STUDENTS' PERCEPTIONS ON THE USE OF CAPTIONS IN SHORT CARTOON MOVIES AS THE MEDIUM TO IMPROVE INCIDENTAL VOCABULARY

(A Case at the 11th Graders of SMA N 2 Semarang

in the Academic Year 2023/2024)

A FINAL PROJECT

Submitted as a partial fulfillment of the requirements for the Bachelor's

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written by:

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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate final project I wrote does not contain the works of the people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, 21 August 2023

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MOTTO

"Every test in our life makes us bitter or better, every problem comes to make us

or break us. The choice is ours, whether we become victim or victor."

"A calamity that makes you turn to Allah is better for you than a blessing that

makes you forget the remembrance of Allah."

– Ibnu Taimiyah

DEDICATION

This final project is dedicated to my dearly loved parents and my brother for all

their love, prayers, and enduring support for my success. To all my beloved

people who have supported and motivated me in completing this final project and

to those who get involved in creating me as I am right now.
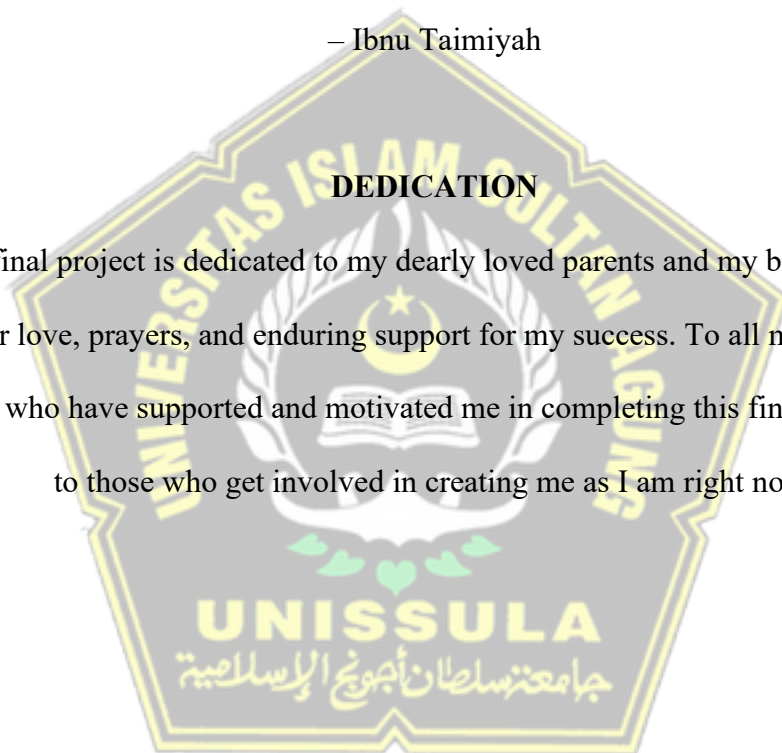
ACKNOWLEDGEMENT

In the name of Allah SWT, the Merciful, the Gracious, I would like to convey my deepest gratitude and appreciation to many people who contributed in completing and finishing this final project. I would like to express my sincere gratitude to:

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Finally, I realize that this final project is still far from being perfect. However, I hope that this final project will be useful for the readers.

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ABSTRACT

Melisa, N. M. (2023). Students' Perceptions on The Use of Captions in Short Cartoon Movies as The Medium to Improve Incidental Vocabulary. *A Final Project.* English Education Department. College of Languages and Communications Science of Sultan Agung Islamic University. Advisor: Mega Mulianing M., S.Pd., M.Pd.

This thesis explores the dynamic intersection of language acquisition and multimedia education by investigating students' perceptions of using captions in short cartoon movies to improve incidental vocabulary learning. Focused on 11th-grade students in Semarang, the study aims to uncover how captions influence vocabulary acquisition and contribute to language proficiency. Using a straightforward approach, the study combines surveys and interviews to gather insights. The survey findings show that most participants agree that captions help them understand new words, grasp content better, and enjoy learning. Based on the questionnaire result, there were 70% students' chose Strongly Agree and 30% students' chose Agree. The interviews confirm these findings, offering more details about how captions boost confidence and motivation. Students' see captions as a way to connect words with meanings, making learning more engaging. They also find that captions build their confidence and excitement for learning. The study emphasizes the significant role captions play in creating a lively learning environment. The study concludes that using captions in short cartoon movies is a valuable tool for vocabulary improvement and language learning. Apart from learning words, captions encourage active participation and make the learning experience more enjoyable. Educators can use this insight to make language learning more engaging and effective by incorporating captions in educational materials.

