TECHNIQUES IN GUESSING FROM THE CONTEXT WHEN WATCHING A MOVIE WITH ENGLISH SUBTITLE

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Janoviana Palelia De Fatima Gomes I
112011901

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA
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TECHNIQUES IN GUESSING FROM THE CONTEXT WHEN WATCHING A MOVIE WITH ENGLISH SUBTITLE

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Abstract

The use of English subtitle in watching movie for students can enrich their vocabulary and also it can teach them on how to deal with some unfamiliar vocabulary. This study tried to investigate on how the second language students use the techniques of guessing from the context in finding the meaning of unfamiliar vocabulary they found when watching movie. The data consisted of the result of observation and interview of bilingual students of the Faculty of Language and Literature, Satya Wacana Christian University which were extracted, classified, and gathered into several categories based on the six techniques of guessing from the context by Thornbury (2002). This discussion used the clear transcription of the interview result to classify the answers belong to the classification provided. The classifications of 5 responses were arranged based on the answer of the participants. The findings suggested that making a guess technique used by the participants was the main technique in dealing with unfamiliar vocabulary when watching a movie with English subtitle. For more substantial results in the future, researchers may consider larger numbers of participants to observe the use of movie subtitle in vocabulary learning process. This study was expected to give a new way for students to enrich their vocabulary and improve their language skills when watching movie with English subtitle.

Keywords: Vocabulary, movie subtitle, guessing from the context.

INTRODUCTION

There are many ways to learn new vocabularies that usually involve audio visual aids like pictures, songs, videos or movies. It will encourage the students’ curiosity to learn English through audio visual aids. According to Purushotma (2005), numerous attempts must be done to develop "edutainment" titles that seek to merge
educational goals with entertainment content. It means that students do not watch or
use media only to have fun but they also can be quite educational. Through watching
movies students could be motivated in learning foreign language. In watching movies
with subtitle learners do not only use their listening skill but also use their reading
skill at the same time for their comprehension. While reading the subtitle, the
incidental vocabulary learning may occur unconsciously. As Nation (2001) defines,
incidental vocabulary learning can facilitate the learning process by providing a
meaningful context, while the attention of the students in some other features of
foreign language.

There have been several studies focused on the use of movie subtitle/caption
can enrich the learners’ language ability. As one of the studies is from Hu and
Huang’s (2013) experiment, it showed that watching videos with subtitles, especially
English subtitle could help the students identify the word or expression from the
stream of speech and the context together with the pictures provide them with hints to
infer its specific meaning in the video. Moreover, they also found out that the
students had a positive attitude toward viewing video with subtitle and believed that
they could learn more words by watching videos with English subtitles.

The phenomena of watching movie using subtitle also happen in the English
Language Education Program students of Satya Wacana Christian University. They
have an ability to use English and Indonesian as well, and can be considered as
bilingual students. Therefore, becoming bilingual students like ELE students give a
chance to create transformation of language development. In this transformation and
development process, ELE students will go through many techniques to rehearsal or improve their language skills. One of the rehearsal methods is for example: when they face a difficulty to understand unfamiliar vocabulary during watching English movie with subtitle, they will go through many techniques to get the meaning. Thus, this study was conducted to find what are the strategies that used by the students in dealing with the unfamiliar vocabulary in watching English movie. In other words, this study was trying to answer the following research question: “What is the technique used by ELE students in dealing with the unfamiliar vocabularies that they found while watching a movie with English subtitle?”

Considering the importance of vocabulary knowledge for EFL learners, this study is expected to give a new way for the students in order to enrich their vocabulary. Through watching movie with English subtitle they can also improve their language skills and use their background knowledge in order to deal with unfamiliar vocabulary. Besides, the researcher also hopes that the information from this study can give solutions for EFL students in finding the meaning of words.

**Incidental Vocabulary Learning**

In vocabulary learning there are three approaches suggested by Hunt and Beglar (1998) to enhance the vocabulary learning which are incidental acquisition, intentional learning, and independent strategy development. In addition, among these three approaches the incidental vocabulary acquisition was regarded as a significant
part of vocabulary acquisition (Hong, 2010). In Paribakht and Wesche’s definitions (1999), incidental vocabulary learning refers to the process where students focus on understanding the meaning of reading and listening context rather than the accidental vocabulary learning and acquire vocabulary as a "by-product" without a consciousness of students’ decision, or intention to learn the words. In addition, Fraser (1991) as cited in Karakas and Sariçoban (2011) some incidental vocabulary learning occurs through reading for comprehension and also through the process of inferring word meaning from the context.

