Chapter Four

Findings and Discussion

This chapter presents the result of the study. The researcher explains the findings and connects to the theory. This chapter consists of the findings and the discussion of the study. The findings of this study were collected from the interview. The researcher found the students' problems and the students' strategies in improving vocabulary mastery through watching an English movie. Moreover, the researcher discusses the findings by providing the theory from the experts. Since the data were gathered by interviewing the participants, the researcher uses pseudonym in presenting the participants' name. The participant are Melati, Mawar, Dahlia and Mobil.

Students' Problems in Improving Vocabulary Mastery through Watching English Movie

The first aim of this study is to find out the students' problems in improving their vocabulary through watching English movie. The researcher found some problems faced by the students in improving vocabulary mastery by watching English movie. These findings were obtained from the answers of four participants after the researcher did the interviews. The following paragraphs explain the findings in more detail.

The students cannot recognize certain word. Based on the interview all of participant mentioned that they find the difficulty to find certain word in the movie. They have similar problem regarding their activity when watching movie. This statement is said by Melati. She said, "Sometimes I can't understand some word in a movie". What Melati said is also experience

by Mawar. She mentions that, "I cannot understand certain word what character said". Similar things are admitted by Anggrek and Mobil also said, "Sometimes I do not understand about what they have said". This finding is actually in line with Roger (2011) who mentioned that sometimes the audience cannot hear some word in the dialogue clearly.

The actor speaking too fast. Speaking too fast is another problem which is experienced by the participants. All of the participants mentioned that characters in the movie speak too fast. The situation when the character in the movie speaks too fast makes them feel confused to know the meaning of what they said. The following is the quotation from the participant. Melati said, "Sometimes they mention the word too fast, it makes me feel confused about the meaning". This is also supported by Mawar. She-Mawar also said, "If the actors speak too fast, I will be confused".Moreover, Anggrek and Mobil also said, "The problem is when the actors speak too fast and I cannot hear". This finding is in line with Jack (2006) who stated that the problem is they speak really fast and thus may be confusing to audience.

The types of certain movies. Three from four participant mentioned that they cannot improve their vocabulary because of certain types of movie that they watch. This certain types of movie involved literary movie and old movie. According to Shout (2008), literary movie is a movie that adapting from a literary source like novel, short story, poem to another genre or medium, such a film, stage play or video. In literary movie, the language in the poem is hard to understand, because the poem expresses views and emotions of the poet that many people cannot understand. This problem was revealed by two participants. Melati said, "I watched literary movie that consists of most poem and I did not get the point". Additionally, Melati explained when the movie consists of most poem, it will make the audience do not understand the meaning

of the movie. In the interview session, Mobil said, "The last is I watched the movie that consists of the poem like a romantic film, it made me pretty hard to understand". It can be concluded that the students do not understand the meaning when they watch a literary movie. It is in line with Jesse (2008) who stated that the language in the poem is hard to understand, because the poem expresses views and emotions of the poet that many people cannot understand.

In addition, the problems in learning language arise because of watching old movie. According to Ane (2010), Old movie are often distinguished or unique works of cinema that have transcended time around ten years ago. They are well-made with great acting, music and dialogue. Their attention to historical details, costuming and scenery are well thought out and done right. Two participants in this study said that they find problems in learning vocabulary by watching English movie because of the type of movie they watch. The type of movie causing problem in improving vocabulary through watching English movie is old movie. Anggrek said, "Sometimes I watch an old movie and then the words are too hard to understand". Mobil also said, "I have ever watched an old movie and it is too hard for me because they use an old language which is rarely heard". As a result, the students cannot understand the language in an old movie. The reason is because the language is just too old. According to Jesse (2008), if the students watch an old movie, sometimes the vocabulary is just rarely heard.

Based on the explanations above, it can be concluded that there are problems in improving vocabulary through watching movie. The first problem is students do not recognize certain word which makes them do not understand the conversation in the movie. The second problem is the characters in the movie speak too fast. The third problem is related to the type of movie watched by students. The literary movie cause problem to the students because it contains poet and the old movie consists of words which are rarely heard.

Students' strategies in improving vocabulary mastery through watching English movie

The next objective of this study is to discover the strategies in improving vocabulary through watching English movie. After conducting the interview, the researcher found some strategies that the students got after they watch an English movie. The strategies perceived by the students after watching an English movie are explained in the following paragraph.

The strategies are classified in two categories. Shepherd (2008) classified vocabulary into two kinds. The first is a receptive vocabulary. The receptive vocabulary means the words known by learners when they listen and read from other sources. The strategies are looking up the dictionary, memorizing, making note taking, asking friends, and searching the meaning in the internet. using word in the sentence, using word in context, and repeating words or sentences.

Looking up the meaning of words at dictionary. This first strategy is open looking for the meaning of words at dictionary. It is a way which is usually used by students when they find a new English word from an English novel that they did not understand the meaning. They open the dictionary as a simple way to get to know the meaning, so they understand the meaning of the word. All participants in this study mentioned this strategy. Melati said, "I look for the meaning in the dictionary". Anggrek also said, "First, I will stop the movie and I open dictionary". Same as melati and Anggrek also said, "First, usually I open the dictionary". In addition, Mobil said, "I use online dictionary to search the word that I donot know". All of the participants said that looking for the meaning of words in dictionary was one of strategies in improving vocabulary through watching an English movie. The finding is supported by Kinsella, Stump, Feldman (2013) who mentioned that the strategy used by students is looking the meaning of the word in the dictionary. Hence, it can be said that one of the strategies to improve

vocabulary through watching English movie is by looking for the meaning of the word in dictionary.

