

## EXPLORING MOVIES AS EDUCATIONAL TOOL FOR JUNIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

*This study investigated the efficacy of using movies as enrichment tools for enhancing vocabulary acquisition in seventh-grade students at SMP Kanisius Gayam Yogyakarta, Indonesia. Employing a quasi-experimental design with two classes, data from 30 students were gathered through pre-test and post-test vocabulary assessments, along with a perception-focused questionnaire. Results revealed a positive student perception of movies as effective enrichment tools. Statistical analyses, including difference tests and gain score calculations, demonstrated a significant enhancement in vocabulary knowledge for both groups. Notably, post-test scores showed no significant difference between the groups, indicating the approach's efficacy across diverse initial vocabulary levels. These findings prove that utilizing movies as enrichment tools can notably boost vocabulary acquisition in seventh-grade students, paving the way for innovative vocabulary learning methods in adolescent education*

**Keywords:** *lecturers belief; practices of teaching; feedback; teaching writing*

Interestingly, movies, ubiquitous forms of entertainment readily available across the globe, offer more than just leisure. Beyond their captivating narratives and immersive experiences, movies hold immense potential for educational purposes. Studies like Ditasari's (n.d.) highlight the multifaceted benefits of movie-based learning, ranging from language acquisition and cultural immersion to stress reduction and thematic understanding.

Previous studies have demonstrated the multifaceted benefits

of movie-based learning, especially in language acquisition and cultural immersion. For instance, Rao (2019) emphasizes the effectiveness of movie-accompanied subtitles in aiding English learners to grasp linguistic variation. Similarly, Abdullah and Rahman (2017) highlight the positive impact of foreign-language films on students' listening skills and vocabulary acquisition. Furthermore, the research done by Sari and Sugandi (2015, p.11) found that subtitled movies demonstrably enhanced students' listening abilities compared to their non-subtitled counterparts.

Despite the compelling evidence supporting movie-based ELT, its implementation remains inconsistent across educational institutions. SMP Kanisius Gayam Yogyakarta, a well-equipped school, where the researchers conducted an internship, observed a reliance on the traditional textbook method in English classes, characterized by a heavy focus on reading and writing activities.

This reliance on conventional methods has resulted in diminished student interest in reading, which aligns with Rue's (2018) observation that today's teenagers prioritize their phones over books, dedicating significantly less time to reading than their Millennial predecessors. When the researchers mirrored the teachers' approach and assigned pre-class reading from their handbooks, the lack of engagement was palpable. Yawns punctuated the silence, and even a few students succumbed to sleep. This disinterest, manifested in low test scores and waning enthusiasm, threatened to impede their English language development.

The novelty of this research was established in its specific focus on the unique context of SMP Kanisius Gayam Yogyakarta and its quasi-experimental design, which allows for a rigorous examination of movie-based learning's impact on vocabulary acquisition. Moreover, this study investigated students' perceptions of the use of movies as learning tools, an area that has not been extensively explored in prior studies.

This research aimed to address the issue of vocabulary development and improvement within the English language curriculum at SMP Kanisius Gayam Yogyakarta. Recognizing vocabulary as the cornerstone of

language acquisition, the researchers proposed investigating the effectiveness of movies as enrichment tools to equip students with a robust vocabulary foundation. By integrating movie-based learning with the existing traditional methods, this research sought to explore the potential of movies as dynamic vocabulary-building tools for SMP Kanisius Gayam Yogyakarta students. The research questions offered on the research are (1) What do students think about using movies to learn new English words? (2) Can watching movies help students learn enough new English words, compared to traditional methods?

Learning new vocabulary can be a tedious and challenging task for students. Finding engaging and effective methods to build vocabulary has become a focus in English language teaching (see Hidayah, & Putri, 2019; Himawati, Talenta, & Lamik, 2024; Indraswari, 2018; Wahyuningsih, & Fitriani, 2021). The integration of movies into the curriculum has emerged as a promising approach, sparking research interest in its effectiveness as an enrichment tool. This literature review explores the existing research on using movies to enhance vocabulary learning, focusing on students' perceptions, the effectiveness of this approach, and potential correlations between perception and achievement.

