

Exploring Students' Perceptions on Movies as a Vocabulary Learning Aid

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Abstract: This study investigates students' perceptions of watching movies as a tool for vocabulary development among senior high school students in Danao City, using a qualitative research design. Data were collected through purposive sampling from 30 participants for focus group discussions and 50 participants for survey questionnaires, and analyzed using thematic analysis. Findings reveal that students perceive movies as an effective medium for vocabulary acquisition due to exposure to authentic language use, contextual learning, and multimodal input. Subtitled films enhance word recognition and pronunciation, while animated movies aid comprehension through visual storytelling. However, excessive reliance on movies without active practice contributes to passive vocabulary retention. Additionally, the study highlights the importance of interactive learning strategies alongside movie-based learning to reinforce vocabulary application. Strategies to address vocabulary learning challenges include guided viewing activities, discussion-based reflections, and integration of movie-based exercises in the curriculum. The study underscores the need for educators to incorporate media literacy and structured instructional support to maximize the benefits of movies in language education.

Keywords: Watching movies, vocabulary development, animated, subtitles, language learning.

1. Introduction

Vocabulary development is an essential process in language learning, enabling individuals to acquire new words and phrases for effective communication. In recent years, watching movies has emerged as a popular medium for vocabulary acquisition, providing an engaging and accessible way for students to enhance their language skills. Studies suggest that audiovisual materials, particularly movies, play a crucial role in language acquisition by offering authentic exposure to pronunciation, accents, and contextual word usage (Chun & Plass, 2015; Derwing & Munro, 2005). However, while movies serve as a valuable tool for vocabulary learning, there are concerns regarding their actual effectiveness in improving students' vocabulary skills.

Limited vocabulary proficiency has been identified as a barrier to students' overall language development, affecting their listening, speaking, reading, and writing abilities. Research by Yuniwati et al. (2010) highlights that many students experience anxiety and a lack of confidence in using

English due to insufficient vocabulary knowledge. To address this, studies have explored the potential of movies in enhancing students' vocabulary. Nurmala Sari & Aminatun (2021) found that educational English films help learners improve language comprehension, reading speed, and conversational proficiency. Similarly, Nario et al. (2022) reported that frequent exposure to English films enhances vocabulary recognition, pronunciation, and confidence in using new words.

Local studies in Cebu further support the role of movies in vocabulary learning. Buabayan (2019) noted that students often struggle with learning words in isolation, making movies a more effective alternative by providing visual and contextual support. Research from Cebu Normal University also suggests that animated films, with their structured visuals and meaningful dialogues, contribute to better vocabulary retention and overall language competence.

Given the significant role of vocabulary in language proficiency, it is crucial to explore effective learning strategies that facilitate vocabulary acquisition. While existing research highlights the benefits of watching movies for language learning, limited studies have focused on students' perceptions of this method. This study aims to explore how students perceive movies as a tool for vocabulary development. Understanding students' perspectives can help educators refine teaching strategies and incorporate engaging approaches that enhance vocabulary learning.

A. Literature review

1) On the role of movies on vocabulary development

Movies play a vital role in vocabulary development by providing rich language contexts, by offering diverse language contexts, genuine pronunciation and various cues that enhance comprehension and retention. Tafani (2009) pointed out that movies provide a relevant context for comprehending new words, supporting prolonged memory and better understanding. Mulyadi and Mutmainnah (2015) further highlights those non-verbal cues, such as gestures and facial expressions, help learners grasp word meanings effortlessly. Ashcroft, Garner, and Hadingham (2019) emphasizes that learners who watched English movies with titles showed significant improvement in vocabulary memory. Similarly, Sadiku (2018) demonstrated

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that subtitled movies enabled vocabulary development, establishing the idea that movies serve as relevant tools for casual learning. These findings associate with Zahmatkesh and Fakhri Alamdari (2021) that movies provide a various range of vocabulary, grammar structures, and pronunciation patterns crucial for language learners.

International and national studies further support the efficiency of movies in vocabulary acquisition. Sakkir and Usman (2018) found that Indonesian students who watched movies exhibited momentous vocabulary growth, as reflected in their post-test scores. In Saudi Arabia, Alolaywi (2023) emphasizes that university students perceive movies as profitable tools for vocabulary development and overall language fluency. A Philippine study performed at Pangasinan State University also revealed that watching English movies helped students apprehend word relationships and relevant meanings, enhancing their language competence. Fauzi, Muljanto, and Lestari (2021) emphasize that movies improve not only vocabulary but also auditory comprehension and fluency, making them effective teaching resources. In unison, these studies highlight the role of movies as progressive and engaging educational tools that nurture vocabulary development through authentic language exposure and resonance.

