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**THE STUDENTS' ENGAGEMENT AND PERCEPTION IN LEARNING
VOCABULARY BY USING MOVIES OUTSIDE THE CLASSROOM**



Submitted by :

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**THE STUDENTS' ENGAGEMENT AND PERCEPTION IN LEARNING
VOCABULARY BY USING MOVIES OUTSIDE THE CLASSROOM**

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By:

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LEGITIMATION SHEET

LEGITIMATION SHEET

THE STUDENTS' ENGAGEMENT AND PERCEPTION IN LEARNING VOCABULARY BY USING MOVIES OUTSIDE THE CLASSROOM

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MOTTO AND DEDICATION

MOTTO

أَلَا بِذِكْرِ اللَّهِ تَطْمَئِنُّ الْقُلُوبُ

“Ingatlah, hanya dengan mengingat Allah hati menjadi tenang.”

(QS. Ar-Ra’d: 28)

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

”Barang siapa yang keluar untuk menuntut ilmu, maka ia berada di jalan Allah hingga ia pulang”. (HR. Tirmidzi)

DEDICATION

My Beloved Parents

“Mr. Dwijanto Chrisnanda and Mrs. Nurhayati Letahiit”

Your love is my quiet strength, and your prayers is my endless light. In every step I take, I carry your sacrifices within my heart. Thank you for being my forever home.

My Lovely Sister

“Nadila Ramadanty”

In every storm I faced, you stood beside me, strong, warm, and unwavering. Thank you for being my refuge and my rock.

My Remarkable Brother-in-Law

“Bisabrii Zulkarnain Djuma”

Thank you for your presence, your help, and your kindness in every moment I struggled. Your support means more than words can ever express.

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The researcher realizes that this thesis could not have been completed without the help, support, and encouragement from many individuals. Therefore, the researcher would like to express her sincere gratitude and deepest appreciation to all those who have contributed during the process of writing this thesis. May Allah SWT return all your kindness and bless you abundantly.

The researcher acknowledge that this thesis is still not perfect, both in terms of organization and content. Therefore, constructive suggestions and feedback from readers are highly appreciated for the improvement of future research. The researcher also hopes that this study will be beneficial and contribute additional insights, particularly in understanding students’ engagement and perceptions in learning vocabulary by using movies outside the classroom. In this regard, the researcher would like to express sincere appreciation to:

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It is hoped that this research will provide valuable contributions to readers and future researchers, particularly in the context of English language learning practices.

Sorong, May 04th 2026

The Researcher


Aura Wida Rofahima
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ABSTRACT

Aura Wida Rofahima/148820324001, 2026. The Students' Engagement and Perception in Learning Vocabulary By Using Movies Outside the Classroom. Thesis, English Education Department, Faculty Of Language, Social, and Sport Education, Education University of Muhammadiyah Sorong. May 2026. **Rizqi Claudia Wardani, H., M.Pd. and Nurteteng, M.Pd.**

This study was motivated by the importance of using engaging media to improve English vocabulary learning, particularly in contexts where students have limited exposure to authentic English input. The purpose of this study was to investigate students' engagement and their perceptions toward learning vocabulary through movies. This research employed a qualitative approach conducted with students of class VIII B at SMP Muhammadiyah Aimas. The data were collected through classroom observation and semi-structured interviews using purposive sampling. The findings revealed that movies enhanced students' engagement in three aspects: behavioral, cognitive, and emotional. Behaviorally, students showed active participation and sustained attention during the learning process. Cognitively, they attempted to understand vocabulary, interpret dialogues, and applied strategies such as repeating scenes, using subtitles, and taking notes. Emotionally, students felt more interested, motivated, and relaxed, which reduced anxiety and created a positive learning environment. In addition, students had positive perceptions toward movie-based learning as it was considered more interesting, enjoyable, and effective in helping them understand vocabulary in context, as well as improving motivation and confidence. However, this study was limited to a small number of participants and focused on a single class. In conclusion, while movies are widely recognized as an effective medium for vocabulary learning, this study highlights their particular importance in low-exposure EFL contexts such as SMP Muhammadiyah Aimas in Sorong, Southwest Papua. In such settings, where students have limited access to authentic English input and learning is predominantly textbook-centered, movies function not only as an engaging medium but also as an essential source of language exposure that supports vocabulary development and sustained student engagement.

Keywords: Students' Engagement, Perception, Vocabulary, Movie, Outside the Classroom

CHAPTER I

INTRODUCTION

This chapter presented the introduction of the research. It consisted of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1.The Background of the Research

Vocabulary mastery was one of the most fundamental aspects of language learning and played a crucial role in enabling learners to understand, produce, and communicate meaning effectively. However, vocabulary acquisition remained a persistent challenge for many Indonesian students learning English as a foreign language (EFL), especially at the junior high school level. Despite years of instruction, many students still had a limited vocabulary repertoire, struggled to recall and apply new words in context, and often relied on memorization rather than meaningful use (Yuliana et al., 2024). This problem was largely due to conventional teaching methods that focused heavily on grammar rules and reading comprehension while neglecting vocabulary development as an active and communicative skill. As a result, students' progress in mastering English vocabulary was often slow, fragmented, and insufficient for practical language use (Putri et al., 2023).

The problem became more evident when considering classroom practices in Indonesian schools, which were predominantly teacher-centered and textbook-oriented. Vocabulary was typically taught through word lists,

translation, and rote memorization without sufficient exposure to real-life language use or meaningful practice opportunities (Rahman & Setiawan, 2023). Such approaches might have helped students pass written tests but failed to equip them with the vocabulary knowledge needed for real communication. Furthermore, students had limited opportunities to encounter English in authentic contexts outside the classroom, resulting in low retention and passive use of vocabulary in real communication situations (Kurniawan & Widodo, 2023). This ongoing problem highlighted the need for alternative learning strategies that exposed learners to authentic language input, fostered deeper word understanding, and supported independent vocabulary development.

One promising solution that had gained increasing attention in recent years was the use of movies as a medium for vocabulary learning beyond the classroom. Movies provided learners with rich, contextualized input in which words appeared naturally and repeatedly, helping students infer meaning, understand usage, and remember vocabulary more effectively (Alshahrani, 2023). Compared to traditional materials, movies offered exposure to colloquial language, idiomatic expressions, and lexical patterns as they were used in real-life communication (Wang & Gao, 2024). Moreover, the engaging and enjoyable nature of movies could increase students' motivation and sustain their attention, making vocabulary learning a more meaningful and autonomous process (Azizah & Kusuma, 2023). These advantages underlined the urgency of integrating authentic audiovisual materials into students' learning

experiences, particularly outside the classroom environment where exposure to English was typically limited.

This urgency was particularly relevant in the context of SMP Muhammadiyah Aimas, where this research took place. Preliminary observations revealed that eighth-grade students in this school rarely engaged with English learning activities beyond formal lessons, and the use of authentic materials such as movies was almost non-existent. Additionally, previous vocabulary instruction had been limited to textbook-based exercises, and no initiatives had been introduced to encourage independent vocabulary learning outside school. Consequently, many students possessed a limited range of vocabulary, struggled to comprehend English input, and faced difficulties using new words in communication. These conditions made SMP Muhammadiyah Aimas an ideal site for investigating how movies could be used as a tool to foster students' engagement and vocabulary growth beyond the classroom.

Despite a growing body of research exploring the use of movies in EFL instruction, most studies had focused on their effectiveness in improving overall language skills or had been conducted within classroom settings (Farida & Nugroho, 2023). Few studies had specifically examined how students engaged with movies as a tool for vocabulary learning independently outside the classroom, particularly in the Indonesian junior high school context. This lack of research highlighted a significant research gap and underscored the need for further investigation into how such engagement influenced students' vocabulary acquisition and learning behaviors.

The novelty of this research lay in its focus on students' vocabulary development through self-directed engagement with movies beyond the classroom, which was a perspective that had been largely overlooked in previous studies. By examining how students interacted with movies, what learning strategies they used, and how their vocabulary knowledge evolved as a result, this study aimed to contribute new insights to the field of language education, especially regarding informal vocabulary learning in EFL contexts.

Finally, the implementation of this study was considered feasible because movies were readily accessible to students through digital platforms, required minimal instructional intervention, and aligned with students' interests and media consumption habits. Furthermore, since students already engaged with audiovisual content for entertainment, incorporating movies into vocabulary learning represented a practical, low-cost, and sustainable approach to extending language exposure beyond the classroom.

This research focused on students' engagement and perception in learning English vocabulary by using movies outside the classroom. The study did not aim to measure or evaluate students' vocabulary improvement, but rather to describe how students engaged with the learning process and how they perceived the use of movies as a learning medium.

1.2. Formulation of the Problem

Based on the background described above, the formulation of the problem in this research was: What were the students' engagement and

perceptions with using movies as a medium for learning English vocabulary outside the classroom?

1.3.Objective of the Research

The objective of this research was to explore and describe the students' engagement and perceptions with using movies as a medium for learning English vocabulary outside the classroom. Specifically, this study aimed to investigate how eighth-grade students at SMP Muhammadiyah Aimas interacted with, responded to, and benefited from English-language movies as a supplementary resource for vocabulary development beyond formal classroom instruction.

1.4.Significance of the Research

This research was expected to provide both theoretical and practical significance in the field of English language teaching and learning, particularly in vocabulary acquisition through the use of movies outside the classroom.

1.4.1. Theoretical Significance

Theoretically, this study was expected to contribute to the existing body of knowledge in English as a Foreign Language (EFL) research, particularly in the area of vocabulary learning through informal, authentic media. The findings would offer a deeper understanding of how students engaged with movies as a learning tool and how this engagement influenced their vocabulary development outside the classroom setting.

Furthermore, this research could enrich theoretical perspectives on learner autonomy, motivation, and engagement by demonstrating how students actively participated in vocabulary learning when exposed to authentic input beyond the confines of traditional classroom instruction. It also provided empirical evidence supporting the use of movies as a supplementary resource for vocabulary acquisition, thereby contributing to the development of alternative frameworks for vocabulary teaching and learning within EFL contexts.

1.4.2. Practical Significance

Practically, the results of this study were expected to benefit English language teachers, curriculum developers, and educational practitioners.

1) For Teachers

The findings could help teachers understand the potential of movies as an effective and motivating tool for vocabulary learning. This knowledge could inform the design of instructional strategies, classroom activities, and assignments that encouraged students to continue learning vocabulary independently beyond the classroom. Teachers could also integrate movie-based tasks or projects into their teaching practices to make vocabulary learning more engaging, contextualized, and relevant to real-life communication.

2) For Curriculum Developers and Schools

The study could serve as a reference for curriculum designers and school administrators to incorporate authentic media such as movies into extracurricular programs or self-access learning resources. Such initiatives could support students' vocabulary enrichment and foster a culture of autonomous language learning.

3) For Future Researchers

This research could provide a foundation for future studies investigating the role of movies or other multimedia resources in vocabulary acquisition. It might also open up new research directions related to learner engagement, informal language learning, and self-directed vocabulary development in EFL contexts.

1.5.Operational Definition

To avoid ambiguity and ensure a clear understanding of the scope of this study, several key terms used in this research were defined operationally as follows:

1.5.1. Students' Engagement

In this study, students' engagement referred to the level of students' active participation, involvement, and interaction with English movies as part of their vocabulary learning activities outside the classroom. It included how they watched (behavioral engagement and technological tools), used (teaching methods, learning materials, and learning strategies), and responded to movies (emotional engagement, cognitive

engagement, and learning outcomes) to support their vocabulary acquisition beyond formal instruction.

1.5.2. Movies

In this research, movies referred to English-language audiovisual materials such as films, animations, or series that students watched and used as a learning resource. These movies served as a medium that provided vocabulary input and real usage examples, which students utilized to support their vocabulary development independently.

1.5.3. Learning English Outside the Classroom

Learning English outside the classroom referred to language learning activities that occurred beyond formal instructional settings and were not limited by classroom time, teacher control, or textbook use. This type of learning emphasized learner autonomy and allowed students to learn English in more natural, flexible, and meaningful ways. Benson (2011) stated that out-of-class language learning enabled learners to choose when, where, and how they learned, which often led to higher motivation and deeper engagement compared to traditional classroom learning.

Compared to classroom-based learning that relied heavily on textbooks, learning English outside the classroom provided richer and more authentic language exposure. Textbook-based learning often presented vocabulary in isolated lists and controlled exercises, which might limit students' ability to understand how words were used in real

communication. Nation (2022) argued that vocabulary learning was more effective when learners encountered words repeatedly in meaningful contexts, something that was more likely to occur outside the classroom through authentic materials such as movies, songs, and digital media.

The effectiveness of learning English outside the classroom was also supported by Krashen's Input Hypothesis, which emphasized the importance of comprehensible input in language acquisition. Language was acquired more naturally when learners were exposed to understandable language in low-anxiety environments. Learning outside the classroom, especially through enjoyable activities like watching movies, created a relaxed atmosphere that supported incidental vocabulary learning without pressure.

Movies played an important role in out-of-class language learning because they provided authentic audiovisual input. Through movies, students could learn vocabulary incidentally by focusing on meaning, supported by visual context, gestures, and emotions (Webb, 2020). This helped students understand and remember vocabulary more effectively than memorizing words from textbooks.

Based on preliminary interviews conducted by the researcher, many students reported that they enjoyed watching movies in their daily lives. This interest became the main reason for selecting movies as a learning medium in this study. Since students were already familiar with watching

movies, this research aimed to explore how such activities outside the classroom could support students' engagement and vocabulary learning. Therefore, learning English outside the classroom, particularly through movies, was considered a relevant and effective approach that formed the foundation of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.Students' Engagement

2.1.1. Definition of Students' Engagement

Students' engagement was widely recognized as a key factor in the success of language learning, as it reflected how actively and meaningfully learners participated in the learning process. Engagement went beyond simple attendance or task completion; it involved the degree of attention, curiosity, interest, and passion that students showed when they were involved in learning activities (Fredricks et al., 2023). In the context of English as a Foreign Language (EFL), engagement was particularly crucial because language acquisition was a complex, ongoing process that required consistent interaction, active participation, and motivation from learners. The more engaged students were, the more likely they were to internalize new vocabulary, practice language use, and transfer linguistic knowledge into real communication.

Educational researchers generally defined students' engagement as a multidimensional construct that included behavioral, cognitive, and emotional dimensions (Schunk, 2020). Behavioral engagement referred to the observable actions students took during learning, such as attending classes, completing assignments, and participating in activities. Cognitive engagement involved the mental effort and strategies students used to understand, process, and retain new knowledge. Emotional

engagement was related to learners' feelings, attitudes, and emotional connections toward the learning experience, such as enjoyment, interest, or anxiety. These dimensions were interconnected and together determined the depth of a learner's involvement in the language learning process (Fredricks et al., 2023).

In EFL settings, student engagement played a particularly vital role because language learning required continuous exposure to meaningful input and active use of the target language. Unlike subjects that relied on memorization or factual knowledge, acquiring a language—especially vocabulary—required repeated interaction, experimentation, and contextual understanding (Harmer, 2020). When learners were highly engaged, they were more likely to immerse themselves in authentic input, take risks in using new vocabulary, and seek opportunities to practice language outside the classroom environment. Engagement also fostered deeper cognitive processing, helping learners store new lexical items in long-term memory and retrieve them more effectively during communication (Oxford, 2020).

In the context of vocabulary acquisition, engagement directly influenced how learners noticed, acquired, and applied new words. Students who were actively involved in vocabulary learning tasks such as watching English movies, writing down unfamiliar words, and using them in sentences tended to develop a richer and more functional vocabulary repertoire (Wahyuni & Sari, 2024). Conversely, low

engagement often led to shallow processing, where students memorized words temporarily without understanding their contextual use, resulting in limited vocabulary retention and usage. Therefore, promoting engagement was essential to ensure vocabulary learning went beyond rote memorization and became meaningful and communicative.

Movies as a learning medium could significantly enhance students' engagement in vocabulary learning by providing authentic, context-rich input. Unlike traditional classroom materials, movies presented vocabulary in meaningful, real-life contexts, which could stimulate curiosity and motivate learners to pay closer attention (Alshahrani, 2023). The visual and auditory elements of movies also created a multisensory learning environment that sustained students' interest and emotional involvement. When learners encountered new words in natural dialogues, they were more likely to notice their meanings, infer their usage, and integrate them into their active vocabulary.

Furthermore, student engagement in vocabulary learning through movies often extended beyond the classroom. Learners who enjoyed movie-based activities were more likely to continue watching English content on their own, creating opportunities for self-directed learning and vocabulary expansion (Azizah & Kusuma, 2023). This autonomous engagement not only strengthened vocabulary acquisition but also built learners' confidence and motivation to use English in authentic communication. As a result, understanding and fostering students'

engagement was a critical step in designing effective vocabulary learning strategies, especially when integrating movies as a supplementary learning tool outside the classroom.

2.1.2. Dimensions of Engagement

Student engagement was not a single, uniform concept but a multidimensional construct that encompassed various aspects of learners' involvement in the educational process. According to Fredricks et al. (2023), engagement was categorized into three primary dimensions: behavioral, cognitive, and emotional engagement. These dimensions worked together to shape the quality and depth of students' learning experiences. In the context of English language learning—especially vocabulary development through movies outside the classroom—understanding these dimensions was essential for analyzing how students participated and benefited from informal learning environments.

2.1.3. Behavioral Engagement

Behavioral engagement referred to the observable actions and participation of students in learning activities. This included behaviors such as attending lessons, completing tasks, asking questions, interacting with peers, and participating in activities beyond the classroom (Schunk, 2020). In the context of movie-based vocabulary learning, behavioral engagement might include watching English movies regularly, writing down unfamiliar words, pausing scenes to check meanings, or discussing new vocabulary

with classmates. Such active behaviors were indicators that students were investing time and effort into their learning. When students demonstrated high levels of behavioral engagement, they were more likely to increase their exposure to vocabulary in authentic contexts, which led to better retention and practical use of language.

2.1.4. Cognitive Engagement

Cognitive engagement involved the mental investment and learning strategies students employed to process, understand, and internalize new information. It went beyond simple participation and focused on the depth of thinking and problem-solving strategies learners used during learning activities (Oxford, 2020). For example, in vocabulary learning through movies, cognitive engagement could be seen when students attempted to infer the meaning of unfamiliar words from context, made connections between new and previously learned vocabulary, or applied new words in their own sentences. Learners with high cognitive engagement were not passive receivers of information; instead, they actively processed and manipulated linguistic input, which significantly enhanced long-term vocabulary acquisition (Harmer, 2020).

2.1.5. Emotional Engagement

Emotional engagement referred to the feelings, attitudes, and emotional responses learners experienced during the learning

process. Positive emotions such as enjoyment, curiosity, and interest could enhance motivation and encourage sustained participation, whereas negative emotions like boredom or anxiety could hinder learning (Schunk, 2020). Movies played a particularly strong role in fostering emotional engagement because they presented language in entertaining, meaningful, and relatable contexts. Students who enjoyed watching movies were more likely to immerse themselves in the content, stay motivated to learn new vocabulary, and associate language learning with positive experiences (Kusnadi & Rahmawati, 2025). Emotional engagement also influenced persistence; learners who felt emotionally connected to the learning process were more likely to continue exploring English outside of class, even when faced with challenges.

The interaction between these three dimensions was critical in supporting effective vocabulary acquisition. For instance, a student might first show behavioral engagement by watching an English movie, then exhibit cognitive engagement by analyzing the meaning of new words, and finally demonstrate emotional engagement by feeling satisfaction when they understood and used those words in context. Together, these dimensions created a holistic learning experience that strengthened vocabulary retention and encouraged deeper language use (Fredricks et al., 2023). Conversely, if one dimension was lacking such

as emotional motivation, students might struggle to sustain their involvement or fail to process vocabulary meaningfully.

Moreover, recognizing these dimensions could help educators design more effective learning activities that fostered engagement on multiple levels. For example, teachers could encourage behavioral engagement by assigning movie-watching tasks, promote cognitive engagement by asking students to infer vocabulary meanings, and enhance emotional engagement by allowing them to choose movies that matched their interests. When these elements were present simultaneously, vocabulary learning became more meaningful, enjoyable, and effective (Rahimi & Zhang, 2024). Thus, understanding the multidimensional nature of engagement provided a comprehensive framework for analyzing how students interacted with movies as a vocabulary learning tool beyond the classroom.

2.1.6. Students' Engagement Through Movies

Movies offered a rich, authentic, and motivating context for students to engage with English vocabulary beyond the classroom setting. Unlike traditional textbook-based instruction, which often presented vocabulary in isolated lists or controlled sentences, movies exposed learners to words and expressions in meaningful, real-life contexts (Alshahrani, 2023). This exposure was particularly powerful in fostering student engagement because it allowed learners to encounter vocabulary as part of natural communication, observe how it functioned pragmatically, and

internalize its usage patterns. Engagement in this context was not limited to passive watching; it involved active participation in recognizing, understanding, and applying vocabulary within dynamic and meaningful scenarios.

One way movies enhanced vocabulary engagement was by providing contextualized input. Vocabulary acquisition was more effective when learners encountered words within a communicative context rather than as decontextualized items. Through movies, students observed how words were used in conversations, narratives, and specific social situations. For instance, idiomatic expressions, collocations, and slang were often presented in ways that reflected their real-world usage. This contextualization deepened students' understanding of word meanings and connotations, making them more likely to remember and use new vocabulary accurately. Moreover, repeated exposure to vocabulary in different contexts—such as in dialogues, monologues, and visual cues—helped reinforce learning and supported long-term retention (Wang & Gao, 2024).

Movies also promoted behavioral engagement with vocabulary learning by encouraging learners to interact actively with the material. Students often paused, replayed, or subtitled scenes to focus on specific vocabulary items. They might also keep vocabulary journals, write down new words, and search for their meanings or synonyms (Azizah & Kusuma, 2023). Such active engagement transformed vocabulary

learning from a passive process into an intentional and self-directed activity. In many cases, learners took further steps by using the newly acquired words in conversations, writing exercises, or online interactions, which strengthened their productive vocabulary knowledge. This kind of behavioral involvement was a crucial factor in vocabulary development because it reflected consistent exposure, deliberate practice, and active use, three components essential for deep vocabulary acquisition.

Another critical dimension was cognitive engagement, where learners processed and internalized vocabulary deeply. Movies provided opportunities for inferential learning, allowing students to deduce meanings from visual cues, intonation, and contextual hints (Rahimi & Zhang, 2024). This skill known as “incidental vocabulary learning” was a powerful cognitive process because it trained students to infer word meanings without explicit instruction, a skill necessary for real-world language use. Additionally, learners might compare new vocabulary with their existing knowledge, explore word families, or apply mnemonic strategies to remember unfamiliar terms. These cognitive processes were signs of deep engagement, as students went beyond surface-level memorization and integrated new vocabulary into their mental lexicon.

Emotional engagement also played a pivotal role in vocabulary learning through movies. The narrative structure, character development, and emotional depth of films created an immersive learning environment

that captivated students' attention and motivated them to engage with the language (Kusnadi & Rahmawati, 2025). When students were emotionally invested in the story, they were more likely to pay attention to language details, including vocabulary. For example, a dramatic dialogue or a humorous scene might make certain expressions more memorable, while repeated exposure to emotionally charged phrases could enhance retention. Furthermore, emotional engagement often led to increased intrinsic motivation, encouraging learners to continue exploring English movies and expanding their vocabulary repertoire over time (Wahyuni & Sari, 2024).

Beyond these dimensions, movies also fostered social engagement with vocabulary learning. Students often discussed films with peers, shared vocabulary they found interesting, or used movie dialogues in classroom activities and online platforms. This collaborative aspect enriched vocabulary learning by encouraging students to negotiate meaning, explain word usage, and experiment with language in social contexts (Rahman & Setiawan, 2023). Such social interaction not only reinforced vocabulary knowledge but also built learners' confidence in using new words in authentic communication.

In sum, movies were more than just entertainment; they were a dynamic and multifaceted tool for vocabulary engagement. They stimulated behavioral actions such as active note-taking and practice, cognitive processes such as inference and contextual analysis, emotional

responses that enhanced motivation and retention, and social interactions that promoted communicative use of vocabulary. These layers of engagement worked synergistically to create a rich vocabulary learning experience beyond the classroom. As students became more involved in this process, they developed not only a larger vocabulary but also a deeper understanding of how words functioned in real communication. This holistic engagement underscored the pedagogical potential of movies as a supplementary medium for language learning, particularly in expanding learners' vocabulary in meaningful and authentic ways.

2.2.Students' Perception

2.2.1. Definition of Perception

Perception was a fundamental psychological concept that referred to the way individuals interpreted, organized, and made sense of the stimuli they received from their environment. According to Robbins and Judge (2019), perception was the process by which people selected, organized, and interpreted sensory information to construct a meaningful understanding of their surroundings. It was not merely a passive reception of external stimuli but an active cognitive process shaped by an individual's prior knowledge, experiences, attitudes, and expectations. In the educational context, perception became a crucial determinant of how students responded to learning experiences, tasks, materials, and teaching strategies.

In language learning, perception played an especially important role because it influenced learners' motivation, engagement, and overall learning outcomes. Schunk (2020) argued that students' perceptions of a learning activity directly affected their willingness to participate and the level of cognitive effort they invested. For instance, if learners perceived a particular learning tool or approach as useful, enjoyable, and effective, they were more likely to engage actively with it and demonstrate sustained effort. On the other hand, negative perceptions such as viewing a task as boring, irrelevant, or too difficult often led to disengagement, low participation, and weaker learning outcomes.

Moreover, perception was subjective and could vary significantly among individuals, even when they were exposed to the same learning environment. This subjectivity was shaped by various internal and external factors, such as students' beliefs about language learning, their previous experiences, their goals, and the quality of instruction (Oxford, 2020). Thus, understanding students' perceptions provided educators with valuable insight into how teaching strategies and learning materials were received, interpreted, and internalized by learners.

In the context of this study, perception referred to how students viewed and interpreted the use of movies as a medium for learning English outside the classroom. It encompassed their beliefs about the effectiveness of movies for vocabulary development, their attitudes toward using audiovisual materials as part of independent learning, and

their overall motivation to engage with English-language films as a language-learning resource (Alshahrani, 2023). This operational understanding of perception underpinned the significance of exploring students' views, as positive perceptions were often the first step toward active engagement and improved language outcomes.

2.2.2. Perception in Language Learning Context

Within the domain of language education, perception had been widely studied as a key variable influencing learning behaviors and outcomes. Learners' perceptions of their language learning environment including teaching methods, learning materials, and technological tools shaped their engagement, strategies, and ultimately, their achievement. As Harmer (2020) noted, students' attitudes and perceptions often determined their level of participation and perseverance in language learning activities. A positive perception tended to foster intrinsic motivation, while a negative perception might create resistance or avoidance behaviors.

In English as a Foreign Language (EFL) contexts, particularly in countries like Indonesia where exposure to English was limited, perception toward learning media became even more significant. When students perceived a learning resource as authentic and relevant, they were more likely to integrate it into their learning routines and continue using it beyond formal classroom instruction (Wahyuni & Sari, 2024). This was especially true for media such as movies, which presented

language in real-life contexts and demonstrated how vocabulary was used naturally in communication.

Perceptions also influenced the depth and quality of learning strategies students adopted. Learners who viewed movie-watching as an effective way to acquire new vocabulary were likely to watch more attentively, pause to look up unfamiliar words, and even imitate language use from the film (Rahimi & Zhang, 2024). On the contrary, learners who perceived movies as mere entertainment might not engage critically with the language, thereby limiting the learning potential of the medium.

