**THE ROLE OF ENGLISH MOVIES IN ENHANCING VOCABULARY ACQUISITION AMONG MALAYSIAN SECONDARY SCHOOL ESL LEARNERS**

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## Copyright statement

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**Abstract**

This study discusses the role English movies in enhancing vocabulary acquisition among Malaysian secondary school ESL learners. It seeks to determine how movies enhance vocabulary acquisition and also explore the perception of learners about the teaching method adopted. A quasi-experimental design is utilized to compare the treatment group that is receiving the movie-based learning with the control group that are taught traditionally. The data collection was made through pre-tests, three post-tests, and semi-structured interviews for four weeks. Results show that the treatment group was above the control group in acquiring vocabulary acquisition consistently through higher mean scores with reduced dispersion for three post-tests. Semi-structured interviews further illustrate motivational and contextual benefits. This study stated that movies are an engaging medium of learning vocabulary in ESL classrooms, which can retain vocabulary better and make the vocabulary meaningful. The utilization of movies in classes allows one to provide in the dynamic and context-rich learning environment of students while inducing motivation among them. The research suggests the inclusion of multimedia resources in the curriculum for the courses of English and future research shall avoid the limitations, such as limited sample size and small-time tactic implemented regarding giving evidence on the results.

**Keywords:** *English movies, vocabulary acquisition, ESL learners, multimedia learning, educational methods*

**Subject Area:**

1. P118-118.75: Language acquisition

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## Declaration

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement had been given in the bibliography and reference to ALL sources be they printed, electronic, or personal.

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Date: 10 December 2024

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# List of abbreviations

**ESL**        English as a Second Language

**MCQ**       Multiple Choice Questions

**SMK**       Sekolah Menengah Kebangsaan

**SD**        Standard Deviation

**M**         Mean

# List of Terminologies

| Terminology | Definition |
|---|---|
| Vocabulary acquisition | The process of learning new words and their meanings, especially in the context of second language learning. |
| Pre-Test | An assessment conducted before the intervention to evaluate baseline knowledge of proficiency levels. |
| Post-Test | A test conducted after the intervention to measure its impact on learning or performance. |
| Quasi-experimental design | A research method that examines the effects of an intervention without random assignment of participants to groups. |
| Treatment group | The group in an experiment exposed to the intervention being tested |
| Control group | The group in an experiment that does not receive the treatment or intervention |

# THE ROLE OF ENGLISH MOVIES IN ENHANCING VOCABULARY ACQUISITION AMONG MALAYSIAN SECONDARY SCHOOL ESL LEARNERS

## Chapter 1: Introduction

### 1.1 Background of study

In order to have a conversation with another individual, it is necessary to utilize a language, including sign language. The international language that has long been used worldwide is English and adopted as lingua franca in countries which have their own native languages (Alolaywi, 2023). However, mastering a new language poses significant challenges, demanding considerable time and effort to navigate its complexities, as noted by Albiladi et al. (2018). The English Language is widely acknowledged as Malaysia's official second language, integrated into the educational curriculum to equip students' competence, while proficiency in English is considered crucial for undergraduates in higher education to enhance their chances of being recruited by organizations (Zulaikha et al., 2022). Despite the emphasis, Malaysian students still have difficulties in utilising the language even after 11 years of studying it as a second language in schools as highlighted by Kashinathan and Abdul Aziz in (2021).

One major reason why students have such a hard time improving their proficiency in English is because educators do not seem to put emphasis on teaching vocabulary as they assume it could be naturally acquired through their environment growing up (Zhu, 2020). According to research done by Ramli and Rivaldin (2021), students are required to master vocabulary expansion, which is one the most important learning strategy in order to be a competent English language user. Vocabulary instruction is often discussed in teaching English as a Foreign language, presenting educators with challenges in effectively facilitating student learning and ensuring they achieve desired outcome during the teaching and learning process. According to Hadi & Abdelkarim in (2017), recent studies have shown that teaching vocabulary can be difficult as some teachers may feel unsure about the best methods to be incorporated into the classroom, and they do not know how to start focusing on teaching words effectively to ESL

learners. As a good educator, it is important to use techniques which are up to date for better engagement of the students in the lesson. In light of the ongoing technological advancements, everyone, including institutions and governments are capitalizing on the use of it, particularly in educational sectors where the integration of technology not only enhances the learning process but also facilitates comprehension of the target language (Ampa et al., 2022). Therefore, a technology-assisted learning environment has been identified as a key factor which could help students achieve fluency in their target language better. According to Jalaluddin in (2023), using technology to teach English has significantly changed how it's taught, replacing traditional methods with options like films, radio, and TV, making teaching more interesting and improving productivity. A study done by Valli & Priyan in (2016), states that with the engagement of multimedia texts on topics pf interest, students can familiarize themselves with academic vocabulary and language structures by utilizing resources like print, film, and the internet to gather information that stimulates their imagination and interest.

Given the significant challenges faced by Malaysian students in mastering English proficiency, particularly in their vocabulary acquisition, it's evident that a change in the teaching strategies is needed. Among the many strategies that ESL learners could adapt to expand their vocabulary, watching English movie is known to be one of the most effective ways of the incorporation of multimedia in classroom which motivates and encourages them. As mentioned by Fauzi et al., (2021), students learn many new words and phrases by watching movies which helps them improve their vocabulary and enhance their communication skills. As ESL students, it is crucial to have a strong foundation of vocabulary when learning a new language as it is the basis factor which supports them for communication in four language skills (Widia Rahmi Fauzi & Setia Muljanto, 2021). Therefore, movies can be utilized as a tool to remove the issues students face when acquiring a second language. Movies serves as a main entertainment source for the younger generation these days which could eliminate the boredom, they might feel in

the traditional classroom setting. As stated by Yaacob et al., (2021), students would feel more motivated and engaged to learn a new language with the help of visual aids especially movies as it is an authentic source and it contains various characters, settings, plots, and genre which they might relate to themselves, making their understanding easier. Teaching vocabularies trough movies exposes students to language used in different settings and relatable cultural context (Kurniati, 2022).

A study done by Sánchez-Auñón et al., in (2023) highlights the emergence of movies as a pedagogical tool in the 1970's concurrent with the transition from the audio-lingual method to the communicative approach in foreign language instruction, prompting EFL instructors to adopt film experts as dynamic materials to facilitate leaner interaction. Implementing movies into the existing teaching methods can shift the cycle of teacher centred classroom. When the lesson being taught does not interest the students, and the environment stresses them out, they will not be able to understand and retain the knowledge as listed in the learning outcomes. However, the implementation English movies has found to improve students listening skills, speaking skills, writing skills, reading skills, pronunciation, grammar, pragmatics and vocabulary (Kabooha, 2016; Liu 2019; Vyushkina, 2016).

Thus, this study aims to find out does the implementation of movies into classroom among Malaysian secondary school students have a positive impact on the proficiency development of the student's vocabulary. The main objective is to find out if movies have an impact on students' vocabulary acquisition in classroom context.

**1.2 Statement of Problem**

Despite various efforts being made by educators to include different teaching strategies, ESL students still tend to face several problems that hinders their language acquisition in the classroom setting. It is crucial to have a basis knowledge of English language in Malaysia as it is widely used in everyday activities which includes education, work life, and job seeking. Having a strong foundation of vocabulary is important for second language learners as it is the basis for all the language skills involved (Alqahtani, 2015). According to Hakim (2023), Malaysia is ranked third overall among 113 Asian countries in their English proficiency. English serves as Malaysia's second language and is taught from primary to secondary schools (Abu Bakar et al., 2021). However, Malaysian students would face difficulty in learning the language as there are many other languages being spoken as their mother tongues. This includes the three main languages which are Bahasa Malaysia, Mandarin, and Tamil. This causes the them to treat the English language more as a foreign language compared to second language. A study done by Yaccob & Yunus in (2019), on Malaysian students' perspectives and challenges in learning English language found that students struggle to master the English mastery due to the interference of their native language. This leads to difficulty in understanding English words and language structure.

Furthermore, a study done by Zulkefly & Razali in (2019), found that rural school student's attitude towards learning English as a second language is mainly affected by the lack opportunities and environment to utilise the language. These issues arise as Malaysian education is highly exam oriented which makes the lesson highly teacher centred (Zulkurnain et al., 2019). Using this teaching approach, students are passive throughout the lesson which leads to decreased engagement and motivation to learn the lesson. To overcome this issue, Malaysia's education Ministry introduced the 21$^{st}$ Century Learning Approach in the 2017 (Amanda Hollygrace Peter, 2023). However, despite receiving emphasis and technological

funds from the government, schools in Malaysia still lack with their usage of multimedia in classroom lessons. While there may be a few researchers carried out on the effect of multimedia to students learning in Perak, studies focusing the use of movies specifically remains unexplored.

Current research aims to fill in the gap to the previous research to examine how movies as a specific multimedia tool can be implemented in Secondary schools in Perak to enhance the English vocabulary learning among the students.

## 1.3 Research objectives

1. To investigate the role of English movies in enhancing vocabulary acquisition among Malaysian secondary school students ESL learners.

2. To examine the perceptions of perceptions of Malaysian secondary school ESL learners towards the use of English movies as a tool for vocabulary acquisition.

## 1.4 Research questions

1. How does watching English movies affect the vocabulary acquisition of Malaysian ESL learners?

2. What are the perceptions of Malaysian secondary school ESL learners towards the incorporation of English movies into classroom instruction for vocabulary acquisition purposes?

## 1.5 Significance of study

This study aims to find out the role that English movies play in proficiency development of vocabulary acquisition among Malaysian secondary school ESL learners. Through this study, there will be insight provided on how English movies could be implemented into classroom to maximise the learning outcomes. Educators could gain deeper insight on how the engagement

with visual aids specifically English movies can stimulate student's cognitive processes which could potentially enhance vocabulary comprehension. Educators could list down the possible factors which increases the student's motivation and engagement level to the lesson due to the inherently enjoyable nature of multimedia. Hopefully, the findings of this study will increase the implementation of English movies in English classroom to make the learning more conducive as the use of multimedia sources can help teachers design engaging learning activities that captures the student's attention and increase their participation. Teachers in Malaysia could make use of this research as the traditional grammar-structured approach are the main method being used to teach English to the students. Currently, there has been very less research done to prove how English movies affects the vocabulary acquisition of Malaysian ESL learners. Which is why it is hoped that trough this study, Malaysian educators become more aware of preference of students to learn the English subject.

## 1.6 Scope and limitations of study

### 1.6.1 Scope of study

This research used a sample of 40 Malaysian secondary school students, all selected from the same school. The students chosen to be the participants of this study have the same level of proficiency in their English Language. The chosen participants are of the same age in order to be more consistent. A quasi-experimental design with pre-test and post-test and a semi-interview were utilised to evaluate the impact of English movies on vocabulary acquisition.

