

Investigating The Learning of Incidental Vocabulary Through Animation Movie

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Abstract

This study aims to determine the process of incidental vocabulary learning through animated films, to know what conditions students learn incidental vocabulary through animated films, to know what makes students successful in learning incidental vocabulary. This study uses a qualitative case study design to find the answers of research problems. The respondents of this study were 4 students from 8th and 1 English teacher at SMPN 1 Bojonegara. The researcher conducted observations and interviews to investigate all activities and conducted interviews to find more in-depth research results in their English vocabulary learning. The findings of this study indicate several points such as: First, there are some students who already have several lists of vocabulary in their memory so that they are able to acquire familiar and newly acquired vocabulary. Second, students are still not interested in learning English, because they are not used to using animated films and are not used to exploring vocabulary because they are not used to doing it in everyday life. Third, learning incidental vocabulary is very influential on students because when they are left to watch animated films, they unconsciously become active in exploring new vocabulary so that they acquire new vocabulary.

Keywords: *Incidental Vocabulary Learning, Animation movie*

INTRODUCTION

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. Therefore, learning vocabulary is largely a matter of remembering, and students must typically see, pronounce, and write a new word several times before they can be deemed to have learnt it (McCarten, 2007). Thus, students will be able to master English, and it is four significant skills of listening, speaking, reading, and writing if they have a large vocabulary. So, lack of vocabulary is one of the most common problems students face when studying. There are some students who are less interested in 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, and there are no English subjects when elementary school. So, they lack vocabulary to learn English. Whereas, 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. Based on (Amirreza Karami and Freddie A. Bowles, 2019) said that to put it another way, incidental vocabulary learning is the act of learning a term without intending to learn it. Therefore, incidental learning is a process to learn something unplanned or accidentally, without involving a deliberate intention to analyze the language learning. Regardless, incidental vocabulary is described as a learning process in which we are aware that we are learning but do not choose to study in depth. Furthermore, 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. Based on (Richards & Schmidt in Dr. Jameel Ahmad, 2020) explain that incidental learning is to be an efficient way of learning vocabulary from meaning in terms of language acquisition. Incidental vocabulary helps in deeper mental comprehension and memory. And also, (Barcroft, Loewen in Zhongqing Tang, 2020) said that when learners acquire new words from a particular context without planning to do so while watching cartoon videos, free reading, or other related practices, this is known as incidental vocabulary learning. Then, using the animation movie as a fun tool for students to learn incidental English vocabulary acquisition will help students use movie, to improve vocabulary, based on (Delaska in Faozi Bellalem and Bel Abbes Neddar, 2018) 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, and students will greatly enhance their vocabulary or other language components acquisition when they study vocabulary through movies.

Therefore, researchers are interested in examining this so that junior high school students find out the early stages of learning English, namely learning more vocabulary. For this reason, researchers investigated the learning process of incidental vocabulary through animated films to attract students' attention to more enthusiastic to explore new vocabulary to learn English using animated films and can also help improve student motivation, and find new ideas, to know in what conditions do students learning incidental vocabulary through animation movies, and to know what make students succeeded in learning incidental vocabulary. By going through movie, they will find a lot of new vocabulary. Learning a foreign language's vocabulary is the most essential and fundamental element. When we have many vocabularies and can use them, we can easily communicate under proper circumstances (Hornby in Nurul Puspita and Nurlaili Sabiqoh, 2017). Therefore, vocabulary plays a significant role in assisting students in becoming successful English learners.

RESEARCH METHOD

This research was conducted with qualitative research using a case study design. This case study looks at how students learning English vocabulary incidental by watching animated films. According to (Moleong in Nursapiah, 2020) claim that “qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc. Holistically, and using description in the form of words and language, in a specific natural context and by making use of various natural methods.” This method aims to better understand background conditions by providing detailed and in-depth explanations of the portrait of states in the natural context (natural setting) regarding what happens in the study field. According to

(Susilo Rahardjo and Gudnanto in Samsu 2017), a case study is a method for understanding individuals carried out integratively and comprehensively to gain an in-depth knowledge of the person and the problems they face, to resolve the issue and achieve good self-development. It means, this case study researcher is a detailed and in-depth explanation of the portrait of circumstances in a setting, as well as what happened in the study field and investigated.