Furthermore, perception interacted with other psychological variables such as motivation, self-efficacy, and learner autonomy. Dörnyei and Ushioda (2020) highlighted that positive perceptions often correlated with higher levels of intrinsic motivation, which in turn encouraged learners to seek out additional language input and practice opportunities. This dynamic was particularly relevant to informal learning settings, where learners were not compelled by grades or assessments but by their own perceptions of value and benefit.

Thus, understanding how students perceived movie-based language learning was critical for educators who wished to design effective interventions that aligned with learners' attitudes and expectations. It allowed teachers to address misconceptions, enhance the perceived relevance of media-based learning, and encourage more active and strategic engagement with English outside the classroom.

2.2.3. Factors Influencing Students' Perceptions

Students' perceptions of a learning tool or method were shaped by a complex interplay of cognitive, affective, and contextual factors. Oxford (2020) identified prior learning experiences as one of the most significant influences. Students who had previously benefited from audiovisual materials in their language studies were more likely to perceive movies as valuable learning tools. Conversely, those who had encountered difficulties such as struggling to follow fast-paced dialogues might hold less favorable perceptions.

Motivation was another powerful determinant. Learners with high intrinsic motivation tended to view challenging tasks more positively and were more willing to engage with complex input, such as authentic English used in movies (Dörnyei & Ushioda, 2020). On the other hand, extrinsically motivated learners might perceive movie-based activities as less useful if they did not directly relate to assessments or grades.

The perceived authenticity and relevance of the content also shaped perceptions. Movies that reflected real-world communication, contemporary cultural contexts, and everyday vocabulary were more likely to be perceived as beneficial (Wang & Gao, 2024). If the language was outdated, overly colloquial, or irrelevant to students' learning goals, perceptions might become less favorable. Additionally, the difficulty level of the language used in movies could influence how students perceived their learning potential. If the language input was too

advanced, it might be perceived as intimidating rather than helpful (Alshahrani, 2023).

Social and cultural contexts further affected perceptions. In environments where teacher-centered instruction dominated, students might initially perceive autonomous learning through movies as less legitimate or effective (Rahman & Setiawan, 2023). Over time, however, positive experiences with self-directed movie-based learning could shift these perceptions, increasing learners' confidence in their own ability to acquire vocabulary independently.

Finally, personal interests and preferences played a crucial role. Students were more likely to perceive movie-based learning positively when the films aligned with their interests whether in genre, storyline, or characters as this increased their motivation and sustained engagement (Wahyuni & Sari, 2024). These factors highlighted that perception was dynamic and could evolve based on learners' experiences, exposure, and context.

2.2.4. Students' Perceptions Toward Movies in Language Learning

Over the past decade, numerous studies had explored students' perceptions of using movies as a tool for language learning. The general consensus in the literature was that learners viewed movies positively due to their authenticity, contextual richness, and motivational appeal. According to Azizah and Kusuma (2023), students frequently reported that movies made vocabulary learning more enjoyable and meaningful

compared to traditional textbook-based approaches. This was because movies provided contextualized language use, allowing learners to infer meanings and understand vocabulary in realistic communicative situations.

Moreover, movies offered exposure to natural speech patterns, idiomatic expressions, and pragmatic language use, which were often absent in classroom materials (Wang & Gao, 2024). As a result, students perceived them as valuable resources for expanding their vocabulary repertoire and improving their language comprehension skills. The audiovisual nature of movies also aided retention, as learners could associate words with visual contexts, facial expressions, and situational cues.

Another common perception was that movies helped reduce learning anxiety and created a more relaxed learning environment. Kusnadi and Rahmawati (2025) found that students often felt less pressured when learning vocabulary through movies because they could engage at their own pace and revisit content as needed. This sense of autonomy enhanced positive attitudes and fostered a habit of continuous learning outside the classroom.

However, perceptions were not universally positive. Some learners reported challenges, such as difficulty understanding native-level speech, rapid dialogue, or cultural references embedded in the films (Rahimi & Zhang, 2024). These difficulties could initially hinder engagement,

although many students overcame them with repeated exposure and the use of supportive learning strategies, such as using subtitles or pausing to look up unfamiliar vocabulary.

Overall, the literature suggested that students' perceptions of movies as language-learning tools were predominantly positive, particularly regarding vocabulary acquisition. Positive perceptions were associated with increased motivation, greater engagement, and more frequent use of movies for self-directed learning. These findings underscored the importance of understanding learners' perceptions as a foundation for designing effective movie-based language instruction and promoting autonomous vocabulary learning beyond the classroom.

2.3.Vocabulary

2.3.1. Definition of Vocabulary

Vocabulary was one of the most fundamental aspects of language learning and an essential building block for effective communication. It referred to the collection of words and expressions that speakers of a language understood, recognized, and used in their interactions. However, vocabulary was far more complex than a simple list of words. It included not only single lexical items but also multi-word units such as idioms, collocations, phrasal verbs, and fixed expressions that conveyed specific meanings in context (Schmitt & Schmitt, 2020). In other words, vocabulary knowledge encompassed both the breadth, the number of words a learner knew and the depth, how well those words

were understood, including their nuances, connotations, and appropriate use in communication. For example, the word “*get*” might appear simple at first glance, but its meaning changed dramatically across expressions like “*get up*,” “*get along*,” or “*get over*.”

Additionally, vocabulary knowledge could be divided into receptive and productive categories. Receptive vocabulary referred to words that learners could recognize and understand when they encountered them in listening or reading, while productive vocabulary included words they could actively use in speaking or writing (Webb & Nation, 2017). Receptive knowledge was typically larger, as learners often understood more words than they could produce. However, for effective communication, learners had to continuously work to expand their productive vocabulary so that they could use words fluently and appropriately in different contexts. The transition from receptive to productive vocabulary was a gradual process, requiring repeated exposure, contextual understanding, and opportunities for practice.

In the context of English as a Foreign Language (EFL), vocabulary took on even greater significance. Many learners in non-English-speaking countries, including Indonesia, had limited exposure to the language outside the classroom. As a result, their vocabulary development often depended heavily on formal instruction, which might not always provide sufficient variety or context (Laufer, 2022). This lack of exposure could lead to a narrow and superficial understanding of

vocabulary, hindering students' ability to use English effectively in real communication. Therefore, finding strategies that could increase vocabulary exposure beyond the classroom—such as through movies—became crucial for language acquisition.

Moreover, vocabulary learning was a lifelong process. Even native speakers continuously learned new words throughout their lives, adapting their vocabulary to new contexts, disciplines, and communication needs. For EFL learners, this continuous learning was even more critical because vocabulary served as the gateway to all other language skills. Without a solid vocabulary base, learners could not develop reading comprehension, listening proficiency, or speaking fluency. In short, vocabulary was not merely a component of language learning; it was the core around which all language skills revolved.

2.3.2. The Role of Vocabulary in Language Learning

The importance of vocabulary in second and foreign language learning could not be overstated. It was often said that “without grammar, little could be conveyed; without vocabulary, nothing could be conveyed” (Nation, 2022). Vocabulary formed the basis of communication, enabling learners to express their ideas, understand others, and engage in meaningful interactions. Even if learners possessed a strong command of grammar, their communication would be severely limited without sufficient vocabulary. Conversely, learners with a large vocabulary could often communicate effectively despite grammatical

errors because they had the lexical resources to convey meaning (Webb & Nation, 2017).

Vocabulary also played a crucial role in the development of other language skills. In reading, a robust vocabulary allowed learners to comprehend texts more effectively, infer meanings, and understand nuances. Research suggested that learners needed to know at least 95% of the words in a text to understand it without significant difficulty (Laufer, 2022). In listening, vocabulary knowledge helped learners decode speech rapidly and accurately. In speaking and writing, a rich vocabulary enabled learners to express themselves precisely, fluently, and appropriately for different contexts and audiences. Without sufficient vocabulary, learners might resort to circumlocution, hesitation, or communication breakdowns.

In EFL contexts like Indonesia, vocabulary acquisition often presented significant challenges. Traditional instruction tended to emphasize grammar rules, reading comprehension, and translation exercises, while vocabulary was often taught through memorization of word lists without meaningful context (Rahman & Setiawan, 2023). This approach might help students pass exams but did little to support real communicative competence. Learners frequently forgot isolated words because they lacked opportunities to use them, and they might struggle to retrieve vocabulary in spontaneous conversation. This highlighted the

need for more dynamic and contextual approaches to vocabulary learning that reflected how words were used in authentic communication.

Furthermore, vocabulary was essential for developing pragmatic competence, the ability to use language appropriately in different social and cultural contexts. Certain expressions, idioms, or collocations carried cultural meanings that were not easily inferred from direct translation. For example, phrases like “break the ice” or “spill the beans” had meanings that went beyond their literal components. Learners had to understand these expressions as part of their vocabulary knowledge to use English naturally and effectively in real-life situations (McCarthy & O'Dell, 2021).

Another crucial role of vocabulary was in promoting learner confidence and motivation. Students who felt that they had an adequate vocabulary base were more likely to participate actively in conversations and engage in language learning activities. Conversely, a limited vocabulary often led to communication anxiety, avoidance of interaction, and reduced motivation to learn. Therefore, expanding vocabulary was not just a linguistic goal but also a psychological one; it empowered learners to use English with confidence and fostered positive attitudes toward language learning (Dörnyei, 2020).

2.3.3. Procedure of Giving Movies

The procedure of giving movies in this study was designed as an informal and supplementary learning activity conducted outside formal classroom

instruction. This approach was grounded in the concept of informal language learning, where learners acquired language naturally through exposure to authentic input without explicit teaching or assessment pressure. Recent studies emphasized that learning English outside the classroom allowed students to engage with language in a more relaxed and self-directed manner, which supported vocabulary acquisition through meaningful exposure rather than rote memorization (Annisa et al., 2025). In this study, movies functioned not as a replacement for classroom instruction, but as an additional medium that extended students' exposure to English vocabulary beyond regular teaching–learning hours.

The movies selected for this research were English-language animated movies, chosen deliberately due to their suitability for junior high school students. Animated movies typically presented clear pronunciation, simplified sentence structures, and strong visual support, which helped learners infer word meanings more easily from context. Research indicated that animated audiovisual materials were particularly effective for younger EFL learners because the combination of visuals, actions, and dialogues strengthened the connection between word forms and meanings (Rosalia et al., 2024). Furthermore, animated movies often presented language in engaging narratives that sustained students' attention and emotional involvement, which was a crucial factor in incidental vocabulary learning.

In terms of genre, the movies used in this study fell into action, adventure, comedy, and family genres. These genres were selected because they were

familiar and appealing to adolescents and commonly included everyday vocabulary, expressions of emotions, social interactions, and action-related verbs that frequently appeared in daily communication. According to Juhansar et al. (2024), exposure to conversational and context-rich vocabulary through films helped learners understand not only word meanings but also how words were used pragmatically in real-life situations. By engaging with these genres, students were expected to encounter vocabulary that was both relevant and functional, supporting deeper lexical understanding.

The implementation of movie watching was conducted once a week over a period of approximately two weeks, and importantly, the activity took place outside formal classroom hours. This scheduling reinforced the study's focus on learning English outside the classroom and allowed students to engage with the movies in a less restrictive and more enjoyable environment. Research suggested that vocabulary learning was more effective when learners were not constrained by classroom routines or assessment demands, as this encouraged intrinsic motivation and sustained engagement (Rahmayanti et al., 2025). The limited frequency of movie exposure also helped prevent cognitive overload while maintaining students' curiosity and interest in the learning activity.

In the first week, students watched the movie *Kung Fu Panda*. This movie was selected as an introductory film because it contained relatively simple and repetitive vocabulary, clear dialogue delivery, and familiar themes such as self-confidence, friendship, and perseverance. These characteristics made it accessible for learners with limited vocabulary knowledge and helped them

adapt to learning English through movies. In the second week, students watched *Big Hero 6*, which presented a wider range of vocabulary related to emotions, teamwork, technology, and problem-solving. Introducing a different movie in the second week exposed students to more diverse lexical items and communicative contexts.

The use of different movies across the two-week period was based on pedagogical considerations supported by recent research. Studies indicated that varied linguistic input enhanced vocabulary acquisition by allowing learners to encounter words in multiple contexts, which strengthened retention and understanding (Permata & Kheryadi, 2022). Additionally, watching different movies helped maintain students' emotional engagement and prevented boredom, which was essential for sustaining motivation in informal learning environments. Exposure to varied storylines and characters also enabled the researcher to observe how students' engagement and perceptions developed across different learning contexts.

To identify whether students learned vocabulary through the movies, this study did not rely on formal vocabulary tests. Instead, it adopted a qualitative approach that emphasized students' engagement and perception as indicators of vocabulary learning. Vocabulary learning was identified through students' observable behaviors, cognitive responses, and emotional reactions during and after the movie-watching activities. Behavioral indicators included actions such as paying attention to dialogues, pausing or replaying scenes, taking notes of unfamiliar words, and imitating pronunciation. Cognitive indicators involved

students' ability to infer word meanings from visual and situational contexts, explain vocabulary encountered in the movies, and connect new words with previously learned knowledge. Emotional indicators included students' interest, enjoyment, and motivation to continue watching English movies for learning purposes.

In addition, students' perceptions gathered through interviews provided further evidence of vocabulary learning. Previous research highlighted that learners' self-reported experiences and reflections were valid indicators of incidental vocabulary acquisition, especially in informal learning contexts. When students reported that movies helped them remember words more easily, understand meanings through context, or feel more confident in recognizing English vocabulary, these perceptions reflected meaningful learning outcomes. Observation and documentation data further supported this process by capturing real-time engagement and language-related behaviors.

Overall, the procedure of giving movies in this study was carefully designed to create an authentic, motivating, and student-centered learning experience. The selection of animated movies, the use of varied genres, the implementation outside formal classroom hours, and the focus on engagement and perception were all aligned with current research in EFL and multimedia-assisted language learning. Through this procedure, movies were positioned not merely as entertainment, but as a rich source of authentic language input that supported students' vocabulary development naturally and sustainably beyond the classroom.

2.4.Previous Related Studies

Research on the use of movies in English language learning had been widely explored over the past two decades, particularly in relation to vocabulary development, student engagement, and learner perception. Several empirical studies had demonstrated that movies were not merely supplementary tools but also powerful pedagogical media that enhanced students' linguistic competence and motivation. For instance, Alshahrani (2023) conducted a quasi-experimental study in Saudi Arabia examining the impact of English movies on vocabulary acquisition and learner motivation among EFL students. The findings revealed significant improvements in students' vocabulary retention and usage, as well as heightened motivation to learn English. This suggested that audiovisual materials could foster a more dynamic and enjoyable language learning environment compared to traditional methods.

A qualitative investigation by Azizah and Kusuma (2023) explored Indonesian students' perceptions of using English movies as a learning medium. The study found that students not only enjoyed watching films but also perceived them as effective tools for expanding vocabulary and improving pronunciation. Furthermore, the participants reported that learning through movies felt less stressful and more engaging than conventional classroom instruction. This study highlighted how positive learner perceptions were strongly associated with increased motivation and willingness to engage with the language outside formal lessons, which was a central focus of the present research.

Wang and Gao (2024) also investigated learners' perceptions of authentic materials, particularly movies, in vocabulary learning within Chinese EFL classrooms. Their mixed-methods research showed that authentic audiovisual input significantly improved learners' vocabulary retention and contextual usage. Moreover, students expressed that movies helped them better understand pragmatic language use, idiomatic expressions, and cultural nuances. This study provided strong evidence that movies served as an authentic linguistic environment, enabling learners to experience language in real-life contexts, which was a perspective closely aligned with this research's emphasis on engagement beyond the classroom.

In a study focused on engagement, Kusnadi and Rahmawati (2025) examined how audiovisual materials affected students' affective and behavioral engagement in EFL settings. Using classroom observations and interviews, they discovered that students who frequently engaged with movies showed higher levels of participation, more frequent use of new vocabulary, and greater enthusiasm during speaking activities. The findings suggested that movies were not only beneficial for vocabulary learning but also for fostering behavioral and emotional involvement, which were key components of engagement that this study aimed to explore in the context of independent learning.

Rahimi and Zhang (2024) conducted a survey-based study on learner attitudes toward authentic materials, including films, in language learning. Their research revealed that most learners preferred authentic media to traditional textbooks because of the contextualized vocabulary, natural

pronunciation, and cultural exposure they offered. Importantly, the study also highlighted that learners who frequently used movies outside the classroom demonstrated significantly higher vocabulary acquisition rates and speaking confidence. This reinforced the argument that exposure to language through movies could be a critical factor in self-directed vocabulary growth and communicative competence.

The link between vocabulary development and learner autonomy was further examined by Wahyuni and Sari (2024), who studied autonomous English learning practices among Indonesian high school students. They found that students who independently used English-language movies as part of their learning routine showed greater vocabulary growth and speaking fluency compared to those who relied solely on classroom instruction. The researchers concluded that movies played a significant role in promoting learner autonomy, self-regulation, and lifelong learning, all of which were crucial for language mastery. This study informed the present research by highlighting how students' independent engagement with films contributed to their vocabulary acquisition and communication skills.

Lastly, Nguyen and Boers (2023) investigated incidental vocabulary learning through audiovisual input and found that learners acquired new vocabulary more effectively when they were emotionally engaged with the content. Their research emphasized that learners were more likely to remember words encountered in memorable or emotionally charged scenes. This underscored the importance of emotional involvement, one of the dimensions

of engagement in vocabulary retention. The relevance of this study to the present research lay in its emphasis on how emotional connection with movies enhanced both engagement and language outcomes.

Overall, the existing literature demonstrated a consistent consensus that movies play a significant role in enhancing vocabulary acquisition, increasing learner motivation, shaping positive perceptions, and fostering engagement in language learning. However, most previous studies have primarily focused on classroom-based implementation, experimental designs, or higher-level learners such as senior high school and university students. These studies tend to examine the effectiveness of movies as an instructional tool rather than exploring how learners naturally engage with movies as part of their independent learning practices outside the classroom.

This indicates a clear research gap, particularly in understanding how junior high school students engage behaviorally, cognitively, and emotionally with movies in informal, self-directed learning contexts, as well as how they construct their perceptions toward such learning experiences. Furthermore, limited studies have simultaneously investigated both engagement and perception as interconnected dimensions in out-of-class vocabulary learning.

Therefore, this study offers a distinct contribution by focusing on eighth-grade students at SMP Muhammadiyah Aimas and examining how they independently use movies as a medium for vocabulary learning beyond formal instruction. Unlike previous studies, this research does not measure vocabulary improvement quantitatively but instead provides an in-depth qualitative

exploration of students' engagement patterns and perceptions, highlighting how authentic media supports vocabulary learning in a natural, autonomous, and context-rich environment.

In addition, this study emphasizes the contextual uniqueness of conducting research in a low-exposure EFL setting such as Sorong, Southwest Papua, where students have limited access to authentic English input outside the classroom. In this context, movies do not merely function as an alternative learning medium but serve as an essential source of language exposure, making their role in supporting vocabulary learning and student engagement more critical compared to more resource-rich environments.

2.5. Conceptual Framework

The conceptual framework underlying this research was given in the following figure:

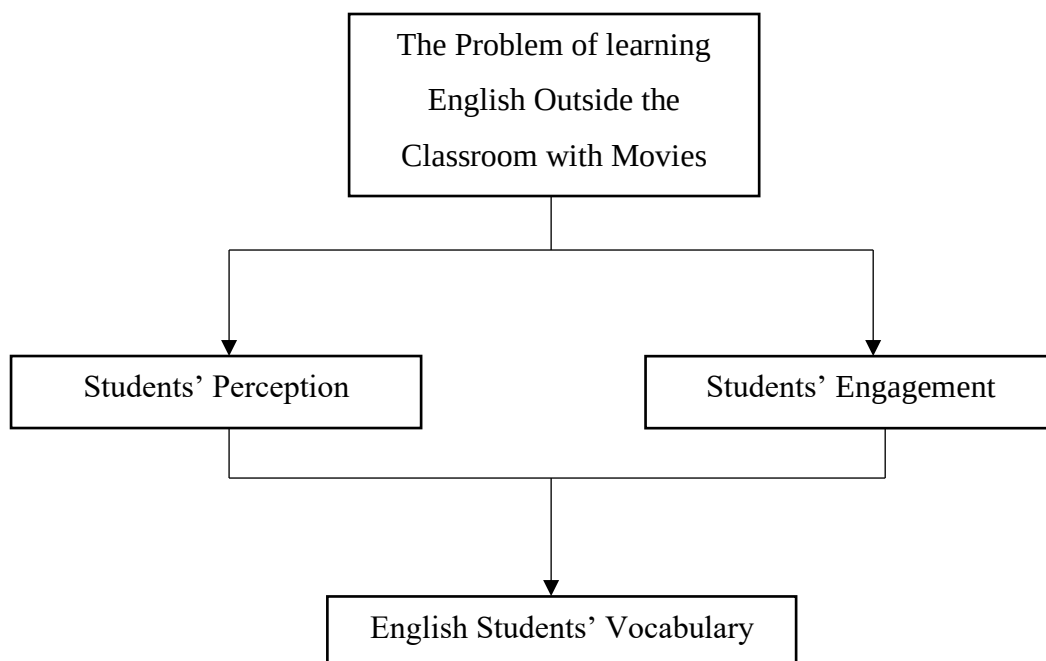


Figure 2 1 Conceptual Framework

From the conceptual framework above, this study viewed students' perception and engagement as two interconnected variables that influenced how they learned English through movies outside the classroom. Students' perception—whether they saw movies as useful, enjoyable, or motivating—shaped their willingness to participate and determined the value they attached to movie-based learning. This perception was influenced by teaching methods, learning materials, technological tools, learning strategies, and students' own sense of achievement. At the same time, students' engagement was examined through three dimensions: behavioral engagement (their actions during movie learning), cognitive engagement (their mental effort in understanding and analyzing language), and emotional engagement (their feelings of interest, enjoyment, or frustration). These dimensions interacted to determine how students' engagement and perception functioned in the learning process. Together, engagement and perception contributed to language learning outcomes, especially in vocabulary learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study employed a qualitative descriptive research design, which was appropriate for capturing students' natural perceptions and engagement without manipulating variables or imposing treatment conditions. A qualitative descriptive approach allowed the researcher to portray the phenomenon in a detailed, straightforward, and accurate manner, making it suitable for studies that aimed to describe behaviors, experiences, and perspectives as they occurred in real contexts (Sandelowski, 2000).

This design was particularly relevant because the goal of the research was to explore how eighth-grade students at SMP Muhammadiyah Aimas perceived and engaged with English movies as part of their learning activities outside the classroom. Qualitative descriptive studies also emphasized rich, direct data from participants through interviews, observations, and documentation, which aligned with the use of semi-structured interviews, observation sheets, and video recordings in this study (Creswell & Poth, 2018).

3.2. Subject and Object

3.2.1. Subject of the Research

The subject of this study was the eighth-grade students at SMP Muhammadiyah Aimas. The students were selected because they were at a junior high school level where English vocabulary learning was still

developing, and they were familiar with using movies as part of their daily activities outside the classroom.

The participants were chosen through purposive selection, meaning that the researcher intentionally selected students who fit the focus of the study, namely those who watched English movies outside the classroom and were willing to share their learning experiences. This selection technique ensured that the data collected truly reflected the phenomenon being studied, as the participants possessed firsthand experiences that were relevant to the research focus (Creswell & Poth, 2018). The total number of research subjects in this study was 16 eighth-grade students at SMP Muhammadiyah Aimas.

3.2.2. Object of the Research

The object of this study was students' engagement and perception in learning English vocabulary by using movies outside the classroom. This study focused on how students engaged behaviorally, cognitively, and emotionally during vocabulary learning through movies, as well as how they perceived the use of movies as a learning medium. The research did not aim to measure students' vocabulary improvement, but rather to describe students' engagement and perceptions in the vocabulary learning process outside formal classroom instruction.

3.3. Location and Time of the Research

3.3.1. Location of the Research

This research was conducted at SMP Muhammadiyah Aimas,

located in Aimas, Sorong Regency, Southwest Papua, Indonesia. The school was chosen as the research location because it provided a relevant setting for investigating students' engagement and perception in learning English vocabulary through movies outside the classroom. In addition, the researcher had access to the school, which supported the feasibility of conducting the research and collecting the required data.

3.3.2. Time of the Research

The research was conducted during the second semester of the academic year 2025/2026. The data collection process took place over a period of approximately two weeks, during which students participated in movie-based learning activities conducted outside formal classroom hours. This time frame was considered sufficient to observe students' engagement and to gather in-depth data regarding their perceptions through interviews, observations, and documentation.

3.4. Instrument of the Research

In qualitative research, the researcher was the main instrument who played an active role in planning, collecting, analyzing, and interpreting the data (Creswell & Poth, 2018). In this study, the researcher acted as the primary instrument by conducting interviews, observations, and documentation related to students' engagement and perception in learning English vocabulary through movies outside the classroom.

To support the data collection process, several supporting research instruments were used. These instruments were designed to obtain in-depth and detailed data and were described based on their type and form as follows:

3.4.1. Interview Instrument

The interview instrument used in this study was a semi-structured (developing) interview. This type of interview allowed the researcher to prepare a set of guiding questions while also giving flexibility to explore participants' responses more deeply based on their answers during the interview process.

The interview guide was developed in the form of open-ended questions focusing on students' perceptions and engagement in learning English vocabulary through movies outside the classroom. The interview questions covered aspects such as students' views on the use of movies as a learning medium, learning strategies used while watching movies, how movies shaped their engagement, and their overall learning experiences.

Interviews were conducted individually to allow participants to express their opinions freely without peer pressure. All interview sessions were audio-recorded and later transcribed verbatim to support accurate data analysis.

3.4.2. Observation Instrument

The observation instrument used in this study was a structured observation in the form of an observation checklist and field notes. The

observation checklist was used to record specific indicators of students' engagement during movie-based learning activities, while field notes were used to capture additional contextual information and unexpected behaviors that emerged during the observation process.

The observation focused on three dimensions of students' engagement:

- Behavioral engagement (e.g., attentiveness, participation, note-taking, repetition of vocabulary),
- Cognitive engagement (e.g., inference of meaning, use of learning strategies, focus on vocabulary),
- Emotional engagement (e.g., interest, enjoyment, motivation).

This instrument enabled the researcher to systematically document students' real behaviors and engagement patterns while interacting with English movies outside the classroom.

3.4.3. Documentation Instrument

The documentation instrument in this study consisted of video recordings, interview transcripts, observation sheets, and other relevant written records related to the research process. Video recordings were used to capture students' learning activities and engagement during movie-watching sessions, allowing the researcher to re-examine the data during the analysis stage.

Documentation served as supporting evidence to verify and strengthen data obtained from interviews and observations. The use of

documentation also facilitated data triangulation, which enhanced the credibility and trustworthiness of the research findings.

3.5. Technique of Collecting Data

The technique of collecting data referred to the systematic procedures used by the researcher to obtain information relevant to answering the research questions. The data collection techniques in this study were:

a. Interview

Interviews were used as the primary technique to obtain in-depth information about students' perceptions when using movies to learn English outside the classroom. This was used to gather detailed and personal information about students' perceptions, engagement, and learning experiences with movies outside the classroom. This technique allowed students to express what they thought, how they felt, and how they made meaning from movie-based learning.

Interviews were suitable for exploring the internal constructs outlined in Chapter II:

- Teaching methods: how students perceived the use of movies as an instructional technique.
- Learning materials: how appropriate and useful movies were for learning vocabulary or pronunciation.
- Technological tools: students' access to and use of devices for watching movies..

- Strategies: the actions students took when learning through movies.
- Achievement: their perceived improvement in vocabulary.