### 1.6.2 Limitations of study

The first limitation of this study is that it has a limited size sample which restricts the generalizability of the findings to a broader population of Malaysian ESL learners. The findings only represented a specific group of people included in the study and the results will not accurately reflect the outcomes of ESL learners in other schools. The homogeneity of the

sample population which lies in having the same level of proficiency among the students and same school limits the findings as well. Variations in these aspects can influence and enhance the research outcomes of the study.

Furthermore, time constraint was also an issue in this research as there may not be enough time in classroom settings to play entire movies. This limitation has impacted the effectiveness of the intervention since the students will not be able to receive full exposure needed to test out the effectiveness of the intervention. Due to limited time, only the selected segments of the movie were played which may not provide sufficient context or depth for meaningful learning experiences.

The selection of appropriate movies for classroom use is a difficult procedure as well as many aspects of the movie shall be considered to maintain the appropriateness to implement it into the classroom settings. The chosen movie should match the sample population's proficiency levels and their interests. This is to make sure the students could keep track with the movie content and plot and to avoid less engagement from them if the vocabulary used in the movie is beyond their comprehension. If the selected movie is beyond their proficiency level, students will struggle to understand the dialogue and storyline, leading to frustration and disengagement. On the contrary, students will not be motivated to acquire the vocabulary if the language used in the movie is easily comprehensible for them. Cultural sensitivity and appropriateness should also be considered in order to align with the educational objectives and values of the classroom.

Students level of interest and engagement while watching the chosen movie may differ to various aspects. They may have different preferences for certain genres or styles of movies which may cause them to find the content of the movie less appealing. Additionally, different students have different amount of attention span. So, some of them may be easily distracted if

they are not a fan of the movie being played. Students who have high motivation levels will engage more enthusiastically into the lesson, while those who are not interest may not perform well in the movie-based activities.

**1.7 Definitions of terms**

1.7.1 English

According to Cambridge Dictionary in (2023), English is a language spoken by people in many countries, mainly in the United Kingdom and United States. English is the main pick for a foreign language in many countries worldwide and this popularity has made it a global language (Crystal & Potter, 2018).

1.7.2 Movies

According to Britannica in (2024), movie is a visual recording consisting of a sequence of moving images that states a narrative storyline which is viewed by audiences on a screen of a television or cinema.

1.7.3 Vocabulary

Vocabulary is generally understood as knowing the meaning of words which can be defined in various ways, such as a list of words with their meaning or as a combination of properties like meaning, pronunciation, and frequency in linguistic analysis (Alizadeh, 2016).

1.7.4 Acquisition

The study of language acquisition aims to understand how children develop the ability to speak and understand language, relying on tools from both general cognitive abilities and specific language-related biases such as tracking statistical patterns in their environment to learn their native language (Lidz & Perkins, 2018).

<u>1.7.5 ESL</u>

According to Nuriska in (2021), ESL, traditionally referred to as English for speakers of other languages, is the terim used to describe the study or use of the English language by people whose first language is not English and mainly when it is used in an English-speaking environment.

<u>1.7.6 Enhancing</u>

According to Cambridge dictionary in (2023), enhance means to improve the quality, value, or effectiveness of something. It involves making something better.

## Chapter 2: Literature Review

## 2.1 Introduction

The integration of multimedia, particularly movies, has been proven to provide various advantages for ESL learners. This is because movies have seen to improve many language skills which includes vocabulary acquisition as well. It is important to understand how movies affect the vocabulary development of Malaysian ESL learners since English hs been deemed as the second language of tis country. This chapter will be focusing on discussing previous research done related to movies' impact on vocabulary acquisition. By examining previous studies, this review aims to identify trends, challenges and practices associated with using movies as a medium for vocabulary acquisition.

## 2.2 Teaching vocabulary to ESL learners

Even though a great emphasis is given towards grammar in a form of a language, vocabulary is equally important as students can't be able to utilise the target language without knowing the meaning carried by those words (Rahmat & Mohandas, 2020). Having a weak base of

vocabulary knowledge will lead to difficulties in mastering the fours skills of English language which are the speaking, listening, writing, and reading (Leong & Ahmadi,2017). Vocabulary also serves as the main structure of language an ESL learner should master in order to have a communication with others as the learner would only be able to convey his/her message by understanding the meaning of the particular words (Husin et al., 2022). According to Saidi in (2018), many Malaysian students, particularly those in rural areas, may face challenges in second language acquisition due to their primary language spoken at home often being their respective mother tongues which eventually results in minimal exposure to English outside of school and limited authentic opportunities to practice and enhance their English skills. This ultimately obstructs their ability to effectively acquire a second language.  This drastically lowers the source of input learners could gain to naturally acquire vocabulary acquisition of their second language. This highlights how crucial educators are in making sure students learn language properly, especially by giving them many chances to learn new words. By focusing more on vocabulary, teachers help students keep up with the lesson and understand it better.

Study carried out on the analysis of Critical Period Hypothesis by Fei and Li-qin in (2016), states that starting to learn a foreign language at age 12 might enable older learners to achieve native speaking proficiency if they receive effective teaching methods and a conducive language environment, which emphasizes the importance of the implementation of good teaching techniques needed to be used by the teachers for better language learning of the students.  According to Chiekezie & Inyang in (2021), instructors should recognize the importance of incorporating vocabulary when teaching English as a foreign language classroom, which involves selecting appropriate methods and strategies for effective instruction. It is crucial for teachers in this generation where technology is taking control to change their traditional teaching methods to modern approaches which incorporates the inclusion of multimedia into the classroom context.

A study conducted by Chiekezie & Inyang in (2021) on the role of audio-visual aids in teaching of English vocabulary listed out the steps needed in the teaching of vocabulary. The first step mentioned in their research in the process of teaching vocabulary is selection in which the educators decide how many words and which vocabulary to teach based on students' language proficiency, prioritizing high frequency and relevant words. This step aims to engage them effectively in learning and align instructional gals with their needs. The second step is the sequence where the educators mainly make decisions regarding the sequence and presentation of words to be taught while considering whether to prioritize teaching meaning or form first. This step aims to ensure that word presentation aligns with the natural usage patterns of the language and promotes comprehension and communication skills. The last step stated in their research is the presentation stage in which educators introduce vocabulary to students either spontaneously or through pre-planned methods. During these introductions, educators adapt their teaching methods to engage students and ensure comprehension by incorporating activities to reinforce learning and assess understanding.

However, the education system in Malaysia has given the least importance to the teaching of vocabulary and placed more importance on improving student's reading and writing skills (Ariffin, 2021). Educators in Malaysia seem to believe that vocabulary acquisition occurs naturally as the child grows up. In Malaysian context, students tend to memorise new words and their respective meaning to answer their exam questions which eventually causes them to be unaware to utilise those words in different contextual cues especially in speaking skills.

## 2.3 Challenges faced by Malaysian ESL Learners in English language proficiency.

Having established the fundamental importance of vocabulary acquisition in language learning, particularly among ESL learners in Malaysia, it is essential to look more closely at how well these students are doing in English.

Maarof & Malani in (2015), conducted research on learner's learning experiences and difficulties towards (ESL) among UKM undergraduates. The findings of this research shows that students face major challenges when learning in an ESL classroom which various from the learning environment itself, the quality of education, the role of educators, and the teaching approach applied. The participants of this research also highlighted issues such as the lack of active learning, critical and creative thinking skills, and insufficient use of the English language during classroom interactions. Research also identified traditional teaching methods as one of the factors which demotivates the students which emphasizes the need for educators to diversify their teaching strategies and incorporate new materials and aids into classroom instruction. Besides, the study also reveals that some ESL learners have adopted assertive measures to overcome obstacles in their language acquisition which includes engaging in self-directed activities such as independent reading, practicing English with family and friends, and utilizing English media like movies and songs.

Furthermore, Nor et al. (2015), did research on the difficulty faced by ESL learners in their English skills. Findings of this research revealed that vocabulary could affect all language skills. This finding revealed that in speaking ability, students struggle to express themselves due to limited vocabulary which hindered them from using the language. Similarly, vocabulary caused challenges in writing and reading tasks urging for more motivation and support from the teachers. Students also faced difficulties in understanding words in listening test, highlighting the importance of vocabulary. Researchers suggested of incorporating various strategies and techniques in their classroom to identify the best.

Similarly, Aziz & Kashinathan in (2021) conducted research on the challenges encountered by Malaysian ESL learners on speaking skills through a systematic literature review method. This study identified weak vocabulary as the main reason students struggle to speak in vocabulary. The reason causing this issue to arise were pinned to psychological factors

such as shyness and fear of embarrassment. Students not having a strong basis of vocabulary is stated to avoid using the language as they don't want to be made fun of by others in the classroom. Researchers in this study also urged the need of incorporating more interactive techniques in lessons to strengthen student-centred approach.

On the other hand, Yaccob & Yunus in (2019), conducted a study on student's perspectives on the challenges and solutions to learning English in Malaysian ESL context. Findings revealed that students felt demotivated to learn when they struggle with textbooks, understanding English materials, and interactions in class. Many students relied on their first language (L1) for spelling and translation thus indicating low L2 vocabulary knowledge. The researchers also identified the solutions the learners ought to make to overcome the challenges found. One of the main solutions taken by majority of the learners, (66.67%), were by choosing to learn from audio-visual materials which includes movies and songs. Thus, the researchers suggested that future studies address more on the challenges faced by the students, such as difficulty understanding textbook materials, mastering vocabulary and grammar, and dealing with interference from their first language (L1).

In summary, these four studies shed light on the challenges Malaysian ESL learners face in acquiring English proficiency. Learners often tackle the challenges they face by utilizing audio-visual materials like movies and songs. Despite this, there remains a gap in understanding the full extent of these challenges and how best to address them in the classroom. Therefore, through this ongoing research, it is hoped to find out the effectiveness of incorporating movies as an audio-visual material into the classroom to overcome the difficulties faced by the learners.

**2.4 Implementing movies as learning media in classroom context.**

In recent years, the integration of movies in classroom as a pedagogical tool has been gaining attention from educators as it serves as an authentic material which increases the students' motivation and engagement in the lesson. Movies as well as TV shows are a big part of learners in this generation, and they are familiar with the concept. Hence, incorporating them into classroom context would create a bridge between student's out of school experiences with formal classroom learning. A few research have been carried out on the effects of movies as a tool to increase English proficiency among ESL learners.

A study carried out by Karlina in (2022), explored how movies as a teaching media can affect student's learning outcomes. This research utilised experimental research with quantitative approach. Results from this research experiment shows that students' learning achievement improved significantly after the implementation of moves. The average test score increased from 49.43 before using movies to 79.35 after implanting movies. Besides, the researchers also noticed that the students displayed increased interest and enjoyment in learning, as movies made the subjects more comprehensible and engaging. Learners in recent years who are growing up surrounded by various types of multimedia prefers to acquire new vocabularies through an interesting and natural input compared to the traditional teaching methods. Through this study carried out by Karlina in (2022), it can be proven that movies have a positive impact on students learning outcomes as they feel motivated to engage themselves into the lesson.

