



EFL Learners' Perceptions on the Use of English Movies in Learning Vocabulary

Rosalia, Indah Tri Purwanti, Novitri

Universitas Riau, Pekanbaru, Indonesia

rosalia2808@student.unri.ac.id, Indah.tri@lecturer.unri.ac.id, novitri.syam@lecturer.unri.ac.id

corresponding author: rosalia2808@student.unri.ac.id

ABSTRACT

The present study examines students' perceptions of the utilization of English movies for vocabulary acquisition. This study employed a mixed-method research design, combining both quantitative and qualitative approaches. The study included students from the English Study Program at FKIP Universitas Riau, who were in batch 2021. The researcher employed questionnaire and interview methods to gather data regarding students' perceptions of the efficacy of using English movies as a medium for vocabulary acquisition. The questionnaire consisted of 27 items, each containing 3 indications. The highest score for the indication is achieved by students' personal attitude and the acquisition of a new language, both of which are classified as very high criteria for both indicators. The study determined that the mean score of the pupil's perceptions of the use of English movies for vocabulary acquisition is 4.0, which falls under the high criteria category. Based on the interview data, the researcher discovered some reactions from the respondents to the application of English movies for vocabulary acquisition. The interview findings indicate that English movies provide students with an opportunity to encounter terms in authentic contexts. Additionally, the students assert that they make an effort to incorporate the new vocabulary they come across in English movies into their everyday conversations.

Keywords: *perceptions, English movies, vocabulary*

Submitted	Accepted	Published
16 March 2024	21 November 2024	30 November 2024

Citation	:	Rosalia., Purwanti, I.T., & Novitri. (2024). EFL Learners' Perceptions on the Use of English Movies in Learning Vocabulary". <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 8(6), 564-576. DOI: http://dx.doi.org/10.33578/pjr.v8i6.9835 .
-----------------	---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INTRODUCTION

It is crucial for all Indonesian students, including those in the English Study Program at FKIP Universitas Riau, batch 2021, to attain a high level of vocabulary proficiency in English as a foreign language. It is because vocabulary forms the basis for acquiring other English language skills, including reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation, which are essential for efficient communication in a foreign language (Huyen & Nga, 2003). Moreover, Bintz (2011) emphasizes that vocabulary learning is the basis of word comprehension, encompassing definitions, pronunciation, spelling, and contextual meaning. Therefore Achieving proficiency in vocabulary is a crucial component that is needed for effectively articulating our ideas and understanding the spoken words of others. Vocabulary is widely regarded as the fundamental basis for acquiring a second language, particularly English. Rohmatillah (2014) asserted that having knowledge of vocabulary facilitates communicating in a second language. As stated by Robetson and Nun (2008), the process of gaining vocabulary is a crucial component in learning a second or foreign language. According to Dakhi and Fitria (2019), vocabulary is considered more important and immediate than grammatical function, especially when examined from the perspective of linguistics, in comparison to other elements of language. In addition, Wilkins (as cited in Thornbury 2002, pp. 111-112) stated, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" Without a solid understanding of grammar, one's ability to effectively communicate is limited. Similarly, without a wide range of vocabulary, expressing ideas becomes challenging. When someone begins learning English, it becomes clear that vocabulary takes precedence over grammar in terms of importance and immediacy."

Regarding the essential role of vocabulary in the normal functioning of any language, it is appropriate to acknowledge it as the most outstanding skill in English. To efficiently improve vocabulary skills, students ought to modify their learning preferences (Wahyudin & Rido, 2020), strategies (Lestari & Wahyudin, 2020), and media usage (Sari & Wahyudin, 2019; Sasalia & Sari, 2020), considering the significance of vocabulary.

Different learning resources are perceived differently by students as assistance in their learning process. The way individuals act is based on their impression of reality rather than just reality itself, perceptions play a significant role in the study (Robbins and Judge, 2019). Furthermore, Keller and Cernerud (2002) point out that perception is correlated with the level of quality of the learning environment, emphasizing the crucial role of perception in learning. According to the preliminary interview with students in the English Study Program at FKIP Universitas Riau, batch 2021, the students employed specific methods to acquire vocabulary. These methods were based on activities assigned by the lecturers during class. Students acquire vocabulary through the utilization of materials provided by the lecturer, such as PowerPoint presentations delivered during class. Furthermore, students use certain texts to acquire vocabulary. Subsequently, they use a dictionary or translator to search for unfamiliar vocabulary and provide the appropriate definition. Based on the researcher's expertise, it is common for lecturers to instruct students to find the definitions of particular English words and then translate them into Indonesian. Moreover, the students claimed that English movies were not offered by any of their lecturers in their vocabulary class. Nevertheless, all the students enrolled in the English Study Program at FKIP Universitas Riau, batch 2021, engage in watching English movies outside of their scheduled class hours. So, based on the conclusions from the interview and the researcher's experience, it can be drawn that there are multiple methods to acquire vocabulary

