Article

Enhancing Seventh Graders' Vocabulary Mastery Trough the Use of Movies : A Quasi-Experimental Study

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A B S T R A C T

This study aims to investigate the effectiveness of using films as a learning medium to improve English vocabulary mastery in seventh-grade junior high school students. The methodology used is quasi-experimental with a pre-test and post-test design involving two groups, namely the experimental group and the control group. The sample size consisted of 64 students, divided equally into 32 students in the experimental group who were taught using films, and 32 students in the control group who were taught using conventional methods. The type of film used in the learning intervention was a short animated film that was story-oriented and had easy-to-understand dialogue, chosen for its relevance to the age and potential to attract students' interest. The main statistical analysis, specifically through an independent t-test, showed a statistically significant difference between the post-test scores of the two groups. These results indicate that the intervention using films resulted in a substantially higher increase in vocabulary mastery. Quantitatively, the experimental group showed an average increase (gain score) of 25% compared to the control group, which only showed an increase of 10%. This was proven by calculations using the SPSS 24 software system . Thus, the main conclusion of this study is that the use of films is an effective and efficient learning medium for improving English vocabulary mastery in seventh-grade junior high school students.
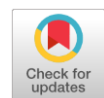
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INTRODUCTION

The Importance of Vocabulary in Language Proficiency Vocabulary is the main foundation in foreign language proficiency, because without adequate vocabulary, meaningful communication is impossible. Kusuma et al., (2025) emphasizes that vocabulary is not just a collection of words, but a cognitive tool that enables learners to understand complex texts and express ideas with precision.

Cognitive Theory of Multimedia Learning Theoretically, the effectiveness of audiovisual materials in language learning is supported by (Serrano & Luquez, 2025)Serrano & Luquez, (2025) cognitive Theory of Multimedia Learning (CTML). This theory states that humans learn better from words and images simultaneously than from words alone. Film, as a multimodal medium, activates visual and auditory channels simultaneously, which helps students build stronger mental representations of new vocabulary. This dual-coding process has been scientifically proven to accelerate meaning comprehension and strengthen long-term memory retention.

The use of films in language classes is consistent with Stephen Krashen's Input Hypothesis, particularly the concept of comprehensible input. Films provide a rich situational context, where facial expressions, body movements, and visual backgrounds serve as extralinguistic cues that help students understand unfamiliar words even if they have not yet mastered the entire grammar. Recent literature by Nath et al., (2017) highlights that emotional engagement in film narratives can lower the affective filter, thereby creating psychological conditions that are more conducive to natural language acquisition. Based on existing

literature and identified issues, there is an urgent need to integrate authentic audiovisual material into junior high school curriculum. Research by Shi, (2024) confirms that the use of videos and short films can bridge the gap between the artificial classroom environment and the use of language in the real world. By applying films as an instructional medium, it is hoped that challenges such as low engagement and limited vocabulary mastery among seventh-grade students can be overcome through a more immersive and contextual learning experience.

In an effort to provide scientific solutions, this study specifically aims to answer the question: "Does the use of films significantly improve the vocabulary mastery of seventh-grade students in junior high school?". Based on the theoretical framework presented, the hypothesis of this study is that there is a significant increase in the vocabulary achievement of students taught using film media compared to conventional methods. This research is expected to provide practical contributions to English teachers in optimizing audiovisual technology to improve student literacy. This study will focus on nouns consisting of (Proper, Common, Concrete, Abstract, Countable, Uncountable) including the meaning and use of words in sentences by students of SMP Negeri 1 Ampibabo using the movie.

Vocabulary is an essential component of language learning and plays a crucial role in communication and comprehension (Umaralieva & kizi Yakhyoyeva, 2023). It refers to the words and phrases that individuals understand and use in their daily lives. The acquisition and development of vocabulary are vital for students, especially in their seventh-grade education at SMP Negeri 1 Ampibabo. To enhance vocabulary skills, educators have been exploring various methods and tools, one of which is the use of movies. This literature review aims to provide an overview of vocabulary, different types of vocabulary, and the potential benefits of using movies as a tool to enhance vocabulary in eleventh-grade students.

