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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, and to know what makes students successful in learning incidental vocabulary through movie-watching. This study uses a qualitative case study design with four 8th grade student participants and 1 English teacher at SMPN 1 Bojonegara. The researchers 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 that some students already have several lists of vocabulary in their memory so that they can acquire familiar and newly acquired vocabulary. Watching animated films is very influential in acquiring incidental vocabulary because they unconsciously become active in exploring new vocabulary while watching them. However, 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.

INTRODUCTION

Vocabulary is an important aspect of language learning and communication because when we talk in any language (even in our mother tongue), one thing that often crosses our minds is vocabulary. Along with the other English components and abilities, broad knowledge of vocabulary use becomes a fundamental component to enable people to acquire and master a language, particularly to communicate effectively with others in various circumstances (Hornby in Puspita and Sabiqoh, 2017). Good vocabulary mastery not only helps students express their intended meanings more precisely but also understand what people are trying to convey. However, for most foreign language

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learners, lack of vocabulary is one of the most common problems they face when studying. They are reluctant to explore new vocabulary, so they find it even more difficult to learn. Some students are less interested in English because they already think that English is difficult. Some others do not develop proper English vocabulary because there were no English subjects when they were in elementary school. These problems later hamper them to communicate in English.

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 learned it (McCarten, 2007). However, the growth of vocabulary collection in children typically happens by coincidence. Thus, acquiring new words can also occur in an incidental way, in which the vocabulary mastery comes as a by-product of language use, rather than intentional word learning. Karami & Bowles (2019) said that incidental vocabulary learning is the act of learning a term without intending to learn it. Incidental vocabulary learning focuses on the 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. Therefore, incidental learning is a process to learn something unplanned or accidentally, without involving a deliberate intention to analyze the language learning. Learners are aware that they are learning but do not choose to study in-depth. Richards & Schmidt in Ahmad (2020) add that incidental learning is to be an efficient way of learning vocabulary in terms of meaning because it helps in deeper mental comprehension and memory.

Incidental learning is well-activated when students engage in activities other than learning itself such as watching movies with English subtitles, implying that they are learning a language without realizing it. Moreover, Barcroft & Loewen in Tang (2020) said that watching cartoon videos, doing a free reading, or other relaxing practices can be some practices of acquiring new words without planning to do so. Alaska in Bellalem & Neddar (2018) also mentions 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 relaxing activities. Animation movies, thus, can be one of the options for fun tools for students to acquire English vocabulary incidentally.

Therefore, researchers are interested in examining incidental vocabulary learning through animated films at the junior high school level. Researchers investigated the learning process to see if the animated films attract the students' attention to exploring new English vocabulary incidentally, to find out the conditions in incidental vocabulary learning through animation movies that encourage the students to acquire new vocabulary items and the success factor of the incidental vocabulary acquisition process.

RESEARCH METHOD

This research was conducted qualitatively using a case study design. This case study looks at how students learn English vocabulary incidental by watching animated films. Moleong (in Harahap, 2020) claims 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 helps 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, resolve the issue and achieve good self-development. It means that this case study illustrates 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. It helps describe the process, the conditions, and the success factors that the students underwent in acquiring incidental vocabulary through animated films This research took two meetings a week on Friday and Saturday in July and August 2021, 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).", all of which were with subtitles. To know the process of incidental vocabulary learning for students, the activity was carried out in a closed room, and by using the Netflix application to watch movies.

