

EXPLORING STUDENTS' PERCEPTIONS OF WATCHING ENGLISH MOVIES ON THEIR ENGLISH VOCABULARY IMPROVEMENT: A MIXED-METHODS STUDY

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Abstract: Extensive research on students' perceptions of watching English movies has been performed. However, little has been focused on students' perception of watching English movies on their English vocabulary improvement situated at a private university. Using a mixed-methods research design, this research aimed to know how students perception about watching English movies to help the student increase their vocabulary, comparison between students who frequently watch English movies and those who do not, and describe the challenges and strategies used by students while watching English movies. The study was carried out to the first-semester students of the English Education department in Malang. To answer all the research questions a questionnaire, vocabulary test and interviews were utilized. To analyze the data, this research used SPSS version 20, applied descriptive and, independent sample T-test. The finding indicates that all students have a positive view of the use of English movies on their English vocabulary improvement. Furthermore, there is a significant difference between students who frequently watch English movies and those who do not. Beside that, there are many challenges faced by students in watching English movies one of those was the context was difficult to understand. By knowing this, it is hoped that future researchers will be able to improve a study about students' strategies to improve vocabulary with different samples and cases faced by students at all levels, from elementary students to university students.

Keywords: Students' perception, English movie, vocabulary improvement

INTRODUCTION

Since English is utilized so extensively for communication, idea sharing, and learning, it is one of the most important languages in the world. This is due to the fact that English is among the essential foreign languages to learn (Ubaidillah, 2019). There are several supporting components, one of which is vocabulary. For someone to communicate effectively in a foreign language, like English, they must first be familiar with its vocabulary (Sari and Aminatun, 2021). Vocabulary is one of the main important

elements of knowledge for students while they are learning English (Rama, 2023). According to Krashen and Terrell (1985), vocabulary is the foundation of communication. It implies that vocabulary is crucial to communication because individuals cannot communicate effectively without a large enough vocabulary.

The potential of students to read, write, speak, and listen is largely dependent on their vocabulary Richards and Renandya (2002). Without first gaining vocabulary, no one can learn a language, underscoring the significance of vocabulary in language acquisition (Rosyada, 2023). Gaining proficiency in a language requires having a strong vocabulary. To become proficient in a second language, vocabulary acquisition is essential (Teng et al, 2024). For instance, vocabulary knowledge has a significant impact on students' ability to learn English. A student's first step in achieving their goals of learning English skills is developing their vocabulary, which is a crucial language component.

English is currently taught at several levels, beginning in elementary school and continuing through junior high and senior high school. English is introduced to and taught by students in schools as one of the required subjects (Fauzi & Muljanto, 2021). The issue that junior high school language learners frequently face is that many students still struggle with vocabulary acquisition, which results in a lack of vocabulary knowledge and makes it difficult for them to learn English in school (Yulianti, 2019). Furthermore, Rintaningrum (2018) said that many junior high school students do not understand what the speaker is talking about due to the student's limited vocabulary knowledge. Yunus et al (2023) also reveal that the most frequently mentioned advantage has been vocabulary. In addition, for almost all students who had difficulties with pronouncing words, writing, and spells, a different grammatical form of the word, was the reason for the student's difficulty in learning vocabulary.

Not only in the junior high school students, at the senior high school students are unable to comprehend the topic being discussed in the conversation. In addition, for almost all students who had difficulties with pronouncing words, writing, and spells, a different grammatical form of the word, was the reason for the student's difficulty in learning vocabulary. Additionally, Surmanov and Azimova (2020) said that students have had trouble selecting words with the right meaning and are still unsure of how to

use them depending on the circumstances. Furthermore, at the university, the students also confront various obstacles, especially in learning vocabulary. According to Afzal (2019), The findings indicate that PSAU English majors found it difficult to comprehend new vocabulary. English language learners frequently struggle to remember new vocabulary and understand their meanings. Ghazal (2007) argues that one of the biggest obstacles that students have when learning a new language is vocabulary. Hatch and brown (2000) pointed out that learning vocabulary is crucial to improving all skills in English.