Vocabulary can be defined as the set of words and phrases that individuals possess and use in a specific language. It encompasses both receptive vocabulary, which refers to words that individuals understand when they hear or read them, and productive vocabulary, which includes words that individuals use when speaking or writing. The development of a robust vocabulary is crucial for students as it directly impacts their reading comprehension, writing skills, and overall academic performance (Baker et al., 2020).

METHOD

This study used purposive sampling to determine the research sample with specific criteria to ensure representative data. The main criteria included classes with an average vocabulary level based on previous test scores, as well as consistent attendance rates. From the available seventh-grade population, two classes were selected: one class was designated as the experimental group that would receive treatment through film media, and the other class as the control group that followed conventional learning. This division aimed to isolate the film media variable so that differences in the final results could be validly attributed to the intervention provided, rather than to differences in the students' initial abilities.

The intervention in the experimental group was carried out over six sessions, twice a week, with each session lasting 2 x 40 minutes. The learning activities were designed in three main phases: pre-viewing (introduction of keywords), while-viewing (watching 10–15 minute film clips with English subtitles to identify the use of words in context), and post-viewing (fill-in-the-blank exercises based on the film dialogue). The films selected were adventure-themed animated films tailored to the cognitive level of junior high school students, to ensure that the language used was comprehensible yet challenging (comprehensible input).

Data was collected through vocabulary tests consisting of 10 multiple-choice test questions, 10 matching test questions, and 10 completion test questions, covering aspects (proper, common, concrete, abstract, countable, and uncountable) and word usage in sentences. To ensure the quality of the instrument, content validity was tested through consultation with experts (expert judgment) and item validity was tested using Product Moment correlation. The reliability of the instrument was measured using Cronbach's Alpha

formula to ensure the consistency of the test results. The test item structure focused on nouns that appeared frequently in the seventh grade curriculum and the film used.

Data analysis was performed using a t-test to compare the increase in scores between the experimental and control groups. Before testing the hypothesis, strict prerequisite assumptions were tested, including a normality test to ensure that the data was normally distributed and a homogeneity test to ensure that both groups had the same variance. Once the assumptions were met, an independent sample t-test was performed to determine whether the difference in vocabulary mastery between the two groups was statistically significant at a 95% confidence level.

Table 1. The Experimental Design

Group	Pre-test	Independent Variable	Post-test
Experimental group	O_1	X	O_2
Control group	O_3		O_4

Where :

O1   : (pre-test experimental group)

O2   : (post-test control group)

O3   : pre-test (experimental group)

O4   : post-test (control group)

X   : treatment

The design of this research is suggested by Cohen et al., (2002).

Respondents

The population of this research was seventh grade students at SMP Negeri 1 Ampibabo, consisting of four parallel classes: VII A (Tombolututu), VII B (Datokarama), VII C (Sis aljufri), and VII D (Tagunu). Classes VII A-VII C consisted of 32 students, while VII D had only 26 students. The total number of students is 122.

The class distribution can be seen in the following table

Table 2. The Distribution of the Student

No	Class	Number
1.	Tombolututu	32
2.	Datokarama	32
3.	Sis aljufri	32
4.	Tagunu	26
	Total	**122**

The sample for this research consisted of seventh-grade students at SMP Negeri 1 Ampibabo, comprising the Datokarama class as the experimental group (learning vocabulary using films) and the Sis Aljufri class as the control group (learning using traditional methods). The sample was selected using purposive sampling, based on the consideration that both classes had relatively similar levels of English proficiency and were most suitable for answering the research questions.

Instruments

The main instrument of this research is a vocabulary mastery test designed to measure the understanding and use of vocabulary (adjectives and nouns) relevant to the films used. The test, consisting of 30 questions (multiple choice, matching, and completion), was administered in two stages: pre-test and post-test. Content validity was ensured through expert consultation, while reliability was tested using the test-retest method or internal consistency (Cronbach's alpha), in accordance with the principles of effective language test development.

