

TEACHING VOCABULARY USING MOVIES TO THE FIFTH GRADE STUDENTS AT SDN LIRBOYO 2 IN THE ACADEMIC YEAR 2024/2025

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ABSTRACT

This study explores the implementation of movies as a medium for teaching vocabulary to fifth-grade students at SDN Lirboyo 2 during the academic year 2024–2025. The research aims to provide a comprehensive description of how movies can be integrated into vocabulary instruction to enhance students' engagement, motivation, and vocabulary mastery. Utilizing a qualitative case study approach, data were collected through detailed field notes and documentation during classroom activities, focusing on the teaching process, students' responses, and the effectiveness of movie-based instruction. The instructional framework was systematically organized into preparation, teaching, and assessment stages, with careful attention to age-appropriate movie selection, interactive classroom activities, and speaking assessments that emphasized pronunciation and confidence. The findings reveal that the use of movies significantly increased students' enthusiasm and participation in English lessons. Repetition activities, particularly those involving pronunciation practice with movie characters, led to noticeable improvements in students' spoken accuracy and confidence. The visual and contextual cues provided by the movies helped students better understand and retain new vocabulary, especially in self-introduction tasks. Students responded positively, expressing that learning with movies felt more enjoyable and less tedious compared to traditional methods. The integration of multimedia tools such as movies not only created a dynamic and engaging classroom atmosphere but also supported the development of both receptive and productive language skills. The study concludes that movies are highly effective and developmentally appropriate tools for vocabulary instruction, aligning well with the cognitive, social, and linguistic characteristics of young learners. The results offer practical implications for teachers seeking innovative strategies to enhance vocabulary learning, for curriculum developers aiming to incorporate multimedia resources, and for future researchers interested in exploring media-based language instruction in elementary education. The study further highlights the importance of thoughtful lesson planning, careful selection of movie clips, and the provision of interactive activities to maximize the benefits of multimedia in the classroom.

KEYWORDS: Vocabulary, Teaching Using Movies, Movie

1.0 INTRODUCTION

Vocabulary acquisition is one of the essential foundations in learning a new language, particularly for young learners who are still developing their basic language skills. In elementary education, having a sufficient vocabulary is crucial for students to understand instructions, participate in classroom interactions, and build reading and speaking competence. For fifth-grade students learning English as a foreign language, vocabulary learning must be both meaningful and

engaging to suit their developmental stage. According to Linse (2005:121), vocabulary is the collection of words an individual knows. Neuman and Drawyer, as cited in Bintz (2011:44), define vocabulary as the words someone must know to communicate effectively—both in speaking (expressive vocabulary) and listening (receptive vocabulary). Hornby (2006:11645) also defines vocabulary as all the words a person knows or uses when talking about a particular subject in a specific language.

Traditional methods of vocabulary instruction often involve rote memorization and repetitive exercises, which may not align with the learning preferences of young students. These methods tend to be less effective in maintaining students' attention and interest. As a result, many elementary school students find vocabulary learning to be tedious or difficult, leading to limited vocabulary growth. In response to this issue, integrating multimedia—especially movies—into vocabulary teaching has gained attention as an effective strategy. Movies provide visual and auditory stimuli that can help students grasp word meanings more easily. They offer real-life contexts, engaging storylines, and entertaining visuals that can make learning vocabulary more fun and memorable for children.

Research has shown that movies can enhance vocabulary acquisition by providing meaningful input through visual storytelling. For example, movies with clear dialogue, expressive characters, and repetitive vocabulary exposure can help students retain new words more effectively. The emotional connection children make with animated characters or storylines can also reinforce language retention. At SDN Lirboyo 2, fifth-grade students are beginning to build foundational English skills. Introducing vocabulary through movies is expected to be an effective method to increase their motivation, participation, and vocabulary mastery. This research aims to investigate how the use of movies supports vocabulary learning among fifth-grade students, focusing on their engagement, perceptions, and improvement in vocabulary knowledge.

This study also aims to contribute to the limited body of literature on the implementation of media-based vocabulary instruction, specifically through the use of movies, at the elementary school level. By focusing on fifth grade students at SDN Lirboyo 2, this research highlights how movies can serve as engaging and effective tools for teaching English vocabulary. The findings are expected to provide valuable insights for teachers seeking innovative strategies, for students aiming to enhance their vocabulary mastery, and for researchers interested in exploring media as a practical approach to language learning in young learners.

This research is limited to teaching vocabulary to fifth-grade students at SDN Lirboyo 2 using movies as a learning medium. The study focuses on students' engagement, responses, and vocabulary mastery as they learn English vocabulary through selected movie clips. The research will be conducted during the academic year 2024/2025.

The scope includes three main stages: preparation, implementation, and evaluation. In the preparation stage, the researcher will design and prepare research instruments, such as field notes and documentation tools. During the implementation stage, vocabulary instruction using movies will be carried out in the classroom setting, allowing students to interact with the media content and apply their vocabulary knowledge. In the evaluation stage, the effectiveness of the method will be assessed by analyzing classroom through field notes and documented student activities and performance.

Data will be collected solely through field notes and documentation. This study does not include interviews, questionnaires, or other data collection methods. Furthermore, it excludes other grade levels, subjects, schools, and teaching methods that do not involve the use of movies as a vocabulary teaching tool.

2.0 REVIEW OF RELATED RESEARCH

Lin, L. F. (2019), **The Impact of Using Movies on Learning English Vocabulary Among University Students** in Taiwan found how multimedia environments, including movies,

support vocabulary acquisition. The study found that movies provide multiple representations of vocabulary through audio and visual cues, enhancing vocabulary skill. The use of movies in teaching created a richer learning experience, leading to better vocabulary acquisition.