In this research, the interviews focused on uncovering how students perceived the use of movies as a learning tool, how often and how they engaged with English movies, what aspects of vocabulary they learned, and what motivated them to continue watching movies for learning. Interviews were conducted individually to ensure that each student could respond openly without pressure from peers. The students' responses were recorded, transcribed, and later analyzed to capture detailed insights regarding their behavioral, cognitive, and emotional engagement.

b. Observation

Observation was used to collect data on students' actual behaviors, actions, and engagement patterns while interacting with English movies during learning sessions facilitated by the researcher. This technique provided naturalistic and contextual evidence of how students watched, responded to, repeated, or mimicked movie content as part of their vocabulary learning. Observational data also revealed behavioral indicators of engagement, such as attentiveness, focus, participation, enthusiasm, or confusion, which could not be fully captured through interviews alone (Ary et al., 2019).

Observation was used to record students' real behaviors and learning actions during movie-based learning sessions. This technique captured indicators of behavioral engagement such as attention and focus, note-taking, repetition of lines, asking questions, and interaction with peers or the movie content.

Observation also identified the role of learning materials (movies), teaching methods (teacher facilitation), and technological tools (use of screens, audio, digital media) within the classroom environment. These elements influenced how engagement was shaped in real time.

Observation sheets were developed based on the three engagement dimensions:

1. Behavioral (observable action)
2. Cognitive (mental processing visible through responses)
3. Emotional (attitude, interest, enjoyment)

c. Documentation

Documentation was also used as a supporting technique to strengthen and verify the data collected through interviews and observations. In qualitative research, documentation referred to the use of existing records, visual materials, and written sources that provided additional evidence about the phenomenon being studied (Bowen, 2009). In this study, documentation included video recordings of the teaching–learning sessions, observation sheets, interview transcripts, and relevant school or classroom artifacts. Video recordings played an

essential role because they allowed the researcher to capture authentic classroom dynamics and students' real-time behaviors when watching and responding to the movie used as learning material. Observation sheets were also used to systematically record patterns of behavioral, cognitive, and emotional engagement, while interview transcripts served as textual evidence supporting the themes identified in the analysis. Together, these forms of documentation ensured a rich, triangulated dataset that enhanced the credibility and trustworthiness of the research findings.

3.6. Technique of Data Analysis

The interview data in this study were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2020), which consisted of data reduction, data display, and conclusion drawing.

a. Data Reduction

Data reduction referred to the process of selecting, simplifying, and focusing the raw data collected from interviews, observations, and documentation. In this study, the researcher reduced the data by identifying and keeping only information relevant to students' perception and engagement when learning English through movies. Unnecessary or repetitive statements were removed, while key phrases, actions, and patterns were grouped into initial categories such as perception, behavioral engagement, cognitive engagement, and emotional engagement.

b. Data Display

Data display involved presenting the organized information in a clear and systematic way. The reduced data in this research were displayed through narrative summaries, thematic tables, and coded excerpts. Interview results, observation notes, and documentation findings were arranged to show how students responded to and interacted with movies as a learning tool. Presenting the data visually and descriptively helped the researcher identify connections and themes more easily.

c. Conclusion Drawing and Verification

The final step was drawing conclusions based on the interpreted data. In this stage, the researcher examined the displayed information to identify patterns and meanings related to the research question. The conclusions were derived from repeated themes and supported by evidence from interviews, observations, and documentation. Verification was conducted by rechecking the data to ensure accuracy and consistency so that the final findings truly represented students' perceptions and engagement in learning English through movies.

The observation data in this study were analyzed using Thematic Analysis as outlined by Braun and Clarke (2006). This method involved several systematic steps that enabled the researcher to identify patterns of student engagement during the movie-based learning sessions. The analytic process consisted of the following sub-steps:

a. Familiarization with the Data

The first step involved thoroughly familiarizing oneself with the observation data, including reviewing observation sheets, reading field notes multiple times, and repeatedly watching the video recordings collected during the learning activities. This process allowed the researcher to gain a comprehensive understanding of students' behaviors and interactions while engaging with the English movie.

b. Generating Initial Codes

After becoming familiar with the data, the researcher systematically identified and labeled meaningful segments of the observation data. These initial codes represented specific behaviors or actions relevant to student engagement, such as attentiveness, participation, mimicry, focus, confusion, emotional reactions, and involvement in vocabulary-related activities. Coding was guided by the conceptual framework of behavioral, cognitive, and emotional engagement.

c. Searching for Themes

In this step, the researcher organized and grouped similar codes into broader potential themes. Codes related to active participation, focus, and task completion contributed to themes of behavioral engagement, while codes involving vocabulary recognition or inference-making supported cognitive engagement. Emotional expressions such as excitement or frustration were grouped under emotional engagement. The goal was to identify meaningful patterns that captured how students responded to movie-based learning.

d. Reviewing the Themes

The researcher evaluated whether the identified themes accurately reflected the coded data and the overall observation dataset. Video recordings and observation notes were re-examined to ensure that each theme was supported by sufficient evidence. Themes might be refined, merged, or separated during this process to guarantee clarity and consistency.

e. Defining and Naming Themes

Once the themes had been refined, the researcher clearly defined each theme by explaining its core characteristics and determining what aspect of student engagement it represented. Appropriate names were assigned to each theme such as Active Behavioral Engagement, Emotional Responsiveness, or Cognitive Processing to describe the essence of the observed patterns.

f. Producing the Final Report

The last step involved integrating the themes into a coherent narrative that explained the findings of the observation. In this stage, the researcher described how students behaved, interacted, and engaged with the movie during the learning activities. Examples from the observation data were included to support the interpretation. The results also contributed to triangulation by comparing observation themes with findings from the interview data.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Research Findings

This chapter presented the findings of the study based on data collected through interviews and observations. The data were analyzed using thematic analysis, focusing on students' engagement and perception in learning English vocabulary through movies outside the classroom.

4.1.1. Students' Engagement Through Movies

Students' engagement in this study referred to the extent to which students were actively involved in learning English vocabulary through movies. Based on the data collected from observations and interviews, students' engagement was categorized into three main dimensions: behavioral engagement, cognitive engagement, and emotional engagement.

The findings showed that learning through movies encouraged students to be actively involved not only physically but also mentally and emotionally. The integration of visual and audio elements in movies created a more interactive and meaningful learning experience. This finding was supported by recent research from Wahyuni and Sari (2024), which found that audiovisual media such as movies enhanced students' active participation and engagement in vocabulary learning.

A. Behavioral Engagement

Behavioral engagement referred to students' active participation in the learning process, which could be observed through their actions while interacting with the learning material (Gomes et al., 2023). In this study, behavioral engagement was reflected in students' actions such as paying attention to movie content, repeating scenes, imitating pronunciation, and searching for the meaning of unfamiliar words.

Based on the observation conducted in class VIII B of SMP Muhammadiyah Aimas, students showed active involvement during the learning process using movies. They were not only watching passively but also demonstrated various learning behaviors that indicated participation. Some students focused on the movie, responded to instructions, repeated certain scenes, imitated pronunciation, took notes, and discussed vocabulary with peers. These behaviors indicated that movies encouraged active participation in the learning process.

The interview findings further supported these observations. Many students explained that they actively tried to follow and understand the dialogue while watching movies.

“Kalau dari saya, mungkin lebih banyak mencoba ngikutin.” (FB– Q6)

“For me, I usually try to follow the dialogue.” (FB – Q6)

This response indicated that the student actively paid attention and followed the spoken language rather than watching passively. This behavior reflected behavioral engagement because the student showed direct participation in the learning activity. This finding was supported by Setiawati et al., (2025), who stated that learners who actively follow audiovisual input demonstrate higher behavioral engagement in language learning.

In addition, students also demonstrated engagement through imitation of pronunciation.

“Saya kadang lebih kayak meniru.” (FB-Q11)

“Sometimes I imitate the way they speak.” (FB-Q11)

This response showed that the student practiced speaking by imitating the characters. This behavior indicated active participation through repetition and practice. According to Pratama et al., (2025) imitation and repetition during movie-based learning enhance learners’ engagement and help internalize language patterns.

Similarly, other students reported repeating dialogues and searching for vocabulary meanings.

“Aku biasanya lebih ke ngulang dialog sama cari arti kata yang belum aku tau artinya apa.” (MF-Q11)

“I usually repeat the dialogue and look for the meaning of words that I don’t understand.” (MF-Q11)

This statement indicated that the student used multiple strategies such as repetition and vocabulary searching. These actions showed a higher level of engagement because the student actively interacted with the learning material. This finding was in line with Annisa et al., (2025), who found that the use of strategies like repetition and vocabulary searching reflected active engagement in movie-based learning.

Another student expressed a similar behavior:

“Kalau saya biasanya lebih ke ngulang dialog sama cari arti katanya yang saya belum tau artinya apa.”
(RI – Q11)

“I usually repeat the dialogue and look for the meaning of unfamiliar words.” (RI – Q11)

This finding reinforced that students did not passively receive information but actively processed and internalized new vocabulary. Repetition and vocabulary searching were clear indicators of behavioral engagement. Furthermore, students also reported imitating and repeating dialogues.

“Aku mungkin cuma niru sama ngulang-ngulang dialognya.” (RF-Q11)

“I just imitate and repeat the dialogue.” (RF-Q11)

“Menurut saya mungkin cuma niru sama ngulang dialog aja, bu.” (OO-Q11)

“I think I just imitate and repeat the dialogue.” (OO-Q11)

These responses indicated that students were actively involved through repetition and imitation. Such behaviors helped them become more familiar with pronunciation and sentence structures. This was supported by Hidayatullah et al., (2025) who argued that repeated exposure to authentic input increased learner engagement and vocabulary acquisition.

In addition, some students showed engagement by focusing on understanding vocabulary meaning.

“Biasanya sih pake terjemahannya atau nyari arti katanya di kamus.” (MF-Q8)

“Usually, I use translation or look up the meaning in the dictionary.” (MF-Q8)

“Biasanya saya pake penerjemah atau nyari kamus.” (RI-Q8)

“I usually use a translator or a dictionary.” (RI-Q8)

These responses indicated that students actively used learning tools and strategies to support their understanding. This behavior reflected their effort to engage deeply with the material. This finding was supported by Nguyen (2025), who found that the use of strategies such as dictionary use increased engagement and vocabulary retention.

Overall, both observation and interview data indicated that students demonstrated strong behavioral engagement during movie-based learning. They actively participated by following dialogues,

repeating scenes, imitating pronunciation, and searching for word meanings. These findings suggested that movies were an effective medium to promote active student participation in learning English vocabulary.

B. Cognitive Engagement

Cognitive engagement referred to students' mental effort in understanding, processing, and applying learning materials (Li et al., 2023). It included how students interpreted meaning, connected new knowledge with prior experience, and used strategies to comprehend vocabulary. In this study, cognitive engagement was reflected in how students understood movie dialogues, interpreted vocabulary meaning, and applied strategies such as repetition, discussion, and translation.

Based on classroom observation, students in class VIII B of SMP Muhammadiyah Aimas showed active cognitive involvement during movie-based learning. They did not merely watch the movie passively but actively tried to understand the storyline and interpret the meaning of the conversations. Several students were observed focusing on subtitles, repeating scenes, and discussing unfamiliar vocabulary with their peers. These behaviors indicated that students engaged cognitively by processing and interpreting the learning material in a meaningful way.

The interview data further supported these findings, showing that students actively tried to understand the dialogue in the movie.

“Kalau aku sih lebih nyoba ngerti percakapannya supaya tahu arti kata-katanya.” (MF-Q14)

“I try to understand the conversation so I can know the meaning of the words.” (MF-Q14)

“Kalo saya kayaknya cuma coba ngerti percakapannya aja bu.” (RF-Q14)

“For me I just try to understand the conversation.” (RF-Q14)

These responses indicated that students consciously focused on understanding the meaning of conversations in the movie. This showed that they were not only exposed to the language but also actively processed it. By trying to understand the dialogue, students engaged in deeper thinking processes such as interpreting meaning and connecting words with context. This finding was supported by Teng (2024), who found that students who actively process audiovisual input demonstrate higher cognitive engagement in language learning.

In addition, students were able to relate the language used in movies to real-life communication.

“Iya, Karena bahasa di film kan sering dipakai dalam percakapan sehari-hari.” (MF-Q13)

“Yes, because the language in movies is often used in daily conversations.” (MF-Q13)

“Menurut saya lebih mirip percakapan sehari-hari dibanding di buku.” (ZA-Q13)

“I think it is more similar to daily conversation than what is in textbooks.” (ZA-Q13)

These responses showed that students were able to connect the language learned from movies with real-life communication. This ability indicated a deeper level of understanding, as students were not only memorizing vocabulary but also recognizing its contextual use. This finding was supported by Tungkup et al., (2025), who argued that authentic materials such as movies help learners connect classroom knowledge with real-world language use, thereby enhancing cognitive engagement.

Furthermore, students applied various strategies to help them understand vocabulary.

“Aku biasanya lebih ke ngulang dialog sama cari arti kata yang belum aku gak tau artinya apa.” (MF-Q13)

“I usually repeat the dialogue and look for the meaning of words I don’t understand.” (MF-Q13)

“Aku biasanya lebih ke ngulang dialog sama cari arti katanya.” (ZA-Q13)

“I usually repeat the dialogue and look for the meaning of the words.” (ZA-Q13)

These statements indicated that students actively used learning strategies such as repetition and vocabulary searching. Repetition helped reinforce memory, while searching for meaning

supported comprehension. This reflected a higher level of cognitive engagement, as students took initiative in processing and understanding the material. This finding aligned with Murtadho et al., (2026), who found that the use of strategies such as repetition and vocabulary searching enhanced students' cognitive engagement and learning outcomes.

Moreover, students also demonstrated cognitive engagement through imitation and practice.

“Iya, kadang aku ngulang-ngulang adegan sama sekalian niru cara bicara tokonya.” (MF-Q11)

“Yes, sometimes I repeat the scenes and imitate how the characters speak.” (MF-Q11)

This response showed that students not only understood the language but also applied it through practice. This indicated deeper processing involving both comprehension and application. According to Todorova (2024), combining comprehension with practice activities such as imitation strengthens cognitive processing and language retention.

In addition, students expressed that learning through movies helped them understand vocabulary more easily.

“Menurut aku sih, kalau belajar lewat film lebih mudah dipahami dan juga mudah dijalani.” (ZH-Q13)

“I think learning through movies is easier to understand.”(ZH-Q13)

“Menurut saya, belajar kosakata dari film bikin belajar jadi lebih seru sama gampang diingat bu.” (RG-Q13)

“I think learning vocabulary from movies makes it more enjoyable and easier to remember.” (RG-Q13)

These statements indicated that students perceived movies as an effective and meaningful learning medium. When learning was perceived as easier, students were more likely to engage cognitively with the material. This finding was supported by Triwahyuni (2025), who found that engaging and contextual learning media improved students’ understanding and cognitive involvement.

Finally, students also showed awareness of their vocabulary development after watching movies.

“Saya ngerasa kalau kosakataku itu jadi nambah pas selesai nonton film.” (ZA-Q9)

“I feel that my vocabulary increases after watching movies.” (ZA-Q9)

“Aku sih, iya miss kosakataku bertambah setelah sering nonton film.” (FN-Q9)

“Yes miss, my vocabulary increses after often watching movie.” (FN-Q9)

These responses indicated that students were aware of their own learning progress. This reflected metacognitive engagement, where students evaluated their improvement and recognized the impact of learning activities. This was supported by Alam and

Mohanty (2024), who stated that students' awareness of their learning progress indicated deeper cognitive engagement.

Overall, the findings showed that students demonstrated strong cognitive engagement during movie-based learning. They actively processed information by understanding dialogues, relating language to real-life contexts, using strategies such as repetition and vocabulary searching, and reflecting on their learning progress. These findings suggested that movies could effectively support deeper and more meaningful vocabulary learning.

C. Emotional Engagement

Emotional engagement referred to students' feelings, interest, and attitudes toward the learning process (Naibert et al., 2022). It included how students responded emotionally during learning activities, such as feeling interested, motivated, relaxed, or bored. In this study, emotional engagement was reflected in students' enjoyment, enthusiasm, and positive attitudes toward learning English vocabulary through movies.

Based on classroom observation, students in class VIII B of SMP Muhammadiyah Aimas demonstrated positive emotional responses during movie-based learning. Compared to traditional methods, students appeared more enthusiastic and attentive. They showed visible reactions such as smiling, laughing at certain scenes, and maintaining focus throughout the lesson. The classroom

atmosphere also became more relaxed and interactive, indicating that students felt comfortable and emotionally involved. This suggested that movies could create a more engaging and less stressful learning environment.

The interview findings further supported these observations, showing that students felt more interested and less bored when learning through movies.

“Kalau belajar pakai film itu lebih menarik, jadi saya lebih fokus.” (AR-Q15)

“Learning using movies is more interesting, so I can focus more.”(AR-Q15)

“Menurut saya belajar pakai film itu tidak membosankan.” (DA-Q16)

“In my opinion, learning using movies is not boring.” (DA-Q16)

These statements indicated that students experienced increased interest and reduced boredom during the learning process. Interest played a crucial role in emotional engagement because it influenced students’ attention and willingness to participate. When students were not bored, they tended to stay focused and actively involved. This finding was supported by Pratama et al., (2025), who found that enjoyable learning media significantly increased students’ emotional engagement and attention in language learning.

In addition, students also expressed feelings of enjoyment and enthusiasm when learning through movies.

“Menurut aku belajar pakai film itu lebih seru sih Miss, jadi nggak cepat bosan.” (ZR-Q16)

“Learning using movies is more fun, Miss, so I don’t get bored easily.” (ZR-Q16)

“Kalau pakai film jadi lebih semangat belajar bahasa Inggris sih Miss.” (AB-Q15)

“Using movies makes me more motivated to learn English Miss.” (AB-Q15)

These responses showed that students felt happy and motivated when learning through movies. Enjoyment and enthusiasm were important indicators of emotional engagement because they encouraged students to participate more actively. When students felt excited, they were more likely to invest effort in learning. This was supported by Marto et al., (2025), who stated that engaging audiovisual media increased students’ motivation and emotional involvement in learning activities.

Furthermore, students felt that learning through movies created a more comfortable and relaxed learning atmosphere.

“Kalau belajar pakai film itu jadi lebih santai sih, jadi nggak terlalu susah.” (AV-Q15)

“Learning using movies feels more relaxed, so it doesn’t feel too difficult.” (AV-Q15)

This statement indicated that students felt more relaxed and less pressured when learning through movies. A comfortable

learning environment was important in language learning because it reduced anxiety and supported better engagement. This finding was supported by Nguyen (2025), who found that relaxed learning environments reduced anxiety and improved students' emotional engagement.

Moreover, based on observation, students showed strong emotional involvement throughout the lesson. They were more responsive, attentive, and enthusiastic when movies were used as learning media. Students reacted to the storyline, showed curiosity about the content, and remained engaged until the end of the lesson. This indicated that emotional engagement played an important role in sustaining students' participation and interest.

Overall, the findings showed that students demonstrated strong emotional engagement during movie-based learning. They expressed feelings of interest, enjoyment, motivation, and comfort while learning English vocabulary through movies. The combination of interview results and classroom observation indicated that movies created a positive and engaging learning atmosphere, which supported students' active participation and enhanced their overall learning experience.

4.1.2. Students' Perceptions Toward Learning Through Movies

This section presents the findings related to students' perceptions of learning English vocabulary through movies. The data are categorized

based on several aspects derived from the interview instrument, including teaching methods, learning materials, technological tools, learning strategies, vocabulary development, and learning experience.

A. Teaching Methods

Teaching methods in this study referred to how English vocabulary was delivered to students, particularly through the use of movies as a learning medium. It included students' perceptions of whether movie-based learning was more effective, engaging, and understandable compared to traditional classroom instruction.

Based on classroom observation, the use of movies as a teaching method created a more interactive and engaging learning environment in class VIII B of SMP Muhammadiyah Aimas. Students appeared more attentive and responsive during the lesson. They showed active involvement by watching the scenes carefully, reacting to dialogues, and paying attention to how words were used in context. Compared to conventional teaching methods, students seemed less passive and more focused. This indicated that movie-based teaching methods could increase students' participation and attention during learning activities.

The interview findings further supported these observations, showing that students perceived movie-based learning as more enjoyable and easier to understand.

“Menurutku belajar kosakata lewat film malah jadi lebih seru dan mudah diingat.” (MF-Q1)

“In my opinion, learning vocabulary through movies is more fun and easier to remember.” (MF-Q1)

“Belajar kosakata lewat film itu lebih seru dan lebih gampang diingat.” (RI-Q1)

“Learning vocabulary through movies is more enjoyable and easier to remember.” (RI-Q1)

“Belajar kosakata dari film jadi lebih seru dan menarik.” (FB-Q1)

“Learning vocabulary from movies becomes more interesting and engaging.” (FB-Q1)

These responses indicated that students perceived movies as a more engaging teaching method compared to traditional approaches. The sense of enjoyment played an important role in maintaining students’ attention and helping them absorb new vocabulary more effectively. When students found the learning process interesting, they were more likely to stay focused and actively participate. This finding was supported by Arief et al., (2025), who stated that engaging teaching methods could increase students’ motivation and participation in the learning process.

Furthermore, students also perceived that learning through movies made the material easier to understand.

“Kalau belajar lewat film malah jadi lebih mudah dipahami.” (HB-Q1)

“Learning through movies is easier to understand.”
(HB-Q1)

This statement suggested that movies helped students comprehend vocabulary more effectively. The combination of visual context, audio input, and situational cues allowed students to understand meaning without relying solely on memorization. This made learning more meaningful compared to textbook-based instruction.

In addition, students highlighted that movies helped them understand how English was used in real-life communication.

“Karena lewat film itu saya lebih langsung dengar, bahkan melihat penggunaan bahasanya itu kayak gimana.” (RI-Q2)

“Through movies, I can directly hear and see how the language is actually used.” (RI-Q2)

This response indicated that movies provided authentic language exposure. Students were able to observe pronunciation, expressions, and natural conversations, which were often not fully represented in traditional classroom materials. This finding was supported by Sánchez-Auñón et al., (2023), who argued that films exposed learners to authentic language use in meaningful contexts.

Moreover, based on classroom observation, students were more responsive when movies were used as a teaching method. They paid

closer attention to the lesson, followed the storyline, and showed curiosity about the content. This demonstrated that movie-based teaching methods encouraged active learning rather than passive listening.

Overall, the findings showed that students had positive perceptions of movie-based teaching methods. They considered movies more engaging, easier to understand, and more effective in presenting real-life language use. The combination of interview results and classroom observation indicated that movies created a more interactive and meaningful learning experience, which enhanced students' participation and understanding of English vocabulary.

B. Learning Materials

Learning materials in this study referred to the resources used to support students in learning English vocabulary, particularly movies as instructional media. This aspect focused on students' perceptions of whether movies were appropriate, useful, and effective as learning materials compared to traditional resources such as textbooks.

Based on classroom observation, movies functioned as engaging and meaningful learning materials in class VIII B of SMP Muhammadiyah Aimas. Students showed greater interest when learning materials were presented through movies rather than printed

texts. They paid attention to dialogues, visual scenes, and character interactions, which helped them understand vocabulary in context. Compared to textbook-based materials, movies appeared to provide richer and more relatable learning content. This indicated that movies could serve as effective instructional materials that support contextual learning.

The interview findings further supported these observations, showing that students considered movies suitable and effective as learning materials.

“Kalau aku sih cocok aja, Miss. Malah bagus, jadi lebih seru.” (ZR-Q3)

“I think it is suitable. It’s even better because it makes learning more fun.” (ZR-Q3)

“Kalau aku sih sama cocok. Karena film bikin belajar jadi gak bikin bosan.” (AV-Q3)

“I think it is suitable too, because movies make learning not boring.” (AV-Q3)

These responses indicated that students perceived movies as appropriate and engaging learning materials. The use of movies made the learning process more interesting and prevented boredom, which often occurred when using conventional materials such as textbooks. When students were exposed to enjoyable materials, they were more likely to stay engaged and absorb the content more effectively. This finding was supported by Melisa et al., (2024), who stated that

effective learning materials should be meaningful, engaging, and relevant to learners' experiences.

Furthermore, students also perceived that movies provided more realistic and contextual examples of language use compared to textbooks.

“Bahasa di film malah lebih mirip percakapan sehari-hari dibanding di buku.” (HB-Q4)

“The language in movies is more similar to daily conversation compared to textbooks.” (HB-Q4)

“Karena bahasa di film kan sering dipakai dalam percakapan sehari-hari.” (MF-Q4)

“Because the language used in movies is often used in daily conversations.” (MF-Q4)

These statements showed that students considered movies as authentic learning materials that reflected real-life communication. Unlike textbooks, which often present simplified or formal language, movies exposed students to natural expressions, pronunciation, and conversational patterns. This made learning more meaningful and applicable to real-life situations. This finding was supported by Ghafar et al., (2023), who emphasized that authentic materials could enhance learners' understanding of how language is used in real communication.

Moreover, based on observation, students seemed more engaged when learning materials were presented through movies. They were more attentive, showed curiosity about the storyline, and

followed the lesson more actively. The visual and auditory elements in movies helped students connect vocabulary with context, which improved comprehension.

Overall, the findings showed that students had positive perceptions toward movies as learning materials. They considered movies more engaging, contextual, and relevant compared to traditional materials. The combination of interview results and classroom observation indicated that movies provided meaningful learning input, which supported students' understanding and retention of English vocabulary.

C. Technological Tools

Technological tools in this study referred to the use of devices such as smartphones, laptops, and internet access that supported students in learning English vocabulary through movies. This aspect focused on how technology facilitated learning outside the classroom and enhanced students' access to learning materials.

Based on classroom observation, most students were familiar with and had access to technological tools, particularly smartphones. These tools supported the implementation of movie-based learning, as students could easily access English movies, subtitles, and translation tools. The use of technology also allowed students to continue learning beyond the classroom. Students appeared more independent and flexible in their learning, as they could revisit movie

scenes, pause, and replay dialogues when needed. This indicated that technology played an important role in supporting autonomous learning.

The interview findings further supported these observations, showing that students perceived technology as helpful and beneficial in learning through movies.

“Yang pasti lebih mudah, karena aku jadi bisa belajar kapan aja mau itu lewat HP ataupun laptop.” (MF-Q5)

“It is definitely easier because I can study anytime using my phone or laptop.” (MF-Q5)

“HP bisa membantu banget buat belajar sendiri di rumah.” (NF-Q5)

“A smartphone really helps me study independently at home.” (NF-Q5)

These responses indicated that students perceived technological tools as making learning more flexible and accessible. The ability to learn anytime and anywhere allowed students to take control of their own learning process. This flexibility was important in supporting independent learning, especially outside the classroom. This finding was supported by Kul (2023), who stated that technology could enhance language learning by providing greater access to resources and opportunities for autonomous learning.

Furthermore, students also emphasized that technology made learning more practical and convenient.

“Karena saya jadi bisa belajar kapan saja, mau itu HP, bahkan laptop.” (RI-Q5)

“Because I can study anytime using my phone or even a laptop.” (RI-Q5)

This statement showed that technological tools reduced limitations in learning, such as time and place. Students were no longer dependent on classroom instruction, as they could access learning materials independently. This made the learning process more continuous and self-directed.

Moreover, based on observation, students showed familiarity and confidence in using technology during learning activities. They were able to navigate digital content, use subtitles, and search for word meanings when encountering unfamiliar vocabulary. This indicated that technology supported not only access to learning materials but also the development of learning strategies.

Overall, the findings showed that students had positive perceptions toward the use of technological tools in learning through movies. Technology was considered helpful in providing flexibility, accessibility, and independence in learning. The combination of interview results and classroom observation indicated that technological tools played a significant role in enhancing students' learning experiences and supporting vocabulary acquisition.

