

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings and analysis of the thesis entitled “English Major Students' Perceptions of Vocabulary Knowledge through Watching English Movies with English Subtitles in Bandung”. The findings are organized according to research questions: (1) the patterns of watching English movies with English subtitles among English major students in Bandung; (2) their level of perception of their vocabulary knowledge; and (3) their perception of their vocabulary knowledge based on each indicator.

1. Descriptive Statistics of Respondents' Data

Respondent data plays an important role because it can describe respondents' characteristics. Some of the characteristics for this study include gender, age, university type, university name, study program, and year of enrollment. This study involved 388 active undergraduate students in the English Language and Literature Education programs in Bandung. The sample size was determined using Hair's formula, which multiplies the number of questionnaire items by 10. The respondents were undergraduate students at an accredited university who enjoy watching English movies with English subtitles.

The respondents' answers are presented in a frequency distribution table. Percentages were calculated using the formula provided in Chapter 3, “Descriptive Statistical Analysis of Watching Patterns”, which discusses data analysis techniques.

a) Gender of Respondents

The gender category of respondents is intended to determine the gender distribution of students in the English Education Department and English Literature Department programs at accredited universities in Bandung.

Table 4. 1 *Gender of Respondents*

No	Gender	Frequency (f)	Percentage (%)
1	Male	72	18.6 %
2	Female	316	81.4 %
Total		388	100 %

Source: Primary Data Processing

As shown in Table 4.1, the majority of respondents were *female* (316 (81.4%)), while *male* respondents numbered only 72 (18.6%). Therefore, the majority of respondents in this study were female students.

b) Age of Respondents

The following table shows the age distribution of the respondents:

Table 4. 2 *Age of Respondents*

No	Age	Frequency (f)	Percentage (%)
1	18-20	135	34.8 %
2	21-23	244	62.9 %
3	>23 years	9	2.3 %
Total		388	100 %

Source: Primary Data Processing

As shown in Table 4.2, most respondents were aged 21–23 (62.9%), while 135 respondents were aged 18–20 (34.8%). The remaining 9 respondents were *over 23 years old* (2.3%). These three age groups were categorized for ease of identification. This distribution suggests that the majority of respondents are in the early stages of adulthood, which is common characteristics among undergraduate students. It also shows that the sample includes students of various ages from the same academic population.

c) University Type of Respondents

The following table shows how many respondents are from public or private universities:

Table 4. 3 University Type of Respondents

No	University Type	Frequency (f)	Percentage (%)
1	<i>Public</i>	260	67 %
2	<i>Private</i>	128	33 %
Total		388	100 %

Source: Primary Data Processing

As shown in Table 4.3, the majority of respondents (260, 67%) were from *public* universities, while 128 (33%) were from *private* universities.

d) Major of Respondents

The following table shows whether respondents majored in the English Education Department or the English Literature Department. This is one of the criteria for this study:

Table 4. 4 Major of Respondents

No	Major	Frequency (f)	Percentage (%)
1	<i>English Education Department</i>	159	41 %
2	<i>English Literature Department</i>	229	59 %
Total		388	100 %

Source: Primary Data Processing

As shown in Table 4.4, the majority of respondents were from the *English Literature Department*, totaling 229 (59%), while 159 (41%) were *English Education Department*. This indicates that participants from English Literature Department were slightly more dominant in this study.

e) Year of Enrollment of Respondents

The following table shows the distribution of respondents by years of enrollment:

Table 4. 5 Years of Enrollment of Respondents

No	Years of Enrollment	Frequency (f)	Percentage (%)
1	2022	215	55.4 %
2	2023	46	11.9 %
3	2024	72	18.6 %
4	2025	55	14.2 %
Total		388	100 %

Source: Primary Data Processing

As shown in Table 4.5, the majority of respondents began college in 2022 and are likely to be in their final semester at the moment, 215 respondents (55.4%) in total. Next, 46 respondents (11.9%) were in the group with the lowest percentage starting in 2023. A further 72 respondents (18.6%) began college in 2024, while 55 respondents (14.2%) began in 2025.

