



## The Effectiveness of using Audio-Visual Method to Enrich Students' Vocabulary at Grade VII MTs Muhammadiyah 04 Sibolga

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### Article Info

#### Article history:

Received: 28 July 2025

Revised: 28 August 2025

Accepted: 29 September 2025

#### Keywords:

Audio-Visual Method

Vocabulary

Grade VII students

MTs Muhammadiyah 04

Sibolga



### Abstract:

This research intends to find out the efficiency of the use of the audio-visual method in increasing the vocabulary of students at grade VII MTs Muhammadiyah 04 Sibolga. The approaches in this research are quantitative methods using pre-experimental designs as well as one-group pre-test and post-test. The focus of this investigation is a student of the seventh grade who has only one class. The sample of this investigation involved 24 students. The instruments utilized in this research are pre-test, post-test, and questionnaire. The results of this research demonstrate that the entire pre-test average is 50.83, which is defined as "poor," but the post-test mean is 79.16, which is categorized as "good." Based on data analysis, t-count values are greater than t-table values ( $11,737 > 2,012$ ), implying there is a substantial difference. Therefore,  $H_0$  is rejected and  $H_1$  is approved. The findings of the questionnaire showed that the average percentage score of the questionnaire was 85.83% and was classified into the "very good" criteria. It reveals that students positively responded to the audio-visual technique. This research concludes that the audio-visual approach is useful to enrich students' vocabulary.

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## 1. Introduction

English is an international language that is used by both native speakers and non-native speakers in daily life. English is employed everywhere in the world; remain up-to-date with the globalization age, particularly in education, people cannot escape utilizing English for international communication. English is a crucial talent that is needed by some people in order to be globalized (Nurmala Sari & Aminatun, 2021).

In studying English, there are four skills: hearing, speaking, reading, and writing. The four skills are the basics to master a language that must be reinforced by mastering vocabulary. In addition, there are three components of language, including grammar, vocabulary, and pronunciation. The four skills are the basis of learning English, and the English components are taught to assist the four skills. On the other hand, the first thing to master for language learners in studying language, notably English, is vocabulary.

Vocabulary is, in general, a set of terminology people use to communicate and convey their emotions to one another. Having a strong vocabulary will help us understand each word in its context. Additionally, it is effective in minimizing misunderstandings of spoken or written language. One of the components of language is vocabulary, which is made up of all the words or a particular collection of concepts we are acquiring. Vocabulary is a set of words used for communication, and one can express the information supplied; hence, it is very necessary to master vocabulary (Alqahtani in Gifari, 2023). Vocabulary learning is the heart of language learning and language use. It is what makes the essence of a language. Without vocabulary, the speaker cannot transmit the meaning and communicate with each other in a particular language. It should be learned since we can construct and organize our ideas in sentences and process information through vocabulary mastery (Ferawati and Rini, 2020).

It is evident that teaching vocabulary includes more than merely acquiring new words. It also includes deciding that words ought to communicate the basics of how frequently language users use them. It is advisable to start teaching the most regularly used terminology first. But the majority of instructional strategies render students fatigued and uninspired. When teaching English vocabulary, the teacher requires a medium to deliver information or messages. Learning media has several sorts that can be selected and used in class, such as visual media, audio media, audio-visual media, print media, and others. From different types of learning media, audio-visual media is media that can be received by the senses of sight and hearing. Audio-visual media is appropriate because it relies on the sense of sight. The use of media in teaching and learning will benefit both teachers and students in learning on their own.

One of the best but most efficient ways to aid pupils with vocabulary enrichment tasks is by watching films with English subtitles. Subtitled videos encourage students to pay attention to the lesson through the visuals of sound and narration on the video, which helps to create a diversified, energetic, and interesting learning environment in the classroom. Students may also feel the emotions represented in the subtitles, have fun, and utilize their creativity while viewing a movie rich in sound and imagery. All these exercises assist in alleviating the load of learning English and boosting vocabulary. In this study, the researcher employed subtitled video as a vocabulary teaching material. Videos give a superior contribution to the teaching and learning process in English vocabulary learning.