D. Learning Strategies

Learning strategies in this study referred to the techniques and actions used by students while learning English vocabulary through movies. These included activities such as repeating scenes, imitating pronunciation, taking notes, and looking up unfamiliar words. This aspect focused on how students actively engaged with the learning process when watching movies.

Based on classroom observation, students demonstrated various learning strategies during movie-based learning. They did not only watch the movie passively but also showed active efforts to understand the content. Some students repeated certain scenes, paid attention to pronunciation, and tried to follow the dialogue. Others showed curiosity by asking about unfamiliar words or expressions. This indicated that movie-based learning encouraged active participation and strategy use, rather than passive learning.

The interview findings further supported these observations, showing that students applied different strategies to help them understand vocabulary.

“Kalau saya sih lebih nyoba ngerti ke percakapannya, biasanya supaya tahu arti kata-katanya.” (RI-Q6)

“I try to understand the conversations so I can know the meaning of the words.” (RI-Q6)

This response indicated that students focused on understanding the meaning of words through context. Instead of relying only on memorization, they tried to interpret vocabulary based on how it was used in conversations. This showed the use of contextual learning strategies, which are important in language acquisition.

In addition, students also used repetition and imitation as learning strategies.

“Aku biasanya lebih ke ngulang dialog sama cari arti kata yang belum aku tau artinya apa.” (RF-Q11)

“I usually repeat the dialogue and look up the meaning of words I don’t know.” (RF-Q11)

“Iya, kadang aku ngulang-ngulang adegan sama sekalian niru cara bicara tokohnya.” (AV-Q7)

“Yes, sometimes I repeat scenes and imitate the way the characters speak.” (AV-Q7)

These statements showed that students actively practiced pronunciation and reinforced their understanding through repetition. Repeating dialogues and imitating native speakers helped students become more familiar with pronunciation and sentence patterns.

Furthermore, students also used supporting tools such as dictionaries and translation features.

“Biasanya sih pake terjemahannya atau nyari arti katanya di kamus.” (AV-Q8)

“I usually use subtitles or look up the meaning in a dictionary.” (AV-Q8)

“Saya mungkin cuma nyari arti kata yang menurut saya susah.” (NF-Q8)

“I usually look up the meaning of words that I find difficult.” (NF-Q8)

These responses indicated that students used cognitive strategies to overcome difficulties in understanding vocabulary. By searching for meanings, they were able to expand their vocabulary and improve comprehension.

This finding was supported by Wen and Naim (2023) who stated that learning strategies such as repetition, imitation, and using reference tools (e.g., dictionaries) are essential in language learning. These strategies help learners process, store, and retrieve new vocabulary more effectively.

Moreover, based on observation, students appeared more engaged when they applied these strategies. They were not only watching but also interacting with the content by repeating, interpreting, and practicing language use. This demonstrated that movie-based learning encouraged active learning behaviors.

Overall, the findings showed that students used a variety of learning strategies when learning through movies. These included understanding context, repeating dialogues, imitating pronunciation, and using dictionaries. The combination of interview results and classroom observation indicated that movie-based learning promoted

active and strategic learning, which supported students in acquiring English vocabulary more effectively.

E. Vocabulary Development

Vocabulary development in this study referred to the improvement of students' English vocabulary after learning through movies. This aspect focused on whether students felt that their vocabulary increased and how movies contributed to their vocabulary acquisition.

Based on classroom observation, students showed signs of vocabulary improvement during movie-based learning. They were able to recognize and recall certain words from the movie, especially those that were repeated or appeared in meaningful contexts. Some students also attempted to use newly learned words during classroom interactions. Compared to traditional learning, students seemed more familiar with vocabulary that they encountered through movies. This indicated that learning through movies supported vocabulary retention and understanding.

The interview findings further supported these observations, showing that students experienced an increase in their vocabulary after watching English movies.

“Aku sih ya miss, kosa-kataku bertambah setelah sering menonton film.” (MF-Q9)

“My vocabulary increases after frequently watching movies.” (MF-Q9)

“Kosakataku jadi nambah sih, pas lagi selesai nonton film.” (OO-Q9)

“My vocabulary increases after watching movies.” (OO-Q9)

These responses indicated that students were aware of their vocabulary growth. Repeated exposure to words in movies allowed them to recognize and remember new vocabulary more easily. This showed that movies provided meaningful input that supported vocabulary acquisition.

In addition, students also mentioned that movies helped them understand the meaning of words more clearly.

“Karena lewat film aku lebih ngerti gitu. Kayak lebih memahami arti katanya.” (AV-Q13)

“Through movies, I understand better and can grasp the meaning of words more clearly.” (AV-Q13)

“Film cukup membantu buat paham makna kata lebih mudah.” (RF-Q13)

“Movies help me understand the meaning of words more easily.” (RF-Q13)

These statements showed that movies helped students learn vocabulary in context rather than through memorization. By seeing how words were used in conversations, students could understand their meanings more naturally.

Furthermore, students also learned pronunciation along with vocabulary.

“Aku sih belajar arti kata baru sama dari cara ngucapin kosa-katanya yang benar kayak gimana.” (RI-Q14)

“I learn new vocabulary and how to pronounce the words correctly.” (RI-Q14)

This response indicated that vocabulary learning through movies was not limited to meaning but also included pronunciation. This made learning more comprehensive and practical for real communication.

This finding was supported by Maulida and Warni (2024) who stated that vocabulary acquisition is more effective when learners are exposed to words repeatedly in meaningful contexts. Movies provide such exposure through dialogues, visuals, and situations, which help learners understand and retain vocabulary more effectively.

Moreover, based on observation, students were more likely to remember vocabulary that was connected to scenes, emotions, or actions in the movie. This suggested that contextual and visual learning played an important role in vocabulary development.

Overall, the findings showed that students experienced positive vocabulary development through movie-based learning. They reported an increase in vocabulary, better understanding of

word meanings, and improved pronunciation. The combination of interview results and classroom observation indicated that movies were effective in supporting vocabulary acquisition in a meaningful and contextual way.

F. Students' Confidence in Using Vocabulary

Students' confidence referred to their self-assurance in using newly learned English vocabulary in communication. It included their willingness to speak, try new words, and express themselves without fear of making mistakes. In this study, confidence was reflected in students' readiness to use vocabulary gained from movies in daily conversations.

Based on classroom observation, students in class VIII B of SMP Muhammadiyah Aimas demonstrated increased confidence when participating in speaking activities after watching English movies. Students appeared more willing to respond to questions, imitate dialogues, and practice pronunciation. Some students who were usually passive became more active in trying to speak English. This indicated that movie-based learning created a supportive environment that encouraged students to practice language use without excessive anxiety.

The interview findings also showed that students felt more confident in using English vocabulary after learning through movies.

“Kalau dari aku, mungkin jadi lebih percaya diri gitu pas pake kosa-kata baru aku nyoba ngomong.”
(MF-Q10)

“I become more confident when I try to use new vocabulary in speaking.” (MF-Q10)

“Kalau saya sih jadi mulai berani pakai kosakata baru itu.” (NF-Q10)

“I start to be brave enough to use new vocabulary.”
(NF-Q10)

These responses indicated that students developed confidence gradually as they were exposed to vocabulary through movies. The use of authentic language in movies helped students feel more familiar with expressions, which reduced hesitation in speaking. This finding was supported by Yousefabadi et al., (2022), who stated that confidence played a crucial role in language learning because it encouraged learners to actively use the language.

Furthermore, students expressed that they were willing to directly practice the vocabulary they had learned.

“Langsung nyoba ngomong gitu kah? – Iya.” (RI-Q10)

“I directly try to speak using the new vocabulary.”
(RI-Q10)

This statement showed that students were not only confident internally but also willing to take action by practicing speaking. Active use of vocabulary indicated a higher level of language mastery, as students moved from understanding to production. This

was supported by Saputra (2024), who emphasized that language learners needed opportunities to practice speaking in order to build confidence and fluency.

In addition, students' confidence was also influenced by their familiarity with vocabulary gained from movies.

“Kalau dari saya sih mungkin lebih percaya diri gitu pas kosakata baru waktu artinya apa gitu.” (RI-Q10)

“I feel more confident when I understand the meaning of new vocabulary.” (RI-Q10)

This response indicated that understanding vocabulary meaning contributed to students' confidence. When students knew the meaning and usage of words, they were more willing to use them in communication. This suggested that comprehension was closely linked to confidence in language use. This finding was supported by Allal-Sumoto et al., (2023), who explained that vocabulary knowledge was essential for confident language production.

Moreover, classroom observation showed that students were more expressive and less afraid of making mistakes when using English. They were willing to imitate movie dialogues, respond to questions, and participate in discussions. The relaxed and enjoyable atmosphere created by movies helped reduce students' anxiety, allowing them to speak more freely.

Overall, the findings showed that movie-based learning positively influenced students' confidence in using English

vocabulary. Students became more willing to speak, try new words, and express themselves in English. The combination of observation and interview results indicated that movies not only improved vocabulary knowledge but also strengthened students' confidence in language use, which was essential for effective communication.

G. Learning Motivation

Learning motivation referred to students' internal drive and enthusiasm to engage in learning activities. It included their interest, willingness to participate, and persistence in learning English vocabulary. In this study, motivation was reflected in students' excitement, willingness to learn, and increased effort when learning through movies.

Based on classroom observation, students in class VIII B of SMP Muhammadiyah Aimas showed higher motivation during movie-based learning compared to traditional methods. Students appeared more enthusiastic, attentive, and actively involved in classroom activities. They showed interest in the movie content, followed the storyline, and participated in discussions. The use of movies created a more dynamic and enjoyable learning atmosphere, which encouraged students to stay engaged throughout the lesson.

The interview findings further supported these observations, showing that students felt more motivated when learning through movies.

“Belajar lewat film kerasa semakin seru bu. Bikin semangat terus.” (NF-Q16)

“Learning through movies feels more exciting and keeps me motivated.” (NF-Q16)

“Menurut aku belajar lewat film tuh jadi lebih bikin semangat dan gak gampang bosan gitu miss.” (RF-Q16)

“In my opinion, learning through movies makes me more motivated and not easily bored.” (RF-Q16)

These statements indicated that students experienced increased motivation when movies were used as learning media. Motivation was an important factor in learning because it influenced students’ willingness to participate and persist in learning activities. When students felt motivated, they were more likely to engage actively and invest effort in understanding the material. This was supported by Demirbulak and Zeyrek (2022), who stated that motivation played a key role in determining learners’ success in language learning.

Furthermore, students expressed that learning through movies felt like entertainment, which made them more eager to learn.

“Iya miss, karena belajarnya jadi kerasa kayak buat hiburan.” (MF-Q16)

“Yes, because learning feels like entertainment.” (MF-Q16)

“Menurut aku belajar lewat film tuh seru banget, jadi ketagihan nonton tapi bisa belajar juga.” (HD-Q16)

“Learning through movies is very fun, it makes me want to keep watching while learning.” (HD-Q16)

These responses showed that when learning was enjoyable, students became more intrinsically motivated. The perception of learning as entertainment reduced pressure and increased students’ willingness to participate. This finding was supported by Ghafournia (2023), who explained that enjoyable and low-stress learning environments enhanced language acquisition.

In addition, students’ motivation was also influenced by the flexibility and accessibility of learning through movies.

“Yang pasti lebih mudah, karena aku jadi bisa belajar kapan aja mau itu lewat HP ataupun laptop.” (MF-Q5)

“It is definitely easier because I can learn anytime using my phone or laptop.” (MF-Q5)

This statement indicated that access to technology supported students’ motivation to learn independently. When students had the opportunity to learn anytime and anywhere, they were more likely to engage in learning activities. This was supported by ElFalih and Lamrani-Hassani (2024), who stated that learner autonomy and access to learning resources increased motivation and engagement.

Moreover, classroom observation showed that students remained engaged from the beginning until the end of the lesson.

They paid attention to the movie, reacted to scenes, and showed curiosity about the content. Their active participation and sustained attention indicated strong learning motivation.

Overall, the findings showed that students demonstrated high motivation when learning English vocabulary through movies. They felt enthusiastic, interested, and eager to learn. The combination of interview and observation results indicated that movies created an enjoyable and motivating learning environment, which encouraged students to participate actively and sustain their interest in learning English.

4.2.Discussion

This study provides a deeper understanding of how movie-based learning influences students' engagement and perceptions in learning English vocabulary by integrating both interview findings and classroom observation data. Rather than merely confirming that movies are engaging, the novelty of this study lies in showing how behavioral, cognitive, and emotional engagement occur simultaneously and are visibly interconnected in an actual classroom context.

The observation notes revealed that students were not only attentive but also actively responded to instructions, showed curiosity toward the movie content, and maintained focus throughout the lesson. This indicates that engagement was not limited to self-reported perceptions but also manifested in observable behaviors. This supports Gomes et al. (2023), who stated that

behavioral engagement is reflected in students' active involvement in learning tasks (Gomes et al., 2023), and is further strengthened by Pratama et al. (2025), who found that movie-based learning increases students' participation and vocabulary learning outcomes (Pratama et al., 2025).

From a cognitive perspective, the findings highlight that movies function as a contextual learning tool that encourages students to process language more deeply. Observation notes showed that students paid attention to subtitles, repeated scenes, and attempted to interpret meanings based on visual and auditory cues.

Meanwhile, interview data confirmed that students actively tried to understand vocabulary through context rather than memorization. This aligns with Hafizah et al. (2025), who emphasized that contextual exposure enhances vocabulary retention (Hafizah et al., 2025), and Alfaiz et al. (2025), who found that audiovisual elements support comprehension (Alfaiz et al., 2025). The novelty here lies in revealing how students independently employ learning strategies when interacting with movies, suggesting that movies can foster implicit learning processes and learner autonomy at the same time.

In addition, emotional engagement was strongly evident, as students expressed enjoyment, enthusiasm, and a sense of comfort during learning. This was also supported by observation notes showing relaxed classroom interactions, students smiling, laughing, and remaining attentive throughout the lesson. This finding supports Pratama et al. (2025) and Kusumarajni (2022), who found that enjoyable learning environments increase motivation and

engagement. However, this study extends previous research by demonstrating that emotional engagement contributes directly to sustained participation and helps reduce learning anxiety in real classroom settings.

Furthermore, this study contributes to understanding students' perceptions by linking them to specific aspects such as teaching methods, learning materials, and technological tools. Students perceived movies as a more effective and engaging teaching method compared to traditional approaches, which was also reflected in observation notes showing higher student involvement during movie-based lessons. This is consistent with Purwanti (2024), who found that students have positive attitudes toward movie-based learning (Purwanti, 2024).

In terms of learning materials, students viewed movies as a source of authentic language input that provides contextualized vocabulary. This supports Adrefiza et al. (2024), who emphasized the importance of real-life language exposure in improving comprehension (Adrefiza et al., 2024). Additionally, the use of movies allowed students to understand vocabulary in meaningful contexts rather than memorizing isolated words, which strengthens the effectiveness of vocabulary acquisition.

Regarding technological tools, students indicated that movies supported flexible and independent learning. Although classroom implementation did not always rely on personal devices, students were able to extend their learning outside the classroom through available media. This is supported by Yunus and Damayanti (2024), who highlighted the role of audiovisual media in promoting

independent learning (Yunus & Damayanti, 2024). Moreover, students' increased motivation and reduced anxiety when learning through movies align with David and Weinstein (2024), who stated that enjoyable learning environments enhance motivation and engagement (David & Weinstein, 2024). The novelty of this study lies in demonstrating how these perceptions are not only expressed verbally but are also supported by observable classroom behaviors, creating a more comprehensive understanding of students' learning experiences.

Beyond these findings, an important aspect that emerges from this study is its contextual significance. While previous studies have generally positioned movies as an engaging and effective supplementary tool, this study reveals that for students at SMP Muhammadiyah Aimas, movies function as one of the primary sources of authentic English input outside the classroom. In this context, where students have limited exposure to English in their daily environment and learning is predominantly textbook-centered, movies play a crucial role in bridging the gap between formal instruction and real language use. This condition makes movie-based learning not only beneficial but also necessary to support vocabulary development and sustained engagement. Therefore, the effectiveness of movies in this study is closely related to the learning context, particularly in underrepresented regions such as Sorong, Southwest Papua, where access to authentic English input is limited.

Despite these positive findings, several limitations were identified. First, the variation in students' vocabulary proficiency influenced the level of

engagement, where some students required more guidance to fully participate in learning activities. Second, the use of subtitles, although beneficial for comprehension, may reduce students' focus on developing listening skills if not managed properly. Third, the limited classroom time constrained opportunities for deeper discussion, reflection, and follow-up activities related to the movie content. These limitations indicate that the effectiveness of movie-based learning depends on how well it is structured and facilitated by the teacher.

The implications of this study suggest that movies should be integrated as structured instructional media rather than used solely for entertainment. Teachers are encouraged to design guided activities such as vocabulary exercises, discussion sessions, and pronunciation practice to maximize learning outcomes. Additionally, careful management of subtitles and time allocation is needed to balance comprehension and listening skills development. These findings also imply that movie-based learning can support a more interactive, meaningful, and student-centered learning environment. Therefore, future researchers are recommended to explore the use of movies with more varied participants, different proficiency levels, and longer implementation periods to further enhance and refine the effectiveness of this learning approach.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and discussion presented in Chapter IV, it was concluded that the use of movies in learning English vocabulary had a positive impact on students' engagement and perceptions. The data obtained from observations and interviews showed that movie-based learning created a more engaging and meaningful learning experience for students.

1. In terms of students' engagement, the findings revealed that movies enhanced behavioral, cognitive, and emotional engagement. Behaviorally, students became more active in participating during the learning process, such as paying attention, responding to instructions, and being involved in classroom activities. Cognitively, students were able to process the learning material more effectively by understanding vocabulary through context, interpreting dialogues, and applying learning strategies such as repetition and note-taking. Emotionally, students showed positive feelings such as enjoyment, interest, and enthusiasm, which contributed to a more comfortable and motivating learning environment. These findings indicated that movies could create a holistic learning experience that supported students' active involvement in learning.
2. Regarding students' perceptions, the findings showed that students had positive attitudes toward learning English vocabulary through movies. They

perceived movies as an interesting, effective, and enjoyable learning medium. Students believed that movies helped them understand vocabulary more easily, especially because the words were presented in real-life contexts. In addition, movies also increased students' motivation and encouraged them to learn independently outside the classroom. Students felt more relaxed and less anxious when learning through movies, which further supported their participation and confidence in learning English.

Overall, it was concluded that movies were an effective teaching medium that not only improved students' vocabulary understanding but also enhanced their engagement and motivation in learning. Therefore, integrating movies into English language teaching could be considered an effective strategy to create a more interactive, enjoyable, and meaningful learning environment.

5.2.Suggestion

Based on the findings and the identified limitations of this study, several suggestions are proposed as follows:

1. Teachers are encouraged to integrate movies into English language teaching in a more structured and pedagogically guided way, particularly in vocabulary learning. While movies have been proven to enhance students' engagement and understanding, this study also found that students demonstrated different levels of participation and learning strategies. Therefore, teachers should provide clearer guidance and scaffolding, such as pre-teaching key vocabulary, controlling the use of subtitles, and designing follow-up activities like discussion, reflection,

and vocabulary exercises. This is important to ensure that all students, including those with lower proficiency, can benefit equally from movie-based learning. In addition, better time management is needed so that movie viewing can be followed by deeper discussion and comprehension activities.

2. Students are encouraged to use movies as a supportive learning resource beyond the classroom by applying more effective and reflective learning strategies. Since this study found that some students relied heavily on subtitles and did not fully focus on listening, students should be guided to gradually reduce subtitle dependence and pay more attention to pronunciation, intonation, and contextual meaning. Taking notes of unfamiliar vocabulary and revisiting movie scenes can also help improve comprehension and retention. By doing so, students can maximize the benefits of movies not only for vocabulary learning but also for overall language development in a more independent and meaningful way.
3. Future researchers are recommended to expand this study by addressing the limitations identified. Further research can explore more structured instructional designs in movie-based learning, particularly in balancing subtitle use and improving listening skills. In addition, future studies may investigate how different levels of student proficiency influence engagement and learning outcomes when using movies. It is also suggested to conduct research with a longer duration or in different

educational contexts to examine the long-term impact of movie-based learning. By addressing these aspects, future research can provide deeper insights and further strengthen the effectiveness of movies as a learning medium.

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APPENDIX

Tabel 1 Interview Instrument

Aspect/Variable	Indicator	Questions
Teaching Methods	Students' perception of the use of movies in supporting independent learning outside the classroom	1. What do you think about using movies as a method to learn Vocabulary in English? 2. Does watching movies help you understand English better than traditional classroom activities in general?
Learning Materials (Movies)	Appropriateness, clarity, authenticity of movies	3. What do you think about English movies as learning materials? 4. In your opinion, do English-language movies provide examples of authentic vocabulary usage as in everyday communication? Why?

Technological Tools	Devices and access for watching movies	5. Do technological tools make learning outside the classroom easier or more difficult?
How Movies Shape Engagement	Influence on interest, focus, participation	6. When watching English movies, do you tend to watch them passively, or do you actively try to understand the dialogues between the characters? Why? 7. Do you repeat scenes, practice speaking, or write vocabulary while watching?
Learning Strategies	Students' actions while learning through movies	8. What strategies help you learn the most from movies (using dictionaries, or discussing movies with friends)?
Perceived Achievement	Students' perceived improvement	9. Do you feel your vocabulary has improved

		because of watching movies? 10. How confident are you now when applying the new vocabulary you have learned in your everyday life?
Behavioral Engagement	Observable effort and participation	11. What actions do you usually take while watching English movies (take notes, repeat lines, mimic pronunciation , or look up the vocabulary)? 12. How often do you watch English movies in everyday life?
Cognitive Engagement	Thinking, processing, attention, understanding	13. Do movies contribute to your understanding of English vocabulary compared to traditional textbook-based learning?

		14. What do you learn from the dialogues or context in the movies?
Emotional Engagement	Interest, enjoyment, motivation	15. How do you feel when learning English through movies? 16. Do movies make learning more enjoyable? Why?

Table 2 Observation Instrument

Variable	Sub Variable	Indicator	Did	Did Not	Note
Students' Engagement	Behavioral	Students watches the movie attentively without being distracted.			
		Student pauses, rewinds, or replays scenes for understanding.			
		Students takes notes unfamiliar words to look up their meanings.			
		Students demonstrate that they actively imitated the pronunciation of vocabulary words spoken by the			

		characters in the movie.			
	Cognitive	Students uses strategies (use the subtitle or not, replay, prediction)			
		Students demonstrate engagement by asking themselves what the vocabulary means.			
	Emotional	Students shows excitement or positive expressions while watching.			
		Students appears motivated to continue watching the movies.			
		Students expresses feelings related to characters or storyline.			

Perception Components	Teaching Methods	Students indicated that the movies-based learning method was easy to follow.			
		Students demonstrate their understanding of the vocabulary learning process through movies (before, during, and after watching).			
	Learning Materials	The movie supports vocabulary learning (clear dialogues).			
		The movie contains real-life and authentic expressions.			
	Technology Tools	Technology used runs smoothly (audio and video quality).			

	Strategies	Students use a strategy of repeating new vocabulary they encounter while watching movies..			
	Achievement	Students show improvement in pronounce the new vocabulary imitation after watching movies.			
		Students demonstrate increased confidence in English.			

Table 3 Observation Instrument Results

“KUNGFU PANDA MOVIE”

Variable	Sub Variable	Indicator	Did	Did Not	Note
Students’ Engagement	Behavioral	Students watches the movie attentively without being distracted.	✓		During the movie session, students appeared focused on the storyline. They did not show significant signs of distractions and remained engaged in the learning activity.
		Student pauses, rewinds, or replays scenes	✓		Students actively used replay strategies to

		for understanding.			better understand certain scenes. Some of them requested specific parts to be replayed in order to grasp the meaning of the dialogues more clearly.
		Students takes notes unfamiliar words to look up their meanings.		✓	Students did not show a habit of taking notes on new vocabulary while watching. Most of them preferred to watch without writing down unfamiliar words.

		Students demonstrate that they actively imitated the pronunciation of vocabulary words spoken by the characters in the movie.	✓		Students were observed imitating the pronunciation of several vocabulary items from the movie, especially when guided by the teacher, indicating their effort to improve pronunciation.
	Cognitive	Students uses strategies (use the subtitle or not, replay, prediction)	✓		Students applied various strategies such as paying attention to subtitles, replaying scenes, and

					predicting meanings based on context to support their comprehension.
		Students demonstrate engagement by asking themselves what the vocabulary means.	✓		Students showed active thinking in understanding vocabulary, as seen through brief discussions with peers or reflective expressions when encountering new words.
	Emotional	Students shows excitement or positive	✓		Students displayed enthusiasm during the

		expressions while watching.			movie, such as laughing and showing emotional responses to certain scenes.
		Students appears motivated to continue watching the movies.	✓		Students seemed willing to continue watching without being forced, indicating a high level of interest in the learning media.
		Students expresses feelings related to characters or storyline.	✓		Students expressed their feelings toward the characters and storyline, either through spontaneous

					comments or simple discussions.
Perception Components	Teaching Methods	Students indicated that the movies-based learning method was easy to follow.	✓		Students were able to follow the learning process well, indicating that the movie based learning method was easy to understand.
		Students demonstrate their understanding of the vocabulary learning process through movies (before, during,	✓		Students showed understanding of the stages of vocabulary learning carried out before, during, and after watching the movie.

		and after watching).			
	Learning Materials	The movie supports vocabulary learning (clear dialogues).	✓		The dialogues in the movie were clear and helped students understand new vocabulary more effectively.
		The movie contains real-life and authentic expressions.	✓		The movie presented authentic and contextual language expressions that are relevant to real-life usage.
	Technology Tools	Technology used runs smoothly (audio and video quality).	✓		The learning media functioned well without technical

					issues, both in terms of audio and video quality.
	Strategies	Students use a strategy of repeating new vocabulary they encounter while watching movies..	✓		Students used repetition as a strategy for new vocabulary they heard, helping to reinforce memory and pronunciation.
	Achievement	Students show improvement in pronounce the new vocabulary imitation after watching movies.		✓	Not all students showed significant improvement in pronouncing new vocabulary. Some still experienced difficulty in

					imitating correct pronunciation.
		Students demonstrate increased confidence in English.	✓		Students showed increased confidence in using English, especially when attempting to pronounce new vocabulary or express their opinions.

Table 4 Observation Instrument Results

“BIG HERO 6 MOVIE”

Variable	Sub Variable	Indicator	Did	Did Not	Note
Students’ Engagement	Behavioral	Students watches the movie attentively without being distracted.	✓		During the learning process, most students appeared focused on the screen. They did not show disruptive behavior such as talking excessively or engaging in unrelated activities, indicating good engagement in

					watching the movie.
		Student pauses, rewinds, or replays scenes for understanding.	✓		Students actively used replay features to better understand certain scenes. Some of them requested specific parts to be replayed in order to comprehend the dialogue or context more clearly.
		Students takes notes unfamiliar words to look up their meanings.		✓	Not all students took notes of new vocabulary. Only a few students were

					observed writing down unfamiliar words, while others preferred to focus on watching without taking notes.
		Students demonstrate that they actively imitated the pronunciation of vocabulary words spoken by the characters in the movie.	✓		Students demonstrated efforts to imitate the pronunciation of vocabulary heard in the movie. They attempted to repeat certain words or sentences orally,

					especially when guided by the teacher.
	Cognitive	Students uses strategies (use the subtitle or not, replay, prediction)	✓		Students used various strategies to understand the movie, such as paying attention subtitles, predicting meanings from context, and replaying certain scenes.
		Students demonstrate engagement by asking themselves what the vocabulary means.	✓		Students appeared to think actively by trying to understand vocabulary independently.

