Chapter Four

Findings and Discussion

This chapter presents the findings and discussion. The findings discusses the data based on interview. Then, in the discussion, the researcher relates the data to the expert's opinion in literature review. This findings and discussion were aims to answer the research question, on the advantages and the challenges of learning vocabulary through watching English movies at the English Education Department, Universitas Muhammadiyah Yogyakarta batch 2013 according to the students' perception.

The Advantage of Learning Vocabulary through Watching English Movies: Increasing Vocabulary

From the interview, it was revealed that there was one finding related to the advantage of learning vocabulary through watching English movies at the English Education Department, Universitas Muhammadiyah Yogyakarta batch 2013 according to the students' perception. All participants stated through watching English movie increases their vocabulary. As shown in their answers as follow, "There were many advantages of learning vocabulary through watching English movie, the first was increasing vocabulary that was not learnt in the class" (P.1.1)**.** Another fact is shown by participant 2 who stated that "It increased my vocabulary, because we looked at the subtitle for example the term 'where have you been', ' easy and not complicated', and 'I was so messed without you" (P.2.2).

Based on the data above, it was clear that all of the participants perceived that their vocabulary increased after watching English movies. From looking at the subtitle, it could give knowledge for the participants to understand new vocabulary. This finding was in line with Ismaili (2013), who stated that while watching the movie and completing the vocabulary activities, students acquired and used new words. It means movie could provide new vocabulary that had never been heard by the student and the student could develop vocabulary by reading English subtitle or by listening to a conversation in English movie. According to the participants, there are some reason why their vocabulary increases such as:

Knowing formal and informal words. The first reason participants could increasing their vocabulary after watching English movies was participants know formal and informal words. During the interview, one participant mentioned that his vocabulary increased especially in understanding the use of formal and informal words. He stated that "When I spoke with the tourist, I could know what the language that I should use between formal or informal" (P.1.2).

Based on the data above, one participant perceived that his vocabulary was increased because know formal and informal words after watching English movie. The students know the formal and informal language from the visual, for example when the actors speak to older people or with his boss he used formal language, whereas when the actor spoke with her friends he speaks the informal language. From that, the students know the use of formal and informal language from the movies. This resarch also supported by Suksriroj (2009), Movie are qualified to learn the language used as contaInt slangs, idioms and informal language patterns.

Learning slang words. The second reason participants could increasing their vocabulary through watching English movies. Because participants can learn slang words. Based on the interview done with six participants, three participants mentioned that their vocabulary increased especially in learning slang words. This is proven by the first participant who stated that "I understood the time to use the slang word" (P.1.3.). Based the data after watching English movies, first participant knew that in English conversation, there are slang words, he knew after listening to the conversation performed by the actors who spoke to her friend use slang words.

Then the second participant stated that "I can know the slang word, for example the term 'hunky-dory' it means fine, and 'going well' in Indonesian language it means *baik-baik saja*" (P.5.4). Based on the data, the second participant knew the slang words after listening to the conversation of the actors with other actors used slang word. In addition, the third participants stated that " I understood slang words after watching English movie" (P.6.2). Based on the data interview above, three participants perceived that learning vocabulary through watching English movies increased their vocabulary because understood the slang words. This research also supported by Suksriroj (2009) who stated that "When one watches English movie, listens to English song or reads English magazine, on is supposed to see a lot of "slang" in those media. The usage of slang is often a problem to both native and non-native people" (p.5).

Knowing how to use vocabulary based on the context. The third reason, from the interview result, six participants mentioned that their vocabulary was increased especially in knowing how to use vocabulary based on the context. As

shown in their answer the first participant stated that **"**Through watching English movie I understood how to use vocabulary based on the context" (P.1.4). Based on the data, after watching English movie the first participant understand how to use vocabulary based on the context after seeing the actor conversation with an older person or his bosses use formal language. Then, the third participants stated that "I knew the context and knew how to use in a particular situation" (P.3.2). Based on the data, third participant knew the use of vocabulary based on the context after seeing the actor conversed in specific situations.