Additionally, Yaacob et al., in (2021) did research to examine the effectiveness of incorporating English movies in a Malaysian classroom setting. The findings of this study revealed that English movies helped improve the students' speaking, listening, vocabulary, and writing. However, it is important to note that the researchers also emphasize that finding

suitable movies for classroom context can be challenging and educators shall choose appropriate movies for the students. Research also highlights that different types of movies will have varying effects on the children's language acquisition.

Furthermore, another study conducted on the influence of English movies on towards student's speaking skills also revealed positive results (Halawa et al., 2022). In this study, the research utilized a quantitative approach in which a pre-test, and post-test were carried out among 30 sample students chosen. Through the findings of thus research, it can be seen that majority of the students agree that movies increase their interest towards the lesson. The findings also highlight that student's speaking skills improved very well after the implementation of movies.

Accordingly, Altun & Hussein in (2022), conducted research on the impact of watching movies on student's speaking ability. This research utilised a qualitative research design to carry out a systematic literature review. The findings of the study revealed that students' speaking skills are improved by movies and researchers also stated that watching movies help learners understand how language is used in real-life situations and learn about the culture of native speakers. It is also revealed that in the findings that students' vocabularies acquisition could be enhanced by the tone and natural delivery of dialogues in the movies.

In conclusion, the studies examining the implementation of movies as learning media in the classroom have shown positive results. The findings from these three research highlights the effectiveness of movies in enhancing various language skills among students which includes speaking, listening, vocabulary, and writing. Moreover, the researcher indicates the increasement of student engagement, motivation, and interest into learning the language. It is also evident that ESL learners are able to develop better vocabularies with the incorporation of movies through various language skills.

**2.5 Acquiring vocabulary through movies.**

Knowing the importance of incorporating movies into classroom, it is also crucial to explore how these movies could enhance vocabulary acquisition among students, especially for ESL learners in Malaysia. Traditional teaching strategies often hinders language proficiency since it prioritizes grammar over vocabulary. Malaysian ESL students face challenges in their English language learning due to limited exposure to the language outside of classroom context. By the integration of movies in classroom, it is proved that it can improve student's interests and their engagement into the lesson since it serves as an authentic material. Studies have shown that movies improve various language skills. Therefore, investigating movies' role in vocabulary acquisition is important to enhance language learning outcomes and addressing challenges faced by Malaysian ESL learners.

Ashcroft et al. in (2018), conducted a study to find out the impact of movies toward the vocabulary acquisition of Japanese students. The researchers utilised a repeated measures method to collect the result of this study. Through this research design, the researchers conducted a pre- and post-test on 187 Japanese students in a university. The findings of this study proved that there was a significant improvement in the student's ability to recall the vocabulary learnt after watching movies. However, the researchers also highlight that there were very less gains of new vocabularies which could be caused by infrequent occurrence of the specific vocabulary targeted within the movie script. For future researchers, this study recommended that watching full-length movies should incorporate more precise methods for measuring vocabulary retention.

Similarly, fAkmaludin et al., in (2023) conducted a study to investigate the impact of implementing English short movies on vocabulary acquisition among Malaysian secondary school learners. The findings of this study verifies that implementation of short movie clips

could increase the learner's interest towards the lesson. As a result, students acquire vocabulary easier while watching the movie clips being portrayed as they feel interest to learn the context of the scenes. The participants in this research were also stated to depict more confidence while using the English language in classroom after implementation of movies. Overall, the findings of this research proves that English movies is an effective tool help students acquire vocabulary better.

Correspondingly, Ditha Kusumarajni in (2019), did a study to investigate effects of implementing movies in classroom on students' vocabulary acquisition among Malaysian students. The findings of this research noticed significant improvement in acquiring vocabulary among the sample participants after the intervention phase of implementing the movie for the treatment group. Various types of vocabulary types of vocabulary were recorded of being improved. This includes content words, nouns, verbs, adverbs, and adjectives. Suggestions for English teacher listed by the researchers includes the need to include movie based teaching methods and providing feedback to the students for better learning.

## 2.6 Theoretical Framework

### 2.3.1 Krashen's Input Hypotheses

Krashen's Input hypotheses works on the theory of unput"i+1" which means to state that learners would be able to gain new knowledge if the language to which they are being exposed to is slightly above their current language proficiency (Gong, 2023). In the context of this research, English movies serve as a source of comprehensible input, exposing the students to authentic language use and vocabulary in context. According to Maluleke & Mapindani (2020), in order to progress to a higher proficiency when learning a language, the learner need to be able to understand what is being said or written in the next stage of proficiency. It is important

to comprehend the language that is being presented to the learner instead of just focusing on merely hearing the sound and reading the written form.

Krashen in (1982), states that negative emotions such as anxiety, boredom, and lack of motivation could affect learners' language acquisition. However, a good learning environment could be created by using the low affective filter. Current research aims to find out whether the implementation of English-language movies in the classroom can help to eliminate any sort of boredom felt in the lesson and make students feel less anxious to use the language. This would be identified through the analysis of the improvements made in student's vocabulary after the intervention stage since Krashen (1982) stated emotions could affect language acquisition. Improvements in their results would further prove this theory.

Moreover, the exposure to diverse language input for better language learning is emphasized by Krashen (Elizabeth Taylor Tricomi,2012). This is relevant in the current study as various vocabulary range could be exposed to learners in a single movie. This is said as movies contain many contexts in different scenes, accents, and speaking style. This diversity among the characters and scenes of the movie would help expose students to better comprehensive understanding on how the English language is used in real-life-situations.

## Chapter 3: Methodology

### 3.1 Introduction

This chapter covers the methodology used to conduct this study and explain in detail the procedures to obtain the results. A mixed-method research design is used incorporating both quasi-experimental design and semi-structured interview. This design is chosen as it suits to be used upon the participants chosen from a Malaysian secondary school in Perak, Malaysia.

Research design, instruments, data collection procedures and data analysis is cover in this respective chapter.

**3.2 Research design**

According to Khanday & Khanam (2019), research design is an organized plan outlining the methods and techniques used by the researcher to carry out their research. A mixed-method research design incorporating quasi-experimental design and semi-structured interviews were utilized in current research.

3.2.1 Quasi experimental design (Pre-test and Post-test)

According to Singh (2021), quasi-experimental design allows researchers to study real-life effects of treatments by directly assessing subject while minimizing interference from other factors. This research design was employed in current research by assigning a pre-test and post-test to the students. The pre-test was in a form of a standardized vocabulary assessment to the chosen participants in order to get a record of their proficiency level. Then, the post-test was conducted three times to measure the effect of the variable, which is a significant plot of the chosen movie divided into three sections, on the treatment group. In the end, the differences between the control group and treatment group were taken note of.

3.2.2 Semi structured interviews

According to Adams (2015), semi-structured interviews are highly effective in various tasks, especially when there are many open-ended questions that need additional questions to get more information. This offers valuable supplementation to mixed methods research approaches. The researcher conducts a dialogues session with the participants to facilitate open-ended data collection to explore their thoughts, feelings, and beliefs on a topic, including personal or sensitive issues (DeJonckheere & Vaughn, 2019). The current study used this approach to gain an insight into how the student in a secondary school views the

implementation of English movie in classroom to enhance their vocabulary. The entire interview session was recorded by the researcher with the consent of all parties to be transcribed and analysed later. The information gained from the interviews was combined with quantitative data obtained from quasi-experimental design to have better understanding on how movies affect students' vocabulary acquisition.

**3.3 Sampling technique**

Purposive sampling technique was used to select the sample participants in this research. This sampling technique is chosen to make sure the participants selected suits well with the research objectives and to gain better data and results (Campbell et al., 2020). Purposive sampling allows researchers to conduct their study on a certain number of participants in detail and use it as a reference to understand the larger group effectively (Adeoye, 2023). This method is flexible as it saves time and money during data collection.

In current research, a class of students was randomly selected from a secondary school in Perak. Later, a pre-test was assigned to all the students in the classroom in order to measure their knowledge and proficiency level before exposing them to an intervention or treatment. After collecting their mean scores, they were evenly divided into the control group and the treatment group. The control group will be taught using traditional teaching methods, while the treatment group will be taught using the intervention (Selected movie clips). This will allow the researcher to compare the results of both groups.

**3.4 Research instruments**

<u>3.4.1 Chosen movie</u>

Three movies of different genres were selected for this study The movies were taken from an app called Netflix. The chosen movies are Damsel, Corpse Bride, and Spider Man: No way Coming Home. A significant plot of the movies was divided into three parts to test its

effectiveness of teaching vocabulary to the treatment group. Researcher paused the movie on important scenes to explain the meaning of the vocabularies which was tested later.

3.4.2 Vocabulary test (Pre-test)

The vocabulary test for the pre-test was taken from a verified website. There were 10 MCQ questions used from the website to test the student's initial vocabulary proficiency. Both groups, treatment, and control were given the same set of pre-test questions.

3.4.3 Interviews

To gain a better insight into student's perceptions of incorporating movies into classroom for better vocabulary acquisition, a semi-structured interviewed was used in this research. This interview consists of 5 open-ended questions which provides better insight into the objective of this research. The interview was conducted after getting the consent and approval of the student. The interview sessions were conducted in an online platform called Teams. This platform was used as it was easier to record the sessions this was, and the students did not have to stay back after school to conduct it.  The recording was then transcribed by the researcher. One student from both the treatment and control group was chosen from the sample participants. They were interviewed individually to enable freely expressing their thoughts without being influenced by others.

**3.5 Data collection procedures**

3.5.1 Quasi experimental design

The data collection of this research was done through the implementation of quasi-experimental design. A class of Malaysian secondary school students were chosen to be the participants of this research. Firstly, a pre-test was done on the participants to get an insight on their proficiency levels. Then, according to their scores, they were divided equally into control

group and treatment group (Same average number of low/high proficiency students in both groups). Later, the treatment group was tested using the chosen movies three times, in different class sessions each to record the effect on their vocabulary acquisition. The independent variable in this research is English movies, and the dependent variable in this research is the students' vocabulary acquisition.

Throughout the intervention period, clips from the movies were divided into three extracts with 15-25 minutes each. While playing the movie clip, researcher will pause at certain scenes to explain a little further about context of the scene and vocabulary used. Meanwhile, for the control group, the same focused vocabulary will be taught to students using traditional teaching methods.