Memorizing. The researcher found out that after the students know the meaning of new words, students usually memorize the words to improve vocabulary mastery. This strategy was stated by four participants. Melati said, "from the word that I find, I will memorize the word and I will remember the word that I get". Moreover, Mobil said, "I try to memorize word that I get from the movie". This strategy helps students in remembering the meaning of word. Therefore, the students do not need to open their dictionary again, if they find the same word in another movie. Moreover, Anggrek also stated, "I open the dictionary and then I memorize the meaning of the words". This finding is in line with Kinsella, Stump, Feldman (2013) who said that memorizing the definition of word is something that learners can do in learning vocabulary.

Making a note. The next strategy found by the researcher is making a note or making list of new words. The meanings of the new words are also included in the list. This strategy is commonly used by students because this is very helpful for them. This finding was stated by all of participants. Melati mentioned, "Sometimes I write the word that I do not understand". Additionally, Mawar said, "For the second strategy, I write the word in a note, so I can remember it". When the students do note taking, they also do memorizing, because they write the meaning of the word after they look for the meaning from dictionary. The other participants also stated the same statements. Anggrek and Mobil said, "Write the new word in a note". It can be concluded that the students do note taking, when they get meaning of new words, and it help them to remember it.

Asking friends. The other finding is that there are some students asking to their friends if they do not understand the meaning. The students usually ask someone who know more. It could be a teacher, students, or other people. This strategy was revealed by four participants. Mawar said, "For the first, I will ask my friends about the word that I do not understand". It means that the students ask their friends to explain more about movie because sometimes, there are some words that are hard for the students to understand. Same as Mawar, Mobil also said, "I will ask my friend or I will search for the meaning in the internet". This result is in line with Schmitt and Mc Charty (2007) who revealed that the students discover the meaning of words by asking other people who know, and it is included I social strategy.

Searching the meaning in the internet. Besides opening the dictionary, the students look for the meaning in the internet. The reason is that the dictionary they have is not complete. This strategy was mentioned by three participants. Mawar stated, "If there is no answer in dictionary, I will search the meaning of the words in the internet". Mawar explained that using internet was to know the meaning and it was very helpful because sometimes Mawar could not find the answer or the meaning from dictionary. In addition, Anggrek mentioned, "I will search in the internet". Anggrek said that searching in the internet was one of way to find the meaning. In the internet there are a lot of sources related to movie that students watch. It can be the meaning of the words in the movie or the synopsis of the movie. Searching the meaning helps students to understand the content of the movie. It is also known discovery strategies in which the students must looking for the meaning in the internet to make it clear. (Schmitt, 2007)

Pausing. The last strategy found by the researcher is pausing the movie. This strategy is commonly used by students because this is very helpful for them. This strategy was mentioned by two participants. Melati stated, "I will pause the movie". Mawar also mentioned, "If there is a

word that I do not understand, I will pause the movie". It can be concluded that the students pause the movie when they find the word that they do not understand, it help them to remember it. This finding was in line with Stump,(2013) who said that pausing will help the audience in learning activity for the beeginers.

Using word in sentence. The strategy used by students is using word in the sentence. It means that students do not only look for meaning and write the word, but they also apply the word in the sentence. It helps them to understand more about vocabulary. They could put the word in the sentence. They know the meaning and they combine the word with the other words in the sentences. It was stated by all of participants. Melati said, "Sometimes I use the word for disscuccion class, and I try to use for doing the close book journal". Mawar also said, "Sometimes I repeat the word like make a sentence in close book journal and I use the word for daily conversation with my friends". Usually, they use word in the sentence when they do the close book journal. In doing close book journal, there is an activity requiring the students to retell the story or to answer the question. It was stated by Anggrek. Anggrek declared, "To make me remember, I will use the word to make a sentence like what I do in close book journal". Then, Mobil stated "I will use the word in daily conversation with my friend and make a sentence to make me remember". Creating sentences from the words is one of strategies used by the students in improving students' vocabulary mastery. This finding is in line with the previous study. According to Kinsella, Stump, Feldman (2013), one of the strategies used by students is using the words in the sentence.

Using word in context. Not only in writing context, new vocabulary that students got from watching an English movie also could be used in speaking. In speaking, students should know a lot of vocabulary to make them fluent. The students who have mastered a lot of vocabulary

usually speak English more easily. This strategy was stated by four participants. Mawar said, "Using the word in daily, such as in daily conversations". When students had a conversation with others, they usually used new word to make them more understand. In line with Mawar, Melati also said, "I use the word in the daily life because usually that will be appearing same word, so I don't need to open dictionary again". Using the word in daily conversation helped the students to remember the word that usually appeared in the other context, so students did not need to open dictionary again. The students also applied the new word when they talked to their friends not only in the classroom, but also outside the classroom. This finding confirms Farstrup and Samuels (2008) and O'Conner (2007) as cited in Weiser (2013) who mentioned that improving vocabulary can be done by using new vocabulary in a context

Summarizing. The next finding was summarizing. Making a sentence/ paragraph by using own word helped the students understand what they wrote. After watching an English movie, some students did summarizing based on the story of the movie. They summarized it by using their own sentences. Creating their own words was also included in their writing. This statement was stated by one participant. Mobil said, "I will summarize what I understand from the movie using my own language". This strategy was used by the participants for practicing writing what the participant understands from the movie. It helped the participant remember the story of the movie.