

## **Cinematic Learning-Teaching: The Role of English Movies in Vocabulary Acquisition for EFL Learners**

**Juhansar<sup>a,1</sup>, Budiarti<sup>\*,b,2</sup>, Shahrin Bin Hashim<sup>c,3</sup>, Reriansyah<sup>d,4</sup>, Irene Gabriella Sihole<sup>e,5</sup>**

<sup>a,b,d,e</sup> Universitas Teknologi Yogyakarta, Yogyakarta, Indonesia

<sup>c</sup> Universiti Teknologi Malaysia, Johor Bahru, Malaysia

<sup>2</sup> budiarti@staff.uty.ac.id\*

### **Abstract**

English movies present an engrossing and immersive experience for language learners, making them an appealing medium for expanding vocabulary. This study investigates learners' viewing habits and preferences for English movies, as well as the perceived influence of these mediums on vocabulary acquisition, efficient viewing techniques, and extra advantages beyond vocabulary building. A questionnaire that combines quantitative and qualitative data collection techniques is used in a descriptive survey approach. Descriptive statistics, cross-tabulation, theme analysis, and content analysis are all used in the data analysis process to give a thorough picture of how English movies aid in vocabulary acquisition for EFL learners. The results indicate that most learners regularly watch English movies, with action movies being the most popular genre. Most participants watch English movies for an hour on average, and all respondents concur that viewing movies helps people learn new words. Most learners prefer to watch movies with subtitles because they help with vocabulary development and understanding. The results also emphasize the wider advantages of seeing English movies, such as increased motivation, better English proficiency in speaking, listening, and pronunciation, and a deeper comprehension of cultural nuances and English use in everyday situations. This current study recommends the need for greater investigation into the wider effects of English movies on English proficiency and pedagogical strategies to maximize their application in English learning-teaching environments.

**Keywords:** Cinematic Learning, EFL Learners, English Movies, Vocabulary Acquisition, Pedagogical Strategies

## **I. INTRODUCTION**

As English has become the global language for world communication, people utilize it to enhance their life goals [1]. It indicates that people including learners of many religious, economic, social, and cultural backgrounds have agreed to use English as their primary language of global communication [2]. Thus, global learners like Indonesian learners should master four English skills, such as listening, reading, speaking, and writing. In English learning-teaching, it requires clear instruction, media, and methodology [3], [4], [5]. Nowadays, Indonesia has declared English as a foreign language, which impacts the learning-teaching processes although some learners have been studying the language since childhood [6]. If the learners are determined to be knowledgeable in English, they should have English vocabulary as much of things as possible since it is the most essential aspect of English.

Vocabulary is the foundation of English skills since it is required for creating sentences, communicating ideas, and producing meaning [7]. Learners build a vocabulary, which is a collection of English terminology they learn as part of the learning-teaching processes to foster the development of all four English skills [8]. Indeed, vocabulary is a basic component of learning English. Since vocabulary is considered the foundation of all language use, it is

important to have it when learning a foreign language. Good communication skills depend on one's ability to master vocabulary. Both would be unable to communicate their ideas adequately and the audience might not grasp them if their vocabulary was insufficient. Vocabulary mastery is also often used to determine the level of a person's language skills. Therefore, to acquire good language skills and communicate effectively with native speakers and others, sufficient vocabulary mastery is required. In other words, vocabulary is very crucial for communication, and without sufficient vocabulary, learners cannot communicate effectively. Understanding vocabulary will make it easier for speakers to express themselves in a foreign language [9].

Watching English movies is among the most fascinating media for enhancing vocabulary. English movies are one of the most engaging audiovisual materials to use since they may engage and fascinate learners [10]. English movies are a popular and inspiring source of discourse that could encourage learners to acquire common words used in regular interactions [11]. One of the things that learners enjoy doing the most is watching English movies. English movies of various genres that appeal to diverse people can be used as English learning-teaching materials since learners who are uninterested in learning a foreign language frequently fail to develop [12]. The fact that English language learners love viewing them makes talking about them more personal for them [13]. Learners can get important knowledge about how to use the language in real-world situations and discover more about the culture of the native speakers of the target language by viewing movies [14]. If the learners comprehend what the teacher teaches and can provide comments on the subject, learning vocabulary in class will be successful [15] including movies in-class activities is a great way to promote connection and engagement while also promoting active learning.

