



EFL Students' Perceptions on Watching English Movies as Audio-visual Media to Improve Student's Vocabulary Mastery

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ABSTRACT

This research aims to determine how EFL students perceive watching English movies as audio-visual learning media to improve student's vocabulary mastery. This study uses a quantitative method, which collects data through questionnaires distributed to 106 students majoring in English education at Walisongo State Islamic University in the academic years 2022-2023. The results showed that most students agreed that watching English movies is an effective and fun way to learn English. Students also agree that watching movies helps improve their English skills, including their vocabulary. In addition, watching movies helps improve their speaking, listening, reading, writing, pronunciation, and understanding of the foreign culture and history they are studying. These results show that movies are an effective learning medium for learning English in higher education.

INTRODUCTION

During the English learning process, many EFL students experience difficulties in expressing their ideas or feelings. It often arises due to their inability to convey their thoughts accurately and clearly, both orally and in writing. Many students still struggle to communicate in English despite learning various grammar rules. This difficulty limits their ability to communicate and lowers their confidence in using English. One main challenge affecting EFL students' English language learning is the limited vocabulary.

Sari and Aminatun emphasized that the most important aspect of learning a foreign language is to learn vocabulary (Sari & Aminatun, 2021). Vocabulary is the primary key to communicating. Without sufficient vocabulary, someone will have difficulty communicating well. Understanding vocabulary will help people express themselves more easily when speaking a foreign language. According to Hestiana (2022), vocabulary must be followed by learning its meaning. Mastery of vocabulary is crucial for developing a meaningful understanding of a language (Ilham et al., 2023). Therefore, by acquiring an extensive vocabulary, students will be able to understand the meaning of a word in a specific context. According to Sadiku (2018), Learning

vocabulary will aid students in developing their proficiency in the four English language skills: listening, speaking, reading, and writing. The foundation of language is vocabulary, which is important for language learners. Students who lack vocabulary cannot communicate clearly and express their thoughts verbally and in writing, thus hampering his ability to understand what other people are saying (Badrudin & Zainuddin, 2016).

Further, Muftah (2024) later adds that how well someone communicates using English depends on how much vocabulary they encounter. When students have an extensive vocabulary and can use it correctly, students who learn English can communicate smoothly and precisely, write without difficulty, or comprehend what they are reading or hearing (Larisa et al., 2023). However, students often have difficulty expressing their ideas or feelings during the English learning process. This is mainly due to the limited vocabulary students have, making it difficult for them to express new words. Therefore, finding effective and enjoyable ways to learn English is important for EFL students in order to help them significantly improve their language competencies. One of the learning media that will help improve students' vocabulary is through watching movies in English (Br Simamora & Oktaviani, 2020).

Fauzi and Muljanto (2021) stated that using movies as video media has been standard practice in language teaching for many years. Movies benefit learning because visual and audio information is easier to remember. Movies can display images taken with a camera for viewing in a cinema or a television show that combines stories, scenes, events, and music (Faliyanti & Arlin, 2018). Lestari (2018) state Movies are chosen as English learning media because they can attract student's interest and encourage students to learn. According to King (2002), students can also learn many phrases and words, especially idioms and expressions that they commonly use.

With various types of movies will be able to attract students interest and generate students motivation. Through watching movies, students can be exposed to various aspects of English such as vocabulary, grammar, pronunciation, conversation, and students' understanding of the history and culture of the movie, knowing human characters and others (Hong et al., 2023). According to Khan (2015), movies can help students understand language as an ideal visual context, making it effective language teaching. When movies as audio visuals are presented to students using subtitles, this can help enrich students' vocabulary so that students can easily understand the words recorded in the movies (Sembel et al., 2023). Lestari & Yosintha (2022) later adds that with subtitles, students can understand the meaning of the vocabulary or words spoken in the movies. Students can also improve their understanding of reading, writing, speaking and listening, acquire new vocabulary and idioms when watching movies (Kusumarajni, 2022).

Therefore, it can be concluded that students will be motivated in learning the target language through movies and actively participate in the English language learning process because movies offer a lot of learning that can be applied in real life. Through watching movies, students can get to know various aspects



of English such as vocabulary, grammar, pronunciation, conversation and culture. Thus, as an original and diverse language source, movie can stimulate learners to engage with language by providing entertainment, emotion and interest. This study aims to find out how EFL students' perceptions of watching English movies as audio-visual media to improve student's vocabulary mastery.