In acquiring vocabulary, students may utilize various forms of media. In this case, the researcher intentionally selected English movies as opposed to other forms of media. It is because students' interest plays a crucial role in attaining the objective of teaching and learning English (Lynne, 2001 as cited in Amalia, 2017). Realizing this, English movies are a logical option for enhancing students' vocabulary acquisition. Mulyadi (2015) suggests that including English movies into the teaching and learning process can enhance students' language ability by making the educational experience more captivating and enjoyable for both teachers and students. Furthermore, watching English movies provides students with an extensive range of vocabulary that is not typically taught in a classroom setting, as well as the opportunity to experience language in real-life situations. To clarify, movies provide a genuine and varied means of employing language (Adnan, 2014). It demonstrates to students the practical use of English in authentic situations beyond the classroom, particularly in interactive language - the language used in genuine conversations. Students are familiarized with genuine emotions and the authentic rhythm of speech through English movies. If someone isn't living in an environment where English is often spoken, then the only source of authentic language exposure may be through movies and television.

Several research have been carried out in the field of Indonesian English as a Foreign Language (EFL) education, specifically examining the potential of watching English movies as a more effective media for vocabulary acquisition compared to other learning materials. Murshidi (2020) focused on the data supporting the effectiveness of using English movies to teach English as a foreign language. The studies highlighted how learning English through movies can help students acquire all aspects of the language. Dzulfahmi and Nikmah (2020) focused on the advantages of viewing English movies for enhancing vocabulary. In addition, Tumengkol et al., (2022) did a similar study. The study leads the researcher to the conclusion that the results of the survey of students' perceptions on the use of movies for vocabulary mastery demonstrate the students do believe that watching English movies can help them learn English especially for vocabulary mastery. Besides that, the researcher added that in this era of technology, the students will be more interested in something new and creative. Simamora and Oktaviani (2020) conducted another previous study. The study discovered that practically all participants had favorable opinions on watching English-language movies. Additionally, the results revealed that every participant believed watching English-

language movies could help them learn the language. Moreover, according to most students who participated in the interview section, watching English-language films expands their vocabulary and exposes them to new words. The researcher also concluded that English movies could help students learn the language, particularly vocabulary mastery. Despite sharing a similar aim with the studies mentioned above, this study takes something different such as test kind, population and sample, location, timing, and methodology.

There is a limited amount of research that investigates students' perceptions towards using English movies as a means to enhance their vocabulary. Prior research has examined the utilization of English movies to enhance vocabulary, but it primarily concentrated on individual assessments. An essential determinant in assessing the efficiency of instructional activity is the students' perception of it. The effectiveness of the activity will be boosted and deliver superior outcomes if students maintain a positive perception of it.

Hence, the primary purpose of this study was to ascertain the perceptions of students in the English Study Program at FKIP Universitas Riau, batch 2021, about the efficacy of using English movies as a medium for vocabulary acquisition. The views of students on watching English-language movies are likely to differ; some might consider it as entertaining, easy and handy. Nevertheless, a few students could see it as monotonous and difficult. The primary data for this study consisted of the students in the English Study Program at FKIP Universitas Riau, namely the batch of 2021. It was observed that all of these students engage in watching English movies during their leisure time. Based on the previous explanation, the writer carried out this research titled: EFL Learners' Perceptions on the Use of English Movies in Learning Vocabulary.

METHOD

The Research Design

This study utilized a mixed method research approach. Mixed methods research incorporates both quantitative and qualitative methods (Tashakkori & Teddlie, 2003). In a mixed-methods study, the researcher gathers and examines both quantitative and qualitative data. This can be done either concurrently or in a specific sequence. The two forms of information are then combined at predetermined stages of the analysis (Teddlie & Tashakkori, 2003). The study was conducted at the English Study Program at Universitas Riau. The research was carried out between February 2023 and October 2023.

Population and Sample

A group of objects or people with various skills and traits that the researcher wants to analyze and from which conclusions will be formed is referred to as a "population" (Sugiyono, 2016). So that the researcher's needs can be considered while choosing this group. All English study program students at FKIP Riau University batch 2021 are the population of this study.

Table.1 Population and Samples of the Research

Class	4A	4B	4C	Total
Population	38	40	38	116

According to Sugiyono (2016), the sample is the part of the population that represents the characteristic of it. So that the chosen individuals are a representative sample of the more significant population from which they were selected. This research used random sampling technique. According to Cresswell (2012), a sample is a subset of the population chosen using various methods, one of which is a random sampling. Following a random sampling, class A and C are selected as samples for the research while class B is used as a test group for validity and reliability of the instrument of the research.

