

Prodi Matematika

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IMPLEMENTING SHORTS MOVIES TO IMPROVE THE STUDENTS' VOCABULARY KNOWLEDGE: A SIMPLE EXPERIMENTAL STUDY

by

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(Article History: Received: 11-08-2025; Reviewed1: 01-09-2025; Reviewed2: 29-09-2025; Accepted: 06-10-2025; Published: 11-10-2025).

Abstract.

This study aims to improve the vocabulary of eighth-grade students by using movies as a medium in learning at SMP Al-Ma'mur. By employing a simple experimental study design, incorporating both qualitative and quantitative data, this study explored the impact of movie-based vocabulary instruction. Data collection involved pre-tests, post-tests, and some student interviews. The participants were 15 junior high school students in grade 8 that were given some pre and posttests together with the interview for some both qualitative and quantitative data findings. Some data quantitative were calculated in order to find some significant improvement. While some data qualitative were interpreted based on some theories adopted. The results revealed a statistically significant improvement for the students' vocabulary scores in which the maximum pretest score was < 50 that indicated under the minimum passing score (KKM) /75. While the posttest score was 100 maximums complemented by overwhelmingly positive qualitative feedback regarding the students' learning experience. The study concludes that utilizing movie as an instructional tool in language classrooms creates a more dynamic and motivating learning environment, thereby promoting effective language acquisition.

Keywords: *learning motivation, short movies, Vocabulary learning,*

Abstract.

This study aims to improve the vocabulary of eighth-grade students by using movies as a medium in learning at SMP Al-Ma'mur. By employing a simple experimental study design, incorporating both qualitative and quantitative data, this study explored the impact of movie-based vocabulary instruction. Data collection involved pre-tests, post-tests, and some student interviews. The participants were 15 junior high school students in grade 8 that were given some pre and posttests together with the interview for some both qualitative and quantitative data findings. Some data quantitative were calculated in order to find some significant improvement. While some data qualitative were interpreted based on some theories adopted. The results revealed a statistically significant improvement for the students' vocabulary scores in which the maximum pretest score was < 50 that indicated under the minimum passing score (KKM) /75. While the posttest score was 100 maximums complemented by overwhelmingly positive qualitative feedback regarding the students' learning experience. The study concludes that utilizing movie as an instructional tool in language classrooms creates a more dynamic and motivating learning environment, thereby promoting effective language acquisition.

Keywords: *learning motivation, short movies, Vocabulary learning*

How to cite this article:

Safitri and Amalia (2025)

INTRODUCTION

Vocabulary is a critical component of language proficiency because, without sufficient vocabulary, some learners cannot effectively understand or express meaning (Nation, 2001). Some vocabulary may have a few effects in order to increase the students' ability (Kamila et al., 2024). The presence of vocabulary will affect whether the communication goes well or not. However, it is not always easy for some students to learn vocabulary. They may have problems in acquiring the vocabulary knowledge. The problems may be caused by (1) laziness in which the students might not have some interest to memorize the vocabulary (Telaumbanua et al., 2024), (2) lack of exposure regarding new words (Harselina et al., 2024), (3) unfamiliar with the vocabulary taught (Satryo et al, 2024) and (4) some difficulties in term of how to spell and to master some grammar knowledge regarding vocabulary acquisition (Vitriani et al, 2024).

15 Meanwhile, the problem usually faced by the students in Al-Ma'mur junior high school was that it was hard for the students to pronounce and to write some vocabulary in English because the forms are different from those in Bahasa. The students rarely heard some of the vocabulary and did not know what the vocabulary meant or how to write it in sentences. Based on an initial observation conducted by the writers on February 22, 2024, in the classroom, it was found that the students did not answer the teacher's questions when being asked. When the teacher asked a question in English, the student stayed silent and did not respond. However, when the teacher asked the question in Bahasa, the student answered the teacher's questions. Some students had small chats while the teacher was explaining some vocabulary in class. When the students engaged in small talk, the teacher reprimanded them. Hence, the students felt discouraged. They did not pay attention to the teacher during the session. They had difficulty understanding and using some words in the sentences. Some of them frequently asked the teacher about words they didn't know, requiring the teacher to provide explanations repeatedly. In other words, it seemed that the students lacked of vocabulary in English since they were always exposed to some traditional teaching in the class room. The students needed more different ways in learning in order for them to acquire some more vocabulary. Since blended learning facilitates some the students in fostering their acquisition in learning language as well (Ashfaq, 2023).

