



## **Students' Perception on Using English Language Fantasy Movies to Enhance Vocabulary Mastery in English Education**

**Ayonia Jelita Boru Sinaga\*, Tiarannisa Putri Lestari, Olga Dona Retsi, Muhammad Subhan Fikri**

Universitas Palangka Raya, Indonesia

\*Corresponding Author. E-mail: [ayoniajelita@gmail.com](mailto:ayoniajelita@gmail.com)

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### **Abstrak**

Penelitian kualitatif studi kasus ini mengkaji persepsi mahasiswa terhadap penggunaan film berbahasa Inggris untuk akuisisi kosakata. Data dikumpulkan melalui wawancara semi-terstruktur dengan empat mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Palangka Raya yang memiliki kebiasaan menonton film berbahasa Inggris. Data kemudian dianalisis secara tematik, yang menghasilkan lima tema utama: (1) pengalaman pertama dengan film fantasi berbahasa Inggris, (2) manfaat yang dirasakan, (3) efektivitas akuisisi kosakata, (4) teknik pembelajaran, dan (5) integrasi film ke dalam pendidikan formal. Temuan mengungkapkan bahwa film menyediakan input otentik dan multimodal yang mendukung pembelajaran kosakata, baik secara insidental maupun intensional. Keberhasilan pembelajar dipengaruhi oleh strategic engagement (keterlibatan strategis), seperti pencatatan, penggunaan kamus, penerjemah, dan refleksi. Durasi paparan terhadap bahasa juga menjadi faktor yang membedakan pembelajar pemula dini dan pemula terlambat. Para partisipan menekankan bahwa bimbingan guru melalui kegiatan pre-, during-, dan post-viewing meningkatkan pemahaman, menopang (*scaffold*) akuisisi kosakata, serta mengatasi tantangan seperti dialog cepat atau subtitle yang tidak akurat. Studi ini memberikan bukti kualitatif yang mendukung Input Hypothesis Krashen dan Noticing Hypothesis Schmidt, dengan menunjukkan interaksi antara faktor kognitif dan afektif dalam pembelajaran berbasis film. Hasil ini menyoroti potensi pedagogis dari integrasi film berbahasa Inggris ke dalam pengajaran formal. Pendekatan yang terstruktur, menarik, dan berpusat pada pembelajar terbukti dapat mengoptimalkan penguasaan kosakata sekaligus menjaga motivasi dan paparan bahasa yang otentik. Untuk penelitian mendatang, disarankan menggunakan desain eksperimental atau longitudinal guna mengukur peningkatan yang terukur dan menyelidiki lebih lanjut mekanisme yang mendasari pembelajaran bahasa melalui media audiovisual.

**Kata Kunci:** film berbahasa Inggris, penguasaan kosakata, persepsi siswa

### **Abstract**

*This qualitative case study investigates students' perceptions of using English-language films for vocabulary acquisition. Data were collected through semi-structured interviews with four students from the English Education Study Program at the University of Palangka Raya who regularly watch English-language films. The data were then analysed thematically, resulting in five main themes: (1) first experiences with English fantasy films, (2) perceived benefits, (3) effectiveness of vocabulary acquisition, (4) learning techniques, and (5) integration of films into formal education. The findings reveal that films provide authentic and multimodal input that supports both incidental and intentional vocabulary learning. Learners' success is influenced by strategic engagement, such as note-taking, dictionary use, translation, and reflection. The duration of language exposure also distinguishes early and late beginners. Participants emphasized that teacher guidance through pre-, during-, and post-viewing activities enhances comprehension, scaffolds vocabulary acquisition, and helps overcome challenges such as fast-paced dialogues or inaccurate subtitles. This study provides qualitative*