The stages used in data collection are: First, the researchers gave the observation sheet, the items of which were divided into several categories to know in what conditions they find the vocabulary; Then, students watched animated films and wrote the vocabulary they got; After that, interviews with participants were conducted. The participants of this research were 1 English teacher and 4 eighth-grade students of Junior High School in Bojonegara. After collecting the data, the researchers analyzed the data obtained from observations first, then followed by data obtained from interviews. When the data review results were unsatisfactory, the researchers recreated the data that was deemed credible. According to Miles and Huberman (in Sugiyono, 2013), 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. The Learning Process for Incidental Vocabulary Learning Through Animation Movies
Activity Situations while Watching Animated Films

Before they started watching, the researchers explained the rules. Researchers gave a paper containing an observation paper to students for them to fill in to elicit the vocabulary they got in the film along with the time stamp indicating when they got the vocabulary so that the researchers knew under what conditions students got the vocabulary and what vocabulary they got through the animated film. They could fill in whatever words they got from the animated movies according to the given category, they are familiar vocabulary, the vocabulary they often hear but do not know the meaning of, the new vocabulary they know, and some unknown vocabulary. Table 1 below illustrates the sample for observation summary for the first week while students were watching the movie entitled "The Croods A New Age (2020)".

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Table 1. Summary of Students' Conditions When Learning Incidental Vocabulary Through Animation Movie Based on Observation.

	THE FIRST WEEK				
	"The Croods A New Age (2020)"				Respondent
Date	Students Condition				
	Familiar Vocabulary	Know Vocabulary Don't know the meaning	Acquire new vocabulary	Don't Know Vocabulary	
16/08/2021 DAY 1	Don't stop [01:19] Home [09:12] Welcome [13:20] Bestfriends[1:09:01]	Hungry [06:40] Feeling [06:50] Sleep [09:45]	Perfect [12:40]		JH
17/08/2021 DAY2	Thank you [11:20] Morning [11:47]	Tomorrow [11:30]	Flaying [11:50]		JH
DAY 1	Father [10:12] Sorry [12:30]	We [08:20] Together [12:11] Food [09:50]	Group [13:11] Bad [14:16]		NY
DAY 2	Butterfly [11:25] Mother [14:33]			Get [15:12]	NY
DAY 1	Hide [01:22] Rain [05:10] Genius [27:08] Beautiful [1:10:10] Happy [30:15]	Family [18:11] Friendly [20:10]	People [1:22:36] Man [50:49]		SI
DAY 2		Where [1:21:36]		Wrong [17:59]	SI
DAY 1	Banana [1:17:15]	Focus [45:18]	Teach [22:53]	I don't know [1:17:50] Waiting [59:29]	RI
DAY 2	Good night [1:30:31]		Outside [1:08:39]		RI

The researcher also observed the students' activities while watching the movie and noted at what minute they found the vocabulary. When each film started playing in the early minutes, students were enthusiastic to get the incidental vocabulary and could enjoy the activities. Some students focused on watching movies and then got their attention off the screen to write down the vocabulary they acquired. Some others preferred to watch the movies while writing down the vocabulary. Some students kept focusing on watching the movies and noting down the incidental vocabulary they get while some others lost their concentration in some parts of the movies. Some students misinterpreted the vocabulary or misspelled the words. Yet, they managed to get some vocabulary items directly while watching.

The researchers allowed the students to look up the meaning of the vocabulary through the dictionary or google translate when they did not know the meaning of the words and were curious to know more. It was done to help them retain the meaning of the new vocabulary in their memory. The students could also discuss the words or the story with their friends when they get incidental vocabulary from the film. The researchers sometimes paused some dialogues that students asked for

in the film when the students felt that they had found the vocabulary they were familiar with but the speech in the film was too fast. Repetition and rewind could be done several times when the words were difficult to catch.

Environmental activity situation

This incidental learning process was carried out informally to establish an environment in which students enjoyed the process, not intending to study the words more deeply. A calm and conducive manner suits best because it helps the students focus their attention. Researchers supported accidental word acquisition by not requiring students to find vocabulary at every minute of dialogue, but at any minute they could. So, it was not too boring and demanding for the students to watch the movies and get the incidental vocabulary. The researchers let the students watch the films in any way, so they did not have to keep watching the movies too seriously.