After the intervention period, both groups underwent a post-test assessment to evaluate changes in vocabulary acquisition. Post-test will be carried out three times to ensure the reliability and validity of the research findings. T-test will be then used to compare the mean post-test scores of the control and treatment groups. The data collected is used to indicate if there is a significant difference in vocabulary acquisition between those two groups after the intervention.

### 3.5.2 Semi-structured Interview

The semi-structured interview was conducted between the researcher and two students from both control and treatment group which were chosen randomly. The interviews were conducted in the Teams app to make it easier for the recording process and also manageability of the students to conduct in any time they prefer it. Before conducting this interview, it was made sure that consent from the participants were asked. Each participant was interviewed individually for about 6 to 10 minutes using different set of questions. The entire process of this interview was later transcribed using formal language. After completing interview sessions

with all the participants, the data was analysed to identify key themes and patterns in their responses and organize them into categories.

## 3.6 Data analysis

### 3.6.1 Statistical Analysis

Quantitative analysis was used to measure the effectiveness of using English movies on vocabulary among Malaysian secondary school students. Firstly, the pre-test test scores were recorded for all the participants. Each correct answer was rewarded with one point. Later, the collected scores were analysed using statistical software such as Excel. Then, the obtained mean scores for both groups will be compared using a t-test to determine the differences between the respective groups.

### 3.6.2 Thematic Analysis

Qualitative analysis will be done to gain the students' perceptions and experiences regarding the use of English movies in the classroom. Firstly, the recorded interviews of the participants were transcribed into written formal language. Then, the major themes and patterns in the student's responses were identified through thematic analysis. It will be easier to spot common ideas and trends shared by the students by classifying the key information to specific categories. This method allows for a structured examination of the interview data. This helps with better understanding the student's viewpoints and perceptions.

## Chapter 4: Findings and Analysis

### 4.1 Introduction

This chapter expose the findings and analysis of this research. It will expose data collected from Quasi-experimental design (pre-test and post-test) together with analysis of the semi-

structured interview is done for a clearer overview of the data obtained. The data was collected within the time span of four weeks from form four students of SMK Malim Nawar. The number of participants chosen to participate in this research were 40 students from two classes. They were then divided to 20 students in the treatment group and 20 in the control group. A pre-test consisting of 10 MCQ questions were given to both groups before the intervention. The same set of questions were used for both groups. Later, post-test was conducted three times using three different movies. Each post-test question consisted of 10 MCQ questions. At the end, a semi-structured interview was done. One participant was selected from each group to get a better understanding of the impact of movies on vocabulary acquisition.

## 4.2 Pre-Test

All the participants were asked to go through a pre-test before implementing the treatment variable into the research to assess their vocabulary skills. This test held its importance to get a hold on the proficiency levels of the participants before the intervention. They were then divided equally into control and treatment group.

*Pre-test results*

| Class | Number of Students | Total Marks (%) | Mean Score | Standard Deviation | Maximum Score | Minimum Score |
|-------|--------------------|-----------------|------------|--------------------|---------------|---------------|
| 4 STEM | 20 | 780 | 39 | 17.137 | 80 | 0 |
| 4PA | 20 | 790 | 39.5 | 16.050 | 80 | 10 |

The pre-test was conducted to access the initial vocabulary proficiency of students in both groups. The participants were selected from 2 classes (4PA and 4 STEM). Each class had 20 participants, and the results were used to ensure the division into the treatment and control groups. The pre-test consisted of 10 multiple choice questions which was converted to (100%)

for consistency. The treatment group (4STEM), managed to achieve a combined total of 780 marks. The control group on the other hand managed to score 790 marks in total. The mean scores for both groups were almost identical, at (39%) for 4 STEM and (39.5%) for 4PA. These similar mean scores indicate that both groups started with comparable levels of vocabulary proficiency.

Despite the similar average scores, there were differences in score distribution between the two classes. The standard deviation for 4 STEM was 17.137. This means that the students' scores varied more in this group. The difference is further reflected in the score range: 4STEM having a minimum score of (90%) and a maximum of (80%). In contrast, the standard deviation for 4PA was slightly lower at 16.050. This indicates that the scores were more clustered. The minimum score in 4 PA was at (10%) and the maximum was also at (80%). This proves that there is a smaller gap between the weakest and strongest students in this class.

These results shows that both classes had a similar level of vocabulary proficiency at the start. The 4 STEM class was chosen as the treatment group meanwhile 4 PA class was chosen as the control group according to the results gained through pre-test.

**4.3 Post-Test Results**

*Post-Test 1 Results*

| Group | Number of students | Total Marks (%) | Mean Score | Standard Deviation | Maximum Score | Minimum Score |
|-------|--------------------|-----------------|-----------|--------------------|---------------|---------------|
| Treatment | 20 | 1220 | 61 | 10.711 | 80 | 40 |
| Control | 20 | 880 | 44 | 15.008 | 60 | 20 |

The first post-test was conducted to evaluate the immediate effects of the intervention. The treatment group (4 STEM) scored a combined total of 1220 marks, with a mean score of 61%.

Meanwhile, the control group scored a total of 880 marks with a mean score of 44%. This shows a remarkable improvement of 56.4% for the treatment group compared to their pre-test of 39%. However, the control group only showed an 11.4% increase from their pre-test mean score of 39.5%.

The standard deviation for the treatment group dropped to 10.711. This indicates greater consistency in their scores after the intervention. The range of scores in treatment group also improved with the lowest score increasing from 0% to 40%. This shows that even the weakest students made noticeable progress. The highest score remained at 80%. This reflects sustained performance among the strongest students. On the other hand, the control group demonstrated less consistent progress. The standard deviation for control group Post-Test 1 is 15.008. Their scores range from 20% to 60% demonstrating limited improvement among lower-proficiency students. While higher-performing students showed slight gains, with the maximum score increasing from 80% in the pre-test to 60% in Post-Test 1, the lowest performing students only improved from 10% in the pre-test to 20% in Post-Test 1.

*Post-Test 2 Results*

| Group | Number of Students | Total Marks (%) | Mean Score | Standard Deviation | Maximum Score | Minimum Score |
|---|---|---|---|---|---|---|
| Treatment | 20 | 1270 | 63.5 | 12.680 | 80 | 40 |
| Control | 20 | 890 | 44.5 | 13.945 | 70 | 20 |

For the second Post-Test, the treatment group achieved a total score of 1270, with a mean score of 63.5%. This result shows a slight improvement from Post-Test 1. Meanwhile, the control group scored a total of 890 marks with a mean score of 44.5%. This shows a slight improvement of 0.5% from their first post-test. In the treatment group, the scores ranged from 40% 80% which remained consistent with the range observed in Post-Test 1. The stable minimum score

of 40% reflects the sustained progress of the weaker students. The maximum score of 80% indicates that higher-performing students continued to maintain their proficiency. However, the control group's scores ranged from 20% to 70%. This shows some improvement among higher-performing students, as their maximum score increased from 60% to 70% in post-test. The lower-performing students in the control group showed no improvement, as the minimum score remained at 20%.

The standard deviation for the treatment group slightly increased to 12.680. This proves some variation in the level of improvement among the students. Despite this, the treatment group's overall performance remained strong with consistent gains across different proficiency levels. On the other hand, the control group's standard deviation decreased to 13.945. This reflects a slight decrease in variability. Higher-performing students in the control group benefited more from traditional teaching methods, while lower-performing students struggled to make meaningful gains.

*Post-Test 3 Results*

| Group | Number of Students | Tital marks (%) | Mean Score | Standard Deviation | Maximum Score | Minimum Score |
|-------|--------------------|-----------------|------------|--------------------|---------------|---------------|
| Treatment | 20 | 1480 | 74 | 12.732 | 90 | 50 |
| Control | 20 | 920 | 46 | 13.533 | 70 | 20 |

For the third post-test, the treatment group scored a total of 1480, with a mean score of 74%, marking an increase of 10.5% from their Post-Test 2 mean score of 63.5%. The control group scored a total of 920 marks in total, with a mean score of 46%. The control group showed a 1.5% improvement from their Post-Test 2 mean score of 44.5%.

In the treatment group, the score range had some increasement with scores ranging from 50% to 90%. This is a marked improvement compared to Post-Test 2 in which the range was 40%

to 80%. The increase in the minimum score from 40% to 50% shows continued progress among weaker students. Meanwhile, the increase in the maximum score from 80% to 90% shows that higher-performing students also benefitted from the intervention. This upward trend indicates that the intervention was effective across all proficiency levels. However, the control group's scores ranged from 20% to 70% with no change in the minimum score from post-test 2 which also had the range of 20% to 70%. The limited progress among weaker students is evident from the stagnant minimum score. The control group's lower improvement proves the challenges of traditional teaching methods in addressing diverse learning needs.

The standard deviation for the treatment group decreased slightly to 12.732 compared to 12.680 in post-test 2. This indicates consistency in performance among students. This suggest that the intervention helped align the progress of students with varying levels of proficiency. On the other hand, the control group's standard deviation remained almost the same at 13.533 compared to 13.945 in post-test 2. This highlights persistent variability and uneven progress among students.

The results from post-test 3 confirms that the intervention had sustained positive impact on the treatment group. The remarkable improvement in both the minimum and maximum scores indicates that the intervention had positive effects on vocabulary acquisition.

**4.4 Statistical Analysis**

Independent t-tests were conducted for each of the three post-tests in this research to determine the significance of the observed differences of outcomes between the treatment and control groups. For this study, the t-test evaluated whether the English movie intervention had a meaningful impact on the treatment group's vocabulary acquisition. For each post-test, the raw scores from the treatment and control groups were used to calculate the means and standard

deviations for each group. These descriptive statistics provided the foundation for calculating the t-statistics and p-values. Here is a table illustrating the T-test results:

*T-test results*

| Test | t-Statistic | p-Value | Significance |
|------|-------------|---------|--------------|
| Pre-Test | -0.820826 | 0.924632792 | Not significant |
| Post-Test 1 | 31.701763 | 0.00022386 | Significant |
| Post-Test 2 | 34.823779 | 6.18307E-05 | Significant |
| Post-Test 3 | 51.66977024 | 5.65801E-08 | Highly significant |

For pre-test, the t-statistic of -8.208 and a p-value of 0.9246 shows no statistically significant difference between the treatment and control groups' mean scores before the intervention and this confirms their baseline equivalence. For post-test 1, the t-statistic of 31.7018 and a p-value of 0.0002 showed statistically substantial difference between the mean scores of the treatment and control groups at this stage. The treatment group achieved a mean score of 61% while the control group scored 44%. The low p-value (less than 0.005) means that there is only a 0.022% chance that the observed difference occurred based on random variations

For post-test 2, the t-statistic of 34.8238 and a p-value of 0.00006 shows the difference between the groups approached statistical significance. The treatment group improved to a mean score of 63.5%. Meanwhile, the control group only scored 44.5%. The even lower p-value emphasizes that the probability of this difference occurring by chance is extremely low (less than 0.006%).