*evidence supporting Krashen's Input Hypothesis and Schmidt's Noticing Hypothesis, demonstrating the interaction between cognitive and affective factors in film-based learning. The results highlight the pedagogical potential of integrating English-language films into formal instruction. A structured, engaging, and learner-centered approach can optimize vocabulary mastery while maintaining motivation and exposure to authentic language. Future research is recommended to employ experimental or longitudinal designs to measure observable improvement and further explore the underlying mechanisms of language learning through audiovisual media.*

*Keywords: English movies, students' perception, vocabulary mastery*

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## **Introduction**

As the primary language of communication in various fields, including business, education, science, and culture, English is essential as an international language (Rao, 2019). The four main language skills: listening, speaking, reading, and writing are all expected to be developed by students in higher education, especially in English education programs. Since vocabulary knowledge supports all facets of language use, from basic comprehension to advanced communication, vocabulary acquisition is considered a foundational component among these (Clouston, 2013). Lack of vocabulary makes it difficult for students to comprehend texts, participate in discussions, and succeed academically in English medium settings (Fitriyani, 2023).

Vocabulary mastery is strongly correlated with both academic achievement and overall language proficiency, according to numerous studies. While Webb and Nation (2017) contend that receptive and productive vocabulary knowledge determines learners' ability to use the language fluently, Nation (2013) highlights that vocabulary size predicts learners' reading comprehension. Therefore, there is a greater need than ever for efficient, interesting, and contextually rich vocabulary learning strategies, especially in university settings where academic demands are high and English is frequently used as a medium of instruction.

Using English-language movies as a teaching tool is a growing approach that is gaining popularity. Movies provide learners with authentic and meaningful input by combining visual, auditory, and contextual cues, in contrast to traditional methods like rote

memorization or isolated vocabulary lists (Ismaili, 2013). Because they provide real-life contexts, pronunciation models, and cultural insights, English-language movies are seen by students as both entertaining and useful for expanding their vocabulary (Sari & Aminatun, 2021; Fauzi & Muljanto, 2021). For example, Sundqvist and Sylvén (2016) found that incidental vocabulary acquisition outside the classroom is significantly aided by exposure to English through media such as TV shows and movies. Similarly, Peters and Webb (2018) demonstrate that when learners have the opportunity to observe and process new lexical items, audiovisual input facilitates their acquisition of new words.

Despite these encouraging findings, several research gaps remain. First, a large portion of the published literature relies on quantitative surveys using pre- and post-tests to measure student perceptions or vocabulary growth (e.g., Yuksel & Tanriverdi, 2009; Sari & Aminatun, 2021). While useful, these methods often overlook the complex techniques students employ, the difficulties they encounter, and the specific ways in which films impact learning. Second, few studies have adopted a comprehensive qualitative approach to explore student experiences in formal university settings where English is taught as a foreign language. Because of this, we don't know much about how students use movies to learn vocabulary, why they think they are useful, or what barriers might prevent them from working. For instance, Adrefiza et al. (2024) attest that watching English-language movies enhances vocabulary mastery both receptively and productively. However, the mechanisms driving this

improvement—such as the use of note-taking, repeated viewing, or subtitles—remain underexplored. Furthermore, challenges like unfamiliar accents, cultural references, and rapid speech rates can hinder comprehension and limit learning potential (Webb & Rodgers, 2009). Consequently, a deeper understanding of students' actual learning strategies and experiences with movie-based learning is essential for designing effective pedagogical interventions.

Two significant frameworks in second language acquisition (SLA) are theoretically incorporated into this study. According to Krashen's Input Hypothesis (1985), language acquisition happens when students are exposed to understandable material that is just a little bit above their current proficiency level. Such input is naturally provided by English-language movies due to their multimodal features, which allow learners to see visual context, hear authentic language, and, if needed, read subtitles. This combination increases the likelihood that new vocabulary will be understood and retained (Peters & Webb, 2018). Schmidt's Noticing Hypothesis (1990) supports this idea by asserting that learning requires conscious attention to language forms; students must notice new words before they can learn them. Students can turn incidental exposure into intentional learning when they actively focus on new vocabulary in movies by pausing to repeat scenes or writing down words (Montero Perez et al., 2013).