In addition, the last participant stated that "I understood the use of vocabulary based on the context for example the word that should be pronounced in general and the word that should not be pronounced or coarse word that I commonly heard in the movie" (P.6.4). Based on the data, after watching English movies, the last participant knew how to use formal and informal language based on the context after seeing the actor talking to his friends in different context.

Based on the data above, it was clear that all of the participants perceived that learning vocabulary through watching English movies could increasing their vocabulary because knowing how to use vocabulary based on the context. This result also supported by Tsai (2008) stated that students could understand in which context the word they have learned. It means the students could learn English vocabulary based on the context where the actors conversing.

Knowing how to pronounce English words well. The fourth reason based on the data interview done with six participants, all participants mentioned that their vocabulary increased especially in knowing how to pronounce English words well. It

could be seen from the data of the first participant who stated that "I understood how to pronounce well " (P.1.7). Based on the data after watching English movie the first participant could increase his vocabulary because know how to pronounce well after listening to a conversation of the actors with other actors in the movie, but the first participant also know the different accent in the movie, he stated that "Beside increasing vocabulary from the English movie, I also became familiar to some accents from several countries" (P.1.6).

Then the second participant stated that "Beside increasing my vocabulary, we also aware our pronunciation is correct or incorrect, we just should focus on listening the pronunciation from the movie, so that we could aware whether our pronunciation was correct or incorrect" (P.2.2). Based on the data after watching English movies, the second participant could increasing her vocabulary because know the correct pronunciation by listening and paying attention while the actors pronounce words in the conversation that occurred in the movie.

In addition, the last participant stated that "Knowing how to pronounce from the native speakers' real life in movies" (P.6.5). Based on the data, sixth participant could increasing his vocabulary because know how to pronounce well real life in movies, besides that she also knew the difference accent between actors in a movie. He stated that " Knowing every country had different accent for example in Avenger movie, Captain America, the accent used was British accent but Tony Stark used American accent" (P.6.6). Based on the data, sixth participant know there are two different accent in the movie after watching the Avenger.

Based on the data above, all participants perceived that learning vocabulary

through watching English movie made their vocabulary increased because know how to pronounce English words well. This result also supported by Merita and Ismaili (2013), and Mirvan (2013). Movies helped learner practice pronunciation by repeating after the characters. It means movie helped the students to know how to pronounce word correctly in a real life context.

Knowing antonym and synonym of words. The fifth reason, based on the data interview done with six participants, two participants mentioned that their vocabulary increased especially in knowing antonyms and synonyms. It could be seen from the data of the first participant who mentioned that "I know the synonyms and antonyms from movies for example 'prom' means 'dance party' and the antonym is 'old fashion'. Another example is "grab", the synonym is "get" (P.1.8). Based on the data, the first participant know antonyms and synonyms words by seeing the subtitles on the the movie then seek synonym or antonym in the dictionary of the words spoken by actors.

The third participant also mentioned that she can know the antonyms and synonyms of words after watching English movie. She stated that "I know about culture for example how to use vocabulary that had synonym, for example the synonym of "bring" was "carry" and take along" (R3.5). Based on the data, the third participants learn synonym and antonym on the movie from the visual. Based on the data, two participants perceived that their vocabulary increased because know antonym and synonym word from the movie.

Knowing how to use idioms. The sixth reason, based on the data interview done with six participants, one participant mentioned that his vocabulary was

increased especially in knowing how to use idioms. She stated that "No I know the idioms for example pissed off, take off, and bring up" (P.3.6). Based on the interview, one participant perceived that her vocabulary increased because knew the idiom words from the movie after read the subtitle and then she looking for the meaning of word on dictionary. She also knew idiom words from the visual of the movies. This resrach also supported by Suksriroj (2009), Movie are qualified to learn the language used as containt slangs, idioms and informal language patterns.