Additionally, Nagy, Herman, & Anderson (1985) claimed that when the incidental vocabulary acquisition encouraged by a contact with a sufficient amount of exposure to written language, incidental vocabulary acquisition would be enormous. Many experts also have agreed that most of second language vocabulary acquisition is learned incidentally while students are agreed in extensive reading (ER) or reading comprehension and inferring the meanings of unknown words.

**Relationship between Reading and Incidental Vocabulary Learning**

Incidental vocabulary learning often occur while reading, according to Nation (2001: 232) the importance of incidental learning by “message focused activities” as follows: “A well-balanced language learning program has an appropriate balance of opportunities to learn from message-focused activities and from direct study of
language items, with direct study of language items occupying no more than 25% of the total learning program”.

Similarly, Huckin and Coady (1999: 182) also indicated that “except for the first few thousand most common words, vocabulary learning dominantly occurs through extensive reading, with the learner guessing at the meaning of unknown words”. As the result of successes in the acquisition of words from a meaningful context and by more reading experiences the inference of vocabulary ability would be developed and matured and could contribute to reading level. Therefore, reading has an important role in incidental vocabulary learning because through reading students can develop or enrich their vocabulary knowledge. In the process of incidental vocabulary learning, word knowledge is allegedly to be cumulated and developed gradually through multiple exposures in various reading contexts (Hong, 2010). In other words, the acquisition of words is the result of successes in inferring word meanings from a meaningful context through more reading experiences.

Guessing from the context

Most of the words acquired through incidental reading are learned through context. Students learn from context by making connections between the unfamiliar word and the text in which it appears. As Edwards (2009) states that students will see how the unfamiliar item (an unfamiliar word) works grammatically and the context will help make the item more memorable and aid retention. The strategy that mostly
use in dealing with unfamiliar vocabulary is guessing from the context. According to Scott Thornbury (2002:148) who argues that guessing from context is probably one of the most useful skills students can acquire and apply both inside and outside the classroom. Still, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already used, perhaps unconsciously when reading and listening in other language such as English. In addition Thornbury (2002: 148) also recommends the following strategy for guessing from the context:

*Deciding the part of speech* of the unknown word whether, for example, it is a noun, verb, adjective, etc. Its position in the sentence may be a guide, as might its ending (e.g. an –ed or –ing ending might indicate it is a verb). For example: Totally *annoyed*, there is an –ed at the end of the word *annoyed* which indicates it is an adjective.

*Looking for further clues* in the word’s immediate collocates, if it is a noun, does it have an article (which might suggest whether it is countable or not)? If it is a verb, does it have an object or not. For example: He won’t *swallow* his food. Swallow is a verb because after the verb there is an object which is *his food*.

*Looking at the wider context*, including the surrounding clauses and sentences, especially if there are ‘signposting’ words, such as *but, and, however, so*, that might give a clue as to how the word is connected to its context. For example: We got home, tired but elated: the presence of but suggests that elated is not similar in meaning to tired.
Looking at the form of the word technique is used to get more clues which can lead to find the right meaning of a particular word. By seeing the affix of a word students might easily find the form of the word before they understand the meaning. For example: downhearted is made up of down + heart + a participle affix (-ed).

Making a guess technique is used to find the meaning of the word, as the basis of the above techniques. When an unfamiliar word appeared students will automatically trying to guess what is the meaning of that particular word. In order to make a guess they tend to use their background knowledge in learning foreign language. For example: If you peel the potatoes, I’ll cut them. The word peel in that sentence means ‘to remove the skin’, thus it should be peel first before cut.

Reading on and see if the guess is confirmed; if not and if the word seems difficult to the understanding of the text, go back and repeat the above steps. If the word does not seem difficult, carry on reading. Maybe the meaning will become clearer later on from the scene or picture on the screen.
THE STUDY

Context of the Study

This research is a qualitative research for the reason that this research is aimed to find out about the use of guessing from the context strategy by the final year of ELE students in watching English movie with subtitle. Students understanding in dealing with unfamiliar vocabulary were analyzed to see their technique that they used during watching English movie with subtitle. The setting of the study was conducted in Faculty of Language and Literature (English Language Education Program – ELE) at Satya Wacana Christian University (SWCU), Salatiga, Central Java, Indonesia. The reason for selecting this university due the researcher was studying in SWCU, thus it would be more practical to collect the data since it saved time and speeded up the data collection process.

