LEARNING DAILY COLLOQUIAL VOCABULARY ENGLISH OF A DIGITAL MOVIE

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Abstract: This research explores the adequacy of utilizing computerized motion pictures to instruct day-to-day colloquial English lexicon to junior high school students. It addresses the constrained lexicon and elocution challenges confronted by Indonesian students learning English. The think about analyzes how computerized motion pictures can improve students' vocabulary acquisition and talking abilities, making the learning handle more locks in and successful compared to conventional strategies. This is a qualitative paradigm with the type of case study involving 20 students and one teacher as research participants. Data collection was gathered from student interviews to assemble information on their learning experiences and challenges. The discoveries recommend that computerized motion pictures, with English subtitles, altogether help in vocabulary learning by providing context and pronunciation cues, subsequently improving comprehension and speaking confidence. In any case, a few downsides include innovation availability issues and potential diversions. The inquiry about underscores the potential of computerized motion pictures as a profitable instrument in dialect instruction, advertising viable experiences for teachers, pointing to coordinated mixed media assets into their educating methodologies to improve language learning results.

Keywords: vocabulary acquisition, daily colloquial, digital movie

INTRODUCTION

Learning English requires vocabulary mastery that leads to good speaking performance. Wong Hui Tiing et al. (2021) state that vocabulary can be considered as a significant language component that is always included in reading, listening, writing, andspeaking. In reality, students often struggle to learn English and do not understand how to pronounce English words. Rao (2018) claims that the English language vocabulary is completely different from that ofBahasa Indonesia, in terms of form, pronunciation, and spelling. As a result, applying the latter to the former is not straightforward.

Although they can learn English, many Indonesian students are unable to speak it. Fear and a lack of self-confidence are two variables that contribute to this disease. Khansir & Tajeri (2015) state that many students still struggle to acquire vocabulary; it is considered one of the most challenging components of languageto learn. Teachers in Indonesia, particularlyat the junior high school level, continue to use oral chats and explanations, making the learning environment uninteresting. Furthermore, this structure drives technical advancements because current developments utilize various modern technological tools. For this reason, teachers are suggested to employ digital movies, as learning media, in the classroom tohelp pupils improve their speaking skills in English. Learning media is defined as anything that can deliver signals or information to pupils to stimulate their ideas, feelings, concerns, and learning interests.

Digital video, as one of learning media, can help children improve theirEnglish-speaking skills as well as their colloquial vocabulary (Rahmah & Sari, 2018). Syafrizal & Haerudin (2018) states that colloquial vocabulary denotes people's daily informal and casual dialogue and talk, as opposed to the more formal or technical language found in academic, legal, or professional settings. According to Shermamatova et al. (2024), colloquialism encompasses all linguistic forms, including informal language variation. Precise datais required for the study of colloquialisms, and communities of practice can offer this by being included throughout the data collection process. That is, the majority of everyday human conversation is conducted in colloquial language confirms that the term "colloquial refers to the total set of utterances in a familiar, informal context (Fattah et al., n.d.)," which includes interactions carried out at home, work, social gatherings, or any other locationthat does not place additional mental tension on those who take part in the interaction. In these situations, interlocutors feel relaxed and are not under any social or academic pressure.

Digital movie subtitles have been shown to improve students' full understandingmore than movies without subtitles (Sari & Aminatun, 2021). Muthmainnah et al., (2022) state that digital movie is the generic term for narrative in digital movies, digital movie as an art form, and the word we use for the language of digital movies.While not denigrating in any way the influence of media studies English, or any other curriculum area, we use the term 'digital movie' to mean a narrative-based form of drama made for the screen, whether that screen is in a cinema, on television, or part of a phone or computer. According to Simamora et al., n.d. (2020), it is fantastic that films are disseminated by computers via streamingservices or as digital movie packages that can be read by computers in cinemas (which we still refer to as 'projectors'). Audiences can watch films at home on computers such as smart televisions,desktop/laptop PCs, tablets, and even mobile phones.