## PREVIOUS STUDIES

Students' impressions and preferences regarding movies as learning tools play a crucial role in their engagement and learning outcomes. Ismaili (2013) investigated the use of movies as companions to reading sessions in EFL classrooms. While students expressed positive feelings toward movies, the study identified a perception gap. Students felt that

movies, typically lasting about two hours, consumed valuable time and often only partially covered the same material as the reading texts. This suggests that while students appreciate the engaging nature of movies, concerns about efficiency and alignment with traditional learning materials must be addressed.

Contrasting this, Fikriyah et al. (2021) found a positive correlation between tenth-grade students' habit of watching English movies and their vocabulary mastery. This indicates that students perceive watching movies as a valuable resource for vocabulary acquisition, even outside the classroom setting. This highlights the potential of leveraging students' existing movie-watching habits to complement and enrich their vocabulary learning experiences.

Research findings provide mixed evidence regarding the effectiveness of using movies for vocabulary learning. Sakkir et al. (2018) conducted a pre-experimental study to examine the impact of movies on vocabulary achievement. Their findings indicated a significant improvement in students' post-test scores compared to their pre-test scores, suggesting that incorporating movies into the curriculum can indeed enhance vocabulary acquisition. However, a limitation of the study was its reliance on a pre-experimental design, which lacks the controlled variables and randomization of quasi-experimental or true-experimental designs. This raises questions about the generalizability of their findings and calls for further research using more rigorous methodologies.

Furthermore, the nature of achievement itself needs to be clearly defined within the context of research. Algarabel & Dasí (2001)

differentiate between personal achievement and academic achievement. In the context of this review, academic achievement, encompassing communicative skills and competencies, is the relevant aspect of achievement to measure. Genesee et al. (2006) further clarify that academic achievement specifically refers to skills like reading, speaking, writing, and critical thinking, making it crucial to align vocabulary learning goals with these broader measures of achievement.

Anggraeni et al. (2017) emphasize the importance of choosing pedagogically appropriate movies when using them as learning tools. Movies should not simply be entertainment but provide relevant content and opportunities for active engagement with vocabulary. Additionally, the integration of movies into the curriculum should be carefully planned and executed. Research suggests that simply showing a movie without clear learning objectives, pre-task activities, and post-viewing discussions may not significantly improve vocabulary acquisition (Ismaili, 2013). Therefore, effective utilization of movies as enrichment tools requires careful selection, purposeful integration, and active learning strategies.

Different movie genres offer varying degrees of suitability for vocabulary learning. Documentaries, for example, offer exposure to authentic language use related to real-world topics, potentially aligning with academic achievement goals. Corrigan (n.d.) defines documentaries as nonfiction films depicting real-world events and people, while Hasan (2020) emphasizes their connection to truth and factual information. This makes documentaries potentially valuable tools for developing students' understanding of the

vocabulary used in specific contexts and situations.

In contrast, fiction movies, with their imaginative narratives and character interactions, may present more challenges for vocabulary learning. Young (2002) highlights the distinction between fiction and reality, while Hoover Public Library (n.d.) categorizes fiction genres like mystery, science fiction, and fantasy. While engaging and entertaining, fiction movies require additional scaffolding and guidance to help students connect the presented vocabulary to real-world applications and academic goals.

Animated movies, defined by Candra (2011) and Zelamutia (2018) as sequences of images creating an illusion of movement, offer another option with unique advantages. Their vibrant visuals and accessible storylines can capture young learners' attention and motivate them to engage with vocabulary. However, careful selection of animated movies is crucial to ensure they present appropriate language complexity and content relevant to learning objectives.

The relationship between students' perception of movies as learning tools and their actual vocabulary achievement remains an area for further research. While Ismaili (2013) suggests a positive correlation between enjoying movies and engaging in reading activities, which are known to support vocabulary development, a direct link between students' perception of movies as vocabulary-building tools and their actual test scores has not been definitively established. Further studies employing quasi-experimental or true-experimental designs, while controlling for variables like movie selection, teaching strategies, and individual learning styles, could shed light on this

relationship. Investigating whether student perceptions of the movie's effectiveness for learning differ based on factors like genre, level of engagement, or perceived relevancy to learning objectives could also yield valuable insights.