Meanwhile the qualitative data for the study, the researcher obtained convenience sampling. Convenience sampling, also known as voluntary sampling, as an initial approach. When researchers need potential participants to come forward and identify themselves, they are most likely to use voluntary samples. This is because voluntary samples are easier for participants to provide (Radhakrishnan, 2014). Based on

Radhakrishnan (2014) Qualitative research does not have established criteria or regulations for determining sample size. Radhakrishnan (2014) adds that the effectiveness of an inquiry is dependent upon several factors, including the intended objective, the caliber of the sources, and the methodology employed for sampling. For that reason, the researcher involved interviews with 5 chosen student of each class. In other terms, the total number of the qualitative data for this research is 10 students of the English Study Program at Universitas Riau batch 2021.

The Research Instrument

The researcher employed questionnaires and interviews as the instruments to collect the data for this research. The survey asked participants about their opinions on using English-language movies as a means to improve their understanding of vocabulary. The questionnaire consists of three indicators: personal attitude, personal experiences, and enhancing new vocabulary. The questionnaire comprises 27 statements that assess students' view of the use of English movies in vocabulary learning. To measure the level of agreement, each statement is rated on a Likert scale. The Likert scale used in the questionnaire assigned a numerical value from 1 to 5 to each statement, with 5 representing the most positive response (Strongly Agree). which can be interpreted as follows:

Table 2. Scoring Range of the Likert Scale of the Survey

Interpretation	Value
Strongly disagree	1
Disagree	2
Neither	3
Agree	4
Strongly Agree	5

Source: Creswell (2012 p. 203)

The questionnaire used to assess the students' perceptions is derived from the research of 1Pramudyawardhani (2017), 1Katemba and Ning (2018), 1Liando et al. (2018), and Tumengkol et al. (2022).The blueprintof the questionnaire is presented in Table 2 below.

Table 3. Questionnaire Blueprints of Students' Perceptions on the use of English Movies in Learning Vocabulary

No	Aspects	Number of Statement
1	Personal Attitude	1,2,3,4,5,6,7,8,9,10
2	Personal Experience	11,12,13,14,15,16,17,18
3	Enhancing New Vocabulary	19,20,21,22,23,24,25,26,27

In order to obtain more extensive data from the questionnaire, the researcher chose to utilize a semi-structured interview as a method of collecting the students' responses. The semi-structured interview method utilizes a pre-prepared interview guide that is not diligently followed in terms of the exact wording or sequence of questions (Braun & Clarke, 2013). This strategy is frequently employed for the aim of gathering data.

Data Analyzing Techniques

The researcher utilized descriptive statistical analysis, specifically focusing on measures of central tendency such as means, as well as proportions expressed as percentages. Additionally, the analysis utilized version 24 of the Statistical Packages for Social Sciences (SPSS). The table below presents the obtained perceptions levels about the use of English movies in learning vocabulary.

Table 4. Criteria of Perceptions

Average	Criteria
$4.1 \geq 5$	Very High
$3.1 \leq 4$	High
$2.1 \leq 3$	Moderate
$1.1 \leq 2$	Low
$0 \leq 1$	Very Low

Source: Siahaan (2020)

RESULTS AND DISCUSSION

The researcher presents the findings by means of descriptive statistical analysis, specifically focusing on means and percentages. The analysis of this study was conducted using data acquired from questionnaires and interviews. The questionnaire contains three indicators: personal attitude, personal experiences, and the enhancing new vocabulary. Meanwhile, the interview was done in order to clarify the underlying factors influencing the students' responses in the questionnaire

Personal Attitude

This indicator focuses on student personal attitude toward the use of English movies in learning vocabulary. The findings are presented in the table below:

Table 5. Students' Responses on their Personal Attitude toward the use of English Movies in Learning Vocabulary