In the process of collecting data, the writer uses two research tools in the form of observation and interviews, investigating the learning process of incidental vocabulary through animated films, to know in what condition do students learning incidental vocabulary through animated films, to know what make students succeeded in learning incidental vocabulary through animation movie. The stages used in data collection are studied this is the first researcher giving the observation sheet that contains several categories to know when what conditions they find the vocabulary, then students watch animated films and students write the vocabulary they get, both conducting interviews with respondents. The respondent from this research was 1 English teacher and 4 eighth grade students of Junior High School in Bojonegara. After collecting the data, the researcher analyzes the data. The data obtained from observations will be examined first, followed by data obtained from interviews. If the data review results are unsatisfactory, the researcher recreates the data that is deemed credible. According to (Miles and Huberman in Sugiyono, 2013) that qualitative data analysis activities are carried out interactively and continuously until it is complete so that the data is saturated. Activities in data analysis, namely data reduction, data presentation, and drawing or verification conclusions.

RESULTS AND DISCUSSION

A. Results

Observation

The results of the observation revealed that out of four students there were only three students who were able to collect a lot of vocabulary. The results showed that familiar vocabulary was the vocabulary they found the most. By using observations the writer knew the learning process of incidental vocabulary through animation movie. This research has two meetings a week on Friday and Saturday, using three animated films, namely the film entitled "The Croods: A New Age (2020)," The second, "The Spongebob Movie: Sponge on the Run (2020)", and the third, "The Boss Baby (2017)." To know the process of incidental vocabulary learning for students is carried out in a closed room, and by using the netflix application to watch movies. By observations, the writer also investigates the success factors of students in incidental vocabulary learning. Therefore, using this observation also makes it easier for researchers to know under what conditions students acquire incidental vocabulary through the animated film. Thus, researchers use English subtitles to watch movies. Before they start watching the researchers explain the rules, researchers give a paper containing a observation paper to students and fill it in for each student get the vocabulary they get in the film along with the minutes of acquiring the vocabulary they get so that the writer knows under what conditions students get the vocabulary and what vocabulary they get through the animated film. It is used to review how much incidental vocabulary they get from the film and under what conditions students acquire that incidental vocabulary. At the first meeting until the end all students or respondents were present, namely four students.

Table 4.1 Summary of Studrnrs Conditions When Learning Incidental Vocabulary Through Animation Moivie Data Finding Based on Observation.

THE FIRST WEEK

"The Croods A New Age (2020)"					
DAY Date	Students	Condition	People		Respondent
	Hide [01:22] Rain [05:10] Familiar Vocabulary [27:08] Beautiful [1:10:10]	Know Vocabulary Don't know meaning [20:10]	Acquire new Man [50:49] vocabulary	Don't Know Vocabulary	SI
16/08 /2021 DAY DAY 2	Don't stop [03:05] Home [09:12] Welcome [13:20] Bestfriends[1:09:01] Thank you	Hungry [06:40] Where Feeling [06:50] Sleep [09:45] Tomorrow [11:30]	Perfect [12:40]	Wrong [17:59]	JH SI
17/08/ 2021 DAY DAY 2	[11:20] Banana Morning [1:17:15] [11:47] Good night [1:30:31]	Focus [45:18]	Teach [12:53] [11:50]	I don't know [1:17:50] Waiting [59:29]	JH RI
DAY DAY 1 2	Father [10:12] Sorry [12:30]	We [08:20] Together [12:11] Food [09:50]	Group [13:11] Bad [14:16]		NY RI
D DAY 2	Butterfly [11:25] Mother [14:33]			Get [15:12]	NY

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nts enjoy and pay attention to movies but over time students feel bored. Based on table 4.1 Students acquire incidental vocabulary due to various conditions such as familiar vocabulary, vocabulary they often hear but do not know its meaning, new vocabulary they know, and some do not know the vocabulary so they do not acquire vocabulary. However, during the research, students were able to fill out a observation sheet which means they got their vocabulary in the animated film. There are some vocabulary that they get although not much and there are also students who misinterpret the vocabulary, there is also the wrong vocabulary writing.