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Some benefits in relation to blended learning are in term of accessibility in which the students are facilitated to access their learning path (Umam et al, 2025). The sustainability in regard to blended learning may have long term education impact (Chen, 2022). To access some activities through blended learning, some students might have some struggles that are one of them is the access is not stable. Therefore, they have to prepare things that can support the learning process, one of them is by accessing some free webs. One the students reach the accessibility they can develop their learning.

Some interview results as data findings indicated that the students showed little enthusiasm for learning English. There was a lack of media, such as dictionaries and English books, which significantly impacts the students' ability to enhance their knowledge. This situation may have some impacts regarding the teaching and learning processes. Hence, the teacher should have some strategies by exploring alternative methods to spark the student's curiosity in learning English. While, based on pre-test results conducted, it showed that the pre-test scores ranged from a low of 10 to a high of 46, in which a total score across all students were 484. Hence, the average pre-test score was 32, which was below the minimum passing score (KKM) of 75. That indicated that students needed to know a lot of vocabulary. They may have some training in order to improve the number of their vocabulary. They had to be trained by using movies as audio-visual media during the learning process in class. The use of movie in learning may help the students to be motivated (Ramadhani & Samsi, 2024). Some motivation may be gained through the use of movie since a movie provides some pronunciation aspects that is useful for the students in learning.

There are some related studies conducted found some benefits when using movies to improve the students' vocabulary knowledge. Movies offer rich contextualized input that exposes learners to authentic language use, including pronunciation, intonation, idiomatic expressions, and cultural nuances that are often absent in traditional textbooks. Adrefiza et al., (2024) investigated the habit of watching English movies in improving vocabulary in relation to what the students' response. Findings resulted from an interview revealed that the students believed movies influence their vocabulary development. English movies can be regarded as effective and flexible teaching materials. The students reported that watching English-language

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movies helped them expand their vocabulary, particularly in informal expressions such as idioms, slang, and common phrases. Furthermore, some movies not only support the acquisition of new vocabulary but also facilitate the students learning English (Yanti et al., 2025). Meanwhile, Ananda & Pratolo (2024) discussed some students' perception regarding using movies as a motivational tool to improve the students' listening skill and found out that most students may have their learning in accordance with what the teacher expected. Some studies reported that the use of movie is appropriate in listening session. Some students mentioned that they were happy to use movie in learning since they may have particular interes in term of the material provided (Roshalina, 2024). A study conducted by Nussy & Tiven (2024) revealed that some intervention by using movie during the learning session may have positive outcome.

This study was conducted to improve the vocabulary of eighth-grade students in Al-Ma'mur Junior High School at Kreo Selatan, Kota Tangerang. The study sought to determine whether movie-based instruction could facilitate vocabulary learning in a more engaging and effective manner. The central research question addressed was:

Does the use of movies as instructional medium improve the students' vocabulary knowledge at Al-Ma'mur Junior High School?

In regard to the research question, some benefits are the students may have some improvement toward their vocabulary number and they may have enjoyable learning in class. As for some readers and further researchers, they may have some insights taken from the study results.

METHOD

Design

This study employed a simple experimental study in which the data were taken from data qualitative and data quantitative. Experimental study covers some data findings (Hamied, 2023). Some experimental methos may have something in common particularly some test type. Hamied (2023) further explains that experimental study may have one step or two in accordance

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6 with some guidelines. Some quantitative data were to measure students' vocabulary improvement through pre-tests and post-tests, while the other some qualitative data were to explore students' perceptions and experiences through interviews. By having both data quantitative and qualitative in this study, the researchers aimed to not only examine the improvement of using English short movies in vocabulary learning but also to know the students' attitudes and motivation behind the learning process. The combination of data helped to strengthen the validity and depth of the research findings.