For Post-test 3, the t-statistic of 51.6698 and a p-value of 0.00000006 reveal a statistically significant difference in performance between the treatment and control groups. The treatment

group achieved a mean score of 74%. Meanwhile, the control group's mean is only 46%. The minuscule p-value reflects an almost negligible chance that the observed difference is random.

These findings confirm the effectiveness of the movie-based intervention in improving vocabulary acquisition compared to traditional teaching methods.

## 4.5 Semi structured Interview

This section will be analysing the data collected from the interview conducted between the researcher and one student from each control group and treatment group. The interview was conducted online via Microsoft Teams platform. The interview sessions were recorded after getting the permission from the participants. Different sets of questions were used for both participants. Each set consisted of 5 questions. Different sets of questions were used to tailor with the different teaching methods used as the questions need to align with their specific experiences. The interviewee from the control group was labelled as C1 meanwhile interviewee from treatment group was labelled as T1. The analysis is done by identifying the key themes found from the data.

### A. Engagement and Motivation

For the control group, the traditional method of teaching vocabulary was stated as clear but uninspiring. C1 described it as *"dull and repetitive"* adding that "*the explanation on the whiteboard was clear, but the method didn't capture my attention. It felt like just listening and writing without much interaction".* The absence of effective elements and the repetitive nature of the activity reduced her motivation and made it difficult for her to stay focused during the lessons. Also, she adds that her lack of interest was exacerbated by the activity's routine nature by saying "It wasn't very exciting or memorable. It felt like a routine I've done many times before". This is a major drawback of traditional methods in maintaining students' interest in learning vocabulary.

As opposed to the control group, the treatment group participant expressed a completely different experience with the movie-based method. T1 found the experience to be "enjoyable and refreshing". He said that he had liked how the class was engaging . This can be proven when he said, "The storyline kept me engaged, and I felt excited to see how the vocabulary was used in real-life situations". Moreover, he explains that "learning through movie clips felt more interactive and natural compared to just reading definitions or writing notes." Demonstrating how movies add an element a fresh and enjoyable element. This implies that incorporating movies into teaching can boost learner motivation by making lessons more dynamic and enjoyable.

### B. Understanding and Context

Another noteworthy aspect where the two approaches differed was in the ability to understand new vocabulary. C1 claimed that she had trouble remembering the meaning of words even when explanations were given during the session. She stated the explanations were clear during the session, but she could not retain the meaning for long. She says "I only remember a few words clearly. Most of them didn't stick because there wasn't anything unique or interesting to help me recall them later." She had trouble remembering the words because there was no clear context of visual cues. This can be seen when she adds on saying "Without any visual or real-world connections, it felt harder to retain the vocabulary."

Contracted with those findings, the treatment group student revealed how the intervention of movies improved his ability to comprehend new vocabulary. She states, "The scenes gave each word memorable context which made them stick in my mind more effectively than just hearing or reading." The teacher's method of pausing the movie to explain the chosen vocabularies helped improve their understanding. This is seen by the participant explaining "The teacher

paused the movie at key moments to explain the words. It gave me time to focus on each word and its context before the scene continued."

On the other hand, T1 from the treatment group described how the movie-based method helped her understand new words effectively. She explained, "The scenes gave each word memorable context, which made them stick in my mind more effectively than just hearing or reading them." The teacher's strategy of pausing the movie to explain keywords further enhanced comprehension. This can be proven by T2's response saying "The teacher paused the movie at key moments to explain the words. It gave me time to focus on each word and its context before the scene continued." This method made studying more engaging and simpler to understand for students.

*C. Retention Strategies*

The strategies used by the students to retain new vocabulary showed the impact of instructional method on their learning behaviour. C1 admitted that the traditional method did not encourage her to adopt active strategies. She stated, "I didn't use many strategies because the method didn't encourage me to." Her main approach was to write down the meanings of words during the lesson but lacked the motivation to review them afterward. She explains that "It felt more like memorizing for the moment rather than actually learning the words."

In contrast, T1 from the treatment group employed a range of strategies to reinforce learning. T1 noted "I relied on subtitles to catch the spelling and usage of each word, and I tried to associate the words with what was happening in the scene." Moreover, she described repeating the words silently to herself during the intervention to strengthen her recall by saying "If a word stood out, I would write it down so I could review it later."

## D. Memory and Recall

Memory and recall were also strongly affected by the instructional method. C1 states that the lack of engaging elements in the traditional method made it difficult to retain vocabulary beyond the lesson. She explained, *"Most of the words faded quickly because just hearing the explanation didn't feel like enough to really learn the words."* Words that were repeated or paired with clear examples stood out more, but she still found it challenging to retain a substantial portion of the vocabulary.

In contrast, T2 shared that the movie-based approach helped her remember words far more effectively. She explained, "When I aasociate a word with specific scene, like a character's action or expression, it feels more natural and easier to recall later." The visual and contextual cues provided by the movie created lasting impressions of the words in her mind. She described the process as creating "a mental image for each word" which made it easier and more natural to recall compared to traditional methods.

## E. Preference for Learning Methods

Both participants expressed that they have a clear inclination toward interactive and context-rich methods when it involves overall preferences. C1 critiqued the traditional method as being out of date and ineffective. She expressed "I wouldn't want to use this method again. It feels outdated, and there are better ways to learn vocabulary that are more enjoyable and interactive."

In contrast, T2 praised the movie-based method and offered suggestions for improving its application. She recommended selecting movies with clear dialogue and minimizing interruptions. This can be seen in her statement of "Teachers could ask students to predict the meaning of words based on the scene before explaining it to them. This way, students can stay more involved." Her feedback highlights the potential for further refining the movie-based method to maximize its impact on vocabulary acquisition.

These results shed light on the advantages that movies carry out for vocabulary acquisition as compared to the traditional approach. While the traditional approach presented clarity as far as instruction was concerned, in its use it failed in the aspect of engaging students actively. As a consequence, this caused limited retention and recall of the content learned. A movie-based approach made it both interactive and rich in context, allowing students to grasp and remember words better.

## Chapter 5: Discussion and conclusion

The discussions in this section will unveil the results of the present study on the effectiveness of English movies in enriching vocabulary acquisition among Malaysian secondary school ESL learners. This includes discussions on findings gleaned from the quasi-experimental design and semi-structured interview, implications, and suggestions for future research. This research had two objectives. The first objective is to investigate the role of English movies in enhancing vocabulary acquisition among Malaysian secondary school students ESL learners and the second objective is to examine the perceptions of perceptions of Malaysian secondary school ESL learners towards the use of English movies as a tool for vocabulary acquisition. The results collected from the study shows that both objectives were achieved.

### 5.1 Discussion

This chapter will further discuss the findings of the research in more depth and also provide the limitations of this research. This part will also cover the recommendations for future research and provide a conclusion for the overall chapter.

### 5.1.1 Quasi -experimental design

For the first research objective, the findings from quasi-experimental design accentuate the role of English movies in enhancing vocabulary acquisition among Malaysian ESL learners. The treatment group which was exposed to movies as a pedagogical tool consistently performed better than the control group in all three post-tests. This proves the effectiveness of the intervention used.

The pre-test was conducted to evaluate the baseline vocabulary proficiency of participants in both the control and treatment groups. The means for the treatment group were 39%, and for the control 39.5%. These two groups appear to have matched according to starting proficiency level. Individual scores were more spread out in the treatment group than in the control with a larger standard deviation, (17.137), found for the treatment group versus the control group's of (16.050) standard deviation. The students showed an alignment in terms of proficiency level at the beginning. This ensured that whatever increase in subsequent tests had become due to intervention. Relatedly, Kusumarajni (2022), discussed how movies influenced or impacted students concerning vocabulary gain. pre-tests before treatments showed that participants in both groups were equal in vocabulary proficiency level. Kusumarajni (2022) stressed that this is very important in creating baselines for the evaluation of multimedia tools in terms of their effectiveness, as this can allow for clear comparisons to be made between traditional and innovative teaching methods.

The first post test revealed the treatment group improved remarkably, standing at an average of 61% against the control group's 44%. In the treatment group, the standard deviation reduced to (10.711); this means that most participants' performances were similar. In the control group, it increased to (15.005). This means such students have made irregular progress. These findings are supported by Kurniati (2022), who reported that students exposed to movies in Eglish

lessons outperformed those taught by traditional methods. The study concluded that the media elements of movies provided an engaging context which facilitated learning retention. Zulkefly and Razali (2019) stressed that relevant settings in instruction facilitate vocabulary learning by helping students to remember and use the terms more effectively.

In the second post-test results, it came out that the average of the treatment group increased to 63.5%. However, the increase was only marginal for the control group registering a percentage of 44.5%. The scored ranged between a minimum of 40% and a maximum of 80% for the treatment group. This showed improvement along all levels of proficiency continuously. For the control group, the range was a minimum of 20% and a maximum of 70%, indicating almost nil improvement. These findings are supported by Kabooha (2016), where it was reported that students who watched movies during English classes had a significant increase in vocabulary recall and understanding. The study emphasized how multimedia technologies can be used to create stimulating learning environments that promote deeper processing of vocabulary. Moreover, Rahmat and Mohandas (2020) emphasized limitations in traditional rote learning methods and the necessity of more interactive teaching strategies, such as movie-based instruction, for deeper and longer- lasting learning.

In the third post-test, the mean score for the treatment group was 74%, ranging from 50% to 90%. Meanwhile, the control group rose only to 46%, where the minimum score of 20% did not improve. The intervention has thus worked on a ranged of skills for the treatment group, as may be seen from its lower standard deviation of 12.732, which showed consistency in development across all students. These results are supported by Ascroft et al. (2018), who stated that cinematic materials present contextualized real-life input, which enhances a better retention of vocabulary via relating the words to real situational aspects. The same results have also been supported from study done by Yaacob et al. (2021), who looked at how well English movies act in vocabulary building through the intention of real-life language aspects.

## 5.1.2 Semi-structured interview

A. Engagement and Motivation

The results shows that there is a large difference in the level of engagement and motivation between the traditional approach and the movie-based vocabulary learning approach. For instance, a participant from the control group described the traditional lessons as "dull and repetitive". This suggests that the lack of interaction made it hard to keep focus during the lesson. Maarof and Malani (2015), claim that the traditional teaching methods often do not engage students, leading to lower motivation and limited retention. Moreover, the participant commented the passive listening and writing in routine ways made them bored; therefore, this condition calls for more dynamic instructional approaches, as also suggested by Rahmat and Mohandas (2020).

