

**The Role of Western Movies on The Passive Vocabulary of 10th Grade Students of
Anwarul Quran PKPPS Ulya Kota Palu**

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Abstract

The purpose of this research was to investigate the effect of exposure to Western movies on the improvement of passive vocabulary of grade 10 students at Anwarul Quran Islamic Boarding School. The focus of this research is to understand the impact of Western movies in helping students develop their listening skills and recognize new vocabulary in English. The research process involved 12 students who were observed and interviewed in depth to obtain comprehensive data on how they learned, searched for meaning, and understood the words and phrases they encountered in the movie. This study is a qualitative research. The results showed that Western movies had a positive contribution in expanding the passive vocabulary on students. In addition, repeated exposure through movies also help them to understand the context of use of new words and phrases, which they then have the potential to use in active communication. This study provides insight into the effectiveness of using movies as a medium of foreign language learning in a boarding school environment.

Keywords: *Western Movies, Passive Vocabulary, Qualitative, Anwarul Qur'an.*

INTRODUCTION

English is one of the world's many languages and serves as a global lingua franca, widely used in almost all areas of social life. In the world of education, English is a subject that is taught at every level, from primary school to advanced education. Even in early childhood education, children are introduced to English from an early age. Interestingly, research shows that younger students often show higher levels of performance in English compared to older students. In the field of language learning, vocabulary acquisition is a

fundamental aspect of developing proficiency in a second or foreign language. Vocabulary can be categorized into two broad types: active and passive. Active vocabulary includes the words learners can use correctly in speaking and writing, while passive vocabulary comprises the words learners can recognize and understand when encountered in reading or listening. Building a strong passive vocabulary is essential, as it serves as the foundation for developing overall language competence and comprehension skills.

In Indonesia, where English is taught as a foreign language (EFL), teaching and learning English has significant challenges. Some studies stated that strategies used by Indonesian secondary school students to overcome speaking difficulties, and found that high-achieving students often used approach techniques, sought help, or turned to their mother tongue. Despite the important role of English as an international communication tool, many Indonesian students still struggle to speak English fluently, even after years of study. Recognizing the importance of English, the government has made it a compulsory subject from junior high school to college. Despite this, many students still experience anxiety and lack of confidence in their speaking ability, and some are still unsure how to speak English properly. With the rapid advancement of technology and the widespread accessibility of digital media, students are increasingly exposed to English through various informal channels outside the traditional classroom. One of the most influential and engaging sources of English input is Western movies. These films are widely watched by students for entertainment purposes, but they also serve as a rich source of linguistic input. Western movies often feature native speakers using natural and idiomatic English in a variety of social contexts, which can significantly enhance students' understanding of real-world vocabulary usage.

The relevance of using films in language learning is supported by several studies that highlight the positive impact of audiovisual materials on vocabulary development, listening comprehension, and cultural awareness. Unlike textbook-based language learning, which often relies on controlled and simplified texts, Western movies present learners with authentic language, including slang, phrasal verbs, and informal expressions that are commonly used by native speakers. This exposure can be particularly beneficial for improving passive vocabulary, as students are able to associate words with contextual clues, visual actions, and tone of voice.

During my teaching in Grade 10, researcher found that most students showed weaknesses in their English speaking, listening and writing skills. This was mainly due to their lack of vocabulary. After making further observations, it was discovered that in the previous school, students experienced problems in learning English. This was because the

teaching methods applied by teachers tended to lack interest in learning, often used the grammar-translation method, and relied on conventional teaching methods. For this reason, I conducted an in-depth investigation into the role of English movies in improving their passive skills, especially in recognizing vocabulary and simple phrases.

In the context of Anwarul Quran, a secondary school where English is taught as a foreign language, many students find it challenging to build a broad and functional vocabulary due to limited exposure to English outside the classroom. However, anecdotal evidence and informal observations suggest that some students who frequently watch Western movies tend to show a better understanding of English vocabulary and expressions during reading and listening tasks. This raises an important question; Does Western movies play a significant role in enhancing the passive vocabulary of 10th grade students at Anwarul Quran?