Additionally, new research emphasizes the motivational advantages of watching movies while learning a language. Compared to static texts or teacher-fronted instruction, dynamic and visually engaging media increase time on task, maintain attention, and decrease learner anxiety (Tumengkol et al., 2022). Krashen's Affective Filter Hypothesis, which contends that increased motivation and decreased anxiety promote language acquisition, is consistent with this affective dimension (Krashen, 1985). Movies may therefore not only enhance input and encourage noticing, but also foster a fun, stress-free atmosphere for vocabulary learning.

Important questions remain unanswered due to the dearth of qualitative research, despite these theoretical and empirical insights. In what ways do students use movies to learn vocabulary in authentic academic settings? What techniques set more accomplished students apart from others? What obstacles hinder the efficacy of

this medium, and how do students overcome them? To bridge the gap between theory, research, and classroom practice, it is essential that these questions be addressed.

Thus, the goal of the current study is to thoroughly investigate how English education students view using English-language movies to improve their vocabulary. In particular, it looks into (1) the methods of learning that students use, (2) the advantages that they think watching movies has to offer, and (3) the difficulties that they encounter in a university setting. This study aims to supplement earlier quantitative findings and offer useful suggestions for incorporating movies into English language learning curricula by using a qualitative case study methodology. The study's ultimate goal is to provide theoretical understanding and pedagogical recommendations for encouraging vocabulary acquisition through dynamic, learner-centered methods.

## **Method**

To provide a thorough investigation of students' opinions and experiences with using English-language movies to learn vocabulary, this study used a qualitative case study design. According to Creswell (2013), a qualitative case study enables researchers to gather and examine rich, detailed data, concentrating intently on a bounded system, in this case, Palangka Raya University English education students. The qualitative approach was selected because it allows for a more thorough comprehension of participants' subjective experiences, going beyond numerical data to reveal how and why particular phenomena occur in a specific context. By taking into account the participants' actual experiences in their educational setting, the case study design also facilitates the investigation of complicated topics, such as learning strategies and difficulties.

## **Participants**

The study included four English education students from the 2022 class at Palangka Raya University who have habit of watching English-language movies. Purposive sampling, a non-probability sampling method frequently employed in qualitative research to select individuals with specific knowledge or experience relevant to the study topic, was used to choose participants (Creswell, 2013). To ensure that participants could offer valuable

insights into the phenomenon being studied, the inclusion criterion required that they had prior experience using English-language movies as part of their vocabulary learning activities.

The table below displays the participants' demographic details, such as gender, age, study year, frequency of movie viewing, and use of subtitles:

Table 1. The participants' Demographic Details

Code	Gender	Age	Year of Study	Frequency of Watching Movies	Subtitles Used
P1	Female	20	2nd Year	Weekly	Sometimes
P2	Male	21	2nd Year	Daily	Rarely
P3	Female	20	2nd Year	Weekly/Monthly	Often
P4	Female	19	2nd Year	Weekly	Sometimes

This variance in frequency and preferred subtitles enhanced the data collected from interviews by enabling the study to record a range of viewpoints and learning approaches.

### Data Collection

Semi-structured interviews were used to gather data in accordance with the protocols described by Knott et al. (2022). Semi-structured interviews offer a balance between flexibility and consistency a set of guiding questions ensures that important research areas are covered and because the questions are open-ended, participants can freely elaborate on their individual experiences. To minimize distractions, each interview lasted approximately fifteen minutes and was conducted in a quiet campus classroom.

The interviews focused on several main areas. The first is the experiences of students learning vocabulary through English-language films. The second area is learning techniques used by the students when they watch the movie. Then, the last are is perceived advantages in terms of exposure to the language and vocabulary growth. Finally, the difficulties that arose during the process included trouble understanding foreign words or accents. To maintain the accuracy and authenticity of the participants' voices for further analysis, all interviews were transcribed verbatim after being audio-recorded with their consent.

