



Teaching Vocabulary Using Movies to The Eleventh Grade Students at SMKN 3 Kediri in The Academic Year 2024/2025

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ABSTRACT

This research is going to describe the implementation of teaching english vocabulary using movies to Highschool students. The puspose of the research is to describe teaching vocabulary using movies in teaching learning process. Vocab has an important role in learning english beecause vocabulary is learning component. Teaching vocabulary in highshcool have many challenges such as the material, teaching methodology and media. This research is going to describe the role of movies in vocabulary class. The method that used is descriptice qualitative research. In the finding there a many interedsgting role of movies in vocabulary class. First the students are very enthusiastic when they are looking for the new vocabulary from the movie then write the new vocabulary. The student finds the meaning and how to pronounce the new vocabulary that they have learned. In conclusion we can say that movies are of the most interesting media dor teaching vocabulary. The students have more motivation in learning vocabulary, especially in meaning and pronunciation.

KEYWORDS: Vocabulary, Movie, Teaching

1.0 INTRODUCTION

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school. In the classroom, the achieving students possess the most sufficient vocabulary. The acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts (Laufer and Nation, 1999). In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

Movies are form of visual storytelling that engages multiple senses. Visuals, sound, music, and dialogue come together to create an immersive narrative experience. This combination can be highly effective in conveying complex ideas and concepts, making movies a valuable educational

asset (Viktoriia Dzhus, 2023). By presenting information in a visually appealing and emotionally resonant way, movies help students grasp and retain knowledge more effectively. By using movie in the classroom, the students can increase their vocabulary awareness and they can even make their pronunciation and intonation better (Webb, 2010). Movie is a conventional shift and offers a realistic learning environment for students. By using movie, students are expected to enjoy learning English vocabulary, to clarify messages, to save teachers' energy, to motivate students to learn, and to increase the quantity of teaching and learning (Sherman, 2003). 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 (Peters, E., & Webb, S. 2018)

The teaching of English vocabulary is a crucial component of language acquisition, particularly for high school students. This research focuses on the implementation of movies as a teaching medium for vocabulary enhancement among eleventh-grade students at SMKN 3 Kediri during the academic year 2024/2025. Vocabulary plays a pivotal role in learning English, serving as the foundation for effective communication and comprehension. However, teaching vocabulary at the high school level presents various challenges, including material selection, teaching methodologies, and the use of appropriate media. This study aims to explore how movies can be effectively integrated into vocabulary instruction to engage students and enhance their learning experience

2.0 LITERATURE REVIEW

2.1 VOCABULARY

Vocabulary acquisition is a fundamental aspect of language learning, influencing communication, comprehension, and academic success. This literature review synthesizes key findings from various studies that explore the importance of vocabulary, effective instructional strategies, and the role of multimedia resources in enhancing vocabulary learning. Vocabulary knowledge is critical for effective communication and comprehension in both first and second language acquisition. According to Nation (2001), vocabulary is a key component of language proficiency, as it directly impacts reading comprehension and writing skills. A strong vocabulary allows learners to express themselves clearly and understand others, making it essential for academic success and everyday interactions.

2.2 MOVIE

According to Viktoriia Dzhus (2023) Movies are a compelling form of visual storytelling that engages multiple senses. Visuals, sound, music, and dialogue come together to create an immersive narrative experience. This combination can be highly effective in conveying complex ideas and concepts, making movies a valuable educational asset. By presenting information in a visually appealing and emotionally resonant way, movies help students grasp and retain knowledge more effectively.

The incorporation of movies as a teaching medium in educational settings has gained significant attention in recent years. Research indicates that films can enhance learning experiences by providing engaging, contextualized content that aids in vocabulary acquisition and other language skills. This



review synthesizes findings from various studies that explore the effectiveness of movies as teaching media, particularly in the context of vocabulary learning. Hisyam et al. (2024) investigated the cognitive aspects of using movie subtitles for vocabulary learning among junior high school students. The study found that films helped students understand new words better by providing contextual clues through dialogue and visual cues. However, challenges such as rapid subtitle changes hindered some students' ability to take notes effectively. Overall, the use of films significantly contributed to enhancing vocabulary comprehension. Research indicates that movies can significantly boost student motivation and engagement in language learning. For instance, a study highlighted how film media creates an interactive environment where students actively participate in discussions and collaborate with peers, leading to increased involvement in learning process. The enjoyment derived from watching films also contributes to a positive affective response, which enhances motivation to learn

2.3 TEACHING VOCABULARY

The teaching of vocabulary is a crucial aspect of language acquisition that significantly impacts learners' overall proficiency in speaking, listening, reading, and writing. This literature review synthesizes findings from various studies on effective vocabulary teaching strategies, the importance of vocabulary in language learning, and the challenges educators face in this domain.

Research consistently shows a strong correlation between vocabulary knowledge and academic performance. For instance, a study by Beck, McKeown, and Kucan (2013) highlights that students with larger vocabularies tend to perform better in reading comprehension tasks across various subjects. This underscores the need for effective vocabulary instruction in educational settings to support overall academic achievement.

Contextualized learning is crucial for vocabulary acquisition. According to Schmitt (2000), learning words in context helps learners understand their meanings and usage more effectively than rote memorization. Contextualized instruction can include reading texts, engaging in conversations, or using multimedia resources like films that provide visual and auditory context for new vocabulary. Despite the benefits of various instructional strategies, learners often face challenges in acquiring new vocabulary. Difficulties may arise from the complexity of words, fast-paced speech in movies, or unfamiliar accents (Hisyam et al., 2024). Addressing these challenges is essential for maximizing the effectiveness of vocabulary instruction

3.0 CONCLUSION

In conclusion, the use of movies as a teaching medium for vocabulary enhancement offers significant benefits for high school students. By providing contextualized learning experiences that engage multiple senses, films can facilitate deeper understanding and retention of vocabulary. As educators seek innovative ways to improve language instruction, integrating movies into the curriculum emerges as a valuable strategy to foster vocabulary acquisition and overall language proficiency among learners. Future research should continue to explore the best practices for implementing this approach while addressing potential challenges to ensure all students can effectively benefit from movie-based vocabulary instruction.

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