No	Items	SD	D	N	A	SA	Average
1	I like watching English movies	1 (1.3%)	1 (1.3%)	6 (7.9%)	23 (30.3%)	45 (59.2%)	4.4
2	I believe watching English movies can be used as an educational purpose to learn vocabulary.		2 (2.6%)	6 (7.9%)	36 (47.4%)	32 (42.1%)	4.2
3	I think watching English movies is very helpful to learn vocabulary.		1 (1.3%)	5 (6.6%)	34 (44.7%)	36 (47.4%)	4.3
4	I support the idea of using English movies as a medium to learn vocabulary.		2 (2.6%)	10 (13.2%)	43 (56.6%)	21 (27.6%)	4.0
5	I prefer to learn vocabulary from English movies rather than books.		6 (7.9%)	9 (11.8%)	30 (39.5%)	31 (40.8%)	4.1
6	I enjoy watching English movies to learn new vocabulary.		3 (3.9%)	8 (10.5%)	37 (48.7%)	28 (36.8%)	4,1
7	I become more motivated to learn vocabulary by watching English movies.		2 (2.6%)	10 (13.2%)	36 (47.4%)	28 (36.8%)	4,1
8	Watching English movies can be beneficial for English in everyday life.	1 (1.3%)	1 (1.3%)	7 (9.2%)	39 (51.3%)	28 (36.8%)	4.2
9	English movies make vocabulary learning easy.		5 (6.6%)	4 (5.3%)	34 (44.7%)	33 (43.4%)	4.2
10	Learning vocabulary from English movies is an interesting way.		2 (2.6%)	8 (10.5%)	23 (30.3%)	43 (56.6%)	4.4
	Total	2 (0.2%)	25 (3.2%)	73 (9.60%)	335 (44.07%)	325 (42.7%)	760 (99.77%) 4.2

Table 5 displays the students' responses regarding their personal attitude towards utilizing English movies as a means of enhancing vocabulary acquisition. The calculation results indicate that out of 76 students, 68 of them (89.5% at a very high level) agreed that watching English movies can be utilized for educational purposes in learning vocabulary. The majority of students, specifically 70 out of 76 (92.1% at an advanced level), concurred that watching English movies is highly beneficial for vocabulary acquisition. A majority of 67 students (88.1% at an advanced level) also concurred that watching English movies might be advantageous for improving English skills in daily life. Subsequently, a significant majority of 67 out of 76 students (88.1% at an exceptional level) concurred that English movies facilitate the acquisition of vocabulary. Moreover, a total of 66 students, accounting for 86.9% of the participants, expressed their agreement with the notion that learning vocabulary via English movies is an engaging method."

The average of the responses to ten items in the first indicator is 4.2. Based on the criteria outlined in Table 4, it can be concluded that the participants' replies about their personal attitude towards using English movies to learn vocabulary are rated as "very high". These findings were further supported by other insights gathered from the interviews regarding students' personal attitudes towards utilizing English movies for vocabulary acquisition.

English Movies can be an educational media to learn vocabulary

This result of the interviewees supports the item number 2 of the questionnaire

"Personally, I think English movies can be a good tool (medium) to learn vocabulary because I think

1: *we don't have any pressure to learn vocabulary using English movies."*

2: *"I do believe English movies can be used as an educational purpose to learn vocabulary."*

Interpretation: from the excerpts above, the researcher concludes that this qualitative result from the interviewees support the quantitative result of the research. This result strengthens item number 2 of the questionnaire which says "I believe watching English movies can be used as an educational purpose to learn vocabulary"

English movies make learning vocabulary easy

This result of the interviewees supports the item number 9 of the questionnaire

S3: *"English movies make vocabulary learning easier."*

S4: *"I do think it makes learning vocabulary a lot easier than using books or dictionaries."*

Interpretation: as seen in excerpts mention above, the researcher come to the conclusion that this qualitative result from the interviewees supports the quantitative data of the research, especially from the questionnaire. This result support item number 9 of the questionnaire which says "English movies make vocabulary learning easy".

Learning vocabulary from English movies is an interesting way.

This result of the interviewees supports the item number 10 of the questionnaire

S7: *"It is so interesting for us. The visual and the audio provided by English movies makes us interested to keep watching. And that's good for making learning more enjoyable."*

S4: *"Yes, I think learning English by watching a movie it's an interesting way."*

Interpretation: based on excerpts above, the researcher draws the inference that this qualitative result from the interviewees bears the data of the questionnaire. This result strengthens item number 10 of the questionnaire which says "Learning vocabulary from English movies is an interesting way".

Personal Experience

This indicator focuses on the way of students get new vocabulary when watching English movies. The results of this indicator are presented in table below:

Table 6. Students' Responses on Their Personal Experiences Toward the use of English Movies in Learning Vocabulary

