CHAPTER I

INTRODUCTION

A. Background of The Study

Learning vocabulary is an important aspect of language to communicate. Because, when we talk about language, one thing that often crosses our minds is vocabulary. Thus, vocabulary is a fundamental component of language that is required to acquire a language, particularly in order to communicate effectively with others. In addition to the other English components and abilities, vocabulary is the first element that English learners should acquire in order to master English. Tylor in Alipour Madarsara, Fatemeh, etall stated that, "vocabulary has been an underestimated area for a long time, yet it is quite essential for the mastery of language"[1] Thus, vocabulary plays an important role in the development of language skills. Word mastery aims to help students improve their language skills. Cameroon claim that vocabulary as one of the knowledge fields of language, vocabulary plays an essential role in the learning of a language for learners. It means that vocabulary is the most critical and core aspect of learning a foreign language.[2] Therefore, vocabulary define as a series of all the words that a person understands or all the words the person uses to construct new sentences. As a result, vocabulary is a set of terms that everyone can understand and use. Just as important, is the ability to comprehend what is read and heard, as well as talk and write in a

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[1] Fatemeh Alipour Madarsara and others, 'Intentional vs. Incidental Vocabulary Learning through Games by Young EFL Persian Speakers', *International Journal of Research Studies in Educational Technology*, 4.1 (2015), 23–34 <https://doi.org/10.5861/ijrset.2015.943>.

[2] Lynne Cammeron, 'Teaching Languages to Young Learn', 2001, p. 256.

way that others can understand. Therefore, vocabulary is an important element for foreign language learning because vocabulary generally helps students express their meanings more precisely and communicate better. It is the first step in expanding your vocabulary and we cannot communicate or understand the language properly if we do not know and speak a lot. Then, Acquiring words can in a way using incidental vocabulary learning is a by-product of language use, rather than intentional word learning. Incidental vocabulary learning focuses on incidental acquisition of words in a meaningful context and it is intended that learners will be able to use words fluently if they learn them by chance. Amirreza Karami and Freddie A. Bowles said that to put it another way, incidental vocabulary learning is the act of learning a term without intending to learn it.[3]

Incidental learning is a process to learn something unplanned or accidentally, without involving a deliberate intention to analyze the language learning. Mark Mayzner states that occurs without a particular intent or formal guidelines and is designed to explore the activity or material in question is referred to as unstructured learning.[4] Thus, incidental learning takes place outside the proper teaching environment and incidental learning occurs in the context of other activities or experiences. While learning anything new, such as through watching movies, incidental learning is the primary activity. Regardless, accidental vocabulary acquisition is

[3] Amirreza Karami and Freddie A. Bowles, 'Which Strategy Promotes Retention? Intentional Vocabulary Learning, Incidental Vocabulary Learning, or a Mixture of Both?', *Australian Journal of Teacher Education*, 44.9 (2019), 25–43 <https://doi.org/10.14221/ajte.2019v44.n9.2>.

[4] M. E. Tresselt and M. S. Mayzner, 'A Study of Incidental Learning', *The Journal of Psychology*, 50.2 (1960), 339–47 <https://doi.org/10.1080/00223980.1960.9916451>.

described as a learning process in which we are aware that we are learning but do not choose to study in depth. Futhermore, language learning is a by-product of any action that is not directly related to the acquisition of vocabulary. When children learn vocabulary, the growth of vocabulary collection typically happens by coincidence. On the other hand, incidental learning occurs when students engage in other activities such as viewing movies with English subtitles, implying that they are learning a language. As a result, incidental vocabulary acquisition is the most effective technique for people to learn vocabulary. However, incidental vocabulary learning approach focuses on acquiring words by accident rather than paying attention to them, words can also be learnt organically through incidental vocabulary acquisition. Thus, situations where listeners can hear words in context and meaningful sentences include listening to someone talk, reading text, and watching a movie. This type of learning is the result of several interrelated factors to ensure its success.[5]