On the other hand, the participant in the treatment group described the movie-based lessons as "enjoyable and refreshing." He underlined the manner in which visual action, storyline, and dialogue interact with one another to create an interactive process of learning that retained his interest. This aligns with Kabooha (2016), who noted that movies retain students' interest since they contain entertaining and relevant information. The participant also expressed excitement about seeing vocabulary used in real-life contexts. This mans that movies can act as motivational boost by connecting learning to practical applications. This observation is supported by Leong and Ahmadi (2017) in which the importance of practical applications in enhancing student motivation and engagements is proved. Leong and Ahmadi (2017) noted that incorporating real-world contexts into learning materials not only improvs comprehension but also encourages students to use the language more confidently in authentic situations.

B. Understanding and Context

The ability to understand and contextualize vocabulary differed significantly between the two teaching methods. The control group participant admitted that even though the whiteboard explanations were clear, they failed to leave a lasting impression. This aligns with findings by Zulkefly and Razali (2019) who found that students often struggle to retain vocabulary when it is taught without meaningful context. Zulkefy and Razali (2019), also states that many Malaysian ESL learners limit their ability to use newly learned vocabulary in practical scenarios by heavily relying on rote memorization. Furthermore, the absence of visual or real-world connections impeded the participants ability to fully understand and recall the vocabulary. This finding is consistent with Deng and Zou (2016), in which they emphasized the limitations of abstract teaching methods in promoting comprehension.

In contrast, the treatment group participant described how movies provided a rich contextual framework that strengthen their understanding of new words. The participant declared that seeing vocabulary in action during scenes helped him associate meanings with specific situations and this made the words more memorable. This statement supports the findings of Kurniati (2022), in which it states that movies improve comprehension by inserting vocabulary within authentic and relatable scenarios. According to Kurniati (2022), students which are exposed to movies performed noticeably better in vocabulary assessments compared to those taught using traditional methods. Moreover, the teacher's action of pausing the movie in between the scenes to explain the chosen vocabulary helped reinforce understanding as stated by Chiekezie and Inyang (2021) who stated in their research for interactive and sequential teaching strategies to deepen learning.

C. Retention Strategies

The retention strategies utilized by the participants differed outstandingly between traditional and movie-based teaching methods. The control group participant admitted to relying heavily on notetaking and memorization. The participant described it as "memorizing for the moment" rather than truly learning. This also aligns with Ariffin (2021) argument that traditional methodologies do not usually help in activating long-term retention motives amongst the students. In this line, the study by Zulkefly and Razali (2019) argued that in Malaysia rural students were trained to give more emphasis on rote memorization skills over meaningful learning; as such, thy always confront challenges in vocabulary retention as there is limited exposure due to the exam-oriented nature of teaching.

In contrast, the treatment group participant employed a range of strategies to reinforce vocabulary retention. They associated words with scenes, repeated them silently, and wrote them down for later review. The participant also told how the visuals and activities in movie scenes as cues helped them remember those words much later. According to Fauzi et al. (2021), who explained how multimedia resources, for example, movies, further activate learning practices and improve the memory of the learners. Again, the participant's competence in linking vocabulary to real situations demonstrated the cognitive benefits related to contextualized input. It is explained by Tricomi (2012) while noting that when language is integrated into meaningful context, better recall and memory are elicited.

D. Memory and Recall

Language becomes easier to recall and remember when wrapped in meaningful situations. The control group participant reported a large majority of the words presented in traditional method lessons were forgotten immediately as the situation lacked motivating factors. While the words that were linked with specific examples were relatively easy to remember, the general lack of

situation did not make it easy for recall and retention. This aligns with Zhu (2020), who argued that vocabulary taught in isolation is likely to leave little impression in the learner's mind.

On the other hand, the respondent of the treatment group has reported vital gain in memory and recall. The participant further elaborated that the movie's visual and contextual cues came as great help for him to recall the vocabularies taught. He said that remembering some words set next to specific scenes or characters made strong mental images, and therefore recalling seemed natural and easy. This aligns with research by Malukeke and Mapindani (2020) in which they emphasized on the importance of using diverse and authentic input to support vocabulary retention. Furthermore, the participant reported that intercative movies helped in reinforcing their understanding. This finding was further supported by a study conducted by Albiladi et al. in 2018, where they indicated that audiovisual aids improve memory by linking vocabulary to relatable and meaningful contexts.

E. Preference for learning methods

Both the participant show much enthusiasm while indicating their views on the methodology of learning. While the treatment group participant speaks in favor of the movie-based method of learning, the control group disparages the traditional methodology for being imposed upon them. As a fact, this very methodology is condemned by the participant of the control group with hard words "outdated" and "static". The participant stressed that it lacked the interactivity and engagement necessary to make learning more enjoyable. This is in line with the findings of Maarof and Malani (2015), who in their study observed that rigid and repetitive teaching approaches often demotivate students and restrict their ability to connect with the material.

On the contrary, the participant in the treatment group praised the movie-based approach for its potential to make the learning of vocabulary more engaging and memorable. The participant proposed that the teacher selects movies with clear dialogue and allows limited interjetios to

ensure maximum learning. This supports the findings of Kabooha (2016) in which the gravity of selecting relevant multimedia materials to maximize their impact on learning were pointed out. The participants' preference for movies further reinforces the benefits of modern, student-centered reaching methods, such as the emphasis on engagement, authenticity, and contextual learning.

## 5.2 Implications

As it was already mentioned in previous chapters, English proficiency is highly important for Malaysian people. The language represents the country's second language, and it is highly needed for international communication and knowledge acquisition. However, notwithstanding all of the above-mentioned importance the studies, such as Saidi (2018), point out that most students in Malaysia can hardly master English language because of the lack of practice and traditional, structural approach being highly used by the rural schoolteachers. The present study had therefore suggested ways movies can be integrated into ESL classrooms to afford such challenges and improve the vocabularies of Malaysian secondary school students.

The findings of the study not only provide useful and important informant to English teachers in secondary schools, but this research also beckons the teachers towards adapting more innovative, interactive contextual teaching approach. This study exposes in what ways movies can help students in improving vocabulary learning. As stated by Rahman and Mohandas (2020), traditional teaching strategies often to get the engagement of students or induce long-term retention. This study supports a shift towards movie-based learning which improves vocabulary and fosters student motivation and engagement, as mentioned by Kabooha (2016).

Furthermore, this study also calls on educators to acknowledge the importance of establishing a well-rounded learning environment in the classroom that extends beyond exam. According to Ariffin (2021), many Malaysian educators stresses on rote memorization to meet exam

standards which causes them to neglect the need for practical language application. Movies offer a way to close this gap and support the growth of their academic and communication abilities by exposing students to real-world language usage.

This study also has implications for curriculum development. Curriculum planners and policymakers can use these findings to advocate for the inclusion of multimedia tools such as movies In English language syllabi. By integrating movies into the curriculum, educators can align teaching practices with the needs of modern learners who thrive on interactive and visually engaging content. Integrating movies into the curriculum can help address the limitations of exam-oriented teaching approaches which focuses more on the use of rote memorization over genuine comprehension. These methods fail to engage students and leave them unprepared for real-life language use. A curriculum that integrates movie-based lessons can promote active learning, critical thinking, and practical language skills. This helps prepare students for both academic success and real-world communication.

Lastly, this study can serve as an inspiration to future researchers investigating the integration of technologies as learning approaches. While this study focuses on movies as a tool for vocabulary acquisition, future researchers can explore how other multimedia resources such as podcasts or interactive videos could have an impact on overall language proficiency of students. Insights from this study offer a foundation to examine the long-term effect of multimedia on language learning and identifying best practices for implementation in diverse educational settings.

In conclusion, this research brings light on the need for innovative teaching methods in Malaysian ESL classrooms, particularly those that incorporate multimedia tools like movies. This study aims to enhance vocabulary acquisition, improve overall English proficiency, and create a more engaging and effective learning environment for students.

## 5.3 Limitations and recommendations

There are certain weaknesses that can be fixed in this study to gain better insights and results of the objectives. One key limitation is the small sample size and restricted scope. This study only had a total number of 40 participants from one school. This limits the generalizability of the findings. The results may fail to fully represent the diverse linguistic and educational backgrounds of students across Malaysia. The sample size should be increased in future research to be able to include a broader demographic. This could be done by including students from urban and rural areas and those with different proficiency in English vocabulary. This would make the results more representative and useful across different educational contexts.

The second limitation in this study lies in the duration of the intervention. The intervention only took place three times with each clip being only 15 minutes long. Even though the results provide immediate improvements in vocabulary acquisition, the study does not assess whether these gains are maintained over time. Including a longer intervention time is advised to assess the long-term impacts of movie-based learning on vocabulary retention and its consequences on other facets of language competency which includes speaking, listening, and reading abilities. Longitudinal research may also shed light on the ways in which regular use of multimedia resources affects language proficiency over the course of months or even years.

The third limitation in this research falls on the number of participants from each group for the interviews conducted. These interview sessions do not fully provide the range of student experiences and perceptions even though they contain useful insights. To make this better, future researcher should use more comprehensive qualitative methods, Future researchers can focus on groups or reflective journals to have a better data and a more nuanced understanding of how students learn with movie-based method. These methods would help the researchers to

explore the subjective experiences of students and identify common themes that increase or decrease their learning process.

Lastly, the success of the intervention relied heavily on the teacher's role in selecting suitable movies, pausing at key moments, and providing explanations for new vocabulary. This dependence on teacher mediation could cause limitations to the replicability of the findings in classrooms where teachers lack experience or resources. In order to mitigate this, it is recommended that professional development programs be implemented to train teachers in using multimedia tools effectively. Teachers should be provided with guidelines and recourses for selecting appropriate materials and designing lessons that maximize the educational benefits of movies.

## 5.5 Conclusion

In conclusion, this chapter has discussed the findings of the study. The effectiveness of using English movies to enhance vocabulary acquisition among Malaysian secondary school ESL learners. From the results collected, it can be seen that the movie-based approach not only improved vocabulary comprehension and retention but also increased student motivation and engagement. The findings from the quasi-experimental design illustrated noticeable improvements in the treatment group's performance. The semi-structured interview also provided qualitative insights into how movies create a dynamic, interactive, and context-rich learning environment. However, the control group's reliance on traditional methods showed limited progress.

Furthermore, the findings of this study emphasize the importance of using multimedia resources In English language instruction. Teachers may overcome the drawbacks of conventional teaching strategies, provide relevant learning opportunities, better meet the varied needs of the students by incorporating movies into the curriculum. Although the findings of the

study are promising, its shortcomings such as its sample size, brief intervention time, reliance on teacher mediation points out the areas that require more investigation and development. Future research filling in these gaps will offer a more thorough grasp of multimedia's function in language acquisition and aid in the creation of successful, student-centered teaching strategies.