### Data Analysis

Using the six-phase framework developed by Braun and Clarke (2006), thematic analysis was employed to analyze the interview data. To gain a comprehensive understanding of the participants' experiences, the researcher initially became familiar with the data by reading the transcripts multiple times. Second, preliminary codes were created to highlight important aspects of the data that were relevant to the study questions. After that, these codes were compiled into possible themes, which stand for more general patterns in the dataset.

The themes were then examined by the researcher to ensure they accurately represented the coded extracts and the complete dataset. Following this iterative process, the themes were identified and given names, ensuring that each one accurately reflected a unique facet of the participants' experiences. Ultimately, a thorough report was created, combining participant quotes with thematic findings to add depth and credibility. Instead of imposing pre-established categories, the analysis employed an inductive approach, allowing themes to emerge naturally from the data.

### Ethical Considerations

The English Education Department of Palangka Raya University provided ethical approval for this study. Participants were provided with information about the study's goals, methods, and their rights including the freedom to discontinue participation at any time without incurring penalties before any data collection began. All participants provided written informed consent, and codes (P1–P4) were used in place of real names to ensure confidentiality. Transcripts and recordings of interviews were stored securely and used solely for research purposes.

### Results And Discussion

Five major themes about how English education students view using English-language movies to learn vocabulary are revealed by thematic analysis: (1) First Experience with English-language movies; (2) Benefits perceived; (3) Vocabulary acquisition effectiveness; (4) Learning techniques; and (5) Movie integration into formal education.

### 1. First Experience with English-language Movies

Regarding their first exposure to English-language movies, the majority of participants have varied experiences. For instance, participant 1 (P1) claims that *"I first start watching English movies when I am in the third semester,"* whereas P2 adds that *"I start watching English movies when I am a child... and I am no longer using subtitles."* These differences in age and exposure frequency imply that vocabulary acquisition is influenced by both the duration and intensity of movie viewing. Based on the answer from the participants, participants who start earlier tend to be more familiar with English vocabulary and expressions than those who start later. This result is consistent with Sundqvist and Sylvén (2016), who contend that extracurricular activities like movie-watching greatly aid in vocabulary development.

This early and consistent exposure enhances listening comprehension and offers models for practical skills by exposing students to real-world linguistic components such as natural intonation, speech rhythm, and pronunciation. This is further supported by Peters and Webb's (2018) findings on incidental vocabulary acquisition from authentic input and Muñoz's (2014) findings on younger learners' increased sensitivity to phonological input. Therefore, participants like P2, who began watching movies as children, demonstrated greater automaticity and less reliance on subtitles, whereas late starters like P1 initially relied heavily on support like dictionaries or subtitles. This distinction highlights the significant influence of exposure timing on phonological intuition and vocabulary familiarity. However, the strategic quality of engagement such as pausing scenes, repeating lines, or practicing phrases determines how learners at all levels actually transform incidental exposure into intentional acquisition.

### 2. Benefits perceived

Every participant says that viewing English-language movies is helping them learn new words that aren't always found in textbooks. P2 adds, *"I learn a lot of English vocabulary from movies, music, and games,"* while P4 explains, *"There are new words in movies that I have never encountered in textbooks."* This highlights how films serve as a source of

authentic vocabulary input beyond what formal curricula typically provide.

The primary benefit lies in the contextual richness of this input. As P2's reflection indicates, movies combine visual cues, auditory signals, and narrative context, which together create a scaffold for deeper understanding and retention of new words. This aligns with Nation's (2013) principle that vocabulary learning is most effective when words are encountered repeatedly and meaningfully, rather than in isolation. Similarly, Ashcroft et al. (2019) emphasize that audiovisual materials enhance incidental vocabulary acquisition by presenting language in authentic and multimodal ways. Participants reported that words encountered in emotionally engaging scenes, jokes, or dialogues became more memorable than decontextualized lists in textbooks.