      Increasing the mastery of technical terms. The seventh reason, based on the interview data done with six participants, one participant mentioned that his vocabulary increased especially in increasing the mastery of technical terms. He stated that "Increasing vocabulary based on the genre of the movie, for example genre about technology the term was acces, bandwith, banner, data, database, debug, edit, hackers, hard disk, mainframe, password, dan world wide web. Beside technology there were genre about military and many vocabulary about military for example the term: academy, air force, army, battle, enemy, rescue, weapon, gun, dan armor" (P.5.5). Based on the data, the participants can incerase his vocabulary from the genres of the movies as every genre gives him different vocabulary.

      Based on the data above, one participant perceived that his vocabulary increased because could increasing his mastery in technical term in every genre movie. Based on the a research written by Giannetti (2008) Technical terms are boldfaced the first time they appear in each chapter, which means that they are defined in the Glossary.

      Giving Exposure. The eighth reason, based on the interview done with six

participants, two participants stated that learning vocabulary through watching English movie gave exposure for them. It could be seen from the data: The first participants stated that "It was very helping for me because in Indonesia, the people was seldom using English to speak, and just some people who could speak English" (P.1.5). Based on the data, the first participant perceived that watching English movie can give him exposure to learn English. In addition, the fourth participants stated that " The word that I got from the movie can be I used to carry out a test" (P.4.2)

Based on the data above, it could be concluded that two participants in this study perceived that learning vocabulary through watching English movies could increasing their vocabulary because English movies gave exposure for them. This result was also supported by Ismaili (2013), movies provided exposures to "real language," used in authentic settings and in the cultural context which the foreign language was spoken. It means watching movies developed the students' ability to speak English because the movies might affect easily to the vocabulary improvement.

Knowing the spelling of English words. The ninth reason, based on the interview done with six participants, three participants stated that they know the spelling of English words from watching English movies. It could be seen from the data : The second participant stated that "I know the correct spelling by reading the English subtitle from the English movie" (P.2.3). In addition, the last participant stated that "I always read the English subtitle from the English movie, so I could know the correct spelling" (P.6.3). Based on the interview, three participants can knowing the correct spelling, because they always read, listen the conversation on the movies and attention the English subtitle.

Based on the data above, three participants perceived that their vocabulary increased because knew the correct spelling by reading the English subtitle from the movie. This result also supported by Tsai (2008). The students knew how words were spelt. It means that watching movie provided students' ability to spell English word correctly in real life.

Knowing the meaning of words from the visual. The tenth reason, based on the data interview of this research is knowing the meaning of word from the visual. Based on the data interview done with six participants, one participant mentioned that she knew the meaning of word from the visual. She stated that "The first time I did not know what the meaning of a word and then I was continuing watching the movie without open the dictionary, I could know what the meaning that actor said when they did what the other actor said. So, I could understand and if I am interested in the scene or conversation, I will repeat that conversation after being said by the actor said" (P.3.7).

Based on the data above, it could be concluded that one participant perceived that his vocabulary increased because understood the meaning of word from the visual after looking at the scene and repeating what the actor said. This result is also supported by Merita and Ismaili (2013), and Mirvan (2013). First, visual images stimulated student's perceptions directly, while written words could do this indirectly. It means students quickly learnt new words because there were images they saw in the movie. In addition based on a research written by Tafani (2009), watching movies is very important as it increased their visual and critical awareness. It means if the students found visual images that they have ever seen in the movies, so the students

are able to guess the meaning of vocabulary.

The Challenges in Learning Vocabulary through Watching English Movies

From the interview it was reveal that there are five findings related to the challenges in learning vocabulary through watching English movies at English Education Department Universitas Muhammadiyah Yogyakarta batch 2013 according to the students' perception, based on the result of the interview the researcher found some findings.

Different pronunciation of certain words. The first finding of this research is different pronunciation of certain words. Based on the data interview done with six participants, four participants stated that the different pronunciation became their challenges learning vocabulary through watching English movie. It could be seen from the following data "Each country had different pronunciation, for example the terms 'you' some country pronounced it as 'yo' or 'ya" (P.1.11)**.** Not only different pronunciation who faced by the first participant, but different accent also as his challenges. It can be seen on the data below:

> "New vocabulary with different accent was difficult to be understood for example the term 'you' another country said yo or ya. When we were watching English movie with British accent but suddenly there was a scene that used English Nigger accent which was spoken by descent of Nigeria, because of that different accent, so we should be careful to find the original word" (P.1.10).