METHODS

This research uses quantitative methods. Quantitative method is a strategy for collecting data from large populations or small samples using research instrument and conducting statistical analysis of the data. Data collection was obtained from questionnaires to find out how how EFL students' perceptions of watching English Movies as Audio-visual Media to Improve Student's Vocabulary Mastery. The respondents of this study were students of Walisongo State Islamic University from the English education department from term 3 to term 5, academic years 2022-2023. This study took a sample of participants using the sampling method. The sample consisted of 106 students of English Education Department, including 13 male students and 93 female students. Most of the participants of this study had an age range between - years old.

The research data was collected through the use of questionnaires, which is a data collection method that asks respondents to answer questions in the form of written statements or forms. The researcher used 20 close ended questionnaires that were sent to university students through a google form link. A questionnaire with online questions asked to students was used as an instrument for this study. The questionnaire consisted of three main sections. The first part consisted of the respondents history to gather information about the students. The second part discusses student's perception on watching English movies, the last one discusses student's agreement on watching English movies can improve their English skills. It consists of five items, each of which has five levels of agreement based on Likert scale. Roopa & Rani (2012) state that Likert scales are psychometric measures that are frequently used in studies that use use questionnaires to gauge participants' social opinions. Respondents to this survey read the question, evaluated the anticipated outcomes, and selected one of five Likert-scale responses: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). A score of 1 to 5 is assigned to each question, with 5 being awarded for the best response. After data collection was complete, the questionnaire was converted into numerical form and then analyzed. The results of this analysis were then presented in the form of descriptive statistics, including tables showing frequencies and percentages.

RESULTS

From the research that has been conducted, there are several results that can be explained, such as the frequency of students who show interest in watching English movies, movies genres, subtitles, challenges and students' perceptions watching of English movies to improve their vocabulary mastery.

Table 1. Number of Students Who Like English Movies

Preference	Number of Student	Percentage
Yes	99	93,4%
No	7	6,6%
Total	106	100%

Based on the table above, it can be seen that students preferences for English movies with a total of 106 students who chose each option and their percentage, the majority of students 99 with a percentage (93,4%) liked watching English movies, while a small number of students totaling 7 with a percentage (6,6%) chose not to like watching English movies. Although the number of students who chose “no” is relatively small compared to those who liked the movies, its impact on this study may be limited, so it may vary depending on a number of factors, such as personal problems, movies genre, or other factors. On the other hand, the statistics indicate that most students in the research sample viewed English movies positively in general, indicating that most students want to see English movies.

Table 2. Frequency of students watching English movies

Frequency of watching movies	Number of Student	Percentage
Always	2	1,90%
Often	26	24,5
Sometimes	61	57,7%
Rarely	17	16%
Never	0	0
Total	106	100%

According to the preceding data, the majority of students 61 (57,7%) watch English-language movies on occasion. A total of 26 students (24,5%) watch English movies more often, followed by 17 students (16%) rarely watch English movies, and 2 students (1%) who always watch English movies. Therefore, this data explain on the habit of watching English movies among the majority of students who engage in this activity with different levels of frequency.

Based on the table below (table 3), it shows students preferences for various movie genres. The most liked movie genre of 46 students in the research sample is “Action” with a percentage of (43,3%). Followed by “Romance” which 31 students preferred with a percentage of (29,2%), then 10 students chose “Comedy” with a percentage of (9,4%), as well as 10 other students who chose “Fantasy” with the same percentage of (9,4%) and “Horror” with percentage of (8,5%). The total percentage of all movie genres is 100%, which shows that students preferences for movie genres have different genre interest.

Table 3. Movie Genre

Movie Genre	Number of Student	Percentage
Comedy	10	9,40%
Romance	31	29,2%
Horror	9	8,5%
Action	46	43,3%
Science-Fiction	10	9,40%
Total	106	100%

Table 4. Using Subtitle while watching

The use of subtitle	Number of Student	Percentage
Comedy	10	9,40%
Romance	31	29,2%
Horror	9	8,5%
Action	46	43,3%
Science-Fiction	10	9,40%
Total	106	100%

Based on the table explains why students typically watch English movies with subtitles. The majority of 50 students sometimes use subtitles when watching English movies with a percentage of (47,2%), 42 students always use subtitles with a percentage of (39,6%). Meanwhile 12 students rarely use subtitles with a percentage of (11,3%). And there is 1 student who does not use subtitle and 1 student often use subtitle when watch English movies each with a percentage of (0,9%).