Using the animation movie as a fun tool for students to learn incidental English vocabulary acquisition will help students use media, especially films, to improve vocabulary. Delaska in Faozi Bellalem and Bel Abbes Neddar states that radio and television, video players and film, language laboratories, and the most up-to-date mobile phone technology are examples of these tools.[6] Students will greatly enhance their vocabulary or other language

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[5] Falcon Dario Restrepo Ramos, 'Incidental Vocabulary Learning in Second Language Acquisition : A Literature Review', 17.1 (2015), 157–66 <https://doi.org/http://dx.doi.org/10.15446/profile.v17n1.43957 Incidental>.

[6] Fouzi Bellalem and others, 'The Use of Subtitled Movies for Vocabulary Acquisition in ESP Settings: Insights from an Experimental Study in Algeria', *Arab World English Journal*, 9.3 (2018), 3–16 <https://doi.org/10.24093/awej/vol9no3.1>.

components acquisition when they study vocabulary through movies. So that students can be expected to understand the meaning or meaning of a language. Meanwhile, students' English learning will be triggered by viewing this animated film. If this is the case, they will be able to transfer new things that they see or hear as a result of the animated film's storyline.

This research is focused on 8th-grade students of SMPN 1 BOJONEGARA. Based on the pre-survey conducted by the researcher and by interviewing the English teacher at SMPN 1 Bojonegara. It was found that some students were less interested in learning English, and many students had difficulties in learning English, especially the lack of vocabulary. Lack of vocabulary is one of the most common problems students face when studying. Many students are not interested in learning English because they already think that English is difficult, they do not want to try to explore vocabulary so that they find it difficult to learn it. Students also do not read dictionaries in class. There are several factors that make it difficult for students to acquaire vocabulary, namely when they were in elementery schools they did not have English lesson, thus make them less likely to acquaire vocabulary. When there are no English lessons in elementary school, it is not easy to learn English when students continue to junior high school because they have never studied English before. So their vocabulary is limited. In junior high school, they have English subjects where the material being taught is at the middle level and students are also required to memorize some vocabulary. Therefore, the lack of vocabulary acquisition in students becomes a problem for teachers and students themselves. Second, the lack of use of media as a

source of learning English, especially for vocabulary acquisition, they only rely on learning in the school environment without being outside the school environment, even though they can use many media such as films, songs, books and others, for them to use to acquire english vocabulary. Lastly, learning English is difficult and rigid, making students not interested in learning English and feeling pressured to develop their vocabulary skills.

Based on the above background, the completion of this study was to determine the increase in students 'vocabulary mastery after being taught through films as a media of learning and to determine students' difficulties in applying animation movie. So that animation movie can be used as a media for learning vocabulary for students which is very useful to motivate young people's learning because animation movie are interesting, funny, easy to think about, and easy to find media that can be used for vocabulary learning. This study proposes that junior high school students know the initial stages of learning English, namely learning more vocabulary. For this reason, i will investigate of incidental vocabulary learning through animation movie to attract student's attention to be more enthusiastic about exploring new vocabulary for learning English using animation movie and can also help increase student motivation, and find new ideas. They will be challenged to find a lot of new vocabulary that is taught in the film. Obtaining incidental vocabulary will be easier if we find it every day using media such as watching animated movie. For that, researchers used three animated movie titles entitled the first "The Spongebob Movie: Sponge on the Run (2020)," The second, "The Croods: A New Age (2020)," and the third, "The Baby Boss (2017)." This film,

mostly discusses how the participant's character lives, acts, or behaves in this film so that students can catch their thoughts on animated films. It will be a new vocabulary of clues and messages in the form of actions, images, and sounds. Action messages, visuals, and vocabulary are all included. Animated films are simple to obtain and they can be found on the internet and television shows.

