

**ENGLISH MAJOR STUDENTS' PERCEPTIONS OF VOCABULARY
KNOWLEDGE FROM WATCHING ENGLISH MOVIES
WITH ENGLISH SUBTITLES IN BANDUNG**

RESEARCH PAPER

Submitted to the English Education Department as a Partial
Fulfillment of the Requirement for the S.Pd Degree



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STATEMENT OF ORIGINALITY

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This present paper, entitled “*English Major Students’ Perceptions of Vocabulary Knowledge from Watching English Movies with English Subtitles in Bandung*” is entirely my own original work. I also declare that I have not copied, either in whole or in part, the ideas, thoughts, or writings of others in a manner that violates legal provisions or the ethical standards of academic writing. Any ideas, thoughts, or writings of others cited in this research paper have been properly acknowledged and referenced both in the text and in the bibliography.

I am fully aware that any violation of academic integrity and ethics in this research paper may result in sanctions in accordance with applicable regulations. Furthermore, I am willing to accept all consequences if, in the future, evidence of such a violation is found or if there are claims from other parties regarding the authenticity of this research paper.

Bandung, June 2026

Declared by

Ranisa Aprilianti

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ABSTRACT

This study examines English major students' perceptions of the vocabulary knowledge from watching English movies with English subtitles. It aims to identify students' watching patterns and determine their overall perceptions of vocabulary knowledge, describing these perceptions in terms of form, meaning, use, growth, and retention. A quantitative descriptive survey involving 388 respondents from the English Education Department and English Literature Department in Bandung was conducted. Data were collected via a questionnaire and analyzed using SPSS version 27. The results revealed that the majority of students regularly watch English movies with English subtitles, primarily on Netflix, employing strategies such as inferring meaning from context, re-watched scenes, imitating dialogue, and committing new vocabulary to memory. Overall perceptions of vocabulary knowledge were in the high category, with “*Growth*” as the highest indicator and “*Form*” as the lowest. These findings suggest that regularly watching English movies with English subtitles can improve students’ vocabulary knowledge. Specifically, the highest scores in the “*Growth*” indicator show that students recognize a significant and gradual expansion in their vocabulary over time. In contrast, the lowest scores in the “*Form*” indicator indicate that students are less confident in identifying the structural or grammatical aspects of words, such as word classes and components.

Keywords: Vocabulary Knowledge, Watching Patterns, English Movies with English Subtitles, English Major Students.

PRESENTATION

Completing this research paper has been a challenging journey, but I have gradually grown as a person through overcoming challenges and making mistakes. I have learned that growth comes not from perfection, but from having the courage to keep moving forward, even when everything feels uncertain. I am deeply grateful to my family and friends, and to everyone who has supported me throughout this journey, both directly and indirectly. Reflecting on my journey, I realize that it is often the small things that have the greatest meaning — they have given me strength, comfort, and a reason to keep moving forward. Ultimately, I choose to cherish every part of this journey because it has all led me to this moment.

“Find joy in the little things around you”

“All we can do is our best, regardless of what we know or don’t know.”

— Anne Shirley

PREFACE

All praise is due to Allah SWT, whose mercy and blessings have granted the author good health, strength, and the ability to complete this research paper entitled *“English Major Students’ Perceptions of Vocabulary Knowledge from Watching English Movies with English Subtitles in Bandung.”*

This research paper has been prepared to fulfill one of the requirements for a Bachelor's Degree (S1) in English Education at the Faculty of Teacher Education and Training at Universitas Islam Nusantara.

The author realizes that completing this research paper would not have been possible without the help, guidance, and support of various parties. Therefore, the author expresses deepest gratitude to all who assisted in overcoming challenges and finalizing this work.

The author acknowledges that this research paper has limitations and is not yet perfect. The author welcomes constructive criticism and suggestions for further improvement, and sincerely hopes that this research will be of benefit to readers, future researchers, and educators in this field.

Bandung, March 2026

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