Subtitled video media can be utilized as intriguing alternative learning material to generate entertaining and not boring learning and aid in enhancing their vocabulary. Despite the importance of vocabulary, some Indonesian students have trouble learning vocabulary. This problem also occurs at MTs Muhammadiyah 04 Sibolga. Based on the pre-research conducted by the researcher, various challenges faced by pupils in vocabulary were found. 1) Firstly, pupils feel fatigued and bored with the learning process, which is full of long text. 2) Secondly, pupils could not grasp the texts they read owing to lack of language; thus, they just answered the questions carelessly. Based on the problem above, kids must learn something new in order to comprehend the vocabulary they are learning. The techniques of teaching and learning that use media are necessary to overcome the

problem. The word "media" refers to a tool that makes teaching and learning simpler. The utilization of media in the class can influence the setting.

## **2. Literature Review**

### **2.1 Vocabulary**

Vocabulary is one of the English components that need to be mastered by the learners. "One of the elements of a language is vocabulary" (Sari and Wardani, 2019). "One of the definitions of vocabulary is knowledge of words meaning that used by people in real communication." (Soro, 2019). Vocabulary is a basic component of English that is related to the four skills. Vocabulary gives the effect of all skills, without have vocabulary the students cannot master a foreign language (Ulfa et al., 2017)

Vocabulary is all about words (Micheale and Anne in Siti Nurkhalimah, 2022). He states that when we use language, we use words all the time thousands of them. Vocabulary is one of the English components that need to be mastered by the learners. Based on the statement that vocabulary is the vital part of language. By having adequate vocabulary, one will be able to communicate to other people and express their idea clearly and easily. Vocabulary plays a role in successful particular subject learning since it gives the basic terms and concepts of particular subjects in the learning process. Vocabulary is the Total number of words that (with rules combining them) make up language: (range of) words known to, or used by, a person, in a trade profession, etc (Schmitt, N., & Schmitt, D., 2020). It is a basic competency that students must achieve to gain other competencies such as reading, writing, listening, and speaking. It is difficult to master other competencies without mastering and understanding vocabulary (Apdy, A. P. R., & Asrifan, A, 2019).

One of the language elements that is crucial to learning English is vocabulary since, with a rich vocabulary, students are able to write and speak a large number of phrases with easily. They can shape their English and think of English as one of their school topics by being proficient in vocabulary. In addition, it is envisaged that they will have a greater vocabulary (because it is simpler for them to acquire new language), which will aid them in their studies of English in senior high school or at university in order for them to use their English to converse with individuals from various nations. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication.

### **2.2 Types of Vocabulary**

There are many kinds of vocabulary. Vocabulary can be identified according to its category (Louise and Sally in Fitri, 2018). Everyone can combine these into a meaningful vocabulary to convey meaning and purpose in using the language.

#### **a. Vocabulary Based on Word Class**

The word is a microcosm of human consciousness (Thombury in Kusumaningtyas, 2021). Words are categorized according to 10 their functional classification and are called part of the speech (Harmer, in Kusumaningtyas, 2021). The type of speech part are:

1) Noun

Nouns are one of the most important in speech. Arrangement with verbs helps to form the core of the sentence that is essential to each complete sentence. A noun is a word (or group of words) that is the name of a person, place, object, or animal. Nouns can be used as the subject or object of a verb. For example; Andy, City, America, Eraser, Rabbit.

2) Pronoun

Pronouns replace one or more nouns or pronouns. A word or group of words that represent a pronoun is called a pronoun precursor. Pronoun antecedents are not always known or explained. Personal pronouns refer to speakers, Example: me, you, us, they, he, she, and that.

3) Verb

Verb is a word used to say what someone or something does, what they are or what happens to them. Example: eat, search, slice, drive, discuss, think, talk, is, has, like, laugh, sneeze, cause, arrived, wrote, went.

4) Adjective

The adjective is the word that is used to explain or modify a person, place, or thing, for instance: old, beautiful, good, bad, handsome, nice, etc. An adjective can be made by adding -ful, to the noun or by adding -ive, -ing, -Ed, -able, -less, to the verb (Mc Carthy in Kusumaningtyas, 2021). Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe a particular noun. For example: dark, smart, small, clean, dirty, difficult, beautiful, etc.