2) On adapting and applying the gained vocabulary by watching movies

Students have the ability in acquiring new knowledge, especially enhancing vocabulary by adapting and applying the authentic contexts just by watching movies. Yang (2017) stated that exposure to English TV shows and films significantly improves pronunciation, enabling learners to mimic native speakers' speech patterns and behaviors. This event was furtherly supported by the existing wide-range studies: Ashcroft, Garner, and Hadingham (2019) observed that students who engaged with movies enhanced their vocabulary recall and practical usage, while Sadiku (2018) demonstrated that subtitled films can reinforce word retention and facilitate natural language application. It is evident that movies bring a good help in a natural language processing model that tends to connect the gap between active language use and passive learning. In addition to worldwide evidence, the national studies highlight the realistic outcome in integrating movies toward learning the language as a habit. In Indonesia, research by Sakkir and Usman (2018) revealed that students who regularly watched movies not only expanded their word lists but also effectively incorporated new expressions into everyday conversations. The same with Alolaywi (2023) in Saudi Arabia found that university students perceived movies as instrumental in applying vocabulary to improve overall language fluency.

3) On the effect of types of movies in enhancing vocabulary

Movies have become an essential part of our lives especially nowadays where the use of media has become rampant. It offers entertainment, cultural values, and most importantly education. Additionally, movies can be a tool in enhancing vocabulary aside from its entertainment value. The types of movies expose learners into different types of vocabulary, nourishing different interests and goals of learning. Moreover, it is crucial to

consider the vocabulary level and engagement of the students when using movies as a tool for vocabulary development. In movies, it comes with several types— subtitled, animated, and educational, which have significantly contributed to students' vocabulary enhancement.

a) Subtitled movies

Subtitled movies have arise as a potential tool for vocabulary development, Guiding students simultaneous sound and visual inputs that improve their understanding and Comprehensive language development. Ebrahimi and Bazaee (2016) showed that the combination of exposure to pronounce words and their written form in subtitles helps learners to absorb their Enunciation and educate themselves with how language flow naturally. These methods can lessen the stress of learning a new language, and make the process more enjoyable and engaging learning experience. Global research additionally confirmed these benefits; for instances, Ashcroft, Garner, and Hadingham (2019) discovered that students who watch subtitle films, demonstrate the improvements in vocabulary recall and listening skills term of Understanding. Moreover, studies like as Sadiku (2018) found that subtitles help learners' capability to remember and retain new words, therefore Nurturing both short term and long-term vocabulary development

Supporting these global findings, national studies have also shown that the effectiveness of watching subtitled movies can help learning a language. A study in Indonesia, research by Sakkir and Usman (2018) found that students who used integrated subtitled films into their studying routines not only grew their vocabulary, but also used new phrases more easily in daily conversation. Likewise, Nario *et al.* (2022) Highlight the crucial role of a strong vocabulary in English skills, noting that contemporary online platforms like Netflix, Hulu, and Disney+ have made high-quality, real language input easier to access than ever before. These systems by supplying a wide range of subtitled content, giving learners ongoing exposure to real-life language utilization that improve grammar, sentence structure, and overall fluency. Together these studies emphasize how subtitled movies serve as effective and accessible tools that greatly enhance vocabulary learning and practical language use.

b) Animated films:

Animated films serve as one of the effective tools to improve vocabulary development in the students. According to Ar (2020) animated films help the students to construct sentences easily, and also enhance both vocabulary and overall language structure. These studies support this view; for instance, Lee *et al.* (2018) find that animated film content not only captivates learners with its vibrant imagery and sound but also reinforces vocabulary retention and proper pronunciation through repeated exposure to native speaker dialogue. Garcia and Rodriguez (2017) further reported that the multimodal nature of animated films aids learners in internalizing new words and expressions by linking them to memorable visual cues, thus facilitating deeper cognitive associations and developing their vocabulary.

National research also underscores the value of animated films in language. Togatorop and Sihotang (2020) observed that the bright colors and clear enunciation found in animated films

significantly boost students' interest in learning English language, resulting in better mastery of vocabulary and grammar. Hidayat et al. (2021) emphasized that such films not only improve listening skills but also enhance the students' their ability to accurate pronunciation, which is critical for effective communication. Nuansari and Sriyanti (2021) added that animated films help the students create clear mental images of language forms, enabling them to use their skills into actual communication. Moreover, Marguri and Pransiska (2021) argued that the vigorous presentation of language in animated films serve as a catalyst for the same language acquisition and the creative expression of ideas, thereby establishing animated films as a crucial educational resource.

4) *On strategies to enhance vocabulary by watching movies*

Strategies to enhance vocabulary through watching movies include listing, the use of subtitles, and imitating native speakers. Shoebottom (2010) states that listing while watching films enables students to record and review new words, thereby supporting their learning and assisting sentence construction. International research supports this approach: Lee and Lee (2018) initiate that students who organized unfamiliar vocabulary from movies demonstrated improved retention and deeper perception of contextual usage. In parallel, Alisa Sadiku (2017) emphasizes that subtitles provide a visual representation of language, assisting learners in linking written words with their sense of hearing. Garcia and Rodriguez (2017), reported that subtitles while watching movies significantly improves vocabulary acquisition by listening and hearing. These strategies collectively create a way to learn a language, it also promotes both immediate comprehension and abiding retention of language.