B. The situation for Acquiring Incidental Vocabulary Learning Through Animation Movies

Observation confirmed the researchers in which conditions students acquired incidental vocabulary through watching the animated films. Based on table 1, students were able to acquire incidental vocabulary due to various conditions such as familiar vocabulary, the vocabulary they often hear but do not know the meaning of, the new vocabulary they know, and some unknown vocabulary. Vocabulary from familiar words became the most to write by all students. The results revealed that while all student participants got the incidental vocabulary from those words they did not know the meaning and words they were familiar with, three out of four students were able to get the incidental vocabulary from what they wrote, and one out of four students acquired the vocabulary because she searched for the meaning herself. Close observation of student JH's incidental vocabulary acquisition process revealed that he took the vocabulary under various conditions. For example, he actively found the word 'don't stop' he heard at 01:19.

The interviews with the students revealed that they found it difficult and had some objections about learning some incidental vocabulary through animated films. Student JH stated 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. However, I still found some new vocabulary from the films".* It is also in line with the opinion of student NY that "*It turns out that watching movies using English subtitles helps me take new vocabulary. Learning from movies can help boost vocabulary, but it's quite difficult to find a lot of vocabulary because I'm not used to it".* Therefore, they had to pay close attention while watching to catch the words.

More information about the conditions in which the students got incidental vocabulary came from student SI who said that *"While watching, 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, student RA said 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 the medium of learning English. Interviews with the students also revealed differences in opinion. While some think

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that it is a fun activity, some others think it is less fun to watch animation movies to learn vocabulary incidentally because they are not used to learning English in everyday life.

C. The Success factors of Acquiring Incidental Vocabulary Through Animation Movies

The researchers also investigated the success factors of students in incidental vocabulary learning. The results of the observation revealed that out of four students there were only three students who were able to collect a lot of incidental vocabulary. The highest number of words was from student JH with 26 words while the lowest number was from student RA with 16 words. Table 2 below shows the list of vocabulary that students got in the process of animated film-watching activities to learn vocabulary incidentally.

Table 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
Best friends	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	Don't	Stop
Cooking	Look	Someone	Good luck
What	Your	Jump	I'm ready
Monkey	Stop	Read	-
Help	Like	Yourself	-
But	Thanks	Massaging	-
Some	Collecting	Feet	-
Story	It's only	-	-
Door	-	-	-
Stupid	-	-	-
Start	-	-	-
Big	-	-	-
There	-	-	-

It was found that watching animated films is a relaxing and encouraging activity in the class. It helps students get more engaged in the classroom activities and discussion as well as acquire more incidental vocabulary. However, each student surely had his own way of successfully acquiring incidental vocabulary. Student JH, for example, at the first meeting was able to acquire some vocabulary during the session, especially finding familiar vocabulary and words he did not know the

meaning of. However, he sometimes lost his concentration because he perceived that some parts of the films were not interesting and the pronunciation of the actors in the films was so unclear and fast that he had difficulties acquiring the 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. It means that the story of the film influences the students' perception of the film and then affects their mood in acquiring the incidental vocabulary. Furthermore, most of the participants indicated that using films to learn vocabulary was very helpful, yet they also realized that acquiring vocabulary using films was very easy to do when they had free time at home, not under certain instructions.

The incidental vocabulary acquisition through animated films also does not stand alone either because the students admitted that the words they have heard or seen previously in various sources such as books, songs, social media, or other people help them recognize the words in the films and strengthen the word retention in their memory. Student JH said he could easily catch the vocabulary he heard in the animated films because he had watched them with Indonesian subtitles before. He added that his closest people are fluent in English, and he took private English lessons, too. No wonder his achievement was the highest in this study. It can be said that students' vocabulary acquisition from the surrounding environment in their daily lives or their closest people became the basic and watching the animated movies help them understand the words' meaning and use in context.