					This was reflected in their expressions and brief discussions with peers regarding word meanings.
	Emotional	Students shows excitement or positive expressions while watching.	✓		Students displayed enthusiastic responses, such as smiling, laughing, and showing interest in the storyline.

		Students appears motivated to continue watching the movies.	✓		Students seemed eager to continue watching without being forced, indicating strong interest in the movie.
		Students expresses feelings related to characters or storyline.	✓		Some Students expressed their opinions or feelings about the characters and storyline, either verbally or through short discussions.
Perception Components	Teaching Methods	Students indicated that the movies-based	✓		Students were able to follow the learning

		learning method was easy to follow.			process well without confusion, indicating that the movie-based learning method was easy understand.
		Students demonstrate their understanding of the vocabulary learning process through movies (before, during, and after watching).	✓		Students showed understanding of the learning stages, including pre-watching, while-watching, and post-watching activities.
	Learning Materials	The movie supports vocabulary	✓		The dialogues in the movie were clear and

		learning (clear dialogues).			helped students recognize and understand new vocabulary.
		The movie contains real-life and authentic expressions.	✓		The movie provided authentic and contextually relevant expressions that support real-life language use.
	Technology Tools	Technology used runs smoothly (audio and video quality).	✓		The media used functioned smoothly without technical issues, both in terms of audio

					and visual quality.
	Strategies	Students use a strategy of repeating new vocabulary they encounter while watching movies..	✓		Students repeated new vocabulary they heard during the movie as a strategy to remember and practice pronunciation.
	Achievement	Students show improvement in pronounce the new vocabulary imitation after watching movies.	✓		There was noticeable improvement in students' pronunciation of new vocabulary after watching the movie, especially for frequently

					repeated words.
		Students demonstrate increased confidence in English.	✓		Students appeared more confident in using English, both in pronunciation and in expressing their ideas.

INTERVIEW SCRIPTS

MUFLI ADIKA

(Aura) Assalamualaikum warahmatullahi wabarakatuh.

(Aura) Halo Mufli apa kabar?

(Mufli) Halo ibu.

(Aura) Gimana ini kabarnya?

(Mufli) Baik ibu.

(Aura) Alhamdulillah. Oke, sebelumnya ibu mau terima kasih sama Mufli karena mau jadi subjek penelitiannya ibu. Mungkin kita langsung aja kali ya.

(Aura) Jadi disini kan ibu niatnya mau wawancara kelas 8B nih salah satunya kamu. Nah, mungkin pertanyaan pertama dari ibu tuh kayak menurut kamu sendiri, gimana sih kalau belajar kosakata bahasa Inggris lewat film?

(Mufli) Menurutku belajar kosakata lewat film malah jadi lebih seru dan mudah diingat.

(Aura) Lebih seru dan mudah diingat.

(Aura) Oke, kalau gitu apakah menurutmu menonton film membantu kamu lebih paham bahasa Inggris dibanding belajar biasa di kelas enggak?

(Mufli) Dari aku sih iya miss. Karena lewat film aku bisa langsung denger bahkan lihat penggunaan bahasanya kayak gimana.

(Aura) Oke, pertanyaan ketiga nih Mufli. Kalau menurut kamu sendiri film bahasa Inggris tuh cocok enggak dijadikan bahan belajar kita di kelas?, Mungkin kayak kita nonton atau mungkin kita jadikan dialog-dialognya untuk belajar tuh cocok enggak?

(Mufli) Kalau aku sih cocok, karena film bikin belajar jadi enggak bikin bosan.

(Aura) Oke, good. Pertanyaan keempat nih masih ada. Menurut Mufli apakah bahasa Inggris yang dipakai di film itu sama seperti bahasa Inggris yang kita pakai sehari-hari enggak?, Menurutmu kenapa?

(Mufli) Iya, Karena bahasa di film kan sering dipakai dalam percakapan sehari-hari. Jadi kartun yang dari luar negeri udah pasti sesuai dengan biasanya kita ngomong sehari-hari.

(Aura) Ngomong sehari-hari. Oh iya benar juga ya.

(Aura) Pertanyaan kelima, Apakah alat teknologi seperti misalnya kayak HP atau laptop atau mungkin kayak internet lah, Itu tuh membuat belajar di luar kelas jadi lebih mudah atau malah lebih sulit?

(Mufli) Yang pasti lebih mudah, karena aku jadi bisa belajar kapan aja mau itu lewat HP ataupun laptop.

(Aura) Oke benar juga.

(Aura) Oke pertanyaan ke enam ya. Saat menonton film berbahasa Inggris kamu tuh biasanya cuma menonton aja atau benar-benar mencoba memahami percakapan tokonya?

(Mufli) Kalau aku sih lebih nyoba ngerti percakapannya supaya tahu arti kata-katanya.

(Aura) Oke oke.

(Aura) Kalau nomor ketujuh nih misalnya ya. Saat menonton, Apakah kamu tuh pernah mengulang adegan atau mungkin kayak mencoba menirukan cara bicara atau kayak catat kosa-kata baru gitu enggak?

(Mufli) Iya, kadang aku ngulang-ngulang adegan sama sekalian niru cara bicara tokonya.

(Aura) Oke.

(Aura) Pertanyaan ke delapan nih. Cara apa yang paling ngebantu kamu sendiri dalam belajar dari film?, Mungkin misalnya kayak pake kamus kah?, Atau mungkin diskusi sama temen gitu?

(Mufli) Biasanya sih pake terjemahannya atau nyari arti katanya di kamus.

(Aura) Pertanyaan ke sembilan ya. Apakah menurut kamu nih, menurut Mufli, merasa kalau kosa-kata Bahasa Inggris tuh dari kamunya tuh bertambah setelah sering menonton film?, Atau gimana?

(Mufli) Aku sih ya miss, kosa-kataku bertambah setelah sering menonton film.

(Aura) Bertambah setelah menonton film ya?

(Mufli) Iya.

(Aura) Oke.

(Aura) Pertanyaan ke sepuluh nih. Seberapa percaya dirinya kamu kalau memakai kosa-kata Bahasa Inggris yang baru kamu dapet dalam kehidupan sehari-harimu?

(Mufli) Kalau dari aku, mungkin jadi lebih percaya diri gitu pas pake kosa-kata baru aku nyoba ngomong.

(Aura) Biasanya, apa yang kamu lakukan saat menonton film Bahasa Inggris?, Mungkin misalnya kayak dicatet kah?, Atau mungkin mengulang dialog kah?, Niru ucapannya kah?, Atau kayak cari arti kata baru gitu gak?

(Mufli) Aku biasanya lebih ke ngulang dialog sama cari arti kata yang belum aku gak tau artinya apa.

(Aura) Seberapa sering sih kamu nonton film Bahasa Inggris dalam kehidupan sehari-harimu?

(Mufli) Kalau aku nonton film Bahasa Inggris beberapa kali dalam seminggu, bisa tiga atau empat kali dalam seminggu.

(Aura) Apakah film membantu kamu memahami kosa-kata Bahasa Inggris lebih baik dibanding belajar dari buku pelajaran?

(Mufli) Iya, karena buat film aku lebih ngerti. Kayak lebih memahami arti katanya.

(Aura) Apa sih yang biasanya kamu pelajari dari percakapan atau cerita dalam film itu? (Mufli) Aku sih belajar arti kata baru sama dari cara ngucapin kosa-katanya, yang benar kayak gimana.

(Aura) Gimana sih perasaan kamu waktu belajar Bahasa Inggris lewat film?

(Mufli) Aku sih ngerasa senang miss, soalnya belajarnya lebih damai.

(Aura) Lebih apa?

(Mufli) Lebih damai.

(Aura) Apakah belajar lewat film itu membuat belajar jadi lebih menyenangkan?, menurutmu kenapa?

(Mufli) Iya miss, karena belajarnya jadi kerasa kayak buat hiburan.

RAHMADANI BORNEO ALEXA

(Aura) Assalamualaikum Wr. Wb, Halo Dani, apa kabar?

(Dani) Baik bu

(Aura) Alhamdulillah, bagaimana kabarnya?

(Dani) Bagus

(Aura) Bagus, kemarin kabarnya lagi sakit ya?

(Dani) Iya

(Aura) Semoga sehat terus ya

(Dani) Iya

(Aura) Oke Dhani, disini ibu mau minta tolong dan minta kerjasamanya Dani, hari ini hari rabu tanggal 4 Maret, rencananya ibu mau wawancara kelas 8B, termasuk kamu. Jadi nanti ibu akan tanyakan beberapa pertanyaan, nanti tolong bantu dijawab ya.

(Dani) Oiyaa

(Aura) Oke, kita mungkin langsung aja kali ya.

(Aura) Oke, pertanyaan pertama nih Dani. Menurut Dani, bagaimana sih belajar kosakata bahasa Inggris lewat film?

(Dani) Menurut saya, belajar kosakata lewat film itu malah lebih seru dan lebih gampang diingat.

(Aura) Oh oke, lebih seru dan gampang diingat.

(Aura) Oke, kita ke pertanyaan kedua ya.

(Dani) Bisa, bisa

(Aura) Apakah menonton film membantu kamu lebih paham bahasa Inggris dibanding belajar biasa di kelas gitu nggak?

(Dani) Kalau dari saya itu, karena lewat film itu saya lebih langsung dengar, bahkan melihat penggunaan bahasanya itu kayak gimana gitu loh.

(Aura) Oke, pertanyaan ketiga nih, menurut kamu sendiri, film berbahasa Inggris itu cocok nggak dijadikan bahan belajar?, contohnya nih ya, bahan belajar itu kayak ibu udah printkan dia punya dialog karakter atau tokoh di filmnya, baru ibu jadikan bahan pelajaran. Terus, bahan pelajarannya juga bisa dari segi kayak kita tayangkan film, nah jadi nanti kita belajar cara pronunciation-nya atau kosakata-kosakata yang ada di film itu. Menurut kamu, cocok nggak dijadikan bahan belajar?

(Dani) Kalau saya sih cocok, karena film itu belajarnya nggak bikin bosan.

(Aura) Oke, pertanyaan keempat nih, menurut Dani ya, apakah bahasa yang dipakai di film itu sama seperti bahasa Inggris yang kita pakai sehari-hari?

(Dani) Iya.

(Aura) kenapa?

(Dani) Karena bahasanya itu di film kan sering dipakai dalam percakapan sehari-hari kan, terus kartu yang di luar negeri udah pasti sesuai dengan yang udah biasanya kita ngomong sehari-hari.

(Aura) Oh, oke.

(Aura) Oke nih Dani, kita ke pertanyaan kelima ya. Ini tentang alat teknologi nih. Apakah alat teknologi seperti misalnya kayak HP, Dani ada HP?

(Dani) Ada

(Aura) Misalnya kayak HP, laptop, atau internet gitu, membuat belajar di luar kelas jadi lebih mudah atau malah lebih susah?

(Dani) Yang pasti lebih gampang.

(Aura) Yang pasti lebih gampang ya, kenapa menurut Dani lebih gampang?

(Dani) Karena saya jadi bisa belajar kapan saja, mau itu HP, bahkan laptop.

(Aura) Oke, pertanyaan keenam nih. Saat menonton film berbahasa Inggris, kamu biasanya cuma nonton saja kah?, atau benar-benar mencoba memahami percakapan tokohnya?

(Dani) Kalau saya sih lebih nyoba ngerti ke percakapannya, biasanya supaya tahu arti kata-katanya.

(Aura) tahu arti kata-katanya ya.

(Aura) Oke, pertanyaan nomor tujuh nih. Saat menonton, apakah Dani pernah mengulang adegan?, mencoba menirukan cara bicara?, atau kayak catat kosakata baru gitu gak?

(Dani) Iya, kadang-kadang adegan sama sekalian niru ucapannya gitu.

(Aura) Niru ucapannya ya?

(Dani) Iya.

(Aura) Oke, pertanyaan ke delapan. Cara apa sih yang paling membantu kamu belajar dari film?. Misalnya pake kamus kah?, atau diskusi dengan teman gitu?

(Dani) Biasanya saya pake penerjemah atau nyari kamus.

(Aura) Pake kamus berarti ya?

(Dani) Iya.

(Aura) Oke, pertanyaan nomor sembilan. Apakah kamu merasa kalau kosakata bahasa Inggris yang sudah kamu miliki itu bertambah setelah sering menonton film gitu gak?

(Dani) Iya.

(Aura) Contohnya kayak gimana tuh?

(Dani) Kosakatanya apa.. kosakata saya itu setelah sering menonton film.

(Aura) Bertambah, karena sering nonton film gitu ya?

(Dani) Iya.

(Aura) Oke, pertanyaan selanjutnya nih nomor sepuluh. Seberapa percaya dirinya sih kamu Dani kalau misalnya pake kosakata bahasa Inggris yang baru kamu dapet dalam kehidupan sehari-hari?

(Dani) Kalau dari saya sih mungkin lebih percaya diri gitu pas kosakata baru waktu artinya apa gitu.

(Aura) Langsung nyoba ngomong gitu kah?

(Dani) Iya.

(Aura) Oke, pertanyaan nomor sebelas. Biasanya apa sih yang Dani lakukan waktu nonton film berbahasa Inggris?. Misalnya contohnya kayak catat kosakatanya kah,

atau ngulang dialognya kah?, niru ucapannya kah?, atau mungkin cari arti kata baru begitu?

(Dani) Kalau saya biasanya lebih ke ngulang dialog sama cari arti katanya yang saya belum tau artinya apa.

(Aura) Oke, pertanyaan nomor dua belas. Seberapa sering kamu nonton film berbahasa Inggris dalam kehidupan sehari-hari?

(Dani) Kalau saya nonton film berbahasa Inggris itu biasanya itu bisa tiga atau empat kali dalam seminggu.

(Aura) Tiga atau empat kali dalam seminggu..

(Aura) Oke, pertanyaan selanjutnya nih, nomor tiga belas. Apakah film membantu kamu memahami kosakata bahasa Inggris lebih baik dibandingkan kita belajar pakai buku pelajaran gitu?

(Dani) Iya.

(Aura) Alasannya kenapa?

(Dani) Karena lewat film itu saya jadi lebih ngerti gitu, lebih memahami arti katanya.

(Aura) Memahami arti katanya ya, oke.

(Aura) Oke, pertanyaan selanjutnya. Apa yang biasanya kamu pelajari dari percakapan atau cerita dalam filmnya?

(Dani) Biasanya saya belajar arti kata baru, sama dari cara mengucapkan kosakatanya itu yang benar kayak gimana.

(Aura) Oke, pertanyaan lima belas nih Dani. Gimana sih perasaan kamu waktu belajar bahasa Inggris lewat film?

(Dani) Kalau saya sih lebih senang gitu, soalnya belajarnya lebih santai.

(Aura) Lebih santai ya?

(Dani) Iya.

(Aura) Oke, pertanyaan terakhir. Apakah belajar lewat film membuat belajar jadi lebih menyenangkan bagi kamu atau gimana?

(Dani) Iya, karena belajarnya itu jadi kerasa kayak buat hiburan bukan pelajaran.

(Aura) Tapi buat belajar juga bagus?

(Dani) Iya.

(Aura) Oke Dani, terima kasih banyak!

ZAHRA QHUMAIRAH & AVYKHA SETYA

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo, Zahra dan Avykha.

(Zahra & Avykha) Halo.

(Aura) Gimana kabarnya nih?

(Zahra & Avykha) Baik.

(Aura) Alhamdulillah. Oke, tadi ibu denger juga beberapa hari yang lalu kalian sakit, semoga sehat terus ya dek ya.

(Zahra & Avykha) Amin.

(Aura) Oke, jadi disini ibu datang untuk penelitian skripsinya ibu, terkait sesi wawancara atau tanya jawab. Jadi nanti ibu akan bertanya, kalian akan ngerespon atau menjawab. Gak apa-apa kan ibu wawancara dulu kan ya?

(Zahra & Avykha) Gak apa-apa.

(Aura) Oke, kita langsung ke pertanyaan pertama ya. Menurut Zahra dulu nih, gimana sih belajar kosa kata bahasa Inggris lewat film, Zahra?

(Zahra) Menurut aku sih kalau belajar lewat film malah jadi lebih mudah dipahami, Miss. (Aura) Hmm, lebih mudah dipahami. Oke, kalau menurut Avykha?

(Avykha) Menurut aku, belajar kosa kata lewat film malah jadi lebih seru dan mudah diingat.

(Aura) Oh, dan mudah diingat. Okee.

(Aura) Oke, pertanyaan kedua ya. Apakah menonton film membantu kamu lebih paham bahasa Inggris, dibanding belajar biasa di kelas gitu gak, Zahra?

(Zahra) Kalau aku iya, Miss. Karena film ngebantu aku banget buat lebih cepat ngerti bahasa Inggris.

(Aura) Oh, lebih cepat ngerti bahasa Inggris.

(Aura) Kalau Avykha sendiri gimana?

(Avykha) Dari aku iya, Miss. Karena lewat film aku bisa langsung dengar, bahkan lihat menggunakan bahasanya kayak gimana. (Aura) Oh, lihat penggunaannya langsung gitu ya?

(Avykha) Iya.

(Aura) Oke, pertanyaan nomor tiga nih. Menurut Zahra, film berbahasa Inggris itu cocok gak sih dijadikan bahan belajar?

(Zahra) Kalau aku sih cocok aja, Miss. Malah bagus, jadi lebih seru.

(Aura) Jadi lebih seru... Oke, kalau Avykha? (Avykha) Kalau aku sih sama cocok. Karena film bikin belajar jadi gak bikin bosan.

(Aura) Jadi gak bikin bosan, oh iya, oke-oke.

(Aura) Oke, pertanyaan nomor empat ya.

(Zahra) Menurut Zahra lagi deh. Menurut Zahra, apakah bahasa yang dipakai di film itu sama seperti bahasa Inggris yang kita pakai sehari-hari gitu gak?

(Zahra) Aku ngerasa bahasa Inggris, bahasa di film malah lebih mirip percakapan sehari-hari dibanding di buku. Karena aku pernah nonton kayak BTS-nya gitu, ada yang isi suaranya.

(Aura) Hmm, iya-iyaa behind the scenenya ya, oke. Kalau Avykha sendiri?

(Avykha) Iya, karena bahasa di film kan seru, dipakai dalam percakapan sehari-hari. Terus, kartun yang dari luar negeri kan udah pasti sesuai dengan yang biasanya kita ngomong sehari-hari juga.

(Aura) Oh iya bener, kartunnya kan pasti ada yang isi suaranya ya.

(Aura) Oke, pertanyaan nomor lima ini tentang alat teknologi ya. Apakah alat teknologi seperti HP, kalian berdua ada HP?

(Zahra & Avykha) Ada.

(Aura) Ada? Oke.. alat teknologi seperti HP, laptop, atau misalnya internet yang kalian akses membuat belajar di luar kelas jauh lebih mudah atau malah jadi lebih sulit?

(Zahra) Udah pasti mudah sih Miss. Jadi gampang aksesnya dimana aja sama kapan aja.

(Aura) Kalau Avykha?

(Avykha) Ya pasti lebih mudah Miss. Karena aku juga bisa belajar kapan aja, mau itu lewat HP atau bahkan laptop.

(Aura) Jadi gampang diaksesnya ya?

(Avykha) Gampang.

(Aura) Oke, pertanyaan nomor enam nih.

Saat menonton film berbahasa Inggris, kamu tuh biasanya cuma nonton saja kah?, atau benar-benar mencoba memahami percakapan tokohnya?

(Zahra) Kalau aku sih nyoba memahami dari percakapan tokoh film itu sih Miss.

(Aura) Oke, bagus ya. Kalau menurut Avykha sendiri gimana?

(Avykha) Kalau aku sih lebih ke nyoba gimana percakapannya, biar supaya tahu arti kata-katanya.

(Aura) Oh arti kata-katanya..

(Aura) Oke, pertanyaan nomor tujuh nih. Saat menonton apakah kalian berdua tuh pernah mengulang adegan kah?, atau mungkin mencoba menirukan cara bicara tokohnya?, atau kayak catat kosakata baru gitu gak Zahra?

(Zahra) Aku suka ngulang-ngulang adegan yang ada di film aja sih Miss.

(Aura) Ngulang adegan.. kalau Avykha?

(Avykha) Ya, kadang aku ngulang-ngulang adegan sama sekalian niru cara bicara tokohnya.

(Aura) Sama kayak ngulang adegan gitu ya?

(Avykha) Iya, karena menarik gitu sih.

(Ayra) Oke, nomor delapan nih. Cara apa sih yang paling ngebantu kamu buat belajar dari film? Misalnya kayak pake kamus kah?, atau diskusi sama temen?

(Zahra) Kalau aku udah pasti pake terjemahannya Miss.

(Aura) Oh pake terjemahannya. Kalau Avykha?

(Avykha) Biasanya sih aku pake terjemahannya, atau nyari arti katanya di kamus.

(Aura) Oh berarti sama ya?

(Zahra & Avykha) Iya.

(Aura) Oke, pertanyaan nomor sembilan deh. Dari Zahra dulu nih, menurut Zahra apakah kamu merasa kalau kosakata bahasa Inggris yang kamu punya sekarang tuh bertambah setelah sering nonton film gitu gak?

(Zahra) Aku sedikit sih Miss, kayak ngerasa kalau kosakataku itu jadi nambah pas selesai nonton film.

(Aura) Kalau Avykha?

(Avykha) Aku sih iya Miss, kosa-kataku bertambah setelah sering nonton film.

(Aura) Oke, pertanyaan nomor sepuluh deh. Seberapa percaya dirinya sih kamu, waktu pake kosakata bahasa Inggris yang baru kamu dapet ya dalam kehidupan sehari-hari gitu?

(Zahra) Kalau aku jadi lebih percaya diri Miss, waktu pake kosakata baru yang baru aku dapet.

(Aura) Yang baru kamu dapet.. Oke, kalau Avykha?

(Avykha) Kalau dari aku mungkin jadi lebih percaya diri gitu, pas pake kosa-kata baru, waktu nyoba ngomong.

(Aura) Waktu nyoba ngomong..

(Aura) Oke, pertanyaan nomor sebelas. Biasanya apa yang kamu lakukan waktu nonton film berbahasa Inggris? Misalnya mungkin kayak catat kosa-katanya kah, mengulang dialognya kah?, meniru ucapannya kah?, atay mencari arti kata baru?

(Zahra) Aku sih sering niru dialog gitu Miss waktu lagi nonton.

(Aura) Mengulang dialog.. kalau Avykha?(Avykha) Aku biasanya lebih ke mengulang dialog sih, sama cari arti kata yang belum aku tau artinya apa.

(Aura) Yang belum kamu tau artinya apa ya...

(Aura) Oke, pertanyaan nomor 12. Seberapa seringnya sih kamu nonton film berbahasa Inggris dalam kehidupan sehari-hari?

(Zahra) Kalau aku kayaknya lumayan sering sih nonton film bahasa Inggris, tapi kayak kartun-kartun gitu.

(Aura) Oh kartun-kartun gitu.. okee, kalau Avykha sendiri?

(Avykha) Kalau aku nonton film berbahasa Inggris beberapa kali dalam seminggu, bisa tiga atau empat kali dalam seminggu. Karena film bahasa Inggris itu semenarik itu Miss.

(Aura) Oh semenarik itu.. okee.

(Aura) Oke pertanyaan nomor 13 ya. Apakah film membantu kamu memahami kosa kata bahasa Inggris lebih baik, dibanding kayak belajar pakai buku pelajaran gitu gak?

(Zahra) Menurut aku, film malah lebih bikin aku makin ngerti kosakatanya sih Miss. Dibanding belajar lewat buku bikin aku ngantukan.

(Aura) Ngantukan ya, oke bener sih..

Kalau Avykha sendiri?

(Avykha) Iya, karena lewat film aku lebih ngerti gitu. Kayak lebih memahami arti katanya.

(Aura) Memahami arti katanya, okee.

(Aura) Nomor 14 ya. Apa sih yang biasanya kamu pelajari dari percakapan atau cerita dalam film yang kamu tonton?

(Zahra) Aku sih belajar dari arti kata-katanya di cerita film yang aku nonton.

(Aura) Kalau Avykha?

(Avykha) Aku sih belajar arti kata baru, sama dari cara mengucap kosakata yang bener kayak gimana.

(Aura) Oh yang bener kayak gimana..

(Aura) Oke pertanyaan nomor 15 nih, pertanyaan 15 nih terkait perasaan ya. Perasaan tuh maksudnya kayak gimana sih perasaan kalian waktu belajar bahasa Inggris lewat film?

(Zahra) Aku lebih ngerasa seneng Miss kalau belajar lewat film.

(Aura) Lebih seneng, kalau Avykha?

(Avykha) Aku sih ngerasa seneng Miss, soalnya belajarnya jadi lebih santai, lebih seru gitu.

(Aura) Lebih santai lebih seru, okee.

(Aura) Oke, kita ke pertanyaan terakhir deh ya. Apakah belajar lewat film membuat belajar jadi lebih menyenangkan menurut kalian berdua?

(Zahra) Menurut aku belajar lewat film tuh seru banget, jadi ketagihan nonton tapi bisa belajar juga.

(Aura) Kalau Avykha?

(Avykha) Iya Miss, karena belajarnya jadi terasa kayak buat hiburan bukan belajar.

(Aura) Buat hiburan ya, okee.

(Aura) Oke terima kasih banyak ya Zahra dan Avykha.

(Zahra & Avykha) Iyaa sama-sama Miss.

MUH. NUR FIQRI

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo Fiqri.

(Fiqri) Halo Ibu.

(Aura) Gimana kabarnya Fiqri?

(Fiqri) Alhamdulillah baik.

(Aura) Sehat?

(Fiqri) Sehat.

(Aura) Oke, Alhamdulillah.

(Aura) Oke Fiqri, disini kedatangan ibu itu mau namanya penelitian skripsi terkait wawancara. Jadi nanti Ibu akan bertanya, nanti Fiqri tolong respon ya. Oke, kita langsung ke pertanyaan pertama aja kali ya Fiqri ya.

(Aura) Oke, pertanyaan pertama. Menurut Fiqri nih, gimana sih belajar kosa kata Bahasa Inggris lewat film?

(Fiqri) Belajar kosa kata dari film jadi bikin belajar lebih santai dan juga menarik sih Ibu.

(Aura) Oke, menarik ya.

(Aura) Oke, kita ke pertanyaan kedua ya. Menurut Fiqri sendiri, apakah menonton film ngebantu Fiqri lebih paham Bahasa Inggris dibanding belajar biasa di kelas gitu enggak?

(Fiqri) Kalau dari saya sih lebih mengerti Ibu kalau lewat film dibanding belajar pakai buku teks.

(Aura) Oke, dibanding pakai buku teks.

(Aura) Oke, pertanyaan nomor tiga. Menurut kamu, film berbahasa Inggris itu cocok enggak sih dijadikan bahan belajar gitu? Kayak bahan belajar disini tuh maksudnya kayak misalnya kita menonton film, jadi kita bisa lihat kosakatanya sama pengucapannya yang benar kayak gimana. Kayak gitu, cocok enggak?

(Fiqri) Menurut saya film lumayan bagus buat belajar kosakata Bahasa Inggris, Ibu.

(Aura) Lebih cocok ya?

(Fiqri) Iya.

(Aura) Oke, pertanyaan nomor empat. Menurut Fiqri nih, apakah bahasanya yang dipakai di film tuh sama seperti Bahasa Inggris yang kita pakai sehari-hari gitu enggak?

(Fiqri) Iya, sama Ibu. Karena kan tokoh di film itu ada yang ngomong sebagai tokoh itu, jadi udah pasti kata-kata di film sering dipakai sehari-hari.