2. Watching Patterns Results

This section presents a descriptive analysis of respondents' watching patterns of English movies with English subtitles, based on seven indicators.

a) Result of Watching Frequency

The following data displays how frequently respondents watch English movies with English subtitles on a weekly basis:

Table 4. 6 Watching Frequency

No	Category	Frequency (f)	Percentage (%)
1	1-2 times a week	163	42 %
2	3-4 times a week	151	38.9 %
3	5-6 times a week	50	12.9 %
4	Every day	24	6.2 %
Total		388	100 %

Source: Primary Data Processing

As shown in Table 4.6, the majority of respondents, 163 people (42%), watch English movies with English subtitles *1-2 times a week*, followed by *3-4 times a week*, 151 respondents (38.9%). Followed 50 respondents (12.9%) watch movies *5-6 times a week*, and 24 respondents (6.2%) watch English movies with English subtitles *every day*.

b) Result of Watching Duration

The following data displays how frequently respondents watch English movies with English subtitles during a single watching session:

Table 4. 7 *Watching Duration*

Category	Frequency (f)	Percentage (%)
< 30 minutes	14	3.6 %
30 minutes – 1 hours	101	26 %
1-2 hours	208	53.6 %
> 2 hours	65	16.8 %
Total	388	100 %

Source: Primary Data Processing

As shown in Table 4.7, the majority of respondents 208 (53.6%) watched for *1-2 hours per session*. This was followed by 101 respondents (26%) who watched for *30 minutes - 1 hours*. Then, 65 respondents (16.8%) watched for *more than two hours* and only 14 respondents (3.6%) watched for *less than 30 minutes*.

c) Result of Subtitle Usage

The following data shows how often respondents use English subtitles when watching English movies. It indicates how consistently the subtitles are used while watching:

Table 4. 8 *Subtitle Usage*

Category	Frequency (f)	Percentage (%)
<i>Always</i>	20	5.2 %

Category	Frequency (f)	Percentage (%)
<i>Often</i>	126	32.5 %
<i>Sometimes</i>	158	40.7 %
<i>Rarely</i>	84	21.6 %
Total	388	100 %

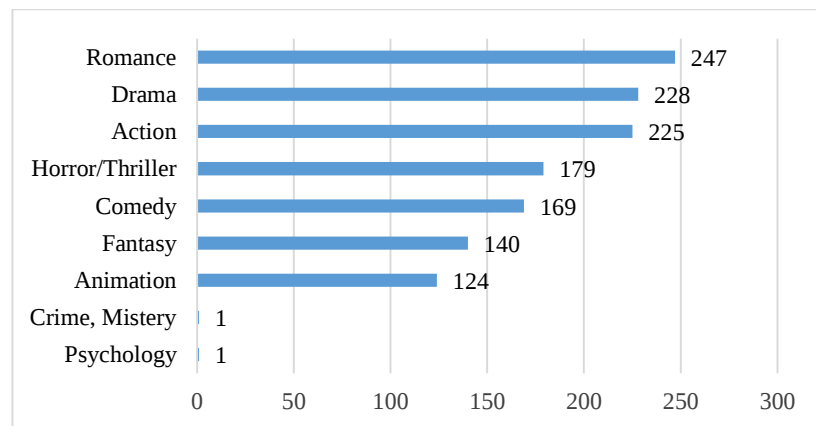
Source: Primary Data Processing

As shown in Table 4.8, most respondents chose “*sometimes*” (158, or 40.7%), followed by “*often*” (126, or 32.5%) and “*rarely*” (84, or 21.6%). Notably, only 20 respondents (5.2%) reported *always* using English subtitles.

d) Genre Preferences

The following data shows which genres of English movies with English subtitles respondents watch. Respondents were permitted to select more than one genre:

Figure 4.1 Genre Preferences

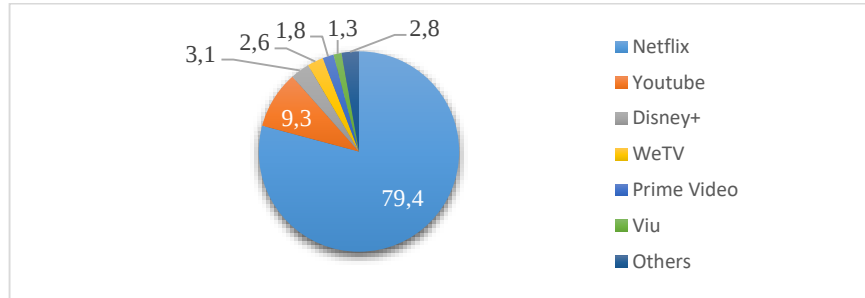


As shown in Figure 4.1, the *romance* genre was the most popular choice, with 247 respondents selecting it. The *drama* genre came second with 228 respondents, followed by *action* movies with 225. *Horror/thriller* and *comedy* were also quite popular, with 179 and 169 respondents choosing them, respectively. The *fantasy* genre was chosen by 140 respondents. Meanwhile, 124 respondents chose *animation* and two respondents chose other genres, namely *crime*, *mystery* and *psychological*.

