



Increasing Students' Vocabulary through English Movies at Second Grade Students in SMP Kristen 1 Dobo

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Abstract

The purpose of this study is to find out that watching English movies can increase students' vocabulary mastery in SMP Kristen 1 Dobo and to know how the students respond to the implementation of English films to improve their vocabulary mastery in SMP Kristen 1 Dobo. The study used Classroom Action Research (CAR) as a research design. The study participants were second-grade students of SMP Kristen 1 Dobo, which consists of 25 students. The data collection techniques were tests and questionnaires. This research showed a development in the student's vocabulary mastery after teaching English through English movies. This is shown from the mean at the end of cycle II, 81.12%, namely 25 students who got 69 points above. The total increase in the students' scores from the pre-test was 53%, the post-test I was 61.64%, and the post-test II was 81.12%. This means that the student's score has reached the target, and based on observation sheets and questionnaires for teachers and students, it shows that the implementation of the Watching English movie is effective in students' vocabulary mastery.

Keywords: *Vocabulary, English Movie, Classroom Action Research, SMP Kristen 1 Dobo*

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INTRODUCTION

Vocabulary is one of the most important parts of learning English. In developing ideas, thoughts and opinions, students need vocabulary; if students do not have much vocabulary, they won't be able to understand what people are talking about and can't write sentences. According to Selly (2021), Vocabulary is one of the meanings that can be used when communicating with others, both orally and in writing; communication cannot be established without vocabulary. Lekawael & Ferdinandus (2021) stated that vocabulary knowledge is important in learning a foreign language, especially English. This is also supported by Fikri et al. (2022), who argued that Good vocabulary is one of the most



important things to master for someone to communicate with others, both direct communication and written communication because if someone does not master the vocabulary, it will be difficult to communicate and master the language.

Students at the junior high school level lack vocabulary, hindering their learning. English has become one of the compulsory subjects in Indonesia, so students are expected to learn English in particular to increase their vocabulary. So, learning English is not easy, and it is not easy to master vocabulary well. Umar et al. (2022) stated that poor memory is one of the difficulties in learning vocabulary. This is also supported by Selly (2021), explaining that there are problems in the vocabulary learning process, such as (1) some of the students do not know the meaning of words, (2) most of the students were passive during the learning process, (3) they had difficulties in memorizing new words. The phenomenon that occurs in learning good English vocabulary is that students are faced with several problems that often occur, as described above. Also, the lack of creativity in learning vocabulary is one of the obstacles students face when developing a vocabulary. For example, Students generally memorize vocabulary lists, so the impact is that students become lazy when learning English because their memory is not good, and they also get bored while studying.

Based on the explanation above, watching English movies is one way to increase English language skills, especially vocabulary mastery. So, a good strategy is needed to help students learn English, especially in developing a good vocabulary; in this case, the researcher uses the media as a strategy to improve students' abilities in learning English, especially vocabulary, where the media used by the researcher is watching English movies with English subtitles to make it easier for students to memorize, interpret, and students don't feel bored during the learning process. Sari and Aminatun (2021) stated that using media in this case, namely watching English movies, can motivate students and make students more excited about learning. Al-Sarhan in Simamora et al. (2020) can improve students' vocabulary mastery by watching English movies. Indirectly, watching English movies has a good effect on students because students can easily memorize vocabulary and increase their desire to learn; not only does watching English movies also make it easier for students in the learning process, but students can also study where and whenever they want. Watching movies does not necessarily have to be seen in theatres. Every student can do it anywhere. Students can watch from a laptop using the internet or CD or from a smartphone. This online movie can help students to learn English more easily anytime and anywhere.

Previous studies have reported on developing students' vocabulary mastery by watching English-subtitled films. A study by Fikri et al. (2022) researched Upgrading students' vocabulary through films in the Indonesian context. The research was conducted at PGRI Silampari University. The method used is library research, and the data shows that students' vocabulary increases by using English movies as a medium. Another study was conducted by Lail (2018) on the effectiveness of using English movies with English subtitles in teaching vocabulary. The study was conducted in Universitas Mataram. by applying experimental research as a research method, it was found that the results of this study were using movies with English subtitles is effective in increasing vocabulary knowledge in class.



