

IMPROVING VOCABULARY MASTERY USING CAR TECHNIQUE THROUGH DISNEY MOVIES AT MTS IBADURRAHMAN MALANG

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Abstract: This classroom action research aimed to improve the English vocabulary mastery of seventh-grade students at MTs Ibadurrahman Malang using the CAR (Context, Analysis, Repetition) technique through Disney movies. The research was conducted in two cycles involving 20 male students of class VII-A, whose initial vocabulary proficiency was below the Minimum Mastery Criteria (KKM) of 75. The movies *Turning Red* and *Recess: School's Out* were selected as instructional media due to their contextual and age-appropriate content. Data were collected through vocabulary tests, observation checklists, student journals, and documentation. Quantitative data showed that the class average increased from 61.25 (preliminary test) to 81.25 (final test), with 90% of students achieving the KKM by the end of Cycle II. Qualitative data indicated increased student engagement and motivation. The findings suggest that the CAR technique, when supported by engaging media like Disney movies, is effective in enhancing vocabulary mastery in EFL classroom settings.

Keywords: vocabulary mastery, CAR technique, Disney movies, classroom action research, EFL

INTRODUCTION

In this era of globalization, English language proficiency plays a vital role in academic success, career advancement, and effective communication. For junior high school students, building a strong English vocabulary serves as the foundation for developing the four essential language skills: reading, writing,

speaking, and listening. However, many students face challenges in mastering vocabulary due to several factors. These include limited exposure to English outside the classroom, varying levels of language proficiency among students, lack of motivation resulting from monotonous learning methods, and insufficient classroom time for vocabulary practice. This issue was observed at MTS Ibadurrahman in Malang, where seventh-grade students demonstrated low vocabulary mastery, particularly in pronunciation and writing. Students often appeared disengaged and unmotivated when exposed to traditional teaching approaches.

Despite these challenges, the students at MTS Ibadurrahman possess the potential to improve their vocabulary skills when provided with more engaging and context-based learning methods. One promising solution is the use of Disney movies integrated with the CAR (Context, Analysis, Repetition) technique. This approach leverages familiar and entertaining media to introduce vocabulary in a meaningful context, encourage deeper analysis, and reinforce retention through repetition. According to Wilkins (1972), “Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.” This statement highlights the critical importance of vocabulary in language learning and communication.

The CAR technique—comprising three stages: Context, Analysis, and Repetition—offers a structured yet dynamic method for vocabulary acquisition. In the context stage, students encounter new words within familiar situations such as movie scenes. The analysis stage allows them to explore meanings, synonyms, and grammatical usage, while the repetition stage reinforces learning through practical activities like discussions, writing, and language games. In this study, selected scenes from *Turning Red* and *Recess: School's Out* were used to introduce vocabulary related to school life, helping students engage with the material more effectively.

To implement this approach systematically, the researcher applied the Classroom Action Research (CAR) method. CAR enables iterative cycles of

planning, acting, observing, and reflecting, making it possible to adapt teaching strategies based on students' progress and feedback. Therefore, this study aims to describe and evaluate the teaching scenario that improves students' English vocabulary mastery through the CAR technique using Disney movies. The results are expected to provide a practical and motivating solution for vocabulary learning among junior high school students.

METHOD

This study applied a Classroom Action Research (CAR) design based on the model by Kemmis and McTaggart, which consists of four cyclical stages: planning, acting, observing, and reflecting. The CAR method was chosen to enable the teacher-researcher to address real classroom issues by implementing interventions and observing their impact directly in the teaching environment. The intervention used in this study was the CAR technique Context, Analysis, Repetition combined with selected Disney movies as learning media to improve vocabulary mastery among students. This design allowed the researcher to make iterative improvements across two research cycles, ensuring a reflective and adaptive teaching process.

The subject of the research was a group of 20 male students from Class VII at MTS Ibadurrahman Malang. These students, aged approximately 12 to 13 years, were selected based on preliminary observations that revealed low performance in vocabulary and limited engagement with conventional English teaching methods. The participants were ideal for this study due to their need for innovative and engaging instructional strategies that could enhance their motivation and vocabulary retention.