e) Result of Platform

The following data shows which platforms respondents use to watch English movies with English subtitles:

Figure 4.2 Platform



As shown in Figure 4.2, the majority of respondents, totaling 308 or 79.4%, use *Netflix* as their streaming platform, followed by *YouTube*, 36 or 9.3%, for free access. Additionally, 12 respondents (3.1%) watch on *Disney+*, 10 (2.6%) on *Viu*, and 7 (1.8%) on *Prime Video*. The remaining respondents chose other options, including *TikTok* and *Bstation*.

f) Result of Watching Strategies

The following data displays the strategies that respondents employ when watching English movies with English subtitles:

Table 4. 9 *Watching Strategy: Word Comprehension Approach*

Category	Frequency (f)	Percentage (%)
<i>Guess the meaning from the visual context and dialogue.</i>	214	55.2 %
<i>Look up the meaning in a dictionary right away</i>	142	36.6 %
<i>Noting down the vocabulary.</i>	32	8.2 %
Total	388	100 %

Source: Primary Data Processing

As shown in Table 4.9, most respondents 214 (55.2%) reported *guessing the meaning of words based on visual context and dialogue*, while 142 respondents (36.6%) chose to *look up the meaning of the words directly in a dictionary*. Only 32 respondents (8.2%) reported *writing down the vocabulary*. This indicates that the majority of respondents rely on contextual understanding rather than immediately writing down vocabulary.

Next, the following table on viewing strategies examined three specific behaviors that respondents might exhibit while watching an English movie with English subtitles:

Table 4. 10 *Watching Strategies: Active Engagement Behaviors*

No	Question	Response	Frequency (f)	Percentage (%)
1	<i>Re-watched a scene when do not understand the dialogue.</i>	Yes	356	91.8 %
		No	32	8.2 %
2	<i>Imitate dialogue or pronunciation from movies.</i>	Yes	344	88.7 %
		No	44	11.3 %
3	<i>Recall or use new vocabulary after watching</i>	Yes	379	97 %
		No	9	2.3 %

Source: Primary Data Processing

As shown in Table 4.10, the majority of respondents were actively engaged while watching English movies with English subtitles. Of the first strategy, 356 respondents (91.8%) reported *re-winding a scene when they did not understand the dialogue*, while 32 (8.2%) did not. Regarding the second strategy, 344 respondents (88.7%) stated that *they imitated the dialogue or pronunciation from*

the movie, whereas 44 respondents (11.3%) did not. Regarding the third strategy, 379 respondents (97%) reported *trying to remember or use new vocabulary after watching a movie*, while 9 respondents (2.3%) did not.

g) Result of Motivation

The following table displays the primary reasons why respondents choose to watch English movies with English subtitles:

Table 4. 11 *Motivation*

Category	Frequency (f)	Percentage (%)
<i>Entertainment</i>	42	10.8 %
<i>Learn English</i>	39	10.1 %
<i>Both</i>	307	79.1 %
Total	388	100 %

Source: Primary Data Processing

As shown in Table 4.11, the majority of respondents (307, or 79.1%) watch English movies with English subtitles primarily for *entertainment and to learn English*. In contrast, 42 respondents (10.8%) watch them solely for *entertainment*, while 39 respondents or 10.1% watch them primarily to *learn English*.