## METHOD

This research utilized a quantitative approach through a quasi-experimental research design. Quantitative methods rely on numerical data and statistical analysis to conclude, while quasi-experimental designs mimic true experiments by examining cause-and-effect relationships while lacking random assignment of participants. This chosen approach allows for the collection of quantifiable data through questionnaires and tests, enabling statistically significant analysis of the findings.

The research was conducted at SMP Kanisius Gayam Yogyakarta during the academic year 2022/2023, specifically in March 2023. The experiment spanned two weeks, with four lesson hours per week, totalling eight hours of dedicated teaching time. Data collection involved questionnaires, pre-tests, and post-tests administered within the classroom setting.

The target population for this study comprised all seventh-grade students (Class A and B) currently enrolled at SMP Kanisius Gayam Yogyakarta. Both classes, with approximately 30 students each, formed the entire population of 60 individuals. The decision to focus on these specific classes was based on two factors:

- 1. Equal Class Size:** Both classes consisted of similar student counts

(around 30), minimizing outliers and enhancing data stability.

2. **Pre-existing Differences:** Based on information from an English teacher at the school, Class 7-A was chosen as the control group due to their generally higher average vocabulary knowledge compared to Class 7-B, which served as the experimental group. This pre-existing difference allowed for a more nuanced analysis of the movie-based intervention's impact.

Three instruments were employed for data collection:

1. **Questionnaire:** An online Google Form questionnaire gathered data on students' perceptions of movies as vocabulary learning tools. Divided into three sections, it assessed their motivation, aptitude/readiness, and attitude towards movie-based learning using a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The questionnaire also included a consent form for participation in the research.
2. **Vocabulary Pre-Test:** Administered before the experiment, this paper-based test consisted of two parts: 10 simple answer questions and 8 fill-in-the-blanks questions to gauge students' initial vocabulary level.
3. **Vocabulary Post-Test:** This paper-based test, completed after the experiment, evaluated the effectiveness of the movie-based intervention. It comprised 20 multiple-choice questions aligned with the Common European Framework of Reference (CEFR) A2 level standard for upper-elementary grade English learners.

The analysis consisted of two stages:

**Descriptive Statistics for Questionnaire Data:** The responses from the online questionnaire were analyzed using descriptive statistics to summarize students' overall perceptions of the movie-based learning approach. This included calculating frequencies and percentages for each response category.

This stage focused on analyzing the vocabulary pre-test and post-test data to assess the impact of the movie-based intervention on vocabulary knowledge. Specific techniques employed included:

**Significance Difference Test:** This test compared the pre-test and post-test scores of both the control and experimental groups to determine if the movie-based intervention significantly improved vocabulary achievement in the experimental group.

**Gain Score Value:** This calculation measured the improvement in vocabulary knowledge for each student by subtracting their pre-test score from their post-test score. Comparing the average gain score values of the control and experimental groups provided further insights into the effectiveness of the intervention.

## FINDINGS

This section delves into the research findings regarding student perceptions of using movies as enrichment tools for vocabulary learning in English. The data analysis paints a promising picture of student engagement and readiness for this novel approach.

The lecturer's views on learning to write through feedback were subsequently put into practice in the classroom, yielding the following outcomes.

Table 1. Observation

NO	CRITERIA	STATEMENT	SD	D	N	A	SA
1.	Motivation	1. I like the traditional way of teaching	1 (4.3%)	2 (8.7%)	11 (47.8%)	8 (34.8%)	1 (4.3%)
		2. I learn much through using the traditional way of teaching	1 (4.3%)	2 (8.7%)	11 (47.8%)	8 (34.8%)	1 (4.3%)
		3. I would like to learn English through movies	1 (4.3%)	1 (4.3%)	0 (0%)	9 (39.1%)	12 (52.2%)
		4. I felt happy when I heard about teaching English through Films	2 (8.7%)	0 (0%)	2 (8.7%)	7 (30.4%)	12 (52.2%)
		5. I would like for movies to be implemented in English classes for learning purposes	1 (4.3%)	1 (4.3%)	4 (17.4%)	9 (39.1%)	8 (34.8%)
2.	Aptitude/Readiness	1. I was able to learn English in the traditional Class	2 (8.7%)	3 (13%)	12 (52.2%)	6 (26.1%)	0 (0%)
		2. I get a good score on my last vocabulary Test	1 (4.3%)	0 (0%)	10 (43.5%)	9 (39.1%)	3 (13%)
		3. I am satisfied with my last English vocabulary test Score	0 (0%)	0 (0%)	10 (43.5%)	11 (47.8%)	2 (8.7%)