Indeed, teachers must be aware of potential issues, such as the movie's plot, before asking learners to watch English movies [10]. Learners will feel free from the pressure and stressful environment of typical language classes when watching videos because they will not be aware that they are learning anything [16]. In particular, watching movies with subtitles can help EFL learners quickly and effectively develop their speaking and listening skills in English [17]. Furthermore, watching English movies, especially those that have English subtitles, will improve vocabulary and communication skills [18]. Movies are known briefly as one type of visual tool. The learners are visible with both sound and images. Movies serve as a powerful and effective medium for information exchange and as a great instrument for teaching and learning languages. Movies that are broadcast on television are referred to as "movies". Various types of movies such as Action movies, Romance movies, Cartoon movies, and Comedy movies. Then, those movies include silent movies, subtitled movies, and subtitle-free movies. Eken [19] claims that movies offer a wealth of language information, providing input on stories, knowledge, movies, and language characteristics while fostering learners' critical thinking and other language abilities. English movies help to greatly spark the learners' imaginations in addition to properly motivating them [20]. The movie's concept and material must be such that they provide the learners with more than just amusement; rather, they must be informative and inspiring for the learners [21].

So far, several recent studies have found that watching English movies helps EFL learners pick up vocabulary in a big way. It is contended that learners who watch English movies can acquire authentic phrases and situations that are peculiar to their culture, as well as contextualized language input [22], [23], [24], [25], [26], [27]. Consequently, learners who regularly watch English movies exhibit notable improvements in their comprehension, active usage, and retention of new vocabulary [28], [29]. Furthermore, there are a lot of holes in the current body of knowledge. Specifically, there is not a thorough analysis of how different English movie genres—like drama, comedy, or documentaries—are used about one another while learning vocabulary. Additionally, a great deal more study is needed on the long-term

vocabulary retention linked to movie exposure [7], [14]–[16], [24]. The effects of various pedagogical approaches on vocabulary development—such as guided viewing combined with direct teaching follow-up versus more autonomous, self-regulated movie watching—remain largely unexplored. The relationship between individual differences—like learning preferences, language ability, and student outcomes—that has not yet been fully investigated may be crucial to comprehending how movies help EFL learners acquire vocabulary. These topics filled important research gaps and have the potential to produce more thorough and helpful practical recommendations about the use of English movies in EFL instruction. Thus, this research aims to provide holistic insight into the role of English movie vocabulary acquisition for EFL learners by discovering the frequency and preferences in watching English movies, the perceived impact of English movies on vocabulary, effective viewing methods, and additional benefits.

## II. METHOD

This study employs a descriptive survey as its research strategy. It seeks to explain the phenomenon as it stands right now and analyze the information gathered from participants. Since the questionnaire's option and yes/no questions required numerical answers, most of the data gathered for this study were quantitative. The participants of this current research are 4<sup>th</sup> semester learners of the English Language Education Study Program, Universitas Teknologi Yogyakarta, which consisted of 28 learners in the Academic Year 2023/2024. Open-ended questions discover explanations and personal insights about their experiences yield in qualitative features. In this study, a questionnaire is the main method of data collection. The questionnaire has many kinds of questions, such as multiple-choice optional questions to find out how often, what kinds of movies, and how long people watch English movies. Yes-or-no questions to gauge opinions about language proficiency in general and vocabulary growth in particular. Open-ended questions to elicit in-depth firsthand accounts and thoughts on how seeing English movies contributes to language development. Descriptive statistics analysis was used to compute frequencies, percentages, and mean values for the quantitative data to describe the answers to yes-or-no and choice questions. Additionally, cross-tabulation was used to examine the connections between various factors, such as the one between the frequency of movie viewing and the impression of vocabulary growth. Thematic analysis was used to find and classify recurring themes and patterns in the open-ended responses for the qualitative data. This entails classifying the information to draw attention to important words and ideas that characterize learners' reactions to and opinions about watching English movies. The open-ended replies were also examined using content analysis to look for particular instances and narratives that show how watching English movies helps with vocabulary acquisition and other language abilities. Using a combination of qualitative and quantitative data analysis methods, the study offers a comprehensive understanding of how English movies help EFL learners acquire vocabulary.