Consequently, without a large enough vocabulary, students cannot communicate effectively because they feel anxious about speaking English. Ashari et al (2023) highlight the following elements that affect the students' speaking anxiety: 1) embarrassment; 2) lack of confidence, 3) fear of making a mistake, 4) nervousness; and 4) infrequent speaking. To overcome vocabulary difficulties in English, vocabulary improvement strategies are needed. Students must continually study words in addition to studying structure and practicing sound systems. Maintaining effective techniques leads to successful language learning, particularly while studying English as a foreign language. Maintaining good strategies helps achieve successful language learning, specifically in learning English as a foreign language (Hidayanti & Azami, 2022).

According to Simamora and Oktaviani (2020) an interesting way to consume media that might assist students in increasing their vocabulary is watching an English movie, it provides a more authentic learning environment in the classroom, encouraging students to learn new vocabulary from the movie. It follows Chen et al, (2022) said that an enjoyable technique for students to develop and expand their vocabulary is by watching English movies. By watching movies that are relevant to their studies, students can use this learning approach to speed up their learning. Students can also become more creative by watching English movies. It is anticipated that English movies will be able to foster a supportive environment in the classroom.

In the previous study, Huong (2024) found that watching films in English improved pupils' learning by allowing them to increase their vocabulary. Students' opinions regarding the use of English-language films in the classroom are largely favorable, according to the survey. Then, Setyani et al (2023) the data's findings

demonstrate that students' opinions on using short films to teach vocabulary are favorable. The students enjoyed viewing an English short film, that demonstrate this research. Next, Himza & Amri (2023), found that for overcoming difficulties in learning English vocabulary, students need to implement strategies to make learning fun, faster, easier, and effective. Priska et al (2022) the results found that students thought watching movies with subtitles helped them expand their vocabulary in English. Last, Sari and Aminatun (2021) examined how students felt about seeing English-language movies to improve vocabulary mastery. Students had a positive perception of using movies in the classroom to help them learn new words, according to the study's findings. As a result, it can assist students in expanding their vocabulary, which they will probably utilize when speaking or writing in English.

Based on the review presented above, it can be noted that vocabulary is the main reason why students have difficulty with learning English. Therefore, this current research is carried out to pose three problems: 1) What is the student's perception of the use of English movies to improve their vocabulary improvement?, 2) How do the student's vocabulary improvement compare between those who frequently watch and who do not frequently watch English movies?, and 3) What challenges do students face and how do they overcome them?

METHOD

Research Design

In this study, the researcher combined quantitative and qualitative research methods to address complex topics. Descriptive and comparative were used in this study to obtain a more accurate result, the researcher combined two different types of methodologies to find out students' perceptions of watching English movies on their English vocabulary improvement, to investigate the differences between students who watch English movies frequently and those who don't and to know what challenges do students face and how do they overcome those problems.

Setting and Population

This study was conducted at the Universitas Islam Malang East Java, Indonesia. The population of this study was the first-semester students of the English Education Department, following some criteria of 1) students who have studied English for 6 years and 2) students who have watched English movies as a learning medium. The total number of research participants that responded to the questionnaire and vocabulary test was thirty-nine students.

Research Instruments

The present study employed a mixed-method research design applying questionnaire, vocabulary test, and interview as the instruments of this study. The questionnaire was used to know and describe the students' perceptions of watching English movies on their English vocabulary improvement. This questionnaire was adapted and modified from Kaboocha (2016), Sari and Aminatun (2021), and Simamora and Oktaviani (2020). The response consists of five items with five categories of agreement on a Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). Vocabulary test was adapted from Oxford (2020) to measure students' ability to improve vocabulary as a benchmark for student grades. Vocabulary tests included various forms of questions, including multiple-choice questions (choose the correct meaning of the word). The last instrument was a semi-structured interview. To get to the core of this study, interview questions were made to be more in-depth about the student's perceptions of watching English movies on their English vocabulary, especially the challenges and strategies used by students while watching English movies.