Table 4.2 Summary Of Vocabulary List by Students Learning Incidental Vocabulary Results Through Film Animation.

JH	NY	SA	RA
Don't stop	Father	Rain	Banana

Home	Genius	Hide	Focus
Welcome	Butterfly	Beautiful	Good night
Bestfriends	Mother	Happy	Teach
Thank you	We	Family	Outside
Morning	Together	Friendly	don't know
Sorry	Food	Where	Waiting
Hungry	Group	People	Back
Feeling	Make	Man	Black
Sleep	Bad	Wrong	So much
Tomorrow	Get	Home	Boy
Perfect	About	Sorry	He
Flaying	Some	Money	Head
And	Before	Dont	Stop
Cooking	Look	Someone	Good luck
What	Your	Jump	Im ready
Monkey	Stop	Read	-
Help	Like	Yourself	-
But	Thanks	Massaging	-
Some	Collecting	Feet	-
Story	Its only	-	-
Door	-	-	-
Stupid	-	-	-
Start	-	-	-
Big	-	-	-
There	-	-	-

Based on table 4.2 shows that this is the result of a summary of the vocabulary that students get for two days from animated films to learn vocabulary incidentally, using animated films to learn incidental vocabulary can affect students' vocabulary increase, the table above shows a list of vocabulary that students get in the first week and second week. Based on table 4.1, it can be seen that students acquire a vocabulary of several vocabularies in a few days. Of the four students they were able to acquire vocabulary even though they had not accumulated much vocabulary. Vocabulary is obtained by paying attention to the film so that they get vocabulary that is familiar to them or vocabulary that they have never found, or vocabulary that does not know its meaning. Although some students seemed a little bored because they had difficulty absorbing the spoken English dialogues, they were able to acquire incidental vocabulary through animated films.

Interviews

Researchers interviewed English teachers first before going to students. Based on the results of summary interviews with English teachers, it can be seen that many students are still not interested in learning English, students find it difficult to learn English because of various factors. This is in line with the opinion of the English teacher that *“student from last year to the present year are indeed less interested in learning English, there are only a few students who can and focus on learning English in class, and even then only one to two students in class. one class”*. This is caused by environmental factors in their daily life who do not read and do not explore the language and also because since elementary school they have never studied English, do not know lower level vocabulary. In relation to the opinion of the English teacher (Mrs. Endang) said that *“many students do not know English vocabulary because they are not diligent in collecting vocabulary, they are lazy to look for vocabulary through dictionaries and are not accustomed to obtaining vocabulary through other media even how to write and read vocabulary there are still many mistakes and they difficulty doing the questions that I gave”*. From the opinion of the English teacher, with the lack of vocabulary in students, it makes students difficult to learn English. In addition, there are several problems faced by teachers in teaching secondary students such as loss of concentration and lack of children's talent in learning languages. Therefore, the teacher also believes that if students explore foreign language or vocabulary by frequently reading dictionaries, looking at vocabulary through the media to obtain incidental English vocabulary, it is the best way to improve students' English incidental vocabulary skills. In addition, the researcher also interviewed four students as research respondents after they watched the film. Some of the results of interviews from all respondents that they find it difficult and have complaints to learn some incidental vocabulary through animated films. This is in line with student JH's opinion that *“watching a film called spongebob is a bit difficult because the pronunciation is fast so it is difficult to get vocabulary, I like and enjoy other films, but I found some vocabulary from the film”*. It is also in line with the opinion of the interview from students NY that *“It turns out that watching movies using English subtitles helps me add new vocabulary, by learning to use movies can help add vocabulary, but it's quite difficult to find a lot of vocabulary because I'm not used to it”*. From watching animated films the researchers found under what conditions students got incidental vocabulary from movies the opinion of students SI, she said that *“while watching me I was entertained by animated films, even though I did not understand the meaning, but I found familiar vocabulary and found new vocabulary”*. In addition, the opinion of RA students that *“I feel bored while watching movies because I don't understand the language, but sometimes I get vocabulary but I don't know what it means and I'm not used to learning English using films that use English subtitles”*, it can be concluded that students are not used to using animated films to learn English, so students are still in the process of using films as their medium of learning English. From the results of interview with students, there are various differences of opinion, some are fun and some are less fun as long as they watch animation movie to learn vocabulary incidentally, because they are not used to learning English in everyday life.