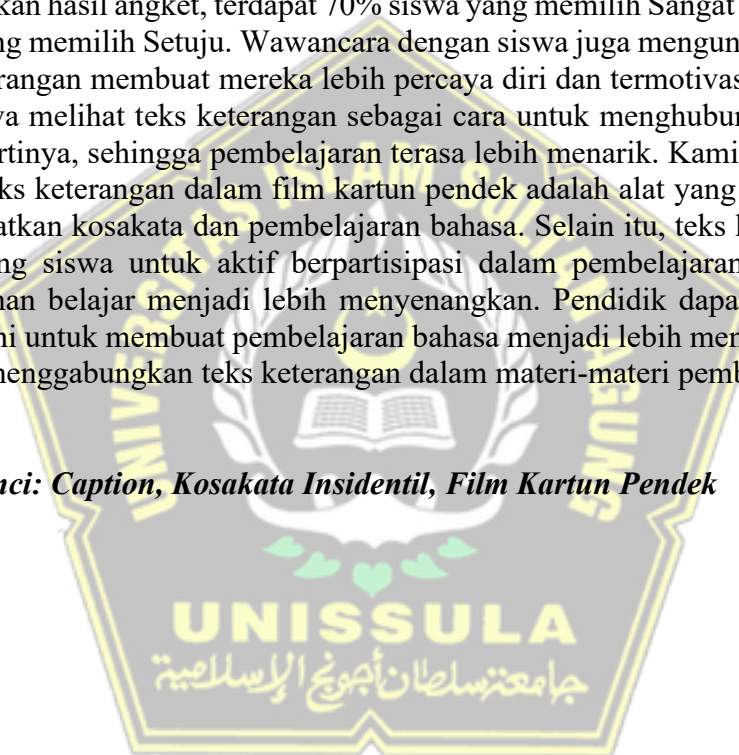***Keywords: Captions, Incidental Vocabulary, Short Cartoon Movies***

INTISARI

Melisa, N. M. (2023). Students' Perceptions on The Use of Captions in Short Cartoon Movies as The Medium to Improve Incidental Vocabulary. *Skripsi.* Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan. Pembimbing: Mega Mulianing M., S.Pd., M.Pd.

