BOOSTING VOCABULARY MASTERY THROUGH ENGLISH SHORT MOVIES

Faris Akmaludin[1*], Entika Fani Prastikawati [2], Maria Yosephin WL.[3]

[123] Universitas PGRI Semarang, Indonesia [2]

*farisakmaludin@gmail.com

Abstract·

The use of media in teaching and learning English has received a lot of attention from educators and second/foreign language teachers. Media use includes movies, music, movies, and other types of entertainment-related learning resources. Movies or short movies is one of teaching media that make students can learn through audio and visual. This quantitative research study the implementation of English short movies to teach vocabulary for students. This research focused on the implementation of English short movies in teaching and learning process to increase students' vocabulary mastery. The study's results indicated that students' vocabulary mastery before taught using English short movies was in fair category. Findings also revealed that students vocabulary mastery after taught using English short movies was in good category. From the study's results before, it means that there is improvement of students' vocabulary mastery before and after taught using English short movies.

Keywords: Implementation, English short movies, vocabulary mastery

1. Introduction

According to the methods used in both teaching and learning language, there are four skills that students need to achieve in order to learn English. In order to learn English, students must master four skills: speaking, reading, and writing. In addition, there are more facets of language outside the four skills mentioned above. These are grammar, phonology, and pronunciation. While studying a language like English, vocabulary becomes apparent as the essential component of language. Vocabulary is essential to English teaching and learning because vocabulary is one of the most important linguistic abilities when learning English language. In order to promote the growth of all four skills in English language, students establish a vocabulary, which is a collection of English terms they learn as part of the teaching and learning process. (Bakhsh 2016; Fithriani&G 2021; Oktaviani&S 2020).

Vocabulary serves as further evidence for the four skills being successfully mastered. Teaching English vocabulary as a language element is considered to be the most important factor in improving mastery of those four abilities. (Jawariah, 2005; Hariyono 2020; Dewi and Adyani, 2020). If the student's vocabulary is still poor, they will not be able to comprehend another person's thinking. A key element of language learning and teaching is vocabulary., according to Anwar and Ali (2021). To help students increase their vocabulary and develop their language production and comprehension abilities, teachers must employ effective strategies and procedures. Unexpectedly and regrettably, some English teachers still teach vocabulary using the old-fashioned method.

One or two of the fundamental methods for teaching vocabulary is drill and memorization. Quick methods for teaching and practicing vocabulary include drilling and memorization,

which aid students in pronouncing words correctly. According to Decarrico (2001), Remembering words without knowing them is not the greatest technique to learn them. Moreover, because teachers are the focal point of the class and may act as the major source of vocabulary information in addition to dictionaries, typical methods of teaching vocabulary do not allow for student engagement in the learning process. As a result, learning a language poses several difficulties for studens.

This demonstrates the need for a new approach to vocabulary training. Finding innovative ways to teach language and advance kids' vocabulary abilities is essential nowadays. A teacher is essential to the teaching and learning process because of their roles as leaders, facilitators, and mediators in the classroom. In order for learning to be successful, both of teacher and pupils need to capable communicate effectively (Marwanto, 2021). Teachers should act as facilitators and guide in class because pupils learn better when they are fully involved in learning process. (Ferriera, 2007). As a way to elevate teaching and learning process, English teachers should provide their students with such interesting resources to boost vocabulary growth. The short film is one interactive tool that English teachers may use to teach and expose students to English terminology. According to Haq (2015), The greatest way to learn English is to pay attention to the movie. In addition, according to Wiranata (2015), when students learn the language, teachers should try to use instructional tools like short English movies to increase their students' vocabulary. Using English short films as a teaching and learning tool enhances students' understanding of English lessons and makes the teaching and learning process interesting and enjoyable. (Dinata, Ismiyati, Salsabila 2021).Further advantages of using short films include teaching motivation, cross-cultural understanding, and language competency. (Yatimah, 2014).

This study is attempting to evaluate the utilize of English short movies in increasing students' vocabulary mastery after realizing the significance and advantages of using short movies as an engaging vocabulary media. Here are a few explanations for why the researcher decided to write about The Implementation of Using English Short Movies to Improve Vocabulary Mastery: The following describes the Second Grade SMP N 1 Kendal Case for the Academic Year 2022–2023 :

1. Junior high school students struggle to grasp vocabulary. One of the issues is that students don't have enough time to devote to learning vocabulary alone, and they also have a restricted vocabulary since they don't know what the words mean.