National studies further authenticate these strategies in classroom settings. For example, research by Sakkir and Usman (2018) in Indonesia observed that students who copied actors' pronunciation and practiced dialogue from movies improved their accent but also expanded their active vocabulary for real-life dialogue. Similarly, Choerunnisa et al. (2024) found that constant practice of imitating film dialogues helps students impute multiple accents and speech patterns, thereby enhancing their phonetic and lexical repertory. Additional discovery from Nuansari and Sriyanti (2021) confirm that assimilating listing, subtitles, and imitation into daily learning routines promote a more engaging and productive vocabulary-building process. Simultaneously, these national and international studies provide compelling evidence that utilizing these strategies in movie-watching activities can greatly improve vocabulary development and overall language skills.

B. *Research Questions*

This study aims to explore the role of watching movies in students' vocabulary development. To attain the objectives of this study, this research aims to answer the following questions:

1. What is the role of movies in students' vocabulary development?
2. How do students adapt and apply the vocabulary they gain from watching movies?
3. How effective are different types of movies in

enhancing vocabulary?

3.1. Subtitled movies

3.2. Animated movies

4. Based on the findings of the study, what strategies may be taken to enhance the students' vocabulary through watching movies?

2. Methodology

A. *Research Design*

This study utilized the qualitative-exploratory approach as it explores students' perception of watching movies as a tool for vocabulary development. The researchers utilized purposive sampling to select Grade 9 students who have experienced watching movies. This is a non-probability sampling method that aids to accumulate a variety of students' perspectives of watching movies as a tool for vocabulary development. Data gathering was conducted through semi-structured interviews that allow an in-depth exploration of students' experiences and perceived benefits or challenges that relates to learning vocabulary through movies. Thus, the researchers gathered different perspectives from the learners. The researcher used face-to-face interviews to talk with students regarding their experiences. The interview consisted of open-ended questions. The researchers analyzed participants' responses in order to identify its common themes and patterns. This would help the researchers to comprehend how movies can be a helpful tool to enhance students' vocabulary.

B. *Sample/Participants*

This study involved 20 Junior High School students from Sto. Tomas College-Danao City, Inc., who have experienced watching movies. Respondents were selected through purposive sampling ensuring that participants will be chosen based on relevant demographics that align with the objectives of this study.

The respondents of this study were Junior High School students who meet the following criteria;

- Students from Sto. Tomas College-Danao City, Inc.;
- Have prior experience watching movies; and
- Willing to participate voluntarily.

Students who met the criteria were eligible to participate in the study.

C. *Instrument(s)*

This study used a qualitative approach with the use of semi-structured interviews that explore the perceptions of the students in watching movies as a tool for vocabulary development. Respondents were asked open-ended questions regarding their experiences in watching movies and its impact on vocabulary development. The interviews were conducted individually and in order to get the exact transcription of the data, the researchers used audio recording. The semi-structured format allowed for flexibility in probing deeper into specific responses and exploring themes related to the respondent's perceptions.

D. Data Collection Procedures

The researchers circulated a letter to the School President at Sto. Tomas College-Danao City, Inc. (STC-D), to ask permission to conduct an interview within the school premises. Once the letter was approved, the researchers then secured a Transmittal letter to the School Principal. After the letter was approved, the researchers secured another informed consent from the respondents that were involved. Each student will then have an individual interview. The researchers guaranteed participants' confidentiality, and explained the purpose of the study, before continuing with the prepared questions. Then, follow-up questions were done based on the students' responses, therefore, their insights will be further acquired. With the consent given to the participants, the interview may be recorded for data accuracy. If it is recorded, the interviews must be transcribed to avoid any discrepancies, and creating a written record of the interview is also ideal. The gathered interview data, whether transcribed or recorded, will be carefully examined to identify themes, patterns and varying perspectives about the impact of watching movies in vocabulary acquisition.

E. Data Analysis

The analysis starts with data preparation that includes verbatim transcription of all the answers gathered with thorough readings and understanding. To fully organize the data, the researchers potentially used the thematic analysis by Braun and Clarke. Braun and Clarke's (2006) thematic analysis is specifically a process for identifying patterns or themes in qualitative data. This method consists of six (6) steps to be followed: 1) familiarising the data; (2) Coding; (3) generating initial themes; (4) reviewing themes; (5) defining and naming themes; and (6) writing up the findings.

3. Results

Movies play a crucial role in vocabulary development by providing authentic language exposure, contextualized word usage, and multisensory learning experiences. They enhance comprehension through visual and auditory cues, reinforce memory, and introduce learners to diverse vocabulary and pronunciation patterns. Research supports that subtitled films and animated movies significantly improve vocabulary retention and application. This study examines how movies aid students in acquiring and using new words, the effectiveness of different movie types in vocabulary learning, and strategies to maximize their educational benefits. Through student responses, this research highlights movies as an engaging and effective tool for vocabulary enrichment.