## III. RESULTS AND DISCUSSION

### A. *Frequency and Preferences in Watching English Movies*

The study on the frequency of watching English movies among learners revealed that a significant proportion of learners, 62%, reported watching English movies often, while 38% watched them rarely, and none reported never watching them as seen in Figure 1. This high interest in English movies among learners is consistent with findings from other studies that have shown that English movies can be an effective tool for enhancing learners' oral English capabilities and improving their vocabulary [30], [31]. The enthusiasm for English movies among learners can be attributed to the engaging and entertaining nature of movies, which can make learning-teaching English more enjoyable and interactive.

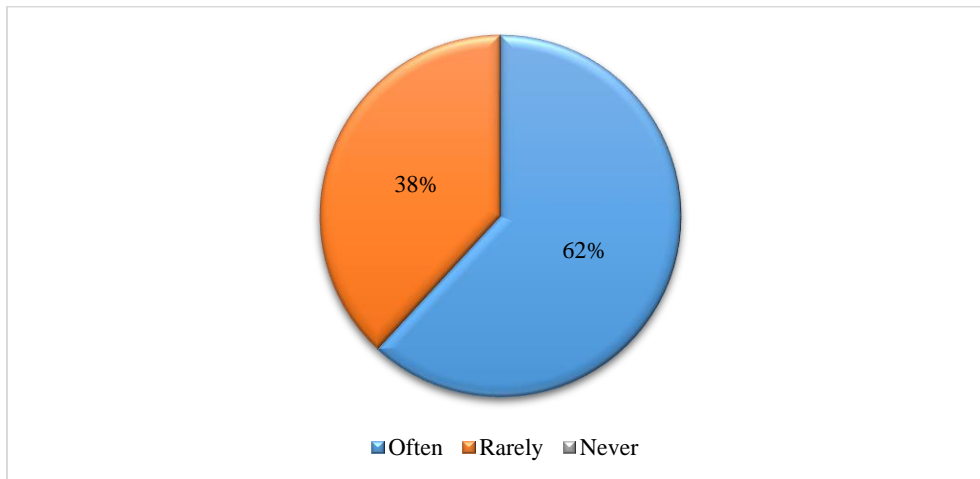


Figure 1. Learners' Frequency in Watching English Movies

The high frequency of watching English movies among learners also suggests that they may be motivated to learn English through this medium. This motivation is crucial for improving English skills, as it can lead to increased participation and engagement in language learning activities. The use of English movies in language learning has been shown to enhance learners' motivation to learn, as well as decrease their anxiety and tension related to presentations [30]. Furthermore, exposure to English movies can help learners improve their comprehension of new words and their pronunciation through group discussions following movie viewings [11]. The findings on the frequency of watching English movies among learners indeed highlight the potential of this medium to engage learners and promote English language skills. Furthermore, learners' preferences in watching movies can be seen in the following Figure 2.

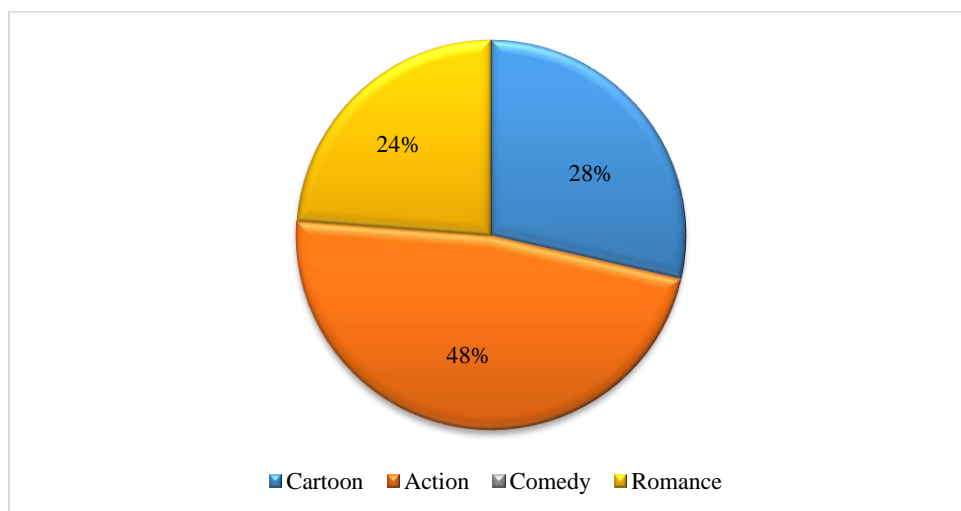


Figure 2 Learners' Movie Preferences to Watch

These results show that learners have different tastes when it comes to the kinds of movies they watch to improve their English. Based on the data, action movies are the most popular genre among participants (48%), suggesting that this is the best genre for learning English. Action movies have a high viewer engagement rate because of their visually appealing and dynamic material, which frequently includes repeating terminology and clear, context-driven conversation that can help with understanding and recall. Action Movies also usually contain a