Peters, E., & Webb, S. (2018), **Incidental Vocabulary Acquisition through Watching a Single Episode of L2 Television with and without Subtitles** indicates that movies are effective tools for teaching vocabulary. The study shows that watching movies with subtitles can significantly improve vocabulary acquisition. Learners who watched subtitled movies showed greater vocabulary gains compared to those who watched without subtitles, highlighting the importance of visual text support.

Nguyen, T. T., & Nguyen, T. T. (2022), **Teaching English Vocabulary through Films: A Case Study of "The Fault in Our Stars"** found that this study of the use of "The Fault in Our Stars" in vocabulary instruction. It found that the movie's rich dialogue and emotional narrative provided an effective context for vocabulary learning. Students demonstrated improved vocabulary speaking skill and comprehension after engaging with the movie and related activities. The study supports the use of emotionally engaging films for vocabulary instruction in EFL classrooms..

3.0 METHODS

The study employs qualitative research, focusing on narrative data rather than numbers, gathered through documentation and field notes. According to Yusuf (2014), qualitative research prioritizes understanding phenomena holistically via multiple methods, emphasizing quality and natural descriptions. Here, the approach describes movie-based vocabulary teaching through detailed narratives.

This research adopts a case study design, targeting a specific classroom case validated against theory. Yusuf (2014) defines case studies as intensive data collection on people, events, or groups using diverse techniques to comprehend real-life contexts. The researcher acts as a non-participant observer, though interviews are noted for subjects.

The study occurs at SDN Lirboyo 2 in the fifth-grade classroom during March 2025, spanning several days per school schedule.

Primary data sources include field notes and documentation, offering comprehensive views of movie-integrated vocabulary lessons using clips from Toy Story and Sofia the First. Field notes systematically record teacher strategies, student engagement, and real-time vocabulary use as a non-participant observer employs checklists. Documentation examines lesson plans, aids, and student work for instructional design, enabling triangulation per Creswell (2012) and Cohen et al. (2007).

Data Collection Procedures, field notes capture teacher presentations, student reactions, participation, and contextual factors during lessons, using structured checklists for consistency while allowing flexibility for surprises. The non-participant role preserves natural dynamics, with post-session expansions adding reflections per Creswell & Poth (2018).

Documentation reviews lesson plans, materials, lists, and assignments to contextualize observations, supporting triangulation (MacDonald, 2016).

Triangulation via field notes and documents verifies findings, reducing bias as per Ary et al. (2010).

Data Analysis Techniques, Analysis follows Ary (2010): First, familiarization through repeated review of notes and documents to immerse in the data. Second, coding identifies meaningful units like patterns in engagement or vocabulary use, reducing irrelevant data while retaining key insights. Finally, interpretation connects categories into explanations, generalizing findings for the research narrative.

4.0 RESULTS AND DISCUSSION

Based on the field notes and documentation gathered throughout this study, it can be concluded that the use of movies as a medium for teaching vocabulary to fifth-grade students at SDN Lirboyo 2 was not only effective but also highly interesting and engaging for the students. The movies chosen for instruction, such as *Toy Story* and *Sofia the First*, proved to be very attractive to young learners, capturing their attention from the beginning and sustaining their enthusiasm throughout the lessons. The application of movies in the classroom created a lively and dynamic learning environment, significantly different from traditional vocabulary teaching methods.

One of the most prominent findings, as recorded in the field notes, was during the repetition activities focused on pronunciation. Students showed noticeable improvement in pronouncing new vocabulary after repeatedly hearing and practicing the words as spoken by the movie characters. This repetition, supported by the authentic audio-visual input from the movies, helped students to model correct pronunciation with greater accuracy and confidence. Additionally, the use of movies provided clear and meaningful contexts for vocabulary, which enhanced students' understanding of word meanings. By seeing and hearing vocabulary used naturally in the movie scenes, students were able to grasp the meaning of new words more easily and remember them longer.

Furthermore, the use of video in the classroom was especially helpful in supporting students to introduce themselves in English. The visual and contextual cues from the movie scenes made it easier for students to practice self-introduction phrases, with increased confidence and fluency. Field notes consistently highlighted that students were more actively involved, eager to participate, and demonstrated greater confidence in using new vocabulary both orally and in writing.

The findings of this research hold significant implications for teaching English to young learners, particularly in the elementary classroom setting. Firstly, the study underscores the value of employing innovative, multimedia-based pedagogies such as movies to create a more interactive and engaging learning environment tailored to children's diverse learning styles and developmental needs. Using movies facilitates vocabulary acquisition by providing visual and contextual cues that resonate well with young learners' cognitive abilities, helping them understand and retain new words more effectively.

Secondly, curriculum developers and school administrators are encouraged to support the integration of multimedia resources by providing access to age-appropriate and linguistically suitable movie content, as well as the necessary technical equipment and training for teachers. Professional development should focus on strategies for selecting and effectively incorporating movies into lesson plans, ensuring lessons are not only enjoyable but pedagogically sound for young learners.

Thirdly, teacher education programs should include modules on multimedia integration, emphasizing maximizing student interaction, speaking practice, and active learning during movie-

based lessons. This approach aligns with evidence showing that combining movies with activities like role-plays, games, and discussions improves both vocabulary mastery and learners' confidence in using English, particularly for young learners who benefit from multisensory input and repetition.

Finally, the positive responses recorded among young learners highlight the importance of adapting instructional methods to accommodate their interests and developmental stages. Incorporating movies into English teaching addresses common challenges such as maintaining motivation and attention in young children, making learning more enjoyable and meaningful. As supported by research, regular use of movies enhances young learners' vocabulary acquisition, pronunciation, and productive language skills by exposing them to authentic language in context, which is critical for effective language development at the elementary level.

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