No	Items	SD	D	N	A	SA	Average
11	I use subtitles when I watch English movies		2 (2.6%)	6 (7.9%)	23 (30.3%)	45 (59.2%)	4.4
12	I want to know a certain meaning when I watch English movies.	1 (1.3%)	2 (2.6%)	7 (9.2%)	28 (36.8%)	38 (50%)	4.3
13	I looked at dictionary/translator to find the meaning of the words in the movie I had watched.	4 (5.3%)	9 (11.8%)	15 (19.7%)	29 (38.2%)	19 (25%)	3.6
14	I repeats the vocabularies in English movie that I have watched	1 (1.3%)	8 (10.5%)	16 (21.1%)	29 (38.2%)	22 (28.9%)	3.8
15	I memorized the new vocabularies in an English movie that I had watched.	1 (1.3%)	3 (3.9%)	9 (11.8%)	42 (55.3%)	21 (27.6%)	4.0
16	I took notes of the new vocabularies that I found while watching English movies.	3 (3.9%)	12 (15.8%)	14 (18.4%)	30 (39.5%)	17 (22.4%)	3.6
17	I watch English movies at least once a week to improve my vocabulary.	4 (5.3%)	9 (11.8%)	10 (13.2%)	29 (38.2%)	24 (31.6%)	3.7
18	When I have free time to relax, I prefer watching English movies, so I use English movies too to enhance my vocabulary.		4 (5.3%)	12 (15.8%)	33 (43.4%)	27 (35.5%)	4.0
Total		14 (2.30%)	49 (8.05%)	89 (14.6%)	243 (39.9%)	213 (35.03%)	608 (99.88%) 3.9

The finding relating student's responds on their personal experiences demonstrated that students implement other activity when watching English movies. As indicated in Table 6, 66 of the students (86.8% at very high level) stated that they wish to know a certain meaning when they watch English movies. A majority of the students agreed that they memorized the new words in English movies that they have watched. 51 students (67.1 % at high level) added that they repeat the words in English movie that they have watched. Furthermore, most of them acknowledged that they check at dictionary to find the meaning of the words in the movie they have watched and they took note of the new vocabulary that they found when" viewing English movies.

The mean score for the second indicator is 3.9. Based on the criteria outlined in Table 4, it can be inferred that the participants' replies describing their personal experience are rated as "high". These findings were also strengthened by the qualitative data gathered through the interviews regarding to their own experience on the usage of English movies in vocabulary development.

Using subtitles

This result of the interviewees supports the item number 11 of the questionnaire

S2: *"sometimes for my learning I'd just use (English) subtitle, but to increase my listening I'd just turned off the subtitles"*

S4: *"I usually use English subtitles when I watch English movies."*

Interpretation: from the excerpts above, the researcher concludes that this qualitative result from the interviewees support the quantitative result of the research. This result strengthens item number 11 of the questionnaire which says "I use subtitle when I watch English movies".

Look at dictionary/Translator

This result of the interviewees supports the item number 13 of the questionnaire

S2: *“When I heard a very unique and formal vocabulary, I’d just try to find what it means using translator.”*

Interpretation: as seen in excerpt mention above, the researcher come to the conclusion that this qualitative result from the interviewee supports the quantitative data of the research, especially from the questionnaire. This result support item number 13 of the questionnaire which says “I looked at the dictionary/translator to find the meaning of the words in the movie I had watched”.

Repeat words

This result of the interviewees supports the item number 14 of the questionnaire

S7: *“I do repeat the word. When I find an interesting word that I think it’s cool I tend to replay it. I also try to pronounce the word in a cool way just like the actor says it.”*

Interpretation: based on excerpt above, the researcher draws the inference that this qualitative result from the interviewee bears the data of the questionnaire. This result strengthens item number 14 of the questionnaire which says “I repeat vocabularies in English movies that I have watched”.

Take Notes

This result of the interviewees supports the item number 16 of the questionnaire

S3: *“Sometimes I take note of the difficult words I found while watching English movies. But not very often. When the story is really good and I need to know the meaning of a word to catch up with the whole story, I’d just get my translator and find out what it means.”*

Interpretation: referring to an excerpt mention above, the researcher come to the conclusion that this qualitative result from the interviewee supports the quantitative data of the research, especially from the questionnaire. This result support item number 16 of the questionnaire which says “I took note of the new vocabulary that I found while watching English movies”.

Enhancing new vocabulary

This indicator focuses on students’ perceptions on the utilization of English movies for increasing their vocabulary. The results of this indicator are provided in table below:

Table 7. Students’ Responses Toward the use of English Movies in Enhancing New Vocabulary

No	Items	SD	D	N	A	SA	Average
19	I like to enhance my vocabulary.		3 (3.9%)	2 (2.6%)	31 (40.8%)	40 (52.6%)	4.4
20	It is easier for me to memorize vocabulary, by watching English movies.		5 (6.6%)	10 (13.2%)	28 (36.8%)	33 (43.4%)	4.1
21	I can tell slight differences between words, like ‘huge’ and ‘big’ after watching English movies.	2 (2.6%)	4 (5.2%)	11 (14.5%)	40 (52.6%)	19 (25%)	3.9
22	My vocabulary improved after watching English movies regularly.		1 (1.3%)	6 (7.9%)	35 (46.1%)	34 (44.7%)	4.3
23	I learn many vocabularies from English movies.		3 (3.9%)	5 (6.6%)	32 (42.1%)	36 (47.4%)	4.3
24	English movies make me understand unfamiliar idioms, proverbs, and slang better.	1 (1.3%)	4 (5.2%)	10 (13.1%)	32 (42.1%)	29 (38.1%)	4.0