Participants

The participants for this study were 5 ELE students of 2011. The participants were chosen based on purposive sampling or “criterion-based” selection (Blackledge, 2001, p.57). The study focused on 2011 students because they were final year students who had already learned some particular techniques that can be used in dealing with unfamiliar vocabulary.
Instruments of Data Collection

In this study, first a 97 minute movie with the title “Night at The Museum: Secret of the Tomb” was chosen for the participants to watch. English subtitle was provided for this movie as the primary source of this study. This movie was selected for this study because it is an English movie and it had many features that might made students were interested to watch. Second, observation was conducted to see whether the students showed some reactions toward some unfamiliar vocabulary that might appear during watching the movie. Third, based on the students’ reaction, a table was used in order to record the participants’ activities during watching movie. The activities were about how they used the given techniques in dealing with unfamiliar vocabulary. Below is the table used by the researcher based on Thornbury’s (2002) guessing from the context strategy. (See table.)

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (DC)</td>
<td>2 (LC)</td>
<td>3 (LW)</td>
</tr>
</tbody>
</table>

Table 1. Table of data collection

Technique 1 (DC) : Deciding the part of speech of the unknown word
Technique 2 (LC) : Looking for further clues in the words immediate collocates
Technique 3 (LW) : Looking at the wider context
Technique 4 (LF) : Looking at the form of the word
Technique 5 (MG) : Making a guess
Technique 6 (RO) : Reading on

The first column was for the unfamiliar words which the participants wanted to find out the meaning. Second column was for the technique they used at that time and the third was for the confirmation of the technique, whether it was worked or not. Furthermore, an interview would be conducted immediately based on the table that was already filled. It was used to obtain more detail information and to know their techniques in dealing with unfamiliar vocabulary.

**Procedure of Data Collection**

Prior to data collection, 5 ELE students of 2011 would be chosen to participate in this study. After that, the students would watch the movie twice which at first they would watch the whole movie and for the second time observation was conducted during watching the movie. In this part, students’ reaction or what happened while watching the movie was observed.

Next, a semi-structured interview would be conducted in order to answer some questions based on the result of the observation, which was mostly related to students’ reaction. It was used to get more data from the students by comparing their responses. The flexibility included changing the order of the questions to provide opportunity for follow-up questions. During the interview students would be asked about the technique that they used and also how they were dealing with unfamiliar
vocabulary. The maximal length of time for the interview was 10 minutes (clean transcription). The last, students would be given more opportunities to share their experiences when they applied their technique during watching English movie.

**Data Analysis**

After finishing the data collection and transcribing the interview, the data were analyzed using the holistic-content analysis which is focusing on the entire interview transcript for each participant. After reading the transcript/notes of each participant, a major theme would be decided to focus on analyzing the data. Re-read the transcription based on decided theme and “color-code” the lines in the interview transcript that supports the major theme (Brown & Rodgers, 2002). The techniques that recommended by Thornbury (2002) were used to discuss on how students dealing with unfamiliar vocabulary that might occur while watching movie with English subtitle.
**FINDING AND DISCUSSION**

The finding of this study indicates that all six techniques by Thornbury (2002) can be used to find the meaning of unfamiliar vocabulary during watching English movie with subtitle. Below is the diagram that shows the classification of techniques. (See Graph 1).

![Graph 1: The Diagram shows the number of technique occurrences based on Thornbury’s (2002) strategy of guessing from the context](image)

From the diagram above, out of 12 occurrences of the technique is categorized under technique 5 which is making a guess of the word. Eight (8) occurrences fall under technique 2 looking for further clues. Five (5) occurrences are under two techniques, technique 1 deciding part of the speech and technique 3 looking at the wider context. Four (4) occurrences are under two techniques, technique 4 looking at the form of the word and technique 6 reading on.
Making a Guess

In this study, making a guess technique accounted the largest number of technique which is frequently used by the participant in dealing with unfamiliar vocabularies. Seeing that the participants are the ELE students of 2011 which means that they already learned English for a long time, it can be easiest for them to find the meaning of a word by just making a guess. Scot Thornbury (2002) argues that guessing meaning from context might be the most useful skill which student can acquire and apply. Students will automatically use their background knowledge in guessing the meaning of a word or predict how the words relate to what is shown in the screen. Below is the example from participant 2.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>deceptively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Participant 2’s making a guess technique