variety of common and slang terms, which gives learners real-world language use in a variety of contexts. On the other hand, 28% of participants chose cartoon movies, while 24% of participants liked romance movies. Romantic movies are popular because they emphasize emotional expression and interpersonal interactions. This makes them a great source of colloquial language and idioms. Cartoon movies, which are frequently made for younger audiences, may be well-liked because of their easier-to-follow slower speaking tempo and simpler language. It is interesting to note that none of the participants claimed to have learned English through comic movies. This could be because humor-specific vocabulary and cultural subtleties can be difficult for non-native speakers to appreciate without a deeper understanding of the culture.

Furthermore, the results of the survey also show that 62% of learners watch English movies frequently, 38% occasionally, and 0% never watch them. This suggests that learners are very interested in using movies as learning-teaching tools. This is consistent with an earlier study that suggests watching English movies improves vocabulary and speaking abilities because they are interactive and entertaining. Action movies are the most watched genre (48%), probably because of their engaging dialogue and dynamic substance, which facilitate understanding and recall. While romance movies are preferred by 24%, they give richer conversational language and idiomatic expressions, cartoon movies, preferred by 28%, offer simpler language and slower speech. Interestingly, none of the learners used comedies, maybe because of linguistic difficulties and cultural quirks.

TABLE I. PERCEIVED IMPACT OF ENGLISH MOVIES ON VOCABULARY

Questions	Option	Percentage (%)
How long do you spend watching English movies?	30 Minutes	0.0
	1 Hour	52.4
	2 Hours	28.6
	More than 2 Hours	19.0
Does watching English movies increase your vocabulary?	Yes	100
	No	0.0
Do English movies significantly contribute to improve your vocabulary?	Yes	85.7
	No	14.3

TABLE II. THE EFFECTIVE VIEWING METHODS AND ADDITIONAL BENEFITS

Questions	Option	Percentage (%)
How long does it take to increase new vocabulary?	2 weeks	43
	3 weeks	14
	1 month	14
	More than 1 month	29
Do you have a specific schedule for watching English movies?	Yes	86
	No	14
Is there a difference in increasing vocabulary when watching for 1 hour compared to 30 minutes?	Yes	86
	No	14
Which is easier to understand and acquire new vocabulary: Subtitled or Non-Subtitled English movies?	Subtitled	96
	Non-Subtitled	4



### *B. Perceived Impact of English Movies on Vocabulary*

The information in Table I shows the watching habits of the learners as well as how they believe English movies affect their vocabulary development. The bulk of people (52.4%) watch English movies for one hour, whereas the percentages that watch for two hours (28.6%) or longer (19%) are far lower. Remarkably, not a single person watches for a mere half hour. Each participant acknowledged that watching English movies broadens their vocabulary, and a sizable 85.7% of them think that this is the case. This study demonstrates how learners view English movies as having a positive educational impact, especially when it comes to improving vocabulary.

Indeed, Table I presents the habits and attitudes of learners about how English movies affect their vocabulary development. Most learners (52.4%) watch an hour-long English movie; the number of learners who watch for two hours (28.6%) or longer (19%) is lower. Remarkably, not a single person watches for a mere half hour. Every participant acknowledges that watching English movies improves their vocabulary, with 85.7% of them believing that this is the case. These results are consistent with previous studies on the advantages of media use in language learning. Webb and Rodgers [32] claim that watching foreign-language Movies offers contextualized vocabulary learning opportunities, which can improve vocabulary retention and comprehension. Similarly, Bahrani and Tam [33] discover that by offering real language input and involving learners in meaningful ways, multimedia resources—including movies—are essential to language acquisition.