2. Vocabulary instruction is crucial to learning a language. Vocabulary is a language skills that pupils have to achieve in order to effectively communicate with others.

3. In addition to books, short films may be used as a resource while learning English vocabulary. The students won't become bored as a result. Also, it can increase students' enjoyment of and interest in classroom.

The researcher establishes the statements of the problem, which are expressed in the following manner, arranged from the background of the study that has been presented:
2.   To what extent is the vocabulary mastery of the eight graders of SMP N 1 Kendal before taught using English short movies ?
3.   To what extent is the vocabulary mastery of the eight graders students of SMP N 1 Kendal after taught using English short movies ?
4.   Is there any significance difference between students who were taught before using short

movies and students who were taught using English short movies ?

Literature Review

Previous Studies

The Use Video Movie to Improve Students' Listening Comprehension Achievement Unila Journal of English Teaching Vol 2, No 6 was the first prior study, and it was authored by Desy et al (2013). In this study, the researcher looked at the effectiveness of teaching listening applying video movies in the classroom as well as if there was a discernible improvement in students' listening comprehension success following such instruction. The first-graders from SMAN 1 Natar Lampung Selatan who took part in this study. An technique of single group pretest-posttest was adopted in this quantitative investigation. An objective listening comprehension test served as the testing tool, and a repetitious measure t-test was applied to assess the findings. The results show a valuable improvement from the pre-test to the post-test. The mean scores for the pre-test and post-test are 54.83 and 72.17, respectively, and the t-value exceeds the t-table. By contrasting the results from the pre- and post-tests, it is possible to establish that 17.33 points have been gained. This shows that the treatments improved the students' academic performance. The facts back up the claim that teaching with video movies enhances pupils' listening comprehension abilities.

The second prior research, published in the Kota Jambi Journal of English Language Teaching, Vol. 2 No. 2, by Nurul Fitri, is titled Escalate Students' Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 (2018). The researcher looked into how well a media English short film may help learners learn more vocabulary. This experiment was conducted with students from the eleventh high school at SMA N 8 Kota Jambi. 84 pupils who take two classes made up the research sample. The first class, class IPS 1, acts as an experimental class, and class IPS 4, a control class. Two sessions are followed by a post-test (within 2 weeks). The researcher received the data from the pre-test and post-test. The research's instrument for acquiring data is a test. According to the statistical analysis, Ha is approved since the t-test value of 2.08 was higher than the t-table value of 1,67. The results of the data analysis demonstrated that using brief English movies to teach English vocabulary could aid students in learning the language more quickly.

The Use Of A Brief English Movies to Enhance Pupilss' Vocabulary Mastering In Interpretive Listening Class, was a prior research. Volume 3 of SAGA, Number 1 The article, written by Densiana (2021), examines whether employing short English movies may assist students in interpretive listening classes become more proficient with vocabulary. For this classroom action research project, which featured 15 STKIP SoE students engaged in an interpretative listening course, pre-test, post-test, and observations were employed to collect data. The findings suggested that brief English movies may be an powerful teaching technique for expanding pupils' vocabulary.

The fourth research project was carried out by W.A. and is named Level up Students' Writing Skill Through the Utilize of Animated Short Movie in Teaching Writing Narrative Text Language and Educational Journal Undiksha, Volume 4, Number 2. Pangestu (2021). (2021). In this study, the researcher aimed to demonstrate how teaching with animated short films dramatically enhanced students' capacity to create narrative texts. The participants in this study were 10th graders of SMK Praja Pandawa. It is classroom-based action research. Test measures were employed in this experiment to process the data findings. According to the study's findings, using an animated short film as a teaching tool significantly improved students' writing abilities from the pre-test to the post-test. Before the exam, pupils' average scores were 53.48, with a minimum KKM score of 60 and a classical completeness percentage of 22.22%. The average score of students obtained after post-test 2 was 80.59 with a classical completeness

percentage of 100%, whereas the score after Post-test 1 was 61.33 with a classical completeness percentage of 59.26. These findings demonstrated that the researcher's approach had a favorable effect on the students' final outcomes, leading to the conclusion that using animated short films in the classroom might enhance the writing abilities of SMK Praja Pandawa students in the 10th grade.

