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

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to Obtain the Sarjana Degree of Education (S.Pd) of English Department Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri

By:

Pasanda Rizki Afitra

2114050009

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA PGRI KEDIRI

2025

APPROVAL PAGE

SKRIPSI

By

PASANDA RIZKI AFITRA

NPM: 2114050009

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Approved for Submission to the Committee of *Skripsi* Examination

English Language Education Department

Faculty of Teacher Training and Education

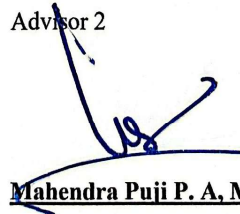University of Nusantara PGRI Kediri

Kediri, 14 July 2025

Advisor 1

Agung Wicaksono, M.Pd

NIDN. 0711076802

Advisor 2

Mahendra Puji P. A, M.Pd

NIDN. 0710049002

APPROVAL SHEET

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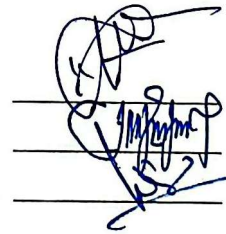
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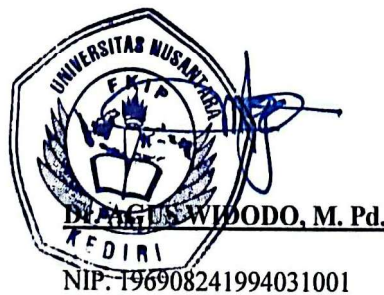
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Second Examiner   : Mahendra Puji Permana Aji M.Pd.

The Dean of Faculty of Teacher Training and Education,

University of Nusantara PGRI Kediri

Dr. AGUS WIDODO, M. Pd.

NIP. 196908241994031001

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STATEMENT OF WRITING ORIGINALLITY

The undersigned below,

Name	: Pasanda Rizki Afitra
Gender	: Male
Place/Date of Birth	: Kediri/ January 19th, 2002
NPM	: 2114050009
Fac/Dept	: FKIP/ English Language Education Department

Declare truthfully, that in this *skripsi* there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, 14 July 2025

Signed by,

PASANDA RIZKI AFITRA

NPM: 2114050009

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MOTTO AND DEDICATION

Motto

"The night is in its darkest just before dawn. But keep your eyes open. If you avert your eyes from the dark, you'll be blinded by the rays of a new day. So keep your eyes open, no matter how dark the night ahead may be."

- Sakata Gintoki, Main Character From Gintama

Dedication

I hereby dedicate this thesis to my esteemed parents, Mr Miftachul Munir and Mrs. Mawanti whose unwavering support, encouragement, and sacrifices have been the cornerstone of my academic journey. Their steadfast belief in my potential and their continuous guidance have provided me with the strength and motivation to overcome numerous challenges and persevere to the completion of this work. I am deeply grateful for their unconditional love and for instilling in me the values of dedication and resilience.

I would also like to express my heartfelt gratitude to my older brother, Diaz Mifta Arif whose constant encouragement, wisdom, and support have been a source of inspiration throughout my studies. His guidance and belief in my abilities have helped me stay focused and determined, even in difficult times.

Furthermore, I wish to acknowledge my friends, and QOSIYEAH group for their moral support, constructive discussions, and encouragement, which have enriched my experience and made this journey more rewarding. This thesis stands as a testament to the collective contributions of all those who have supported me, and I humbly dedicate this work to them as a symbol of my gratitude and respect.

Lastly, I would like to dedicate a special note of appreciation to Winter from Aespa, whose artistry and resilience have been a source of inspiration and motivation, reminding me to stay strong and focused throughout this academic journey.

ACKNOWLEDGEMENT

Praise is always offered to the presence of Allah S.W.T who has bestowed His mercies and blessings so that the author can complete a research proposal entitled "Teaching Vocabulary Using Movies to The Fifth Grade Students at SDN Lirboyo 2 in the Academic Year 2025/2026".

Furthermore, the author would like to express gratitude to all parties who have contributed to the success of writing and preparing this research, including:

1. Dr. Zainal Afandi M.Pd. as the Rector of University of Nusantara PGRI Kediri who always motivates his students

2. Dr. Agus Widodo, M.Pd. as the Dean of the Faculty of Teacher Training and Education who always encourage his students to learn hard

3. Dr. Khoiriyah, M.Pd., as the Head of English Language Education Study Program who always supports and facilitates students.