This section outlines the themes derived from analyzing the data on how students perceived movies as a tool for vocabulary development. To support these themes, the most representative quotes from the respondents' answers were included. Based on the participants' responses, it is evident that movies significantly contribute to vocabulary development in multiple ways. The findings highlight improvements in listening, comprehension, spelling, pronunciation, and even social communication skills. Below is a detailed analysis of the key themes that emerged from the responses.

A. What is the role of movies in students' vocabulary development?

1) Enhancement of Listening and Comprehension Skills

Listening is a fundamental skill in language learning, and movies provide an engaging medium to develop this ability. By exposing students to native speech patterns, pronunciation, and intonation, films help them improve their listening comprehension while simultaneously expanding their vocabulary. Mulyadi and Mutmainnah (2015) noted that non-verbal cues such as gestures and facial expressions also aid in grasping word meanings effortlessly. The following responses highlight how students experience these benefits.

"Watching movies has improved my listening skills because I hear new words repeatedly in conversations." (Interviewee 2)

"I have learned to understand spoken English better because I hear different accents and pronunciations." (Interviewee 4)

"Movies help me recognize words faster when people speak because I see them in context." (Interviewee 7)

These responses suggest that repeated exposure to spoken language in movies enhances comprehension. Research by Ashcroft, Garner, and Hadingham (2019) supports this, showing that students who frequently engage with English films improve their ability to recognize and process new vocabulary in spoken conversations.

"I sometimes guess the meaning of words based on how they are said and the expressions of the characters." (Interviewee 10)

"Movies have helped me understand fast conversations in English because I am exposed to natural speech." (interviewee 12)

"I now understand slang and informal words better because I hear them used in movies." (interviewee 14)

These insights align with studies by Sadiku (2018), which found that movies provide real-world contexts for language learning. Exposure to conversational speed and informal expressions enhances students' ability to understand natural speech, reinforcing vocabulary retention.

2) Learning Polite and Contextually Appropriate Language

Movies not only introduce new vocabulary but also demonstrate how language is used in different social contexts. Learners can observe how words and phrases are employed in formal and informal situations, helping them understand appropriate language use. Studies such as Alolaywi (2023) emphasize that students recognize movies as valuable tools for learning culturally relevant and contextually suitable expressions.

"I learned how to use polite words like 'excuse me' and 'please' by hearing characters use them." (Interviewee 1)

"Movies taught me when to use formal and informal language, depending on the situation." (Interviewee 3)

"I noticed that characters speak differently to elders and friends, which helped me understand polite expressions." (Interviewee 5)

These responses highlight how movies serve as practical tools for learning social norms in language use. Research by Zahmatkesh and Fakhri Alamdari (2021) supports this, stating that exposure to real-life dialogues helps learners understand

cultural and situational language nuances.

"Some phrases in English don't directly translate to my native language, but movies helped me understand their meanings." (Interviewee 8)

"I learned how to apologize and express gratitude properly by watching English movies." (Interviewee 11)

"Movies helped me understand when to say 'sorry' versus 'excuse me' because I saw how characters used them." (Interviewee 13)

Understanding cultural and contextual usage of words (P8, P11) is crucial in language learning. Studies by Sakkir and Usman (2018) show that movies enable students to grasp subtle language distinctions that are often difficult to learn from textbooks alone.

3) *Discovery and Application of New Words*

Movies introduce learners to a diverse range of vocabulary that might not be covered in traditional learning materials. Students often encounter new words in different contexts, helping them understand meanings through association. Studies by Fauzi, Muljanto, and Lestari (2021) indicate that movies contribute to both vocabulary expansion and retention by repeatedly exposing learners to new terms in meaningful conversations.

"Every time I watch movies, I pick up new words that I later use in my sentences." (Interviewee 2)

"I like learning new words from movies because they come with examples of how they are used." (Interviewee 6)

"There are many words I learned from movies that I didn't know before." (Interviewee 9)

These responses suggest that movies act as an extensive vocabulary source. Research by Sadiku (2018) emphasizes that exposure to diverse language in movies supports long-term vocabulary acquisition, as students remember words better when they hear them in engaging contexts.

"Sometimes I write down words I hear in movies so I can use them later." (Interviewee 12)

"Movies help me remember words because I associate them with scenes." (Interviewee 15)

"I like learning words from action and fantasy movies because they use interesting vocabulary." (Interviewee 16)

These responses align with findings by Marguri and Pransiska (2021), which suggest that associating words with visual imagery enhances memory retention. Writing down words also reflects Shoebottom's (2010) recommendation of using note-taking as a vocabulary-learning strategy.

4) *Influence of Subtitles on Learning*

Subtitles serve as a bridge between spoken and written language, reinforcing vocabulary recognition and spelling. Studies by Ebrahimi and Bazae (2016) highlight that subtitles support comprehension by allowing learners to see words as they hear them pronounced. This method has been proven to improve vocabulary recall and listening comprehension.