Participant

The participants were 15 junior high school students in grade 8 in which they consist of 6 female and 9 nine males. The writers took 3 meetings in which they consisted of the first meeting for the students to watch a movie and to complete exercise 1, the second meeting for the students to watch the second movie and to complete exercise 2, and the last meeting for the students to play some games.

Instrument

The instrument used in order to find some qualitative data was interview. The interviews asked were based on the problems that the writers needed to investigate. After the students completed some interviews, the data were calculated and interpreted for number 2 and 3 only in relation to some reasons provided as data analysis. The data were interpreted based on what the writers think might become some reasons. Hence, some findings may have some interpretation in accordance with some data analysis in per se.

Data and Sources of Data

4 The interview and pre-test were prepared at first. The writers collected some data through a pre-test and a post-test to gain some quantitative data. The pre-test consists of five questions. The questions are in term of objective test. For qualitative data, the writers used 2 interviews as instruments. The materials for the pre-test and post-test were taken from the YouTube movies of (1) *Aladdin and the Magic Lamp*, published by English Fairy Tales on May 28th, 2017, and (2) *Noun, Verbs, and Adjective*, published by Sunshine English on Aug 20th, 5 2020. The strategy implementation was carried out after the pre-test session to determine the

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content of the material to be covered. Learning videos as material feature content concerning nouns, adjectives, verbs, and word classes.

Data Collecting Technique

The test types for pre-test and post-test were similar. After seeing some videos, the students took a post-test to determine whether their understanding of the content had improved. The interview was given to the students in order to find out the students' opinions about learning vocabulary by using movies. Some interviews were shared in the classroom at the end of the last session. The students only chose yes or no for the answer. There were four questions in order for the students to express their thoughts briefly. According to Hamied (2023) the interview is a written collection of self-report questions to be answered by a selected group of research participants. It is used to collect the data that the researcher needs. To interpret some quantitative data analysis, the writers used JASP. Meanwhile, in interpreting some qualitative data, some interviews were used. The post-test and pre-test scores were compared to determine whether or not there was an improvement.

Data Analysis Technique

For the data analysis, the writers used pie charts in order to describe some data quantitative. After the students completed the pre-test and post-test, their scores were distributed by JASP. Both data results were compared to determine whether or not there was some increase. If there was some increase it meant that the learning process was successful and vice versa. For the analysis of qualitative data, the writers calculated and interpreted for number 2 and 3 only in order to know some reasons

RESULT AND DISCUSSION

Result

This study was conducted in order to achieve the objective followed by research question that is: Dose the use of movies as instructional medium improve the students' vocabulary knowledge at Al- Mak'mur Junior High School? The followings are some data interpretations regarding the objective of this study.

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Result 1: Data Quantitative

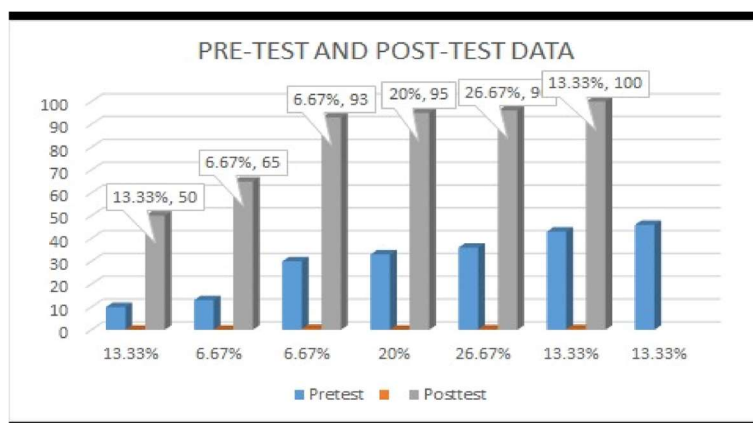
The Pre-test

The writers conducted some pre-test and post-test. Both tests were designed based on material taken the YouTube movies. It turned out that some pre-test result did not meet with the minimum

passing score (KKM) which is 75. The pre-test results can be seen on the pie charts below in which the maximum score was < 50.

The Post-test

The graph below shows the results of both pre-test and post-test which demonstrate the differences for students' achievement in which the maximum score for post-test was 100.



The graph provides a clear visual representation of the improvement for the students' scores from the pre-test to the post-test. It shows the students' significant achievements.