4. Agung Wicaksono, M.Pd., as the First Advisor and Mahendra Puji Permana Aji, M.Pd., as the Second Advisor who has provided valuable feedback, encouragement, and suggestions to improve the quality of this *skripsi*.

5. Sincerely thankful to all my friends, whose encouragement, laughter, and understanding have accompanied me every step of the way. Your presence has made the difficult moments more bearable and the joyful times even more memorable.

The author realizes that this *skripsi* is far from perfect. Therefore, constructive suggestions and criticisms are welcomed for the improvement of this research. Hopefully, this *skripsi* can be useful for readers and future researchers

Kediri, 14 July 2025
Writer

PASANDA RIZKI AFITRA
NPM. 2114050009

ABSTRACT

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

Keyword : Vocabulary, Teaching Using Movies, Movie

This study investigates the implementation of movies as a medium for teaching vocabulary to fifth-grade students at SDN Lirboyo 2. Recognizing the challenges young learners face in acquiring English vocabulary through traditional methods, the research explores how integrating animated movie clips can enhance engagement, motivation, and vocabulary mastery. Employing a qualitative case study approach, data were collected through field notes and documentation during classroom activities. The instructional process was systematically organized into preparation, teaching, and assessment stages, with a strong emphasis on age-appropriate movie selection, interactive activities, and speaking assessments focusing on pronunciation and confidence.

Findings reveal that the use of movies significantly increased students' enthusiasm and participation in English lessons. Repetition activities, especially 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, particularly in self-introduction tasks. The study concludes that movies are not only effective and engaging tools for vocabulary instruction but also align well with the developmental needs and interests of young learners. The results offer practical implications for teachers, schools, and future researchers seeking innovative strategies to enhance vocabulary learning in elementary education.

LIST OF APPENDICES

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CHAPTER I

INTRODUCTION

This chapter presents the foundation of the research by outlining the background, problem statement, research objectives, significance, scope, and definitions of key terms related to the study. The introduction serves to contextualize the study within the broader field of English language teaching, particularly focusing on vocabulary acquisition among young learners. It highlights the challenges faced by elementary school students in mastering English vocabulary and the potential of innovative teaching methods, such as the use of movies, to enhance learning outcomes. By providing a clear rationale and setting the stage for the research, this chapter aims to justify the need for investigating the effectiveness of movies as a medium for teaching vocabulary to fifth-grade students at SDN Lirboyo 2. The chapter also defines the research questions and objectives that guide the study, ensuring a focused and systematic approach to exploring this educational intervention.

A. Background of the Research

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

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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.

B. Scope of the Problem

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.

C. Research Question

How is the implementation of movies in teaching vocabulary to fifth-grade students at SDN Lirboyo 2?

D. Objective of the Research

The objective of this research is to describe the implementation of movies in teaching vocabulary to fifth-grade students at SDN Lirboyo 2.

E. Significance of the Research

1. For Teachers:

a. Offers innovative mastery strategies for teaching vocabulary in a more interactive and student-friendly way.

b. Provides practical insights for using movies as a tool to enhance vocabulary in elementary classrooms.

2. For Students:

a. Increases vocabulary knowledge through fun and relatable content.

b. Enhances motivation and participation in English learning activities.

3. For Researchers:

a. Contributes to the field of English language teaching, particularly in the area of multimedia-based instruction for children.

b.   Supports future studies on media integration in primary-level language learning.

F. **Definition of Key Terms**

1. Vocabulary:

According to Linse (2005:121), vocabulary refers to the collection of words an individual knows. It includes both expressive and receptive vocabulary—words used in speaking and understood through listening (Neuman & Drawyer, cited in Bintz, 2011:44). Hornby (2006:11645) describes vocabulary as all the words a person knows or uses in a particular subject or context.

2. Movie:

As defined by Viktoriia Dzhus (2023), movies are visual storytelling tools that combine visuals, audio, music, and dialogue to create immersive learning experiences. For young learners, animated or educational movies offer effective exposure to language in enjoyable and emotionally engaging formats.

3. Teaching Using Movies:

Webb (2010) explains that movies can help improve vocabulary awareness, pronunciation, and comprehension. Sherman (2003) highlights that movie provide realistic and contextual language input. When used in teaching, movies can motivate students, increase vocabulary retention, and make learning more enjoyable for children.

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