3. Perceptions of Vocabulary Knowledge

This section presents descriptive findings that measure respondents' perceptions of their vocabulary knowledge, as assessed against five criteria: form, meaning, use, growth, retention. The mean scores are grouped according to Table 3.5 "*Interval Guideline*" in Chapter 3.

a) Form

The following section presents the Form indicator of perceptions of vocabulary knowledge. It measures respondents' perceived ability to recognizing and produce spoken and written forms of words, including pronunciation, spelling, and awareness of morphology:

Table 4. 12 Mean Score of Form indicator

No	Item	Mean	Category
1	F1 (<i>Spelling</i>) — I can recognize and spell new vocabulary words that appear in the dialogue.	4.11	High
2	F2 (<i>Pronunciation</i>) — I can correctly pronounce new vocabulary I learn from English movies.	4.01	High
3	F3 (<i>Pronunciation</i>) — I can recognize vocabulary spoken quickly by native speakers in English movies.	4.31	High
4	F4 (<i>Word Parts</i>) — I can identify word forms (e.g., happy → happiness → happily) from the vocabulary I encounter in movies.	4.11	High
5	F5 (<i>Part of Speech</i>) — I can identify the part of speech (noun, verb, adjective) of vocabulary in movie dialogues.	3.98	High
	Indicator Mean	4.10	High

Source: Analysis result using SPSS version 27

The Meaning indicator had a mean score of 4.26, placing it in the “High” category. This suggests that respondents generally feel highly confident in understanding the meaning of words, including basic definitions, connotations, nuances, and semantic associations in different contexts. Questionnaire item M3 (Visual Cues) received the highest mean score (4.38). Meanwhile, item M4 (Association) received the lowest mean score (4.05).

b) Meaning

The following section presents the Meaning indicator of perceptions of vocabulary knowledge. It measures respondents' perceived ability to understand the meaning of words, including basic definitions, connotations, nuances, and semantic associations in different contexts:

Table 4. 13 *Mean Score of Meaning indicator*

No	Item	Mean	Category
1	M1 (<i>Concept & Coherent</i>) — I can understand or guess the meaning of new vocabulary in movie dialogues based on the context of the scene.	4.23	High
2	M2 (<i>Concept & Coherent</i>) — I can connect the meanings of vocabulary I learn from movies to real-life situations.	4.31	High
3	M3 (<i>Visual Cues</i>) — I can understand the meaning of vocabulary based on facial expressions or situations shown in movie scenes.	4.38	High
4	M4 (<i>Association</i>) — I can distinguish the meanings of words that have similar meanings (synonyms) based on visual context and dialogue.	4.05	High
5	M5 (<i>Form-Meaning-Link</i>) — After watching an English movies, I feel more confident in understanding the meaning of vocabulary words I previously didn't know.	4.31	High
	Indicator Mean	4.26	High

Source: Analysis result using SPSS version 27

The Meaning indicator obtained a mean score of 4.26, falling into the “High” category. This suggests that respondents generally feel highly confident to understand the meaning of words, including basic definitions, connotations, nuances, and semantic associations in different context. Questionnaire item M3 (*Visual Cues*) received the highest mean score (4.38). Meanwhile, item M4 (*Association*) received the lowest mean score (4.05).

c) Use

The following section presents the Use indicator of perceptions of vocabulary knowledge. It measures respondents’ perceived ability to use vocabulary appropriately in different contexts, including knowledge of grammatical functions, natural collocations, and awareness of register in formal and informal situations:

Table 4. 14 *Mean Score of Use Indicator*

No	Item	Mean	Category
1	U1 (<i>Grammatical Function</i>) — I can use vocabulary from English movies in sentences with appropriate grammar.	3.98	High
2	U2 (<i>Collocation</i>) — I can use English phrases or expressions that are frequently used by native speakers.	4.16	High
3	U3 (<i>Usage Restrictions</i>) — I can distinguish between formal and informal words in dialogues in English movies.	4.10	High
4	U4 (<i>Usage Restrictions</i>) — I can choose the right words for specific communication situations based on patterns I observe in the movie.	4.22	High

No	Item	Mean	Category
5	U5 (<i>Natural Use</i>) — I can use vocabulary from movies in everyday spoken and written English.	4.21	High
	Indicator Mean	4.13	High

Source: Analysis result using SPSS version 27

The Use Indicator obtained a mean score of 4.13, categorized as “High”. This suggests that respondents feel highly confident in use vocabulary appropriately in con-text. This includes knowledge of grammatical functions, natural collocations, and awareness of register, example knowing when a word is appropriate in formal versus informal situations. The highest mean score of 4.22 was received by item U4 (*Usage Restrictions*), while the lowest mean score of 3.98 was received by item U1 (*Grammatical Function*).

