This study aims to understand the effect of using movies in improving vocabulary and motivation to learn among students across different age groups in Pasucen Village, Trangkil, Pati. The research focuses on the relationship between the increase in vocabulary skill alongside motivation and the age group of the participants. Descriptive qualitative design is used as the method of the research. Data is collected through test, questionnaire and interview. The test is used to measure the vocabulary skill of the student before and after watching movies, while the questionnaire is used to know the students’ view about this method. The result shows that this method can increase the vocabulary of all students, but does not increase the motivation of all students in the same way.

Introduction

Having a good vocabulary is one of the most important thing for a language speaker to be able to communicate. Without enough vocabulary, it would be difficult for anyone to use the four language skills, listening, speaking, reading, and writing. According to McCarthy (1990), no matter how well the student learns grammar, no matter how successfully they imitate the sound of the language, without words to express a wider range of meanings, there just can’t be a meaningful communication. Wahyuningsih (2018) also states that limited exposures to exposures to English vocabularies is one of the issues that causes students’ poor writing skill.

One of the main challenges in teaching english is finding the right method and materials that are engaging, interesting, and up to date while at the same time helps the students learn. This is even more true with vocabulary learning. One of the main method used by teachers in Indonesia to teach vocabulary is just by simply giving a list of words for the students to memorize. This is not only boring, but also ineffective in helping the students to retain the vocabulary because it does not provide context on how the vocabulary can be used. Movies have the potential to be used to provide an interesting and engaging vocabulary learning experience.
Movies expose students to language in real life being used in an authentic settings and cultural context which the foreign language is spoken. According to Kusumarasdyati (2004), and Luo (2004), movies also catch the learners’ interest and can increase their motivation to learn. Ward & Lepeintre (1996) further elaborate that movies can motivate EFL/ESL teaching and learning process because movies provide a story that needs to be told rather than lesson that needs to be taught.

Numerous studies have examined the effect of using movies in EFL classroom. Li Ling (2009) states that the use of movies increase students’ motivation, making the class more interesting, and familiarizing the learners with the traditions of the target language. According to Champoux (1999), movies can keep students’ interest in the theories and concepts under discussion. Movie scenes can offer visual depiction of abstract theories and concepts (Rokni and Ataee, 2014). Meanwhile, Herron and Hanley (1992) concluded that the use of movies in EFL classroom offers background information that activates prior knowledge, which is important to stimulate activities in classroom.

Regarding subtitle or caption in a movie, various studies have shown positive effects of subtitling. Rokni and Ataee (2014) suggest that using subtitles with movies in general affects language learning positively. While watching subtitled movies, students are not only watching and listening to the audiovisual material, but also interacting with it as they translate the source text into the target language (Gorjian, 2014). While those studies examine the effect of movies in language learning process in general, this article is unique because it studies the effect of using movies in the language learning process of students across various age groups.
Methodology

The study aims to understand the effect of using movies in English as Foreign Language learning especially in vocabulary, among students from various age groups. This includes whether or not it improves their ability to acquire new vocabulary, and their motivation to learn. By analyzing the effect on students from different age groups and proficiency level, it is also hoped that the research would shed light on how the effect differs among them. In short, this research attempts to answer the following questions

1. What is the effect of using movies in improving vocabulary among EFL learners from across age groups?
2. How does the use of movie affect the students’ motivation?

The participants of the study are seven students from various age groups and English proficiency levels from Pasucen Village, Trangkil, Pati. This consists of three students from elementary school, all male, two students from junior high school, both male, and two students from senior high school, one male and one female. All of them studies in state run schools in Pati.

The movie being used is titled Forrest Gump. It is a 1994 American comedy-drama film directed by Robert Zemeckis based on the 1986 novel by Winston Groom. The movie is chosen because it contains some vocabularies that are simple and used very commonly. It also has some iconic lines that are very memorable, which is hoped to stick to the students’ memory. The movie is then displayed using LCD Projector to be watched together by the students. The movie is played with Indonesian subtitle in hope that the students can understand the meaning of the words being pronounced by the actors.

To test the vocabulary mastery level of the students, before the movie starts they were given a list of vocabularies. They are instructed to write down the meaning of words that they know while leaving the ones they don’t know empty. Then, they are told to pay attention to the vocabulary used in the movie and try to memorize their meaning with the help of the subtitle. After the movie is finished,
the students are asked to have discussion with the teacher about the new vocabulary and phrases they acquire from the movie. This is in order to direct the students so that they associate the words with the correct meaning, and know the pronunciation and spelling of the words. After that, they are given another test to measure their vocabulary mastery. Furthermore, the students are then asked a few questions regarding their experience during the implementation of this method.

The questions are as follows:

1. Do you enjoy watching the movie?
2. Does watching movie motivates you to learn English?
3. Does this process improve your vocabulary?
4. Does the subtitle help to understand the movie?
5. Without the subtitle, would you be able to acquire new vocabulary?

Result

The chart above depicts the number of vocabularies in the list that is known by the students during the test performed before and after watching movie. As we can see, the number consistently increases across all students.
<table>
<thead>
<tr>
<th>Student</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
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<td>Yes</td>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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</tr>
</tbody>
</table>

**Findings and Discussion**

All participants find that watching movies can increase their vocabulary. However, some are skeptical about the effectiveness of the method. Their reasoning is that watching the movie takes nearly two hours, and the number of new vocabularies they acquire is not so many. But all of them agrees that this experience is enjoyable.

Not all participants find that watching movie motivates them to learn English. One person stated that he thinks that it would be nice if he can understand what the characters are saying, but it does not necessarily makes him want to learn English more. With the subtitle, he thinks that he can enjoy the movie and understand the story well enough. We find no relation between the difference in age groups and the increase of vocabulary or motivation. The relation is more apparent with students’ preference and personal opinion about the movie.

**Recommendation**

This research is a preliminary level research on the subject. Further research with larger data sets and better designed methods should be conducted in order to reach a conclusive result. However, the information acquired during this research shows encouraging results toward the use of movies as media of teaching.
References