5) Adverb

Adverbs are similar to adjectives in many ways, but usually assign attributes to verbs, clauses, or entire sentences rather than nouns. Adverbs are groups of words that describe or add to an adverb, adjective, another adverb, or the meaning of a complete sentence. Types of adverbs (Thomson, Kusumaningtyas, 2021):

- a. Adverb of Manner: happily, slowly, quickly, neatly, quietly, etc.
- b. Adverb of Place: near, here, away, outside, etc.
- c. Adverb of Time

Its divide into two kinds; the first is a definite time, for instance: yesterday, today, tomorrow, last week, etc. The second is indefinite time, for instance: immediately, never, always, recently, nowadays, already, just, next, etc.

d. Prepositions

Prepositions are words normally placed before nouns or pronouns. A preposition can also be followed by verb but, expect after but and expect, the verb must be in the gerund form (Thomson in Kusumaningtyas, 2021).

e. Conjunction

Conjunctions are sentences, phrases, or groups of words that connect phrases (Harmer in Kusumaningtyas, 2021). Examples: for, and, yet, but, or, still, like this, but, but, etc.

f. Interjections

The mediator expresses emotions. Interjections have no grammatical relationship with the rest of the sentence. In other words, interjections are not subjects, verbs, objects, modifiers, prepositions, or conjunctions. Even without intervention, the sentence makes sense. Common interjections include ah, hurts, hmm, hmm, oops, hey, ah.

b) Vocabulary based on Word Meaning

1) Synonym

A synonym is a word that shares a similar meaning (Thombury in Kusumaningtyas, 2021). Synonym are different phonological words which have the same or very similar meaning (Saeed in Kusumaningtyas, 2021). Therefore, the synonym is sameness of meaning which is not related to conceptual meaning of word but relations of words, which have the same conceptual meaning.

2) Antonym

Antonym is a word with the opposite meaning (Thombury in Kusumaningtyas, 2021). It is oppositeness of the meaning. Antonym also relates to words meaning, like synonym

3) Homonym

Homonym are words of the same shape, but have no associated meaning. For example, "Well, hat", "Hut", "Left", "Right". Homophones are the same sound, but they are written differently, such as encountering meat, tail and story, horse and ham. Homographs have different pronunciations but the same spelling. It's a live concert, but it's where I live. Homonyms are words that share the same form but have unrelated meanings (Thombury in Kusumaningtyas, 2021).

## 2.3 Audio Visual

There are various types of learning media that can be selected and used in the classroom, such as visual media, audio media, audio-visual media, print media and others. Of the various types of learning media, audio visual media is media that can be received

by the senses of sight and hearing. Audio visual media is essentially an intermediary medium or the use of material which is absorbed through the senses of sight and hearing with the aim of demonstrating real educational experiences to students. This method is considered more precise, faster and easier than through talking, thinking and telling stories about educational experiences. English is a subject that develops communication skills both verbally and in writing, understanding and expressing information.

Audio visual media is a great help in simulating and facilitating the learning of a foreign language (Ismail in Ma'ruf and Lisda, 2020). As we know, in Indonesian countries English language is a foreign language and learning a foreign language is not easy for the students as Indonesian people. Thus, with the teachers using audiovisual media in teaching English language for improving student's vocabulary, it can be easier and increase the student's knowledge.

Audio-visual media is the right medium to use in conveying English language material. This is because English is a lesson that develops communication skills both verbally and in writing, understanding and expressing information. By using audio-visual learning media, students can immediately see and imitate the pronunciation of English vocabulary or expressions.

### **3. Method**

"Research methods are defined as scientific ways to obtain data with specific purposes and uses" (Sugiyono in Putri, 2014). So, it can be argued that the scientific method is a methodically planned strategy to collect data and address a scientific problem in a study. In this research, the researcher employed experimental methods using the pre-experimental research type. Regarding the definition of experiment, it is stated to be a pre-experimental design, because this design is not yet an actual experiment. Why? Because there are still outside variables that contribute to the creation of the dependent variable. So, the experimental results, which are the dependent variable, are not solely influenced by the independent variable. This can happen because there are no control factors, and the sample is not randomly picked (Sugiyono in Hidayati, 2019). This research intends to find out the students' vocabulary acquisition after employing the audio-visual method in a subtitled video.

The form of research that is employed by the researcher is the one-group pretest-posttest design. The researcher adopted this kind of research because there was no comparison class. This study design uses the one-group pretest-posttest design from pre-experimental design. This means that in this design a pretest is carried out before the therapy is provided. Thus, the results of the treatment can be known more accurately because they can be compared with the circumstances before being treated (Sugiyono in Hidayati, 2019).

A research instrument is a tool used to measure observed natural and social phenomena (Sugiyono in Putri, 2014). So, it can be concluded that research instruments are one of the factors that can determine the quality of a study. The phenomena measured in an instrument are research variables. In simple terms It can be concluded that instruments are measuring instruments used in research a study. In this study, researcher



used two instrument items to obtain data. The form of tests (pre-test and post-test) and questionnaires.