A study from Sari & Aminatun (2021) examine students' perceptions of using movies to increase their vocabulary mastery. The two other studies reveal that the movie increases students' knowledge on ESP vocabulary (Aulia, 2022) and students' writing achievement (Oktaviani & Rohayati, 2021). Delgado Peña (2024), Maulida & Warni (2024) and Wahyuningsih & Fitriah (2023) report on the use of films as an authentic material in the form of visual aids to improve students' vocabulary, teaching and learning engagement in English as a Foreign Language (EFL) classrooms. Students also encounter obstacle in understanding dialogues and accents (Maulida & Warni, 2024), unfamiliar vocabulary, new English idioms, and various slang languages (Wahyuningsih & Fitriah, 2023). Study focusing on learning daily colloquial vocabulary English of a digital movie is still sparse leading to the present study filling this gap. In particular, the study intends to investigating how computerized motion pictures improves students' vocabulary acquisition and talking abilities as well as the students' constraints in executing the situation of learning using digital movie to master vocabulary.

METHOD

This study employs a qualitative paradigm at which one of its type is case study. This type is utilized to elicit further information about learning Englishdaily colloquial language using digital movies. This study used a case study approach to clarify and detail English language acquisition utilizing a digital movie, as described by Creswell (2018).This study was carried out by employing 20

students and one English teacher at a junior high school in Ciamis, focusing on eighth-grade C. From the least interested in studying English to the most eager, these participants are chosen based on the students' skill levels. Interviews and observations are used in the data collection process. Regarding observation, the study utilized a checklist observation method borrowed from (Mayer, 2014) to pinpoint everyday vocabulary acquisition of colloquial terms via digital movies. Semi-structured open-ended interview questions were taken from Sari & Aminatun (2021) and V. Fidelia et al. (2023) to obtain a thorough grasp of the difficulties and roadblocks that students face when learning English.

RESULTS AND DISCUSSION

It has been mentioned previously the objective of the study i.e. students use digital movies to learn colloquial vocabulary and problems do students have in learning English colloquial vocabulary using a digital movie. To find out the result of the present research, observation and interview are employed, and the result is given in the following discussion:

How do students use digital movies to learn colloquial vocabulary?

Responding to research question number one, *"How do students use digital movies to learn colloquial vocabulary?"* The researcher used interviews, descriptive analysis, and an observation checklist to examine the plan for identifying English everyday colloquial vocabulary learning using digital video. Furthermore, the researcher participated as a non-participant because the teacher was free to use digital movies to teach lessons in accordance with the instructor's preferred method of learning, free from the researcher's intervention. The observation took place in a junior high school in Ciamis that houses eighth graders. According to Mayer (2009), the researcher was able to recognize student learning and connect it with the evaluation components by using the observation checklist. The following Table 1 displays the observational data from this eighth-grade class:

Table 1. The detailed data observation checklist from eight-grade class

No.	ObservationCategory	Indicators	Yes	No
1.	Engagement withContent	Attention	✓	
		Interest	✓	
2.	Interaction withMultimedia	Visual Elements	✓	
		Audio Elements	✓	
		Subtitles	✓	
3	Cognitive Processing	Note-taking	✓	
		Repetition	✓	
		Summarization		✓
4	VocabularyAcquisition	Usage in Context	✓	
		Pronunciation	✓	
		Intonation	✓	
5	Affective Responses	Confidence		✓
		Enjoyment	✓	
6	Interaction withPeers	Discussion	✓	
		Collaboration	✓	
7	Application of Knowledge	Real-life Contexts		✓
		Creative Usage	✓	

The Table 1 depicts the detailed data observation checklist from eight-grade class consisted seven aspects such as engagement with content, interaction with multimedia, cognitive processing, vocabulary acquisition, affective responses, interaction with peers, and application of knowledge. The following discussion embraces the thorough detailed data from observation:

1. The first is engagement with content. When a teacher uses digital movies to educate, the

students pay attention to whatever attention the teacher pays to them. This suggests that a teacher's presence and attentiveness are very important in helping students stay focused. When teachers are involved and digital movies are interactive, it can assist in maintaining student engagement. Three kids are seen using their cellphones to play games, but some students appear to be highly engaged when the teacher uses digital movies to impart lessons. This implies that even though digital movies are usually interesting to watch, some students could still struggle to focus. It emphasizes the necessity of methods to reduce distractions and maintain student engagement for all pupils.

2. *The second is interaction with multimedia*. Regarding the visual components, a lot of students focus on the images in the online film. It appears that the lively and dynamic pictures successfully grab the students' attention, improving the learning process. This highlights how crucial it is to have excellent visual content in instructional materials. Many students concentrate on the pictures in the online video when it comes to the visual elements. The vibrant and dynamic images seem to successfully capture students' attention, enhancing the educational process. This emphasizes how important it is for educational materials to include top-notch visual content. All pupils utilized subtitles in order to comprehend the speech in the online film. Particularly for kids who may have trouble hearing, subtitles are a vital tool for comprehension. According to this research, subtitles can greatly improve spoken language comprehension and recall.