The present study aims to explore this question by investigating the extent to which Western movies contribute to the passive vocabulary development of 10th grade students. The research seeks to provide empirical evidence on whether regular exposure to Western films can serve as an effective supplementary tool in language learning, alongside formal instruction. Understanding this relationship will not only benefit educators in designing more engaging and effective teaching strategies but also encourage students to use entertainment media as a resource for language improvement.

METHODS

This study aimed to explore the influence of exposure to Western movies on the enhancement of passive vocabulary among Grade 10 students at Anwarul Quran Islamic Boarding School. Recognizing the increasing role of multimedia in education, particularly in language learning, this research sought to investigate how Western movies widely consumed and accessible to students can function as an informal yet effective tool for improving vocabulary comprehension and listening skills.

The research adopted a qualitative design, focusing on the lived experiences and perceptions of students in relation to their exposure to Western movies. Qualitative research was chosen for its ability to provide in-depth insights into students' thought processes, attitudes, and engagement during the learning experience. The central aim was not only to measure vocabulary gain but also to understand the ways in which Western movies may contribute to language development through contextual exposure, emotional engagement, and authentic language input.

Twelve Grade 10 students were purposively selected as participants based on their interest in English and their willingness to engage in the study. Data collection involved a combination of direct classroom observations and semi-structured, in-depth interviews conducted after the intervention. During each session, students were shown selected scenes or short segments from Western movies that featured everyday language, including idiomatic expressions, phrasal verbs, and conversational vocabulary. After watching each segment, students were asked to identify unfamiliar words or phrases they encountered, which were then discussed collectively in the classroom.

To facilitate understanding, the teacher played a key role in guiding students through the process of contextualizing and interpreting the new vocabulary. This involved explaining the meanings of the words, giving real-life usage examples, and providing translations where necessary. In some cases, students were encouraged to guess the meaning based on visual cues and surrounding dialogue, promoting the development of inferencing skills and contextual learning. This method aimed to actively involve students in their own learning process and to bridge the gap between classroom instruction and real-world language use.

One of the core objectives of the study was to assess whether this media-based approach could make the language learning process more engaging and relevant for students. Traditional methods of vocabulary teaching, which often rely on memorization and textbook exercises, may not fully capture students' interest or provide enough exposure to how language functions in real-life situations. By integrating Western movies into the learning process, the study aimed to introduce English in a more natural and immersive way, allowing students to connect emotionally and cognitively with the content. This was expected to not only improve passive vocabulary but also to increase students' overall motivation to learn English.

Overall, this study examined how the use of Western movies as a supplementary learning resource can enhance vocabulary recognition, promote contextual understanding, and foster a more positive attitude toward English language learning among Grade 10 students at Anwarul Quran Islamic Boarding School. The findings are anticipated to contribute to the ongoing discussion about the effectiveness of media-assisted language learning in English as a Foreign Language (EFL) settings.

FINDINGS

After two weeks of observation and interviews with Grade 10 students, the researcher

found that they showed greater interest in listening and paying attention to the words spoken in movie conversations, especially if it was their favorite movie. This interest created an interest in learning. Some students also have a positive view of teachers who provide opportunities for them to learn English vocabulary naturally through listening activities. According to one student, “WF,” they felt comfortable learning and understanding vocabulary when the teacher accompanied them during the movie by writing down the meaning of new words. Another student, “A,” stated that the western movie viewing session was very enjoyable because it allowed them to learn while enjoying the movie, unlike the classroom atmosphere which sometimes felt boring. They felt this activity had a positive impact in introducing new vocabulary, phrases and idioms, thus improving their broader understanding of English.