Data Collection Procedures

First, the subjects were given the questionnaire by the researcher via personal WhatsApp and used an online platform such as Google Forms to deliver the survey on students' perceptions of watching English movies on their English vocabulary improvement. In the process of conducting the vocabulary test, to facilitate the researchers' sending over the vocabulary test file, all participants were assembled in a

WhatsApp group. Before taking the vocabulary test, participants were given instructions not to use a dictionary because the idea was to find the natural level of the participants. Participants got the score at the end.

In the interview section, the participants who have been selected are 3 participants who often watch English movies and 3 participants who don't. Next, the six participants were asked about their willingness to be interviewed which was continued via personal WhatsApp. Then, the researcher contacted the participants who were selected to be interviewed to determine the interview schedule. After that, the researcher asked the participants for permission to record the interview session before starting the interview. The researcher recorded the interview process and made sure to conduct rigorous validation to maximize the results. The interviews were conducted via Zoom.

Data Analysis

After filling out the questionnaire, the data were analysed using SPSS version 20 which specifically focused on descriptive analysis to determine students' perceptions of using English movies on their vocabulary improvement. To interpret profile use, a mean score of 3.45 to 5.00 indicates high use, 2.45 to 3.44 indicates medium use, and 1.00 to 2.44 indicates low use (Oxford, 1990). To answer the second research question about the differences between questionnaire responses and the vocabulary test, an independent sample T-test was used. The results from the interview were analysed descriptively.

FINDINGS AND DISCUSSION

Finding 1: Students' Perception of the Use of English Movies to Improve Their Vocabulary Improvement

The data were obtained from the questionnaire which identify the students' perception of the use of English movies to improve their vocabulary improvement. The data were analysed using Descriptive statistics and the finding is explained in more detail in Table 1.

Table 1: The Description of Students' Perception

Classification	Mean	Interpretation
Independent activities	4.18	High
Classroom activities	3.82	High
Overall	4.00	High

Considering each student's responses in Table 4.1, it shows that the highest total mean, which is 4.18, is in independent activities with an interpretation high and 3.82 is in classroom activities with an interpretation high. Overall mean is 4.00 with an interpretation high. It implies that most students use independent activities such as watching English movies to improve their vocabulary. Students perceived that they gained more vocabulary by watching English movies that were included in independent activities. According to the findings, students have a positive response to the use of English movie in learning English, especially to develop their vocabulary mastery.

According to a descriptive statistical analysis of the students' responses in classroom activities, students generally believed that using movies in the classroom was a good idea. Most participants thought that watching movies kept them interested and helped them improve their English skills. Students strongly agreed that films in English could facilitate the learning of the English language. Most of students agreed that they are more motivated and interested in learning English if their teachers use films in the classrooms. They agreed to the statement that the use of movies in their lessons reduced their anxiety in learning English and believed that their EFL teachers should integrate more movie viewing activities in their classrooms to help them improve their language skills.

Finding 2: The Comparison of Vocabulary Sources between Those Who Frequently Watch and Those Who Do Not Frequently Watch English Movies.

To see the differences between students who frequently watch English movie and those who do not frequently watch English movie, the students' scores were used. The data were analysed using Independent Samples Test. The detailed finding is shown in the Table 2.

Table 2: The result of the comparison between two groups

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	
Hasil Nilai Vocab	Equal variances assumed	5.303	.027	11.620	37	.000	43.1579	
	Equal variances not assumed			11.506	31.362	.000	43.1579	

Based on the table above, the sig. (2-tailed) is $0,000 < 0.05$, which can be concluded that the data is significant. It indicated that there was a difference in the between students who frequently watch English movies and those who do not. This implies that, students who frequently watch English movies will enhance students' pronunciation and increased new vocabulary. In addition, the more they watched movies the more vocabulary they got.