Pada penelitian ini, peneliti menyelidiki bagaimana penggunaan teks keterangan dalam film kartun pendek dapat membantu siswa kelas 11 di Semarang belajar kosakata secara tidak sengaja. Kami menemukan bahwa sebagian besar siswa setuju bahwa teks keterangan membantu mereka memahami kata-kata baru, mengerti isi film dengan lebih baik, dan membuat pembelajaran menjadi lebih menyenangkan. Berdasarkan hasil angket, terdapat 70% siswa yang memilih Sangat Setuju dan 30% siswa yang memilih Setuju. Wawancara dengan siswa juga mengungkapkan bahwa teks keterangan membuat mereka lebih percaya diri dan termotivasi untuk belajar. Para siswa melihat teks keterangan sebagai cara untuk menghubungkan kata-kata dengan artinya, sehingga pembelajaran terasa lebih menarik. Kami menyimpulkan bahwa teks keterangan dalam film kartun pendek adalah alat yang berharga untuk meningkatkan kosakata dan pembelajaran bahasa. Selain itu, teks keterangan juga mendorong siswa untuk aktif berpartisipasi dalam pembelajaran dan membuat pengalaman belajar menjadi lebih menyenangkan. Pendidik dapat menggunakan temuan ini untuk membuat pembelajaran bahasa menjadi lebih menarik dan efektif dengan menggabungkan teks keterangan dalam materi-materi pembelajaran.
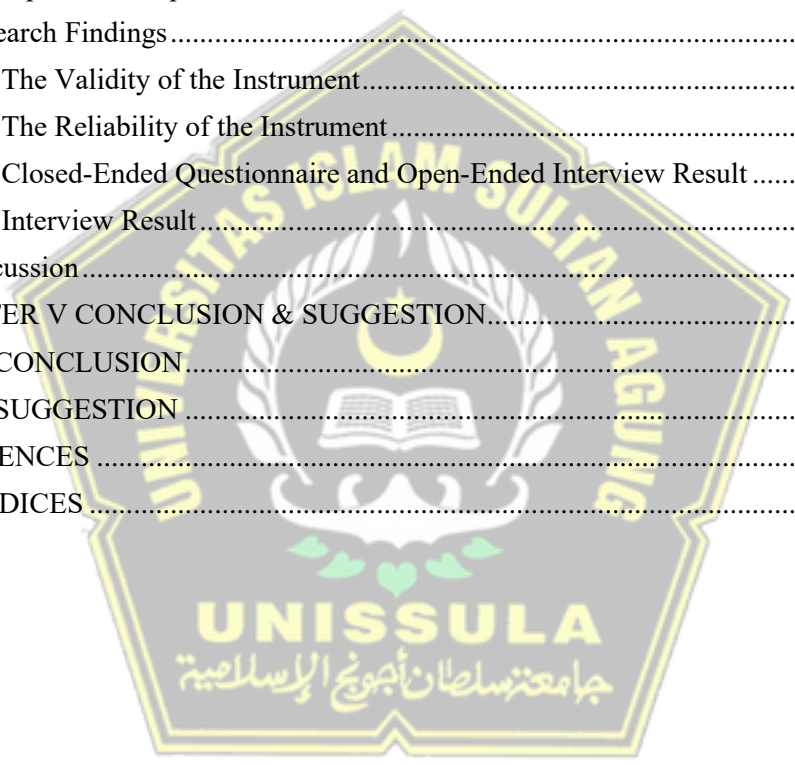
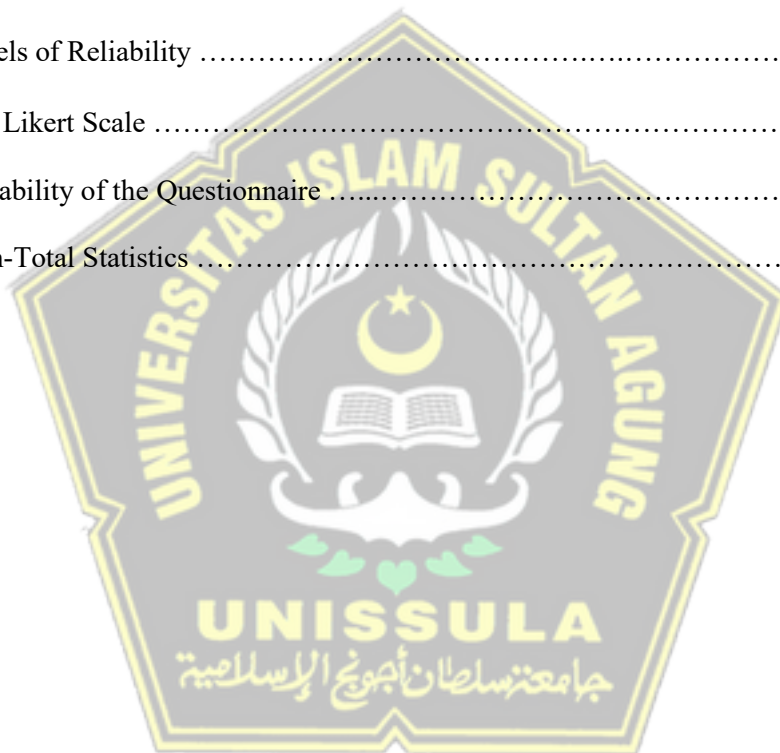*Kata Kunci: Caption, Kosakata Insidentil, Film Kartun Pendek*

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CHAPTER I

INTRODUCTION

The Background of The Study, the Reasons for Choosing a Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of The Study, the Definition of Key Terms, and the Organization of the Study are all covered in the first chapter.