Based on the problem above, the researcher is motivated to investigate further the use of films in incidental vocabulary learning. Therefore, the researcher will investigate the process of incidental vocabulary learning through animation movie. Based on the reasons above, the researcher conducted a research entitled **"Investigating The Learning of Incidental Vocabulary Through Watching English Animation Movie"**

B. Identification Problem

The study's background above revealed that several factors influence and can develop vocabulary mastery. The elements sorted as follows:

1. Lack of acquisition of vocabulary for students because during elementary school, students had not yet studied English
2.   Students are less interested in learning English
3. Students are not accustomed to looking for new vocabulary, so that students have difficulty doing English assignments from their teachers
4. Students often cannot express their ideas due to a lack of vocabulary

C. Limitation of The Study

The researcher will focus on obtaining vocabulary from students in watching animation movie to improve students' vocabulary. This study discusses Investigating the learning of incidental vocabulary through animation movies. A lack of vocabulary is one of the most common issues students face while studying and mastering English. Students are apprehensive about learning English and find it challenging and perplexing to master all aspects of the language, including speaking, writing, and listening. Obtaining vocabulary does, in reality, necessitate a method and is not as simple as one would think. Due to a lack of knowledge about English, especially vocabulary, because during elementary school, students did not have English subjects. It can affect students. They find it challenging to learn English, especially Junior high school students because they have not studied vocabulary more deeply. The researcher will implement students to learn an incidental language using animation movies. Students know the initial stages of learning English by getting to know the vocabulary. Therefore, they do not have difficulty doing assignments from the teacher and can master the language this incidental learning.

D. Formulation of The Problem

1. How is the learning process of incidental vocabulary through animation movies?

2. In what condition do students learning incidental vocabulary through animation movies?

3. What makes students successed in learning incidental vocabulary through animated films?

E. The Objective of The Study

1.   To know the learning process of incidental vocabulary through animation movies

2. To know in what conditions do students learning incidental vocabulary through animation movies

3. To know what make students successed in learning incidental vocabulary through animation movie

F. The Benefit of The Study

Here are the benefit of the study:

1. Theoretical benefits:

   This research can be a learning and evaluation for the learning process, especially in increasing the ability to acquire incidental vocabulary for students, especially in eighth grade.

   Practical benefits:

   a. For other research

      This research can be used as reference material for previous studies to find out & find exciting strategies to increase students' acquisition of incidental vocabulary.

   b. For The Students

      1.   Can improve the ability to master incidental vocabulary in watching animated English learning films. Students must improve their language skills to understand the material's content and understand the meaning of the vocabulary.

      2.   It can motivate students with their independence that learning to acquire new vocabulary can be done by chance. That way, students can do the learning vocabulary they like to add to their language.

c. For Teacher's

Teachers can find various media to teach English, especially for acquiring vocabulary in an exciting and fun method for students.

d. For writer

From this research, the authors will learn several ways to add to the vocabulary list during the learning process without a teacher or incidentally or non-formal education due to this study.

G. Previous Study

The First, previous research has been conducted by Alipour Madarsara, Fatemeh et all (2015) entitled "Intentional vs. incidental vocabulary learning through games by young EFL Persian speakers" in this study, Alipour Madarsara Fatemeh and others, attempt to investigate the effect of intentional vs incidental practice using games on vocabulary learning. On the other hand, the aim of this study was also to find out the difference between incidental and intentional learning. This study had a participant only men were among the thirty-six students from the Iranian Language Institute in Isfahan who participated in the study.. The participants in this study were 36 students from the Iranian Language Institute in Isfahan, and the sample consisted only of men. This research contains an intentional group and an incidental group to see how intentional vs. incidental practice affects young Persian EFL speakers. Both groups will participate in engaging games to develop their vocabulary. This research employs a quantitative approach that includes the use of tests. In the comprehension task, the incidental group outperformed

the purposeful group, according to the posttest results.[7] Meanwhile, in this research differs in that it employs a qualitative case study technique to delve deeper into incidental vocabulary learning in eighth-grade junior high school students through animated films and observation and interview instruments. This writer research employs quantitative methods, and it compares intentional and incidental vocabulary learning through games. In my research use animated films to investigate incidental learning processes.