(Aura) Oh, kayak ada yang dubbing gitu ya.

(Aura) Oke, pertanyaan nomor lima nih. Nah, pertanyaan nomor lima nih tentang alat teknologi.

(Aura) Menurut Fiqri sendiri, apakah alat teknologi seperti HP, Fikri ada HP?

(Fiqri) Ada, Ibu.

(Aura) Seperti HP, laptop, atau mungkin internet yang kita akses tuh membuat belajar di luar kelas jauh lebih mudah atau malah jadi lebih susah?

(Fiqri) Kalau saya sih, contohnya HP bisa membantu banget buat belajar sendiri di rumah bu.

(Aura) Belajar sendiri gitu ya?

(Aura) Oke, pertanyaan nomor enam nih, Fiqri. Saat menonton film berbahasa Inggris, kamu biasanya cuma nonton saja kah atau benar-benar mencoba memahami percakapan tokonya?

(Fiqri) Kalau dari saya mungkin lebih kayak mencoba mengikuti percakapan tokoh dari film.

(Aura) Dari film itu ya.. Okee.

(Aura) Oke, pertanyaan nomor tujuh nih. Waktu menonton ya, kira-kira Fiqri tuh pernah ngulang adegannya kah?, atau mungkin mencoba menirukan cara bicaranya?, atau kayak catat kosakata baru di film itu enggak?

(Fiqri) Saya kadang lebih kayak meniru cara bicara tokohnya sih.

(Aura) Meniru ya.. Okee.

(Aura) Pertanyaan nomor delapan nih, Fiqri. Cara apa sih yang paling membantu Fiqri buat belajar dari film? Misalnya kayak pakai kamus kah atau diskusi sama temen gitu?

(Fiqri) Dari saya mungkin cuma nyari arti kata yang menurut saya susah.

(Aura) Oh, menurut kamu susah.. Okee.

(Aura) Oke, pertanyaan nomor sembilan ya. Apakah Fiqri merasa kalau kosakata bahasa Inggris yang Fiqri miliki sekarang tuh bertambah setelah sering menonton film enggak?

(Fiqri) Iya, bertambah. Saya merasa sedikit kalau kosakata saya pelan-pelan jadi lebih banyak.

(Aura) Pelan-pelan jadi lebih banyak.. Okee.

(Aura) Oke, pertanyaan nomor sepuluh. Seberapa percaya dirinya sih Fiqri kalau pakai kosakata bahasa Inggris yang baru Fiqri dapat dalam kehidupan sehari-hari?

(Fiqri) Kalau saya sih jadi mulai berani pakai kosakata baru itu.

(Aura) Jadi kalau misalnya dapat, bisa langsung dipraktikkan gitu kah?

(Fiqri) Iya.

(Aura) Oh, okee.

(Aura) Oke, pertanyaan nomor sebelas nih Fiqri. Biasanya apa sih yang Fiqri lakukan waktu nonton film dalam bahasa Inggris? Misalnya contohnya catat kosakatanya kah?, mengulang dialognya kah?, meniru pengucapannya kah?, atau cari arti kata baru begitu?

(Fiqri) Saya kayaknya cuma nyatat kata baru aja. Tapi kadang enggak sering.

(Aura) Tapi kadang enggak sering..

(Aura) Oke, pertanyaan nomor dua belas nih. Seberapa seringnya sih Fiqri menonton film dalam bahasa Inggris dalam kehidupan sehari-hari?

(Fiqri) Saya nonton beberapa kali dalam seminggu, mungkin dua atau tiga kali bu.

(Aura) Dua atau tiga kali ya..

(Aura) Oke, pertanyaan nomor tiga belas nih Fiqri. Apakah film membantu kamu memahami kosakata bahasa Inggris lebih baik dibandingkan belajar pakai buku pelajaran begitu?

(Fiqri) Kalau saya ya bu, karena film membantu saya jadi paham kosakatanya jadi lebih cepat.

(Aura) Kosakatanya lebih cepat, oke.

(Aura) Oke, pertanyaan nomor empat belas. Apa sih yang biasanya Fiqri pelajari dari percakapan atau cerita dalam film yang Fiqri tonton?

(Fiqri) Saya mungkin cuma belajar pengucapan dari film aja sih bu.

(Aura) Oh jadi cuma belajar pengucapan dari film itu ya?

(Fiqri) Iya bu.

(Aura) Oke, pertanyaan nomor lima belas. Pertanyaan nomor lima belas nih mungkin lebih ke perasaan aja ya. Bagaimana sih perasaannya Fiqri waktu belajar bahasa Inggris lewat film?

(Fiqri) Saya sih nikmati saja bu, kalau belajar lewat film jadi gak bosan gitu.

(Aura) Oh jadi gak bosan ya..

(Aura) Oke, pertanyaan terakhir nih. Apakah belajar lewat film membuat belajar jadi lebih menyenangkan gitu gak bagi Fiqri?

(Fiqri) Belajar lewat film kerasa semakin seru bu. Bikin semangat terus.

(Aura) Oh jadi seru gak bikin bosan ya, semangat terus gitu ya.

(Aura) Oke, Fiqri. Terima kasih banyak.

RAFA ALVANO

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo Rafa, gimana kabarnya? (Rafa) Alhamdulillah.

(Aura) Oke Rafa, sama seperti sebelumnya tuh. Ada Fadil, Anwar, sama Mufli. Nah, jadi tujuannya disini Ibu mau wawancara kelas 8B, salah satunya adalah kamu. Boleh kan ibu wawancara?

(Rafa) Boleh.

(Aura) Oke, kita ke pertanyaan pertama ya Rafa. Menurut Rafa nih, gimana sih belajar kosa kata Bahasa Inggris lewat film?

(Rafa) Menurut aku, film membuat belajar terjadi lebih santai aja gitu miss.

(Aura) Lebih santai?

(Rafa) Iya

(Aura) Oke oke oke.

(Aura) Pertanyaan kedua nih Rafa. Menurutmu, apakah menonton film tuh ngebantu kamu lebih paham Bahasa Inggris dibanding belajar biasa di kelas gak?

(Rafa) Kalau aku sih, jadi lebih cepat paham Bahasa Inggris lewat film.

(Aura) Jadi lebih cepat paham ya, Bahasa Inggris lewat film.. Okee.

(Aura) Pertanyaan ketiga Rafa. Menurut Rafa nih, film Bahasa Inggris tuh cocok gak buat dijadikan bahan belajar?

(Rafa) Cocok kok miss menurut aku kalau dipakai untuk belajar kosakata

(Aura) Cocok-cocok aja ya..

(Rafa) Iya.

(Aura) Okeee.

(Aura) Selanjutnya nih, pertanyaan selanjutnya. Menurut kamu, apakah Bahasa yang dipakai di film tuh sama seperti Bahasa Inggris yang dipakai sehari-hari?

(Rafa) Menurut aku, Bahasa Inggris di film tuh sering dipakai dalam kehidupan sehari-hari. Karena biasa ada yang mengisi suaranya.

(Aura) Oh, maksudnya kayak dubbing gitu ya? ada yang ngisi suaranya gitu.. Oke oke.

(Aura) Pertanyaan kelima nih Rafa. Apakah alat teknologi kayak misalnya HP, laptop, atau mungkin kayak di Warnet tuh yang ada komputer-komputernya. Itu tuh membuat belajar di luar kelas jadi lebih mudah kah? atau malah lebih sulit?

(Rafa) Dari aku sih teknologi ngebantu buat aku buat belajar meskipun cuman di rumah (Aura) Meskipun cuman di rumah?

(Rafa) Iya.

(Aura) Oke oke oke.

(Aura) Pertanyaan selanjutnya nih Rafa. Saat menonton film berbahasa Inggris, kamu biasanya cuman nonton aja kah? atau bener-bener nyoba pahami percakapan tokohnya?

(Rafa) Aku sih cuman berusaha aja untuk memahami percakapan yang ada di film.

(Aura) Cuman berusaha buat paham aja ya percakapannya?

(Rafa) Iya.

(Aura) Oke oke oke.

(Aura) Pertanyaan selanjutnya nih Rafa. Saat menonton film, apakah kamu pernah kayak mengulang adegan kah?, mencoba menirukan cara bicaranya kah?, atau mungkin mencatat kosakata baru gitu gak?(Rafa) Aku sih kadang kayak niru tokohnya gitu

(Aura) Hmmm kayak ngomong apa gitu kan ya?

(Rafa) Iya.

(Aura) Oke oke oke.

(Aura) Pertanyaan selanjutnya nih. Cara apa sih yang paling ngebantu kamu buat belajar dari film? Misalnya kayak pake kamus kah? atau mungkin diskusi sama temen gitu?

(Rafa) Aku sih.. aku mungkin sih langsung nyari arti katanya.

(Aura) Arti katanya?

(Rafa) Iya.

(Aura) Waktu nonton filmnya gitu kah? Kamu langsung catat gitu?

(Rafa) Iya.

(Aura) Oke oke.

(Aura) Oke, Nomor sembilan nih Rafa pertanyaannya. Apakah kamu merasa nih kalo kosakata bahasa Inggris kamu tuh bertambah setelah sering nonton film?

(Rafa)) Kosakataku jadi bertambah.

(Aura) Jadi nambah?

(Rafa) Iya.

(Aura) Oh, jadi nambah pas selesai nonton filmnya itu?

(Rafa) Iya.

(Aura) Wih keren.

(Aura) Oke, pertanyaan ke sepuluh nih Rafa. Seberapa percaya dirinya sih kamu waktu kosakata, eh pake kosakata bahasa Inggris yang baru kamu dapet dalam kehidupan sehari-harimu?

(Rafa) Kalo dari aku sih iya, aku merasa jadi lebih percaya diri ngomong bahasa Inggris.

(Aura) Wih, jadi lebih percaya diri ya.

(Aura) Oke, pertanyaan selanjutnya. Biasanya apa yang kamu lakukan saat nonton film berbahasa Inggris? Misalnya kayak dicatat kah? ngulang dialognya kah? atau niru ucapannya gitu? atau catat arti kata barunya gitu?

(Rafa) Aku mungkin cuma niru sama ngulang-ngulang dialognya.

(Aura) Oh niru sama dialog-dialognya, oke oke.

(Aura) Pertanyaan selanjutnya. Seberapa sering kamu nonton film bahasa Inggris dalam kehidupan sehari-harimu Rafa?

(Rafa) Gak sering sih, paling cuma dua kali dalam seminggu.

(Aura) Dua kali dalam seminggu?

(Rafa) Iya.

(Aura) Pertanyaan selanjutnya. Apakah film membantu kamu memahami kosakata bahasa Inggris lebih baik dibanding kita belajar lewat buku pelajaran gitu gak?

(Rafa) Menurut aku film cukup membantu buat paham makna kata lebih mudah.

(Aura) Buat paham maknanya ya, oke.

(Aura) Apa yang biasanya kamu pelajari dari percakapan atau cerita dalam film itu Rafa?

(Rafa) Aku sih jadi bisa belajar arti kata sama percakapannya.

(Aura) Percakapannya, oke oke.

(Aura) Pertanyaan selanjutnya. Gimana sih perasaan kamu waktu belajar bahasa Inggris lewat film?

(Rafa) Belajar lewat film tuh ternyata menyenangkan banget miss.

(Aura) Menyenangkan banget.. seru ya..

(Aura) Oke oke, pertanyaan terakhir nih Rafa. Apakah menurut Rafa kalau belajar lewat film tuh membuat belajar jadi lebih menyenangkan gak?

(Rafa) Menurut aku kalau belajar lewat film tuh jadi lebih bikin semangat dan gak gampang bosan gitu miss.

(Aura) Lebih semangat ya?

(Rafa) Iya.

(Aura) Dibanding kita di kelas cuma belajar pakai buku gitu ya?

(Rafa) Iya.

(Aura) Oke, thank you Rafa.

(Rafa) Iyaa Miss.

HARYADI BAUW

(Aura) Oke, Assalamualaikum Wr. Wb.

(Aura) Halo Haryadi, bagaimana kabarnya?

(Haryadi) Baik bu.

(Aura) Alhamdulillah.

(Aura) Oke, Haryadi, disini sama seperti teman-teman sebelumnya tadi, Ibu wawancara mereka atau lagi sesi tanya jawab. Nah, ini khusus untuk di kelas 8B aja nih, jadi di kelasmu. Gak apa-apa kan Ibu wawancara dulu nih?

(Haryadi) Gak apa-apa.

(Aura) Oke, kita ke pertanyaan pertama ya Haryadi. Menurut Haryadi nih, gimana sih belajar kata-kata Bahasa Inggris lewat film?(Haryadi) Menurut aku sih, kalau belajar lewat film malah jadi lebih mudah dipahami, Ibu.

(Aura) Oh, lebih mudah dipahami. Oke, oke, oke.

(Aura) Oke, pertanyaan kedua nih. Apakah menurut Haryadi, kalau menonton film tuh ngebantu kamu lebih paham Bahasa Inggris dibanding belajar biasa di kelas gak?

(Haryadi) Kalau aku sih iya bu. Karena film buat aku lebih cepat ngerti Bahasa Inggris. (Aura) Berarti ngebantu ya?

(Haryadi) Iya.

(Aura) Oke.

(Aura) Oke, pertanyaan nomor tiga nih Haryadi. Menurut Haryadi sendiri, film berbahasa Inggris tuh cocok gak buat dijadikan bahan belajar? Contohnya nih ya, kayak misalnya dialognya yang ada di tokoh di film itu, Ibu print terus kita coba speaking, kita coba tes-tes dialognya sama-sama, atau mungkin kayak kita tes tayangkan film di kelas buat jadi bahan pelajaran tuh, cocok gak menurut Haryadi?

(Haryadi) Kalau aku sih, cocok aja, bu. Malah bagus jadi lebih seru.

(Aura) Oke, oke. Pertanyaan keempat nih. Menurut Haryadi, apakah bahasa yang dipakai di film tuh sama seperti Bahasa Inggris yang dipakai sehari-hari gak?

(Haryadi) Aku ngerasa bahasa di film malah lebih mirip percakapan sehari-hari dibandingkan di buku. Karena aku pernah nonton kayak BTS-nya itu ada yang isi suaranya.

(Aura) Isi suaranya ya.. Oh iya, di sini kayak ada isi suaranya. Oke, oke.

(Aura) Oke, pertanyaan kelima. Apakah alat teknologi, misalnya nih ya Haryadi, kayak misalnya HP, laptop, atau mungkin kayak di Warnet itu kan ada komputer-komputernya kan? Nah ada internetnya itu, itu ngebuat belajar di luar kelas jadi lebih mudah atau malah lebih sulit?

(Haryadi) Udah pasti mudah sih, bu. Jadi gampang aksesnya, di mana aja sama tempat-tempat mana saja.

(Aura) Mudah karena ini ya.. gampang diakses itu ya, Oke.

(Aura) Oke, pertanyaan ke enam nih Haryadi. Saat kamu lagi nonton film Bahasa Inggris, kamu tuh biasanya cuma nonton aja kah? atau bener-bener kayak nyoba paham banget percakapan taunya gitu gak?

(Haryadi) Kalau aku sih nyoba memahami dari percakapan tokoh film itu sih, Bu.

(Aura) Hmm, okee.

(Aura) Oke, pertanyaan ke tujuh. Waktu lagi nonton nih, apakah kamu kayak misalnya pernah mengulang adegannya kah? atau mungkin mencoba menirukan cara bicaranya kah? atau kayak catat kosa kata baru gitu gak?

(Haryadi) Aku suka mengulang-ulang adegan yang ada di film aja sih, bu.

(Aura) Oke, oke.

(Aura) Oke, pertanyaan ke delapan nih. Cara apa sih yang paling ngebantu kamu buat belajar dari film? Misalnya kayak pake kamus kah? atau mungkin diskusi sama temen gitu?

(Haryadi) Kalau aku udah pasti pake terjemahan.

(Aura) Terjemahannya.. Hmm, oke oke.

(Aura) Pertanyaan ke sembilan. Menurut Haryadi, apakah kamu ngerasa gak kalau kosa kata Bahasa Inggris kamu tuh nambah setelah sering nonton film? (Haryadi) Kalau aku sedikit sih, Bu.

(Haryadi) Kayak ngerasa kalau kosa kataku itu jadi menambah pas selesai nonton film.

(Aura) Oke, oke.

(Aura) Oke, pertanyaan ke sepuluh nih. Kira-kira seberapa percaya dirinya sih kamu waktu pake kosa kata Bahasa Inggris yang baru kamu dapet dalam kehidupan sehari-hari?

(Haryadi) Kalau aku jadi lebih percaya diri bu, waktu pake kosa kata baru yang baru aku dapet.

(Aura) Oke, oke. Pertanyaan ke sebelas. Biasanya apa yang kamu lakukan saat lagi nonton film Bahasa Inggris? Contohnya misalnya kayak lagi catat kata-katanya kah? atau mungkin kayak ngulang dialognya kah? niru ucapannya kah? atau kayak cari arti kata baru gitu gak?

(Haryadi) Aku sih sering niru dialog gitu bu, waktu lagi nonton.

(Aura) Oke, cuma niru gitu ya.. Oke, oke.

(Aura) Pertanyaan ke dua belas nih. Seberapa sering sih kamu waktu lagi nonton film Bahasa Inggris dalam kehidupan sehari honeymoon?

(Haryadi) Kalau aku kayaknya lumayan sering sih nonton film Bahasa Inggris. Tapi kayaknya kartun-kartun gitu.

(Aura) Oh, kayak kartun-kartun gitu ya.. okee.

(Aura) Oke, pertanyaan ke tiga belas nih, Har Yadi. Menurutmu ya, apakah film ngebantu kamu memahami kosa kata Bahasa Inggris lebih baik dibandingkan kayak kita belajar lewat buku pelajaran gitu gak?

(Haryadi) Menurut aku film ini malah lebih bikin aku makin mengerti kosa katanya.

(Haryadi) Jadi dibandingkan belajar lewat buku gitu ya, bikin aku ngantuk kan.

(Aura) Oh, bikin ngantuk gitu.. Oke.

(Aura) Oke, pertanyaan ke empat belas nih. Apa yang biasanya kamu pelajari sih dari percakapan atau cerita dalam film yang kamu tonton?

(Haryadi) Aku sih belajar dari arti kata-katanya.

(Aura) Di cerita film itu ya?

(Haryadi) Iya, yang aku nonton.

(Aura) Oke, oke.

(Aura) Pertanyaan ke lima belas nih, Haryadi. Gimana sih perasaan kamu waktu lagi nonton Bahasa Inggris lewat film gitu?

(Haryadi) Aku lebih ngerasa senang kalau belajar lewat film.

(Aura) Oh, senang ya? Mungkin karena seru gitu kali ya?

(Haryadi) Iya.

(Aura) Oke, pertanyaan terakhir nih. Apakah menurut Haryadi kalau belajar lewat film tuh kayak ngebuat belajar jadi lebih menyenangkan gitu gak? Kalau iya kenapa?

(Haryadi) Menurut aku belajar lewat film tuh seru banget. Jadi ketagihan nonton tapi bisa belajar juga.

(Aura) Oh, jadi ketagihan tapi bisa belajar gitu?

(Haryadi) Iya.

(Aura) Oke, oke.

(Aura) Oke, thank you Haryadi. Terima kasih banyak.

ONA OMINA KILMI

(Aura) Halo, selamat pagi Ona. Bagaimana kabarnya Ona?

(Ona) Baik.

(Aura) Oke, syukur sudah. Nah, Ona disini sama seperti teman-temanmu sebelumnya. Maksud kedatangan Ibu disini adalah mau sesi wawancara dengan

anak kelas 8B, termaksud adalah kamu. Nah, jadi disini nanti Ibu kasih pertanyaan, Ona tinggal jawab saja.

(Aura) Jadi, Ibu wawancara kamu dulu, Gapapa tah?

(Ona) Gapapa.

(Aura) Oke, kita langsung ke pertanyaan pertama sudah ya.

(Aura) Oke, menurut Ona, bagaimana sih belajar kosakata bahasa Inggris lewat film?

(Ona) Menurut saya, film membuat belajar jadi terasa lebih santai begitu, bu.

(Aura) Oke, terasa lebih santai ya.

(Aura) Oke, pertanyaan nomor dua. Menurut Ona ya, apakah menonton film membantu kamu lebih paham bahasa Inggris dibanding belajar biasa di kelas atau tidak?

(Ona) Menurut saya sih, jadi lebih cepat paham bahasa Inggris lewat film.

(Aura) Lewat film.. Oke, lebih cepat paham ya.

(Aura) Oke, pertanyaan ketiga, Ona. Menurut Ona ya, film berbahasa Inggris itu cocok atau tidak dijadikan bahan belajar?

(Aura) Contohnya nih, contohnya kayak misalnya Ibu tayangkan film di kelas, terus nanti kita diskusi cara pengucapannya yang betul bagaimana. Atau mungkin Ibu print dia punya dialog-dialog percakapan, terus nanti kita tes-tes dialognya begitu. Nah, itu kan dijadikan bahan belajar, menurut Ona itu cocok atau tidak?

(Ona) Cocok sekali, bu.

(Aura) Cocok sekali?

(Ona) Menurut saya, kalau dipakai untuk belajar kosakata.

(Aura) Oke.

(Aura) Oke, pertanyaan keempat ya, Ona. Menurut Ona, apakah bahasa yang dipakai di film itu sama seperti bahasa Inggris yang kita pakai sehari-hari atau tidak? Kalau iya, kenapa?

(Ona) Menurut saya sih, bahasa yang ada di film itu sering dipakai dalam kehidupan sehari-hari. Karena biasa ada di pengisi suara.

(Aura) Oh, pengisi suara gitu kah maksudnya.. Oke, oke, oke.

(Aura) Oke, pertanyaan nomor lima ya, Ona. Menurutmu, apakah alat teknologi, contohnya ya, kayak HP.

(Aura) Ona ada HP tah?

(Ona) Ada.

(Aura) Kayak laptop atau mungkin kayak internet begitu, itu membuat belajar di luar kelas jadi lebih mudah atau malah lebih sulit?

(Ona) Menurut aku, kalau dari teknologi gampang buat belajar sendiri meskipun cuma di rumah.

(Aura) Oh, jadi kayak lebih mudah begitu ya.. Oke, oke.

(Aura) Selanjutnya pertanyaan nomor enam ya. Saat menonton film berbahasa Inggris, kamu itu biasanya cuma nonton saja kah? atau benar-benar kayak nyoba memahami percakapan yang ada di tokohnya begitu Kalau iya, kenapa?

(Ona) Menurut saya, cuma berusaha aja buat memahami percakapan yang ada di film.

(Aura) Hmm, oke.

(Aura) Oke, berarti kita pindah ke pertanyaan nomor tujuh ya. Saat menonton, apakah Ona pernah kayak misalnya mengulang adegan kah? atau mencoba menirukan cara bicaranya kah? atau kayak catat kosakata baru gitu kah tidak?

(Ona) Menurut saya, kadang kayak niru tokohnya ngomong apa.

(Aura) Oh, tokohnya ngomong apa.

(Aura) Oke, kita pindah ke nomor delapan ya. Cara apa yang paling membantu Ona belajar dari film? Misalnya pakai kamus kah? atau diskusi dengan teman begitu?

(Ona) Aku sih mungkin langsung nyari arti kata baru aja, bu.

(Aura) Nyari arti katanya ya.

(Aura) Oke.

(Aura) Oke, pertanyaan nomor sembilan. Menurut Ona, apakah kamu merasa kalau kosakata bahasa Inggris itu bertambah setelah sering nonton film kah tidak?

(Ona) Sangat bertambah. Kosakataku jadi nambah sih, pas lagi selesai nonton film.

(Aura) Kamu jadi ngerasa kalau bertambah ya..

(Aura) Oke, nomor sepuluh ya. Seberapa percaya dirinya kamu Ona, kalau misalnya ya pakai kosakata bahasa Inggris yang kamu baru dapat nih waktu kamu nonton film dalam kehidupan sehari-hari?

(Ona) Kalau dari aku, iya aku ngerasa jadi lebih percaya diri ngomong bahasa Inggris.

(Aura) Hmm, okee.

(Aura) Oke, pertanyaan nomor sebelas. Biasanya, apa yang kamu lakukan waktu lagi nonton film bahasa Inggris? Misalnya, kayak kamu catat dia kata-katanya kah? atau mungkin kamu mengulang dia di dialog kah? niru pengucapannya kah? atau cari arti katanya begitu? atau bagaimana?

(Ona) Menurut saya mungkin cuma niru sama ngulang dialog aja, bu.

(Aura) Dialognya?

(Ona) Iya, dialog aja.

(Aura) Oh, jadi cuma kayak niru sama ngulang dialog aja?

(Ona) Iya.

(Aura) Oh, oke.

(Aura) Oke, pertanyaan nomor dua belas. Seberapa sering kamu menonton film berbahasa Inggris dalam kehidupan sehari-hari, Ona?

(Ona) Gak sering banget sih, bu. Paling cuma dua kali dalam seminggu.

(Aura) Dua kali dalam seminggu?

(Ona) Iya.

(Aura) Oke.

(Aura) Oke, pertanyaan nomor tiga belas.

(Aura) Apakah film membantu kamu memahami kosakata bahasa Inggris lebih baik dibanding kayak kamu belajar dari buku pelajaran begitu kah? atau bagaimana?

(Ona) Menurut saya film cukup membantu buat paham makna kata lebih mudah.

(Aura) Oh, paham makna kata lebih mudah.

(Aura) Oke, kita pindah ke pertanyaan nomor empat belas. Apa yang biasanya kamu pelajari dari percakapan atau cerita yang ada dalam film itu?

(Ona) Menurut saya, jadi bisa belajar arti kata pengucapannya.

(Aura) Arti kata?

(Ona) Sama pengucapannya.

(Aura) Oh, sama pengucapannya.

(Aura) Oke, nomor lima belas. Bagaimana perasaanmu waktu belajar bahasa Inggris lewat film, Ona?

(Ona) Menurut saya, belajar film itu ternyata menyenangkan sekali, bu.

(Aura) Oh, menyenangkan sekali?

(Ona) Iya.

(Aura) Seru kah? karena kan selama ini belajar pakai buku kali ya?

(Ona) Iya, sangat seru.

(Aura) Oke, pertanyaan terakhir nih, Ona. Apakah belajar lewat film itu membuat kamu belajar jadi lebih menyenangkan atau bagaimana?

(Ona) Kalau belajar lewat film itu jadi lebih bikin semangat dan gak gampang bosan.

(Aura) Oh, jadi kayak gak gampang bosan?

(Ona) Iya, gak gampang bosan begitu, bu.

(Aura) Oke, waktu kamu nonton kemarin, kamu ada tidak?

(Ona) Ada, ada.

(Aura) Itu bagaimana menurutmu?

(Ona) Menurut saya itu sangat senang.

(Aura) Seru?

(Ona) Seru.

(Aura) Kalau misalnya dijadikan bahan belajar yang Ibu bilang di kelas itu cocok gak tidak?

(Ona) Sangat cocok.

(Aura) Cocok, berarti kamu dukung sekali ya?

(Ona) Iya.

(Aura) Okee.

(Aura) Okee Ona, terima kasih banyak.

FADHIL BAHARI PUTRA

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo Fadhil.

(Fadhil) Halo ibu

(Aura) Kabarnya gimana Fadhil?

(Fadhil) Baik.

(Aura) Alhamdulillah.

(Aura) Oke, sebelumnya ibu mau terima kasih sama Fadhil. Karena mau jadi subjek wawancaranya ibu, terutama di penelitian kali ini. Sama seperti Mufli dan Anwar tadi, ibu niatnya kesini mau wawancara nih. Jadi gimana, Fadhil boleh ibu wawancara?