The willingness or desire of students to explore vocabulary through animated films was quite good. The intention and willingness made them more curious and enthusiastic to learn incidental vocabulary. Interviews with the students revealed that they wanted to use more varied media sources for English learning, especially in building vocabulary, to make the learning process more interesting and fun. However, they admitted that continuous use of the same learning method or activity could be a little boring. One student said, "*I want to try using movies even though I will get bored easily, but I want to find something more interesting to build my vocabulary other than the traditional activities*", while another student said, "*I am more interested in using other media such as songs or from TikTok to learn English vocabulary*". This implies that students need variation in the use of learning resources.

The interview with the English teacher confirmed the reason why the effect of the study does not apply the same to all students. She said that many students were still not interested in learning English due to various factors. She said that *"Students from last year to the present year are indeed less interested in learning English. There are only a few students who can focus on learning English in class, and even then, only one to two students in class. One class"*. This was caused by environmental factors in their daily lives, for instance, they were not used to reading, were not interested to explore the language, did not get early exposure to English (no English class in Elementary school), and were not familiar with the basic lower-level English vocabulary. The teacher 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 find difficulties in answering the questions that I gave"*. For example, student RA acquired less than 10 vocabulary items in two meetings because she found difficulties in recognizing the new vocabulary items and she even rarely obtained familiar high-frequency words.

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On the other hand, student JH, will all the background he had, collected the most vocabulary, which is one third higher than student RA. This is influenced by various internal and external factors.

In addition, the teacher also stated that secondary students often lose their concentration and lack talent in language learning. Therefore, the teacher also believes that if students explore foreign language or vocabulary by frequently reading dictionaries and getting exposed to English vocabulary through other media to obtain incidental English vocabulary, they will best improve their English vocabulary.

CONCLUSION AND RECOMMENDATION

The researchers closely investigated the incidental vocabulary learning process, the affecting conditions, and the success of incidental vocabulary learning among the 8th-grade students through watching animated films. The results show clear and convincing evidence that English vocabulary can be established incidentally while watching animated movies. Three out of four student participants of this study built incidental vocabulary well enough. Yet, a relaxing ambiance is most suggested because incidental vocabulary acquisition is meant to be perceived without intending to learn it. Vocabulary in the animated movies is obtained not only by paying attention to the familiar words the students know the meaning of but also to the words they have heard or seen but do not know the meaning of, or totally new words in which the meaning can be caught by looking at the context. In other words, learning vocabulary by chance can provide students with valuable results in their incidental vocabulary acquisition in learning English. Moreover, animated movies come in various genres and language difficulties that can be selected and adjusted to the student's level of language competence. The success of acquiring incidental vocabulary through watching animated movies does not come in an instant. The process needs to be done regularly to positively increase one's vocabulary building. The same movies can also be watched repeatedly to strengthen the word retention in the memory. This is not necessarily to be done in the class, but as a flipped activity or an extensive activity outside the classroom. Although some students seemed a little bored because they had difficulties absorbing the spoken English dialogues from the movies, they were able to acquire incidental vocabulary through animated films. Getting exposed to English in various relaxing ways in daily life will also be a great help, such as joining an English club, joining an English course, listening to English songs, checking out English videos on social media, or talking to closest family and friends.

Although this study was conducted with a small number of participants in a short period, the findings provide some useful information that can be used by students of interest to improve incidental vocabulary acquisition in English lessons. The researchers then suggest the followings. First, since this study is limited to investigating the learning process, the conditions, and the success factors in incidental vocabulary acquisition through animated movies, other future researchers may focus on other aspects such as structure or pronunciation, or take different relaxing media for learning. Second, since incidental vocabulary acquisition puts learning pressure to the minimum, English language learners must explore various incidental vocabulary acquisition habits by using various media sources such as films, songs, books, social media, and others. The type of media can be adjusted

to each person's interest and should be done regularly. So the researchers advise students not to be lazy to find and get exposed to more new words and to continue to acquire vocabulary through various media.

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