From the table above, participant 2 used making a guess technique in finding the meaning of the word ‘deceptively’ which the actual meaning is about something tricky. Based on the table the participant explained that “I make a guess as to the meaning that the box was not definitely large and it seems impossible for 6 people to hide their body there”. From the explanation we can see that participant 2 in order to make a guess she used her background knowledge to help her to find the meaning of
the word. It is similar with participant 4 who also used this technique to find the meaning of ‘*glitterati*’.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>glitterati</td>
<td>1 (DC) 2 (LC) 3 (LW) 4 (LF) 5 (MG) 6 (RO)</td>
<td>√ Yes √</td>
</tr>
</tbody>
</table>

Table 3. Participant 4’s making a guess technique

Participant 4 explained that in making a guess to find the meaning of the word ‘*glitterati*’, she also used her background knowledge and looked for the context of the sentence to know the meaning. From here we can see that by seeing some particular context (picture shown on the screen) the participants could get the possible meaning of the particular word. It is related to Dole, Sloan & Trathen (1995) who reported that students were able to see how words relate directly to the plot, theme, and characters in the selections. These activities can lead students to the deep processing in word learning and comprehension improvement. Wilson (2000) also suggests that images contextualized in video or on its own can help to reinforce language learning, provided the student can see immediate meaning in terms of vocabulary recognition.

**Looking for Further Clues in the Words Immediate Collocates**

The second technique that resulted in dealing with unfamiliar vocabulary during watching movie is looking for further clues in the words immediate collocate. In this technique, participants tend to see for more clues such as does the word have
article or whether if it is a verb then does it have an object. Vanderplank (1988:272) also says that subtitles have potential value in helping the language and vocabulary acquisition process. It flows by providing language students with the stimulus and clues from giving quantities of authentic and comprehensible language input. Below is the table of participant 1.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (DC)</td>
<td>2 (LC)</td>
</tr>
<tr>
<td>constellations</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Participant 1’s looking for further clues technique

In this case participant 1 used this technique to find the meaning of the word ‘constellations’. According to the participant, she just guessing it from the position of the word and she also added that: “There is an article in front of the word so I conclude that it is a noun”. It means that subtitle can make it easier to find out the meaning since the participant had an ability to see, predict, analyze and know the position of some words before and after the unfamiliar word. There is another example from participant 2, below is the table.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (DC)</td>
<td>2 (LC)</td>
</tr>
<tr>
<td>doggone</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Table 5. Participant 2’s looking for further clues technique
To find the meaning of the word ‘doggone’, participant 2 said that “Guess based on the position, I immediately guess doggone as verb”. Based on the position of the word, ‘doggone’ can be either an adjective or a verb depends on the clues before or after the word itself. From the participants responses, it clears that from the clues beside the word can help them to find the right form of the word and also can make them easier in finding the meaning of that particular word. As same as Nelson (2008), in her study she found that students began to develop the skill of analyzing texts for context clues which will give them insight into the meanings of unfamiliar words.

**Deciding the Part of Speech of the Unknown Word**

The third technique that appeared in the findings was deciding the part of speech of the unknown word. This technique is almost the same with the previous technique, the position of the word in a sentence would be a guide to find the meaning of a particular word. Take for example the word ‘feeble’ that found by participant 1.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>feeble</td>
<td>1 (DC)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 6. Participant 1’s deciding the part of the speech technique

By using this technique the participant decided the part of the speech of the unknown word to see the form of the word. After that she explained that “It is an adjective and
since it has noun at the end of this word. It means that the position in the sentence can be a guide”. Moreover, below is another example of this technique used by participant 3.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>dazzling</td>
<td>1 (DC)</td>
<td>2 (LC)</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Table 7. Participant 3’s deciding the part of the speech technique

As showed in table 7, participant 3 tried to find the meaning of ‘dazzling’. In this context ‘dazzling’ is referred to something bright or shine. Thus the participant explained that “I considered dazzling as an adjective because when the speaker said the sentences, there were shiny light like effects that shine from a building”. Based on the two participants, Clarke & Nation (1980:218) once stated that guessing the meaning of unfamiliar words can develop reading skill. By guessing it, the participants would be able to consider the word, predict what will occur, and also confirm the prediction.

