

THE USE OF WESTERN MOVIES ON STUDENTS' VOCABULARY MASTERY FOR NON-ENGLISH STUDENTS OF UNISMA

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Abstract: In this research, the researcher tries to figure it out whether watching western movies can affect the vocabulary mastery of non-English department students of UNISMA. Researcher used descriptive qualitative design and chose University of Islam Malang to conduct the research, especially Non-English department students. For the instrument of this research, researcher use a survey, which distributing a questionnaire and an interview, and for subjects of this research, researcher chose twenty students to fill the questionnaire, and interviewing six respondents who scored better on the questionnaire. However, this research was conducted online because there are some obstacles. The finding of the research shows that watching western movies can help respondents improve their vocabulary mastery and add a lot of new words. Aside from that, adopting western movies as a learning medium may help learners boost their self-esteem, improve their pronunciation, and acquire the new accents employed by the characters in the movie, as well as other abilities like listening and speaking. Therefore, the conclusion is that using western movies for learning English can help the students improve their vocabulary mastery, and because learners take note of the new vocabulary they have discovered, it can help them with simply discovering and remembering the meaning of new vocabulary. Not only that, teaching English can be more effective and enjoyable if teachers use western movies as a learning media.

Key words: English Learning, Vocabulary, Western movies, Non-English Department Students

INTRODUCTION

A language is a tool for humans to communicate with other humans which is expressed in writing or orally. According to Rabiah (2018) language is

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Citation in APA style: Syarif, Nur Sepbrina. 2022. *The Use of Western Movies on Students' Vocabulary Mastery for Non-English Students of UNISMA*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang.

Received February 27, 2023; Revised March 3, 2023; Accepted March 7, 2023

traditionally defined as a tool for interaction or communication, which involves conveying thoughts, ideas, concepts, or feelings. With the presence of language, humans can gain a better insight into human relationships. And it is known that, English is a part of the language in this world, and English may not be the most spoken language in the world, but it is the official language of 53 countries and is spoken by around 400 million people across the globe (Ilyosovna, 2020).

In Indonesia, English is the first foreign language, and some Indonesian people can speak English. Because English in Indonesia is likely to be taught for several purposes, like getting a job, getting a scholarship, finding new friends from around the world, and also it is used as a course in the educational system, such as elementary school, junior high school, and senior high school, also in the university level. According to Ilyosovna (2020), there are many valuable reasons to learn the language. Six reasons why English is important:

1. It is an international common tongue
2. It is a language of academia
3. It gives us access to a wealth of written media, online and printed
4. It comes in handy when traveling
5. It is essential if you want to work in international business or commerce
6. It is the language of Hollywood

Nowadays, the ways to learn English are very varied, one of them is by watching western movies. Western movies or Hollywood movies, those movies can help people to learn English. Western movies can also be very influential in improving people's English skills, both in listening, speaking, pronunciation skills, and can also increase vocabulary mastery.

In the other hand, Richards and Renandya (2002) once said, vocabulary is a necessary part of language ability that serves as the foundation for how skillfully learners talk, listen, read, and write. Some professionals have provided vocabulary definitions. Jackson and Amvela (2000) said that the phrases vocabulary, lexis, and lexicon are all synonymous. Furthermore, according to Richards and Schmidt (2002) vocabulary is a group of lexemes that includes single words, compound words, and idioms. Those explanations prove that, in addition to the other English aspects and skills, vocabulary is the first factor that English learners should study

in order to master English. The goal of vocabulary mastery is for learners to have strong language competency in the language skills. It is determined by the quality and amount of vocabulary mastered. The greater the vocabulary that students can master, the greater their skill in using language, and according to Wilkins as stated in Thornbury (2002), very little can be expressed without grammar, and nothing can be conveyed without vocabulary.

Meanwhile, there are several studies that previously discussed the same topic of using western movies to improve students' vocabulary mastery. The first study, compiled by Irmasuryani Datsir (2019) entitled "The Correlation between Students' Habit in Watching English Movie and Vocabulary Achievement" and the second study compiled by Dzawin Nur Ikram (2017) entitled "The Relationship between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge". The third study was by Amalia, Suparman, & Mahpul (2017) entitled "*Teaching Vocabulary Through Movies to Improve Students' Vocabulary Mastery*". And last is by Efrizal (2018) entitled "*Improving Students' Vocabulary Mastery Through English Movie for Second Year Students at MAN 01 Kota Bengkulu*"

From the three previous study showed that by watching western movies, students' vocabulary mastery is increased, but the previous study compiled by Irmasuyani Datsir (2019) showed that there is no significant results between students' habits in watching English movies and vocabulary achievement, and those studies are not intended for non-English department students. Because there is different result from the first previous study, the researcher wants to continue the research to strengthen whether the results of this study are positive or not.