In designing this test, the researcher referred to the principles of effective language test development, according to Brown & Abeywickrama, (2019) emphasizes the importance of validity and reliability in language test development, as well as the need for tests that are practical and have a positive impact on learning. outlines a framework for language testing that covers various aspects of language ability, including vocabulary (Bachman, 1990).

Table 3. Scoring Rubric

Score	Criteria

2 Points	Correct and Complete — The response is fully accurate, complete, and appropriate. The student Completion test with the correct word(s) or information, showing clear understanding of the concept.
1 Points	Partially Correct or Incomplete — The response is partially correct, contains minor errors, or is incomplete. The student shows some understanding but misses part of the answer or makes a small mistake.
0 Points	Incorrect or No Response — The response is completely incorrect, irrelevant, or left blank. The student shows no understanding of the required answer.

The Scoring Rubric of this research is suggested by (Popham, 2008)

Table 4. Clasification Score

81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
20-0	Poor

Procedures

After the pre-test, the experimental group received treatment during six meetings (each lasting 2 × 40 minutes) in the form of vocabulary learning using films as the main medium. In addition, peer assessment strategies were also applied in the learning process to motivate students and build their confidence. Meanwhile, the control group received learning using conventional methods.

The following is one of the teaching outlines that was conducted by the researcher.

Table 5. Teaching Outline

Meet	Topic	Activities	
		Teacher	**Students**
1st	Pre-test	Administering the pretes	Doing the pretest
2nd-7th	*Explain noun, Movie: Narnia,Topic: Proper noun *Explain noun, Movie: The Sea Beast,Topic: Common noun *Explain noun, Movie: The Jungle Book Topic: Concrete noun *Explain noun, Movie: How to Train your Dragon,Topic: Abstrack noun *Explain noun, Movie: The School for Good & Evil, Topic: Countable noun *Explain noun, Movie: The Witches Topic: Uncontable noun	1. Introduce the topic to the students 2. Asking simple question related to the topic. 3. Explain the students about the topic. 4. Show the movie about noun.(nouns according to topic) 5. Ask the students to make the words relate to the topic. 6. Pronounce the words and ask the students to repeat.	1. Listen carefully to the teacher. 2. Understand the material. 3. Pay attention to teacher's explanation. 4. The students asks. 5. Make some words relate to the topic. 6. Repeat and pronounce the words correctly.
8th	Post-test	Administering the pretes	Doing the pretest

Data Analysis

Quantitative data analysis was performed using SPSS software to test the results of the vocabulary mastery test. The initial stage involved statistical prerequisite tests: a normality test to ensure that the data distribution was close to normal, and a homogeneity test to verify the similarity of score variances between the experimental and control groups. Once the prerequisites were met, an independent samples t-test was used as the main test to compare the average vocabulary mastery scores between the two groups, in order to determine whether the use of films was significantly effective in improving students' vocabulary after the intervention.

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FINDINGS AND DISCUSSION

The findings of this research present the results of quantitative data analysis from pre-tests and post-tests collected between July 21 and August 15, 2025. The same test instruments were administered twice to the experimental and control groups: the pre-test was administered before the intervention, and the post-test was administered after the intervention (learning using films in the experimental group) was completed, to compare the improvement in vocabulary mastery between the two groups.

The results showed a significant increase in seventh graders' vocabulary mastery after the use of film as a learning tool. Based on data analysis, the experimental group that used film intervention achieved a post-test mean score of 79.47 with a standard deviation of 9.622. This figure shows a much higher increase compared to the control group that used conventional methods, which only obtained an average score of 59.91 with a standard deviation of 10.762. The low standard deviation value in the experimental group indicates that the distribution of students' ability improvement tends to be more even and consistent. Statistically, the t-test shows a significance value that confirms that the use of films effectively enriches students' vocabulary compared to traditional lecture methods.

The success of this intervention is in line with the cognitive theory of multimedia learning, in which information conveyed through visual and auditory channels simultaneously can strengthen memory retention. These findings reinforce previous studies by Fidelia & Rohmah, (2023) and related research on audiovisual media, which state that the visual context in films helps students understand the meaning of difficult words without having to rely entirely on literal translations. The effectiveness of this intervention lies in the ability of films to present language in real-life contexts, which triggers deeper emotional and cognitive engagement in students compared to static texts in textbooks.