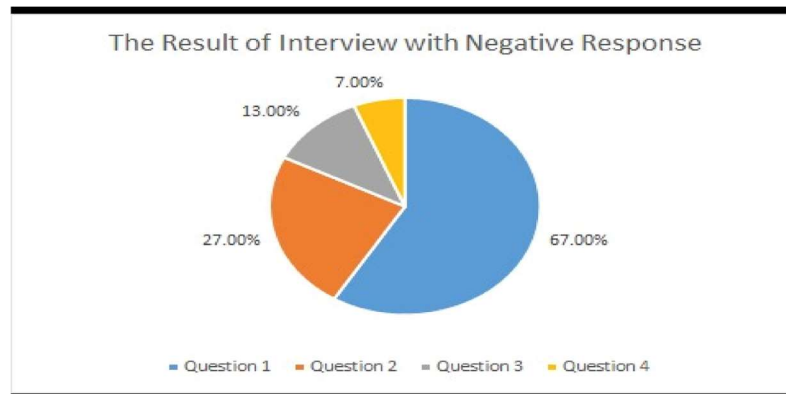
Result 2: Data Qualitative

To gather some qualitative data, the writers employed some interviews. The followings pie charts for 1 and 2 are the results of some interviews

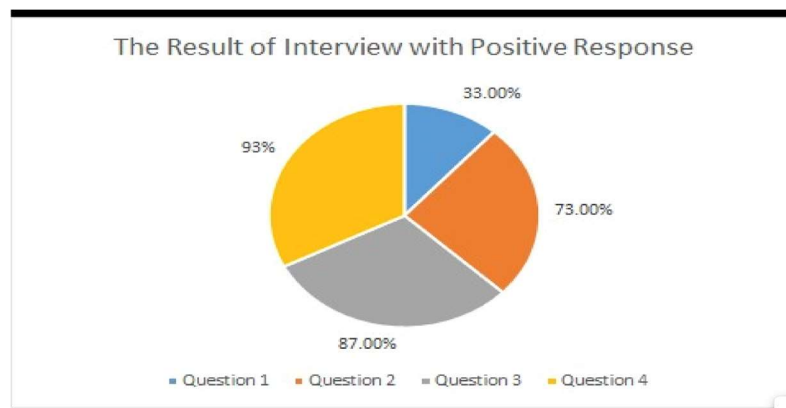
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Pie chart 1: The results of interviews with negative response



Pie chart 2: The results of interviews with positive response

The Interview

For the interview, the writers provided a paper containing four questions to choose yes or no for every question and the students should provide some reasons for the other two questions. The writers then counted how many respondents chose *yes* or *no* together with the percentage and then summarized their reasons. Some response may have different attitudes in accordance with their objective that are negative and positive responses.

Some explanation regarding the interview results such as

1. For the question no. 1, *Do you like to studying English?* Five students (33%) chose yes, while ten students (67%) chose no.

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2. For the question no. 2: *Do you think that your vocabulary improves while watching movies at school?* The results show that eleven students or 73%, answer with yes, while four students or 27%, answer with no. Most respondents chose yes because (1) they believe by watching movies helps them to see words in context, to understand the meaning as well through action, and to associate new vocabulary with real-life situations. (2) The students also find movies to be an engaging and enjoyable ways to learn English. On the other hand, those who answer with no may feel unsure whether their vocabulary improve while watching movies. Some of them mention that they do not pay attention to new words, while the others state that they simply do not like English.
3. For the question no. 3: *Do you like watching the movies that you watch?* The results show that thirteen students or 87%, chose yes, while two students or 13%, do not like the movies. Those who do not like the movies express that they find the movies are boring and dull. They feel that the storylines or the way the movies were presented do not match with their taste or interests.
4. For the question no. 4: *Are the vocabularies in the movies difficult?* This is the last question during the interview. Fourteen students or 93%, answer with no, while one student or 7%, chose yes.