Table 5 shows some of the challenges students face when watching English movies. One of them is difficulty in understanding accent or pronunciation, which is experienced by 29.2% of students. In addition, many students experienced difficulties because there were no subtitles or it was difficult to read the subtitles, which was experienced by 56.6% of students. In addition, a small percentage of students think that

understanding films is too complicated, although only 0.9 percent of students. Finally, 13.2% of students experienced difficulties due to limited time to re-watch. Thus the main problems faced by students are related to subtitles and accents. This shows that appropriate materials and clear subtitles are necessary to improve language comprehension.

Table 5. Challenges

Challenges	Number of Student	Percentage
Difficult in understanding accents or speech	31	29,2%
Lack of or difficulty reading the subtitles	60	56,6%
Vocabulary is too advanced	14	13,2%
Lack of time to rewatch	1	0,9%
Total	106	100%

Students' perception of watching English Movies

To explore students' perceptions of watching English movies as a means to improve their vocabulary mastery, the researchers distributed a questionnaire to the respondents. The following are the results and their interpretations:

Table 6. *Students' Perception of Watching English movies*

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do you believe that watching English movies can be a fun and effective way to learn the language?	32 30,2%	60 56,6%	14 13,2%	0 0	0 0
2	Do you think English movies help improve your English Language skills Including listening And speaking, pronunciation?	35 33%	58 54,7%	11 10,4%	0 0	2 1,9%
3	Do you agree that when you watch English movies you can add new vocabulary?	40 37,7%	56 52,8%	9 8,5%	1 0,9%	0 0
4	Do you agree that After watching English movies you can understand foreign culture and history in a positive way?	18 17%	54 50,9%	32 30,2%	2 1,9%	0 0

5.	Do you agree that learning English is easier by watching English Movies?	17	62	21	5	1
		16%	58,5%	19,8%	4,7%	0,9%

First, the table shows that the majority of 60 students (56,6%) agreed that learning English by watching English movies is effective and fun. Followed by 32 students (30,2%) strongly agreed, and 14 students (13,2%) chose neutral. There were no students who chose disagree or strongly disagree. This finding also shows that most students prefer to watch English movies because they are considered fun as well as effective in helping them learn English through the movie.

Second, the results of the survey explain that most of the 58 students (54,7%) agreed that learning English by watching English movies can help improve language skills, especially pronunciation, listening and speaking, then 35 students (33,5%) chose strongly agree, followed by 2 students chose strongly disagree with this idea, and 11 students (10,4%) chose to be neutral. With this finding, Watching English movies as a learning media maybe useful and effective in improving language skills, especially in pronunciation, listening and speaking for some students as respondents in this survey, but a small number of students strongly disagree or chose to be neutral with this opinion, which shows that students' perceptions of this method may be different/varied.

Third, the majority of students (56, 52.8%) think that watching English movies can help them learn new words. 40 students (37.7%) said they strongly agreed, 9 (8.5%) said they were impartial, and 1 (0.9%) said they disagreed. The findings indicate that watching English movies can assist pupils in learning new vocabulary. Students will benefit from increased vocabulary in reading, writing, speaking, and listening.

Further, the results of the findings show that most of the 54 students who chose agree (50,9%), believe that watching English movies can help them understand about the culture and history of other countries. Followed by 32 students (30,2%) who chose neutral, 18 students (17%) chose strongly agreed with this statement. And 2 students who disagreed with this statement. With this majority of students indicated that they see the positive value of watching English movies as a way to learn about the history and culture of other countries.

Moverover, based on the table above, the majority of 62 students (58,5%), chose to agree that learning English by watching English movies as learning media becomes easier, 17 students (16%) chose strongly agree, 21 students (19,8%) chose neutral, 5 students (4,7%) chose disagree and 1 student (0,9%) chose strongly disagree. In these findings, most students see the positive value that learning English by watching English movies as audio-visual learning media becomes easier and more effective in improving students' English skills, especially vocabulary. However it is important to remember that this media may not be suitable for every students.