The second research from Maribel Montero Perez, et all (2014) entitled "Effects Of Captioning On Video Comprehension And Incidental Vocabulary Learning" This research looks at how three different forms of text, such as text on the screen in the same language as the video, can aid L2 learners in learning target vocabulary terms and comprehending L2 videos. A total of 133 undergraduate students from a Flemish institution (55 men and 78 women) watched three French videos twice for the study. [8]A questionnaire instrument and a vocabulary size test are used in this research. Participants completed all of the tests in this study and answered a questionnaire to rate the content. This discovery indicated that passing the understanding exam was far too simple since many participants had already achieved the highest possible score. The videos, on the other hand, proved to be difficult for them, according to the findings of the survey. The amount of the participants' vocabulary was shown to be strongly connected to their understanding and vocabulary test results. The difference in the writer research is that in previous studies using video comprehension

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[7] Alipour Madarsara and others.
[8] Maribel Montero Perez and others, 'Effects of Captioning on Video Comprehension And', *Language Learning and Technology*, 18.1 (2014), 118–41.

material and the participants were students, in this study we will use animated films and the participants are junior high school students. The writer research differs from previous studies in that the previous study utilized video comprehension material and the participants were undergraduate students, whereas this study used animated films and the participants were secondary school

The third, previous research from Amirreza Karami (2019), entitled "Implementing Audio-Visual Materials (Video), As An Incidental Vocabulary Learning Strategy, In Second/Foreign Language Learners' Vocabulary Development: A Current Review Of The Most Recent Research". This research is a literature review that discusses learning using audio-visual materials and their effects on vocabulary learning by reviewing a recent research study conducted to investigate the effects of this strategy on improving the vocabulary knowledge of second/foreign language learners. In the results of this literature review, using audio-visual material has a positive effect on vocabulary learning with audio-visual materials, which can help language learners to increase their vocabulary knowledge about the target language.[9] In this study using the library method. Based on this research, it is revealed that the vocabulary knowledge of second/foreign language learners can be increased by chance through watching videos and hearing words in context and meaningful communication. The difference between Amirreza Karami's research and mine is that Amirreza Karami's research uses a literature review study method which only solves the problem by

[9] KARAMI AMIRREZA, 'Implementing Audio-Visual Materials (Videos), As an Incidental Vocabulary Learning Strategy, in Second/Foreign Language Learners' Vocabulary Development: A Current Review of the Most Recent Research', *I-Manager's Journal on English Language Teaching*, 9.2 (2019), 60 <https://doi.org/10.26634/jelt.9.2.15519>.

tracing the sources of previously written writings, but this author's research uses qualitative case studies to investigate more deeply. how the incidental vocabulary learning process occurs. Amirreza Karami's research aims to find out that the use of audio-visual materials in vocabulary learning can facilitate the vocabulary learning process for students, the strategy of teachers and researchers states that learning new vocabulary is not only to teach vocabulary easily but also to increase vocabulary knowledge of language learners. can also be improved by chance through watching videos and hearing words in context and meaningful communication.

The fourth, the research was conducted by Alvin Rosales (Semarang State University, 2019) entitled "Vocabulary Acquisition (Incidental) through Watching Subtitled Video Material".[10] In his research, he discusses the importance of vocabulary acquisition for students, and the author examines the effect of watching video subtitles on incidental vocabulary acquisition for Filipino students from English with an emphasis on receptive and productive vocabulary knowledge. Receptive vocabulary refers to words that students recognize and understand, while productive vocabulary refers to the use of words. Her study uses a quantitative method using one of the subtitled films as an instrument and a vocabulary knowledge scale (for pretest and posttest). Their research subjects were 100 students and most of them aged 18-20 from tertiary students. The results showed that there was a significant difference

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[10] Alvin Rosales, 'Journal of English Language Teaching Vocabulary Acquisition (Incidental) through Watching Subtitled Video Material Article Info', *Journal of English Language Teaching*, 6.1 (2017), 190–97 <http://journal.unnes.ac.id/sju/index.php/elt>.

