action, drama, and mystery movies.”*

*“I usually watch movies with Indonesian subtitles.”*

*“I think using movies to learn vocabulary is very effective, because in my opinion it’s more fun than learning from books.”*

*“English movies help us learn new vocabulary because we can watch the scenes, listen to the characters, and notice new words as they appear.”*

*“I think the dialogue helps the most, because it allows us to learn new vocabulary based on the context.”*

*“Maybe it makes me confused because the word is new to me. I usually replay the scenes to understand the vocabulary I don’t understand.”*

*“The strategy I use is looking up the meaning in a dictionary. However, nowadays I mostly use AI to ask about the vocabulary.”*

*“Yes, I think it has improved my vocabulary. By watching movies, I can learn and remember new vocabulary.”*

*“In my opinion, watching movies can be more effective for lessons than listening or reading practice when it comes to improving vocabulary.”*

*“For example, I learned the word ‘inevitable’ from Avengers: Endgame. The word ‘inevitable’ means something that cannot be avoided.”*

*“Yes, English movies help me remember vocabulary better because they show me the context and how the words are used in real conversations.”*

*“The main challenge I face when learning vocabulary from English movies is the fast speech. There are often many unfamiliar words in a single dialogue, and when the characters speak too quickly, it becomes difficult to catch the meaning. I usually need to replay the scene several times to fully understand the vocabulary.”*

*“I overcome this difficulty by lowering the movie’s playback speed, which helps me understand each word more easily.”*

*“I think teachers can use one or several movie clips in the learning process. They can also create activities or games to help students learn the vocabulary from the movie.”*

*“Maybe by doing it regularly, either once a week or every two weeks, because this can help improve our vocabulary and keep us consistent.”*

*“No, I don’t think so. I have nothing else to add.”*

**Name : Muhammad Khatami (R3)**

**Class : ICP**

*“I have been learning English since I was in Junior High School. So, it has been six or seven years.”*

*“I watch English movies quite often, usually two or three times a week depending on my schedule.”*

*“I usually watch action, comedy, and romance movies. Sometimes I also watch thrillers depending on my mood”*

*“I usually watch English movies with English subtitles, so I can learn the spelling and pronunciation at the same time.”*

*“I think English movies are a very effective tool for learning vocabulary because they show real situations and natural language.”*

*“They help me because I can hear how the words are pronounced, see the characters’ expressions, and understand the context in which the words are used.”*

*“The dialogues and expressions help me the most. They show how words are spoken naturally and how they fit into conversations.”*

*“When I come across unfamiliar words, I usually feel curious. Sometimes I feel confused, but mostly I just want to know what they mean.”*

*“I usually pause the movie and check the meaning. Sometimes I guess the meaning from the context, and if it’s important, I write it down.”*

*“Yes, it has improved my vocabulary a lot. I often hear the same words in different situations, so it becomes easier to remember and understand them.”*

*“For me, it feels more effective because it’s not boring and the vocabulary appears in a real context. But for grammar or detailed explanations, classroom lessons might still be better.”*

*“Yes, for example, the phrase ‘I’m on it,’ which means I will do it right away. I hear it a lot in action movies.”*

*“Yes, because I associate the words with the scenes, expressions, and situations, which makes the vocabulary easier to remember.”*

*“Sometimes the actors speak too fast or use strong accents, and the slang can be confusing for me.”*

*“I usually replay the scene or turn on the Indonesian subtitles. If I still do not understand, I look up a quick explanation on Google or ChatGPT.”*

*“Maybe teachers can choose clips that match the students’ level, give key vocabulary before watching the clips or movies, and create activities like discussions or role-plays after watching.”*

*“Maybe choosing interesting movies is important so the students don’t get bored, and activities that encourage speaking, like games or practicing lines, can also help.”*

*“I think learning vocabulary through movies feels more natural and memorable because I can see how the words are used in real situations, and overall it is a fun and effective method.”*

**Name : Shofwatut Tarbiyah (R4)**

**Class : ICP**

*“Since I have been learning English since I was in elementary school.”*

*“If it is the holiday season, I watch it every day. But on workdays, I hardly watch it. So, it really depends on my schedule.”*

*“I love pshycological, thriller, and action movies.”*

*“It depends on the person, but personally for me, if I turn on the English subtitles, it works for me. But if I turn on the Bahasa Indonesia subtitles, I do not learn anything.”*