Discussion

The quantitative data shown on the pie charts reveal that the pre-test and post-test results demonstrate significant improvement. This result suggests the need for more engaging teaching strategies, methods and activities in order to increase the students' interest and motivation in learning English. Teaching strategi means something that the students have to know in order to be able to learn effectively (Nurhasanah et al., 2019). While method is set of teaching practice that all students have to apply when learning (Richards & Rodgers, 2014). Motivation is thing that some students have to control in order to be creative (Brown, 2000). The remarkable increases highlight the effectiveness of the teaching strategy used. The score improvement suggests that the students are able to understand and to retain more information after the learning and this indicates that the strategy adopted has a positive impact on their learning. Hence, by implementing short movies as strategy, the students' vocabulary knowledge

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improve in a meaningful way (Zheng, 2025), (Setyani et.al, 2023) (Damayant et.al, 2021) (Armando et.al, 2024).

Diagram 1 above shows some result for some qualitative data finding. Some datum for the question no.1 that 67% of the respondents, or ten persons chose *no*. This indicates that over 50% chose *no* because they found studying solely by reading books was boring, which lead to a lack of interest in learning English. The students seemed to believe that studying was limited to just reading from books. A research regarding borden for some students in studying English may be caused some factors such as classroom factors, linguistics factors, teaching and learning factors, and environmental factors (Kholili, 2023). Hence, incorporating interactive activities, discussions, and hands-on experiences may create learning more fun and effective. Blending traditional study methods combined with fun, the students can improve their understanding and retention for the materials used, fostering a more positive attitude toward education. Since blended learning facilitates some the students in fostering their acquisition in learning language as well (Ashfaq, 2023). The students may foster their cognitive ability in learning.

For the question no. 2, that more than 50%, particularly 73%, answer with yes. It indicates that the students believe their vocabulary improve after they watch the movies. They may gain new vocabulary. The students seem to understand the context and meaning through the actions on screen. Based on some research conducted by Maulida & Warni, in 2024 it indicated that some contexts may affect the students' vocabulary knowledge as well. The more often the students watch some movies, the easier it becomes for them to learn and to understand English. Sufficient vocabulary is a must for the students to understand in learning English (Nation, 2001). While watching the movies, they can learn English at the same time, not only from listening activities but also from the scenes and some expressions expressed by the actors or actresses in the movies (Arif et al., 2023). Some movies support the acquisition of new vocabulary and facilitate the students learning English (Yanti et al., 2025). Meanwhile, 27% is unsure whether their vocabulary has improved. This uncertainty may arise because the students prefer to avoid complicated ideas, so they chose to say, *I don't know*, as this simple answer prevents for further question. This suggests that even though the movie can be an effective learning tool for some students, additional strategies might be needed to help those who struggle to engage with English language learning through this strategy.

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9 For the question no. 3, that is 87% of students enjoy watching the movies that they chose. They like movies because the movies are fun, colorful, and interesting. As known some movies serve as more than just entertainment. It is in line with what Masduqi & Khairunnisa, (2024) say that some vocabulary mastery may have some positive impacts particularly on fun aspect. Moreover, they provide insight combined with culture, colloquialisms, and everyday dialogue of native speakers. As said by Ananda & Pratolo (2024) that movie is one of some tools for the students to learn English. They offer a rich context for an understanding real-life language use. In other words some vocabulary may have a few effects in order to increase the students' ability (Kamila et al., 2024). However, 13% of students do not enjoy watching movies, because of boredom as their main reason. The positive reactions suggest that the movies are successful in capturing the students' attention and providing a fun experience. Since some movies may overcome the students' problems such as comprehension, inadequate vocabulary, slow reading, poor grammar and not enough conversational skills (Sabouri et al. 2015 in Maulida & Warni, 2024). However, those who do not like the movies express that they find the movies are boring and dull. They feel that the storylines or the way the movies were presented do not match with their taste or interests. This shows that, although movies are generally well-received by most students, individual preferences play a significant role in how effective the movie might be as an educational tool. Therefore, it is important to consider the diversity of student interests and backgrounds when choosing movies for the learning purposes to take place in particular movies which are related to education. Hence, educational movie is suggested to be provided by the teacher in class. Some movies may have some effects (Floriasti & Destyana, 2023).

