

Movies as a Teaching Tool: Enhancing Hospitality Students' Vocabulary Through Film Clips

Sri Suci Suryawati¹, Dewi Kurniawati², Anissa Maulinda Putri³

Universitas Islam Negeri Raden Intan Lampung^{1,2,3}

*E-mail: sucisuryawati@radenintan.ac.id

Abstract

Recognizing that English vocabulary often has multiple meanings and is used differently across various fields, vocabulary instruction must be adjusted to meet the specific needs of students and remain relevant to their chosen field of study. Therefore, a teacher should select an appropriate method for teaching vocabulary. This research examines the influence of movie clips on hospitality students' vocabulary mastery. It aims to determine whether the use of movie clips has a significant impact on hospitality students' vocabulary acquisition. Using a quasi-experimental design, this study employed pre-tests and post-tests as data collection techniques. The study was conducted at a Vocational High School in Bandar Lampung, involving 67 hospitality students selected from two classes, XPH 1 and XPH 2. The data was analyzed using a Paired Sample Test. The findings indicate a significant influence of movie clips on hospitality students' vocabulary mastery. The results showed that the Sig. (p-value) was < 0.001 , meaning the Sig. (p-value) was less than Sig $\alpha = 0.05$. This implies that H_0 is rejected and H_a is accepted. These results reveal that movie clips have a significant influence on students' vocabulary mastery and can serve as an effective medium in the process of teaching and learning vocabulary.

Keywords: hospitality students, movie clips, quasi-experimental design, vocabulary mastery



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Introduction

The hospitality industry encompasses a wide range of services catering to travelers, including lodging, dining, and transportation. Hotels form a vital component of this sector by providing guests with comfortable accommodations. Within a hotel setting, employees play a crucial role in ensuring quality service, which significantly enhances the overall guest experience. As a result, frequent and meaningful interactions between hotel staff and visitors are essential.

To foster a welcoming and enjoyable stay, hotel employees must engage in clear and effective communication with both local and international guests. Given that English is widely recognized as the global language of communication, it serves as the primary means of interaction in hospitality-related settings. As noted by (Crystal, 2003), "English has become the lingua franca of international communication, allowing people from different linguistic backgrounds to connect seamlessly." This highlights the importance of English in bridging cultural and linguistic gaps in the hospitality industry. For this reason, hospitality students who aspire to work in hotels must develop strong English language skills. According to (Blue & Harun, 2003), "language proficiency is not just a skill but a necessity for professionals in customer-facing industries such as hospitality." Mastering English equips future hotel staff with the ability to communicate effectively, ensuring professionalism and competence in their roles.

When learning a foreign language, having a broad vocabulary is essential since it supports all four language skills: reading, speaking, writing, and listening (Rohmatillah, 2017). This means that vocabulary plays a crucial role in all aspects of language use, helping learners understand written and spoken texts, express their thoughts clearly, and structure their writing effectively. Similarly, (Richards, 2002) described vocabulary as a fundamental element of language proficiency and a key factor in

students' ability to speak, write, read, and listen effectively. This suggests that a well-developed vocabulary is a cornerstone of language mastery, influencing learners' success in all linguistic areas. (Cameron, 2001) also emphasized that vocabulary is a crucial knowledge resource in language acquisition. In other words, vocabulary serves as the foundation upon which language learning is built, providing the necessary tools for communication and comprehension. Additionally, (Harmer & Thornbury, 2012) highlighted that while grammar is important, communication is nearly impossible without vocabulary, as words are the primary means of expression. This indicates that, although grammatical structures are essential for correctness, words are what enable meaningful interaction, making vocabulary the most critical component of communication. Therefore, acquiring vocabulary is essential for anyone learning a language, particularly English as a foreign language. A strong vocabulary enhances word comprehension, facilitates effective communication, and improves understanding of conveyed messages.