Furthermore, the longer viewing durations that learners reported indicate a high degree of engagement with the content, which is essential for learning to occur effectively. The relevance of understandable input for language acquisition is emphasized by Krashen's Input Hypothesis [34], and movies can entertainingly offer this input. The efficacy of this approach is demonstrated by the fact that all learners (100%) think that watching English movies improves their vocabulary. The fact that 85.7% of people believe that movies significantly increase vocabulary further emphasizes the fact that movies give language recurrent exposure in a variety of circumstances, which is crucial for improving language proficiency. This validates the results of Nation [35], who contends that mastering requires repeated exposure to terminology in many settings. In summary, the results from this study confirm findings from prior research that highlight the advantages of multimedia in language learning and lend credence to the idea that English movies are a useful tool for vocabulary acquisition among EFL learners. It implies that adding movies to language education courses may improve learners' vocabulary and general language competency.

### *C. The Effective Viewing Methods and Additional Benefits*

The information in this study explores the best ways to watch English movies as well as the advantages of doing so for language learning. The results provide insight into how long it takes learners to watch movies and expand their vocabulary; a sizeable percentage of them reported doing so in periods ranging from two weeks to more than a month. The survey also investigates whether learners watch English movies on a set timetable to improve their English proficiency, and it finds that most of them do. In addition, the study explores whether watching movies for an hour versus thirty minutes makes a noticeable difference in language learning; most participants reported that there is. Finally, the study compares learners' preferences for English movies with and without subtitles, offering insights into how simple it is to comprehend and pick up new language in each situation. These results highlight the advantages that go beyond only learning vocabulary and provide insightful information about how to use English movies as a teaching tool.

The data in Table I clarify several topics related to language acquisition via English movies, with an emphasis on practical watching strategies and extra advantages. First, the study

investigates how long it takes for learners to watch more movies and expand their vocabulary. Significantly, more participants (43%) state that they could improve their vocabulary in just two weeks, compared to lower percentages that stating it would take longer—three weeks (14%), one month (14%), or more than a month (29%). This distribution emphasizes how different people learn at different speeds and shows how regular exposure to English movies may help with vocabulary acquisition. Furthermore, as in open-ended questions, some participants (SM, DK, MJ, NMA, PLN, and FAR) were among the participants who agreed that watching English movies can help with English learning. They emphasize several topics, including finding motivation to get better in English, expanding one's vocabulary, improving pronunciation, and enjoyably learning vocabulary. Furthermore, FAR stresses that people learning English of all ages might get inspiration and engagement from English movies (Interview, April 2, 2024).

The study also discovers whether learners who view English movies as part of their language learning regimen follow a set timetable. A significant proportion of participants (86%) disclosed having a specific timetable for viewing movies, suggesting a proactive approach to language learning. According to this research, watching English movies in an organized manner may improve learning outcomes. This is consistent with the concepts of intentional practice and self-regulated learning found in language acquisition studies. Accordingly, it was agreed upon by participants (DPR, AA, MAP, NA, RN, ANI, SF, SQA, AP, AQN, and SFM) that seeing English movies can aid in the improvement of one's vocabulary (Interview, April 2, 2024). They listed several advantages, including expanding vocabulary, learning new words, enhancing pronunciation, and being exposed to a large variety of terms used in everyday situations. A few participants also emphasized how entertaining and enjoyable it is to learn English through movies.

Additionally, the study seeks whether word acquisition is influenced by the length of movie-watching sessions. When compared to shorter times, such as thirty minutes, most participants (86%) felt that watching movies for an hour made a difference in their vocabulary growth. This finding supports the idea that consistent exposure to real-world language input is beneficial to language learning by indicating that longer watching sessions may provide learners with additional chances to practice vocabulary and be exposed to a variety of language settings. Finally, the study compares learners' preferences for English movies with subtitles against those without in terms of comprehension and vocabulary acquisition. 96% of respondents state that they preferred to watch movies with subtitles because they could better understand the content and expand their vocabulary. This preference might result from the dual linguistic input that subtitles offer, as research on multimedia-assisted language learning-teaching methodologies supports the idea that subtitles help with vocabulary recognition and contextual understanding.

Consistent with these results, earlier studies have demonstrated the effectiveness of subtitled English movies as a learning-teaching aid for language acquisition. Studies by Vanderplank [36] and Pawlak [37] have shown how beneficial subtitles are for improving vocabulary learning, understanding, and general language competency. Furthermore, studies on successful language learning-teaching techniques have shown that regular and methodical practice is crucial for skill development; these findings are consistent with the idea of scheduled viewing schedules [38]. In summary, this study's statistics provide insightful information about the best ways to watch movies in English and the additional benefits of utilizing them as an English learning-teaching tool, supporting previous research in the area.