Based on the results of the previous studies, the researcher is interested in conducting a similar study by considering the characteristics of students learning vocabulary at the second-grade junior high school of SMP Negeri18 Maluku Tengah. Therefore, the researcher conducted a preliminary survey on second-year students of SMP Negeri18 Maluku Tengah. The primary study was conducted by observing the class and interviewing some students. The results show that most students in SMP Kristen 1 Dobo students have difficulty learning English because if the teacher teaches using English, students cannot understand what the teacher says. One of the reasons for this is students' lack of knowledge of English vocabulary.

The difference idea between the previous studies and the research study is the sample or participants of the study; both previous studies involved students of university level, while this study involved students in junior high school, and it is about the research method which is in this research the researcher will use Classroom Action Research (CAR) as a research method.

LITERATURE REVIEW

The Definition of Vocabulary

Vocabulary is one of the most important components in learning English, where there are several skills and language components that students must master in the learning process. These skills consist of listening, speaking, reading, and writing. The components consist of grammar, vocabulary, and pronunciation. Sulistianingsih (2018) stated that someone will find it difficult when he wants to write or express ideas that require vocabulary because the lack of vocabulary makes it difficult for him to compose what he wants to say. According to Hestiana and Anita (2022), vocabulary is the fundamental element of learning English and needs to be mastered. Therefore, English learners must master a vocabulary to communicate well because vocabulary plays an important role in learning a language. It is believed that the more vocabulary students master, the easier it will be for them to develop the four language skills, namely listening, speaking, reading and writing.

Vocabulary is a term or a group of words commonly used to express opinions, feelings and criticism with others. Many experts have views about the vocabulary. Buska et al. (2018) state that vocabulary comes from words, gestures, speech, expressions, and a union of sounds containing meaning. Fikri et al. (2022) stated that vocabulary is a collection of words from a language that is learned by someone to be able to communicate

Types of Vocabulary

There are two types of vocabulary. The first type of vocabulary refers to the language students have been taught or learned and are expected to use. The sentence can be further divided according to the function of each word in the subject-predicate relationship; each function is classified as a different part of speech. They are nouns, verbs, adjectives, adverbs, conjunctions, pronouns, interjections and prepositions. However, in this study, the researcher only focused on two types of vocabulary: nouns and verbs.

1. Noun



This is one of the most important parts of speech. This is where verbs help form important sentence cores for each complete sentence because nouns have an important role where nouns are used to name all objects and concepts in this world. It could be a person's name, a place, a thing, or an idea. An Example: This is a book. Word is one part of a sentence. According to experts, words are divided into several kinds: proper nouns, common nouns, concrete nouns, abstract nouns, countable and uncountable nouns, collective nouns, and compound nouns.

a. Proper noun

A proper noun is a word that is addressed to something that makes it more specific, for example, the name of a person, place, thing or certain event attached and has a special meaning to that noun. According to Fikri et al. (2022), the word must start with a capital letter, no matter which noun is at the beginning, middle or end of the sentence. For example, Nurul (person's name), Indonesia (country name), Ambon (city name), Pattimura University (school name), PT Bunga Usaha (company name) and others also, when using Proper Nouns, you may not use Articles, namely: *the*, *a*, and *an*.

b. Common noun

Common nouns refer to a broader concept in contrast to proper nouns, where proper nouns are more towards specific nouns. Common nouns don't usually take the word capitalization unless the word is at the beginning of the sentence, such as girls, cities, animals, friends, homes, and food.

c. Concrete and abstract noun

A concrete noun is one of the real nouns that can be seen, tangible, shaped, and held. For example, tables, Nurul (a human), elephants, trees and others. An abstract noun is an intangible word or idea; in other words, that cannot be seen or touched. Usually, this word refers to an abstract concept such as emotion, feelings, qualities, or ideas. Examples of abstract nouns are wind, air, health, success, strength, creativity, happiness, justice, sadness, freedom, weakness, and others.