Beyond vocabulary exposure, the motivational aspect of movies also emerged strongly. Students enjoyed the process, which extended their engagement and made them more receptive to incidental learning. This is reinforced by Yoga Pratama et al. (2025), who found that the authentic and multisensory qualities of movies significantly enhance both retention and learner motivation, particularly among visual and auditory learners. Crucially, this combination of authenticity and enjoyment positions movies not just as entertainment but as a catalyst for vocabulary growth, bridging the gap between incidental encounters and the more intentional learning processes elaborated in Theme 4.

### 3. Vocabulary acquisition effectiveness

Some participants mention issues such as hurried dialogue or incorrect subtitles that make it difficult to learn vocabulary through movies. According to P3, *"Watching movies without subtitles is really challenging, and occasionally the subtitles are not accurate,"* whereas P1 states, *"The issue is when we don't understand the English itself... we have to use the internet to find meanings."* These challenges indicate that to enhance the effectiveness of the learning process, additional support is needed, such as dictionaries or teacher guidance.

This conclusion is supported by earlier research. According to Peters and Webb (2018), target-language subtitles can help students learn new words, but they are most effective when paired with active learning exercises, such as taking notes or engaging in discussions.

Therefore, when combined with the right pedagogical techniques, movies can become an effective teaching tool.

In addition, Montero Perez et al. (2013) emphasize that the benefits of subtitles emerge most clearly when learners actively engage with them for instance, by pausing, replaying, or recording unfamiliar words rather than simply reading along. This aligns with Schmidt's (1990) Noticing Hypothesis, which explains why participants like P1 resorted to digital dictionaries: conscious attention is necessary for retention. More recent evidence also reinforces this point. Alharthi (2020) found that structured pre-viewing and while-viewing support helped learners overcome difficulties with fast dialogue, while Abdulrahman and Kara (2023) showed that integrating subtitles with teacher-led explanations enhanced long-term recall. Together, these studies suggest that the pedagogical value of movies lies not only in their authenticity but in the scaffolding that transforms incidental encounters into intentional learning.

These findings indicate that movies provide a rich yet demanding source of input, where comprehension gaps are inevitable without additional support. By incorporating scaffolds such as vocabulary previews, guided discussions, or teacher intervention during film-based lessons, learners can turn potential barriers, like speed, accent variation, or cultural references, into opportunities for deeper vocabulary growth. In practice, this means that movies are most effective not as stand-alone resources but as part of a structured learning environment that encourages active engagement and critical noticing.

#### 4. Learning techniques

Participants share different methods for maximizing their movie-based vocabulary learning. P2 clarifies, "*I had to look up the words in a dictionary back then.*" P4 continues, "*I usually write down or memorize the words, then use Google Translate to find their meanings. Now it is easier with Google.*" Students' proactive attempts to comprehend and remember new vocabulary are reflected in these strategies.

Schmidt's (1990) Noticing Hypothesis, which highlights the importance of paying conscious attention to language forms in second language acquisition, is consistent with this

finding. Students strengthen the cognitive processes necessary for long-term vocabulary learning by taking notes, translating, and practicing new words (Nation, 2013).

Additionally, these strategies demonstrate how students transition from incidental exposure to intentional vocabulary learning. Writing down unfamiliar words creates a physical record that can be reviewed later, while the use of dictionaries and translation tools facilitates immediate comprehension and supports deeper processing. Montero Perez et al. (2013) found that learners who combine repeated exposure with active techniques, such as pausing scenes, replaying dialogues, or writing reflections, demonstrate significantly better vocabulary retention than those who watch passively. Likewise, Peters and Webb (2018) emphasize that multiple encounters with the same lexical items, especially when learners notice and practice them, are essential for long-term acquisition.

