Do action movies enrich vocabulary mastery? Students' perceptions

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Abstract

The acquisition and understanding of vocabulary play an important role in language learning because they are essential for effective communication. Lack of motivation is a challenge for many students. Using action movies is the solution to build their motivation to enrich their vocabulary. Through this research, researchers explore the students' perceptions regarding the use of action movies to enrich vocabulary. A qualitative descriptive approach is used. The data are collected through semi-structured interviews addressed to 15 students in one of the English Courses. They are selected purposively and asked to share their experiences in using action movies to enrich their vocabulary. The results show that action movies were argued to be able to enrich the students' motivation and interest in learning vocabulary; show effectiveness in enriching vocabulary mastery, solve challenges in understanding vocabulary through action movies, and show a comparison with other genres.

Keywords: Vocabulary enrichment; action movie; students' perception; language learning

INTRODUCTION

In language learning, understanding and using vocabulary effectively is essential for communication. According to Manda et al. (2022), vocabulary is a collection of words used to make sentences that have meaning. Hestiana (2022) states that vocabulary is a group of words or terms used in communicating with other people, as well as to convey feelings, opinions, and criticism. Without adequate vocabulary mastery, a person's ability to communicate will be hampered because vocabulary is used to understand and convey ideas (Sterpin et al., 2021).

Mastering vocabulary is not easy for students of an English course. Several problems often arise regarding vocabulary learning, for example, they enrich vocabulary in limited contexts (Seven et al., 2020), such as through module which makes them bored. They face the problem of remembering and using vocabulary during the courses. They do not know the correct use of vocabulary for conversation and writing. In addition, the main trouble is that they lack of motivation. These problems ultimately hinder them during the learning.

To solve those problem, researchers decide to use movies. Movies are the media which can be used to enrich vocabulary learning. Simamora and Oktaviani (2020) state that it can increase the students' interest and motivation. Fikri et al. (2022) add that it is an interesting media. In addition, good movies as a learning media can help students learn new vocabulary while having fun watching it and can motivate them to learn more vocabulary (Ashshiddiq et al., 2024). Several studies which are about the students' perceptions on the use of action movies to enrich vocabulary are still unclear. Although they prove that English movies can be an alternative means for students to learn vocabulary (Juhansar et al., 2024), understanding their perceptions on specific movies such as action movies can help teachers to facilitate their vocabulary enrichment.

Therefore, further evidence is still needed regarding how students themselves perceive and interpret the use of action movies. The research problem is then designed into "How do students perceive the use of action movies to enrich their vocabulary?" It is resulted the research objective to analyze the students' perceptions regarding the use of action movies to enrich their vocabulary mastery. This is necessary because knowing their perceptions after the implementation of action movies in English course can be an in-out for teachers about the students' vocabulary enrichment.

Movie

Movie is the media used in this study to enrich students' vocabulary. Anggraeni et al. (2018) state that movie is a form of literary work such as stories, drama, history, culture, events, and science, apart from that it can also be recorded in video format and shown in cinemas, television, theater, or other media with the main aim of entertaining. It also contains moral messages, social criticism, insight into life, and cultural values. Apart from being entertainment media, movies are interesting media that help students acquire new vocabulary (Simamora & Oktaviani, 2020).

Moreover, one of the effective ways to motivate language students to enhance their English skills is by using an English movie (Albiladi et al., 2018). English movies have been proven effective in improving students' language competence. This means it can be a multifunctional tool in the language teaching and learning process. Lestari (2018) states that watching movies not only provides an interesting and enjoyable learning activity, allowing students to learn while engaging in their hobby, which is watching movies but also enriches the students' vocabulary. Additionally, watching movies contributes to enhance the students' vocabulary (Alolaywi, 2023).

Maulida and Warni (2024) also state that watching English movies provides significant benefits in language learning, including increasing vocabulary, learning context, and improving pronunciation and accent. In addition, this process fosters motivation to engage more with English, which ultimately makes it easier to learn the language naturally. Movies as a medium for mastering vocabulary not only increases students' vocabulary but also deepens the students' understanding of the storyline in movies (Hestiana, 2022). Furthermore, watching English movies expands the students' vocabulary knowledge, and besides that, it also helps students learn informal language, idioms, and phrases for everyday communication (Zahmatkesh & Ebrahim, 2021). It can build the students' position about various situations when they get the point on the right vocabulary usage (Sari & Aminatun, 2021).