English vocabulary instruction for hospitality students is a branch of English for Specific Purposes (ESP), which is tailored to meet the professional and practical needs of students in their field. To ensure effective teaching, educators must design lessons that align with students' academic specializations, highlighting vocabulary that is directly applicable to their future careers. (Harmer & Thornbury, 2012) emphasized the importance of vocabulary instruction, asserting that "teaching words is a fundamental aspect in learning a language because languages emerge as words." This means that words form the foundation of any language, and mastering vocabulary is crucial for language acquisition. Since a single word may have multiple meanings and functions depending on the context, it is essential to teach vocabulary based on students' specific needs and how they will use the language in real-life situations. Regarding vocabulary classification, (Nation & Nation, 2001) categorized words in written language into different types, which will be explored further:

a. High-Frequency Words

The high-frequency words include various content words such as government, forests, production, adoption, represent and boundary.

b. Academic Words

The academic words contain many words that are common in different kinds of academic text; policy, phase, adjusted and sustained.

c. Technical Words

The technical words include a variety of words that are closely related to the topic and subject area which have specialized meanings, e.g., check-in, amenities, housekeeping, suite and booked which relate to hospitality field.

d. Low-Frequency Words

The low-frequency include words like zoned, pioneering, aired, pastoral and perpetuity.

According to the classifications mentioned earlier, teaching vocabulary in English for Specific Purposes (ESP) should emphasize technical terms. These specialized words are essential for students in particular fields because their meanings vary based on the discipline. For instance, the vocabulary required by culinary students is quite distinct from that needed by hospitality students. Given this, instructors should help students effectively comprehend and remember industry-specific terms. This means that in ESP classes, the primary focus should be on teaching words that are unique to a specific profession or academic field. Since the same word may have different meanings in different contexts, students need to learn the precise definitions relevant to their area of study. Teachers play a crucial role in guiding students to understand and retain this specialized vocabulary.

Nonetheless, initial research findings indicated that hospitality students encountered several difficulties in acquiring English vocabulary. A major issue reported by most students was their limited knowledge of hospitality-related terminology. They had trouble memorizing words, understanding their meanings, spelling and writing them correctly, and using them appropriately in sentences. This struggle was primarily due to the vast number of technical terms within the hospitality sector. Consequently, their vocabulary knowledge remained insufficient and needed enhancement. This suggests that many hospitality students face challenges in learning English vocabulary, particularly because of the large number of specialized words in their field. Their difficulties include not only

remembering words but also correctly understanding, writing, and using them. Due to these struggles, their vocabulary level is not strong enough, highlighting the need for improved vocabulary instruction.

To overcome these difficulties, media can be highly beneficial for English teachers. It functions as a tool that helps instructors deliver material effectively during the teaching and learning process. This study suggests incorporating audio-visual media, specifically movie clips, into vocabulary instruction. A movie clip refers to a selected short segment from a full-length movie, edited based on specific instructional needs. In this research, movie clips are defined as a collection of hospitality-related scenes taken from various films and television series.

Movie clips are regarded as an effective medium for vocabulary learning because they can be customized to suit students' needs, offer authentic vocabulary through both visual and verbal contexts relevant to learners, and have a short duration, which enables repeated viewing for better vocabulary retention. Additionally, this approach aligns with (Mayer, 2014) cognitive theory of multimedia learning, particularly the dual-channel principle. Mayer suggests that presenting information using both auditory and visual elements leads to deeper learning compared to using text alone.