(Fadhil) Boleh

(Aura) Oke, kita ke pertanyaan pertama ya Fadhil.

(Aura) Menurut Fadhil, gimana sih belajar kosa kata Bahasa Inggris lewat film?

(Fadhil) Belajar kosakata dari film jadi lebih seru dan menarik sih, miss.

(Aura) Lebih seru dan menarik?

(Fadhil) Iya.

(Aura) Oke, pertanyaan kedua. Apakah menurut Fadhil, menonton film tuh ngebantu kamu lebih paham Bahasa Inggris dibanding belajar biasa di kelas nggak?

(Fadhil) Kalau dari saya sendiri sih lebih mengerti, miss. Kalau belajar lewat film dibandingkan belajar pakai buku teks.

(Aura) Oh, Jadi lebih gampang kalau belajar lewat film dibanding kita belajar buku teks kayak di kelas gitu?

(Fadhil) Iya.

(Aura) Oke, pertanyaan ketiga. Menurut Fadhil, film Bahasa Inggris tuh cocok nggak sih untuk dijadikan bahan belajar? Contohnya nih, kayak misalnya Bahasa Inggrisnya dari film dialognya kita jadikan bahan belajar. Atau mungkin kayak kita nonton film kayak minggu lalu itu menurutmu cocok nggak?

(Fadhil) Menurut saya film lumayan bagus buat belajar kosakata.

(Aura) Oke, lumayan bagus ya.

(Aura) Oke, pertanyaan keempat. Menurut kamu, apakah bahasa yang dipakai di film itu sama seperti Bahasa Inggris yang dipakai sehari-hari nggak?

(Fadhil) Iya, sama miss. Karena kan tokoh di film itu ada yang ngomong sebagai tokoh juga.

(Aura) Oh, kayak misalnya orang yang dubbing gitu maksudmu?

(Fadhil) Iya.

(Aura) Oke, oke.

(Aura) Pertanyaan kelima. Apakah alat teknologi, contohnya nih, kayak HP, laptop, atau mungkin kayak Warnet tuh, itu tuh membuat kamu belajar di luar kelas jadi lebih mudah atau malah lebih sulit?

(Fadhil) Kalau dari saya sih, contohnya kayak HP biasa, bisa untuk membantu belajar di rumah.

(Aura) Jadi lebih mudah?

(Fadhil) Iya.

(Aura) Lebih mudah ya, oke.

(Aura) Pertanyaan keenam. Saat menonton film berbahasa Inggris, kamu tuh biasanya cuma nonton aja kah? Atau bener-bener nyoba memahami percakapan tokohnya?

(Fadhil) Kalau dari saya, mungkin lebih banyak mencoba ngikutin.

(Aura) Oh, ngikutin dialognya, oke.

(Aura) Oke, pertanyaan ketujuh nih. Saat menonton nih Fadhil, apakah kamu pernah kayak misalnya ngulang adegan kah? Nyoba niru cara bicaranya tokoh di film itu kah? Atau kayak catat kosakata baru gitu nggak?

(Fadhil) Saya kadang lebih kayak meniru.

(Aura) Meniru?, oh meniru percakapannya? (Fadhil) Iya.

(Aura) Oke.

(Aura) Selanjutnya nih, cara apa yang paling ngebantu kamu belajar dari film? Misalnya, pake kamus kah? Atau kayak diskusi sama temen?

(Fadhil) Dari saya mungkin cuma nyari artinya doang.

(Aura) Artinya doang, berarti diskusi sama temen nggak?

(Fadhil) Nggak.

(Aura) Oke.

(Aura) Selanjutnya, apakah kamu merasa kalau kosakata bahasa Inggris kamu bertambah setelah sering nonton film?

(Fadhil) Iya bertambah.

(Aura) Iya bertambah, kenapa tuh?

(Fadhil) Saya merasa sedikit bisa kosakatanya.

(Aura) Oh, berarti kayak misalnya kamu habis nonton film, ada berapa kosakata yang kamu dapat dari kamu nonton film itu tuh, kamu merasa bertambah?

(Fadhil) Iya.

(Aura) Oke.

(Aura) Oke, Pertanyaan ke sepuluh. Seberapa percaya dirinya sih kamu kalau pake kosakata bahasa Inggris baru dalam kehidupan sehari-hari?

(Fadhil) Kalau saya sih jadi mulai berani pake kosakata baru.

(Aura) Kosakata baru?

(Fadhil) Iya.

(Aura) Wow, good!

(Aura) Oke, Selanjutnya nih. Biasanya apa yang kamu lakukan waktu nonton film bahasa Inggris? Misalnya kayak mungkin dicatat kah kosakatanya? Atau mungkin ngulang dialognya kah? Niru ucapannya? Atau cari arti kata baru?

(Fadhil) Saya kayaknya cuma mencatat kata baru doang.

(Aura) Oh, kata baru doang.

(Aura) Oke, selanjutnya. Seberapa sering sih kamu waktu nonton film bahasa Inggris dalam kehidupanmu sehari-hari?

(Fadhil) Saya menonton beberapa kali, video 2 kali sehari.

(Aura) 2 kali sehari? Wow.

(Aura) Oke, pertanyaan selanjutnya nih Fadhil. Apakah film ngebantu kamu memahami kosakata bahasa Inggris lebih baik dibandingkan kita belajar dari buku pelajaran gitu enggak?

(Fadhil) Kalau saya sih Miss, karena film membantu saya jadi paham kosakata.

(Aura) Oh, menurut kamu lebih suka bahasa Inggris lewat film dibanding buku pelajaran?(Fadhil) Iya.

(Aura) Karena menurut kamu lebih paham? (Fadhil) Iya.

(Aura) Seru enggak kalau misalnya kayak nonton-nonton gitu?

(Fadhil) Seru.

(Aura) Oke, pertanyaan selanjutnya Fadhil. Apa yang biasanya kamu pelajari dari percakapan atau cerita dalam film yang kamu tonton?

(Fadhil) Saya mungkin cuma belajar mengucapkan kata saja.

(Aura) Mengucapkan kata..

(Aura) Oke, pertanyaan selanjutnya nih. Gimana sih perasaan kamu waktu belajar bahasa Inggris lewat film?

(Fadhil) Saya sih menikmati saja sih, miss.

(Aura) Oh, menikmati saja?

(Fadhil) Iya.

(Aura) Karena seru kali ya?

(Fadhil) Iya.

(Aura) Oke, pertanyaan terakhir nih Fadhil. Apakah menurut kamu belajar lewat film itu membuat belajar jadi lebih menyenangkan enggak?

(Fadhil) Belajar lewat film saya rasa sekali serunya sih, miss.

(Aura) Oh, lebih seru?

(Fadhil) Iya m.

(Aura) Dibanding kita belajar pakai buku gitu kan?

(Fadhil) Iya.

(Aura) Oke, terima kasih Fadhil. Terima kasih banyak ya.

(Fadhil) Iya, sama-sama.

FATIMAH KUMKELO & FINA MATULESSY

(Aura) Assalamualaikum warahmatullahi wabarakatuh, halo Fatima sama juga Fina. Gimana nih kabarnya?

(Fatimah & Fina) Alhamdulillah ibu.

(Aura) Alhamdulillah baik ya. Oke, sama seperti teman-temanmu sebelumnya. Di sini, kalian ibu jadikan namanya subjek penelitian. Atau subjek wawancaranya ibu nih. Nah, wawancaranya di sini tuh satu kelas dek. Jadi, enggak ibu sendiri-sendirikan, enggak ibu spesialkan gitu.

Jadi, semuanya ibu wawancara. Boleh kan ibu wawancara kalian berdua?

(Fatimah & Fina) Boleh.

(Aura) Oke, kita mulai kali ya.

(Aura) Pertanyaan pertama nih. Dari Fatimah dulu nih. Menurut Fatimah, gimana sih belajar kosakata Bahasa Inggris lewat film?

(Fatimah) Belajar kosakata dari film jadi bikin belajar lebih santai dan juga menarik sih ibu.

(Aura) Oh, lebih santai ya.

(Aura) Oke, kalau Fina sendiri gimana Fina?

(Fina) Menurut aku belajar kosakata lewat film malah lebih seru ibu.

(Aura) Malah lebih seru. Oh, berarti sama ya Fatimah ya.

(Fina) Iya.

(Aura) Oke. Pertanyaan kedua nih. Apakah menurut kalian berdua, menonton film itu tuh ngebantu lebih paham Bahasa Inggris dibanding belajar biasa di kelas enggak? Kalau Fatimah gimana?

(Fatimah) Kalau dari saya sih, jadi lebih ngerti ibu kalo belajar lewat film dibandingkan belajar pakai buku teks.

(Aura) Oke, kalau Fina gimana?

(Fina) Dari aku iya miss, karena lewat film aku bisa langsung dengar, bahkan lihat langsung penggunaan bahasa nya yang bener kayak gimana.

(Aura) Oke, oke, oke.

(Aura) Oke, pertanyaan ketiga nih. Menurut kalian berdua nih, apakah film berbahasa Inggris tuh cocok dijadikan bahan pelajaran nggak? Kayak misalnya contohnya, kayak kita nonton film, ibu tayangkan di kelas gitu kan, jadi kita kayak jadikan bahan pelajaran. Atau enggak kayak beberapa dialognya kita coba tiru, jadi ibu jadikan bahan pelajaran. Itu menurut kalian cocok enggak nih?

(Fatimah) Menurut saya sih filmnya lumayan bagus buat belajar kosakata Bahasa Inggris sih.

(Aura) Oke, kalau Fina?

(Fina) Kalau saya, karena film bikin belajar jadi enggak bisa bosan.

(Aura) Berarti cocok ya?

(Fatimah & Fina) Iya.

(Aura) Oke, pertanyaan selanjutnya nih. Menurut Fatimah nih pertama, apakah bahasa Inggris yang dipakai di film itu tuh sama kayak bahasa Inggris yang kita pakai sehari-hari kah? Atau gimana?

(Fatimah) Iya sama, ibu.

(Aura) Sama?

(Fatimah) Iya, Karena kan tokohnya di film itu ada yang ngomong sebagai tokoh.

(Aura) Oh, kayak ada yang ngisi suaranya gitu ya.

(Fatimah) Iya bener bu.

(Aura) Oke, oke, oke.

(Aura) Kalau Fati, eh Fina gimana?

(Fina) Kalau saya, iya karena bahasa film kan sering dipakai dalam percakapan sehari-hari. Kartun yang dari luar negeri pun udah pasti sesuai dengan yang biasa kita ngomong.

(Aura) Oh, jadi kayak kartun bahasa Inggrisnya tuh dia berarti sesuai dengan percakapan sehari-hari ya?

(Fina) Iya bu.

(Aura) Oke, oke.

(Aura) Pertanyaan kelima nih. Apakah alat teknologi seperti misalnya, contohnya kayak HP, kayak laptop, atau mungkin kayak misalnya internet itu tuh membuat belajar di luar kelas jadi lebih mudah atau malah lebih sulit?

(Fatimah) Kalau saya sih kayaknya HP bisa membantu banget buat belajar sendiri di rumah.

(Aura) Oh, buat belajar sendiri di rumah ya..

(Aura) Kalau Fina sendiri gimana?

(Fina) Yang pasti lebih mudah miss, karena aku jadi bisa belajar kapan aja, mau itu lewat HP atau bahkan laptop.

(Aura) Oke, pertanyaan ke enam. Saat menonton film berbahasa Inggris, kalian tuh biasanya cuma nonton aja kah? atau benar-benar mencoba memahami percakapan tokohnya gitu nggak?

(Fatimah) Kalau dari saya mungkin lebih kayak mencoba mengikuti percakapan tokoh di film itu.

(Aura) Kalau misalnya Fina sendiri?

(Fina) Kalau aku sih lebih kayak nyoba ngerti percakapannya, biar supaya tau arti kata-katanya.

(Aura) Oh, supaya tau arti kata-katanya ya.

(Aura) Oke, pertanyaan ke-7 nih. Saat menonton, apakah kalian pernah kayak misalnya ngulang adegannya kah? Mencoba menirukan cara bicaranya kah? Atau mungkin kayak catat kosakata baru gitu nggak?

(Fatimah) Kalau saya kadang lebih kayak meniru cara bicara tokohnya.

(Aura) Oke, kalau Fina sendiri gimana?

(Fina) Iya, kadang aku ngulang-ngulang adegan sama sekalian niru cara bicara tokohnya.

(Aura) Oke, pertanyaan nomor delapan nih. Kira-kira, cara apa sih yang paling membantu kalian belajar dari film? Misalnya kayak pakai kamus kah? Atau mungkin kayak diskusi sama temen gitu?

(Fatimah) Dari saya mungkin cuma nyari arti kata yang menurut saya susah.

(Aura) Kalau Fina?

(Fina) Biasanya aku pakai terjemahannya atau nyari arti kata yang ada di kamus.

(Aura) Oke, pertanyaan nomor sembilan nih. Menurut Fatimah, apakah kamu ngerasa kalau kosakata Bahasa Inggris tuh nambah nggak setelah sering nonton film?

(Fatimah) Iya bertambah. Saya ngerasa sedikit kalau kosakatanya pelan-pelan jadi lebih banyak.

(Aura) Oke, kalau Fina sendiri gimana?

(Fina) Aku sih, iya miss kosakataku bertambah setelah sering nonton film.

(Aura) Oke, pertanyaan selanjutnya nih. Yang ke 10. Seberapa percaya dirinya sih kalian kalau pakai kosakata Bahasa Inggris yang baru kalian dapat gitu di kehidupan sehari-harinya kalian?

(Fatimah) Kalau saya sih jadi mulai berani pakai kata baru.

(Aura) Oh, kalau pas dapat langsung bisa gitu ya..

(Aura) Oke, kalau Fina?

(Fina) Kalau dari aku mungkin jadi lebih percaya diri gitu pas pakai kosakatanya.

(Aura) Jadi lebih percaya diri ya..

(Aura) Pertanyaan ke sebelas. Biasanya apa sih yang kalian lakukan waktu nonton film Bahasa Inggris? Kayak catat kata-katanya kah? Atau mungkin kayak mengulang dialognya kah? Niru ucapan karakternya kah? Atau kayak cari arti kata baru gitu nggak?

(Fatimah) Kalau saya kayaknya cuman mencatat kata barunya.

(Aura) Kalau Fina?

(Fina) Aku biasanya lebih kayak ngulang dialog sama cari arti.

(Aura) Ngulang dialog aja kah? Atau ada lagi?

(Fina) Sama cari arti kata yang belum aku nggak tau arti nya apa.

(Aura) Oke, pertanyaan nomor dua belas nih. Seberapa sering sih kalian waktu nonton film Bahasa Inggris dalam kehidupan sehari-hari?

(Fatimah) Saya menonton beberapa kali seminggu, mungkin dua atau tiga kali bu.

(Aura) Dua atau tiga kali..

(Aura) Kalau Fina?

(Fina) Kalau aku nonton film Bahasa Inggris beberapa kali dalam seminggu. Bisa tiga atau empat kali dalam seminggu.

(Aura) Tiga atau empat kali..

(Aura) Oke, pertanyaan selanjutnya ya. Apakah film membantu kalian memahami kosakata Bahasa Inggris lebih baik dibandingkan belajar dari buku pelajaran gitu nggak?

(Fatimah) Kalau saya sih bu karena film membantu saya jadi paham kosakatanya jadi lebih cepat.

(Aura) Lebih cepat ya?

(Fatimah) Iya.

(Aura) Kalau Fina?

(Fina) Iya karena lewat film aku lebih ngerti gitu kayak lebih memahami arti katanya.

(Aura) Arti katanya ya..

(Aura) Oke, pertanyaan nomor empat belas nih. Apa yang biasanya kalian pelajari sih dari percakapan atau cerita dalam film yang kalian tonton?

(Fatimah) Saya mungkin cuman belajar mengucapkan kata dari film aja bu.

(Aura) Kalau Fina?

(Fina) Aku sih belajar arti kata baru sama dari cara mengucapi kosakata yang benar kayak gimana.

(Aura) Oh, berarti kayak cari arti katanya sekaligus cara ngucapin dialognya gitu ya..

(Aura) Oke, pertanyaan nomor lima belas nih. Gimana sih perasaan kalian berdua waktu lagi belajar Bahasa Inggris lewat film?

(Fatimah) Saya sih menikmati aja bu kalau belajar lewat film jadi nggak bosan gitu.

(Aura) Oh, jadi nggak bosan gitu ya..

(Aura) Kalau Fina gimana nih?

(Fina) Aku sih ngerasa senang nih soalnya belajarnya jadi lebih santai.

(Aura) Oh, lebih santai.. iya sih bener jadi lebih relax ya.

(Aura) Oke, last question. Apakah menurut kalian ya belajar lewat film tuh membuat belajar jadi lebih menyenangkan nggak? Kenapa?

(Fatimah) Belajar lewat film terasa sekali serunya bu, bikin semangat terus.

(Aura) Oh, kalau Fina gimana?

(Aura) Iya miss, karena belajarnya jadi kerasa kayak buat hiburan bukan pelajaran.

(Aura) Oke, thank you. Terima kasih banyak kalian berdua.

(Fatimah & Fina) Iya miss, sama-sama miss.

DINI AZZAHRA PUTRI

(Aura) Assalamualaikum warahmatullahi wabarakatuh, halo Dini! gimana kabarnya nih Dini? baik?

(Dini) Alhamdulillah baik ibu.

(Aura) Alhamdulillah.

(Aura) Oke, Dini. Jadi maksud kedatangan ibu disini untuk melakukan penelitian skripsi ibu dalam tahap sesi wawancara nih Dini. Jadi, nanti ibu akan tanyakan beberapa pertanyaan, kemudian Dini akan menjawab pertanyaannya. Dini boleh kan ibu wawancara dulu?

(Dini) Boleh bu.

(Aura) Oke, kita langsung aja kali ya.

(Aura) Pertanyaan pertama nih Dini. Menurut Dini, gimana sih kalo belajar kosakata bahasa Inggris lewat film?

(Dini) Kalo menurut aku sih, belajar kosakata dari film tuh kayak bikin belajar jadi lebih santai dan juga menarik bu.

(Aura) Hmm, lebih santai dan menarik ya, oke.

(Aura) Oke, pertanyaan kedua ya Dini. Menurut Dini, apakah menonton film tuh ngebantu kamu lebih paham Bahasa Inggris dibanding belajar biasa di kelas gak?

(Dini) Kalo dari aku sih ngerasa jadi lebih ngerti bu kalo belajar lewat film, dibanding kita belajar kayak dikelas.

(Aura) Oh, okee. Kamu ngerasa lebih paham ya.

(Aura) Oke, kita pindah ke pertanyaan ketiga ya. Menurut Dini, film Bahasa Inggris tuh cocok gak buat dijadikan bahan belajar?

(Dini) Cocok-cocok aja kok bu. Menurut aku malah bagus kalo bisa belajar lewat film.

(Aura) Wah, malah lebih bagus ya menurut kamu?

(Dini) Iya bu.

(Aura) Oke, pertanyaan keempat ya Dini. Menurut kamu, apakah bahasa yang dipakai di film tuh sama seperti bahasa Inggris yang dipakai sehari-hari?

(Dini) Kalo menurut aku, iya bu sama. Aku gatau apa namanya, tapi aku taunya di film kartun tuh biasa ada yang isi kalo lagi ngomong.

(Aura) Oh, maksudmu dubbing?

(Dini) Iya itu bu.

(Aura) Oiya bener, biasa kan ada gitu yang isi suara tokoh kartun nya dikehidupan nyata.

(Aura) Oke Dini, pertanyaan kelima nih. Apakah alat teknologi seperti HP, Dini ada HP kan Din?

(Dini) Iya bu ada.

(Aura) Nah, alat teknologi seperti HP, laptop, atau internet tuh membuat belajar diluar kelas jadi lebih mudah atau malah jadi lebih susah?

(Dini) Kalo aku sih, membantu sekali bu. Kayak HP bisa ngebantu aku buat belajar sendiri dirumah.

(Aura) Oh, oke oke oke. Intinya membantu kamu banget ya.

(Aura) Oke, pertanyaan selanjutnya nih Dini. Saat menonton film berbahasa Inggris, kamu biasanya cuman nonton aja kah? Atau bener-bener nyoba memahami percakapan tokohnya?

(Dini) Aku sih kayaknya cuma coba ngikutin percakapan tokohnya ngomong apa bu.

(Aura) Oh, oke. Cuma ngikutin.

(Aura) Okedeh Dini, pertanyaan ketujuh ya. Saat menonton film nih, apakah kamu pernah kayak mengulang adegan kah? Mencoba menirukan cara bicaranya kah? Atau mungkin mencatat kosakata baru gitu gak?

(Dini) Aku kadang cuma niru cara bicara tokohnya aja bu.

(Aura) Meniru cara bicara tokoh aja, okedeh Dini.

(Aura) Oke, pertanyaan ke delapan nih. Cara apa sih yang paling ngebantu Dini buat belajar dari film? Misalnya kayak pake kamus kah? Atau mungkin diskusi sama temen gitu?

(Dini) Dari aku kayaknya cuma tanya-tanya ke temen sih bu.

(Aura) diskusi ya berarti?

(Dini) Iya bu.

(Aura) Oke, pertanyaan selanjutnya nih Dini. Apakah kamu merasa nih kalo kosakata bahasa Inggris kamu tuh bertambah setelah sering nonton film?

(Dini) Iya bertambah bu, tapi ga banyak. Kayak cuma rasa kalo kosakataku tuh sedikit-sedikit nambah bu.

(Aura) Wah, keren ya.

(Aura) Oke Dini, pertanyaan kesepuluh nih. Seberapa percaya dirinya sih kamu Dini waktu pake kosakata bahasa Inggris yang baru kamu dapet dalam kehidupan sehari-harimu?

(Dini) Aku sih, ngerasa pede aja bu kalo buat nyoba-nyoba ngomong kosakatanya.

(Aura) Oiya kah? wah good Dini.

(Aura) Oke nih Dini, kita ke pertanyaan ke sebelas ya dek. Biasanya apa yang kamu lakukan saat nonton film berbahasa Inggris? Misalnya kayak dicatat kah? Ngulang dialognya kah? Atau niru ucapannya gitu? Atau catat arti kata barunya gitu?

(Dini) Kalo aku kadang nyatat kata-katanya bu, sama coba niru aja.

(Aura) Wah, gitu ya.

(Aura) Pertanyaan selanjutnya nih Dini. Seberapa sering sih kamu nonton film bahasa Inggris dalam kehidupan sehari-harimu dek?

(Dini) Aku cuma beberapa kali aja sih bu. Mungkin 2 atau 3 kali gitu.

(Aura) Oke, 2 atau 3 kali ya.

(Aura) Oke, pertanyaan berikutnya nih. Apakah film membantu Dini memahami kosakata bahasa Inggris lebih baik dibanding kita belajar lewat buku pelajaran gitu gak?

(Dini) Kalo aku sih iya bu.

(Aura) Iya? kenapa tuh emangnya?

(Dini) Karena film itu kan kayak santai gitu kan bu, jadi bikin aku lebih cepat ngerti gitu bu.

(Aura) Hmm, lebih cepet paham ya.

(Aura) Okedeh, pertanyaan selanjutnya. Apa sih yang biasanya kamu pelajari dari percakapan atau cerita dalam film itu Dini?

(Dini) Kalo aku, mungkin cuma buat coba-coba belajar cara ngomongnya kata itu yang bener kayak gimana bu.

(Aura) Oh, gitu. Pengucapannya yang bener kayak gimana gitu ya maksudmu?

(Dini) Iya bu.

(Aura) Oke, kalo gitu kita pertanyaan berikutnya nih Dini. Ini tentang perasaan dek, kira-kira gimana sih perasaanmu waktu belajar bahasa Inggris lewat film?

(Dini) Aku senang sih bu, asik jadinya.

(Aura) Menikmati gitu ya?

(Dini) Iya bu, jadi gak bosan.

(Aura) Hmm, gak bosan ya.

(Aura) Oke nih Dini, pertanyaan terakhir. Apakah menurut Dini kalau belajar lewat film tuh membuat belajar jadi lebih menyenangkan gak?

(Dini) Belajar lewat film tuh kerasa sekali serunya bu, asik.

(Aura) Asik ya.

(Aura) Oke deh Dini, Terima kasih banyak ya dek.

ZULKARNAIN AKBAR

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo Akbar, gimana kabarnya ini Akbar?

(Akbar) Baik Ibu.

(Aura) Alhamdulillah, sehat?

(Akbar) Sehat.

(Aura) Alhamdulillah. Oke Akbar, jadi kedatangan Ibu disini itu untuk penelitian skripsi terkait sesi wawancara. Sesi wawancara itu maksudnya nanti Ibu akan menanyakan beberapa pertanyaan. Nanti silakan Akbar merespon beberapa jawaban, oke?

(Akbar) Siap.

(Aura) Bisa kan?

(Akbar) Bisa.

(Aura) Oke, kita langsung aja kali ya.

(Aura) Oke, pertanyaan pertama nih Akbar. Menurut Akbar sendiri, gimana sih belajar kosakata bahasa Inggris lewat film?

(Akbar) Menurut aku film buat belajar jadi terasa lebih santai gitu, bu.

(Aura) Lebih santai gitu ya..

(Aura) Oke, pertanyaan kedua nih. Apakah menonton film membantu kamu lebih paham bahasa Inggris dibanding belajar biasa di kelas gitu nggak?

(Akbar) Kalau aku sih jadi lebih cepat paham bahasa Inggris lewat film.

(Aura) Lebih cepat paham ya, oke.

(Aura) Oke, pertanyaan ketiga. Menurut Akbar, film berbahasa Inggris tuh cocok gak sih dijadikan bahan belajar?

(Akbar) Cocok kok bu menurut aku kalau dipakai untuk belajar kosakata.

(Aura) Cocok-cocok aja ya berarti.

(Aura) Oke, pertanyaan nomor empat nih. Menurut Akbar, apakah bahasa yang dipakai di film itu sama seperti bahasa Inggris yang kita pakai sehari-hari gitu gak?

(Akbar) Menurut aku bahasa Inggris yang ada di film itu lebih sering dipakai dalam kehidupan sehari-hari. Karena biasa ada yang mengisi suaranya gitu, bu.

(Aura) Karena ada yang isi suaranya kayak di kartun-kartun gitu ya?

(Akbar) Iya.

(Aura) Pernah dengar orang dubbing gitu berarti?

(Akbar) Iya bu pernah.

(Aura) Oke, pertanyaan nomor lima nih Akbar. Ini tentang alat teknologi ya. Menurut Akbar sendiri, apakah alat teknologi seperti HP, Akbar ada HP?

(Akbar) Ada, Bu.

(Aura) Nah, alat teknologi seperti HP, laptop, atau internet yang biasa kita akses itu membuat belajar di luar kelas jadi lebih mudah atau malah jadi lebih susah?

(Akbar) Kalau dari aku sih teknologi membantu buat aku belajar sendiri meskipun cuma di rumah.

(Aura) Meskipun cuma di rumah ya..

(Aura) Oke, pertanyaan nomor enam. Saat menonton film berbahasa Inggris, kamu biasanya cuma nonton saja kah? Atau benar-benar mencoba memahami percakapan tokohnya?

(Akbar) Aku sih cuma berusaha aja membuat memahami percakapan yang di film.

(Aura) Oke, pertanyaan nomor tujuh. Saat menonton, apakah kamu pernah mengulang adegan kah? Atau mungkin mencoba menirukan cara bicaranya? Atau mencatat kosakata baru gitu nggak?

(Akbar) Aku sih kadang kayak niru tokohnya ngomong apa gitu.