Several positive reasons support the use of movies as a learning tool for English. According to Harmer (2007), movie has interesting properties which can teach correct pronunciation, help regulate facial expressions, convey meaning through body language,

and present a series of lessons that facilitate the learning process. This explains that it has an audio-visual combination that can strengthen the understanding of new vocabulary. Consequently, the students do not only hear the vocabulary in context but also see how the vocabulary is used in everyday conversations or certain situations, which makes it easier for them to understand the meaning.

Rabiger (2015) states it has played a significant role in human life, and served not only as entertainment, but also as a medium of communication, education, and social reflection. It conveys complex messages in an engaging and accessible way. In a cultural context, it often reflects social norms, values, and challenges, becoming a mirror of human life. In addition, it is also as a tool to understand life in different parts of the world, broadening perspectives, and connecting people to diverse experiences. To infere, movies introduce many benefits for the enrichment of vocabulary.

The action movies used were "Venom (2018)" and "Venom: Let There Be Carnage (2021)". The choice of these movies was based on the previous discussion between the teacher and students. They stated that those movies were more interesting and effective for learning vocabulary since most of them mentioned that they liked action movies. "Venom" provides dynamic storylines, and thrilling sequences that capture students' attention, making the process of learning vocabulary more enjoyable. In addition, the native accents used also provide an opportunity for students to improve their guessing ability about the correct vocabulary. It does not only enrich the students' vocabulary but also increases their motivation and interest in improving their English learning.

Vocabulary

Vocabulary is a group of words arranged into a sentence and has meaning. Richards and Renandya (2002) state that vocabulary is the most important aspect of language proficiency, as it determines how well someone speaks, listens, reads, and writes. Having a large vocabulary allows individuals to express ideas clearly and understand others more easily, whether in conversation, reading comprehension, or writing. Without adequate vocabulary, communication can stop because the intended meaning is not conveyed clearly.

According to Endarto et al. (2020), it is one of the most basic and important components of mastering English. The more vocabulary people know, the more proficient they will be in English. It is a core part of language ability that enables individuals to communicate effectively in the language. In addition, according to Hiebert (2005), vocabulary is the ability to comprehend the meaning of words and is useful in communication and language development. In other words, it is the main basis for understanding and using language appropriately, so the quality of communication is affected by vocabulary.

Harmer (2001) mentions that vocabulary can be divided into active vocabulary and passive vocabulary. Active vocabulary refers to words that students have learned and are capable of using in ability. Passive vocabulary refers to words that students recognize when they hear and read them, but may not be able to produce them. As a result, researchers choose to focus on active vocabulary. Without contextual practice, the vocabulary learned often becomes passive and difficult to use productively. Therefore, it is important to provide opportunities for students to enrich their vocabulary and practice using it in real situations in order to function effectively in everyday communication.

METHOD

The researchers applied a descriptive qualitative method. This method is the most appropriate approach to explore the students' perceptions in depth. Additionally, qualitative research focused on in-depth research into phenomena that occurred in real-life contexts, with the perspectives and experiences of the subjects studied. This method leads researchers to gain deeper insight into the students' perceptions regarding the use of action movies to enrich vocabulary mastery.

Respondents

The respondents of this study were English students in one of the English courses in East Java. There were 15 students, consisting of 8 males and 7 females. They were between 19-25 years. They were selected purposively based on criteria relevant to the research objective. All of them had a basic or beginner level of English proficiency. They were willing to participate in the entire series of research activities. Before the research was conducted, they were given a list of vocabulary contained in the action movies, and then they memorized them to make it easier for them when they were watching them.