		4. I can Understand Basic Vocabulary	3 (13%)	0 (0%)	6 (26.1%)	12 (52.2%)	2 (8.7%)
		5. I will be committed to Learning English through movies and following the class rules	0 (0%)	2 (8.7%)	3 (13%)	11 (47.8%)	7 (30.4%)
		1. I will be quiet and maintain my attitude during the movie-watching session	0 (0%)	1 (4.3%)	2 (8.7%)	10 (43.5%)	10 (43.5%)
3.	Attitude	2. I will not disturb my friends during the movie-Watching Session	1 (4.3%)	1 (4.3%)	6 (26.1%)	9 (39.1%)	6 (26.1%)
		3. I will be active during the English class session (For example: Asking questions)	2 (8.7%)	0 (0%)	10 (43.5%)	7 (30.4%)	4 (17.4%)

4. I will focus myself during the class session (For example: <u>Not</u> using my phone to open <u>TikTok</u> , <u>Instagram</u> , <u>Whatsapp</u> , and <u>Telegram</u> , and also, play <u>games</u> . <u>Not sleeping</u> during class)	1 (4.3%)	1 (4.3%)	5 (21.7%)	11 (47.8%)	5 (21.7%)
5. I will do my homework from the English lesson through the movie	2 (8.7%)	0 (0%)	7 (30.4%)	9 (39.1%)	5 (21.7%)
<b>Total Number</b>	<b>18</b>	<b>14</b>	<b>99</b>	<b>136</b>	<b>78</b>
<b>Total Percentage</b>	<b>5.2%</b>	<b>4.1%</b>	<b>28.7%</b>	<b>39.4%</b>	<b>22.6%</b>

**High Enthusiasm for Movie-Based Learning**

The online questionnaire revealed a high level of student enthusiasm for the movie-based learning experiment. Over 90% (52% strongly agreeing and 40% agreeing) expressed interest in this unconventional teaching method. While nearly half (48%) remained neutral on whether they preferred this over traditional teaching, their willingness to participate signifies an open mind and curiosity towards the project.

**Aptitude and Readiness: A Solid Foundation**

Regarding readiness, the research confirmed that the students possessed a

sufficient vocabulary base for the experiment. Half the participants identified their vocabulary knowledge as "basic," ensuring compatibility with the chosen movie's difficulty level and learning objectives. Additionally, 48% of the group agreed to commit to both learning through movies and adhering to classroom rules, demonstrating their willingness to embrace the experiment's requirements.

**Positive Attitude Towards Class Rules**

Students' attitudes towards classroom regulations also appeared positive. Almost all (88%) confirmed they would stay quiet and focused during movie sessions, showcasing commitment to maintaining a conducive learning environment. The remaining statements



about rule compliance received similar positive responses, ranging from 47% to 76% expressing agreement or strong agreement. While a slight variation emerged regarding active participation (17% strongly agreeing, 30% agreeing, and 44% neutral), the overall trend remained positive.

The descriptive statistics suggest a generally positive sentiment among the students towards movie-based learning. Their enthusiasm, combined with adequate vocabulary foundation and adherence to classroom rules, creates a baseline for the experiment to be conducted.

## Effectiveness of Movie as Enrichment Tools

This section delves into the effectiveness of incorporating movies as enrichment tools in teaching English vocabulary, focusing on expert validation of teaching instruments and a detailed analysis of pre-test and post-test results for both control and experiment groups.