d. Countable and uncountable nouns

In English, a countable noun is a noun that can be counted. In countable nouns, there are singular and plural nouns where both can be measured, which can be indicated by the use of *a/an* or the addition of the ending *-s/-es* in the plural. Note that several nouns do not use the ending *-s/-es* in changing from singular to plural. Examples are *man-men*, *mouse-mice*, *goose-geese*, *tooth-teeth*, and *louse-lice*. Several nouns have the same form in the singular and plural forms. Example: *Fruit-fruit*, *sheep-sheep*, *species-species*, *fish-fish*. Uncountable nouns are always considered singular and cannot be used alone. It can be used alone but followed by *some*, *anything*, *a little*, or *a lot*. Some examples are *water*, *coffee*, *cheese*, *sand*, *wool*, and *fur*.

e. Collective and compound noun

Collective nouns refer to an entire group or certain things with a collection meaning. Usually, these words are made plural, such as *a club* or *a big family*, and examples of collective nouns, such as *society*, *team group*, etc. Compound nouns consist of two or more



words combined into one meaning where compound nouns comprise two types, namely closed compound nouns (composed of two or more nouns that are not separated by spaces), for example, newspaper, breakfast, and others; while the hyphenated compound noun (consist of two or more nouns that are connected with a connecting line), for examples: mother-in-law, dry-cleaning, and others; and opened compound noun (consist of two or more nouns that are separated by spaces), for examples: middle class, bus stop, movie star, and others.

2. Verb

A verb is a word that shows the actions taken, the situation or condition that occurs or where an individual is (Hestiana and Anita, 2022). verb is a word used by a person to show their actions. The verb is divided into a verb that shows the subject's action, for example, buy (buy), write (write), read (read), walk (walking), running (running), and immediately and verbs that show the state of being of the subject, for example: to be (is/was, am/was, are/were), to have (to have), to be (to be), seen (to be seen), and so on.

There are four TYPES of verbs: intransitive, transitive, linking, and passive. Intransitive and transitive verbs are in the active voice, while passive verbs are in the passive voice.

- a. **Intransitive verbs** are verbs that express action but that do not take an object. The subject and verb express a complete thought without an object. The verb can, however, be followed by an adverb or other modifier.

Examples: I ran, I ran swiftly, I ran in the race.

- b. **Transitive verbs** express action that terminates in, or is received by, an object. The object of a transitive verb can be a noun, pronoun, or noun clause or phrase.

Examples:

- I threw the ball. (Noun as object)
- We beat them. (Pronoun as object)
- I think that you are correct. (Noun clause as object)

Notice that the subject and verb "We beat" would not make sense without an object to receive the action.

- c. **Linking verbs** are verbs of the senses like "feel," "look," "smell," or "taste," and a limited number of other verbs like "be," "seem," "become," or "remain" that link the subject of the sentence with a complement. Linking verbs are always followed by an adjective, noun, or noun phrase that acts as a complement.

Examples:

He is a lawyer. (Noun as a complement)

I feel tired. (Adjective as a complement)

It seems that we will lose the game. (Noun clause as a complement)



- d. **Passive-voice verbs** are verbs that allow the subject to receive the action rather than to do the action. Passive-voice verbs are made by using some form of the verb "be" followed by a verb ending in -en or -ed (unless the past participle of the verb is irregular). Only transitive verbs can be turned into the passive form. Examples: Our team was beaten at softball. ("By the opposing team" is implied.) The wrecking crew destroys the building. I threw the ball. To help identify a passive verb, ask, "Is the subject sitting there **PASSIVELY** waiting for something to happen to it, or is the subject doing the **ACTION**?"

In learning vocabulary, usually, you will also learn some related material or topics, namely:

- Connotations, namely the additional meaning of a word. For example, the word blue or "blue" is often used to describe the sense of sadness.
- Synonyms and Antonyms, namely words with the same and opposite meanings. For example, clever, smart, and intelligent are synonymous with each other and mean "smart", and the words true "true" and false "false" are antonyms to one another.
- Roots of Words, namely the basic words before adding prefixes and suffixes. For example, the act is the basic word for acting and actor.
- Prefix and Suffix, namely prefix and suffix. For example, un- is used in the word unhappy (prefix), and -ment is used in the word endorsement (suffix).
- Phrasal Verbs, namely verbs consisting of two words. For example, the word wake up which means "wake up".
- Collocations are words that are almost always used together; for example, the words pay and attention in paying attention.