The researcher developed the following research question based on the context of the concerns discussed above: *How is western movies use on students' vocabulary mastery for non-English students of UNISMA?* And in this research, the researcher will carry out the research to find out how the use of western movies on students' vocabulary mastery.

METHOD

This research used descriptive qualitative design. Descriptive qualitative design is a label used in qualitative research for studies that are descriptive in nature and widely used to describe social-related phenomena (Suardi, 2017). And the subjects of this research to fill the questions of questionnaire were twenty students of the University of Islam Malang, and the researcher is expected to interview six respondents who scored better on the questionnaire. But the researcher only focused on Non-English department students, and the majors of the students are from Islamic Education, Faculty of Economics and Business, and last is from Civil Engineering. And those subjects were students that likes watching western movies whether using Indonesian or English subtitles. Moreover, there are several ways to collect the data, such as questionnaires, interview, and observations. And the instrument of this research is the researcher used a case study or conduct using a survey, which distributing a questionnaire and an interview.

The technique of collecting the data is used of a questionnaire and an interview. Non-English department students who likes watching western movies, particularly those from the University of Islam Malang, were the study's criteria. In order to acquire the necessary data, the questionnaire was completed by 20 respondents, with six respondents scoring the highest results on the questionnaire became the subjects for interview. The researcher conducted an interview session through WhatsApp chat to gather interview data, and the respondents may choose to submit interview answers using simply Voice Notes or by Text. In this study, the data are gathered through online questionnaire and an interview only, because no one was available at the previously scheduled Zoom meeting due to the students' hectic schedules, all interviews were done through WhatsApp. And for the interview data, the researcher converted into transcript, Likert Scale of questionnaire score was used for collecting the data.

FINDINGS AND DISCUSSION

In this part researcher applies two instruments to gather the needed data. First, the researcher sent Google Forms surveys to 20 UNISMA students majoring

in Non-English Department. After the respondents completed the questionnaires, the researchers calculated each Likert Scale result in each answer chosen by the respondent. Second, the researcher selected the respondents with the highest total Likert Scale findings for an online interview.

According to the questionnaire result, most participants choose to watch movies that they like rather than movies they don't like, and participants also do not aim for the purpose when enjoying western movies. In addition, many participants enjoy western movies in their spare time. And for the most essential aspect is that many participants feel that watching western movies regularly can help them enhance their English abilities, particularly in terms of vocabulary. Many participants discovered new vocabulary as well as vocabulary that was hard to remember while enjoying western movies. However, several participants were confused by the meaning of the vocabulary they had learned from watching western movies, although some of them understood the meaning of the vocabulary. Last but not least, the number of participants who agreed that they were repeating the dialogue or vocabulary from the film they had watched, so they get used to it to the new vocabulary that they have found out.

Furthermore, based on the findings of the researcher's interview, different perspectives were expressed by respondents. The participants for this interview were chosen via purposive sampling by the researcher. Purposive sampling, according to Sugiyono (2016, p. 85), is a sample approach with specific concerns. Following the selection of the sample, six individuals were chosen for interviews, five of who were female and one was male. The findings of the interview presented below:

1. First Question of Interview

The first interview is *“Have you ever studied English using western movies as a learning media? If so, what are the advantages of learning English using movies media?”* Based on the response to the interview, five of the six participants have used western movies to improve their English skills. The participants discovered that watching western movies allowed them to practice their listening abilities as well as their pronunciation. Furthermore, they say that by using western movies as a medium for learning English, they can increase their

English vocabulary mastery, and that studying using western movies is a very beneficial way since it does not make them feel bored, and the learning is not tiresome.

2. Second Question of Interview

The next participants' responses to the second question "*Does the media help you increase your English vocabulary? If so, explain the reason!*" Most respondents believed that watching western movies may help them improve their vocabulary mastery. The reason they believe western movies can help them improve their vocabulary skills is that when they watch western films, they frequently find new vocabulary, not to mention new slang or idioms which they did not know before, and they take notes on new vocabulary and then look for the meaning of the vocabulary.

3. Third Question of Interview

"If learning English using western movies is very beneficial for you in mastering vocabulary, are there any advantages of this beneficial? (Apart from increasing your vocabulary mastery)" is the third question of the interview. According to the interview responses, respondents were given a variety of responses to the third interview question. Some believe that, in addition to improving their vocabulary mastery, viewing western movies helps boost their self-esteem. Other respondents stated that watching western movies may help them practice their pronunciation and acquire the new accents performed by the characters in the film, as well as enhance their other abilities such as listening and speaking. Respondents also stated that adopting western movie media makes learning more pleasant and less tedious.

4. Fourth Question of Interview

The following participants' replies to the fourth question "*In your opinion, are there any disadvantages of learning English using western movies media in vocabulary mastery? If so, why?*" Referring to the participants' responses, four out of six respondents stated that the disadvantages were not too serious for them, claiming that learning English through western movies could also freshen their brains and that they liked the movies they saw. But, other respondents stated that

the film's duration was rather long, and the conversations in the film sometimes did not use the correct sentence rules, leaving them confused about what the conversations in the movie meant; additionally, when a new movie was released, they had to watch it in a cinema or use a paid application.