"Subtitles help me understand difficult words by showing their spelling and meaning." (Interviewee 3)

"I remember words better when I see them written in subtitles while listening to the dialogue." (Interviewee 5)

"Watching with subtitles helps me match spoken words with

their text." (Interviewee 7)

These responses confirm that subtitles enhance vocabulary retention by reinforcing word recognition. Studies by Nario et al. (2022) emphasize that streaming platforms provide high-quality subtitled content that facilitates natural language learning.

"I sometimes pause a movie to reread subtitles when I don't understand a word." (Interviewee 10)

"Subtitled movies help me with spelling because I see the words while hearing them." (Interviewee 14)

"When I see words repeatedly in subtitles, I remember them easily." (Interviewee 16)

These insights align with findings by Nuansari and Sriyanti (2021), who reported that repeated exposure to subtitled words strengthens vocabulary retention. Additionally, spelling improvements support Ebrahimi and Bazae's (2016) argument that subtitles enhance written language skills.

The responses highlight that movies play a significant role in vocabulary development by improving listening comprehension, teaching appropriate language use, introducing new words in context, and reinforcing learning through subtitles. These findings align with international and national studies that recognize movies as effective educational tools for natural language acquisition. Through engaging with films, students gain exposure to a vast range of vocabulary, aiding both comprehension and practical language application.

B. How do students adapt and apply the vocabulary they gain from watching movies?

1) *Using New Words in Conversations and Writing*

Movies serve as a rich source of vocabulary, introducing learners to words they might not encounter in traditional classroom settings. Exposure to these words in meaningful dialogues encourages students to use them in their speech and writing. Sakkir and Usman (2018) found that Indonesian students who regularly watched movies expanded their vocabulary and actively incorporated new expressions into conversations. The following responses illustrate how students apply newly acquired vocabulary in real-life interactions.

"I sometimes use words I learn from movies when talking with friends." (Interviewee 2)

"Watching movies has helped me improve my writing because I learn how words are used in sentences." (Interviewee 4)

"I try to use new words I hear in movies when writing essays." (Interviewee 6)

These responses highlight how movies serve as a tool for expanding vocabulary beyond passive learning. According to Ashcroft, Garner, and Hadingham (2019), students who actively engage with movie dialogues show improvements in vocabulary retention and practical application, which is reflected in both spoken and written communication.

"Movies have helped me structure my sentences better because I see how native speakers talk." (Interviewee 9)

"I repeat words from movies so I can remember them and use them later." (Interviewee 12)

"When I hear a new word in a movie, I try to use it in a

sentence so I don't forget it." (Interviewee 15)

Students' attempts to incorporate new vocabulary into daily speech (P12, P15) suggest an active engagement with language learning. Research by Sadiku (2018) emphasizes that subtitled films reinforce word retention, further aiding vocabulary recall and usage.

2) Influence of Character Dialogue on Speaking Style

The way characters speak in movies significantly impacts how students develop their own speech patterns. Mimicking pronunciation, tone, and sentence structure from movies helps learners refine their spoken language skills. Alolaywi (2023) observed that university students recognized movies as influential in improving their language fluency. The following responses highlight how movie dialogues shape students' speaking styles.

"I sometimes copy how characters say words because it helps me with pronunciation." (Interviewee 1)

"Movies have helped me speak more naturally because I hear how real conversations flow." (Interviewee 3)

"I notice that I pick up phrases and expressions from movies and use them when I talk." (Interviewee 7)

These responses suggest that movies contribute to improved pronunciation and natural speech development. Yang (2017) supports this, stating that exposure to authentic speech patterns helps learners mimic native speakers more effectively.

"My speaking skills improved because I try to imitate how actors talk in movies." (Interviewee 10)

"Watching English movies has made me more confident in speaking because I learn how to express myself." (Interviewee 13)

"I sometimes say phrases the way actors do because it makes me sound more fluent." (Interviewee 14)

Students' tendency to mimic actors' speech (P10, P14) aligns with findings from Nuansari and Sriyanti (2021), who reported that imitating movie dialogues helps learners refine their pronunciation and sentence delivery, leading to improved fluency and confidence in spoken English.

3) Exposure to Foreign Languages

Movies expose students to various languages, accents, and cultural expressions, enriching their vocabulary beyond their native or primary learned language. Studies by Ebrahimi and Bazae (2016) highlight that exposure to different linguistic patterns through films enhances learners' ability to recognize and adopt new words more effectively. The following responses show how students develop familiarity with foreign words and expressions through movies.

"I learned some foreign words just by watching movies with subtitles." (Interviewee 2)

"Watching movies from different countries helped me understand basic words in other languages." (Interviewee 5)

"I noticed that I can understand some Spanish and French words because of the subtitles in movies." (Interviewee 8)

These responses indicate that multilingual exposure through films supports incidental language learning. Research by Garcia and Rodriguez (2017) states that multimodal inputs, such as subtitles and dialogue, aid in grasping foreign vocabulary, reinforcing learning through repeated exposure.