However, this study also identified several crucial challenges during the implementation process. One of the main obstacles was the potential for distraction; some students tended to focus too much on the storyline or entertainment aspects of the film, thereby neglecting the vocabulary targets being studied. In addition, there were differences in the students' familiarity with the film genres used, which affected their speed in absorbing information. Students who are accustomed to watching English-language films show faster adaptation than those who are rarely exposed to similar media. This critical reflection shows that although film media is very effective, its success is highly dependent on the selection of appropriate clip lengths and strict teacher guidance to keep students focused on the instructional objectives.

The Result of the Pre-Test of Experimental group and Control group

Before applying the treatment, a pre-test was administered to both the experimental group and the control group to gauge students' initial Vocabulary skills, specifically their understanding of Noun material. The pre-test contained 30 questions in total: 10 multiple-choice, 10 matching, and 10 fill-in-the-blank items focused on Nouns. The researcher used the pre-test data from the experimental group to assess their initial mastery of the Noun vocabulary. Descriptive statistics, including mean score, lowest score, highest score, and standard deviation, were calculated using SPSS version 24.

The complete results of this analysis were presented in the following table:

Table 6. Descriptive Statistics of Pre-Test Result

No	Group	N	Minimum	Maximum	Mean	Std. Deviation
1	Experimental	32	13	70	40,47	15,494
2	Control	32	13	57	35,84	11,334

The pre-test, administered to 32 students in the experimental group and 32 students in the control group, revealed distinct initial vocabulary scores. In the experimental group, scores ranged from a highest score of 70 to a lowest score of 13. Conversely, the control group showed scores ranging from a highest score of 57 to a lowest score of 13. The observed difference in maximum scores (70 in the experimental group vs. 57 in the control group) suggests that,

particularly in the control class, students struggled significantly with understanding the meaning and proper usage of vocabulary.

The pre-test results indicated a notable difference in the spread of scores between the groups, with the experimental group having a larger standard deviation (15.494) compared to the control group (11.334), suggesting a greater variation in abilities among experimental group students. In summary, despite the difference in variability, the average pre-test scores were quite similar, with the experimental group scoring 40.47 and the control group scoring 35.84. This suggests that before the treatment, both the experimental and control groups possessed an almost equivalent baseline understanding of vocabulary.

The Result of the Post Test of Experimental group and Control group

Following the pre-test and six meetings of treatment administered to the experimental group, a post-test was given to both the experimental and control groups to measure their vocabulary usage ability. The post-test maintained the same format as the pre-test (multiple-choice, matching, fill-in-the-blank) but utilized different vocabulary words. The resulting data from both groups were then analyzed using SPSS version 24 to calculate descriptive statistics, including the mean score, minimum score, maximum score, and standard deviation. The following table shows the complete results:

Table 7 Descriptive Statistics of Post-Test Result

No	Group	N	Minimum	Maximum	Mean	Std. Deviation
1	Experimental	32	60	100	79,47	9,622
2	Control	32	38	77	59,91	10,762

The post-test results demonstrate the significant effectiveness of the treatment on the experimental group, which achieved a considerably higher mean score of 79.47 compared to the control group's mean of 59.91, indicating improved student learning outcomes. Furthermore, the experimental group showed better overall performance, with scores ranging from a minimum of 60 to a maximum of 100, whereas the control group ranged from a minimum of 38 to a maximum of 77; notably, the lowest-scoring students in the experimental group outperformed their counterparts in the control group. Finally, the experimental group (SD = 9.622) displayed a slightly more uniform score distribution than the control group (SD = 10.762).

Overall, the results of this post-treatment test prove that the use of movies to increase the vocabulary given to the experimental group had an impact on improving students' learning abilities and their understanding of the meaning of vocabulary, As well, the control group also had a positive impact on Enhance students' learning abilities and their understanding of vocabulary meanings.