Moreover, the use of digital tools like Google Translate reflects the changing nature of language learning in the digital age. Abdulrahman and Kara (2023) report that students who strategically integrate online resources while engaging with authentic input achieve higher levels of autonomy and vocabulary depth. This suggests that learner agency choosing when to pause, search, and practice plays a critical role in bridging incidental encounters and intentional acquisition. Ultimately, these strategies indicate that while movies provide authentic input, their effectiveness largely depends on how learners interact with the content, transform it into practice, and internalize new vocabulary for active use.

#### 5. Movie integration into formal education

Some participants propose incorporating English-language movies into official educational settings. P4 adds, "*Movies are fun and when combined with learning in class, maybe students wouldn't get bored and could learn better.*" P3 states, "*If movies are used in class, maybe the vocabulary would be easier to understand because the teacher can explain them.*" According to these opinions, students believe that movies have the ability to blend academic learning with entertainment.

This theory is further supported by recent research by Alharthi (2020) and Abdulrahman

and Kara (2023), which demonstrates that showing movies in class increases students' motivation to learn as well as their language proficiency. An engaging and productive learning environment can be produced by combining teacher intervention with authentic media.

In practice, this integration can take multiple forms, such as using short clips to introduce specific vocabulary themes, assigning movies as supplementary homework, or conducting classroom discussions based on film scenes. Vanderplank (2016) argues that movies are particularly effective because they offer natural input while still allowing teachers to scaffold understanding by pre-teaching key terms or pausing for clarification. Similarly, Webb and Rodgers (2009) note that repeated exposure to words across several movies or episodes of a series can provide learners with up to 95% lexical coverage, which significantly enhances comprehension and confidence.

Moreover, the classroom context addresses the limitations participants identified earlier, such as inaccurate subtitles or fast-paced dialogue. Teachers can mediate these issues by guiding learners in active listening, encouraging note-taking, or designing vocabulary exercises that relate to the film. Research by Dang and Webb (2021) also emphasizes that when authentic materials, such as movies, are aligned with pedagogical goals, they not only improve vocabulary knowledge but also foster critical thinking and cultural awareness. Therefore, incorporating movies into formal instruction does not simply make learning enjoyable it strategically bridges authentic exposure with structured guidance, maximizing both linguistic and motivational outcomes.

The findings of this study suggest that English-language movies are highly valued by learners as a tool for vocabulary acquisition, primarily because they present new words within authentic, engaging, and meaningful contexts. Notably, the timing of exposure emerged as an important factor: participants who began watching movies at a younger age reported encountering a wider range of vocabulary and exhibited greater automaticity in comprehension. This underscores that both the duration and intensity of exposure play a crucial role in shaping learners' lexical familiarity, complementing the patterns observed in the Results section. Moreover, learners' prior experiences with English outside the classroom,

including interactions with media such as music, games, and online content, further strengthened their ability to notice and retain new vocabulary. The combination of early exposure and continuous engagement appears to create a cumulative effect, whereby learners gradually internalize vocabulary patterns and idiomatic expressions, which then contribute to more fluent comprehension and production.

Building on these observations, it becomes evident that the pedagogical effectiveness of movies is closely tied to established theories of second language acquisition. The situated and contextualized nature of vocabulary learning in films aligns with Krashen's (1982) Input Hypothesis, emphasizing the importance of comprehensible input in meaningful situations. Moreover, the combination of visual, auditory, and narrative cues supports Ashcroft et al.'s (2019) argument that multimodal input enriches mental representations of words, facilitating deeper retention. The active strategies described by participants such as pausing, note-taking, or consulting dictionaries provide practical illustrations of Schmidt's (1990) Noticing Hypothesis, demonstrating how learners can consciously transform incidental encounters with language into intentional learning. Additionally, learners' reflective practices, including discussing unfamiliar terms with peers or summarizing scenes in writing, amplify the depth of processing, which contributes to more durable vocabulary acquisition.