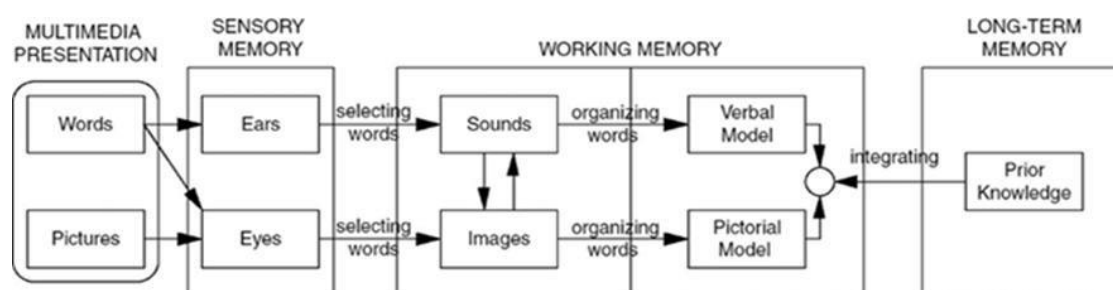


Figure 1. Mayer's cognitive theory of multimedia learning

Additionally, various previous studies support this research topic. First, (Mulyani & Chaira, 2021) suggested that film clips and video media with subtitles can aid vocabulary learning, act as an alternative learning tool, and provide students with fresh learning experiences. This means that incorporating visual media with text can enhance students' engagement and retention of vocabulary by making the learning process more interactive and immersive. Second, (Akmaludin et al., 2023) emphasized that English short films contribute to students' vocabulary fluency. This suggests that watching short films in English exposes students to natural language use, improving their ability to recall and use vocabulary more fluently. Lastly, (Maliang, 2023) indicated that the Upin & Ipin cartoon series can enhance students' vocabulary mastery. This implies that animated content, particularly one with engaging and familiar storytelling, can make learning vocabulary more enjoyable and effective for students.

Considering the background of the research, the findings of previous related studies, and preliminary research, the researcher is motivated to conduct this study. Therefore, the research is titled *Movies as a Teaching Tool: Enhancing Hospitality Students' Vocabulary Through Film Clips*. The purpose of this study is to examine whether movie clips have a significant influence in enhancing hospitality students' vocabulary skills. Consequently, this research is aimed to answer the following question:

RQ: Is there any significant influence of movie clips towards hospitality students' vocabulary mastery?

Methods

The researcher employed a quantitative approach, which involves testing objective concepts by analyzing the relationships among variables. (Creswell, 2015) described the quantitative approach as a method of inquiry that helps in describing and explaining the connections between independent and dependent variables. This means that researchers use this approach to examine how changes in one variable influence another in a structured and measurable way. (Hardani, 2020), stated that quantitative

research heavily relies on numerical data throughout the entire research process, from data collection to analysis and presentation of results. In other words, this approach focuses on analyzing numerical data using appropriate statistical methods to explain relationships among variables. This ensures that the findings are objective, reliable, and can be generalized to a larger population.

To explore these relationships, the researcher adopted an experimental design. According to (Hardani, 2020), an experimental design is a research method in which researchers deliberately apply a specific treatment to the research subjects to observe and analyze its effects. This means that experimental design helps determine whether a particular intervention or condition leads to a significant change in outcomes for participants. Essentially, this design is used to establish cause-and-effect relationships by manipulating variables and measuring their impact systematically.

In this study, the researcher used quasi-experimental design. (Rukminingsih & Latief, 2020) stated that quasi-experimental is a design that involves at least two groups, the experimental group and the control group. According to (Creswell, 2015), quasi-experimental is a study design in which participants are assigned to groups, not randomly. By using this design both groups – experimental group and control group would be selected and administered pre-test to determine pre-existing subject knowledge. The researcher implemented English movie clips as the treatment in teaching experimental class whereas the control class by using Cambridge E-Dictionary. After given the treatment, the students are being tested using post-test and its result would be compared.

The population in this study was the tenth-grade hospitality students of one of Vocational High School in Bandar Lampung in the academic year of 2024/2025 which consist of 102 students. The students are divided into three classes. The total population is in Table 1, as follows:

Table 1.
The population of the research

No.	Class	Number of students
1.	XPH 1	35
2.	XPH 2	32
3.	XPH 3	35
Total of Students		102

Based on the population two classes was selected as the sample of the research by using cluster random sampling technique. With this sampling, each class of the entire population has an equal probability of being selected by using lottery system. Meanwhile, the sample of this research was XPH 1 as control group and XPH 2 as experimental group.

In collecting the data, the researcher used a vocabulary test. The vocabulary test was used to measure students' vocabulary mastery before and after using the movie clips media. Students were given a pre-test – before the treatment and a post-test – after the treatment. The researcher prepared 40 items for vocabulary test in the form of multiple-choice. The vocabulary test emphasized verbs, nouns and adjectives in the hospitality context. It focused on three aspects of vocabulary such as word use, word meaning (synonym and antonym) and word combination (phrasal verb). The test administered about 45 minutes.