The following study, in the Journal for Educators, Teachers, and Trainers, Vol. 13, is titled Impact of Subtitled Movies on Vocabulary Retention in English as a Second Language Students (1). Hanife (2021). Researchers wanted to investigate how subtitled movies affected students learning English as a Second Language (ESL) vocabulary. A mixed methods research strategy was used to achieve this goal. A quantitative research methodology was used to develop a quasi-experimental design for the quantitative part. After the treatment period, members of the experimental group were interviewed about qualitative factors. Therefore, the experimental and control groups were focused. One group watched an English movie with English subtitles and the other group watched the same movie without subtitles. The two groups watched the same English movie alternately with and without subtitles. In pre- and post-assessments, the pre-test was used as a diagnostic test to see if the participants' vocabulary was similar, and the post-test was used to determine if the participants' vocabulary had improved. . I was. Participants were 30 of her ESL students who were preparing for the Mathura exam. As a result, I found that watching movies increased my vocabulary. Comparing the performance results of the two groups, we found that the group that watched the movie with subtitles performed better than the group that watched the movie without subtitles. Therefore, watching movies with subtitles has a great impact on an ESL student's vocabulary. Polls also showed that ESL students had a positive opinion.

The Effect Of Fiction Short Movie On Students' English Speaking Ability is the title of a study by Riswanto (2022) and colleagues at ENGLISH REVIEW. Journal of English Education, Volume 10, Issue 2. The purpose of this study was to determine whether watching short films helped students improve their speaking skills. This study was conducted using a quasi-experimental approach in quantitative research. The population consists of all her sophomores at her SMP A'isyiyah Pagaralam in South Sumatra, Indonesia. Forty students participated in this study in various ways. It was decided that the experimental group would consist of 20 class A students and the control group would consist of the remaining 40 class B students. The prerequisite tests in the data analysis approach are the homogeneity and normality tests, and the hypothesis test is the final test. Findings show that using short films as a medium to teach students a clearer language has had an impact. .

Teaching media in English Language

According to Adam & Syastra (2015), materials include anything that physically and technically facilitates learning objectives and information to students. According to Sutrisno & Siswanto (2016), educational media are tools with specific qualities that can be tailored to the learning context to effectively and efficiently support delivery and learning objectives. This means that any resource, traditional or contemporary, that helps teachers make learning materials more accessible to students counts as educational media.

The term "educational media" in the context of teaching English can be used to describe any type of written or oral communication that teachers use to convey information to their students. Arsyad (2011) defines educational media as those that can be used to disseminate knowledge in a way that captures the interest and attention of students. In this case, we can conclude that any kind of object that can help us in the way of learning English is a teaching tool.

Using educational media can help students learn English in a more engaging and enjoyable way, increase their interest in the subject matter, and make it easier for them to understand what their teachers are saying. According to Rao (2014), the use of media in educational systems makes teaching and learning more complete and easier. From this argument, teaching through media can enhance and enhance the learning of English by enabling students to understand and explore the language better. Teachers may need 14 materials to obtain information effectively and efficiently.

Short Movies for Teaching Vocabulary

Since the 1920s, the integration of technology into the classroom has become one of the most hotly debated topics in language teaching. In the 1970s and his 1980s, one of his commonly used tools, video, came to the public as an educational tool. Since then, many scholars have emphasized the importance of using audiovisual resources in the classroom. Videos are considered effective teaching tools because they provide visual examples that help you understand the development. It is seen as bridging the gap between education and the real world. Video is recognized as an effective means of teaching English, especially in the EFL setting where students have relatively little access to hands-on resources. Therefore, using English short films as a teaching tool is effective, especially when teaching vocabulary.

Allen notes in Usman M. and Geminastiti S. (2018) that short films can be an engaging and stimulating educational tool for students. The use of film in EFL courses has added credibility, versatility, timeliness, and adaptability. Short films provide students with real-world language information that is difficult to obtain in non-English speaking environments. According to Ruusunen (2011), using English films in EFL teaching has several advantages. The many positive benefits that movies bring to language learning, such as authenticity, the quality and quantity of input that movies provide, and the exposure to foreign languages and the fun factor of movies, are some of these factors. 2013), British films often prioritize characters and story over narrative style. Thanks to this quality, an Indonesian English teacher now has the opportunity to introduce movies into her EFL classes. The current curriculum (Curriculum 2013) emphasizes genre-specific texts as English teaching materials, and the story genre is one of them. Any English story film can be used by English teachers, including action, drama, comedy, romance, horror, sci-fi, suspense or thriller, commentary, and non-fiction.