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**Appendix**

## 1. Pre-test questions

**Read the questions carefully. Then, choose and circle between *a,b,c*, and *d* for the most suitable answer.**

1. That mobile phone company is _____ for having the worst customer service

**a.** trustworthy     **b.** acclaimed     **c.** notorious     **d.** forbidden

2. The visiting soccer team had to _____ their game because not enough of their players showed up

**a.** supervise     **b.** undermine     **c.** forfeit     **d.** transplant

3. Takeshi's job with the government is _____. He'll probably work there until he retires

**a.** loyal     **b.** stable     **c.** efficient     **d.** limited

4. It's best not to talk to my father in the early morning. He's usually _____ until he's had his coffee.

**a.** lousy     **b.** charismatic     **c.** stubborn     **d.** grumpy

5. George loves talking about his accomplishments. Yesterday, he _____ that he could speak four languages fluently.

**a.** whined     **b.** whispered     **c.** boasted     **d.** denied

6. Since he had no siblings, Jason was stuck with the _____ of caring for his aging parents.

**a.** burden     **b.** essence     **c.** inheritance     **d.** publication

7. One of Kate's _____ is her writing skill. She writes very clearly and professionally.

**a.** drawbacks     **b.** assets     **c.** tones     **d.** acquaintances

8. The Johnsons' house is old and damaged. Instead of fixing it, they've decided to _____ and build a new one on the same land.

**a.** rip it off **b.** split it up **c.** tear it down **d.** turn it down

9. My wife wanted to have another child, but I didn't. So we _____ and bought a dog.

**a.** filtered **b.** compromised **c.** legislated **d.** executed

10. Terrance had a(n) _____ yesterday. He realized that the meaning of life is to obtain happiness by making others happy.

**a.** interference **b.** revelation **c.** seizure **d.** glimmer

*Taken from: https://www.englishcurrent.com/free-vocabulary-test-pdf/*

## 2. Post-test questions

*Post-Test 1*

### Read the questions carefully. Then, choose and circle between *a,b,c,* and *d* for the most suitable answer.

1. When Paul eagerly anticipates the wedding feast, his reaction suggests he is _____ at the thought of the meal, showing an emotional and physical longing.
   **a.** indifferent **b.** salivating **c.** reluctant **d.** bored

2. As the skeletons sing about the Corpse Bride's story, the narrator's tone creates a mood that is best described as _____, contrasting the story's darker themes.
   **a.** sorrowful **b.** solemn **c.** hesitant **d.** jubilant

3. The townsfolk's reaction to the "stranger" suggests he is _____, stirring curiosity and suspicion about outsiders and the unknown.
   **a.** familiar **b.** mysterious **c.** harmless **d.** expected

4. The characters devise a secret plan described as "conjured," implying they have _____ it together through careful plotting.
   **a.** discarded **b.** disrupted **c.** conjured **d.** destroyed

5. The Corpse Bride narrates her tragic love story with "delight," suggesting she feels _____ about the memory, adding to the film's unique tone.
   **a.** pleased **b.** remorseful **c.** worried **d.** disappointed

6. When the family frowns at the town crier's announcement, they feel _____ about the news, showing their concern for public perception.
   **a.** carefree      **b.** joyful      **c.** scandalous      **d.** disapproving

7. Victor's reaction to the darkness, marked by anxiety, shows he feels _____, adding to his vulnerability and character development.
   **a.** joyful      **b.** thrilled      **c.** terrified      **d.** serene

8. When Lord Barkis is described as "generous" with his hosts, it suggests he is _____, masking his true intentions.
   **a.** humble      **b.** ungracious      **c.** rude      **d.** gracious

9. The town's gossip about Victor and the unknown woman is considered _____, creating a scandal that reflects societal norms.
   **a.** expected      **b.** scandalous      **c.** admirable      **d.** trivial

10. Victor's reference to the Corpse Bride's allure suggests that she could be seen as a _____, a complex portrayal that adds to her mystique and role in the story's central conflict.

    **a.** temptress      **b.** friend      **c.** innocent      **d.** companion

*Post-Test 2*

**Read the questions carefully. Then, choose and circle between *a,b,c,* and *d* for the most suitable answer.**

1. In the scene where Peter is accused of being Spider-Man, it's suggested he is engaging in _____ as he operates outside the law.

   **a.** justice      **b.** legality      **c.** authority      **d.** vigilantism

2. In the scene where Matt Murdock speaks to the agents with politeness, it's clear he is speaking _____ as he doesn't truly mean what he says.

   **a.** formally      **b.** truthfully      **c.** insincerely      **d.** respectfully

3. In the scene where the media discusses Spider-Man's actions, it generates _____ as people have differing opinions about him.

   **a.** unity      **b.** controversy      **c.** admiration      **d.** celebration

4. In the scene where Peter refuses to speak on certain matters, he doesn't want to _____ himself by giving too much information.

   **a.** incriminate      **b.** defend      **c.** protect      **d.** expose

5. In the scene where Doctor Strange advises Peter on how to handle a situation, it's clear he is being _____, focusing on what's practical over ideals.

   **a.** idealistic      **b.** dramatic      **c.** unrealistic      **d.** pragmatic

6. In the scene where Mysterio uses illusions to confuse Peter, it's almost as if he is able to _____ him, influencing his mind.

   **a.** ridicule      **b.** entertain      **c.** hypnotize      **d.** protect

7. In the scene where the villain laughs evilly after defeating an opponent, it's evident that he is truly _____.

   **a.** compassionate      **b.** regretful      **c.** gentle      **d.** wicked

8. In the scene where Peter hurriedly moves the debris after the battle, it shows him _____ as he tries to clear the area.

   **a.** sweeping      **b.** carrying      **c.** shovelling      **d.** stacking

9. In the scene where an ancient artifact brings someone back to life, it's as if it has the power to _____ them.

   **a.** destroy      **b.** hypnotize      **c.** resurrect      **d.** forget

10. In the scene where evidence is altered to frame Spider-Man, it's clear someone has _____ with the facts to incriminate him.

    **a.** preserved      **b.** tampered      **c.** recorded      **d.** removed

*Post-Test 3*

## Read the questions carefully. Then, choose and circle between *a,b,c,* and *d* for the most suitable answer.

1. In the scene where Queen Isabelle mentions that Elodie's father has "understated" her beauty, this choice of language implies that he has _____ her appearance, suggesting he may be modest or humble in his praise.
   **a.** dictated      **b.** understated      **c.** enamoured      **d.** exaggerated

2. When Lord Bayford states that he and Queen Isabelle need to "confer in private," this choice of word implies they are planning to _____ their thoughts without others present.
   **a.** impeccable      **b.** prerogative      **c.** confer      **d.** delay

3. Elodie expresses that Henry's "prerogative" to feel disinterested is valid, suggesting that he has _____ over his feelings in the situation, even if she doesn't find it ideal.
   **a.** prerogative      **b.** understated      **c.** union      **d.** resentment

4. In describing the ceremony where they "honor their ancestors," Henry's words suggest a deep _____ for family tradition, indicating a cultural value placed on remembering and respecting those who came before.
   **a.** prerogative      **b.** devotion      **c.** impeccable      **d.** union

5. Lady Bayford refers to the decor as "exquisite," indicating that she finds the setting to be _____ and exceptionally beautiful, reflective of the grandeur expected at such an event.
   **a.** exquisite      **b.** simple      **c.** doubt      **d.** average

6. When Lady Bayford warns Elodie that she was "enamoured" by the castle initially, it suggests that her first reaction was one of _____, creating a sense of initial admiration that later fades.

   **a.** dislike      **b.** understated      **c.** enamoured      **d.** suspicion

7. The idea that Lady Bayford's sister "dictated" parts of Elodie's letter implies that her sister _____ the message, suggesting Elodie had limited control over its content.
   **a.** commanded      **b.** encouraged      **c.** dictated      **d.** ignored

8. Henry refers to his upcoming marriage with Elodie as a "union," suggesting that he views their marriage as _____, reflecting a sense of formal partnership rather than personal affection.

   **a.** union      **b.** trivial      **c.** privilege      **d.** friendship

9. When Lady Bayford praises the Queen's "impeccable" taste, she implies that the Queen's sense of style is _____ and flawless, a compliment meant to convey admiration and respect.

   **a.** questionable      **b.** careless      **c.** flawless      **d.** impeccable

10. Lady Bayford's reference to the surroundings as "exquisite" emphasizes her feeling that everything around her is _____, contributing to her sense of awe at the castle's grandeur.

    **a.** exquisite      **b.** forgettable      **c.** fascinating      **d.** mediocre

   **Answers:**

## 3. Movies used

Post test 1

-   Corpse Bride (Netflix)

Post test 2

-   Spider-Man: No way Home (Netflix)

Post test 3
- Damsel (Netflix)

## 4. Interview transcripts

*Treatment group*

**Meeting in 'Fyp interview'-20241116_233137-Meeting Recording**

**P** **PALWIN KAUR A/P PRITAM SINGH**  0:04
OK. Hi. Good evening, Aman.

**A0** **AMAN 08**  0:07
Hi, good evening teacher.

**P** **PALWIN KAUR A/P PRITAM SINGH**  0:09
Thank you for taking our time today to have this interview with me. So as you know, I'm going to have an interview with you for my research topic, which is on the role of English movies in enhancing vocabulary acquisition among Malaysian secondary school ESL learners. So I'm actually very excited to hear your thoughts and experiences as you were one of the students from the treatment group which learn vocabulary through watching movies.
So so far is everything clear?

**A0** **AMAN 08**  0:38
Yes, teacher.

**P** **PALWIN KAUR A/P PRITAM SINGH**  0:40
K So now I'm going to ask you some questions regarding the experience. So firstly, I would like to know how did you feel about learning new words by watching the movie?

**A0** **AMAN 08**  0:53
I found it really enjoyable and refreshing.

And learning through the movie felt more interactive and natural compared to just reading definition or writing notes.

The storyline also kept me engaged and I felt excited to see how the vocabulary was used in their life situation.

**P** **PALWIN KAUR A/P PRITAM SINGH**  1:19

K That's good to know. Can you tell me?

Was it more engaging or fun compared to other methods? Did it help you to stay interested?

**A0** **AMAN 08**  1:33

It was definitely more engaging than traditional methods. The combination of we should dialogue and the teachers explanation made it easier to pay attention.

And stay interested throughout the lesson. I didn't feel bored with often happens with regular methods.

**P** **PALWIN KAUR A/P PRITAM SINGH**  1:55

OK, that's good to know. So let's move on to our second question. How well do you think you understood the new words in the movie?

**A0** **AMAN 08**  2:06

I think I understood the words well because the teacher paused the movie to explain their meanings at key moments.

This approach gave me time to focus on each word and its context before the scene continued.

It also made everything more organised and less overwhelming.

**P** **PALWIN KAUR A/P PRITAM SINGH**  2:30

OK. The case. Thank you. So we are we move on to our third question, what strategies did you use to understand and remember the new words from the movie?