#### **IV. CONCLUSION**

Learners' language learning is greatly aided by watching English movies, especially when it comes to improving vocabulary acquisition. According to the poll, 61.9% of learners said they regularly watch English movies, demonstrating a high degree of interest in this activity among learners. This excitement is explained by the fact that movies are fun and interesting, which

enhances the interactive and pleasurable aspects of language learning. All participants concur that watching English movies can help them expand their vocabulary, and the findings also show that most participants view these movies as useful resources for doing so. The study also emphasizes the various advantages of watching English movies, such as bettering speaking, listening, and writing abilities, in addition to vocabulary development. According to the data, learners also prefer to watch English movies with subtitles since they help them learn vocabulary and improve their comprehension. The survey also shows that to improve their language proficiency, learners frequently set aside certain times during the day to watch English movies. The study highlights the important influence that English movies have on learners' language acquisition process and highlights how well they work to enhance a variety of language proficiency. These results offer insightful information about the possibilities of using English movies as an additional teaching aid in language education courses. Indeed, additional investigation may be conducted to discover the enduring impacts of viewing English movies on language skills and to identify the best viewing practices to optimize educational results.

### REFERENCES

- [1] S. Nurmala Sari and D. Aminatun, "Students' Perception on the Use of English Movies to Improve Vocabulary Mastery," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 16–22, 2021.
- [2] Y. Revola, T. Use, O. English, and M. Assisted, "Yashori Revola , The Use Of English Movie Assisted 1," pp. 1–20.
- [3] R. Pustika and P. Wiedarti, "the Implementation of Reading Instruction in Efl Classroom," *ETERNAL (English, Teaching, Learn. Res. Journal)*, vol. 5, no. 1, p. 75, 2019.
- [4] H. Khoiriyah, A. M. Waris, and J. Juhansar, "The Students' Achievement in Pronouncing English Song Using Smule Application," *Indones. EFL J.*, 2019.
- [5] J. Juhansar, "John Locke: The Construction of Knowledge in the Perspective of Philosophy," *J. Filsafat Indones.*, vol. 4, no. 3, p. 254, 2021.
- [6] L. Oktaviani and B. Mandasari, "Powtoon : A Digital Medium to Optimize Students ' Cultural Presentation in Powtoon: A Digital Medium to Optimize Students ' Cultural Presentation in ELTClassroom," no. August, 2020.
- [7] Z. Bai, "An Analysis of English Vocabulary Learning Strategies," vol. 9, no. 4, pp. 849–855, 2018.
- [8] D. A. Yuliasuti, Y. I. Purnama, and M. R. Tirtanawati, "the Use of English Movies in Teaching Vocabulary Mastery," no. 9, pp. 3–11, 2021.
- [9] D. Aminatun and L. Okativiani, "Using 'memrise' to boost english for business vocabulary mastery: students' viewpoint," vol. 1, pp. 590–596, 2019.
- [10] I. B. A. Pamungkas and S. Susilo Aji, "Students' Perception About Improving English Listening Skills Using Movies Among the Vocational High School Students," *Erud. J. Educ. Innov.*, vol. 7, no. 2, pp. 128–138, 2020.
- [11] M. Himza and Z. Amri, "Students' Perception On Watching English Movies to Enrich Their Vocabulary," *J. English Languag Teach.*, vol. 12, no. 2, pp. 487–499, 2023.
- [12] Y. Ebrahimi and P. Bazae, "The Effect of Watching English Movies with Standard Subtitles on EFL Learners' Content and Vocabulary Comprehension Parisa Bazae," *J. Appl. Linguist. Lang. Res.*, vol. 3, no. 5, pp. 284–295, 2016.
- [13] P. S. Rao, "Research article collaborative learning in english language learning environment," *Apeer Rev. Int. J.*, vol. 7, no. 1, pp. 330–339, 2019.
- [14] S. Webb, "Pre-learning low-frequency vocabulary in second language television programmes," *Lang. Teach. Res.*, vol. 14, no. 4, pp. 501–515, 2010.
- [15] I. Wahyudi, "Improving Students' Vocabulary Mastery Through Audio Visual At Grade VIII Of SMP Negeri 2 Unaaha," vol. 2, no. 2019, pp. 133–148.
- [16] B. S. Gomathi, T. S. Geetha, M. Richard, and R. Raa, "Veda'S Journal of English Language and Literature (Joell) a Study of Vocabulary Learning Using Film As a Media-a Case Study of the Under Graduate Engineering Students," *J. English Lang. Lit. JOELL*, vol. 4, no. 4, pp. 111–117, 2017.
- [17] N. Marwan, "Learning English Language Through Watching Subtitled Movies Among EFL students," no. May, 2021.
- [18] Z. F. Pratiwi and M. Ayu, "The use of describing picture strategy to improve secondary students ' speaking skill," vol. 1, no. 2, pp. 38–43, 2020.