Watching English short films helps students increase their vocabulary. You can learn about word formation by watching English short films, especially short films with English subtitles. By watching English short films, you can learn many new words and expressions, especially idioms and everyday expressions. Students should always have a notepad so they can write down any new words or phrases they hear. You can ask your English teacher or look up the definition later. According to Putra (2012), by watching English movies with English subtitles, students not only learn new terms and phrases used in the movies, but also acquire new vocabulary and phrases. Furthermore, according to Kabadayi (2012), short films are efficient and useful. Improve comprehension and memory. It enriches the expressions and makes it easier for the students to remember the material.

According to Bastian S. and Armilia S., using English short films to teach English has several drawbacks. The first thing students do in class is writing or speaking. Short films written in English also help students think and imagine illogical things. Third, watching movies can encourage students to imitate clumsy acting and acting.

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

5. Method

6. For In this study, researchers used an experimental design. "Experimentation involves trial, search, and validation," he says Fraenkel & Wallen (2009). Studies that can directly change factors that already exist are called experimental studies. This study is also great for demonstrating causality when used properly. The purpose is to establish causality. This allows us to show whether the treatment in this example (the independent variable applied by the researcher) can affect the dependent variable. The survey consisted of a group pre-test and a post-test. This research had three steps: Preliminary examination, treatment. Of the eight population classes, the researchers used only one of her classes, which consisted of 31 students, as a sample. The tool used to gather data in this study was a vocabulary test. Tests are performed before treatment (pretest) and after treatment (posttest).

1. Pre-test : A pretest is used to measure the student's ability in vocabulary acquisition before using the short film approach. There were 28 multiple-choice vocabulary questions. The researchers gave the students 30 minutes to complete the vocabulary test.

2. Post-test : A post-test was used by giving 28 multiple-choice vocabulary questions after treatment. It aims to assess the vocabulary skills of students after watching English short films and undergoing treatment during the teaching and learning process.

Some steps we done in anylizing the data

1. Analyzing the score of pre-test

Scoring the students' pre-test to determine students' vocabulary mastery before being taught using English short movies.

2. Classifying the pre-test score

The researcher classified students' pre-test result into five categories based from table 1.

3. Analyzing the score of post-test

Scoring to students' post-test to determine students' vocabulary mastery taught using English short movies.

4. Classifying the post-test score

The researcher classified students' post-test result into five categories based from table 1

Table 1.Criterions Percentages

Score	Grade	Predicate
85-100	Ecellent	A
70-84	Good	B
60-69	Fair	C
50-59	Poor	D
Below 50	Fail	E

5.   Measuring pre-test and post-test using IMB SPSS Statistic

The researchers used IMB SPSS Statistics to calculate data on whether there was a significant difference between the pretest and posttest. According to Table 1, the t-test values were higher than the calculated t-table values, so the null hypothesis (H0) was rejected. The alternative hypothesis (Ha) is accepted because there was a significant improvement between pretest and posttest before and after using English short films in teaching and learning processes..

Table 2.The Classifying of Testing Used to Accept or Reject The Hypothesis

Testing	Null Hypothesis (H$_0$)	Alternative Hypothesis (H$_a$)
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

After Collectingthe data using appropriate method, the next step data analysis

7.   Finding and Discussion

1.   Students' Vocabulary Mastery of the Eight Grade of SMP N 1 Kendal before Taught Using English Short Movies.

8.   To find out the outcome of the study, researchers used two tests, a pre-test and a post-test. Researchers pre-tested students before administering any materials or treatments. The aim was to measure a student's ability to acquire vocabulary before undergoing treatment.Researchers gave the student her 28 multiple-choice tests. Researchers calculated pre-test scores . It is described as follows:

Table 3. Students' Vocabulary Score on Pre-test

Students' Total Score	Mean Score	Mean Score Percentage	Category
1917	63,5806	63,58%	Fair

According to Table 3, pre-test results are defined from the results of calculating the student's score before applying the English short film. This is derived from the total number of points, the student's point percentage results, and the pre-test average. The total score of the student's pretest results is 1971. The student's pretest percentage result is 63.58%, which means that the categories of student results in the pretest are fair. On the other hand, the pretest average is 63.5806.