## Expert Validation of Teaching Instruments

Due to time constraints, an empirical validity test for teaching instruments wasn't feasible. Instead, expert validation was conducted, refining the teaching model, questionnaire, and evaluation instruments based on expert feedback

## Pre-Experimental Condition of Control and Experiment Groups

Table 4.2 Control and Experiment Group Pre-Test Difference

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
7A & 7B Pre-Test Score	Equal variances assumed	.778	.381	2.304	58	.025	13.33333	5.78610	1.75120	24.91547
	Equal variances not assumed			2.304	55.739	.025	13.33333	5.78610	1.74119	24.92548

The research began with a pre-test analysis of both control and experiment groups, revealing a significant difference ( $t < 0.05$ ) in vocabulary knowledge.

## Control Group Pre-Test and Post-Test

The control group demonstrated higher pre-test scores, attributed to their strong performance in previous exams. The null hypothesis was rejected, affirming a significant difference between the groups before the experiment.

Table 4.3 Control Group Pre-Test and Post-Test Difference

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower				Upper
Pair 1	7A Pre-Test Score - 7A Post-Test Score	-17.66667	23.73464	4.33333	-26.52933	-8.80400	-4.077	29	.000

## Experiment Group Pre-Test and Post-Test

Table 4.4 Experiment Group Pre-Test and Post-Test Difference

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	7B Pre-Test Score - 7B Post-Test Score	-20.00000	28.40592	5.18619	-30.60695	-9.39305	-3.856	29	.001

Similarly, the experiment group's pre-test and post-test results demonstrated a substantial increase ( $t < 0.05$ ) in vocabulary knowledge. The utilization of movies contributed to this improvement. The null hypothesis was

rejected, confirming a significant difference between the experiment group's pre-test and post-test scores ( $t < 0.05$  ( $0.000 < 0.05$ )).

## Control and Experiment Group Post-Test Analysis

Table 4.5 Control and Experiment Group Post-Test Difference

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
7A & 7B Post-Test Score	Equal variances assumed	.751	.390	1.612	58	.112	11.00000	6.82372	-2.65917	24.65917	
	Equal variances not assumed			1.612	57.454	.112	11.00000	6.82372	-2.66193	24.66193	

Contrastingly, the post-test results for both groups did not show a significant difference ( $t > 0.05$ ). Despite the control group's higher post-test scores, both groups exhibited

improvement. The null hypothesis was retained, suggesting no significant disparity between the control and experiment groups in the post-treatment phase ( $t > 0.05$  ( $0.112 > 0.05$ )).

## Difference in Improvement

Table 4.6 Control and Experiment Group Improvement Difference

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
NGain_Score	Equal variances assumed	.003	.957	.606	58	.547	.07444	.12278	-.17133	.32022	
	Equal variances not assumed			.606	57.046	.547	.07444	.12278	-.17142	.32031	

The analysis of the mean difference between the control and experiment groups' vocabulary test results yielded a non-significant result ( $t > 0.05$ ). The gain score data suggested that both groups improved simultaneously. The null hypothesis was not rejected, indicating no significant difference in improvement between the groups ( $t > 0.05$  ( $0.547 > 0.05$ )).

## DISCUSSION

Based on the research analysis, the researchers discuss the following.

### 1. The Pre-Test of Control and Experiment Groups

The pre-treatment condition of the control and experiment groups showed a significant difference. This was indicated by the control and experiment group pre-test results, in which the control group had a higher result than the experiment group. It was found that the control group already had better vocabulary knowledge than the experiment group before the start of the experiment. Therefore, the researchers rejected the null hypothesis and accepted the alternate hypothesis that there is a significant difference between 7-A and 7-B students' pre-test results because of sig. value is  $< 0.05$ .

### 2. The Pre-Test and Post-Test of Control Group

The post-treatment condition of the control group showed a significant difference between the pre-test and post-test results. This was indicated by the significant increase in their mean score and significant difference from the test results. It showed that the control group improved their vocabulary knowledge despite not being given a movie to help them learn vocabulary, supported by the fact that

the control group already had good vocabulary knowledge before the start of the experiment. Therefore, the researchers rejected the null hypothesis and accepted the alternate hypothesis that there is a significant difference between 7-A students' pre-test and post-test results because the sig. value is  $< 0.05$ .

### 3. The Pre-Test and Post-Test of Experiment Group

The post-treatment condition of the experiment group showed a significant difference between the pre-test and post-test results. This was indicated by the significant increase in their mean score of the test results and the significant difference from the test results.