d) Growth

The following section presents the Growth indicator relating to perceptions of vocabulary knowledge. It measures how respondents perceive their vocabulary development over time through their exposure to English movies with English subtitles:

Table 4. 15 Mean Score of Growth Indicator

No	Item	Mean	Category
1	G1 (<i>Gradual Increase</i>) — I learn new vocabulary every time I watch an English movie with English subtitles.	4.47	High
2	G2 (<i>Gradual Increase</i>) — I realize that my vocabulary is improving as I watch movies more often.	4.44	High
3	G3 (<i>Sustained Exposure</i>) — I feel that watching English movies with	4.46	High

No	Item	Mean	Category
	English subtitles is an effective way to improve my vocabulary.		
4	G4 (<i>Depth</i>) — Watching English movies helps me understand vocabulary more deeply not just the meanings but how they're used.	4.43	High
	Indicator Mean	4.45	High

Source: Analysis result using SPSS version 27

The Growth Indicator received a mean score of 4.45, which is classified as “*High*”. These findings suggest that respondents generally feel highly confident to notice the gradual growth of their vocabulary through repeated exposure to English movies with English subtitles. The highest mean score (4.47) went to item G1 (*Gradual Increase*), while item G4 (*Depth*) received the lowest mean score (4.43).

e) Retention

The following section presents the Retention Indicator, which measures perceptions of vocabulary knowledge. It measures respondents' perceived ability to store newly learnt vocabulary in their long-term memory, and retrieve it when needed in future situations:

Table 4. 16 Mean Score of Retention Indicator

No	Item	Mean	Category
1	R1 (<i>Long-term Storage</i>) — I can remember the new vocabulary I've learned from English movies with English subtitles.	4.20	High
2	R2 (<i>Long-term Storage</i>) — I can recall the meanings of vocabulary	3.99	High

No	Item	Mean	Category
	from the movie even after quite some time has passed.		
3	R3 (<i>Reuse</i>) — When reading English books or texts, I often come across vocabulary that I previously learned from movies.	4.34	High
4	R4 (<i>Reuse</i>) — When listening to English conversations or songs, I recognize vocabulary that I previously learned from movies.	4.30	High
5	R5 (<i>Depth of Processing</i>) —I connect new vocabulary with my experiences or knowledge I already have.	4.23	High
6	R6 (<i>Dual Coding</i>) — Listening to dialogues while reading the subtitles helps me remember the vocabulary more deeply.	4.44	High
7	R7 (<i>Repeated Exposure</i>) — Vocabulary that frequently appears in various English movies are easier for me to remember in the long term.	4.34	High
	Indicator Mean	4.26	High

Source: Analysis result using SPSS version 27

The Retention Indicator received a mean score of 4.26, which is classified as “*High*”. These findings suggest that respondents feel highly confident in storing new words in long-term memory and retrieving them in future situations after watching English movies with English subtitles. Item R6 (*Dual Coding*) received the highest mean score (4.44), while Item R2 (*Long-term Storage*) received the lowest (3.99).

f) Overall Perceptions of Vocabulary Knowledge

The following section provides an overview of how respondents perceive their vocabulary knowledge. It summarizes their views on five aspects of vocabulary knowledge form, meaning, use, growth, and retention to show how they view their vocabulary knowledge after watching English movies with English subtitles.

Table 4. 17 Overall Mean Score

No	Indicator	Mean Score	Category
1	Form	4.10	High
2	Meaning	4.26	High
3	Use	4.13	High
4	Growth	4.45	High
5	Retention	4.26	High
Indicator Mean		4.24	High

Source: Primary Data Processing

As shown in Table 4.17, the overall mean score for vocabulary knowledge was 4.24, which is indicative of a “*High*” level. Among the five dimensions, the “*Growth*” dimension received the highest mean score (4.45), while “*Form*” received the lowest mean score (4.10).

B. Discussion

This section presents and discusses the research findings in relation to the research questions, the theoretical framework, and previous studies. The discussion explains the numerical results and interprets their significance in the context of vocabulary learning through English movies with English subtitles. Furthermore, it highlights the contribution of these findings to existing knowledge and their potential implications for vocabulary development among English Major Students and English Foreign Learners.