1.1 Background of the Study

English seems to be an absolute requirement at high school until the post-secondary level, along with other disciplines like Indonesian and Mathematics. Indonesian education indirectly benefits greatly from the use of English, one of the world's languages. In order to produce knowledge or spread knowledge, students are set to learn English. English lessons in high school teach students how to communicate both verbally and in writing. As a result, the English lesson in high school aims to improve students' reading, speaking, listening, and writing abilities so that by graduating, they are be able to communicate and engage with discourse in English. For the majority of students in Indonesia, learning English as a foreign language continues to be challenging. They find it challenging to learn English owing to a variety of factors, including strict or uncomfortable teachers, a teacher's technique that is less participatory or passive when teaching, a lack of student enthusiasm for learning, and the belief that English is challenging and confusing (Tambunsaribu & Galingging, 2021).

To sum up, English education holds a prominent position in Indonesian

schools, from high school to the post-secondary level, alongside other essential subjects. By incorporating English into the curriculum, the Indonesian education system indirectly benefits greatly from the global significance of this language. English abilities give students more opportunity for worldwide communication and access to knowledge and resources.

Vocabulary, as one of the knowledge domains of language, is critical to the learning process. According to Alqahtani (2015), vocabulary is an essential part of foreign language acquisition since the meaning of new words is regularly reinforced in books and the classroom. Without sufficient vocabulary knowledge, an EFL learner may not achieve the expected results in the acquisition of language and competency (Macis & Schmitt, 2017). According to Adam (2016), English language learners' ability to communicate effectively is severely hampered by a lack of vocabulary knowledge. Permana (2020), state that vocabulary is a crucial component of language learning ability. It must be remembered that vocabulary mastery is one of the essential elements of language because it plays a significant role in the four language abilities (Susanto & Fazlinda, 2016). Incidental vocabulary acquisition is one method of acquiring vocabulary. Direct instruction offers several advantages over incidental vocabulary learning. Incidental vocabulary learning is defined as learning words while reading a wide range of books or other material for pleasure (also known as extensive reading), with no specific aim of learning words(Fazlinda, 2017), however, words are frequently learned as a byproduct (Webb, 2020). Incidental learning can also develop as a result of excessive viewing of television and films, as well as

listening to podcasts or other recordings (extensive listening).

There are several methods used to help Indonesian students build their vocabulary. The use of media in the teaching and learning of English can entice students to study the language, particularly to gain new vocabulary. Instructors in Indonesia typically employ a variety of techniques, such as practicing dialogue, learning vocabulary through tasks, learning to spell, and studying grammar. Moreover, students in Indonesia typically learn by translating, reading articles in English, memorizing, and writing. According to Patahuddin et al., (2017), the majority of EFL students learn English vocabulary using dictionaries out of idle curiosity. Thus, learning English by using captions in English movies or videos can be one of the potential solutions in this research. Furthermore, properly selected movie resources could improve students' language acquisition and boost their desire to learn the target language (Kabooha, 2016).

To sum up, a variety of strategy are used in Indonesia to aid pupils in growing their vocabulary in English. One effective strategy to improve language learning and spark students' interest in the subject is to provide English captions in movies or other visual media. This strategy ultimately helps students build their vocabulary.

A captioned video is seen as a strategy that can aid in vocabulary development. It can be distinguished as a video that displays the identical spoken dialogue from the video as text on the screen (Peters, Heynen, & Puimege, 2016). It is a video that has built-in reading input that is added after the video's visual and audio input. A video with captions combines the same language in written

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and spoken form. As a result, it gives viewers access to the video's spoken words.

The use of multimedia in the teaching and learning process, such as captioned video, has grown in popularity. Since it is simple to access and make, captioned video is growing in popularity for usage in foreign language learning, according to Mohajer & Pourgharib (2014). It may also give students access to a local learning environment that promotes language acquisition.

The study found that students watched movies with captions to "raise their attention, improve processing, reinforce prior knowledge, and evaluate language." (Winke, Gass, & Sydorenko, 2013). According to (Teng, 2020), the use of captions can increase students' interest in viewing a foreign-language program, and engagement—the time and effort students put into understanding the language in the captions—has a significant impact on the learning results of captioned videos. In addition to providing the learner with support, captioning also creates a "target language learning environment" for them (Montero Perez et al., 2013). These elements affect the researcher's choice to use incidental vocabulary as a solution.