After the teaching experiment through pre-test and post-test, the next action is to give questionnaires to all selected participants. A questionnaire (questionnaire) is a data collection technique that is carried out by giving a set of questionnaires. data collection is done by giving a set of questions or questions written to respondents for to answer (Sugiyono in Putri 2014). This step aims to measure students' interest in vocabulary learning through subtitled videos. In a questionnaire, the questions are usually organized in a very systematic way. Students asked to read the questions and then tick the appropriate answers. The questionnaires were distributed after the treatment and post-test given by the researcher.

After obtaining data from respondents through predetermined data collection techniques, to make measurements with accurate quantitative data, the data that has been obtained must have a research scale. The measurement scale is an agreement that is used as a reference to determine the length of the short interval in the measuring instrument, so that the measuring instrument when used in measurement will produce quantitative data (Sugiyono in Putri, 2014).

The measurement scale that will be used in this study to determine the answer score of the respondent is using the Guttman scale. According to Sugiyono (2014: 139) "The Guttman scale is a scale that is used to get firm answers from respondents, namely only the respondent's answer. used to get a firm answer from the respondent, which is only there are only two intervals such as "agree-disagree"; "yes-no"; "true-false"; "positive-negative "; 'ever-never' and others". In this research, the researcher used a Guttman scale in the form of a checklist, thus the researcher hoped that a firm answer would be obtained regarding the data obtained. with the answer made the highest score (agree) is one and the lowest (disagree) is zero.

After conducting research to obtain data, data processing and data analysis are carried out. The data analysis technique aims to test the truth of the hypothesis being studied. This involves statistical analysis, such as the t-test, to determine if there is a significant difference between pre-test and post-test results. By analyzing the data, researcher can draw conclusions about the effectiveness of the treatment and its impact on students' vocabulary acquisition. The results of this analysis provide empirical evidence to support the research hypothesis.

#### **4. Results**

The learning process was started by the researcher with prayer and continued with the students' presence. Following the researcher explanation of the study's objectives. The researcher next gave a pre-test for the first time to determine the students' vocabulary before using a subtitled video. The pre-test data contained in the table, it can be seen that the total score of students is 1220, of which 1 student scored 75, 1 student scored 65, 3 students scored 60, 3 students scored 55, 10 students scored 50, 5 students scored 40 and 1 student scored 35. From the pre-test results contained in the table, it can be seen that the

average score of students' pre-test scores is 50,83, so it can be concluded that the average class VII MTs Muhammadiyah 04 Sibolga is still included in the "poor" category because it has not reached the KKM 78.00. Can be seen in table 4.1 pre-test results of MTs Muhammadiyah 04 Sibolga students.

After knowing the students' scores on the pre-test, table 4.2 shows the frequency of students' vocabulary mastery on the pre-test from 24 students. As presented in the table, there are 6 students in the "very poor" category, 13 students in the "poor" category, and 4 students in the "enough" category, while there are 1 student in the "good" category and 0 students in the "excellent" category. This data shows that most students had inadequate vocabulary mastery before the use of subtitled videos. Based on these results, the researcher concluded that a more effective learning method is needed to improve students' vocabulary mastery. Therefore, the use of subtitled videos is expected to be a significant tool in this learning process.

After being given treatment in the form of watching subtitled videos, a post-test was conducted in the teaching and learning process. The post-test results showed a significant increase in students' vocabulary mastery. Most students who were previously in the "very poor" and "poor" successful categories improved to higher categories. There was an increase in the number of students in the sufficient and "good" categories, and some students reached the "excellent" category. This shows that the use of subtitled videos is effective in helping students understand and enrich new vocabulary.

The post-test results data contained in table 4.3, it can be seen that the total student score is 1900, where 2 students get a score of 95, 2 people get a score of 90, 2 people get a score of 85, 5 people get a score of 80, 10 people get a score of 75 and 3 people get a score of 70. From the post-test results contained in the table, it can be seen that the average post-test score in class VII MTs Muhammadiyah 04 Sibolga is 79,16. It can be concluded that the results of the post-test scores in the class have a higher average value than when doing the pre-test questions, this is because the treatment in the form of subtitled videos has not been given at the time of the pre-test and the treatment in the form of subtitled videos has been given at the time of the post-test.

Based on Table 4.4, it can be seen that no students were in the very poor, poor, or fair categories in vocabulary acquisition in the post-test. A total of 13 students managed to reach the "good" category, showing a significant improvement in their vocabulary. In addition, 11 students were in the "excellent" category, indicating that more than half of the students were able to master vocabulary very well after the post-test. This improvement shows that the use of subtitled videos as a learning method is effective to enrich students' vocabulary.