"There are words from other languages that I now recognize because they are used a lot in movies." (Interviewee 9)

"I sometimes repeat foreign words I hear in movies because they sound interesting." (Interviewee 11)

"I can now recognize greetings and common phrases in other languages just from watching movies." (Interviewee 16)

These insights align with findings by Togatorop and Sihotang (2020), who reported that exposure to diverse languages in animated and live-action films helps students absorb new vocabulary effortlessly. Passive learning through entertainment media plays a crucial role in broadening students' linguistic awareness.

The findings suggest that students actively integrate vocabulary learned from movies into their daily communication, both in spoken and written forms. They adopt new words in conversations and essays, mimic character dialogues to refine pronunciation, and gain exposure to foreign languages. These results align with existing research, which highlights the effectiveness of movies in reinforcing vocabulary retention, fluency, and contextual language understanding. By serving as a bridge between passive learning and active usage, movies play a crucial role in vocabulary acquisition and application.

C. How effective are different types of movies (subtitled and animated) in enhancing vocabulary?

1) Impact of Subtitled Movies

Subtitled movies offer a dual learning experience by providing both audio and visual inputs, allowing students to process words through both hearing and reading. Studies by Ashcroft, Garner, and Hadingham (2019) found that students who watched subtitled films showed improvements in vocabulary recall and listening comprehension. The following responses demonstrate how subtitles aid students in learning new words and enhancing language skills.

"Subtitles help me understand difficult words because I can see how they are spelled and used in sentences." (Interviewee 2)

"I learn faster when movies have subtitles because I can read and listen at the same time." (Interviewee 5)

"Watching movies with subtitles has helped me remember words better." (Interviewee 8)

These responses highlight the role of subtitles in reinforcing vocabulary learning by allowing students to process words both visually and aurally. Sadiku (2018) supports this by stating that subtitles aid in both short-term and long-term vocabulary retention.

"Sometimes I pause the movie to check the meaning of words in the subtitles." (Interviewee 11)

"Subtitled movies have helped me improve my sentence structure because I can see how words are arranged." (Interviewee 13)

"I prefer watching movies with subtitles because they help me learn new words without guessing their meaning." (Interviewee 15)

These insights suggest that students actively engage with subtitles to improve comprehension and vocabulary retention.

According to Garcia and Rodriguez (2017), subtitles create a strong visual-linguistic connection, which enhances learning efficiency.

2) Effectiveness of Animated Movies

Animated films, with their clear speech delivery and engaging visuals, are effective tools for vocabulary learning, particularly for younger learners or visual learners. Studies by Lee et al. (2018) found that animated content helps reinforce vocabulary retention through repetition and clear pronunciation. The following responses illustrate how animated movies enhance students' vocabulary development.

"Animated movies help me understand new words because the characters speak clearly." (Interviewee 1)

"I remember words better when watching animated films because they repeat key phrases." (Interviewee 4)

"Watching animated movies has improved my vocabulary because I hear words used in simple, clear sentences." (Interviewee 6)

These responses indicate that animated films provide an accessible way to learn vocabulary due to their clear enunciation and repetitive language use. Research by Nuansari and Sriyanti (2021) states that animated films help learners create strong mental associations with new words.

"I understand words better in animated movies because they use actions to show what words mean." (Interviewee 9)

"I learn pronunciation from animated films because the words are spoken slowly and clearly." (Interviewee 10)

"Animated movies make it easier for me to remember words because they are used in fun and interesting ways." (Interviewee 14)

These findings align with Hidayat et al. (2021), who argue that animated movies enhance listening skills and pronunciation, making them effective educational tools for vocabulary building. The use of visual storytelling also aids in comprehension, as noted by Garcia and Rodriguez (2017).

3) Influence of Movie Genres on Learning

The genre of a movie affects the type and complexity of vocabulary students are exposed to. Different genres introduce specific sets of words, with educational films providing more structured language input, while fantasy or action movies offer a diverse range of expressions. According to Marguri and Pransiska (2021), exposure to varied movie genres fosters creative language use and improves language flexibility. The following responses reflect how different movie types contribute to vocabulary learning.

"Action movies introduce a lot of new words, especially slang and casual expressions." (Interviewee 3)

"Watching documentaries has helped me learn more academic vocabulary." (Interviewee 5)

"Fantasy movies teach me unique words that I don't hear in everyday conversations." (Interviewee 7)

These responses show that different movie genres expose students to a variety of vocabulary, broadening their language knowledge. Research by Togatorop and Sihotang (2020) found that students who watch diverse film genres develop a more flexible and expansive vocabulary.

"Romantic movies help me learn how to express emotions

using the right words." (Interviewee 10)

"Comedy films teach me informal expressions that are useful in casual conversations." (Interviewee 12)

"Historical movies introduce old or formal words that are interesting to learn." (Interviewee 16)

These responses suggest that exposure to various movie genres helps students develop contextual vocabulary knowledge. Lee and Lee (2018) found that engaging with different genres enriches learners' linguistic skills by providing exposure to both formal and informal language.

