

**IMPROVING STUDENTS' VOCABULARY SKILLS THROUGH WATCHING
ENGLISH MOVIES AT MTS AL-HIDAYAH KOTA BEKASI**

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ABSTRACT

SITI LATIFAH (1882150091) Improving Students' Vocabulary Skills Through Watching English Movies at Mts Al Hidayah Kota Bekasi (2025). Thesis. Bekasi: Bekasi: Panca Sakti University Bekasi. 2025. This study explores the impact of film-based learning on improving English vocabulary mastery among eighth-grade students at SMP Al-Hidayah in Bekasi. Effective English learning requires both theoretical teaching and contextual experiences. This research uses a Classroom Action Research (CAR) approach, conducted in two cycles, where students watch English films, record new vocabulary, and connect it to real-life meanings. Data from post-activity tests show a significant improvement in vocabulary mastery, with a completion rate rising from 78.94% in Cycle 1 to 86.84% in Cycle 2. Observations also reveal enhanced student interaction, with more active discussions and improved confidence in using English. This study concludes that the film-based method not only helps students master vocabulary but also enriches their overall English skills. The findings suggest that film-based learning is an engaging and practical alternative strategy for enhancing language teaching. Educators are encouraged to integrate visual media into their teaching for a more dynamic and contextual learning experience.

Keywords: Film-Based Learning, Vocabulary Mastery, Classroom Action Research.

ABSTRAK

SITI LATIFAH (1882150091) Improving Students' Vocabulary Skills Through Watching English Movies at Mts Al Hidayah Kota Bekasi (2025). Thesis. Bekasi: Bekasi: Panca Sakti University Bekasi. 2025. Penelitian ini bertujuan untuk mengeksplorasi dampak metode pembelajaran berbasis film terhadap peningkatan penguasaan yang dilaksanakan dalam dua siklus, di mana siswa menonton film berbahasa Inggris, mencatat kosakata baru, dan menghubungkannya dengan makna yang relevan dalam kehidupan sehari-hari. Data dari tes pasca-aktivitas menunjukkan peningkatan signifikan dalam penguasaan kosakata, dengan tingkat penyelesaian yang meningkat dari 78,94% pada Siklus 1 menjadi 86,84% pada Siklus 2. Observasi juga menunjukkan peningkatan interaksi siswa, dengan diskusi yang kosakata bahasa Inggris pada siswa kelas VIII di SMP Al-Hidayah, Bekasi. Pembelajaran bahasa Inggris yang efektif memerlukan pengajaran teori dan pengalaman kontekstual. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) lebih aktif dan peningkatan rasa percaya diri dalam menggunakan bahasa Inggris. Penelitian ini menyimpulkan bahwa metode berbasis film tidak hanya membantu siswa menguasai kosakata, tetapi juga memperkaya keterampilan bahasa Inggris mereka secara keseluruhan.

Temuan ini menunjukkan bahwa pembelajaran berbasis film merupakan alternatif strategi yang menarik dan praktis untuk meningkatkan pengajaran bahasa. Diharapkan para pendidik dapat mengintegrasikan media visual dalam pengajaran untuk menciptakan pengalaman belajar yang lebih dinamis dan kontekstual.

Kata Kunci: Pembelajaran Berbasis Film, Penguasaan Kosakata, Penelitian Tindakan Kelas.

A. Pendahuluan

English has become a global language that plays a strategic role in various aspects of life, including education, economics, technology, and international communication. As the primary medium of communication in academic, digital, and cross-cultural contexts, English proficiency is an essential skill, particularly for the younger generation at the secondary education level. In Indonesia, English is included as a compulsory subject within the national curriculum with the goal of equipping students with four basic skills: listening, speaking, reading, and writing. Among these skills, vocabulary serves as the foundation, as it connects all language abilities. Without sufficient vocabulary mastery, students face difficulties in comprehending texts, expressing ideas, or participating effectively in communication.

However, vocabulary acquisition remains a persistent challenge for many junior high school students. Learning practices often rely heavily on rote memorization, monotonous drills, and limited use of engaging media. As a result, students'

motivation decreases, and the learning process becomes less effective. This condition was also observed at MTs Al-Hidayah Kota Bekasi during the writer's teaching internship program. The findings indicated that many students struggled with vocabulary mastery, both in comprehension and production, which was reflected in their classroom performance, assignments, and exam results. Teachers' reliance on conventional methods further reduced students' interest and enthusiasm toward learning English.

In response to this issue, innovative teaching approaches are required to create a more engaging and contextual learning atmosphere. One promising alternative is the use of audiovisual media, particularly English-language movies. Movies can provide authentic language exposure by combining visual and auditory elements, allowing students to learn vocabulary naturally through context, gestures, and real-life scenarios. Furthermore, movies increase students' motivation by creating an enjoyable and interactive learning

environment, reducing anxiety, and encouraging active participation. In addition to linguistic benefits, movies also foster cultural awareness by introducing students to different contexts of language use across English-speaking communities.