Hsieh (2020) conducted study with title "Effects of Video Captioning on EFL Vocabulary Learning and Listening Comprehension". He investigated how the type of video captions affected low-intermediate Chinese English learners' vocabulary learning and listening comprehension. The findings indicated that caption type does have an impact on vocabulary learning. The presence of underlined words and glosses in the captioning line may draw learners' focus away from the video's subject matter and onto its vocabulary. Overall, the

vocabulary test findings showed that because multimodality makes input accessible through various channels, learners could benefit from multimedia content that combines captions, images, and audio.

SMA N 2 Semarang often use captioned movies for educational purposes when a teacher uses a video with captions to deliver teaching materials or media. The school already uses captioned videos for educational purposes especially for incidental vocabulary, but there is no information regarding students' perceptions of it. Its application in classrooms has not been consistent, and not all teachers have adopted this teaching strategy. Due to the unequal distribution of incidental vocabulary abilities in classrooms, teachers typically solely emphasize intentional vocabulary learning. Therefore, the students must consequently make further improvements.

Based on the information provided above, the researcher chose to carry out a study to find out how students' perception of using captions in short cartoon movies in enhancing incidental vocabulary mastery. In connection with that, the following study question is employed: "How is students' perspective of utilizing English captioned video through short cartoon movie to increase their incidental vocabulary mastery?". The study's findings should demonstrate how students view and perceive the impact of watching English-language videos on vocabulary acquisition.

1.2 Reasons for Choosing the Topic

The researcher chose the topic entitled "Students' Perceptions on the Use of Captions in Short Cartoon Movies as the Medium to Improve Incidental

Vocabulary of 11th Grades Students in Semarang" based on three reasons:

1. Vocabulary serves as a fundamental pillar of language learning, encompassing a vital domain of language knowledge. The theoretical grounding lies in linguistic theories by Noam Chomsky, accentuating the significance of vocabulary in tandem with grammar. Correspondingly, Stephen Krashen's Input Hypothesis underscores vocabulary's role in language acquisition through comprehensible input slightly above one's current level. Empirical support emerges from studies by Paul Nation, revealing a strong correlation between vocabulary breadth and success in language assessments, encompassing reading, listening, and writing skills.

2. To optimize vocabulary acquisition, a short cartoon movie is selected as a medium by the researcher. This choice aligns with Allan Paivio's Dual Coding Theory, positing that learning is augmented when information is presented visually and verbally. Cartoons capitalize on this theory by associating words with vivid visuals, deepening comprehension. Moreover, the contextual learning principle from Schema Theory reinforces this approach—new words are understood better when embedded in familiar contexts, facilitated by the dynamic visual narratives of cartoons. Research by Mayer and Anderson demonstrates multimedia's efficacy, corroborating that visual aids enhance learning outcomes. This intersects with Nagy and Scott's findings, supporting the idea that context-rich environments foster effective vocabulary

acquisition.

3. As high school students brace for an extensive vocabulary demand, the importance of intentional vocabulary mastery is clear. However, theoretical grounding in language acquisition, like Processability Theory, underlines the complementary role of incidental vocabulary acquisition. Empirical insights from corpus studies echo the principles of Zipf's Law, illuminating the prevalence of high-frequency words and validating the pursuit of both intentional and incidental vocabulary. Laufer and Hulstijn's research substantiates this, showcasing how learners naturally acquire vocabulary incidentally through extensive reading and authentic language exposure, reinforcing the dual importance of vocabulary avenues.

1.3 Research Question

The research question of the study is "What are the Students' Perceptions on the Use of Captions in Short Cartoon Movies as the Medium to Improve Incidental Vocabulary?"

1.4 Objective of the Study

The purpose of this study is to discover the Students' Perceptions on The Use of Captions in Short Cartoon Movies as the Medium to Improve Incidental Vocabulary.

1.5 Limitations of the Study

This study only focused on Captions in Short Cartoon Movie as the

Medium to Improve Incidental Vocabulary for 11th grade students as the sample.

1.6 Significance of the Study

This research is anticipated to be significant and informative both pedagogically and practically.

1. Pedagogical Significance

   a. For Teachers

      In order to support and help students grasp the information being taught, teachers are expected to be able to utilize a variety of interactive learning resources, one of which is captioned videos.

   b. For Students

      The results of this study are expected to make students show their feedback on their pedagogic competence by practicing the use of captioned videos as the medium to improve students' incidental vocabulary learning.