*“Actually, it depends on my personal preferences. If I am really into the movie—meaning I am interested in the movie—I do not learn anything because I am just focused on the movie. However, if I purposely want to learn English from a specific movie, then I watch it carefully. So yes, it really depends on my preferences.”*

*“It is integrated, so it is mixed. If it is from the dialogue, then I learn new words. If it is from the scenes and expressions, I learn the context of the words that I learned.”*

*“I ask AI for now, and from AI I learn the meanings. From movies, I learn the context of how to use the words.”*

*“The first one is hearing, and the second one is writing. I mean, listening and writing are the most effective strategies, I guess, when learning from movies.”*

*“Yes, of course. Since I watch English movies almost every day, the movies indirectly improve my speaking and listening skills because I become used to hearing the language.”*

*“It depends on the person. For me, I enjoy every learning strategy—whether it is listening, writing, or all of them. It also depends on how the teacher designs the material, I guess. Learning from movies can be boring, and it can be enjoyable; it depends on the genre of the movie we watch. For example, in one class we might study new vocabulary from a movie, but maybe ten students do not like the genre, while the rest love it, and others feel neutral. So, it depends on the person. But personally, I enjoy it every day.”*

*“If you know the movie Mean Girls, that blonde girl has some iconic scenes like this. That is so true. In our culture, it might be seen as ‘you are being arrogant.’ If we do not have that kind of expression in the classroom, it feels unnatural, because we do not learn those words in academic settings. We only find those kinds of words in movies, songs, or podcasts.”*

*“If I write it down, then yes. If I do not write it, then no. If I understand the context, then yes. If I only watch it and remember it for a moment, I will be like ‘Oh, I see,’ but the next day I will forget it. So, it depends on how I analyze the words.”*

*“The first challenge is the accent. The second one is the accent of the actors, and the third one is the fast rhythm of their speech. Their faces and expressions also move very quickly. If I am purposely learning something from the movie, I need to repeat the scenes so I can hear everything clearly.”*

*“As I mentioned before, if it is about the accent, we cannot do anything about it. Unless we rely on subtitles, and without subtitles, we can repeat the scene or write down the words.”*

*“In my class, the lecturer instructed us to watch a movie and then fill in the vocabulary or idioms from the movie. After that, we just submitted it to Google Drive. We did not have any discussion about why we chose the words or what the context of each word was. For future teachers or researchers, we can design the activity so that after submitting the task, we also discuss the vocabulary. That way, everybody knows and learns from each other. Each person has different answers, which is why we need a discussion.”*

*“Not all people enjoy English movie actually from my preference not into English or other then Bahasa Indonesia movies. Maybe we can get interest first for English movie. Then, we can learn something from the movies it self.”*

*“Different genres have different vocabularies. For example, in a romance movie, we may find affectionate words or lovely idioms, or even poetic expressions. This is different from thriller or action genres, which also have their own vocabulary. So, teachers need to understand the genre first, then understand the movie, and then share it with the students.”*

**Name : Diah Kusuma Ningrum (R5)**

**Class : A**

*“I started in 2022, after I graduated from senior high school.”*

*“I will watch it if I want to.”*

*“I watch romance and sometimes comedy.”*

*“Absolutely with subtitle, Indonesian subtitle.”*

*“It is important because it can improve our listening skills, pronunciation, and maybe introduce us to slang words or difficult vocabulary that we have never heard before.”*

*“English movies are very effective for learning vocabulary because they show us real situations.”*

*“The dialogue and the expressions really help me.”*

*“I will pause for a moment and then try to search it on Google. If I do not really understand the word, I will repeat the scene again.”*

*“My strategy is using subtitle.”*

*“Yes, absolutely. It can increase our vocabulary because we watch many different movies. Different movies and different types contain familiar and unfamiliar words, so we can learn from them.”*

*“Get the expression and then real vibes when we learning.”*

*“For example, ‘Bloody hell!’ expresses strong emotions such as shock, frustration, or surprise. It is similar to saying ‘Oh my God!’”*

*“For me not really, because sometime we can apply it. But, sometimes we cannot apply it. It depends in our situation.”*