Data collection was carried out using multiple instruments to ensure triangulation and validity. These included vocabulary tests, observation sheets, teacher journals, student journals, and documentation. The vocabulary tests measured students' achievement quantitatively before and after each cycle, while observation sheets recorded classroom behavior and engagement. Teacher and student journals captured reflections and learning experiences, and documentation

such as photos and lesson artifacts supported data validation. These varied sources provided a rich set of both qualitative and quantitative data to evaluate the effectiveness of the CAR technique.

For data analysis, both quantitative and qualitative methods were used. Quantitative data from vocabulary tests were analyzed using statistical formulas to calculate mean scores, percentage of students reaching the Minimum Mastery Criteria (KKM), and improvement rates between cycles. Meanwhile, qualitative data from observations, journals, and documentation were analyzed descriptively by identifying patterns, behaviors, and changes in student engagement. This combined approach enabled a comprehensive assessment of how the CAR technique using Disney movies influenced students' vocabulary development and classroom participation.

FINDINGS AND DISCUSSIONS

The implementation of the Classroom Action Research (CAR) was carried out in two cycles, each consisting of two meetings. In Cycle 1 Meeting 1, students were introduced to English vocabulary using a Disney movie, but due to unfamiliarity with the CAR technique, their performance was relatively low, with average scores of 48.3 in listening, 53.2 in imitation, and 50.0 in word recall. In Cycle 1 Meeting 2, students began to adapt to the method, especially during the analysis and repetition phases, resulting in moderate improvement—scores increased to 60.1 (listening), 64.4 (imitation), and 62.0 (word recall). Cycle 2 showed significant progress as students became more engaged and confident. A different Disney movie was used to better suit their interests and comprehension levels. In Cycle 2 Meeting 1, average scores rose to 70.7 in listening, 73.5 in imitation, and 75.0 in word recall. By Cycle 2 Meeting 2, students had reached a high level of vocabulary mastery, with scores climbing to 81.5 in listening, 84.7 in imitation, and 87.3 in word recall. These results clearly indicate the success of the CAR method supported by engaging visual media.

The results of this study demonstrate that the CAR (Context, Analysis, Repetition) technique is effective in improving students' English vocabulary

mastery, especially when integrated with Disney movies as context-rich and engaging learning media. In Cycle 1, students showed limited improvement due to their unfamiliarity with the learning method and media. However, in Cycle 2, students became more confident and engaged, which led to a significant increase in their vocabulary scores. The structured learning process—starting from contextual exposure, followed by analysis, and ending with repetition—enhanced students' ability to comprehend, pronounce, and recall vocabulary. These outcomes validate the pedagogical value of using film-based learning supported by cooperative techniques to increase motivation and language acquisition among junior high school students.

These findings are consistent with prior research. Susanti (2020) and Pratiwi (2022) found that animated films and repetition supported better vocabulary retention through visual and narrative context. Albadri et al. (2022) emphasized the role of digital gamified tools like Quizizz in increasing motivation and engagement in vocabulary learning. Furthermore, studies by Nurlaila (2021) and Heriyawati et al. (2023) confirmed the usefulness of the CAR model in adapting instruction based on students' needs, especially when combined with digital and contextual media. This current study builds on those foundations by integrating a modified CAR approach—Context, Analysis, Repetition—with selected Disney movies such as *Turning Red* and *Recess: School's Out*. This combination offers a fresh contribution to vocabulary learning by merging multimedia, context, and action-based cycles into one coherent classroom strategy.

CONCLUSIONS AND SUGGESTIONS

This study concludes that the implementation of the CAR (Context, Analysis, Repetition) method using Disney movies significantly improved students' vocabulary mastery at MTS Ibadurrahman Malang. The improvement was evident in listening, imitation, and word recall skills. While students initially struggled in the first cycle, their engagement and vocabulary retention increased notably in the second cycle, showing the effectiveness of context-rich and visually engaging media in supporting the CAR stages.

Based on the findings, it is suggested that English teachers apply the CAR technique with age-appropriate and interesting media like animated films to enhance vocabulary instruction. Future researchers are encouraged to explore the method for other language skills and different student populations. Curriculum developers should consider integrating multimedia-based approaches like CAR into English lessons to foster interactive and meaningful learning environments.

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Advisor I,

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