2. Practical Significance

   a. For Teachers

      The results of this study can be used as a study, planning material, and evaluation to improve students' learning outcomes and quality in vocabulary learning.

   b. For Students

      This study will provide information about Students' Perceptions on The Use of Captions in Short Cartoon Movies as a

Medium to Improve Incidental Vocabulary of 11th Grades Students in Semarang.

 c. Other Researcher

   This research can be used as a reference for other researchers who will use a similar topic.

1.7 Definition of Key Terms

To make the research easy to understand, the researcher provides the following keyterms:

1. Perception

   Lekhanya & Dlamini (2017) define that perception is defined as a broad imagination and a meaningful picture of an information, then poured into the mind of each person, where it is referred to as the way someone gives an opinion on something.

2. Caption

   Teng (2020) claims that captions are the text that appears on-screen in the students' native language together with an audio track that is in a different language.

3. Short Cartoon Movies

   Rasyid (2016) argues that Cartoon movie is media that like motion pictures then uses a projector, so it can be shown on screen. Moreover, cartoon movie is provided audio-visual media which combines voice and picture. So, cartoon movie could be as teaching aid. It is probably

increasing students' enthusiasm and imagination greatly.

4. Incidental Vocabulary

According to Rodgers & Webb (2020), incidental vocabulary learning refers to word acquisition that occursas a result of leisure reading (also known as extensive reading), even though word acquisition frequently occurs as a byproduct of extensive reading.

1.8 Organization of the Study

In order to make the study easier to follow, it is organized into five chapters. Chapter One is an Introduction, chapter two is a Review of the Related Literature, and chapter three is Method of Study.

Chapter I introduces the Background of The Study, the Reason for Choosing a Topic, the Research Question, the Objective of the Study, the Limitation of the Study, the Significance of The Study, the Definition of Key Terms, and the Organization of the Study.

A review of the Relevant Literature which is covered in Chapter II includes various topics that discuss hypotheses and explanations linked to the research.

A method of the study is all covered in Chapter III, it includes the Design of the Study, the Subject of the Study, the Data of the Study, the Instrument of the Study, the Data Collection Procedure, and the Data Analysis.

Chapter IV deliberates about the Results, the Description of Respondents' Responses, and the Discussion. The Result of this study includes the Validity and

Reliability measurements of the instruments, the Collected Data Information, and

the Result of the Respondents' Responses.

Chapter V covers the Conclusion and the Suggestion.

CHAPTER II

REVIEWS OF RELATED LITERATURE

The review of the relevant literature is covered in Chapter II and includes a number of points that need to be clarified. The idea talks about Perception, Captions, Short Cartoon Movie, Incidental Vocabulary, and the Review of the Previous Studies.

2.1 Perception

The first keyword in this title is perception. The Definition of Perception and Students' Perception are all covered in this subsection of Chapter II.

2.1.1 The Definition of Perception

The word "perception" is derived from the Latin word "percipio," which refers to the process of gathering, identifying, and interpreting information in order to gain a general understanding of the world around us. Yunita & Maisarah (2020) claim that people utilize perception as a method to give their surroundings context. People can become more aware of their surroundings and learn to recognize things like the people, objects, and activities that take place there. The person will interpret all of his senses during this process in order to recognize and give context to the environment.

According to Tao & Xu, (2018), the process of ingesting sensory data or being aware can be viewed as perception in philosophy, cognitive science, and psychology. Perception is the process of interpreting or identifying sensory information, according to the discussion that has been advanced by a number of

specialists. By perception, people can transform sensory data into meaningful information that will be digested. In a nutshell, perception can be understood as a personal method for processing environmental data.

2.1.2 Students' Perception

In the field of teaching and learning, student's perception becomes one of the key factors. It is possible to interpret the students' perceptions as their feelings. In order to control how students engage with and behave toward seen things, according to Matahari et al., (2021), student perceptions must be taken into account. Each student's perceptions are unique depending on what they read, see, or experience.