**A0** **AMAN 08**  2:42

I think the main strategy was paying attention during the moments when the teacher post the movie to explain the words.

That post really helped me focus on the meaning of the word before seeing it in

action again, and I also delight on the subtitles to catch the spelling and usage of each word.

**PALWIN KAUR A/P PRITAM SINGH**   3:11

Did you try writing it, writing the words down, or was there any other strategies involved?

**AMAN 08**   3:20

After the teacher explain the words, I tried to repeat them silently to myself and associate them with what was happening in the scene. If a word stood out, I would write it down so I could review it later. This also made it easier to remember even after the lesson.

**PALWIN KAUR A/P PRITAM SINGH**   3:43

Kid, that's good to know. So let's move on to our spot question. Do you think watching the movie help you remember the words better? Why or why not?

**AMAN 08**   3:56

I I think yes, watching the movie help me remember the words much better. The scenes give each memorable context which made them stick in my mind more effectively than just hearing or reading them.

**PALWIN KAUR A/P PRITAM SINGH**   4:14

Did it feel like more natural compared to reading or writing?

**AMAN 08**   4:20

When I associate a word with a specific scene, like a character's action or expression, it feels more natural and easier to recall later is like creating a mental image for each word, which doesn't happen as much when I just write them down or read them from a list.

**PALWIN KAUR A/P PRITAM SINGH**   4:44

OK. Thank you. So let's move on to our final question. So I would like to know overall what advice would you give to teachers who use movies to teach vocabulary?

**AMAN 08**  4:57

I think they just choose movies that are easier to follow and have clear dialogue, forcing to explain keywords is very effective.

But is also important not to post too often, so that students can stay immersed in the storyline.

**PALWIN KAUR A/P PRITAM SINGH**  5:19

So are there any specific ways to make it more effective on engaging for the students?

**AMAN 08**  5:26

To make it even better, teachers could ask students to predict the meaning of words based on the scene before explaining to them. This way, students can stay more involved.

**PALWIN KAUR A/P PRITAM SINGH**  5:41

OK, that's good to know. So I'm on. Thank you for sharing your experiences and giving all your opinion on this research. I appreciate it a lot. So yeah, thank you.

**AMAN 08**  5:54

Alright, teacher welcome.

*Control group*

# Meeting in _General_ -20241117_140600-Meeting Recording

**PALWIN KAUR A/P PRITAM SINGH**  0:04

OK. Hi, Tamanes. Good evening, good evening, teacher.

OK. Thank you for taking your time today to have this interview with me Tamanes, I'm going to have an interview with you. As you know, for my research topic of the role of English movies in enhancing vocabulary acquisition among Malaysian secondary school ESL. So I'm actually very excited to hear your thoughts and also

experiences as one of my students in this research from the control group. Which learn vocabulary through the traditional method, which is verbal explanation and writing on the whiteboard. So so far is everything clear?

**Tamaneswary MUNIANDY**  0:45

Clear teacher.

**PALWIN KAUR A/P PRITAM SINGH**  0:47

No questions, right?

**Tamaneswary MUNIANDY**  0:49

No teacher.

**PALWIN KAUR A/P PRITAM SINGH**  0:50

OK, so I'm going to ask you some five questions. So we'll go to it 1 by 1. So let's move on to our first question. So I would like to know how did you feel about learning new words through the story summary and explanation on the whiteboard?

**Tamaneswary MUNIANDY**  1:08

To be honest, it feel a bit dull and repetitive.
The explanation on the whiteboard were clear, but the method didn't capture my attention. It was hard to stay engaged because it was just listening and writing without much interaction or writing.

**PALWIN KAUR A/P PRITAM SINGH**  1:29

Oh, I see. OK, but was it easy to understand the words? Did you feel the explanations were clear now?

**Tamaneswary MUNIANDY**  1:39

Understood the word at the time. It wasn't very exciting or memorable. It felt like same routine I've done many time before, so I it didn't really spark my interest.

**PALWIN KAUR A/P PRITAM SINGH**  1:53

OK, OK. Good to know. Thank you, Dominic. Now let's move on to our second

question. So I would like to know how well do you think you remember the words that were explained to you verbally?

**TM** **Tamaneswary MUNIANDY**  2:06

I only remember a few of the words clearly. Most of them didn't stick because they're wasn't anything unique or interesting to help me recall them later.
Just hearing the explanation didn't feel like enough to really learn the words.

**P** **PALWIN KAUR A/P PRITAM SINGH**  2:23

I see, but are there any specific words that actually you can like, recall or did you find it harder to remember some of the words?

**TM** **Tamaneswary MUNIANDY**  2:34

Words that were repeated or had head clear examples were easier to remember, but the rest faded quickly. Without any visual or real-world connections, t felt harder to retain the vocabulary.

**P** **PALWIN KAUR A/P PRITAM SINGH**  2:51

OK. Thank you, domini. So now we move on to our ticket. What strategies do you use to learn and remember the new words?

**TM** **Tamaneswary MUNIANDY**  3:01

Honestly, I didn't use many strategies because the method didn't encourage me to. I wrote down the meanings, but I didn't feel motivated to go back and review them them later. It felt more like memorising for the moment rather than actually reading the words.

**P** **PALWIN KAUR A/P PRITAM SINGH**  3:21

Fine. See. Thank you. OK. So we move on to our next question. I want to know, do you feel this method help you understand the meaning of the words better? Why and why not?

**TM** **Tamaneswary MUNIANDY**  3:35

Not really. While I understood the words when the teacher explained them, the

understanding didn't last long. It feel like a surface level explaining without much depth, so I didn't feel confident using the words later.

**PALWIN KAUR A/P PRITAM SINGH** 3:55

OK, but what part of the explanation, like verbal or written, you think work best for you?

**Tamaneswary MUNIANDY** 4:02

The written part on the whiteboard was a bit helpful because I would refer to it, but the verbal explanations felt rushed and didn't leave much of an impression. It didn't feel like enough to really grab the meaning.

**PALWIN KAUR A/P PRITAM SINGH** 4:21

Ki, see. Thank you.
OK, now we'll move on to my final question. So I would like to know overall, how do you think this way of learning is compared to other methods like watching movies?

**Tamaneswary MUNIANDY** 4:36

I think this method is less effective and much, much less engaging compared to something like watching a movie, it felt too static and traditional. There wasn't much to keep me interested, and I didn't feel like I learned the words in meaningful way.

**PALWIN KAUR A/P PRITAM SINGH** 4:57

Oh, I see. But OK. I want to know, would you prefer this method again? Maybe. Or would you like to try something different and why?

**Tamaneswary MUNIANDY** 5:06

I wouldn't want to use this method again, it feels outdated and there are better ways to learn vocabulary that are more enjoyable and interactive like using visual or content for movies.

**PALWIN KAUR A/P PRITAM SINGH** 5:23

Oh, I see. Thank you, dominis. That's all for my questions. Thank you so much for sharing your thoughts and experience. This would really help my research. See you when I see you.

**TM Tamaneswary MUNIANDY** 5:34

OK, teacher bye.

**P PALWIN KAUR A/P PRITAM SINGH** 5:37

Bye, thank you.

## 5. Excel sheet (data collected)

| | Pre test | | | Post Test 1 | | | Post Test 2 | | | Post Test 3 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4 STEM | 4PA | | Treatment group | Control group | | Treatment group | Control group | | Treatment group | Control group |
| | 20 | 20 | | 60 | 60 | | 70 | 40 | | 80 | 70 |
| | 30 | 60 | | 70 | 50 | | 80 | 60 | | 70 | 60 |
| | 40 | 50 | | 70 | 20 | | 60 | 50 | | 90 | 50 |
| | 40 | 30 | | 50 | 50 | | 50 | 40 | | 80 | 50 |
| | 0 | 10 | | 60 | 40 | | 50 | 50 | | 60 | 50 |
| | 40 | 30 | | 60 | 30 | | 70 | 20 | | 80 | 40 |
| | 10 | 40 | | 70 | 60 | | 80 | 60 | | 50 | 60 |
| | 30 | 40 | | 80 | 40 | | 50 | 30 | | 80 | 40 |
| | 50 | 40 | | 60 | 40 | | 80 | 40 | | 80 | 30 |
| | 50 | 60 | | 50 | 30 | | 60 | 30 | | 90 | 50 |
| | 40 | 50 | | 80 | 50 | | 80 | 50 | | 70 | 40 |
| | 40 | 30 | | 50 | 30 | | 40 | 40 | | 60 | 60 |
| | 50 | 80 | | 60 | 20 | | 70 | 60 | | 90 | 30 |
| | 30 | 50 | | 50 | 80 | | 60 | 30 | | 70 | 50 |
| | 80 | 40 | | 40 | 50 | | 60 | 20 | | 50 | 50 |
| | 40 | 40 | | 70 | 30 | | 70 | 70 | | 90 | 60 |
| | 60 | 20 | | 60 | 40 | | 50 | 50 | | 80 | 40 |
| | 50 | 30 | | 50 | 50 | | 80 | 40 | | 70 | 50 |
| | 40 | 30 | | 70 | 60 | | 60 | 60 | | 60 | 20 |
| | 40 | 40 | | 60 | 50 | | 50 | 50 | | 80 | 20 |
| | Total Marks | | | Total Marks | | | Total Marks | | | Total Marks | |
| | 780 | 790 | | 1220 | 880 | | 1270 | 890 | | 1480 | 920 |
| | Mean | | | Mean | | | Mean | | | Mean | |
| | 39 | 39.5 | | 61 | 44 | | 63.5 | 44.5 | | 74 | 46 |
| | Standard Deviation | | | Standard Deviation | | | Standard Deviation | | | Standard Deviation | |
| | 17.13721712 | 16.05090586 | | 10.71152847 | 15.00876937 | | 12.68027893 | 13.94538218 | | 12.73205652 | 13.53358396 |
| | Standard Error of the Mean | | | Standard Error of the Mean | | | Standard Error of the Mean | | | Standard Error of the Mean | |
| | 3.831998242 | 3.58909166 | | 2.39517058 | 3.356062856 | | 2.835396566 | 3.118282253 | | 2.846974387 | 3.026201371 |
| | Max | | | Max | | | Max | | | Max | |
| | 80 | 80 | | 80 | 60 | | 80 | 70 | | 90 | 70 |
| | Min | | | Min | | | Min | | | Min | |
| | 0 | 10 | | 40 | 20 | | 40 | 20 | | 50 | 20 |
| | T-statistics | | | T-statistics | | | T-statistic | | | T-statistic | |
| | -0.820826 | | | 31.701763 | | | 34.823779 | | | 51.66977024 | |
| | p-value | | | p-value | | | p-value | | | p-value | |
| | 0.324632792 | | | 0.00022386 | | | 6.18307E-05 | | | 5.65801E-08 | |