3. *The third is cognitive processing*. When taking notes, pupils list every word from the movie they watched that they were unfamiliar with. Through this exercise, students show that they are actively participating in their education and trying to increase the number of words in their vocabulary. It also emphasizes how crucial it is to support taking notes as a way to strengthen learning. Students were seen watching the movie again for the repetition. Repetition is an effective learning strategy that supports comprehension and retention. Students can review and solidify the material they have learned by watching the film again, which helps improve retention. When summarizing, students don't review what they observe; instead, they just write down the vocabulary they notice in the film. Students are careful to record new terms, but they do not have the habit of summarizing material. The ability to summarize is essential for thorough comprehension and memory retention; hence, its lack indicates a need for better teaching methods.

4. *The fourth is vocabulary acquisition*. When asked to participate in a discussion, some students were observed utilizing vocabulary from the movie they had previously watched. This suggests that when given the opportunity, children may successfully use recently acquired vocabulary in appropriate circumstances. It emphasizes how crucial it is to give kids the chance to utilize new words in conversations and other activities (Susanto, 2021). When it comes to pronunciation, students mimic what they hear in the movie and then playfully mimic it with others. Students can practice and learn proper pronunciation patterns with the aid of this lighthearted pronunciation mimic. It demonstrates that when students playfully utilize language, learning can be both successful and pleasant.

5. *The fifth is affective responses*. The students didn't seem very confident when the teacher asked them to list some of the languages they had just studied. This lack of confidence shows that greater assistance and encouragement are needed in the learning contexts. Confidence in language usage is essential for effective communication, which is why language use should be emphasized in training methods. Students find watching digital movies to be a fun way to learn. Using digital media can be fun, which can increase interest in the learning process and motivation. This study highlights how integrating digital media into the curriculum can raise student interest and engagement levels while also making studying more enjoyable (Sari & Aminatun, 2021).

6. *The sixth is interaction with peers*. Students are seen conversing with one another when the teacher assigns them to fill in the meaning of the vocabulary they learn during the film. Peer

discussions facilitate group learning and help students understand recently taught language. The significance of interactive and group learning activities is emphasized by this study. Students mimic scenes from the movie they saw for the assignment in groups. Cooperative activities that mimic scenes from movies encourage teamwork and the use of language in real-world situations. According to this research, group activities can enhance language acquisition byproviding opportunities for practice and social interaction.

7. ***The seventh is application of knowledge***. Students do not use the words they observe in real-world situations. There is a disconnection between classroom learning and practical application when new terminology is not applied in real-life situations. It implies that there should be more exercises and homework that motivate pupils to utilize new phrases in natural settings. Some students used the new language creatively by including it in their discussion assignment, which was based on a movie. Students can be creative and apply what they have learned in new ways, as seen by this inventive use of new vocabulary. It emphasizes how crucial it is to give assignments that promote originality and the real-world use of language abilities.

It has been discussed the data observation checklist from eight-grade class indicating students' way in using digital movies to learn colloquial vocabulary. It indicates that students show their development of cognitive, affective, and psychomotor. Furthermore, the linguistic aspect, mainly vocabulary, has been acquired by students demonstrating their pronunciation skill. In addition, students develop their self-confidence and interest during learning by using digital movie. Overall, all indicators are implemented by students categorizing students' positive engagement.

What problems do studentshave in learning English colloquial vocabulary using a digital movie?

This segment is to find the answer to the second research question, "What problems do students have in learning English colloquial vocabulary using a digital movie?" The researcher examines strategies to identify the barriers that students face in learning colloquial vocabulary through digital movies, accompanied by semi-structured interviews. This interview was conducted by the researcher to match the accuracy of student data on learning colloquial vocabulary through digital movies that had been previously observed. There are 8 interview questions adopted from Sari & Aminatun (2021) and V. Fidelia et al. (2023). Some students find problems in learning English through digital movies as given in Table 2.