- [19] A. N. Eken, “‘ You ’ ve got mail ’: a film workshop,” vol. 57, no. January, pp. 51–59, 2003.
- [20] Kusumarasdyati, “Listening, viewing and imagination: movies in EFL classes,” *2nd Int. Conf. Imagin. Educ.*, pp. 1–10, 2004.
- [21] C. Stephens, “Film Circles: Scaffolding Speaking for EFL Students.,” *English Teach. Forum*, pp. 14–20, 2012.
- [22] M. Hestiana and Anita, “The Role of Movie Subtitles To Improve Students’ Vocabulary,” *J. English Lang. Teach. Learn.*, vol. 3, no. 1, pp. 46–53, 2022.
- [23] M. Natsir, “The effect of silent short movie on EFL writing,” vol. 7, no. 2, pp. 168–179, 2017.
- [24] F. Caglar, “The Role of English Subtitles in English Movies on Efl Learners’ Content and Vocabulary Comprehension,” p. 56, 2020.
- [25] M. Ismaili, “The Effectiveness of Using Movies in the EFL Classroom – A Study Conducted at South East European University,” vol. 2, no. 4, pp. 121–132, 2013.
- [26] F. R. Omar and Ö. Razi, “Impact of instruction based on movie and TV series clips on EFL learners’ pragmatic competence: Speech acts in focus,” *Front. Psychol.*, vol. 13, no. October, pp. 1–14, 2022.
- [27] U. Apulisa, Novitri, and Masyhur, “Students ’ habit in watching english movies,” vol. 7, no. 1, pp. 65–76, 2021.
- [28] N. Fitri, “Improving Students’ Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 Kota Jambi Nurul Fitri,” vol. 2, no. 2, pp. 73–80, 2018.
- [29] F. Akmaludin, E. F. Prastikawati, and M. Y. WL, “Boosting vocabulary mastery,” no. 2021, pp. 150–162, 2023.
- [30] Y. Alolaywi, “Learning English from Movies: An Exploratory Study,” *Int. J. Soc. Sci. Hum. Res.*, vol. 06, no. 04, pp. 2332–2343, 2023.
- [31] V. P. A. Halawa, M. I. Sihombing, and F. T. Z. Nasution, “the Influence of English Movie in Improving Students’ Speaking Skill,” *Romeo Rev. Multidiscip. Educ. Cult. Pedagog.*, vol. 1, no. 2, pp. 49–58, 2022.
- [32] S. Webb and M. P. H. Rodgers, “The lexical coverage of movies,” *Appl. Linguist.*, vol. 30, no. 3, pp. 407–427, 2009.
- [33] T. Bahrani and T. S. Sim, “New scholars forum technology and language learning: Exposure to TV and radio news and speaking proficiency,” *Krit. Kult.*, vol. 17, no. 17, pp. 144–160, 2011.
- [34] K. R. Gregg and S. D. Krashen, “The Input Hypothesis: Issues and Implications,” *TESOL Quarterly*, vol. 20, no. 1. p. 116, 1986.
- [35] I. S. P. Nation, “Learning vocabulary in another language,” *Learn. Vocab. Another Lang.*, pp. 1–624, 2013.
- [36] R. Vanderplank, “The value of teletext sub-titles in language learning,” *ELT J.*, vol. 42, no. 4, pp. 272–281, 1988.
- [37] M. Pawlak, “Investigating language learning strategies: Prospects, pitfalls and challenges,” *Lang. Teach. Res.*, vol. 25, no. 5, pp. 817–835, 2021.
- [38] R. L. Oxford, *Teaching and Researching Language Learning*. New York and London: Routledge: Taylor & Francis Group, 2017.