

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

#### A. Conclusion

The following conclusions are based on the three research questions addressed in this study.

English majors in Bandung tend to watch English movies with English subtitles regularly. Most respondents (42%) watch 1-2 movies per week, with each session lasting about 1-2 hours. However, subtitle usage is inconsistent: only 5.2% of respondents always use English subtitles, while 40.7% use them “sometimes” and 32.5% “often”. The most popular genres are romance, drama and action, and the most popular platform is Netflix (79.4%). Regarding watching strategies, most respondents (55.2%) guessed the meaning of unfamiliar words based on visual context and dialogue, while 36.6% looked up meanings directly in a dictionary, and 8.2% noted down vocabulary. In terms of active engagement behaviors, the majority re-watched scenes they did not understand (91.8%), imitated dialogue or pronunciation (88.7%), and tried to remember or use new vocabulary afterwards (97%). A total of 79.1% of respondents stated that they watch movies for both entertainment and to learn English, indicating dual motivation.

All five indicators fall into the “*High*” category. Growth received the highest mean score (4.45), reflecting the strong perception of vocabulary expansion achieved through repeated viewings. Retention and Meaning both received a mean score of 4.26, suggesting a high level of confidence in semantic understanding and the ability to retain the vocabulary encountered in the movie in the long term. “Use” followed with a mean of 4.13, while “Form” received the lowest mean (4.10) among the five indicators, though it was still classified as “*High*”. Collectively, these scores confirm that the overall perception of vocabulary knowledge is consistently high and distributed across all dimensions as defined by Nation (2001), Ellis (2008) and Schmitt (2000).

Overall, English majors in Bandung demonstrated a high level of perceptions vocabulary proficiency from watching English movies with English subtitles. The overall mean score was 4.24, falling within the “*High*” category (range 3.68–5.00). This indicates that students are sufficiently confident in recognizing, understanding, and using the vocabulary they acquire through audiovisual media. This finding is consistent with the theoretical framework employed in this study, which posits that the integration of audio, visuals, and text (subtitles) fosters indirect vocabulary acquisition. This is consistent with the Input Hypothesis (Krashen, 1985), the Cognitive Theory of Multimedia Learning (Mayer, 2009), and Dual Coding Theory (Paivio, 1986).

## **B. Recommendations**

Based on the above conclusions, the following recommendations are proposed:

### **1. For Students**

Students are encouraged to use their movie-watching patterns more effectively as a strategy for learning vocabulary. English majors and EFL students alike are advised to use English subtitles more consistently, in order to make the most of the combination of sound, written text and, visual context. While many students already replay scenes, mimic dialogue, and try to memorize new vocabulary, inconsistent use of subtitles can prevent them from gaining the maximum benefit.

Students are also encouraged to combine watching with simple vocabulary revision, for example by noting down unfamiliar words during the movie and revising them in the following days. This can help to strengthen long-term memory, both immediately after watching and over the long term.

### **2. For Educational Institutions**

English Education Department and English Literature Department in Bandung are encouraged to formally incorporate English movies with English subtitles as supplementary learning activities. Since students already watch movies regularly and feel that this helps their vocabulary, educational institutions can support this habit by providing a clearer structure.

For instance, instructors could ask students to keep a vocabulary journal, take part in discussions after watching a movie, or complete assignments based on new vocabulary found in the movie. Such activities can help guide students from incidental exposure to more focused, deeper vocabulary learning.

### **3. For Future Researchers**

This study has several limitations. Firstly, the study relied solely on student's perceptions via a questionnaire. Therefore, future research should also use objective vocabulary tests. Secondly, the study was limited to students majoring in English Education Department and English Literature Department in Bandung. Future research could therefore involve students from other majors, or compare students of English Education Department and English Literature Department to identify possible differences in vocabulary learning through English movies. Thirdly, as this study used a cross-sectional design, a longitudinal study is required to examine vocabulary development over time.

Fourthly, future experimental studies could investigate the impact of active viewing strategies on vocabulary acquisition. Finally, future research should examine factors influencing the consistent use of English subtitles, as these may affect vocabulary learning outcomes.