Instruments

In collecting data, researchers used semi-structured interview as the main instrument. The type of interview allows direct communication with the respondents while providing flexibility to explore their answers. There were five open-ended questions that focused on the students' perceptions regarding the use of action movies to enrich their vocabulary mastery. Additionally, questions can be developed based on the answers given by the respondents (Cohen et al., 2007). The interview used in this study is the picture how the students show their response after the implementation of action movies in the course program in order to build their vocabulary mastery.

Procedures

Before the interview began, the researchers selected 15 students from an English course using a purposive sampling technique and prepared 5 main questions. The interview was conducted individually, it took 30-40 minutes completely. It was recorded using a voice recorder to maintain accuracy. After that, the recordings were transcribed for further analysis.

Data analysis

Data analysis in this research used thematic analysis which focused on identifying, analyzing, and interpreting themes that emerge from the students' perceptions. This thematic analysis method provides a systematic approach to understand the students' perceptions of action movies to improve their vocabulary. Supported by Guest et al. (2012), thematic analysis is a phenomenological approach method for describing students' perception. This step was important to ensure an understanding of the respondents' responses and the context of their responses. Responses from various respondents were compared to see similarities and differences in perceptions. The final step was interpreting the findings to answer the main research question: How do students perceive the use of action movies to enrich their vocabulary? In addition, ethical procedures were also implemented, for example, obtaining informed consent from participants, maintaining anonymity and confidentiality of data, and obtaining ethical approval from the appropriate academic authorities.

RESULT AND DISCUSSION

The analysis was conducted to 15 students to reveal their perceptions regarding the use of action movies to enrich their vocabulary mastery. There are four questions delivered to the respondents. They are about their motivation and interest in learning vocabulary through the use of action movies, the effectiveness of action movies in enriching vocabulary mastery, challenges in understanding vocabulary through action movies, and the last is about comparison of action movies and other genre.

Students' motivation and interest in learning vocabulary through the use action movies

Form the result, the respondents declare that action movies help them to improve their motivation. To prove that response, the researchers dig more information to the respondents. The additional information is stated. The first additional information is that action movies has made them more fun. Watching action movies made them more motivated and enjoyed to learn new vocabulary. They felt that by watching action movies made them in a situation of practicing the vocabulary. The interest in learning was better. The willingness to memorize was emerged. The introduction of new vocabulary supported their pronunciation and intonation. The opportunity to practice in a real situation during watching those movies was emerged. This treats an interactive and interesting learning process. The enthusiastic to add vocabulary during their course program was better.

Dealing with the students' response, it was argued that the result was in line with Simamora and Oktaviani (2020). They shared that action movies as an entertaining and interesting medium can improve the students' motivation in learning English. In the learning English covers learning vocabulary. Therefore, it can be said that it supports the students' motivation to learn vocabulary.

The effectiveness of action movies in enriching vocabulary mastery

The effectiveness of action movies has been mentioned by the respondents. They stated that action movies provide rich contextual examples to enrich their vocabulary mastery. Supported by the previous research, according to Albiladi et al. (2018), the use of movies is an effective method for enriching their English vocabulary mastery. In this study, the response was that action movies were very effective as a medium for enriching insight because the students could expand vocabulary: idioms and phrases. The additional information to support the statement is that action movies helped them to understand words in a real context. During the implementation, they were trained to check the number of their vocabulary. The surprising result was that they could add three up to seven vocabularies a day.

According to Zahmatkesh and Ebrahim (2021), watching movies could hone the students' learning of everyday language, including idioms and phrases to help informal communication. Exposure to idioms and phrases of this kind of vocabulary could help students understand and use English more richly and variedly (Alolaywi, 2023). Action movies provide exposure to original dialogue with a variety of accents and intonations that could help them pronounce correctly (Azzuri et al., 2024; Sari & Aminatun, 2021).

Challenges in understanding vocabulary through action movies

Despite the many advantages of action movies as learning media, some students faced unique challenges, and they found several factors in understanding dialogue. There are several vocabularies that were difficult, such as a high level of fluency and understanding vocabulary which mostly understood as advance vocabulary. The vocabulary at this level includes complex words, phrases, idioms, and academic language that reflect both general

and specific contexts (Council of Europe, 2001). There are several examples of sentences found "Maximiliano's feelings are not being *validated*.", "Yeah, well he never should've kept such an *insane* secret, man.", and "80 billion light-years of hive knowledge across *universes* would explode your tiny little brain."