1. Watching Patterns of English Movies with English Subtitles

The results of the study show that most respondents (42%) watch English movies with English subtitles 1-2 times a week, while 38.9% watch them 3-4 times a week. The most common watching duration is 1–2 hours per session (53.6%). These results suggest that English majors in Bandung watch English movie fairly regularly and for a considerable amount of time. This habit aligns with Kuppens' (2010) view that regularly watching foreign-language films and television shows is a common way for students to informally learn a language. Furthermore, Krashen's (1985) Input Hypothesis suggests that repeated exposure to authentic language through movies can aid vocabulary acquisition over time by providing comprehensible and meaningful input.

Regarding the use of subtitles, the findings show that only 5.2% of respondents always use English subtitles. Most respondents use them “sometimes” (40.7%) or “often” (32.5%). This suggests that the use of subtitles is inconsistent. According to Mayer (2009) and the Cognitive Theory of Multimedia Learning, processing information through 2 channels (audio and written text) simultaneously helps students to comprehend and retain vocabulary. The relatively small number of students who always use English subtitles suggests that some still rely primarily on listening alone and do not use written text consistently for additional support. This is important because previous research indicates that the use of subtitles can provide additional benefits for vocabulary development (e.g. Wahyuningsih & Fitriah, 2023; Maulida & Warni, 2024).

In terms of genre preferences, the most popular genres are romance (63.7%), drama (58.8%) and action (58%). This corroborates Dörnyei's (2001) assertion that motivation is pivotal in language learning, as students tend to pay closer attention and engage more deeply when the content resonates with their interests. By watching different genres, students are exposed to diverse vocabulary, varying levels of formality and different conversational styles. This diversity helps them build a broader and richer vocabulary, as Nation (2001) suggests.

Netflix is the primary platform used by respondents (79.4%). This suggests that subscription-based streaming services play a significant role in providing English input in an informal setting. Youngs (2021) notes that individuals aged 18–25 the primary age group in this study are most likely to use subtitles when watching digital content. Therefore, platforms like Netflix are highly relevant as a source of repeated vocabulary exposure.

In terms of viewing strategies, 55.2% of respondents reported inferring the meanings of unfamiliar words from visual cues and dialogue. Meanwhile, 36.6% looked up words in a dictionary directly, and 8.2% took notes on vocabulary. In terms of behaviors demonstrating active engagement while watching, 91.8% of respondents re-watched scenes they did not understand, 88.7% imitated dialogue or pronunciation, and 97% attempted to recall or use new vocabulary afterwards. Schmitt (2000) describes this pattern as the deliberate, strategic use of vocabulary in incidental learning activities. The very high percentage of students who attempted to recall or use new vocabulary (97%) suggests that watching movies can serve as both entertainment and a deliberate activity for learning vocabulary. Webb (2007) argues that meaningful and repeated exposure to vocabulary, even in informal activities such as watching movies, helps to reinforce long-term retention. Overall, these findings answer the first research question. English majors in Bandung exhibit regular, motivated and increasingly active viewing patterns which create an effective informal context for vocabulary development.

2. Perceptions of Vocabulary Knowledge

a) Form

The Form indicator received a mean score of 4.10, which is classified as “*High*”. Item F3 (*I can recognize vocabulary spoken quickly by native speakers in English movies*) achieved the highest mean score (4.31), while item F5 (*I can identify the part of speech noun, verb, adjective*) received the lowest score (3.98), though this still falls into the “*high*” category. These results suggest that respondents were highly confident in recognizing and producing the spoken and written forms of the vocabulary encountered in the movies. A lower score on F5 suggests that students find it more difficult to understand grammatical categories. These findings are consistent with those of Nation (2001), who states that mastery of spoken and written forms is a crucial component of vocabulary knowledge, and with Mayer (2009), who explains that listening to dialogues while reading the text helps to strengthen the connection between pronunciation and spelling.

b) Meaning

The Meaning indicator achieved a mean score of 4.26, categorized as “*High*”. Item M3 (*I can understand the meaning of vocabulary based on facial expressions or situations shown in movie scenes*) received the highest score (4.38), while M4 (*I can distinguish the meanings of words that have similar meanings (synonyms) based on visual context and dialogue*) received the lowest score (4.05). This suggests that visual cues are highly effective in helping students to understand the meaning of words, as explained by Paivio's Dual Coding Theory (1986), which emphasizes the importance of integrating verbal and visual information. The slightly lower score for item M4 suggests that distinguishing synonyms remains challenging as it requires a more nuanced and analytical understanding of meaning.

