LEARNING VOCABULARY FROM MOVIES WITH BIMODAL SUBTITLING

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ABSTRACT

Vocabulary is believed to be more important than grammar, that lacking of vocabulary knowledge will hinder the second language learning. Multimedia itself is proven as an effective tool in language learning because of its rich and authentic comprehensible input. According to Gorjian (2014), audiovisual media are closer to real life because the visual clues and context make it possible to ‘view’ the message as much as listen to it. The presence of subtitles also encourages learners to notice new vocabulary for they provide the written version of what the learners hear. This study was designed to investigate the strategies used by EFL learners when they find unfamiliar words in movies. There were three participants in this study. The participants were asked to watch a movie they had not watched before. First, the participants watched the movie individually. Right after that, they re-watched the movie with the researcher. The data was collected using SRP (stimulated-recall protocol) method. The results obtained from the interviews showed that there were two strategies used, which were guessing strategy and dictionary strategy. Combined strategy, which is using guessing and dictionary strategy for the one word, is also used. The findings of this study might be beneficial for those engaged in language program, especially teachers and learners. Teachers can assist the learners better when using multimodal material as the AVA. Learners can also raise their awareness about the effective vocabulary learning strategies and choose which ones are the best for them to use.

Keywords: dictionary, guessing, vocabulary learning strategies, movies