The effectiveness of movies in vocabulary enhancement varies depending on the type of film. Subtitled movies strengthen word recognition and retention by providing both visual and auditory input, while animated movies support vocabulary acquisition through clear pronunciation and engaging storytelling. Additionally, exposure to different genres enriches students' vocabulary by introducing diverse linguistic structures and expressions. These findings reinforce existing research, confirming that movies serve as valuable tools for language learning by offering authentic and contextually rich vocabulary exposure.

D. What strategies may be taken to enhance the students' vocabulary through watching movies?

1) Active Engagement with Subtitles

Using subtitles actively—by reading them carefully, pausing the movie to analyze words, or even repeating them—helps students process new vocabulary in both written and spoken form. Subtitles offer visual reinforcement, making it easier to understand word usage. Sadiku (2018) found that subtitles significantly enhance vocabulary retention by linking audio input with textual representation. The following responses illustrate how students engage with subtitles for vocabulary learning.

"I always watch movies with subtitles because they help me recognize and understand new words." (Interviewee 2)

"When I see a difficult word in subtitles, I pause the movie to check its meaning." (Interviewee 4)

"Reading subtitles while listening to dialogue helps me remember words better." (Interviewee 6)

These responses indicate that subtitles serve as an effective tool for vocabulary learning by providing both audio and visual input. Studies by Alisa Sadiku (2017) support this, stating that subtitles improve word recognition and comprehension.

"I sometimes write down new words from subtitles to use them later in sentences." (Interviewee 8)

"Subtitles help me learn proper sentence structures and how words are used in context." (Interviewee 10)

"Even if I don't understand everything, subtitles help me follow the dialogue and pick up new words." (Interviewee 12)

These findings align with Garcia and Rodriguez (2017), who argue that subtitles reinforce vocabulary acquisition by providing a written reference alongside spoken language. Students who actively engage with subtitles are more likely to remember and use new words correctly.

2) Repetition and Review

Repetition is a key factor in vocabulary retention. Watching

movies multiple times or replaying certain scenes allows students to reinforce their understanding of words and phrases. Research by Lee and Lee (2018) highlights that students who repeatedly watch films develop a deeper grasp of vocabulary usage and pronunciation. The following responses demonstrate how repetition aids vocabulary acquisition.

"I watch some movies more than once to remember the words and phrases better." (Interviewee 1)

"If I don't understand a word the first time, I replay the scene to hear it again." (Interviewee 3)

"Rewatching my favorite movies helps me remember the words because I hear them repeatedly." (Interviewee 5)

These responses show that repetition strengthens vocabulary retention by reinforcing word exposure. Research by Nuansari and Sriyanti (2021) supports this, stating that repeated exposure to words in meaningful contexts leads to better long-term retention.

"I listen carefully to how actors say words and try to repeat them myself." (Interviewee 7)

"Rewatching movies helps me practice pronunciation and understand words better." (Interviewee 9)

"I sometimes rewatch scenes with difficult words to make sure I understand their meaning." (Interviewee 11)

These findings align with Choerunnisa et al. (2024), who found that repeated listening to movie dialogues improves pronunciation, accent imitation, and vocabulary retention.

3) Looking Up Unfamiliar Word

Encountering unfamiliar words while watching movies presents an opportunity for learning. Looking up definitions, using a dictionary, or researching new vocabulary enhances understanding and application. Studies by Shoebottom (2010) highlight that recording and reviewing new words significantly improves vocabulary expansion. The following responses demonstrate how students actively seek the meaning of unknown words.

"When I hear a word I don't know, I search for its meaning online." (Interviewee 2)

"I use a dictionary to look up difficult words I hear in movies." (Interviewee 4)

"If I find a new word interesting, I write it down and check its meaning later." (Interviewee 6)

These responses suggest that students take an active role in vocabulary learning by seeking explanations for unfamiliar words. Research by Lee and Lee (2018) confirms that this strategy enhances comprehension and word retention.

"I sometimes ask my teacher or friends about words I don't understand from movies." (Interviewee 8)

"Looking up words from movies has helped me expand my vocabulary and understand their correct usage." (Interviewee 10)

"I like to learn synonyms of new words I find in movies to use them in different ways." (Interviewee 14)

These findings align with Garcia and Rodriguez (2017), who found that students who actively seek out word meanings are more likely to use them in real-life communication, reinforcing vocabulary acquisition.

Effective vocabulary learning through movies requires active

engagement. Using subtitles allows learners to process words visually and aurally, repetition reinforces word retention, and looking up unfamiliar words promotes deeper understanding. These strategies align with existing research, confirming that movie-watching can be transformed into an educational experience when students actively participate in the learning process.

The findings of this study highlight the significant role of movies in vocabulary development among students. The gathered responses show that movies provide an engaging and effective way to learn new words, improve comprehension, and enhance pronunciation. The discussion is structured based on the study's key research questions, examining how movies contribute to vocabulary learning, how students apply what they learn, the effectiveness of different movie types, and the strategies that can improve vocabulary acquisition through movie watching.