2.   Students' English Vocabulary Mastery of the Second Grade of SMP N 1 Kendal After Applying English Short Movies.

After gave a pre-test in the first meeting, the researcher giving a treatment and post-test to the students. It was aimed to discover the difference of pupils' vocabulary mastery before and after applying English short movies. The result can be defined as follows:

Table 4. Students' Vocabulary Score on Post-test

Students' Total Score	Mean Score	Mean Score Percentage	Category
2324	74,9677	74,96%	Good

According to Table 4, the maximum posttest score is 100 and the minimum posttest score is 36. Post-test results are created from the student's score results after applying the English short film. It is defined from the post-test total score, the student's percentage score result, and the post-test average. The student's total score from the test results is 2324. The student's result percentage is 74.96%, which means that the student's category is good according to the test results after applying the English short film. Therefore, the post hoc mean is 74.9677.

3.   **Significance Difference Between Students Who were Taught Before Using Short Movies and Students Who were Taught Using English Short Movies.**

After obtaining the pre-test and post-test score results, the researchers calculated the results of significant differences in the students' English vocabulary before and after applying the English short film. The difference comes from the pre-test and post-test results. The calculation of the significant difference in the English vocabulary of students before and after using English short films is explained as follows :

The Value of Degree of Freedom

Determining t-table in 5% level of significances with df 30 at degree of 5% significance or it is called t-table is 2.04.

Calculating The Value of T-test

Based on the computed calculations, the pretest and posttest means, standard error results, and degrees of freedom at 5% significance are found and the t-test is computed. According to these results, researchers conclude hypotheses using the mean, degrees of freedom (df), and t-table and t-test values results. On the other hand, the 5% significance level degrees of freedom (df) result is 1.697, which means that 1.697 is the t-table value. The calculated t-test is 7,480.

Once you know the t-test values, compare the t-test results to the t-table to find the significance level. A higher t-test than the t-table indicates that the students' English vocabulary significantly improved after using the English short film. Meanwhile, if the t-test value is less than the t-table, we can conclude that the student's English vocabulary did not improve significantly after using the English short film. The results of the hand calculations are presented in the table below :

Table 5 The Result of T-test

Mean		t-table 5% level	t-test	df
Pre-test	63.5806			30
Post-test	74.9677	2.04	7,480	30

From Table 4.3, we can conclude that the t-test result is 7,480, the df (degrees of freedom) value is between 30 and 5, and the significance is 2.04. Comparing the t-test with the significance level values in the t-table, the result is 7,480 > 1,697.

The criteria to analyze whether there is significant improvement or not after applying English short movies is according to this basic decision making: Ha: there is an improvement of students" English vocabulary mastery after applying English short movies.

Ho: there is no improvement of students" English vocabulary mastery after applying English short movies.

If t-test ≥ t-table, Ha is accepted and Ho is rejected If t-test ≤ t-table, Ha is rejected and Ho is accepted

Since t-test is higher than t-table which is obtained from the results of calculation, it can be interpreted that Ha is accepted and Ho is rejected.

The Test Results of Pre-Test And Post-Test by Using SPSS Program

Table 6 The results of one sample test using SPSS Program on pre-test and post-test One-Sample Test

One-sample Test

	N	Mean	Std. Deviasion	Std. Error Mean
Posttest	31	85,03	7,468	1,341

One-sample Test

Test Value = 75

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
posttest	7,480	30	,000	10,032	7,29	12,77

The reckoning of data which was calculated by using SPSS program represented the results of mean of pre-test was 85,03, standard deviation was 7,468, standard error was 1,341, and t-test was 7.480.

Based on both manual calculation and SPSS program, it can be seen that t-test is higher than t-table. This mean that there is significant improvement on students who are taught before and after applying English short movies.

Discussion

Based on data analysis, this study reached four main conclusions. Vocabulary of students when taught before using English short films, Vocabulary of students when taught using short films

in English, and Vocabulary before being taught using short films in English Significant Differences in Vocabulary Skills of Students and Students After Being Taught Using Short Films in English

The first result is about students' vocabulary before being taught by English short films. Researchers gave students a question as a benchmark before teaching them an English short film. The results showed that the students' ability to acquire vocabulary was reasonable. Almost half of the students were confused when administering the test and asked the researchers what the test questions meant. Researchers then give therapy, or lessons with English short films. The use of media in teaching and learning English gives students a stimulus to learn the language. One interesting medium that helps students learn vocabulary is film or cinema, Aminatun & Sari (2021). In this current study, researchers gave students fiction films as therapy, and as a result, students showed more interest in learning and studying, but were unable to concentrate on watching English short films to the end. There were few students, but most of them were active in questioning researchers during the teaching and learning process.