Data Analysis

Normality

A normality test was required for this study to determine if the research data was normally distributed (sig > 0.05) or not (sig < 0.05). If the data was normal, the t-test would be used for analysis; otherwise, a non-parametric test like the Mann-Whitney U test would be employed. The choice of test depended on sample size: the Shapiro-Wilk method was used for small samples (< 50), while the Kolmogorov-Smirnov test was used for large samples (> 50). This analysis was performed using SPSS version 24.

The following table shows the calculation results obtained:

Table 8 Normality Test Results

No	Group	P- value (Sig.)	Descrption
1	Pre-test experimental	0,515	Normal
2	Post-test experimental	0,389	Normal
3	Pre-test control	0,190	Normal
4	Post-test control	0,093	Normal

In the experimental group, which the use of movies to enhance vocabulary mastery, the Shapiro-Wilk test for post-test data showed a significance value of 0.515. This indicated that the data was most likely normally distributed, as the p-value exceeded the standard threshold of 0.05. This indicated that the scores obtained from the experimental group, who

implemented vocabulary mastery lesson , followed a normal distribution and were thus suitable for further parametric analysis.

In contrast, the control group, which followed the Voccabulary mastery teaching method, had a significance value of 0.190 from the Shapiro-Wilk test. This also indicated that the data was normally distributed, as the p-value was above 0.05. This finding emphasized that the experimental and control group data followed a normal distribution, thus ensuring the validity of subsequent statistical analysis.

Table 9 Homogeneity Test Results

No	Group	Sig.	Status
1.	Post-Test of Experimental Group and Control Group	0,443	Homogen

In this research, Levene's test for the post-test scores yielded a significance value of 0.443. Since this value was greater than the alpha (α) level threshold of 0.05, it indicated that the variances in Vocabulary learning scores between the experimental group (which implemented self-assessment) and the control group (which used conventional methods) were equal. This result confirmed the assumption of homogeneity, meaning the data across both groups were consistent in variance.

The homogeneity of the data validated the use of parametric statistical tests, such as the independent sample t-test, to compare the use of movies to enhance vocabulary mastery versus conventional teaching methods. This ensured that any significant differences observed in Vocabulary learning outcomes were attributable to the teaching strategies applied and not to underlying disparities in group variances.

Hypothetical Test

After ensuring that the data fulfilled the assumptions of normality and homogeneity, the researcher proceeded with hypothesis testing using an independent sample t-test. The aim was to find out if there was a significant difference in vocabulary learning achievement between the experimental group, which implemented self-assessment, and the control group, which followed the conventional teaching method.

The hypothesis testing of this study is based on the alternative hypothesis (H_a), which states, "The use of movies to enhance vocabulary mastery at seventh grade." The null hypothesis (H_0), which is derived from the alternative hypothesis (H_a), states, "The use of movies to enhance vocabulary mastery does not significantly improve students' vocabulary understanding." If the calculated significance (2-tailed) is smaller than 0.05, then H_0 is rejected and H_a is accepted, and vice versa.

Table 9 Independent Sample Test

No	Group	Sig.(2-tailed)
1.	Post-Test of Experimental group and Control Group	0,000

Based on the results obtained from the independent sample t-test presented in Table 4.5, the significance value (Sig. 2-tailed) is 0.000, which was smaller than the significance level of 0.05 (α = 0.05). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicated that there was a statistically significant difference between students' vocabulary achievement in the experimental group, which implemented vocabulary mastery, and the control group, which did not.

The mean difference between the two groups was 19,563 with a standard error of 2,552. Moreover, the 95% confidence interval for the mean difference ranged from 14,461 to 24,664 further supporting the conclusion that the use of movies method significantly enhance vocabulary mastery. Thus, the data provide strong evidence to conclude that the use of movies to enhance vocabulary mastery has a significant positive effect on students' vocabulary mastery.

Discussion

The study's objective was to determine the effectiveness of using movies to enhance vocabulary mastery, particularly in basic Nouns (Proper, Common, Concrete, Abstract, Countable, Uncountable). A pre-test was conducted, and the results showed that both groups had a low baseline understanding: the experimental group's mean score was 40.47 and the

control group's mean score was 35.84. The low scores, specifically the failure of any student to achieve a score greater than 70, led to the conclusion that students in both the experimental and control groups shared a poor ability in using and understanding the various types of Noun vocabulary.