No	Aspect	Result
1.	Exposure to Authentic Pronunciation and Intonation	Students hear how words are naturally spoken, including stress, rhythm, and tone in real dialogues.
2.	Idiomatic Language	Western movies include idioms, slang, and casual expressions that textbooks often skip.
3.	Repetition of Common Phrases	Frequently used phrases and structures naturally repeat across movies and genres.
4.	Cultural Context for Words	Vocabulary is tied to cultural situations e.g., ordering food, greetings, small talk.
5.	Visual Support Aiding Comprehension	Gestures, scenes, and body language provide clues to word meanings.

The findings of this study revealed several key aspects of how exposure to Western movies supports the development of students' passive vocabulary. First, students benefited from hearing authentic pronunciation and intonation, which helped them understand how English words are naturally spoken in real-life contexts. This exposure included elements such as stress patterns, rhythm, and tone of voice features that are often difficult to convey through written texts or classroom instruction alone. Secondly, Western movies introduced students to idiomatic language, including slang and casual expressions that are commonly used by native speakers but rarely covered in traditional textbooks. This enriched their vocabulary with more natural, everyday expressions.

Another significant aspect was the repetition of common phrases and sentence structures, which occurred naturally across various movies and genres. This repetition helped reinforce the vocabulary and allowed students to recognize and remember useful expressions over time. Additionally, the movies provided a clear cultural context for words, presenting

vocabulary within familiar, everyday situations such as ordering food, greeting someone, or engaging in small talk. Understanding words in their cultural setting gave the vocabulary more meaning and made it easier for students to recall and apply in appropriate situations. Lastly, visual support played a crucial role in aiding comprehension. Elements such as gestures, facial expressions, background scenes, and actions helped students infer the meanings of unfamiliar words. This combination of auditory and visual input created a more immersive learning experience, allowing students to associate language with real-life situations and making vocabulary acquisition more intuitive and memorable. Overall, the results suggest that Western movies offer a rich, contextualized, and engaging source of language input that effectively supports the development of students' passive vocabulary in a foreign language learning environment.

DISCUSSION

Based on the results of interviews with grade 10 students at the Anwarul Quran Islamic boarding school and exploring their reasons for liking learning vocabulary through western movies, it was found that watching western movies can help learn new vocabulary and phrases because students are exposed to the language used naturally and contextually, it improves recognition and understanding of spoken vocabulary, even if students don't use the words actively, enriches passive vocabulary with real-world expressions, enhancing listening and reading comprehension, it also helps students remember meanings and usage patterns without active memorization and strengthens context-based guessing skills, an important part of passive vocabulary development. By listening to everyday conversations in the movie, they understand how words and phrases are used in various situations, making the new vocabulary easier to remember. In addition, the listening process is also improved as students get used to listening the intonation, pronunciation and rhythm of English from native speakers, which strengthens their ability to understand spoken language more accurately.

Passive vocabulary mastery is an important component of English proficiency, which enables students to understand the meaning of words and phrases in different contexts. However, at Anwarul Quran Islamic Boarding School, Grade 10 students show limitations in passive vocabulary acquisition which affects their skills in speaking, listening and writing English. This is thought to be the result of traditional teaching methods that are less interactive and students' limited exposure to English vocabulary in daily life contexts. In the midst of these challenges, English language movies or Western movies are considered as one of the potential media in improving students' passive vocabulary comprehension, by offering natural exposure to the English language through visual contexts and authentic dialogues.

The students' ability to improve vocabulary recognition and understanding through movies underscores the importance of contextualized learning vocabulary learning is more effective when learners encounter words in rich contexts rather than isolated lists. Western movies provide a dynamic

linguistic environment where vocabulary is presented alongside visual cues, intonation, and natural interactions. This multimodal input helps students infer meanings and usage patterns, facilitating retention without explicit memorization. Such incidental learning is crucial in building a robust passive vocabulary, which Webb (2008) identifies as foundational to overall language proficiency. Moreover, the students' enhanced listening skills particularly in perceiving native speakers' pronunciation, intonation, and rhythm reflects the benefits of exposure to authentic spoken English. Krashen's Input Hypothesis (1985) emphasizes that comprehensible input containing natural speech patterns aids learners in internalizing language structures and vocabulary. By listening repeatedly to everyday conversations in movies, students become familiar with the prosodic features of English, which strengthens their ability to decode spoken messages and enriches their receptive vocabulary.