25	English movies are a useful resource for learning vocabulary.	3 (3.9%)	6 (7.9%)	36 (47.4%)	31 (40.8%)	4.2
26	Watching English movies has a beneficial effect on learning vocabulary.	2 (2.6%)	3 (3.9%)	35 (46.1%)	36 (47.4%)	4.3
27	I learn correct pronunciation through movies.	3 (3.9%)	7 (9.2%)	36 (47.4%)	30 (39.5%)	4.2
	Total	3 (0.4%)	28 (4.09%)	60 (8.7%)	305 (44.5%)	288 (42.10%)
						684 (99.79) 4.1

Table 7 shows students' responses toward the use of English movies in enhancing new vocabulary. According to the data shown in Table 7, students expressed their agreement in wanting to improve their vocabulary. For example, the initial signal reveals that the majority of participants agreed that English movies improve their vocabulary. A total of 69 students, representing 90.8% of the participants, demonstrated significant improvement in their vocabulary skills as a result of frequently watching English movies. In addition, 68 out of 76 students (88.5% at very high level) confirmed that they acquire a substantial amount of vocabulary from English movies. The majority of individuals also concurred that viewing English films has a positive impact on vocabulary acquisition. “

The average of the replies to nine items in this section is 4.1. Based on the criteria outlined in Table 4, the participants' responses show a "very high" level of effectiveness in improving new vocabulary through the use of English movies. The data acquired from the interviewees on students' responses on enhancing new vocabulary through watching English movies further supported the findings, as demonstrated by these excerpts.

Vocabulary Improved after watching English1 movies

This result of the interviewees supports the item number 22 of the questionnaire

"For me personally English movies make me curious about the word and it triggered my curiosity.

S3: *It increases my vocabulary."*

"Of course, my vocabulary improved and also my pronunciation. English movies are so helpful for

S8: *me to increase new vocabulary."*

Interpretation: referring the excerpts above, the researcher concludes that this qualitative result from the interviewees supports the quantitative result of the research. This result strengthens item number 22 of the questionnaire which says "I learn many vocabularies from English movies"

Learning many vocabularies from English1 movies

This result of the interviewees supports the item number 23 of the questionnaire

S9: *"I found so many new words from English movies."*

S6: *"From the dialogue of the actors in English movies, I found slang words, idioms and so on."*

Interpretation: based on excerpt above, the researcher draws the inference that this qualitative result from the interviewee bears the data of the questionnaire. This result strengthens item number 23 of the questionnaire which says "I repeat the vocabulary in English movie that I have watched".

Once the data from each item of the questionnaire has been analyzed, the researcher computed and determined the mean percentage of students' perceptions on the use of English movies in learning vocabulary. The table below displays the mean percentage of students' perceptions on the use of English movies in learning vocabulary.

Table 8. Average Score of Students' Perception on the Use of English Movies in Learning Vocabularies

No	Indicators	Average Score	Criteria
1	Personal Attitude	4.2	Very high
2	Personal Experiences	3.9	High
3	Enhancing New Vocabulary	4.1	Very high
	Total	4.0	High

Table 8 shows that the average score of students' perceptions of the usage of English movies to learn vocabulary is 4.0, which falls under the high criteria category. It may be inferred that students' feedback on English movies is a significant factor, indicating that they derive advantages from watching English movies.

Discussions

First, The findings indicate that the majority of students have a preference for viewing English movies. Due to the majority of students expressing favorable opinions regarding the utilization of English movies to develop their vocabulary. This finding supports the study conducted by Katemba and Ning (2018) who discover that most of the students responded positively through subtitled English movies in enhancing new vocabulary. In addition, these study reports that watching English movies make learning vocabulary easier and enjoyable. Similar findings were reported by Goctu (2017) movies improve students' vocabulary acquisition. Moreover, Goctu (2017) stated that students have found it interesting and easier to learn English using movies.