The researcher administered a pre-test to experimental and control classes before the treatment were given. The researcher implemented movie clips in the experimental class. The movie clips were lasted 4 minutes and were played 3 times – without subtitle, English subtitle and Indonesian subtitle in order to optimize students' vocabulary acquisition. On the other hand, Cambridge E-dictionary was utilized in the control class. After the treatment, students were assigned to take a post-test. After collecting the data, the researcher analysed the data by using SPSS 26. In this research, the researcher used normality test, homogeneity test and T-test for reliable data analysis. Shapiro-wilk test was used to determine whether the data in experimental class and control class are normally distributed. Levene Statistics was employed for homogeneity test to determine whether the data in experimental class and control class are homogeneous. After fulfilled the normality and homogeneity test, the hypothetical test can be carried out in order to determine if there is a significant influence of movie clips towards

hospitality students' vocabulary mastery. In testing the hypothesis, the researcher used the Paired Sample T-Test. The hypothesis of this study can be described as follows:

Ha: There is a significant influence of movie clips towards hospitality students' vocabulary mastery.

H₀: There is no significant influence of movie clips towards hospitality students' vocabulary mastery.

Results and Discussion

1. Results

a. Pre-test and post-test scores in experimental class

The data description of pre-test and post-test scores in experimental class in Table 2.

Table 2.

Descriptive statistics of pre-test and post-test in experimental class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test experimental	32	20	75	44.53	14.048
Post-test experimental	32	45	90	66.56	10.429

Referring to the table above, the pre-test results showed that the mean of experimental group was 44.53. The students' lowest score was 20 and the highest score was 75. Meanwhile, the post-test results showed that the mean of experimental group was 66.56. The students' lowest score was 45 and the highest score was 90.

b. Pre-test and post-test scores in control class

The data description of pre-test and post-test scores in control class in Table 3, as follows:

Table 3.

Descriptive statistics of pre-test and post-test in control class

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test control	35	20	60	38.86	10.224
Post-test control	35	40	75	56.57	8.382

According to the table, the pre-test results showed that the mean of control group was 38.86. The students' lowest score was 20 and the highest score was 60. Meanwhile, the post-test results showed that the mean of control group was 56.57. The students' lowest score was 40 and the highest score was 75.

c. The normality test result

The result of normality test from this study can be seen in Table 4.

Table 4.

Normality test

	Tests of Normality		
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Experimental Class	.973	32	.596
Post-test Experimental Class	.964	32	.360
Pre-test Control Class	.952	35	.134
Post-test Control Class	.952	35	.131

Based on the result of normality test above, it revealed that the normality test of pre-test experimental class was 0.596 and post-test experimental class was 0.360. While, the normality result of pre-test control class was 0.134 and post-test control class was 0.131. The significant score of Shapiro-Wilk of each test in pre-test and post-test was ≥ 0.05 . In conclusion, both of the experimental and control class data were normally distributed.

d. The homogeneity test of pre-test score results

The result of homogeneity test of pre-test score from this study can be seen in Table 5.

Table 5.
Homogeneity test of students' pre-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3.060	1	65	.085
	Based on Median	2.932	1	65	.092
	Based on Median and with adjusted df	2.932	1	60.289	.092
	Based on trimmed mean	3.104	1	65	.083

The result of homogeneity test above has shown that the gained score of pre-tests was 0.085. The score exceeded the minimum value of significant score which is ≥ 0.05 . In other words, the data in this study was homogeneous.

e. The homogeneity test of post-test score results

The result of homogeneity test of post-test score from this study can be seen in Table 6.