Moreover, the native speaker vocabulary also noted as their second challenge. The vocabulary at this level is extensive and nuanced, often including less common, scientific words and idiomatic expressions that are important for advanced communication (Council of Europe, 2001). The examples are: "We call them symbiotes. They form a *symbiosis* with their host.", "It appears that the symbiote is highly *hostile*.", and "You're under *interrogation*, Mr. Brock."

The next challenge that the students stated is that understanding vocabulary which were delivered in dialogue was rather difficult. For example, the dialogue that cannot be heard clearly due to a large number of action scenes and the back sound that interfered the clarity of the conversation. By considering this result, it was suggested that efforts from educators are needed to overcome existing challenges by developing supporting strategies to increase students' understanding about the movie content (Zarfsaz & Yeganehpour, 2021). However, the implementation encouraged students to develop engagement and interests in learning vocabulary (Pavithra & Gandhimathi, 2024). The challenges could be solved by dividing students into some characteristics when the action movies were shown.

Comparison of action movies and other genres
Movies that are interesting to students tend to increase their motivation to learn and understand the language used (Fidelia & Rohmah, 2023). Based on the previous decision, action movies were the students' choice. According to Lee (2022), choosing the appropriate genre can increase motivation, and the learning atmosphere was livelier. Dealing with the comparison of action movies and other genre that the students had previously, the students stated that action movies provided more complex vocabulary. This was in line with the research done by Sánchez-Auñón et al. (2023). Additionally, it was also in line with the research done by Walay (2022) who stated that some action movies showed visual action with minimal dialogue, while other genres showed complex plots and many dialogues. However, even action movies were interesting learning media, their usage depended on the individual needs. According to Liu (2019), the use of movie can be adapted to the students' interests whether it really appropriate or not.

CONCLUSION
The questions given to the respondents were about their motivation and interest in learning vocabulary through the use of action movies, the effectiveness of action movies in enriching vocabulary mastery, challenges in understanding vocabulary through action movies, and the comparison of action movies and other genres. Based on the results of the interview analysis, it was concluded that the students' responses were varied and mostly positive. The example of the respondents' responses that the action movies were argued to be able to enrich the students' motivation and interest in learning vocabulary is that watching action movies made them more motivated and enjoyed learning new vocabulary.

The example of the respondents' responses that action movies show effectiveness in enriching vocabulary mastery is that action movies provide rich contextual examples to enrich vocabulary mastery. The example of the respondents' responses that action movies solve challenges in understanding vocabulary through action movies shows that efforts from educators are needed to overcome existing challenges by developing supporting

strategies to increase students' understanding of the movie content. The example of the respondents' responses is that action movies show a comparison with other genres, as action movies provide more complex vocabulary.

To facilitate the students' difficulties, a required implementing supportive strategies can be tried. Teachers could design collaborative activities based on movie scenes, which encourage active participation and deeper learning. In this way, action movies could provide a more holistic language learning experience for students. To develop the betterment, future research should consider a variety of movie genres, the influence of movies on vocabulary acquisition, and the use of technology as a supporting medium.

AUTHOR CONTRIBUTION

The writing of this study cannot be completed without the contribution of some authors. Each author has his/her role of doing this study. Author 1 collected data, analysed data, and wrote the findings and discussions. Author 2 checked the manuscript with the journal template. Author 3 and Author 4 proofread the article drafts several times before submission.

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APPENDIX
The questions asked by researchers to respondents:

Table 1. Interview sheet

No	The Questions
1.	How is your experience in learning English vocabulary through action movies? Do you feel more interested or motivated to learn?
2.	How effective are action movies in helping you understand and enrich your English vocabulary compared to other methods, such as textbooks or vocabulary exercises?
3.	What makes it easier for you to understand the vocabulary in action movies compared to other movie genres?
4.	What challenges do you face when you learn vocabulary through action movies?