Secondly, the research findings indicate that the majority of students engage in additional activities while watching English movies in order to enhance their vocabulary. Based on the mentioned excerpts, students said that when they encountered unfamiliar words while watching English movies, they would engage in a process of repetition, memorization, note-taking, and translation using a dictionary to ascertain the meaning of the new words. Mandasari and Oktaviani (2018) suggest that utilizing several strategies, such as listening to English audio, memorizing vocabulary, describing visuals, and viewing films, can be highly beneficial for language acquisition. Students can enhance their vocabulary skills by conveniently practicing with videos featuring expert speakers. “

“The third finding indicated that a significant number of students concurred that watching English movies can be advantageous for acquiring vocabulary. Based on the findings, the researcher deduces that watching English movies facilitates the acquisition of several aspects of the English language. By watching English movies students have the opportunity to enhance their linguistic repertoire by improving their selection of words, slang usage, accent, grammar, pronunciation skills, and vocabulary expansion. Students have the opportunity to expose themselves to slang and informal English, which frequently includes vocabulary and expressions that are not documented in dictionaries or textbooks. Moreover, every interviewees in the study asserted that their vocabulary had enhanced as a result of routinely watching English movies. The discovery validated a study carried out by Seferoğlu (2008) in which the participants admitted that in addition to enhancing their hearing and speaking abilities, watching English movies imparted a substantial amount of knowledge on slang, accents, and cross-cultural information. In addition, Putra (2012) asserted that students can acquire new vocabulary, idioms, and learn unfamiliar terminology and phrases used in English movies by watching them with English subtitles. Furthermore, Simamora and Oktaviani (2020) discover that English movies can assist students in acquiring language skills, namely in the area of vocabulary proficiency. Students acquire new vocabulary and linguistic phrases by watching English-language movies, with a particular focus on idiomatic expressions and common colloquialisms. “

“In addition, the researcher has obtained comments from respondents regarding the use of English movies for vocabulary learning during the interviews. Firstly, the interview results indicated that English movies provide students with an opportunity to gain familiarity with the authentic usage of vocabulary. Nine

out of ten participants reported that when they encounter unfamiliar terms while watching English movies, they rely on visual cues to infer their meaning. Ismaili's (2013) research indicates that movies provide students with exposure to "real language" in authentic circumstances, while also incorporating the cultural context of the foreign language. Eken (2003) argues that the rich and popular background of a movie allows it to serve as both a source of delight and a topic of discourse in people's daily lives. Watching movies can enhance students' English communication skills by influencing the expansion of their vocabulary. Furthermore, the interview findings revealed that students actively endeavor to incorporate the newly acquired vocabulary from English movies into their everyday conversations. According to Ismaili's (2013) research, students gain and employ new terms through watching movies and engaging in vocabulary activities. Watching an English movie can expose students to unfamiliar vocabulary, allowing them to enhance their language skills by reading English subtitles or listening to conversations in the movie. Roslim et al. (2021) argue that students frequently incorporate words and sentences from movies into their everyday conversations, and often mimic the speech patterns of native speakers in order to enhance their speaking skills. “

Based on the aforementioned data, the researcher's conclusion is that utilizing English movies as a learning tool for vocabulary has beneficial benefits on students' learning. This corroborates Kabooaha's (2016) claim that students exhibit favorable dispositions towards the use of movies in their educational settings as a means to enhance their English language skills. Roslim et al. (2021) conducted study indicating that movies can be utilized to improve language acquisition, particularly vocabulary, as learners derive benefits from utilizing movies as a tool for language learning. Consequently, it can assist individuals in enhancing their learning of vocabulary, which they will ultimately employ in their spoken or written English.

CONCLUSIONS AND RECOMMENDATION

The conclusions of this study were obtained from the data gathered and examined, together with the accompanying explanations. The conclusions of this study have been drawn from the findings of relevant research in order to address the research question asked in this study. The results show that students' perceptions of the employment of English-language movies in vocabulary learning have an average score of 4,0, which is classified as high criteria (Siahaan, 2020). The results indicates that most students hold a positive attitude towards utilising English movies as a means of enhancing their vocabulary acquisition. According to the research question, most students in the English Study Programme at FKIP Universitas Riau batch 2021 have a favourable outlook on utilising English movies to enhance their vocabulary development. “

Additionally, the study demonstrates that using English movies as a method for acquiring vocabulary is an engaging technique that enhances the vocabulary learning process. Participants in the current study indicated that they participated in more activities while seeing English movies. Individuals employ a range of strategies to improve their vocabulary, including studying and memorising new words, identifying difficult words, using subtitles, practicing word repetition, and even trying to use newly learned words in everyday conversations. Moreover, a significant number of the students agreed that their vocabulary increased as a consequence of routinely watching English movies. Moreover, the interview results suggest that English movies offer students the chance to improve their vocabulary proficiency. English movies provide students the chance to witness the practical application of a word in a real-world context. However, in order to successfully accomplish its educational goal, English movies must be meticulously selected based on the curriculum, the tastes of the students, and their level of proficiency.