**Looking at the Wider Context**

This technique had the same result as the technique above. Besides looking at the wider context, this technique also includes the surrounding clauses and sentences. The connected words such as *and, but, however, so* might give a clue to see how a particular word connected with each other. Cynthia and Drew Johnson (2012) stated
that to know a word students need to see it in context relates to the word around meanings and also they will begin to see how a word’s meaning can change and shift depending on its context. Here is the example of this technique used by participant 2.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>I couldn’t sit idly by</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Table 8. Participant 2’s looking at the wider context technique

From the table above, in the sentence ‘I couldn’t sit *idly by*’, participant 2 tried to find the meaning of ‘*idly by*’. The meaning of the word ‘*idly by*’ can be silently or quietly. By using looking at the wider context technique she tried to look for any clue that could lead her to find the meaning. Before the word ‘*idly by*’ was *I couldn’t sit*, from that the participant explained that “I guess the character in the movie did not seem that he was comfortable (*tidak tenang*) after seeing what happened toward the tablet”.

In addition, participant 1 also used this technique to get the meaning of ‘*agitated*’.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>agitated</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Table 9. Participant 1’s looking at the wider context technique
After she found the right meaning of it, she said that “including the surrounding clauses and sentences, especially if there are signposting words, such as seems and fool”. From the answers we can see that ‘signposting’ (connected) words around the particular word can become such a useful tool in deciding the form of the word like, verbs or adverbs. In order to know the word meaning, students need to see the context and learn how its meaning relates to the words around it (Waring, 2001).

**Looking at the Form of the Word**

In the last technique there were two techniques; one of them is looking at the form of the word. This technique is used to define some words (noun, verb & adverb) which has affix –ed, -es, -ly, -ing, etc. in learning a new word, affix knowledge can be considered as a suitable category for students who were at a high enough level in dealing with new words (Schmitt & Meara, 1997). See the table below.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (DC)</td>
<td>2 (LC)</td>
</tr>
<tr>
<td>unwavering</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

Table 10. Participant 4’s looking at the form of the word technique

Participant 4 who used this technique to find the meaning of the word ‘unwavering’ said that “To guess the meaning of the word, I look the form of word to get the clues whether it has an affixes”. In addition, there is another example from participant 5 who used the same technique.
<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>clamoring</td>
<td>1 (DC)</td>
<td>Yes</td>
</tr>
<tr>
<td>2 (LC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (LW)</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4 (LF)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (MG)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (RO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Table 11. Participant 5’s looking at the form of the word technique

It is similar with the example before that showed how participant 5 tried to find the meaning by looking at the form of the word ‘clamoring’. The meaning of ‘clamoring’ is shouting loudly, so from the suffix –ing the participant got the clues that could help her to find the meaning and also the form of the word. From that we can see how form of the word associated with each other, as Schmitt & Meara (1997) also said that as the links word associations could connect or relate words in some ways.

**Reading On**

The other last technique is reading on, which is used to check whether the guess is confirmed after used the other techniques above but if not just continue reading on until finding the meaning of the particular word. As Krashen (2004) stated that the more one person reading in one area, the more the person learn about the certain area.
Below is the example of reading on technique by participant 1.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>deadpan</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 12. Participant 1’s reading on technique

Based on the table above one of the participant who used this technique in order to check the right meaning of the word ‘deadpan’ explained that “After I continue to read next subtitle I can get the meaning”. As a student who learn English for a long time and has enough vocabulary size, it would be easy for them to keep on reading the subtitle because later on they would unconsciously found the meaning of that particular word. Here is the other example from participant 1 which can support the previous example.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>rejuvenating</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 13. Participant 1’s reading on technique

Above is the evident from participant 1 who kept on reading in order to find the meaning of the word ‘rejuvenating’. She also gave the similar respond as the previous participant, that “I read it more to get the meaning”. From both participants I can conclude that sometimes in finding the meaning of an unfamiliar word especially
during watching movie. Even without using the other techniques mentioned above, just keep on reading the subtitle because there would be possibilities that we could find the meaning later on.