English Movie

A movie is an animated image with colour and sound that can attract the audience's attention. According to Fikri et al. (2022), Movies are a part of entertainment that can provide visualization through a series of images. These images can be made in the form of videos or dramatic performances as videos. Meanwhile, an English film is a film in which the audio or sound of the film is in English, where English movies are very useful in increasing students' vocabulary. A study by Khadawardi (2022) shows that audio-visual materials can be very motivating and engaging to attract students' attention. This is also supported by Faqe (2020). Movies as audio-visual aids help students to improve their limited vocabulary, poor grammar and listening skills. According to Concerning Vocabulary Learning, subtitle movies are crucial in teaching learners new and up-to-date vocabulary and phrases. Combining sound and image remarkably motivates learners to achieve the aims of the learning process.

Akmala (2011) stated that four types of movies/film as follows:

- 1) Documentary film: A documentary film presents factual information about the world outside the film. As a type of film, documentaries present themselves as factually



trustworthy. There are two types of documentary films: a) Compilation films, produced by assembling images from archival sources. b) Direct cinema: recording an on going event 'as it happens' with minimal interference by the filmmaker.

2) Fictional film: A fictional film presents imaginary beings, places or events. Yet, if a movie is unreal, that does not mean it is completely unrelated. Not everything shown or implied by fiction films needs to be imaginary; a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and re>filmed. In a fictional film, the agents are portrayed or depicted by an intermediate, not photographed directly in the documentary.

3) Animated Film Animated films are distinguished from live>action films by the unusual work done at the production stage. Animation films do not continuously film outdoor action in real-time, but they create images by shooting one frame at a time.

4) Experimental film: Some filmmakers set out to create films that challenge the orthodox notion of what movies can do and how they can show it. Experimental films are made for many reasons they are; a) The filmmakers want to express personal experience or viewpoint, b) The filmmakers may also want to explore some possibilities of the medium itself, c) The experimental filmmakers may tell no story, but they may create a fictional story that will usually challenge the viewer.

- Animated movie

An animated movie is a kind of movie that involves sound, recording a series of drawings, or manipulating in animate object, one frame at a time. When projected, the sequences of frames take on the illusion of motion. This film uses computer graphics to create animated images. In this research, the researcher uses animated film. The animated movie that will be given is appropriate for the age of senior high school students. In this study, the writer, as the researcher, chooses a funny animated film to make the teaching and learning process more cheerful. Films can be an effective medium for teaching writing because they provide students with ideas to write, share their opinions, and stimulate their interest in teaching and learning.

English Movie with Subtitle

An English movie with a subtitle is a written translation of a film/film that uses a foreign language. According to Rokni and Ataee (2014), subtitles are translations of the textual version of the dialogue in a film or television program that can be read at the bottom of the television screen or other media when you watch a foreigner's film. Islamiyah (2022) stated that it would be better if the film were used as a medium of teaching and learning using subtitles. A Khadawardi (2022) study showed that subtitled movies can improve students' L2 vocabulary learning. Besides that, the use of films with subtitles in the learning process in class has more advantages, such as the learning process in class being more interesting; the learning process is more effective and efficient because students can repeat vocabulary according to the wishes or needs of these students. In this case, the quality of student learning outcomes and the limitations of space and time for teachers and students will increase.

METHOD

The research design used by researchers in this research is Classroom Action Research (CAR). According to Burns (2009), action research focuses on solving problems in the classroom by implementing an action to bring changes and improvements and develop a better teaching and learning process in the school. Furthermore, Mettetal (2015) defined classroom action research (CAR) as a method used by instructors to find out what actions work best in the classroom so that it can improve student learning. Based on Kemmis and McTaggart in Burns's (2019) Classroom Action Research, four schemes evolve in a repeated cycle several times to achieve the research objectives. The CAR scheme includes planning, action, observation, and reflection, which is considered a research cycle. The scheme of Classroom Action Research can be seen in the following figure:

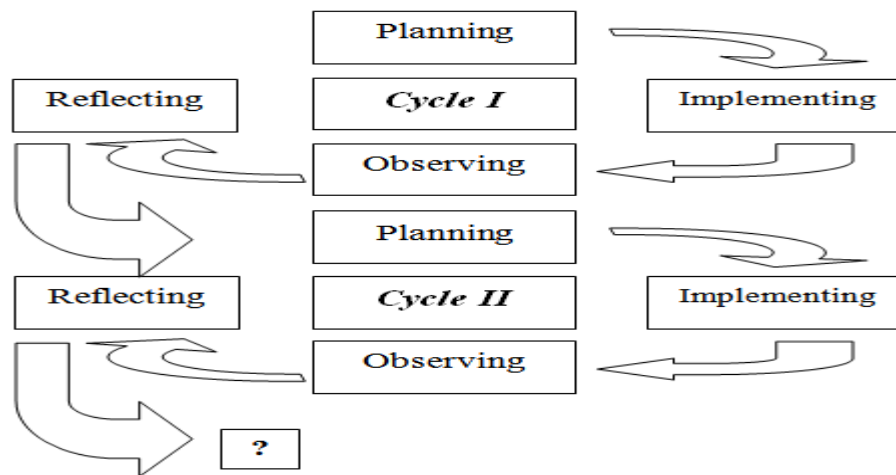


Figure 1. *Process of cycle in CAR* Burns (2019)

RESULT & DISCUSSION

Increasing students' vocabulary mastery through watching English movies

This paper presents classroom action research exploring the use of English language films as a medium to improve students' vocabulary skills, conducted over two cycles. The study was motivated by students' lack of vocabulary knowledge and limited engagement in the traditional, teacher-centered learning process.

The researcher implemented English film viewing to address these issues to enhance students' vocabulary acquisition and focus during learning. This approach is supported by Sari and Aminatun (2021), who highlight the potential of watching English movies to motivate students, increase vocabulary, and foster excitement in learning. Before each learning session, the teacher prepared all necessary materials, including the movie, aligned with the lesson content. After playing the movie, students were encouraged to focus on specific aspects, such as verbs and nouns, and subsequently asked to write down the



vocabulary they encountered. To assess the effectiveness of the intervention, students completed a test after each session to evaluate their vocabulary improvement.

Student Responses to learning by watching English movies

Following the intervention, students provided positive feedback, expressing their enjoyment of learning English movies and attributing their improved vocabulary to this method. This aligns with Fage's (2020) observation that film, as audiovisual aids, can effectively address students' limited vocabulary. The research team found that utilizing English movies as a learning medium facilitated vocabulary expansion and equipped students with essential vocabulary mastery strategies. Additionally, teachers reported increased student engagement and comprehension during lessons incorporating English movies.



CONCLUSION & SUGGESTION

Classroom action research conducted at SMPN 18 Central Maluku's class VIII1 utilized English films as a medium to enhance student vocabulary. The results revealed a consistent rise in student grades from the initial (cycle I) to the final (cycle II) meeting. Each session using English language films yielded positive outcomes in student achievement. Data analysis confirms a significant improvement in students' vocabulary comprehension through exposure to English films. This is further evidenced by increased student vocabulary mastery and the achievement of targeted score improvement. Observations and questionnaires administered to teachers and students further solidify the effectiveness of employing English films in enhancing vocabulary acquisition. This unique approach fosters active participation, enthusiasm, and enjoyment in learning, ultimately contributing to successful vocabulary development. The use of English films proves effective and stands as a unique and engaging method for promoting vocabulary acquisition in the classroom.

The researcher would like to give some suggestions related to this research, especially for English teachers, students, and other researchers. The researcher hopes these suggestions would be a fruitful contribution for them all.

It is recommended that English teachers teach by applying movies to teach vocabulary, especially during teaching and learning process activities, because it can change the atmosphere in the class. So, it can make it easier to understand the material presented. To make the process of learning more interesting, there is a significant increase in students' vocabulary mastery after implementing films in the learning process. Language teachers In Britain are advised to apply this technique in vocabulary teaching.

Vocabulary is an important subject to study. Therefore, English films can help increase students' vocabulary. If the teacher uses this media to implement the material in the classroom, the students must take it seriously and pay attention to the teacher during the learning process. To be perfect, students should practice as much as possible, especially memorizing vocabulary at school or home.

Because this research focuses on vocabulary, the researcher hopes that future researchers can use other types of research and basic skills like speaking or writing to use English movies to develop progress in teaching English in secondary schools.

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