Sulasmiati et al., (2021) claim that using students' perspectives to assess the efficacy of a lesson is crucial. Teachers make decisions and see things from the perspective of their students using their perceptions. In the classroom setting, the perspectives of the pupils become an important indicator. Knowing what the students think will help the teacher better understand and address their preferences. What the pupils dislike about the teaching methods, the subject's presentation the subject is presented, or the learning environment. As a result, the goals of teaching development place a high value on students' perceptions.

According to the foregoing argument, it may be inferred that students' perceptions are what they perceive from their point of view. The student viewpoints are crucial in teaching and learning activities. Throughout the process of teaching and learning, student perceptions are taken into consideration to identify their preferences in terms of interests, learning preferences, and other factors that may influence learning outcomes.

2.2 Captions

Captions, according to Teng (2020), are the text that shows on-screen in the students' native language together with an audio recording that is in a foreign language. In short, captioned movies are movies that are accompanied by captions or text in the target language. The student viewpoints are crucial in teaching and learning activities (Perez, Peters, & Desmet, 2018). The potential of using captioned movies to enhance the vocabulary development of EFL/L2 learners has been recognized by educators around the world. Vocabulary development is a crucial component of learning the English language and has long-term implications for future academic achievement. According to a meta-analysis study (Montero Perez M. M., 2013), watching captioned videos significantly improves students' vocabulary and listening skills. In conclusion, the use of captioned movies in language learning has become increasingly popular due to its ability to boost vocabulary growth, listening comprehension, and vocabulary.

Captions have been described in a variety of ways over the years. Because captions are not always displayed but can be seen with a closed-caption decoder installed into a television, the term "closed captions" is commonly used in North America. Even though the two terms are unique, some people call captions "subtitles". "Subtitles" refers to on-screen text in a learner's native language paired with a soundtrack in that language in an ESL setting. The term "captions" refers to on-screen text in the pupils' native languages combined with second-language music in the film (Teng, 2020). The researcher used "captions" to help make the distinctions in this research description more understandable.

Videos with captions are beneficial because they give students access to

a variety of informational channels, including graphics, the original audio track, and on-screen text in the same language as the audio track (Teng, 2019). Due to the increased accessibility of legitimate media via DVD, YouTube, and mobile phone apps, captioned videos are thus growing in popularity as a method of teaching and studying English. It is believed that using audio-visual materials with captions in the classroom can help students learn new words more quickly (Montero Perez et al., 2018). According to Peters et al., (2016), learners who watch videos or movies with captions are expected to process language at a deeper level and retain new vocabulary more easily. Furthermore, teachers and curriculum writers can easily caption movies using programs like Adobe Premier, Magpie, or iMovie. In conclusion, there are numerous benefits of using captioned video in English teaching and learning that can be easily recognized. Captions in videos are also a powerful tool that can boost students' vocabulary learning.

2.2.1 The Impact of Captions on Language Learning

The effect of captions on language learning is a major subject of study in the realm of language acquisition. The theoretical underpinning of this phenomenon draws from various cognitive and pedagogical theories. Cognitive Load Theory suggests that incorporating captions alongside audiovisual content can alleviate cognitive strain, aiding learners in processing and understanding language. This reduction in cognitive load can enhance comprehension and overall learning experience. Moreover, Multimodal Learning Theory proposes that presenting information through multiple sensory channels, such as auditory and visual cues from captions, can enhance information retention and recall. This approach capitalizes on the brain's capacity to process information from different sources simultaneously, fostering a more robust language learning experience.

Empirical investigations into the impact of captions on language learning perception reveal compelling findings. Studies like those conducted by Bou-Franch and Garcia, and Zhang have explored the benefits of using captions in audiovisual materials. These studies found that captions contribute to better understanding of spoken language, aiding learners in deciphering accents, unfamiliar vocabulary, and nuanced linguistic features. Additionally, research by Wang and Brown demonstrated that captions not only enhance comprehension but also boost engagement and motivation among language learners, as learners appreciate the scaffolding effect of captions in challenging content. Such empirical evidence aligns with the principles of Social Cognitive Theory, suggesting that observing others (in this case, the characters in the video) aids in both language learning and skill acquisition.