REFERENCES

- Amalia, L. Suparman, U., & Mahpul. (2017). Teaching vocabulary through short English movies to improve students' vocabulary mastery. A classroom Action Research at First Grade of SMPN 26 Bandar Lampung. *U-Jet:Unila Journal of English Teaching*. 6 (6).1-8.
- Bintz, W. P. (2011). Teaching vocabulary across the curriculum. *Middle School Journal*, 42(4), 44-53.

- Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *Journal of English teaching*, 5(1).
- Eken, A.N. (2003). "You've got mail": A film workshop. *ELT Journal*, 57(1), 51-59. <http://dx.doi.org/10.1093/elt/57.1.51>
- Goctu, R. (2017). Using movies in EFL classrooms. *European Journal of Language and Literature*, 3(2), 121-124.
- Huyen, N. T. T., & Nga, K. T. T. (2003). Learning vocabulary through games. *Asian EFL Journal*, 5(4), 90-105.
- Ismaili, A. (2013). The effectiveness of using movies in the EFL classroom – a study conducted at South East European University. *Academic journal of interdisciplinary studies*, 2(4), 121-132. doi:10.5901/ajis.2012.v2n4p121.
- Ismaili, A. (2013). The effectiveness of using movies in the EFL classroom – a study conducted at South East European University. *Academic journal of interdisciplinary studies*, 2(4), 121-132. doi:10.5901/ajis.2012.v2n4p121.
- Kabooaha, R. H. (2016). Using Movies in EFL Classrooms: A Study Conducted at the English Language Institute (ELI), King Abdul-Aziz University. *English language teaching*, 9(3), 248-267.
- Katamba, C. V., & Ning, W. (2018). Students Responses in Enhancing New Vocabulary Through Subtitled English Movies. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 3 (1), 45-75.
- Keller, C., & Cernerud, L. (2002). Students' perceptions of e-learning in university education. *Journal of Educational Media*, 27(1-2), 55-67.
- Lestari, M. & Wahyudin, AY. (2020). Language Learning Strategies of Undergraduate EFL Students. *Journal of English Language Teaching and Learning*, 1(1), 25-30.
- Liando, N. V., Sahetapi, R. J., & Maru, M. G. (2018). English major students' perceptions towards watching English movies in listening and speaking skills development.
- Mandasari, B., & Oktaviani, L. (2018). English language learning strategies: an exploratory study of management and engineering students. *Premise Journal*, 7(2), 61-79.
- Mulyadi Dodo, M. Y. (2015). Penggunaan Film Berbahasa Inggris dengan English Subtitle dalam Meningkatkan Keterampilan Listening. The 2nd University Research Coloquium 2015, 1-8.
- Pramudyawardhani, R. (2017). *Learners' perceptions on watching english movies with english subtitle to learn english in informal setting* (Doctoral dissertation, Universitas Brawijaya).
- Putra, I.P.B. (2012). Learning vocabulary using English movies with subtitles in SMAK Santo Yoseph. *English Educational Journal of Udayana University*, p.1-8.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior (18th Edition)*. Pearson
- Robertson, P., & Nunn, P. (2008). The asian efl journal quarterly. *Korea: Asian EFL Journal Press*
- Rohmatillah, R. (2014). A study on students' difficulties in learning vocabulary. *English Education: jurnal tadris bahasa Inggris*, 6(1), 75-93.
- Roslim, N., Azizul, A. F., Nimehchisalem, V., & Abdullah, M. H. T. (2021). Exploring movies for language teaching and learning at the tertiary level. *Asian Journal of University Education (AJUE)*, 17(3), 271-280.
- Sari, F. M. & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64-73.
- Seferoğlu, G. (2008). Using feature films in language classes. *Educational Studies*, 34(1), 1-9. <http://dx.doi.org/10.1080/03055690701785202>
- Siahaan, E. B. (2020). Students' Perception of Edmodo Use as a Learning Tool. *Journal of English Teaching*, 6(1), 12-23.
- Simamora, M. W. B., & Oktaviani, L. (2020). What is your favorite movie?: a strategy of English Education students to improve english vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49.



- Tafani, V. (2009). Teaching English through mass media. *Acta didactica napocensia*, 2(1), 81-96.
- Thorburry, S. (2002). *How to teach vocabulary*. England: Pearson Education Limited.
- Ur, P., (1998) A course in language teaching. Cambridge University Press.
- Teddlie, C., & Tashakkori, A. (2003). *Major issues and controversies in the use of mixed methods in the social and behavioral sciences*. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research* (pp. 3-50). Thousand Oaks, CA: Sage.
- Tumengkol, M., Posumah, J., & Liando, N. (2022). Students' perception on the use of movie for vocabulary mastery. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(11), 1250-1261.
- Wahyudin, A. Y., & Rido, A. (2020). Perceptual learning styles preferences of international Master's students in Malaysia. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 19(1), 169-183.