Analysis of the post-test, administered after six treatment meetings, revealed a clear difference in learning outcomes between the groups. The experimental group, which received the movies method treatment, achieved a significantly higher mean score of 79.47, demonstrating a substantial improvement in their vocabulary mastery. In contrast, the control group, which utilized conventional methods, showed a less significant increase, achieving a mean score of 59.91. This suggests that the use of movies method was effective in enhancing the experimental group's learning outcomes.

In implementing the treatment, the researcher focused on teaching the experimental group various types of Nouns (Proper, Common, Concrete, Abstract, Countable, Uncountable) using movies as a customizable learning medium. Specific guidelines for using the movies were developed to integrate criteria related to these Noun types, ensuring students were aware of the learning objectives and could track their understanding progress across each meeting. The criteria used within the movie instruction method were carefully aligned with the specific theme established for each class session.

The first study was conducted by Aprilia, (2025) concluded that the use of Dora the Explorer animated films significantly influenced an increase in students' vocabulary mastery. Although the current findings are in line with those results, there is still a difference between the past and the present, namely that the previous study used a sample of eighth graders, while the current study used a sample of seventh graders.

Current research results show a significant increase in vocabulary mastery among seventh-grade students, in line with the general findings reported by Putrie et al., (2024) who also found films to be effective. However, the current study has an important contextual contribution. Previous studies used eighth-grade samples, which have a higher level of language maturity, while our study shows that this strategy is equally effective and may even have a greater impact on younger students (seventh grade). This shows that the method of using films has broad validity and can be applied effectively at various levels of education, especially for junior high school students who may just be starting to actively learn English.

A previous study conducted by Katemba, (2022) examined the effectiveness of learning methods involving a combination of interventions (educational videos and online games) compared to conventional methods. Their results showed significant improvements, which were generally in line with our findings regarding the benefits of technology. However, there were fundamental methodological differences. Because the previous study used a combination of EOG and EV, it was difficult to determine specifically whether the improvement in learning outcomes was driven by the game, the video, or the interaction between the two. The current study was specifically designed to address this ambiguity. By using only films (videos) as an intervention, this study successfully isolated the effect of film media, providing clearer and more focused evidence that audio-visual media alone, without the need for online games, is effective in improving vocabulary mastery.

Current research findings indicate that the use of films as a learning medium has a positive effect on improving students' vocabulary mastery, consistent with the general findings by Pratiwi et al., (2023) regarding the effectiveness of this method. However, it is important to note the methodological differences in sampling. Previous research used Cluster Random Sampling, which may have introduced a certain degree of homogeneity within the selected groups. In contrast to that study, our research used Random Sampling, which ensures that each individual is selected independently of the others. This gives greater strength to my conclusions regarding the generalization of the results, as I minimized the cluster bias that may have affected the results of previous studies.

Previous studies have proven the effective role of audio-visual media in language learning. Specifically, Sutriani, (2022) observed a significant increase in vocabulary mastery after video-based intervention in secondary school students. Considering the important role

of technology and video as learning aids, which has been supported by existing literature, this study continues this exploration by specifically investigating The Use of Movies to Enhance Vocabulary Mastery at Seventh Grade.

CONCLUSIONS

This research concludes that the use of film media can significantly improve the vocabulary mastery of seventh-grade students in junior high school compared to conventional learning methods. The data shows that consistent audiovisual exposure helps students internalize the meaning of words in a more realistic and interesting context. As a practical implication, English teachers are advised to begin integrating film-based tasks into the curriculum, for example through gap-filling exercises based on film dialogues or the creation of personal glossaries from the clips watched. However, this study has limitations in terms of its short duration and limited sample size to only one grade level. Therefore, it is recommended that researchers explore the effectiveness of different film genres, such as animation versus action, to see their impact on students' interest in learning. In addition, future research needs to analyze long-term vocabulary retention to determine whether this improvement is permanent or only temporary. By overcoming technical challenges and paying attention to genre variations, the use of films can become a powerful pedagogical tool for creating a more dynamic and effective language learning environment.

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