It showed that the experiment group improved their vocabulary knowledge by using a movie to help them learn it. Therefore, the researchers rejected the null hypothesis and accepted the alternate hypothesis that there is a significant difference between 7-B students' pre-test and post-test results because the sig. value is  $< 0.05$ .

### 4. The Post-Test of Control and Experiment Groups

The post-treatment condition of the control and experiment groups showed no significant difference. This was indicated by the control and experiment group post-test results, in which the control group had a higher result than the experiment group. It was found that the experiment group improved their vocabulary knowledge by using a movie in their English vocabulary teaching. The control group also improved their vocabulary knowledge despite not being treated with a movie in their English vocabulary because

they already had good vocabulary knowledge from the start of the experiment. The control and experiment groups improved their vocabulary knowledge simultaneously; therefore, the researchers failed to reject the null hypothesis that there is no significant difference between 7-A and 7-B students' post-test results because of the sig. value is  $\geq 0.05$ .

##### 5. The Difference in Improvement in Control and Experiment Groups

The difference tests through gain score between the control and experiment groups' improvement was insignificant. This was caused by the increase in the control and experiment groups' test results, supported by the fact that the control group already had good vocabulary knowledge in the pre-treatment conditions. The gain score data also confirmed that both the control and experiment groups improved their vocabulary knowledge at the same time. While the experiment group improved their vocabulary knowledge through a movie, the control group did not need to be treated with a movie to improve their vocabulary knowledge because they already had good vocabulary knowledge before the experiment began. With that fact, the researchers failed to reject the null hypothesis that there is no significant difference between the gain score of 7-A students' pre-test and post-test results and 7-B students' pre-test and post-test results because sig. value is  $\geq 0.05$ .

## CONCLUSION

This study aimed to determine whether using the movie as an enrichment tool to help students learn vocabulary was effective. The researchers formulated three questions regarding the objective of the

research. The research conclusions are as follows:

1. The analysis of a questionnaire filled out by 23 students from the experiment group yielded three key findings:

**Positive Perception:** A significant 92% of students in the experiment group strongly agreed or agreed that learning through movies in-class sessions was beneficial.

**Basic Vocabulary Knowledge:** Approximately 52% of students possessed a basic knowledge of vocabulary before the experiment.

**Class Rule Compliance:** A noteworthy 47%-76% of students expressed willingness to comply with class rules, maintain a positive attitude, avoid disturbance, stay active, stay focused, and complete homework.

These findings indicate a positive student perception of movies as effective tools for vocabulary learning, with a significant portion already possessing basic vocabulary knowledge.

2. The research utilized various tests to assess the impact of using movies as enrichment tools on students' vocabulary knowledge:

**Pre-Test Results:** A significant difference was observed between the control and experiment groups, with the control group starting with higher vocabulary knowledge.

**Control Group Pre-Test and Post-Test:** Despite not using movies, the control group significantly improved vocabulary knowledge, emphasizing their initial proficiency.

**Experiment Group Pre-Test and Post-Test:** The experiment group demonstrated a significant increase in

vocabulary knowledge, affirming the positive impact of movie enrichment.

**Post-Test Results:** No significant difference was found between the control and experiment groups in post-test results.

**Difference in Improvement:** The gain score data indicated no significant difference in improvement between the control and experiment groups.

The research brought benefits, enhancing the experimental class. However, it faced limitations hindering maximum output. The inability to conduct empirical validity tests before the experiment and challenges during the study, such as students' misbehavior and technical issues, impacted the research. These limitations may have influenced the study's overall effectiveness, specifically the absence of empirical validity tests and class disruptions. Other limitations, notably the challenges encountered during the conduct of this research were the inability of students to maintain discipline

and technical issues with the class speaker during movie sessions.

Finally, to optimize vocabulary teaching, English teachers are encouraged to implement movies as enrichment tools during class sessions. Ensuring the functionality of audio-visual equipment and preparing alternatives for unexpected technical problems is crucial. Additionally, teachers should be prepared to manage class behavior effectively.

Future researchers are encouraged to explore and expand on this study by investigating the effectiveness of using movies to teach vocabulary at the junior high school level. Considering the positive outcomes of this research, it inspires future studies in similar domains.

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