Finding 3: Challenges that students faced when trying to improve English skills and vocabulary through watching English movies

Students faced many challenges in watching English movies to improve vocabulary skill. The data about the challenges and the strategies to overcome these problems are explained below :

Question: What challenges have you faced when trying to improve your English skills and vocabulary through watching English movies? And how do you overcome them?

The students state the answers in the following:

(P1): "The challenge I face when watching English movies is that the speaker often speaks too fast, so I don't have time to listen to the audio of what is being said. The way to overcome this problem is that I have to be patient in replaying the words so that I understand what the speaker is saying"

(P2): "The challenge I face when watching English movies is the difficulty in identifying new vocabulary (even though I am used to watching) because there are words that I do not know the meaning of. The way to overcome this problem is to note down and translate the words that I do not know"

(P3): "The challenge I face when watching English movies is the difference in accent or speed of the dialogue spoken by the speaker, so I have to replay to understand what is being said. The way to overcome this problem is to repeat the

dialogue that is not understood and translate it by looking up the meaning in an online dictionary”

(P4): “The spoken and written words are not the same, so it is difficult for me to understand what is meant, the way to overcome this problem is to rewrite and find the meaning”

(P5): “When watching English movies, there are many different accents so the pronunciation is different between American and British. Therefore, I still have difficulty understanding the meaning of vocabulary. The way to overcome this problem is to record, note down, repeat the recording, check whether the pronunciation is correct, and look for the meaning.”

(P6): “For me, movies are a medium for entertainment or fun. I often get confused because I am so serious about the movies that I watch, so I forget or do not focus on studying vocabulary. To overcome this problem, I intend to focus on studying and repeating the movies so can understand what the speaker is talking about and get lots of new vocabulary”

As per the answers from all participants, it can be concluded that all of them have challenges in improving English skills and vocabulary through watching English movies. These challenges are difficulty in identifying new vocabulary, many different accents that confuse students in understanding the words, the speaker speaking too fast, difficulty focusing on the words being spoken, etc. To overcome these problems most of the participants replay the dialogue spoken by the speaker to understand what is being said, note down new vocabulary and then look up its meaning in the dictionary.

Question: Can you provide examples that watching English movies has helped expand your vocabulary acquisition and language proficiency?

The students state the answers in the following:

(P1): “I got a lot of idioms that I didn't know before, for example, "is not your business" so I can apply it in my daily activities when I am talking with my friend”

(P2): “A small example might be when I watch the movie “Inside Out” I learn vocabulary related to emotions, anger, sadness, fear, or disgust. This shows that English films can also teach other things according to the context of the movies”

(P3): “When I was In the Aladdin movie, there was a vocabulary that I had never heard before, then the vocabulary appeared in class during learning, so this makes me believe that watching English films can help me improve my vocabulary”

(P4): “Because I rarely watch it, I don't have any examples or experience with it”

(P5): “I rarely use words that I got from watching English movies”

(P6): “I am sorry because I seldom watch English movies, I think I do not have an example of it”

Following all participant's responses, it may be claimed that some people who frequently watch English movies can practice the language in daily life, either inside or

outside the class when interacting with other people. Besides, those who do not frequently watch English movies, do not have the example of watching English movies that helped expand students' vocabulary acquisition and language proficiency.

Considering the answers to the questions above from the interviews with six students, all students provided positive feedback on using English movies as a medium. For both individuals who frequently watch and those who don't, watching English movies makes them feel engaged and challenged. From the interview data, watching English movies can help enhance English skills, particularly in terms of vocabulary acquisition. There are many challenges faced by students in watching English movies. First, the context is difficult to understand and most students are unfamiliar with what the words or sentences represent. Then, the speakers in the movies are too fast so students have difficulty understanding the vocabulary. In addition, there are many different accents in the dialogue of movies which can make students feel confused. Thus, to overcome these problems most of the students replay the conversation they are talking about to get a better understanding of what the speaker is saying, note down new vocabulary, and then research the definition of that vocabulary in the dictionary.