The current challenges faced by Grade 10 students in mastering passive vocabulary likely stem from limited interaction and a lack of exposure to English outside the classroom, which traditional methods often fail to address. This echoes the observations of Gilmore (2007), who argues that authentic materials, including films, are essential in bridging the gap between classroom language and real-world use. Western movies, with their cultural and linguistic authenticity, offer a valuable supplement to conventional teaching by immersing students in natural language usage and culturally relevant contexts, which textbooks alone cannot provide.

In addition, the students' improvement in guessing vocabulary meaning based on context suggests an important cognitive strategy that is often overlooked in traditional vocabulary teaching. Effective vocabulary acquisition depends not only on direct learning but also on the ability to infer meaning through contextual clues a skill that movies naturally foster. This aligns with findings from Mayer's (2005) multimedia learning theory, which posits that combined visual and auditory input enhances comprehension and vocabulary acquisition.

CONCLUSION

In conclusion, observing and interviewing grade 10 students at Anwarul Quran Islamic Boarding School for two weeks revealed that watching Western films effectively improved vocabulary learning and listening skills. The students' engagement increased when exposed to their favourite movies, as this sparked their interest in learning English vocabulary in a natural and fun way. Many students appreciated the teachers providing support during these sessions by writing down new words, making the learning process convenient and accessible. This approach not only introduces students to new vocabulary, phrases and idioms, but also improves their listening comprehension as they become familiar with native pronunciation, intonation and context, ultimately strengthening their overall understanding of English. The findings of this study highlight the significant role that Western movies can play in enhancing

the passive vocabulary of Grade 10 students at Anwarul Quran Islamic Boarding School. Exposure to authentic language in movies provides learners with access to various linguistic features that are often missing in conventional English language instruction. The data gathered through classroom observations and interviews suggest that students benefit greatly from the multifaceted nature of movie-based language input, particularly in the areas of pronunciation, idiomatic language, repetition, cultural context, and visual support.

One of the most prominent advantages observed was students' increased awareness of authentic pronunciation and intonation. Unlike scripted textbook dialogues, Western movies present language in natural contexts, with native speakers demonstrating real-life rhythm, stress patterns, and intonational features. This helped students better understand how words and sentences sound in fluent speech, which is essential for listening comprehension and developing a realistic mental representation of the language.

The study also found that idiomatic expressions, slang, and casual phrases were more easily retained by students due to their frequent occurrence in movie dialogues. Textbooks and traditional classroom materials often focus on formal language, which can limit students' understanding of how English is spoken in everyday life. Through Western movies, students encountered expressions such as "hang out," "no way," or "what's up," which are widely used in spoken English. This exposure filled a critical gap between classroom learning and real-world communication.

Repetition of common phrases across different movies and genres further contributed to vocabulary retention. Students reported recognizing the same phrases in different contexts, which reinforced their understanding and recall. For example, polite requests like "Can I help you?" or greetings such as "Nice to meet you" were frequently repeated, allowing students to internalize these forms without deliberate memorization. This repetition, coupled with the narrative and emotional context provided by the film, created a more meaningful learning experience.

Another crucial factor was the cultural context in which vocabulary was embedded. Western movies portray realistic social situations that include specific cultural references and behavior patterns, such as dining in restaurants, making small talk, or celebrating holidays. By seeing vocabulary used in relevant settings, students were able to grasp not only the literal meanings of words but also their pragmatic and situational uses. This cultural immersion is particularly valuable in foreign language learning, where students may otherwise lack access to real-life English-speaking environments.

Finally, visual support from gestures, facial expressions, and background scenes played

a vital role in aiding comprehension. When students encountered unfamiliar vocabulary, they often inferred meanings based on what they saw on screen. This multimodal learning approach helped bridge the gap between unfamiliar language and learner understanding, particularly for visual learners who benefit from concrete, contextual cues.

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