The second outcome is the students' vocabulary after being taught an English short film. It was done after the student received treatment. It was hoped that this treatment would improve students' ability to improve their English vocabulary. Post-treatment student test score results were collected and analyzed by researchers. Students' scores were shown to be good after applying English short films. Researchers have found that students feel more confident about taking the test. This shows that English short films are good for teaching vocabulary. This statement endorses the film by Aminatun & Sari (2021), a powerful learning medium that helps students develop their vocabulary.

Finally, the study shows significant differences in students' vocabulary before and after teaching an English short film. Students' English vocabulary fluency before the English vocabulary lesson is low, and students' English vocabulary fluency after the English short film lesson is good. This means that the students' English vocabulary will improve. This statement is made by Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018) Watching movies adds credibility to the learning process. Additionally, authentic learning helps bridge the gap between the actual language used in the real world and the language of instruction, ensuring more effective language learning.

9. Conclusion

SMP N 1 Kendal Grade 1 Results Results before applying English Vocabulary shows the student's pretest results with a maximum score of 100 and a minimum score of 32. With an average of 63.5806 points in the pretest and a score rate of 63.58%, it means that the categories of student performance before applying the English short film are fair.

The results of her freshman year of SMP N 1 Kendal applying English short films show a maximum score of 100 and a minimum score of 36. The posttest average is 74.9677. The result percentage is 74.96%, which means the student's performance category is good after applying the TPR method.

By comparing the t-test results with the t-table, we can define a significant difference in the English vocabulary of the students before and after using the English short film. After calculating manually and using the SPSS program, the t-test result is 7,480 and the t-table at the 5% significance level is 2.04. These results show that the t-test values are higher than the t-table values (7,480 > 2.04). From this we can conclude that the alternative hypothesis (Ha) was

accepted and the null hypothesis (Ho) was rejected. This means that there is a large difference in English vocabulary between students taught before using the English short film and those taught after using the English short film.

i.References

Graves, M. F. (2016). The vocabulary book: Learning and instruction. Teachers College Press.

Sugiyono, (2010), Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung: CV Alfabeta.

An Investigation of UAfzal, N. (2019). A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education. *Arab World English Journal*, *10*(3), 81–98. https://doi.org/10.24093/awej/vol10no3.6

Bal-Gezegin, B. (2014). An Investigation of Using Video vs. Audio for Teaching Vocabulary. *Procedia - Social and Behavioral Sciences*, *143*, 450–457. https://doi.org/10.1016/j.sbspro.2014.07.516

Bayad Jamal Ali, G. A. (2021). Vocabulary Learning Strategies and Foreign Language Acquisition. *Vocabulary Learning Strategies and Foreign Language Acquisition*, *6*(3), 1–197. https://doi.org/10.22161/ijels

Bostanci, H. B. (2022). The Impact of subtitled films on English as a second language students' vocabulary retention. *Journal for Educators, Teachers and Trainers*, *13*(1), 101–109. https://doi.org/10.47750/jett.2022.13.01.012

Br Simamora, M. W., & Oktaviani, L. (2020). What Is Your Favorite Movie?: a Strategy of English Education Students To Improve English Vocabulary. *Journal of English Language Teaching and Learning*, *1*(2), 44–49. https://doi.org/10.33365/jeltl.v1i2.604

Darmawan, S. L. (2016). Enriching students ' vocabulary mastery using graphic organizers syaifudin Latif D (English Department of Muhammadiyah University of Metro). *Premise Journal*, *6*(1), 102–119. www.ojs.fkip.ummetro.ac.id

Desy Putriani, Muhammad Sukirlan, D. S. (2020). *THE USE OF VIDEO MOVIE TO IMPROVE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT*. *21*(1), 1–9. http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203

Fitri, N. (2018). Improving Students' Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 Kota Jambi. *Jelt : Journal Of English Language Teaching*, *2*(2), 73–80.