DISCUSSION

Having been analyzed, the findings reveal that students had positive responses that using English movies could improve students' English skills, particularly in terms of vocabulary acquisition. In accordance with previous research conducted by Huong (2024) Students' interest in learning vocabulary and their ability to pronounce words correctly as native speakers can both be improved by watching English movies. In addition, it also aligned with what was conveyed by Sari and Aminatun (2021), who stated that:

“English movies could enable students to expand their vocabulary, which they can use later in their writing or discussion while speaking English.”

This study reveals that English movies is one of the most successful ways for students to improve their English skills. Any method of learning a language, such as Listening to English sounds, memorizing words, describing pictures, and watching the

English language videos, can be a successful method, according to Mandasari and Oktaviani (2018). Students can easily practice their vocabulary mastery through videos of the speakers. The findings of the first research question also revealed that students feel Interested and have fun while watching English movies. It follows Priska (2022) said that the use of English movies can motivate students to understand the vocabulary as well as the target language. To improve students' vocabulary students can watch English movies independently or in the class.

The findings of the second research question showed that there was a difference in vocabulary sources between those who frequently watch and those who do not frequently watch English movies. Students who frequently watch English movies have improved their vocabulary. Kanell's assertion that a habit of watching a lot of movies is positively correlated with improved vocabulary performance supports the findings (Kanellopoulou et al., 2019). For students who do not frequently watch English movies it does not mean the English vocabulary is bad, simply put, their restricted vocabulary prevents them from understanding new words well. In addition, the more they watched movies the more vocabulary they got. It follows Setyani et al (2023) said that by watching English movies continuously, students will get a lot of new vocabulary. In other words, after it has turned into a habit, movies may be good for language development since they convey messages and provide visuals.

Subsequently, based on the findings of the third research question, all participants feel challenged when they watch English movies. This point explains participants faced various challenges, although their most significant challenge was different accents. There were many different accents in the dialogue of movies which can make students confuse. It aligned with what was conveyed by Maulida and Warni (2021), who stated that one of the challenges was having trouble recognizing certain films' accents. However, the understanding process was not significantly hampered by being more at ease watching films with American accents or more widely recognized English. Despite these challenges, an understanding was less hampered by familiarity with particular accents or widely understood English (Lin et al. 2013).

Their second challenge is not sure of the meaning of the words or sentences which makes students difficult to understand the context. It follows Himza and Amri

(2023) stated that English movies might be challenging for students who are still learning English to understand. It is consistent with Sari and Aminatun (2021) that students will have difficulty understanding the movies if they do not have enough words in their vocabulary. Their third challenge is speakers speak fast. Students have difficulty understanding the vocabulary because the speakers speak fast. It follows Himza and Amri (2023) said that movies may include vocabulary or language that is too quick or complicated for students to understand easily.

To sum up, students encounter challenges in watching English movies to improve students vocabulary such as different accents, not being sure of the word's meaning, and speakers speaking fast. There are some strategies students use when facing difficulties in watching English movies such as replying to the conversation, noting down new vocabularies, and looking for the meaning in the dictionary.

CONCLUSIONS AND SUGGESTION

In short, students' perceptions of watching English movies could successfully improve students' vocabulary. Most students believe that watching English movies lets them learn new vocabulary and improve their pronunciation. Furthermore, there was a significant difference between students who frequently watch English movies and those who do not. Students highlight some of the advantages, especially for students who frequently watch English movies such as enhancing students' pronunciation and increasing new vocabulary. Besides that, there are many challenges faced by students in watching English movies such as the context being difficult to understand. In addition, most students were unfamiliar with the words or sentences, and found many different accents in the dialogue of movies. Thus, it is hoped that future researchers would be able to improve a study about students' strategies to improve vocabulary with different samples and cases faced by students at all levels, from elementary students to university students.

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