DISCUSSIONS

The research based on the results of the data obtained shows that students' perceptions of watching English are very effective as audio visual learning media, especially in improving vocabulary among efl students. Watching movies is considered as a fun learning media, with which students are easier to improve their vocabulary. After the data was calculated explicitly, this research found that teaching vocabulary through films could be used to make a significant difference to students' vocabulary. The results of this study confirm that the use of movies as a learning media can provide a more interesting and effective learning experience for students (Zolkapli et al., 2024). It also shows that use movies can help improve students language skills (Robert & Marpaung, 2022; Shahid, Mahmood & Amjad, 2022).

According to Sari & Aminatun (2021), the results of this study suggest that movies are effective educational tools that can help students expand their vocabulary. According to a study conducted at University Teknokrat Indonesia in Bandar Lampung, almost all of the item's variables are perceived favorably. Based on the students' questionnaire responses, the researchers came to the conclusion that students do think watching English-language movies especially ones with subtitles can help them learn the language.

Further, according to Fauzi, Muljanto, & Lestari (2021), the analysis findings show that students responded positively to the use of films as a vocabulary learning tool; researchers found three findings. The first is the importance of learning media. Second, students consider the use of films as a teaching tool to have a beneficial effect. Lastly, the students agreed that despite using Indonesian subtitles, films can help them learn new words and improve their vocabulary.

According to Br Simamora & Oktaviani (2020), based on the findings discussed previously, the researcher identified two conclusions: Watching English-language films can help students learn the language in two ways: (1) they can expand their vocabulary by discovering new words from the movies, and (2) they can help them learn English. The more English movies they watch, the easier it is for them to pick up the language since they may pick up the language through listening exercises as well as through the dialogue and facial expressions of the actors and actresses.

These four studies have compared their findings with those of several other articles. The consistent results across all four studies indicate that students generally hold a positive perception of using English movies as an audio-visual medium for learning. Students perceive watching movies as enjoyable, entertaining, and beneficial for their language learning. They reported that English movies motivated them to learn the language by making the learning process more engaging and enjoyable. Furthermore, based on the findings of three studies, students indicated that watching movies helped them acquire new vocabulary and phrases, which positively contributed to the development of their language skills.

The difference between these four studies is the target. The first study focused on students of UIN Walisongo Semarang, the second study on Universitas Teknokrat Indonesia, and the last study did not specify its target. The second, third, and last study showed students' positive perceptions towards watching English movies, while the first study mentioned that a small percentage of students disliked English movies, but generally showed a positive response. In terms of the use of subtitles, the first and second studies showed that English subtitles helped to understand the movie, while the third study found that Indonesian subtitles were more effective, and the last study did not provide an explanation of the use of subtitles.

The strength of this study is that most students perception showed great interest in watching English movies (Albiladi, Abdeen & Lincoln, 2018). The students perceived that watching English movies an enjoyable activity. However, a major problem comes when the questionnaire was distributed online as some students did not respond or fill it out. Therefore, it was rather difficult to find respondents from English education majors who fit the set target.

Hence, based on the findings, it is advised that teachers use audio-visual learning resources (Magadán-Díaz & Rivas-García, 2023; Kwegyiriba et al., 2022; Jain & Sharma, 2023), like watching English movies (Adityo, 2022), to help students' vocabulary enrichment (Kusumarajni, 2022), and their overall English language proficiency (Mohamed et al., 2023). It is required of students to use movies as a media for learning English. Additionally, academics in the future may find this study useful in conducting additional research on the usage of English movies as an audio-visual learning media to improve students' vocabulary.

CONCLUSION

Based on the research results, it can be concluded that movies is an effective audio-visual learning media in helping students expand their vocabulary. Although some students admit that they don't like this media, research at Walisongo State Islamic University shows that most students like watching English-movies. Overall, the research results show that English movies are considered enjoyable and useful as a learning resource by students. Students agreed that watching English movies, especially with subtitles, really helped them in learning English. Movies are proven to help students develop English language skills such as enriching vocabulary, improving pronunciation, improving listening, speaking and reading skills that they will use in communicating or compiling written texts in English. In addition, movies also broaden students' understanding of culture and history. Thus, overall the results of this study indicate that watching English movies as an audio-visual learning media is effective in improving students' vocabulary mastery. And because the scope of the current research is still limited, it is hoped that future research can expand the scope of the study by including more samples.

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