(Aura) Oh, tokohnya ngomong kayak gimana gitu ya.

(Aura) Oke, pertanyaan nomor delapan. Cara apa sih yang paling ngebantu Akbar waktu belajar dari film? Misalnya kayak pakai kamus kah? Atau diskusi sama teman begitu?

(Akbar) Aku mungkin langsung nyari arti kata waktu nemu kata baru.

(Aura) Maksudnya cari arti kata barunya ya.

(Akbar) Iya bu.

(Aura) Oke, pertanyaan nomor sembilan. Apakah Akbar merasa kalau kosa kata bahasa Inggrisnya Akbar tuh bertambah setelah sering menonton film gitu? Atau tidak?

(Akbar) Iya bu, kosakataku jadi nambah pas selesai menonton film.

(Aura) Bertambah ya.

(Aura) Oke, pertanyaan nomor sepuluh. Seberapa percaya dirinya sih Akbar memakai kosakata bahasa Inggris yang baru kamu dapat dalam kehidupan sehari-hari?

(Akbar) Kalau dari aku iya, aku merasa jadi lebih percaya diri ngomong bahasa Inggris.

(Aura) Jadi sedikit percaya diri ya.

(Aura) Oke, pertanyaan nomor sebelas. Biasanya apa sih yang kamu lakukan waktu nonton film berbahasa Inggris? Kayak mungkin mencatat kosakatanya kah?

Mengulang dialognya kah? Atau mungkin meniru ucapan atau cari arti kata barunya gitu?

(Akbar) Aku mungkin cuma niru sama mengulang dialog jadi bu.

(Aura) Oh, maksudnya kayak mengulang-ulang dialognya gitu ya.

(Akbar) Iya.

(Aura) Oke, pertanyaan nomor dua belas nih. Seberapa seringnya sih kamu menonton film berbahasa Inggris dalam kehidupan sehari-hari?

(Akbar) Enggak yang sering banget sih bu. Paling cuma dua kali dalam seminggu.

(Aura) Oke, kita ke pertanyaan nomor tiga belas. Apakah film membantu kamu memahami kosakata bahasa Inggris lebih baik dibandingkan belajar pakai buku pelajaran gitu enggak?

(Akbar) Menurut aku film cukup membantu buat paham makna kata lebih mudah.

(Aura) Oke, pertanyaan nomor empat belas. Apakah yang biasanya kamu pelajari dari percakapan atau cerita dalam film sih Akbar?

(Akbar) Aku sih jadi bisa belajar arti kata sama pengucapannya.

(Aura) Arti kata sama pengucapannya benar kayak gimana gitu ya.

(Aura) Oke, pertanyaan nomor lima belas nih terkait perasaan aja sih. Gimana sih perasaannya Akbar waktu belajar bahasa Inggris lewat film?

(Akbar) Belajar lewat film tuh ternyata menyenangkan banget nih bu.

(Aura) Seru gitu ya? Kalau kemarin waktu kita nonton tuh Akbar nonton enggak?

(Akbar) Iya, nonton Kung Fu Panda.

(Aura) Seru gak itu menurut Akbar?

(Akbar) Seru sih.

(Aura) Oke, kita ke pertanyaan terakhir ya. Menurut Akbar sendiri nih, apakah belajar lewat film membuat belajar kita tuh jadi lebih menyenangkan gitu enggak?

(Akbar) Menurut aku kalau belajar lewat film tuh jadi lebih bikin semangat dan enggak gampang bosan gitu bu.

(Aura) Semangat dan enggak gampang bosan ya..

(Aura) Oke, terima kasih banyak Akbar.

(Akbar) Sama-sama ibu.

GANAR GEMINTANG

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo Nar.

(Ganar) Halo ibu.

(Aura) Kabarnya gimana nih Ganar?

(Ganar) Baik bu.

(Aura) Alhamdulillah kalo gitu.

(Aura) Oke Ganar, jadi ibu disini datang untuk keperluan penelitian skripsinya ibu nih dek. Jadi kayak ibu wawancara kalian aja gitu loh, nanti ibu bertanya, kalian cuma menjawab aja. Bisa kan Ganar, ibu wawancara dulu?

(Ganar) Bisa bu.

(Aura) Oke, kalo gitu kita langsung aja kali ya.

(Aura) Pertanyaan pertama, menurut Ganar gimana sih belajar kosakata bahasa Inggris lewat film?

(Ganar) Menurut aku, kalo belajar kosakata bahasa Inggris lewat film tuh malah jadi lebih gampang ngerti bu.

(Aura) Oh, okee. Mudah dipahami berarti ya.

(Aura) Oke, pertanyaan kedua nih. Menurut kamu, apakah menonton film tuh ngebantu kamu lebih paham Bahasa Inggris dibanding belajar biasa dikelas gak?

(Ganar) Kalo aku iya bu, karena film ngebantu aku sekali buat cepet ngerti bahasa Inggris.

(Aura) Hmm, okee.

(Aura) Oke, pertanyaan ketiga. Menurut Ganar, film Bahasa Inggris tuh cocok gak sih untuk dijadiin bahan belajar/pelajaran?

(Ganar) Kalo aku cocok aja sih bu, malah lebih bagus kan seru jadinya.

(Aura) Oh, hahahaha lebih seru ya.

(Aura) Oke, pertanyaan keempat nih Ganar. Menurut kamu, apakah bahasa yang dipakai di film itu sama seperti Bahasa Inggris yang dipakai sehari-hari gak?

(Ganar) Aku sih ngerasanya bahasa yang ada di film tuh lebih mirip kayak kita ngomong setiap hari gitu dibanding dibuku.

(Aura) Okee.

(Aura) Pertanyaan selanjutnya nih. Apakah alat teknologi, contohnya seperti HP, laptop dan juga internet tuh membuat kamu belajar di luar kelas jadi lebih mudah atau malah jadi lebih susah nar?

(Ganar) Udah pasti mudah lah bu. Kan gampang di akses nya.

(Aura) Oh, gampang diaksesnya ya?

(Ganar) Iya bu, kan ada juga itu yang kayak sedia jasa free wifi. Jadi lebih gampang.

(Aura) Oh iya bener juga, hmm okeokee.

(Aura) Pertanyaan keenam nih Ganar. Saat menonton film berbahasa Inggris, kamu tuh biasanya cuma nonton aja kah? Atau bener-bener nyoba memahami percakapan tokohnya nar?

(Ganar) Kalo aku sih, kayak nyoba memahami percakapan tokoh di film itu bu.

(Aura) Oh, okee. Kamu nyoba memahami ya.

(Aura) Oke deh Ganar, kita pindah ke pertanyaan berikutnya ya. Saat menonton nih nar, apakah kamu pernah kayak misalnya ngulang adegan kah? Nyoba niru cara bicaranya tokoh di film itu kah? Atau kayak catat kosakata baru gitu nggak?

(Ganar) Aku suka nyoba niru aja sih bu, seru soalnya.

(Aura) Oh, nyoba niru ternyata. Oke oke.

(Aura) Pertanyaan kedelapan. Cara apa sih nar yang paling ngebantu kamu belajar dari film? Misalnya, kamu pake kamus kah? Atau kayak diskusi sama temenmu gitu gak?

(Ganar) Kalo aku lebih srek nya tanya ke temen aja sih bu.

(Aura) Oalah, diskusi ya berarti?

(Ganar) Iya bu.

(Aura) Oke, pertanyaan selanjutnya. Apakah kamu ngerasa kalo kosakata bahasa Inggris mu tuh bertambah setelah sering nonton film?

(Ganar) Aku ngerasa sedikit aja sih bu, kayak ngerasa klo kayaknya pelan-pelan kosakataku jadi nambah.

(Aura) Wah, keren lo itu nar. Okedeh.

(Aura) Pertanyaan kesepuluh. Seberapa percaya dirinya sih kamu kalo pake kosakata bahasa Inggris baru dalam kehidupan sehari-harimu?

(Ganar) Aku sih, kayaknya jadi ngerasa lebih pede dikit aja gitu bu pas nyoba ngomong kata-kata yang aku dapat pas selesai nonton.

(Aura) Oh, gitu. Oke deh.

(Aura) Selanjutnya nih, biasanya apa yang kamu lakukan waktu lagi nonton film Bahasa Inggris? Misalnya kayak mungkin dicatat kah? Atau mungkin ngulang dialognya kah? Niru ucapanya kah? Atau cari arti kata baru?

(Ganar) Aku cuma niru dialog aja sih bu waktu lagi nonton.

(Aura) Oke, pertanyaan berikutnya nih nar. Seberapa sering sih kamu waktu nonton film bahasa Inggris dalam kehidupanmu sehari-hari?

(Ganar) Aku lumayan sering sih bu, cuma yang aku nonton tuh kayak animasi-animasi gitu.

(Aura) Wah, animasi ya.

(Aura) Oke, pertanyaan ketiga belas. Apakah film ngebantu kamu memahami kosakata Bahasa Inggris lebih baik dibandingkan kita belajar lewat buku teks?

(Ganar) Menurut aku, film malah lebih bikin aku makin ngerti kosakata nya sih bu. Kalo make buku pelajaran tuh bikin aku bosan, cepet ngantuk.

(Aura) Hmm, ngantuk an ya.. oke oke.

(Aura) Pertanyaan selanjutnya. Apa yang biasanya kamu pelajari dari percakapan atau cerita dalam film yang kamu tonton?

(Ganar) Kalo dari percakapan sih kayaknya jadi lebih tau aja kalo cara ngomongnya yang bener tuh kayak gimana. Sama tau arti kata-katanya kayak apa.

(Aura) Oh, okee.

(Aura) Oke Ganar, pertanyaan selanjutnya nih berkaitan dengan perasaan. Gimana sih nar perasaan kamu waktu lagi belajar Bahasa Inggris lewat film?

(Ganar) Yang pasti seneng bu, seru soalnya.

(Aura) Seru ya, iyasih dari tadi ibu liat kamu ketawa-ketawa terus karena lucu kali ya tokohnya?

(Ganar) Iya bu lucu.

(Aura) Oke, pertanyaan terakhir. Menurutmu apakah belajar lewat film itu membuat belajar jadi lebih menyenangkan?

(Ganar) Iya bu, udah pasti menyenangkan.

(Aura) Kenapa menyenangkan?

(Ganar) Karena kita kayak gak cuma lagi nonton tapi kayak belajar juga gitu bu.

(Aura) Oh, okee. Jadi sekalian belajar juga ya.

(Aura) Okedeh Ganar, Terima kasih banyak ya nar.

(Ganar) Sama-sama ibu.

ANWAR DWI YULIANTO

(Aura) Assalamualaikum warahmatullahi wabarakatuh. Halo Anwar.

(Anwar) Halo.

(Aura) Kabarnya gimana Anwar?

(Anwar) Baik.

(Aura) Alhamdulillah.

(Aura) Oke, sama kayak Mufli tadi, jadi maksud ibu disini tuh mau wawancara kelas 8B, khususnya kayak kalian-kalian gini lah, terkait penelitian ibu. Anwar bisa kan?

(Anwar) Bisa.

(Aura) Oke, kita mungkin mulai dari pertanyaan pertama kali ya.

(Aura) Pertanyaan pertama nih, menurut Anwar sendiri, gimana sih kalau belajar kosakata bahasa Inggris lewat film? (Anwar) Menurut aku sih, kalau belajar lewat film lebih mudah dipahami dan juga mudah dijalani.

(Aura) Mudah dipahami dan mudah dijalani, oke.

(Aura) Kalau pertanyaan kedua nih, apakah menonton film tuh ngebantu kamu lebih paham bahasa Inggris dibanding belajar biasa di kelas gak?

(Anwar) Oh iya, kalau aku sih iya miss. Karena film membantu saya buat lebih cepat ngerti bahasa Inggris.

(Aura) Oke, good.

(Aura) Pertanyaan ketiga, menurut Anwar, kira-kira tuh film berbahasa Inggris tuh cocok gak dijadikan bahan belajar? Mungkin kayak filmnya kita tayangin di kelas kah? Atau mungkin dialog-dialog karakternya kita tayangin di kelas gitu, gitu cocok gak menurut Anwar?

(Anwar) Cocok sih miss, kalau menurut saya malah bagus jadi lebih seru.

(Aura) Jadi lebih seru ya, oke.

(Aura) Pertanyaan keempat nih Anwar, menurut kamu, apakah bahasa yang dipakai di film itu sama seperti bahasa Inggris yang kita pakai sehari-hari gak?

(Anwar) Menurut saya lebih mirip percakapan sehari-hari dibanding di buku. Karena aku pernah nonton film kaya film kemarin bu, makanya ngerasa jadi lebih mirip.

(Aura) Oh, pernah nonton dan ngerasa emang mirip ya?

(Anwar) Iya.

(Aura) Pertanyaan kelima nih Anwar, apakah alat teknologi misalnya nih kayak HP, laptop, atau mungkin kayak kamu nonton di internet nih, itu lebih membantu kamu buat belajar di luar kelas jadi lebih mudah gak? Atau malah jadi lebih sulit?

(Anwar) Lebih mudah.

(Aura) Lebih mudah, kenapa?

(Anwar) Karena jadi gampang aksesnya.

(Aura) Oh, aksesnya..

(Anwar) Bisa dimana saja sama kapan saja. (Aura) Oh iya bener-bener.

(Aura) Pertanyaan ke enam Anwar, saat menonton film berbahasa Inggris itu kamu biasanya cuma menonton saja kah? Atau benar-benar mencoba memahami percakapan tokohnya?

(Anwar) Menonton saja sih.

(Aura) Menonton saja?

(Anwar) Iya.

(Aura) Oke.

(Aura) Pertanyaan ketujuh nih. Saat menonton, saat menonton ya, apakah kamu pernah mengulang adegannya kah? Atau mungkin mencoba menirukan cara bicaranya kah? Atau mungkin kayak catat kosakata baru gitu gak?

(Anwar) Kalau aku sering ngulang-ngulang adegan.

(Aura) Oh, ngulang adegan. Oke.

(Aura) Pertanyaan ke delapan. Menurut Anwar nih, cara apa sih yang paling membantu kamu buat belajar dari film? Misalnya, kayak mungkin pakai kamus kah? Atau mungkin kayak diskusi sama teman gitu?

(Anwar) Bicara sama teman, bu.

(Aura) Oh, bicara sama temen?

(Anwar) Iya.

(Aura) Hmm, kayak diskusi gitu kali ya?

(Anwar) Iya bener bu.

(Aura) Oke, pertanyaan ke sembilan, Anwar. Apakah kamu merasa kalau kosakata Bahasa Inggris tuh bertambah gak setelah sering kayak nonton film gitu?

(Anwar) Bertambah.

(Aura) Bertambah?

(Anwar) Iya.

(Aura) “Iya” karena kenapa tuh?

(Anwar) Saya ngerasa kalau kosakataku itu jadi nambah pas selesai nonton film.

(Aura) Hmm, oke. Move ke pertanyaan sepuluh ya.

(Anwar) Iya.

(Aura) Hmm, seberapa percaya dirinya kamu nih Anwar, kalau pakai kosakata biasa Inggris yang baru kamu dapet dalam kehidupan sehari-harimu?

(Anwar) Kalau aku lebih percaya diri sih bu, waktu pakai kosakata baru yang baru aku dapet.

(Aura) Yang baru kamu dapet?

(Anwar) Iya.

(Aura) Oh jadi kayak misalnya kamu udah dapet satu kosakata baru, terus bisa langsung praktekan gitu?

(Anwar) Iya betul bu.

(Aura) Oh, wih keren.

(Aura) Oke pertanyaan ke sebelas nih Anwar. Biasanya, apa sih yang kamu lakukan waktu nonton film berbahasa Inggris? Apakah itu misalnya kayak mencatat kah? Atau mungkin kayak ngulang dialog kah? Meniru ucapan kah? Atau cari arti kata baru gitu?

(Anwar) Kalau aku sih sering ngulang-ngulang dialognya.

(Aura) Oh ngulang-ngulang dialog ya..

(Aura) Jadi sama kayak Mufli ya?

(Anwar) Iya.

(Aura) Oke deh.

(Aura) Pertanyaan ke dua belas nih Anwar. Seberapa sering kamu nonton film bahasa Inggris dalam kehidupan sehari-harimu? (Anwar) Jarang.

(Aura) Oh jarang. Kenapa?

(Anwar) Lumayan jarang sih, bu. Soalnya karena kadang jaringan tuh gak stabil.

(Aura) Oh iya bener. Kadang kan ada yang stabil, ada yang nggak stabil kan ya.

(Aura) Oke, pertanyaan ke tiga belas nih. Apakah film membantu kamu tuh lebih memahami kosakata bahasa Inggris lebih baik dibanding belajar di buku pelajaran gitu nggak?

(Anwar) Lebih baik.

(Aura) Lebih baik?

(Anwar) Iya, karena film malah lebih bikin aku makin ngerti kosakatanya sih bu, dibanding belajar lewat buku.

(Aura) Oke, pertanyaan ke empat belas nih Anwar. Apa sih yang biasanya kamu waktu pelajari dari percakapan atau cerita dalam film yang kamu tonton?

(Anwar) Aku sih belajar dari arti katanya.

(Aura) Arti-arti katanya gitu dari ceritanya? (Anwar) Iya bu.

(Aura) Oh dari ceritanya, oke.

(Aura) Kalau nomor lima belas nih, gimana sih perasaan kamu waktu belajar bahasa Inggris lewat film?

(Anwar) Aku lebih suka karena aku ngerasa lebih mudah paham.

(Aura) Oh kamu merasa kalau film tuh mudah dipahami dibanding kamu belajar lewat buku gitu kan?

(Anwar) Iya bener bu.

(Aura) Oke.

(Aura) Pertanyaan terakhir nih. Apakah belajar lewat film itu lebih membuat kamu belajarnya jadi lebih menyenangkan nggak?

(Anwar) Iya.

(Aura) Kenapa?

(Anwar) Karena ada videonya, ada suaranya.

(Aura) Oh jadi nggak cuma kayak tulisan gitu ya?

(Anwar) Iya bener bu.

(Aura) Jadi kamu lebih suka kayak ada visualnya gitu kan?

(Anwar) Iya bu.

(Aura) Ada gambarnya.. oke deh.

(Aura) Oke, makasih ya Anwar.

(Anwar) Iya bu, sama-sama.

MUH. DIAN RAGIL

(Aura) Assalamu'alaikum Wr. Wb, halo ragil, gimana nih kabarnya?

(Ragil) Alhamdulillah baik bu.

(Aura) Alhamdulillah kalo gitu.

(Aura) Oke Ragil, disini ibu mau minta kerja samanya untuk ibu wawancara sebentar. Jadi wawancara itu nanti posisinya ibu akan menanyakan beberapa pertanyaan, setelah itu baru ragil akan menjawab pertanyaan tersebut. Bisa kan ragil ibu wawancara dulu?

(Ragil) Bisa bu.

(Aura) Oke, kita langsung aja kali ya.

(Aura) Pertanyaan pertama nih, menurut Ragil gimana sih belajar kosakata bahasa Inggris lewat film?

(Ragil) Menurut saya, belajar kosakata dari film bikin belajar jadi lebih seru sama gampang diingat bu.

(Aura) Oh oke, seru dan gampang diingat ya.

(Aura) Oke, pertanyaan kedua nih Ragil. Menurut Ragil, apakah menonton film membantu kamu lebih paham bahasa Inggris dibanding belajar biasa dijelaskan gitu gak?

(Ragil) Dari saya iya bu, karena kan kalo belajar dari film tuh saya bisa denger langsung sama liat cara ngomongnya kayak gimana.

(Aura) Oh, gitu ya. Oke oke.

(Aura) Pertanyaan selanjutnya. Menurut kamu sendiri, film berbahasa Inggris itu cocok gak dijadikan bahan belajar? Contohnya nih ya, kayak ibu print dialog-dialog tokoh yang di film, atau mungkin ibu tayangkan sesekali film nya di kelas buat kita pelajari. Nah kalo kayak gitu, menurut Ragil cocok gak?

(Ragil) Kalo saya sih cocok-cocok aja bu, kan seru jadinya.

(Aura) Oh, oke cocok ya berarti.

(Aura) Oke, pertanyaan berikutnya nih Ragil. Menurut kamu, apakah bahasa yang dipakai di film itu saka seperti bahasa Inggris yang kita pakai sehari-hari gak?

(Ragil) Iya pasti sama bu.

(Aura) Sama? sama kenapa tuh?

(Ragil) Karena kan biasa yang ada di film itu udah pasti pake bahasa sehari-hari. Kayak kartun kemarin itu kan juga pake bahasa sehari-hari.

(Aura) Yang kungfu panda itu ya?

(Ragil) Iya.

(Aura) Ohiya bener-bener.

(Aura) Oke nih Ragil, kita ke pertanyaan kelima ya. Ini tentang alat teknologi nih. Apakah menurut kamu, alat teknologi seperti HP, laptop dan juga internet tuh membuat belajar di luar kelas jadi lebih mudah atau malah jadi lebih susah?

(Ragil) Sudah pasti lebih gampang sih bu.

(Aura) Oh, oke lebih gampang ya.

(Aura) Oke, pertanyaan keenam. Saat menonton film berbahasa Inggris, kamu biasanya cuma nonton aja kah? Atau bener-bener mencoba memahami percakapan tokohnya?

(Ragil) Kalo saya kayaknya cuma coba ngerti percakapannya aja bu.

(Aura) Wah, mencoba memahami ya berarti.

(Aura) Oke oke oke, pertanyaan selanjutnya nih Ragil.

(Aura) Saat menonton, apakah Ragil pernah mengulang adegan? Atau mencoba menirukan cara bicara tokohnya? Atau mungkin kayak catat kosakata baru gitu gak.

(Ragil) Iya, kadang saya catat tapi kadang juga coba niru aja bu.

(Aura) Oke kalo gitu.

(Aura) Pertanyaan berikutnya, cara apasih yang paling ngebantu kamu belajar dari film? Misalnya pakai kamus kah? Atau diskusi saka temen gitu?

(Ragil) Saya suka nya diskusi sama temen aja sih bu.

(Aura) Oh, oke diskusi ya.

(Aura) Oke, pertanyaan kesembilan nih Ragil. Apakah kamu merasa kalau kosakata bahasa Inggris yang kamu miliki itu bertambah setelah sering menonton film?

(Ragil) Saya iya bu. Cuma kadang ngerasa aja kalo kosakata saya dikit-dikit jadi nambah, apalagi kalo habis nonton.

(Aura) Oh, oke. Bertambah ya berarti.

(Aura) Oke, pertanyaan ke sepuluh ya. Seberapa percaya dirinya sih kamu Ragil kalau misalnya pakai kosakata bahasa Inggris yang baru kamu dapet dalam kehidupan sehari-hari?

(Ragil) Saya mungkin jadi percaya diri pas mulai bisa dikit-dikit ngomong kata-kata nya aja sih bu.

(Aura) Oh, oke. Mulai berani make kata-katanya ya ternyata.

(Aura) Pertanyaan selanjutnya nih Ragil. Biasanya apa sih yang kamu lakukan waktu nonton film berbahasa Inggris? Misalnya kayak kamu catat kosakatanya kah? Atau ngulang dialog-dialog nya kah? Niru ucapanya kah? Atau mungkin cari arti kata baru bergitu?

(Ragil) Saya biasanya lebih ke mengulang-ngulang dialog bu.

(Aura) Oke, ngulang dialog ya.

(Aura) Pertanyaan kedua belas nih, seberapa sering sih kamu nonton film berbahasa Inggris dalam kehidupan sehari-harimu?

(Ragil) Cuma beberapa kali aja sih bu, kayaknya bisa 3 apa 4 kali begitu bu.

(Aura) Wah, lumayan sering ya berarti kamunya.

(Ragil) Iya bu.

(Aura) Oke, pertanyaan selanjutnya. Apakah film membantu kamu memahami kosakata bahasa Inggris lebih baik di bandingkan kita belajar pakai buku teks?

(Ragil) Saya iya bu, karena saya lebih suka karena ada suaranya ada gambarnya. Tapi suka juga karena lebih bikin semangat gitu bu.

(Aura) Hmm, okee. Bikin termotivasi ya.

(Aura) Oke, pertanyaan berikutnya nih Ragil. Apa yang biasanya kamu pelajari dari percakapan atau cerita dalam film nya?

(Ragil) Kalau saya mungkin karena bisa liat langsung bahasa Inggris sehari-hari lewat film sih bu. Jadi tau arti sama ngomongnya kayak gimana.

(Aura) Oh, oke deh.

(Aura) Hmm, terus gimana sih perasaanmu gil waktu lagi belajar bahasa Inggris lewat film?

(Ragil) Udah pasti seneng bu, seru. Saya jadi ga gampang ngantuk-ngantuk.

(Aura) Oke, pertanyaan terakhir nih. Apakah belajar lewat film membuat belajar jadi lebih menyenangkan bagi kamu? Atau gimana?

(Ragil) Iya bu. Karena kan belajarnya kayak lagi gak belajar tapi itu kita lagi belajar.

(Aura) Wah, iya bener juga.

(Aura) Okedeh Ragil, Terima kasih banyak ya dek.

(Ragil) Iya bu, sama-sama.

DOCUMENTATION

(Interviews with the students)









(Teaching Activities)







LETTERS



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 Judul Skripsi : *The Students' Engagement and Perception in Learning Vocabulary by Using Movies Outside The Classroom.*
 Tgl Ujian : 25 April 2026

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1	Dr. Nursalim, M.Pd.	Ketua Penguji	2/5/2026	
2	Agus Setiawan, M.Pd.	Penguji 1	04/05/2026	
3	Rizqi Claudia Wardani H., M.Pd.	Penguji 2	2/5/2026	

Sorong, 04 Mei 2026

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Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
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Berupa :

- ☐ Media Pembelajaran
☐ Modul atau bahan ajar
☐ Model Pembelajaran
☒ Instrumen Penelitian
☐ Lain-lain :

Dengan judul :

THE STUDENTS' ENGAGEMENT AND PERCEPTION IN LEARNING VOCABULARY
BY USING MOVIES OUTSIDE THE CLASSROOM.

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui, Ketua Prodi. Pend. Bahasa Inggris  Nurdeng, M.Pd. NUPTK. 5650770671230262	Sorong, FEBRUARI 2026 Validator  Dr. Nursalim, M.Pd. NUPTK. 8138766667130293
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**FAKULTAS PENDIDIKAN BAHASA, SOSIAL
DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH
SORONG**



Nomor : 091/I.3.AU/SPm/FABIO/B/2026

Sorong, 12 Februari 2026

Lamp. : -

Perihal : *Permohonan Izin Penelitian*

Kepada Yth.
Kepala SMP Muhammadiyah Aimas
Di_

Tempat

Assalamu 'alaikum warohmatullahi wabarokatuh.

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

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Judul Penelitian : *"The Students' Engagement and Perception in Learning Vocabulary by Using Movies Outside The Classroom".*

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 23 Februari s.d 07 Maret 2026.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum warohmatullahi wabarokatuh.

Dekan,

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1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
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MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KABUPATEN SORONG
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SURAT KETERANGAN PENELITIAN
NOMOR : 09/III.03.AU/F/2026

Yang bertanda tangan di bawah ini Kepala SMP Muhammadiyah Aimas Kabupaten Sorong, dengan ini menerangkan bahwa :

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NIM : 148820324001
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata Satu (S1)

Telah melaksanakan penelitian di SMP Muhammadiyah Aimas Kabupaten Sorong, dengan Judul: *"The Students' Engagement and Perception in Learning Vocabulary by Using Movies Outside The Classroom"*.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.

Dikeluarkan di: Aimas

Pada Tanggal : 07 Maret 2026

Kepala Sekolah,



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