In addition, this study extends existing research by illuminating the mechanisms behind the relationship between movie-watching and vocabulary growth. While previous studies (Sundqvist & Sylvén, 2016; Peters & Webb, 2018) reported correlations between extracurricular activities and lexical development, our qualitative findings reveal how learner agency, strategic engagement, and multimodal input interact to maximize learning outcomes. Participants emphasized that enjoyment and curiosity motivated repeated engagement with films, which reinforced vocabulary retention and active learning behaviors. This highlights the intertwined role of affective and cognitive factors in successful incidental learning. Furthermore, learners' ability to select genres that match their interests and proficiency levels appears to influence motivation, comprehension, and willingness to revisit complex content, suggesting that learner



autonomy is a critical dimension in film-based vocabulary acquisition.

Furthermore, the study highlights practical pedagogical implications for integrating movies into formal instruction. Participants indicated that teacher-guided activities such as pre-viewing vocabulary previews, while-viewing comprehension checks, and post-viewing discussions could address challenges like rapid dialogue, unfamiliar accents, or inaccurate subtitles. This approach aligns with Nation's (2013) perspective that structured teaching enhances the benefits of incidental exposure. When combined with strategic engagement, movies therefore serve not only as motivational and entertaining resources but also as effective vehicles for deliberate and meaningful vocabulary acquisition. In addition, carefully designed scaffolding encourages learners to actively interact with the material, promotes metacognitive strategies, and supports differentiation, allowing students with varying proficiency levels to benefit equally from the authentic input provided by films. Integrating these approaches into higher education curricula could significantly enhance learners' autonomy, engagement, and long-term vocabulary retention, ultimately contributing to improved overall language proficiency.

### **Conclusion**

This study provides an in-depth qualitative examination of how English-language movies facilitate vocabulary acquisition, as perceived by learners in a university setting. The findings demonstrate that movies function not merely as a source of entertainment but also as a powerful pedagogical tool, offering authentic, multimodal input that consistently supports both incidental and intentional learning processes. Importantly, this research further elucidates the mechanisms behind successful vocabulary acquisition: learners' progress depends on factors such as the timing of exposure, strategic engagement (e.g., pausing, note-taking, dictionary use), and the availability of scaffolding, clearly highlighting the active and continuous role of learners in transforming incidental encounters into meaningful learning.

The study also contributes to SLA theory by providing real-world evidence of Krashen's (1985) Input Hypothesis and Schmidt's (1990) Noticing Hypothesis in practice. Participants' strategies reveal how conscious attention and repeated engagement with multimodal input effectively facilitate vocabulary retention, demonstrating the dynamic and interactive interplay between exposure, noticing, and cognitive processing. Pedagogically, the findings suggest that the greatest benefits occur when movies are fully integrated into structured curricula. Pre-, during-, and post-viewing activities enable teachers to mediate challenges such as rapid dialogue, unfamiliar accents, or inaccurate subtitles, thereby transforming potential barriers into opportunities for deeper comprehension and active engagement. This approach effectively bridges authentic, engaging exposure with deliberate, goal-oriented instruction.

Nevertheless, the study is limited by its reliance on self-reported perceptual data, which does not provide objective measures of actual vocabulary gains, leaving some effects unquantified. Future research should employ experimental or quasi-experimental designs with carefully designed pre- and post-tests to assess measurable learning outcomes. Longitudinal investigations could examine the impact of repeated exposure to various movie genres, while comparative studies could explore movies versus other digital media, such as podcasts or language-learning apps. Considering diverse learner characteristics, including motivation, proficiency, and learning style, may further clarify why some individuals benefit more than others and guide more targeted instructional strategies.

In conclusion, English-language movies, when paired with strategic engagement and appropriate pedagogical scaffolding, clearly prove to be a compelling medium for fostering autonomous and meaningful vocabulary acquisition. This study makes both theoretical and practical contributions, offering significant insights into integrating authentic audiovisual materials into higher education language programs to optimize overall meaningful learning outcomes.



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