Based on the data above, the first participant had the challenges with different

pronunciation and different accent. Because the movie used Niggeria accent in some scene. It is made the first participant difficult to understand the conversation.

The second participant stated that "I did not understand when the actor was angry or whispering and when the volume of movie was low, it was also difficult to heard the pronounciation" (P.2.6). Based on the interview, the second participant difficult to heard the pronunciation when the actor whispering and the volume of the movie is not to loud. Thus, she can not understand about the converstaion. Another evidence was given by participant 2, who stated that "Each country had different accent, there was British, American, and Italia, for example at first I knew 'revenge' but there is another word which had the same meaning that was 'vengeance" (P.2.7). Based on the interview, the second participant had the another challenges beside the different pronunciation. The challenges is different accent each country. Because movise not only have one accent but many accent on the movies such as : British, American and Italia for example. Thus, this challenges made her difficult to understand the meaning that the actors said.

The fifth participant also mention that he had the challenges with the different accent each country. It can be seen from the data below:

 " Because sometimes in the movie there were not only American accent but also british accent, for example in Harry Potter movie. It was very different accent with another west movie, for example the terms 'remember' or 'water' which in the end of word there was suffix 'r', crushed. But in Avenger movie, the pronounciation of 'r' still clearly pronounced" (P.5.6)

The sixth participant mention that he had challenges different pronunciation

and different accent of the actors after watching English movie. He stated that "The pronounciation was not clear, sometime I could not listen when the actor was whispering" (P.6.8). He also stated that "Different accent of each actor made me confused" (P.6.10). Based on the interview, the sixth participant confused and difficult to understand the actors said. Because the actors speak not clear with whispering and there were different accent on the movie that speak of the actors., five participants perceived the challenge was different accent each country.

Based on the data above, four participants perceived that their challenge in learning vocabulary through watching English movie was to understand the different pronounciation pronounced by the casts of the movie and the different accent each country. Thus, the participant should practice their listening and watch another genres of movies that used different accent to can understand the meaning that the actors said. This result also supported by Thammineni (2016) stated that " hearing native English speakers' talk to each other will help to hear how words are pronounced. If we are using English subtitles, we will also be able to see how the words are written" (P.36). In addition based on a research writen by Zohdi (2009) who stated that "therefore, they had a better understanding in listening part of the movie as they could see the words and sentences while watching the movie because subtitles can help comprehension of a second language in a regional accent" (p.6).

Difficulties in keeping up with the speed of the conversation. The second finding of this research is difficulties in keeping up with the speed of the conversation. Based on the data interview done with six participants, five participants stated that their challenges in learning vocabulary through watching English movie

was their difficulties in catching up speed of the conversation. It could be seen from the following data by the first participant saying that **"**The speed of the conversation was one of the challenges" (P.1.12). Then, the second participant also stated that "The actors spoke too fast it made their conversation became not clear and difficult to be understood" (P.2.5). In addition the last participant stated that "The pronounciation was not clear, too fast and sometimes could not to be listened when the actor speak with whispering" (P.6.9). Based on the interview the five participant perceived that his challenge who faced when watching English movie is speed of conversation. Thus, the participants are suggested to practiced their listening comprehension so that the participant can keeping up the speed of conversation on the movie.This result also supported by Thammineni (2016) stated that "therefore, the language is exactly how it is heard it in real life – it is spoken quickly, with native accent and pronunciation and using many idioms and colloquial expressions" (p.36).

      Undesrtanding the coarse language. The fifth finding of this research is understanding the coarse language**.** Based on the data interview done with six participants, one participant perceived that her challenge was difficult to understand the coarse language. She stated that " The third challenges there was coarse word on the movie that inappropriately to be known, and we automatically learnt that words" (P.3.10).

      Based on the data above, one participant had one challenge that different with another participants. The challenges was became know the coarse words spoken by the casts of the movie, the participant perceived coarse word was the challenge during learning vocabulary through watching English movie.