c) Use

The Use Indicator recorded a mean score of 4.13, also in the “*High*” category. Item U4 (*I can choose the right words for specific communication situations based on patterns I observe in the movie*) received the highest score (4.22), while U1 (*I can use vocabulary from English movies in sentences with appropriate grammar*) received the lowest score (3.98). This suggests that respondents are more comfortable with contextual use of vocabulary and situational appropriateness, but are less confident with grammatical aspects. In line with Nation (2001), vocabulary use encompasses grammatical function, collocation and register. These findings support Schmitt's (2000) view that exposure to authentic media first strengthens contextual sensitivity before grammatical accuracy fully develops.

d) Growth

The Growth Indicator achieved the highest mean score of all the indicators (4.45) and falls into the “*High*” category. All items on this indicator scored above 4.43, with G1 (*I learn new vocabulary every time I watch an English movie with English subtitles*) receiving the highest score of 4.47. This finding supports the views of Ellis (2008) and Krashen (1985), who state that vocabulary develops through meaningful, repeated exposure to the target language. It also aligns with Webb (2007), who claims that exposure to vocabulary in various contexts supports lexical growth. The consistently high scores on all 'Growth' items suggest that students recognize the productive of vocabulary input from watching movies, which reinforces the cumulative nature of incidental vocabulary learning.

e) Retention

The Retention indicator received a mean score of 4.26, categorized as “*High*”. Item R6 (listening to dialogues while reading the translated text helps to remember vocabulary more deeply) received the highest score (4.44), while R2 (*I can recall the meanings of vo-*

cabulary from the movie even after quite some time has passed) received the lowest score (3.99). The high score on R6 supports Paivio's dual coding theory (1986) and Mayer's multimedia learning theory (2009), which state that combining audio and visual input strengthens long-term memory storage. However, the relatively low score on R2 indicates that retaining vocabulary in the long term remains challenging if exposure is not repeated. This is consistent with Schmitt (2000), who emphasizes that long-term retention requires sufficient frequency of words exposure, as well as active recall strategies or review.

Overall, these five indicators provide answers to the third research question. English majors in Bandung view themselves as highly competent in all areas of vocabulary knowledge. The “Growth” indicator shows the strongest association with multimodal and repeated exposure. The “Form” indicator reveals that additional guidance, particularly regarding grammatical functions, can provide added benefits. Collectively, the scores for each indicator support an overall mean of 4.24, confirming that the high perceived level of vocabulary knowledge is consistent and evenly distributed across all dimensions.

3. Overall Perceptions of Vocabulary Knowledge

The overall mean score for perceived vocabulary knowledge was 4.24, which falls into the “*High*” category based on a scale of 3.68–5.00. This suggests that English majors in Bandung generally have a strong vocabulary, which they attribute to their habit of watching English movies with English subtitles. These results are consistent with previous research. Maulida and Warni (2024), for example, found that watching movies with English subtitles can enhance students' perception of their vocabulary. Habibah et al. (2025) also reported that this activity boosts students' confidence in using vocabulary independently. Similarly, Wahyuningsih and Fitriah (2023) found that students perceived an improvement in their vocabulary skills after watching movies.

These high scores support the main theoretical assumption of this study: that integrating sound, images and translated text creates a rich environment for learning vocabulary (Mayer, 2009; Paivio, 1981). When learners listen to spoken words, read text on the screen and observe the movie's context simultaneously, various components of their memory system are engaged. This process facilitates deeper information retention and more enduring memory. Krashen's Input Hypothesis (1985) also supports this, as films can provide comprehensible input that is slightly above students' current level, a condition that is considered to be ideal for language development.

However, it should be noted that these scores are based on students' self-reports rather than objective vocabulary tests. As Schmitt (2000) explains, perceptions of vocabulary knowledge are subjective and may not always reflect actual vocabulary size or productive accuracy. Nevertheless, these perceptions still hold educational significance: learners who believe their vocabulary is strong are generally more willing to speak and write in English, and to use the language in real-life situations. This high level of perceptions of vocabulary knowledge positively affects students' motivation and willingness to communicate. Thus, these findings directly answer the second research question. English majors in Bandung demonstrate a high level of perceptions of vocabulary knowledge overall, which is consistent with theoretical predictions of multimodal and input-based learning.