B. Discussion

The Learning Process for Incidental Vocabulary Learning Through Animation Movie

Activity situations while watching animated films

Each week has two meetings. Viewed from table 4.1, it is known that every week a different film title is used. The situation when watching animated films, when each film starts playing, it is known that in the early minutes students are still enthusiastic to learn incidental vocabulary through animated films. Students are given observation paper to fill in whatever they get from the animated movie according to the category that the author has made. The researcher also observed the students' activities while watching the movie and noted at what minute they found the vocabulary. There are students who focus on watching movies and there are also students who lose concentration. Usually in the middle of the minute there are students who are getting bored so they

don't focus and don't get incidental vocabulary, but there are also students who focus on watching movies and then they write down the incidental vocabulary they get. They get some vocabulary that they know or don't know, for that when they don't know the vocabulary they get, the researcher allows students to look up the meaning of the vocabulary through a dictionary or google translate, for them to remember in their memory, students get new vocabulary, in each film that is played students can also discuss with their friends when they get incidental vocabulary from the film if the vocabulary is familiar.

Environmental activity situation

The environmental situation at the time of the research where the incidental vocabulary learning process was carried out on four students, the incidental learning process was carried out informally, this research was not carried out too seriously, because incidental learning we are aware of learning the word but not intending to study the word more deeply. This incidental vocabulary learning focuses on accidental word acquisition, therefore the researcher does not require students to find vocabulary in every minute of dialogue, the researcher frees students to get vocabulary at any minute they find. So, it is not too boring for students to learn incidental vocabulary. Likewise, the researcher sometimes pauses some dialogues that students ask for in the film because sometimes students feel they have found the vocabulary they are familiar with, but the speech in the film is too fast so it is difficult to digest, but it is done only a few times, because when students get the words incidental without paying too much attention to them. Because researchers free students in any way. So students do not have to keep watching movies that are too serious. The researcher only investigated the incidental vocabulary learning process, what conditions were there, what was the success of learning incidental vocabulary like. Even so, students are able to learn incidental vocabulary well and get vocabulary from animated films by chance and students can record the acquired vocabulary in their memory.

Situation when acquiring incidental vocabulary

In this section, for researchers to provide paper in the form of observation fields to be filled in by students, students record the vocabulary they get from the animated film. Based on table 4.1, it is known that, in the first week to the third week with different film titles, there are various incidental vocabulary that they get in the animated film, the incidental vocabulary learning process is carried out when the vocabulary he gets from the people around him is based on his activities. what they do is watch animated films while also discussing with their friends. They found vocabulary that was familiar to which they did not know the meaning or vocabulary, then the researcher noted how many minutes they got the incidental vocabulary. When students get a lot of vocabulary, it means that students have stored a lot of vocabulary in their memory, but if students do not get a lot of vocabulary, it means that students are not reading or exploring vocabulary. Here, there are JH students at the first meeting who get some vocabulary by acquiring vocabulary in different conditions, for example the word 'don't stop' at 01:19 minutes she gets the vocabulary she has heard. It can be seen that in the first week until the end, JH students acquire vocabulary that is quite different from their friends. Furthermore, NY and SA students are also quite good at acquiring incidental vocabulary in different conditions. However, RA students at the beginning to the end of the meeting only got some vocabulary based on table 4.1 it can be seen that RA students got the least incidental vocabulary, this was due to lack of focus while watching, lack of vocabulary knowledge and lack of exploring vocabulary, lack of student interest in learning English. Therefore, the researcher found that students got some vocabulary that they got from the people around them and based on the activities they did this was very influential.