In contrast to the pre-test, in the Adjective indicator for post-test scores, there was an increase in score results, namely in the first, second and third questions there were 24 correct student answers with a percentage of 100% and 0 incorrect student answers. In the fourth question there were 17 correct student answers with a percentage of 70,8% and 7 incorrect student answers with a percentage of 29,1% and in the fifth question there were 14 students who answered correctly with a percentage of 58,3% and the number of



incorrect student answers amounted to 10 with a percentage of 41,6%. The increase in the number of correct student answers in the post-test occurred due to the treatment in the form of watching subtitled videos and also learning by interpreting vocabulary.

## 5. Discussion

This research was conducted at MTs Muhammadiyah 04 Sibolga with the research sample being class VII students totaling 24 students. This research was conducted three times a meeting, where at the beginning of the meeting a pre-test was given first, then after the pre-test was carried out the next meeting was given a treatment of understanding about learning English vocabulary using subtitled videos and finally given a post-test to see the final results on the knowledge competence of students through subtitled videos. Based on the results of the analysis of knowledge competence and hypothesis testing carried out, the results show that both aspects show that the working hypothesis is accepted with the t-test result of 11,737 with the working result accepted. This result can be said to be so because of the influence of subtitled video treatment that can improve the post-test results of students.

Based on the results obtained, the average pre-test is 50,83, this shows that the initial ability of students is low because generally students do not know much vocabulary. But after being given treatment, students get new vocabulary that can add to the collection of students' English which can be seen from the students' post-test results of 79,16. So, if you look at the n-gain results from the students' pre-test scores and the students' post-test scores, it is 0,589. When given the treatment, students watched a subtitled video through a laptop, a video entitled "At the Restaurant Conversation" which lasted 3 minutes, containing a conversation between a family and a waiter at the restaurant. Where the family orders food and drinks on the restaurant menu. After being given the subtitled video treatment in class VII MTs Muhammadiyah 04 Sibolga, the post-test score increased to 79,16 compared to the pre-test score of 50,83 so that the difference between the pre-test and post scores on the subtitled video treatment was 28,33.

The questionnaire consisted of 10 questions using a Guttman scale with a "yes/no" answer interval. Based on the results of the questionnaire after treatment and post-test, the total score was 206 with an average percentage score of 85.83% student response. Based on this data, it shows that the use of the Audio-Visual Method in the form of subtitled videos is effective based on the calculation of student responses. Based on the average percentage of student response scores of 85.83%, it can be classified into the "Very Good" category.

The increase in post-test scores in class VII students of MTs Muhammadiyah 04 Sibolga is also supported by the liveliness and enthusiasm of students who are on average interested and like learning English especially with the subtitled video learning media which makes students' interest in learning English increase. This is also supported in the research of Gifari, A R. (2023), stating that learning by using movies with English subtitles is effective for enriching the vocabulary mastery of XII grade students of MAN Palopo with the results showing that the average post-test score is higher than the pre-test score

(57.29 < 93.93). The difference between pre-test and post-test scores in class VII MTs Muhammadiyah 04 Sibolga can be seen from the percentage of correct answers per question indicator.

## **6. Conclusion**

Based on the results of the research and discussion that has been carried out, it can be concluded that learning English by using Audio Visual Method in the form of subtitled videos is one of the alternative solutions that can be used by teachers to enrich students' vocabulary. this makes students more interested in learning, it can be seen in the results of the average value of students' post-test of 79,16 compared to the results of students' pre-test value of 50,83. Based on the results of this study, the conclusions can be formulated as follows:

1) The researcher concluded that before being given the treatment of Audio-Visual Method, the average score of students was 50,83. This indicate that the students' vocabulary proficiency level prior to the treatment was poor; 2) The researcher concluded that after being given the treatment of Audio-Visual Method, the average score of students was 79,16. The results of the description of student test data showed that the t-test score in vocabulary enrichment was greater than the t-table (11,737 > 2,012). This indicates that Audio Visual Method is good in enriching students' vocabulary; 3) The researcher concluded that the description result of the student's questionnaire was 85.83%. Based on these calculations, the researcher showed that the use of the Audio-Visual Method in the form of subitled video was efficient based on the student answer count. Based on the average percentage of student response scores can be classified into the category "Very Good".

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