between the pretest and posttest in vocabulary mastery in terms of receptive and productive vocabulary knowledge of the participants. The difference between Alvin Rosales' research and this study lies in the subject, where the research subjects were children from Junior High School and only chose 4 subjects from eighth grade students. Meanwhile, their research subjects were 100 tertiary students, and most of them were 18-20 years old. Their research uses quantitative methods, but this author's research uses qualitative case studies. And also Alvin Rosales' research aims to examine the effect of watching video subtitles on vocabulary acquisition (incidental) for students, while this study is to find out or investigate the process of vocabulary acquisition in students.

The fifth, previous research from Zhongqing Tang (2020), from Guangdong University of Foreign Studies, Guangzhou, China. (A Journal) entitled "A Review on Studies into Incidental Vocabulary Acquisition through Different Input". The research focuses on the acquisition of incidental vocabulary through reading activities. Vocabulary can be acquired by incidentally through any activity that focuses on explicit lexical learning, including not limited to communicative activities that focus on meaning.[11] This research looked at the effects of various reading materials on incidental vocabulary acquisition and concluded that vocabulary can be gained by chance by reading input. The writer looks at incidental vocabulary obtained by reading, but another important thing from this study is obtaining vocabulary through other practices such as listening. Therefore, this study aimed to

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[11] Zhongqing Tang, 'A Review on Studies into Incidental Vocabulary Acquisition through Different Input', *English Language Teaching*, 13.6 (2020), 89 <https://doi.org/10.5539/elt.v13n6p89>.

investigate the relative impact of this flash story on the acquisition of incidental vocabulary from basic learners. As a result, language learners can expand their vocabulary while improving their skills.

The sixth, the research was conducted by Chiaye Khorsheed Faqe (Soran University, Faculty of Arts-English Department, Iraq, 2020) entitled "The Effectiveness of English Movie Subtitles in Vocabulary Learning Among Iraqi Kurdistan EFL Learners: Soran University EFL Learners as an Example" In this research discussed about the influence of film subtitles on vocabulary development among Soran University EFL students in their study. There were 31 Kurdish EFL English students at Soran University in this research. Males and females, all of whom had studied English from elementary school, were among them.[12] A questionnaire and test tools were utilized in this investigation. The findings of this study show that viewing English films with subtitles helps students learn new vocabulary and stimulates them to learn new phrases, idioms, and slang. When comparing the attitudes of participants when viewing movies with subtitles vs movies without subtitles, it is clear that when watching movies with subtitles, participants receive more words. As a result, the purpose of this study is to look at the effect of English film subtitles in EFL students' vocabulary development at Soran University.

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[12] Bahman Gorjian, 'The Effect of Movie Subtitling on Incidental Vocabulary Learning among EFL Learners', *ICETSR-Handbook on the Emerging Trends in Scientific Research*, 4.9 (2014), 816–26 <http://www.aessweb.com/pdf-files/ijass-2014-4(9)-1013-1026.pdf>.

Meanwhile, the unique aspect of my work is that it employs a qualitative case study technique to delve deeper into incidental vocabulary learning in eighth grade junior high school students utilizing animated films and observation and interview instruments.

H. Research Organization

This research is organized into five chapters. Each chapter has several points that describe the chapter; each chapter has several issues that explain the chapter. The researcher uses several steps in his research to make it easier to understand. These steps are:

Chapter I introduces research background, problem formulation, research objectives, research benefits, and the preparation of research papers.

Chapter II is a theoretical framework. This chapter consists of the theorists from some of the experts we have conducted research related to this research.

Chapter III is the research methodology. This chapter consists of research methodology, research instruments, data collection techniques, and data analysis techniques are all covered in this chapter.

Chapter IV is devoted to data analysis and discussion. The data analysis and discussion of the research results are covered in this chapter.

Chapter V is conclusions and suggestions.