Table 2 Students problems in learning English through digital movies

1. Technological Accessibility: Not all students have access to the necessary technology, such as computers or high-speed internet, which can hinder their ability to watch digital movies.
2. Understanding Accents and Colloquial: Students often struggle with understanding different English accents and colloquialisms used in movies.
3. Lack of Context: Without proper context, students might find it difficult to understand the meaning of colloquial expressions.
4. Attention and Distraction: Movies can sometimes distract students from the main learning objective due to their entertaining nature.
5. Retention and Application: Students might forget colloquial terms quickly if they don't use them regularly.
6. Pronunciation Challenges: Mimicking the pronunciation of colloquial words from movies can be difficult for students.
7. Cultural Differences: Cultural nuances and references in movies may be unfamiliar to students, making it hard for them to understand and use the vocabulary correctly.

(Sources: Condensed version of students interview)

The Table 2 endeavors the students' problems in learning English through digital movies. It is categorized into 7 (seven) aspect including technological accessibility, understanding accents and colloquial, lack of context, attention and distraction, retention and application, pronunciation challenges, and cultural differences. These categorizations must be taken into consideration for teacher in using digital movies during teaching and learning process as well as finding out the alternative solution to be recommended.

Discussion

The findings of the first research question showed that students learn colloquial vocabulary through digital movies by engaging with authentic language use in context (V. D. Fidelia & Rohmah, 2023). The visual and auditory elements of movies help student associating words with situations and emotions, enhancing retention and understanding. The presence of subtitles allows them to see the spelling and meaning of words as they hear them, which aids in vocabulary acquisition (Mayer, 2014). The process is immersive, making learning both more natural and effective, especially when compared to traditional rote memorization techniques.

Meanwhile, for the second research question, the results show that when learning a colloquial language using digital movies, pupils encountered some noteworthy difficulties. The discussions' rapid-fire tempo was a big obstacle. The fast-paced speech was difficult for many of the kids to follow, which made it difficult for them to properly comprehend and remember the new language. This is in line with Mayer's Cognitive Theory of Multimedia Learning, which holds that learners' processing capacity may be overwhelmed by high cognitive load, decreasing comprehension and retention (Endah Widyastuti, 2021).

The use of language and cultural references that were foreign to us presented another difficulty. These components, which are essential for understanding the meaning and application of colloquial terminology, are frequently difficult for students to contextualize and comprehend. This emphasizes the need for cultural context in language learning and the requirement for additional resources that clarify these subtle cultural differences. Cintrón-Valentín et al., (2021) also emphasize the need for extra support in overcoming these obstacles and the importance of comprehending cultural references for successful vocabulary development.

Overall, students agreed on the effectiveness of learning daily colloquial vocabulary in English through digital movies with appropriate and reasonable reasons, because of the enthusiasm for learning and certainly not boring. They not only make learning more engaging but also help students develop practical language skills that are essential for real-life communication. In conclusion, digital movies are a valuable tool in teaching colloquial English vocabulary, offering a dynamic and effective alternative to conventional teaching methods.

CONCLUSION

The research findings indicate that using digital movies as a medium for teaching colloquial English vocabulary to junior high school students has a significant impact on their vocabulary acquisition and speaking skills. Observations revealed that students engaged more actively with the content, showing improved understanding and retention of colloquial expressions. The visual and contextual elements of the movies made the learning process more interactive and relatable, reducing the students' fear and lack of confidence when speaking English. Interviews with students further confirmed that they found the learning process enjoyable and less intimidating compared to traditional methods. However, some challenges were noted, including limited access to technology and occasional distractions from the entertainment aspects of the movies. Despite these challenges, the overall response was positive, with students reporting enhanced vocabulary knowledge and greater confidence in using English in casual conversations.

Following a thorough analysis of acquiring colloquial vocabulary through digital movies, researchers discovered some crucial insights that provide recommendations for daily vocabulary acquisition practices using digital movies. It became obvious that students' perspectives on

vocabulary learning are different, ranging from boredom, sloth, and ignorance to emotional diversity such as shyness, insecurity, and fear. As a result, instructors must think creatively about how to create a favorable learning atmosphere and encourage students to learn. Furthermore, the variety of pupils seen in learning is still insufficient, demonstrating that teachers must be more innovative to provide students with an engaging learning experience. One of them is learning through digital movies, which will pique students' interest and allow them to focus more on mastering the material. The findings of this research are beneficial for further researchers and it is highly recommended for English teachers or instructor to apply digital movie to increase students' achievement in learning vocabulary.

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