Factors Affecting “Making a guess”

Background knowledge and vocabulary knowledge are important factors that affect students in identifying unfamiliar words and expressions. Dealing with that condition, students will automatically use all their ability to get the meaning. Take for example when they are looking deeper on the pictures and subtitles, they will use their grammatical knowledge to hold a variety of things, from its word class and where it normally occurs in a sentence, to its morphological and syntactical characteristics. For example, during the interview, when further asked about the technique used, a participant explained, “Since I learn English becomes a foundation to understand the meaning of unfamiliar words”. This is evident in some other participants as well. The role of background knowledge has been seen as important aspect in communication, particularly in foreign language interaction. In cases for EFL students, Clarke and Nation (1980) also say that students will use their knowledge in word parts to guess meaning of a word.

In addition, considering that the participants of this study were English Language Education Program students who were learning English as well. Thus, they have enough knowledge through that language and it can be a way to make them easier to analyze unfamiliar words during watching movie with English subtitle.
Norbert Schmiit (1997: 20) says that “background knowledge has some relationship with both overall vocabulary and general language proficiency”. It means that a people who have learnt non-native language as their study, they will have enough knowledge to understand the meaning of words. That’s why the participants of this study have more chance to use making a guess technique as their technique to find and understand the meaning of unfamiliar words.

By guessing the meaning of unfamiliar words and then find those meaning it can give a chance for the students to remember that meaning and it can enrich their vocabulary knowledge. Besides, the use of this ability may not waste their time rather than referring to a dictionary in finding the meaning of the words (Clarke & Nation, 1980).

**Combined Techniques**

Graph 1 had indicated the classification of technique that was used by participants, but I also found some interesting case during analyze the data of this study. When participants couldn’t understand the meaning of unfamiliar words they will try to combine some techniques to get the meaning. Mostly the participants combined technique 5 with the other techniques.
Below is the example:

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>summon</td>
<td>2 (LC) 3 (LW) 4 (LF) 5 (MG) 6 (RO)</td>
<td>√</td>
</tr>
</tbody>
</table>

Table 14. Combined techniques

From table 1 the participant used technique 2 to examine the words came up after the word. After that she used technique 5 to make a guess to find the meaning of the word, she said that “then I saw the movie and used my background knowledge”. Students who have learned English for long time might automatically use their background knowledge and combined it with other different techniques to find the meaning of the word. There is another example of technique combination used by the participants.

<table>
<thead>
<tr>
<th>Words</th>
<th>Techniques completed</th>
<th>Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your patronage</td>
<td>1 (DC) 2 (LC) 3 (LW) 4 (LF) 5 (MG) 6 (RO)</td>
<td>√</td>
</tr>
</tbody>
</table>

Table 15. Combined techniques

From the table above the participant combined technique 2 and 3 to find the meaning of the word ‘patronage’. Technique 2 was chosen by the participant as guessing based on the position of the word because there is ‘your’ before the word ‘patronage’
which means that it is a noun. After that, she used looking at the form of the word technique and the participant said that “Before the word *patronage* is *Thank you* and the occasion is like a celebration with important people. So, I guess the meaning is kind of **support or help the party**”. By combining various technique students can enhance their self–efficacy and reading comprehension in English (Shang, 2010).
Conclusion

Nowadays there are many ways in learning new vocabulary words, take for example in dealing with unfamiliar vocabulary which found when watching movie with English subtitle. In this study the Indonesian – English bilingual University undergraduates were analyzed based on the strategy framework from Thornbury (2002). The finding shows that making a guess using background knowledge is the fastest way to find meaning of a particular word and also will not waste time to look into the dictionary. It is more or less similar with other studies used subtitle as an instructional method since it was invented for second language learners in vocabulary learning and understanding communications in video or movie. The result of the study supports Hu and Huang (2013) findings where students can identify the words and expressions using their background knowledge in getting the specific meaning in a certain video or movie.

Furthermore, this study will add to the existing literature about movie subtitle in learning vocabulary. Information gained from the study will help to provide the solutions in finding meaning of words during watching movie with English subtitle. In addition, the techniques that used in this study can give more data about how the techniques can be useful for EFL students in the process of learning new vocabulary.

In future research, the use of English subtitle in vocabulary learning can be conducted in a large number of participants in order to be more significant. Moreover,
studies can also include students from different faculties or level of mastery in English. Age and gender issues can also be added to find out whether the use of English subtitle can result different techniques in dealing with unfamiliar vocabulary.
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References


## APPENDIX

<table>
<thead>
<tr>
<th>Words</th>
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