Based on these considerations, this study focuses on addressing the challenges of vocabulary learning at MTs Al-Hidayah by exploring the use of English movies as a learning medium. The research aims to investigate two key aspects: (1) how to apply movie-based learning in teaching vocabulary, and (2) to what extent this approach can improve students' vocabulary mastery. To provide a comprehensive understanding, the study examines vocabulary acquisition both quantitatively—measuring the number of vocabulary items learned—and qualitatively—evaluating how effectively students apply vocabulary in meaningful contexts.

Theoretically, this research is expected to contribute to the enrichment of language teaching strategies by integrating audiovisual media into vocabulary instruction. Practically, it provides benefits for

students, who can improve vocabulary mastery through enjoyable learning experiences; for teachers, who can adopt movie-based learning as an alternative instructional method; and for schools, as a means of enhancing the overall quality of English instruction.

Through this focus, the study seeks to highlight the importance of contextual and motivational teaching methods in addressing vocabulary learning challenges. The findings are expected to support the development of more effective teaching practices that not only enhance students' vocabulary skills but also foster their interest, confidence, and engagement in learning English.

B. Metode Penelitian

This study employed a Classroom Action Research (CAR) design using the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The research was conducted with 38 students of class VIII-1 at MTs Al-Hidayah Bekasi during the odd semester of the 2025/2026 academic year, carried out in two cycles on July

29 and August 5, 2025.

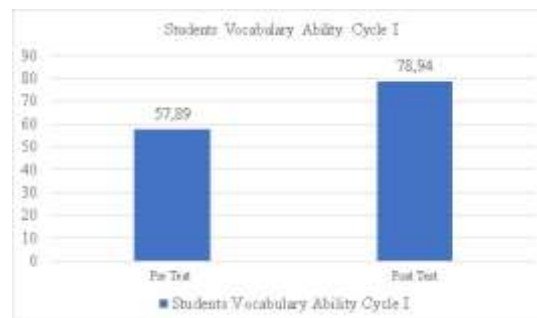
The instruments used included: (1) a vocabulary test to measure students' learning outcomes, (2) observation sheets to monitor classroom activities, (3) a questionnaire to collect students' responses toward the use of movie media, and (4) documentation as supporting data.

The data were analyzed using both quantitative and qualitative descriptive methods. Quantitative analysis was applied to measure improvements in average scores and mastery percentages across cycles, while qualitative analysis was used to describe changes in students' behavior, participation, and motivation throughout the learning process.

C.Hasil Penelitian dan Pembahasan

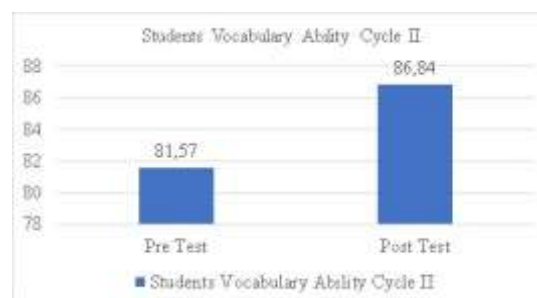
This study showed an increase in students' vocabulary mastery after the application of movie media. In cycle I, the average score of students reached 73 with 78.94% or 30 students who were complete.

Students' Vocabulary ABILITY Cycle 1



Whereas in cycle II, the average score increased to 85 with 86.84% completeness or 33 students who were complete. This increase illustrates that the use of movie media is effective in helping students understand and master vocabulary.

Students Vocabulary Ability Cycle II

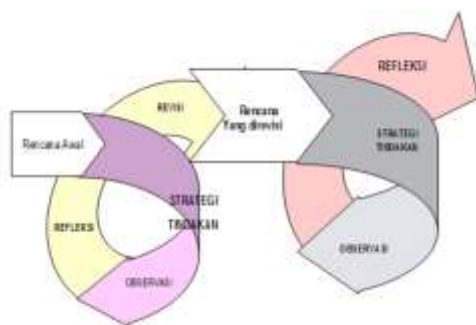


The study used the Kemmis & McTaggart model because it is in accordance with the objectives of classroom action research (PTK) which focuses on improving the learning process in a sustainable manner. This model has four main stages, namely planning, acting, observing, and reflecting.

The advantage of this model is that it is cyclic, so that every action taken can be directly evaluated and improved in the next cycle. Thus, this method allows researchers to see the development of students' vocabulary mastery gradually and systematically.

The flow of the Kemmis & McTaggart cycle used in this study can be seen in the following figure.

Kemmis and McTaggart Action Model
(1988).



E. Kesimpulan

Conclusion: This study concludes that the use of English movies is effective in improving students' vocabulary mastery at MTs Al-Hidayah. Movies provide language in a real context, making vocabulary easier to understand and apply. The results showed an increase in students' achievement from Cycle I to Cycle II,

along with higher motivation and more active participation in learning.

Suggestions: Teachers are advised to be more creative in using movies as a medium for vocabulary learning. Students are encouraged to be more active in noting and practicing new vocabulary. Schools should support the use of media-based learning facilities. Future researchers may expand this study to different levels or contexts to obtain broader results.

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