In what conditions do students incidental vocabulary learning through animation movies

Based on the observation sheet in table 4.1, there are several categories in determining what conditions are like when students get incidental, the table consists of, the first is familiar vocabulary. Second, the vocabulary they know but do not know its meaning. Third, the vocabulary

they do not know, and finally acquire new vocabulary. Table 4.1 shows that students are able to acquire incidental vocabulary with various conditions and various types of vocabulary. As long as the research was conducted in a calm and conducive manner, students watched animated films carefully and focused. Although there are some students who pay less attention because they are bored. However, there were some students at each meeting who were very enthusiastic and enjoyed watching movies. And also there are students who focus on watching movies and then he writes but there are also those who write while watching. Some students prefer to watch movies while writing down the vocabulary they have acquired. It turned out that from the four students, they got the vocabulary that they did not know the meaning and the vocabulary was familiar to them. Three out of four students, they get the vocabulary they wrote or they get the average they have heard and the vocabulary they know but don't know the meaning and acquire new vocabulary. Meanwhile, one out of four students, she acquired a vocabulary that she did not know so she searched for the meaning of the vocabulary himself, she was an RA student by acquiring less than 10 vocabulary words in two meetings, she only acquired new vocabulary and only found it a few times, while familiar vocabulary is rarely obtained. It can be seen in table 4.2 that JH students collected the most vocabulary than the other three students. After conducting observations and interviews for almost a month with eighth grade junior high school students, the researchers found several conditions that they obtained from animated films.

Based on the summary explanation in table 4.1, that students acquire vocabulary through films with conditions when they already have a familiar vocabulary, or know the vocabulary but do not know its meaning. There are some students who are able to master the vocabulary and some are not able to because the vocabulary has not been accumulated much, they still lack vocabulary. In the table above, it is known that JH students acquire more vocabulary than other students, NY, and SKA students acquire quite a lot of vocabulary. Meanwhile, RA students have not mastered much vocabulary due to lack of vocabulary knowledge.

What makes students succeeded in learning incidental vocabulary

The active factor of student activities while watching animated films.

Based on table 4.1, the researcher found that the students got some vocabulary that they got from the activities they did based on their activities through watching animated films which were carried out from July to August. Students acquire incidental vocabulary by using this animated film to help them acquire vocabulary and by using this film it makes students interested in being able to learn English, especially acquiring vocabulary. Based on the results of the study in table 4.1, that most students acquire vocabulary. JH students at the first meeting were able to acquire some vocabulary during the lesson with an average of finding familiar vocabulary and some who did not know the meaning. When JH watches movies, he sometimes lacks concentration because he thinks there are some films that are not interesting and the pronunciation of the dialogue in the film is so fast that he has difficulty acquiring vocabulary. But at the next meeting and with different films he was able to acquire a lot of familiar vocabulary and he also acquired new vocabulary. Furthermore, most of the participants answered that using films to learn vocabulary was very helpful, on the other hand they also realized that acquiring vocabulary using films was very easy to do when they had free time at home. Because previously, students did not often use films or social media as a source of learning.

The factor of students' desire to learn incidental vocabulary.