4) The Role of Movies in Students' Vocabulary Development

The study reveals that movies support vocabulary development by improving listening and comprehension skills, exposing students to polite and contextually appropriate language, helping them discover and apply new words, and enhancing learning through subtitles. Participants noted that watching movies improved their ability to understand spoken English, especially when characters use clear pronunciation and gestures. This aligns with studies by Tafani (2009) and Mulyadi and Mutmainnah (2015), which emphasize that movies provide a natural context for learning new words.

Moreover, students reported learning polite expressions and appropriate ways of speaking from movies, reflecting the findings of Ashcroft, Garner, and Hadingham (2019), who found that movies enhance language memory. Participants also shared that they often pick up new words from movies and apply them in daily conversations, supporting the idea that movies serve as a casual yet effective learning tool (Sadiku, 2018). The role of subtitles was also highlighted, as they help students associate spoken words with their written form, reinforcing vocabulary retention (Zahmatkesh & Fakhri Alamdari, 2021).

5) How Students Adapt and Apply Vocabulary Gained from Movies

The data indicate that students actively integrate new vocabulary into their conversations and writing. Many participants shared that after watching movies, they use newly learned words when speaking or writing, Yang's (2017) claim that movie exposure improves pronunciation and speech patterns. Some also mentioned that they unconsciously adopt the speaking styles of movie characters, which is consistent with Ashcroft et al. (2019), who found that movies help students develop more natural language use.

Additionally, exposure to foreign languages in movies encouraged students to explore words beyond English, expanding their linguistic knowledge. Research by Sadiku (2018) supports this, showing that movies can introduce learners to different languages while still strengthening their English vocabulary.

6) Effectiveness of Different Types of Movies in Vocabulary Development

The results highlight that subtitled movies, animated films, and various genres all contribute differently to vocabulary learning. Subtitled movies were found to be particularly helpful in reinforcing word recognition and pronunciation, as confirmed by Ebrahimi and Bazae (2016). Many students found that reading subtitles while listening to dialogue made it easier to understand new words and their meanings.

Animated films also played an important role in vocabulary learning. Participants shared that animated movies use clear and simple language, making it easier for them to grasp new words. This supports the study by Ar (2020), which found that animated films improve both vocabulary and language structure.

Additionally, movie genres influence vocabulary acquisition. Some participants noted that watching fantasy or historical movies exposed them to unique words they would not encounter in everyday conversations, aligning with the findings of Marguri and Pransiska (2021), who argued that movie content shapes vocabulary learning.

7) Strategies to Enhance Vocabulary Learning through Movies

The study also identifies strategies that students use to maximize vocabulary learning from movies, including active engagement with subtitles, repetition and review, and looking up unfamiliar words. Participants shared that they frequently rewatch scenes with subtitles to reinforce understanding, which supports Sadiku's (2017) findings that subtitles help with vocabulary retention.

Repetition and review were also found to be effective. Many students mentioned watching the same movie multiple times to better absorb new words. This aligns with research by Garcia and Rodriguez (2017), which showed that repeated exposure to language through movies improves retention.

Lastly, students reported that looking up unfamiliar words while watching movies helped them expand their vocabulary. This strategy is supported by Shoebottom (2010), who stated that noting down and reviewing new words enhances long-term learning.

4. Discussion

A. On The Role of Movies in Students' Vocabulary Development

The study reveals that movies support vocabulary development by improving listening and comprehension skills, exposing students to polite and contextually appropriate language, helping them discover and apply new words, and enhancing learning through subtitles. Participants noted that watching movies improved their ability to understand spoken English, especially when characters use clear pronunciation and gestures. This aligns with studies by Tafani (2009) and Mulyadi and Mutmainnah (2015), which emphasize that movies provide a natural context for learning new words.

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findings of Ashcroft, Garner, and Hadingham (2019), who found that movies enhance language memory. Participants also shared that they often pick up new words from movies and apply them in daily conversations, supporting the idea that movies serve as a casual yet effective learning tool (Sadiku, 2018). The role of subtitles was also highlighted, as they help students associate spoken words with their written form, reinforcing vocabulary retention (Zahmatkesh & Fakhri Alamdari, 2021).

B. On How Students Adapt and Apply Vocabulary Gained from Movies

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D. On the Strategies to Enhance Vocabulary Learning through Movies

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5. Conclusions

This study shows that movies are a powerful tool for improving students' vocabulary. They provide an enjoyable and natural way to learn new words, improve listening skills, and understand how words are used in real-life conversations. Students not only pick up new vocabulary from movies but also use these words in their daily speaking and writing. Subtitled and animated movies were found to be especially helpful in making learning easier and more effective.

Additionally, students use different strategies to enhance their vocabulary learning, such as reading subtitles, rewatching scenes, and looking up unfamiliar words. These methods help them remember and apply new words more effectively. Overall, the findings support the idea that movies are not just for entertainment but can also be a valuable educational tool. Using movies in learning can make vocabulary development more engaging and enjoyable, helping students improve their language skills in a fun and effective way.

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