Table 6.
Homogeneity test of students' post-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	1.702	1	65	.197
	Based on Median	1.538	1	65	.219
	Based on Median and with adjusted df	1.538	1	65.000	.219
	Based on trimmed mean	1.705	1	65	.196

The result of homogeneity test above revealed that the sig. score of post-tests was 0.197. The score exceeded the minimum value of significant score which is ≥ 0.05 . In other words, the data in this study was homogeneous.

f. The hypothetical test result

In order to determine if there is a significant influence of movie clips towards hospitality students' vocabulary mastery, paired sample test was used and the following are the result of the hypothesis test:

Table 7.
Paired sample test

Paired Samples Test		
t	Df	Sig. (Two-Sided p)
-8.298	31	< .001

Based on the table 4.7 above, it is known that the t- value was -8.298 with df = 31 and the significance value was < .001, which the value was less than 0.05. It is possible to conclude that H_a was accepted and H_o was rejected. Consequently, the **RQ** was answered: there is a significant influence of movie clips towards hospitality students' vocabulary mastery.

2. Discussions

The findings of this research indicate that movie clips have a significant impact on hospitality students' vocabulary mastery. The T-test results showed a significance value of < .001, which is lower than 0.05. This implies that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. The comparison of pre-test and post-test scores from both the experimental and control groups demonstrated an overall improvement. In the experimental group, the pre-test score was 75, which increased to 90 in the post-test. Meanwhile, in the control group, the pre-test score was 60, rising to 75 in the post-test. Notably, the post-test scores in the experimental group were higher than those in the control group, which did not use movie clips in the learning process. The superior performance of students in the experimental group suggests that movie clips played a crucial role in enhancing their vocabulary acquisition. Additionally, movie clips were highly effective in helping students understand new vocabulary they had not encountered before.

Furthermore, the results of this study align with previous relevant research. Mulyani and Chaira (2021) conducted a mixed-method study aimed at providing an alternative approach to vocabulary instruction using English-language film clips and subtitled videos with relevant activities. Their findings revealed that film clips and subtitled videos supported vocabulary learning, offered an alternative teaching method, and provided students with new learning experiences. Similarly, Akmaludin et al. (2023) conducted a pre-experimental study on the use of English short films in vocabulary instruction. Their research demonstrated that students' post-test scores improved significantly after incorporating short films into the teaching and learning process. Additionally, Maliang (2023) investigated the effectiveness of the animated series *Upin & Ipin* in enhancing students' vocabulary. The study examined whether there was a significant improvement between pre-test and post-test results in learning vocabulary through the *Upin & Ipin* cartoon. The findings confirmed that the cartoon effectively aided students in developing their vocabulary mastery.

Movie clips are an engaging medium for learning English, particularly for introducing new vocabulary to students. They help learners remember words not only through verbal messages but also through visual cues provided by subtitles. Additionally, students can grasp the meaning of vocabulary in different contexts and situations, enhancing their understanding of word usage. Compared to full-length movies, movie clips are more effective as they are carefully selected to meet students' needs and have a shorter duration, allowing for repeated viewings that optimize vocabulary acquisition.

Based on the discussion above, it can be concluded that movie clips are an effective tool for vocabulary learning. They provide students with the opportunity to see and hear vocabulary in context, making it easier to understand and retain. This method significantly impacts vocabulary teaching and learning, particularly for tenth-grade hospitality students. As a result, movie clips have proven to have a meaningful influence on the vocabulary acquisition of tenth-grade hospitality students during their first semester at a vocational high school in Bandar Lampung.

Conclusion

Based on research conducted on tenth-grade hospitality students at a prestigious Vocational High School in Bandar Lampung during the 2024/2025 academic year, an analysis of students' pre-test and post-test results in both the experimental and control classes was performed. The findings indicated a significant influence of using movie clips on students' vocabulary mastery in the hospitality major. This was evident from the hypothetical test analysis, which showed that the null hypothesis (H_0) was rejected. Furthermore, the paired sample test results demonstrated that the significance value (2-tailed p) was less than 0.05, specifically < 0.001 , leading to the acceptance of the alternative hypothesis (H_a).

In conclusion, incorporating movie clips in English instruction had a positive impact on students' vocabulary mastery. This was clearly reflected in the difference between students' scores before and after the treatment. The use of movie clips in the teaching and learning process particularly influenced English vocabulary acquisition, which is a crucial aspect for hospitality students. In other words, this study confirmed that movie clips effectively enhanced hospitality students' vocabulary mastery, aligning with previous research that highlighted their effectiveness in improving students' English vocabulary.

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