From the willingness or desire of students to explore vocabulary through animated films, it is quite good. Because the intention and willingness will make them more curious and enthusiastic to learn incidental vocabulary. In the results of interviews with students, they said they wanted to use media sources for English learning activities, especially vocabulary because it was interesting and fun, although a little boring if done continuously. One student said "I want to try using movies even though I will get bored quickly but I want to find something more interesting to collect

vocabulary”, while another student said, “I am more interested in using other media such as songs or from tiktok to learn English vocabulary” from the interview, the result is, there is a difference in the use of their learning resources. If they learn to use movies or songs that we watch and listen to all the time, they will acquire incidental vocabulary and we can collect them in our memory. Basically when they acquire familiar vocabulary because previously they had heard or seen or read the vocabulary but only for a short time, therefore there were some students who acquired the vocabulary but did not know the meaning. In addition, there were also students who were less interested in using films to acquire vocabulary or for collection, she said that he often uses songs or through the tiktok application because by using it he gains some vocabulary. They acquire some vocabulary through animated films because they have heard or seen it in various books, songs, or social media even though they have not often used the media. Meanwhile, there are also students who know vocabulary because of factors from other people too, JH students get vocabulary from animated films because one of the films she has watched but uses Indonesian subtitles. The JH student claimed to have a collection of vocabulary because some of his closest people are fluent in English and she has also had private English lessons. It can be said that students are able to acquire vocabulary from the surrounding environment or their closest people, which is very influential in collecting incidental vocabulary. Students are successful in acquiring vocabulary through films because their environmental factors in their daily lives have explored vocabulary but do not often use films. However, students get a lot of vocabulary that they don't know the meaning of, it can be said that they are still not good at learning vocabulary because there are still many students who don't know the meaning of the vocabulary.

CONCLUSION AND RECOMMENDATION

Based on the investigation of incidental vocabulary learning process, success in incidental vocabulary learning, and under what conditions students learn incidental vocabulary through animated films in the eighth grade of middle school and show clear and convincing evidence about English vocabulary learning. The process of acquiring vocabulary through movies is not enough, they have to do it more than once to increase their vocabulary, through the activity factor of watching movies their vocabulary mastery will be helped. The success factor in learning vocabulary mastery is student activities which are usually carried out in daily life by using films as a medium for learning English. They also get vocabulary through the film because they have watched it before, but they don't use English subtitles, they use Indonesian subtitles. They not only learn English at school, but can also do activities outside of school, such as watching animated films that make students interested in learning English, make it easier for students and enjoy learning English and can add vocabulary. And they can often explore vocabulary outside of school. By investigating the incidental vocabulary learning process using this animated film is quite conducive, researchers know the condition of students when obtaining incidental vocabulary, the result is that three out of four students seem to know enough vocabulary and master vocabulary to the fullest, various categories namely, familiar vocabulary, familiar vocabulary. do not know the meaning, acquire new vocabulary, and do not know vocabulary. As a result, only one student has not been able to master vocabulary optimally. In other words, students can provide valuable results about their incidental vocabulary acquisition in learning English. Therefore, it is important to use animated films to add incidental vocabulary acquisition to their English learning.

Although this study was conducted with a small number of participants in a short period of time, the findings provide some useful information that can be used by students of interest to improve vocabulary acquisition in English lessons. Based on the conclusions above, the researchers put forward some suggestions as follows. First, in conducting this research, the researcher focuses on the learning process for vocabulary acquisition, the success factors for learning vocabulary acquisition, and under what conditions students acquire English vocabulary through animated films.

may focus on other aspects such as structure or pronunciation. Second, based on the results of this study, there are several suggestions that can be made to increase vocabulary acquisition in eighth grade junior high students. First, students must explore or reproduce incidental vocabulary lists by using various media sources such as films or songs and others. This study shows that students are less likely to acquire English vocabulary. Therefore, students need to improve incidental vocabulary acquisition so that they have no difficulty in doing the assignments given by the teacher and can master English. So the researcher advises students not to be lazy to find and collect new vocabulary and continue to acquire vocabulary through various media such as movies, songs, books and others.

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