Hajis, A. R. (2014). IMPROVING STUDENTS' VOCABULARY BY USING VISUAL MEDIA AT SMP NEGERI 10 MAKASSAR. *European Journal of Endocrinology*, *171*(6), 727–735. https://eje.bioscientifica.com/view/journals/eje/171/6/727.xml

Hariyono, T. C. (2020). Teaching Vocabulary To Young Learner Using Video on Youtube At English Course. *Language Research Society*, *1*(1), 41–46. https://doi.org/10.33021/lrs.v1i1.1038

Kabadayi, L. (2012). The Role of Short Film in Education. *Procedia - Social and Behavioral Sciences*, *47*, 316–320. https://doi.org/10.1016/j.sbspro.2012.06.657

McCarten, J. (2007). Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom. In *Cambridge Universirt Press*. https://doi.org/10.14393/dl15-v8n1a2014-39

Moskovich, Y., & Sharf, S. (2012). Using films as a tool for active learning in teaching sociology. *The Journal of Effective Teaching*, *12*(1), 53–63. https://eric.ed.gov/?id=EJ1092141

Nurmala Sari, S., & Aminatun, D. (2021). Students' Perception on the Use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning*, *2*(1), 16–22. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

Pangestu, W. A., Adiwijaya, P. A., & Purnami, N. M. A. (2021). Improving Students ' Writing Skill Through the Implementation of Animated Short Movie in Teaching Writing Narrative Text. *Undiksha, Education Journal*, *4*(2), 114–124. https://ejournal.undiksha.ac.id/index.php/JJPBI/article/view/37669/0

Riswanto, Reko Serasi, Azzah Salandega, K. (2022). The effect of fiction short movie on students' English speaking ability. *English Review: Journal of English Education*, *10*(2), 621. https://journal.uniku.ac.id/index.php/ERJEE628.https://doi.org/10.25134/erjee.v10i2.6282.

Salsabila, J. (2021). An Analysis of Using Short Movie on Students' Motivation in Learning English at The First Grade Students' of SMK N 1 Jambi City. *Journal Of English Language Teaching*, *5*(1), 43–49. http://jelt.unbari.ac.id/index.php/jelt/article/view/72/79

Sari, A., & Sugandi, B. (2015). Teaching English Through English movie. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *2*(2), 10–15.

Tnomat, D., Billik, M. O., & Banu, T. B. J. (2022). The Implementation of Short English Movie to Improve Students' Vocabulary Mastery in Interpretive Listening Class. *SAGA: Journal of English Language Teaching and Applied Linguistics*, *3*(1), 59–68. https://doi.org/10.21460/saga.2022.31.121

Usiing Video vs. Audio for Teaching Vocabulary(Bal-Gezegin, 2014)

Teaching Vocabulary: Lessons from the Corpus, Lessons for the Classroom(McCarten, 2007)

Teaching English Through English movie(Sari & Sugandi, 2015)

Enriching students ' vocabulary mastery using graphic organizers syaifudin Latif D (English Department of Muhammadiyah University of Metro)(Darmawan, 2016)

The Role of Short Film in Education(Kabadayi, 2012)

Vocabulary Learning Strategies and Foreign Language Acquisition(Bayad Jamal Ali, 2021)

Improving Students' Vocabulary by Using Visual Media at Smp Negeri 10 Makassar(Hajis, 2014)

Using films as a tool for active learning in teaching sociology(Moskovich & Sharf, 2012)

The Implementation of Short English Movie to Improve Students' Vocabulary Mastery in Interpretive Listening Class(Tnomat et al., 2022)

The Impact of subtitled films on English as a second language students' vocabulary retention(Bostanci, 2022)

Improving Students ' Writing Skill Through the Implementation of Animated Short Movie in Teaching Writing Narrative Text(Pangestu et al., 2021)

The effect of fiction short movie on students' English speaking ability(Kasmaini et al., 2022)

Teaching Vocabulary To Young Learner Using Video on Youtube At English Course(Hariyono, 2020)

The Use of Video Movie to Improve Students' Listening Comprehension Achievement(Desy Putriani, Muhammad Sukirlan, 2020)

An Analysis of Using Short Movie on Students' Motivation in Learning English at The First Grade Students' of SMK N 1 Jambi City(Salsabila, 2021)

Improving Students' Vocabulary Mastery by Using Short English Movie at the Eleventh Grade of SMA N 8 Kota Jambi(Fitri, 2018)

A Study on Vocabulary-Learning Problems Encountered by BA English Majors at the University Level of Education(Afzal, 2019)

What Is Your Favorite Movie? a Strategy of English Education Students To Improve English Vocabulary(Br Simamora & Oktaviani, 2020)

Students' Perception on the Use of English Movies to Improve Vocabulary Mastery(Nurmala Sari & Aminatun, 2021)