5. Fifth Question of Interview

"Do you have difficulty in mastering vocabulary while watching western movies? If so, why?" asks the fifth interview question. Based on the answers from the interviews, the majority of respondents had difficulty acquiring their vocabulary when watched western movies. They have difficulty when the performers' dialogue is extremely fast or has a British accent, and when there are no Indonesian subtitles. And when the movie they are watching has a complicated storyline and includes slang words or idioms they do not know. However, one of the responders had no difficulties because respondent was used to studying English by watching western movies.

6. Sixth Question of Interview

The responses of the following participants to the sixth question *"What is your suggestion for the implementation of western movie media that can be used in learning activities to increase vocabulary?"*. Depending on the answers of the participants, in response to the sixth question, respondents are given a variety of responses. Most of them suggest that if the learners are still at the beginner level, they should choose a movie with an easy-to-understand story plot, and it is better to watch a short movie first so that later if the learners feel they are already used to short movies, they can watch western movies with a longer duration, and don't forget to take notes on the vocabulary that they have newly found. Last but not least, one of the respondents suggests that teachers must adapt to applying and introducing western movies as learning media so that students may discuss them in class, and by employing these western movies as learning media, students are not feeling bored in class and the learning is not monotonous.

With the results of the questionnaire and an interview conducted by the researcher, it has been found that respondents can increase their vocabulary mastery by watching western movies, and respondents can learn new vocabulary,

slang, or idioms by watching western movies. Apart from that, using western movies as a learning medium may help individuals enhance their self-esteem, practice their pronunciation, and learn the new accents used by the characters of the film, as well as other skills such as listening and speaking. Even though there are limitations to adopting western movies as a medium for learning English, respondents stated that such limitations did not bother them since respondents loved learning English through western movies. And in this research, respondents explained that every time they watched a western movie, respondents always recorded or taking notes the new vocabulary found while watching the movie, then respondents looked for the meaning of the vocabulary, and sometimes respondents repeated the conversation or vocabulary in the movies they watched. And the findings are related to some theories that discuss the use of western movies on students' vocabulary knowledge and compare the findings to previous studies. Khoshniyat and Dowlatabadi (2014) think that watching English movies may provide EFLs with comprehensive vocabulary lists, grammar, and other language abilities that will help them enhance their English ability. According to the data above, most student can learn their recent vocabulary from watching English movies. And the above conclusion was confirmed by Anderson, Bryant, & Wilder (2000), who found that seeing many movies were positively connected to greater performance on vocabulary measures. The findings' similarity to the three previous studies, based on previous study from Ikram (2017), that X and Y variables have a positive connection, and the data analysis revealed that the two variables had a significant relationship. It may be concluded that there is a considerable association between students' watching English movies and their vocabulary knowledge. Based on the third previous study conducted by Amalia, Suparman, & Mahpul (2017) the finding of the study was students are able to improve their vocabulary mastery through watching movies. The finding from the last previous study by Efrizal (2018) explained the result of the study showed that there was improvement in students' vocabulary mastery. So, it is known that English movie could improve students' vocabulary mastery.

We know that seeing a movie is a kind of enjoyment. However, we must recognize that watching movies can help us learn English. Humans may improve

their vocabulary by seeing English movies on a regular basis. Humans will remember the vocabulary since they hear it and use it on a frequent basis. Another method of giving material based on both auditory and visual intelligence is to watch movies. As a result of these advantages, seeing movies may be used to expand person's vocabulary. And according to Champoux (1999) he believes movie has functions in Teaching, movies may serve a variety of purposes in a teacher's curriculum.

CONCLUSION AND SUGGESTION

The researcher discovered in this study that movies can help students improve their vocabulary mastery. Improving vocabulary mastery through western movies can help students find and memorize the meaning of new vocabulary by making a note of the new vocabulary they have discovered. Apart from that, students can practice their pronunciation by repeating the dialogue or vocabulary that they have recently discovered, and they can also improve their other abilities such as listening and speaking. Based on the findings of this research, the researcher has made some suggestions for English teachers or lecturers, students, and future researchers to consider. The researcher hopes that this research will encourage teachers to pay attention to teaching methods that capture students' attention, and teachers can also use western movies as a learning medium. Also, the researcher hopes that this research will help students learning English find the right methods, such as taking notes for new vocabulary and watching western movies with English subtitles. Finally, and also most importantly, the researcher hopes that the next researcher will use movies as a medium for teaching English, particularly vocabulary mastery, while employing a different research design or methodology. And, in order to obtain more reliable results, it is suggested that the research process be carried out directly, particularly in the collection of interview data.

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