*“Absolutely the pronunciation, when we do not know the meaning and the words.”*

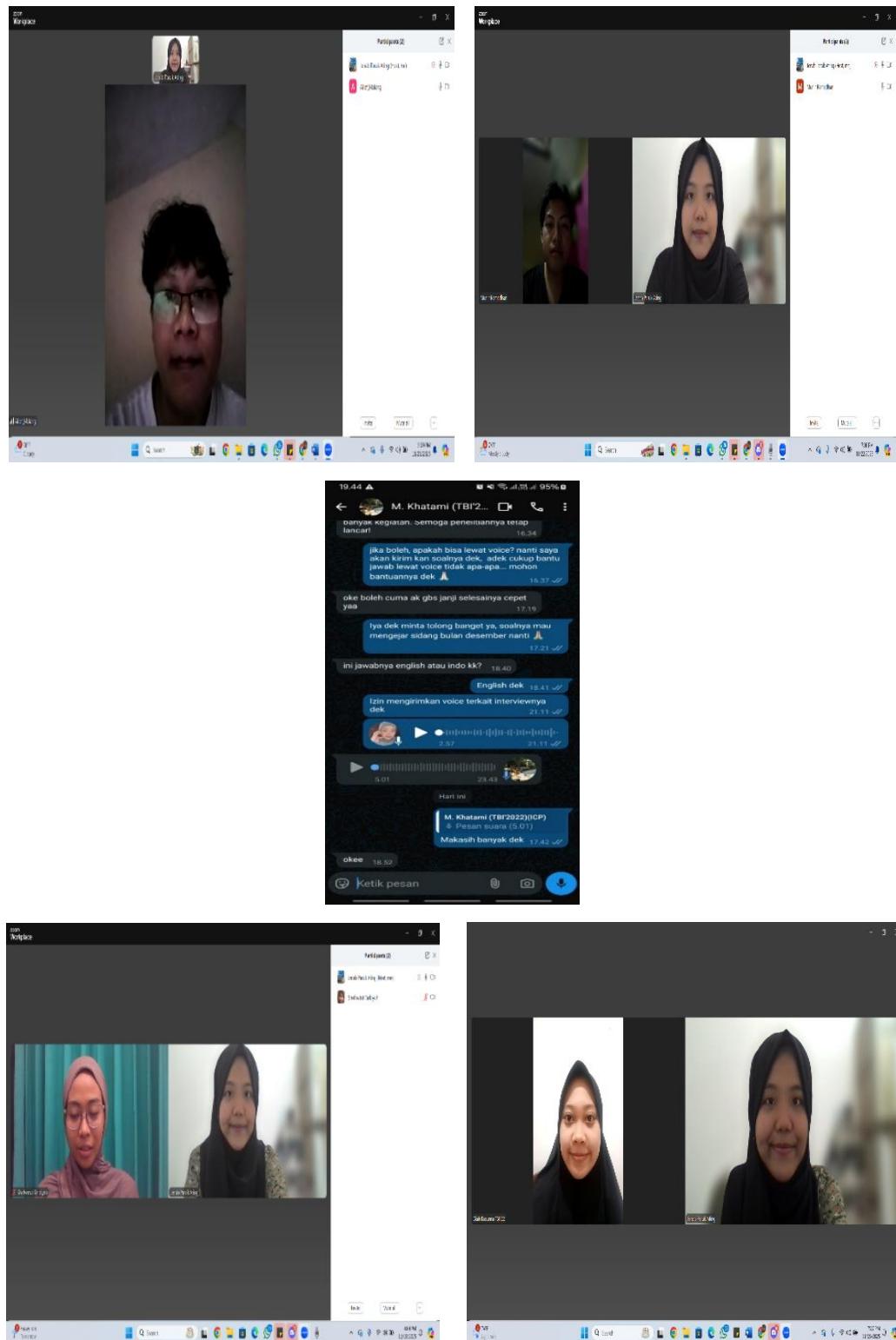
*“I will stop the movie and search for the words, or sometimes I look for the subtitles.”*

*“The teacher can give instructions to the students, such as asking them to watch the movie carefully and write down any difficult or unfamiliar words or phrases, and then later they can find the meanings.”*

*“For beginners, we can use subtitles first, and then when the students improve from watching movies, they can try watching without subtitles to check their real understanding.”*

*“I think I do not have anything else to add.”*

## DOCUMENTATION



## CURRICULUM VITAE

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### Educational Background

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2. 2014 – 2017 SMP Sekolah Indonesia Makkah
3. 2017 – 2020 SMA Sekolah Indonesia Makkah
4. 2020 – Sekarang UIN Maulana Malik Ibrahim Malang

### Work Experience:

1. Toko kosmetik Aurora
2. Joki TOEFL
3. Joki TOAFL

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