For the question no. 4, that is 93% of students agree that the vocabulary used in movies is not difficult for them to understand. They find the language accessible and easy to understand. In contrast, 7% of students believes that the vocabulary in the movies might be challenging, indicating that the students may have some struggles with certain words or phrases. The results suggest that by implementing some movies is a good way to learn vocabulary as the language is easy for most students to understand. The students enjoy watching movies as a learning tool because they feel comfortable and find the experience excited. The engaging and entertaining nature of movies foster a positive learning environment, encouraging greater participation and

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enthusiasm among the students. Moreover, many students express that the content and the visual elements of movies as well help to reinforce their understanding regarding the vocabulary learned. In regards to some visual elements, a study conducted by Chink in 2023 indicated that the students' vocabulary mastery increased for significant number in which some pretest and posttest indicated as $M=5.63$ and $M=6.95$ respectively (Chung 2023). Moreover, some students showed improvement in terms of comprehension, retention, and engagement (Chung, M.A, 2023). However, for some students who find some words are hard to understand, they should be provided with an extra help or some explanations. Some teachers may have some strategies in order to facilitate the students learning vocabulary in class (Fitriyah et al., 2023). Overall, the integration of movies into the curriculum not only improves some number of the students' vocabulary but also promotes excited learning, making the educational experience more impactful and enjoyable for the students. Various activities regarding some strategies used may enhance the students' motivation in learning English (Safitri et al., 2022).

Some explanations before may have some indications such as (1) some various activities may be adopted when implementing some sort movies during the vocabulary learning in the classroom. (2) implementing some sort movies may be beneficial some students in order to improve their vocabulary knowledge. However, the teachers as facilitator have to support their learning with some strategy for those who are struggling in learning English vocabulary. (3) Some diversity of the students' interest requires some teachers to provide some education movies they may have positive effects for the students to learn in class. (4) To integrate some movies into a curriculum may have positive impact for learning in the future.

CONCLUSION AND SUGGESTION

Conclusion

Some conclusion follows the research question as the objective of the study. The following are some conclusions.

Teaching vocabulary is a crucial component of language learning, as it directly impacts comprehension, communication, and academic success. The students may face several challenges when studying vocabulary, including difficulty understanding for word meanings, a lack of motivation, problems with retaining certain words, and struggles with pronunciation.

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To effectively teach vocabulary, it is important to adopt strategies that not only help the students understand and use new words but also keep them engaged and motivated. One effective strategy is the use of visual resources such as movies which can help the students understand better the meaning of words and create fun learnings. Watching movies can be a powerful tool, as movies provide authentic language input, expose the students to natural conversations, and result in a dynamic and interesting vocabulary learning process.

Based on the treatment provided and the discussion that may result shows some results do not only highlight the effectiveness of the implementation the strategy for watching some movies but also demonstrates that the students have meet and exceeded the pass criterion (KKM). It can be seen from some increasement of pre-test maximum result (< 50) to some post-test maximum results (100). Both results suggest that the teaching methods and strategies applied during the learning prove to be highly successful in improving the students' vocabulary knowledge at Al-Ma'mur Junior Islamic School for grade 8.

The results from the interview reveal that 87% of students enjoy the movies, and 73% students report that their vocabulary improve after watching the movies. The students find the movies are engaging and interesting, which contributes to their positive reactions during the learning process, although some students might have initially little interest in learning English at first. These findings suggest that movie-based instruction not only improves the students' vocabulary knowledge but also the student's engagement in learning as they enjoy the learning process. Moreover, audiovisual media can be an affective supplement to traditional vocabulary instruction in junior high school. In other words, by implementing some short movies, the students' vocabulary knowledge improves significantly.

Limitation

Some limitations regarding some aspect found in this study such (1) small samples in which the participants consist of 15 number of students only, (2) short treatment in which some meetings consist only 3 meetings (3) interview data were too simplistic in which some questions were answered by *yes* and *no*.

Implication

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Some implications may have some aspects such as (1) pedagogical in which some teachers may integrate some short movies in order to improve vocabulary and motivation, and (2) research in which for future study need to use larger samples, longer duration, and more robust instruments.

ACKNOWLEDGEMENT

We would like to say thank you for all persons involved for this study in order to be completed. May all members have any gratitude in all their life and peace on their mind.

BIO-PROFI

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