Furthermore, studies like those by Al-Seghayer and Sydorenko have emphasized the importance of learner autonomy. Captions allow learners to control their learning pace, replay segments for clarification, and interact actively with the content. This aligns with Constructivist Learning Theory, which advocates for personalized and self-directed learning experiences. Overall, the impact of captions on language learning perception is increasingly recognized as a valuable tool that accommodates diverse learning styles, supports comprehension, and heightens engagement, thereby enhancing the efficacy of language learning endeavors.

2.2.2 Caption Preference and Utilization in Language Learning

Caption preference and utilization in language learning represent a dynamic area of investigation that explores how learners engage with and benefit

from captions in various educational contexts. Grounded in cognitive and psychological theories, this phenomenon reflects the interplay between individual preferences, learning strategies, and cognitive processing. Cognitive Load Theory proposes that learners often experience cognitive strain when faced with complex auditory inputs, such as unfamiliar accents or rapid speech. Captions can serve as cognitive aids, distributing the cognitive load and enhancing comprehension by providing a textual representation of spoken language. This aligns with Dual Coding Theory, suggesting that combining visual and auditory information, as achieved through captions, enriches memory encoding and retrieval.

Empirical explorations into caption preference and utilization underscore the impact on learning outcomes. Research by Mayer and Chandler revealed that learners tend to perform better when instructional materials include both auditory and visual elements, making captions an effective tool in multimedia learning. The study by Chun and Plass demonstrated that learners' preferences for captions can influence their comprehension strategies, with learners employing strategies like focused attention and repeated viewing when captions are available. Moreover, investigations by Bernard et al. emphasize the relevance of individual learning styles and preferences in adopting instructional technologies like captions, highlighting the significance of providing learners with options that resonate with their cognitive preferences.

Utilization of captions extends beyond traditional classroom settings. In autonomous and online learning contexts, research by Reichelt and Schneider found that learners actively seek out captioned content to enhance their language skills. The study by Neves and Sobral delves into the utilization patterns of

captioning among deaf and hard-of-hearing learners, highlighting how captions play a pivotal role in their language acquisition process. Additionally, caption utilization aligns with the principles of Sociocultural Learning Theory, as proposed by Vygotsky, where learners leverage external tools like captions to scaffold their understanding and gradually internalize language knowledge.

In essence, the exploration of caption preference and utilization showcases the multifaceted nature of language learning in today's technologically enriched landscape. This phenomenon intertwines psychological aspects, pedagogical strategies, and individual learning inclinations, shedding light on how captions can be harnessed to enhance comprehension, accommodate diverse learning styles, and facilitate autonomous language acquisition.

2.3 Short Cartoon Movie

Short cartoon movies are included in the type of animated movies. According to Astuti & Mustadi (2014), an animated movie is a medium that generates fictitious motion by shooting a succession of images reflecting changes in position. Animated movie media conveys learning messages audio-visually accompanied by elements of motion. Animation has always exhibited an inclination toward creativity and imagination. Due to its ability to bring things and animals to life, this genre has favored fairy tales and children's literature. A cartoon movie is a unique type of art that uses bright, animated, exaggerated diagrams to offer an amusing appearance.

Cartoon movie is media that like motion pictures then uses a projector, so it can be shown on screen (Rasyid, 2016). Moreover, cartoon movie is provided

audio-visual media which combines voice and picture. Therefore, cartoon movie could be as teaching aid. It is probably increasing students' enthusiasm and imagination greatly.

A short cartoon movie is any motion picture that is short enough in running time not to be considered a feature movie. According to the Academy of Motion Picture Arts and Sciences (2020), a short cartoon movie is an original motion picture that has a running time of 40 minutes or less, including all credits. Therefore, a short cartoon movie is based on its duration, which should not exceed 40 minutes.

For example, we can see the short cartoon movie with title "Despicable Me" in this link https://www.youtube.com/watch?v=6552qKJ3AnY. Sergio Pablos created the Despicable Me film franchise. It revolves around Gru, a former supervillain turned secret spy, and his yellow-colored minions. The most important lesson the Minions teach the teams is that "once a team, always a team." They had their disagreements with Gru, but they knew that it was because of him that the minions had a purpose in life. The same is true of a group. A team is nothing without a leader.

The benefits of using movies include not just boosting students' grasp of that new vocabulary, but also learning the visual image of what they learn so that they remember the words, the meaning, and how to utilize those terms in their daily lives. A movie, for example, plays an important function in motivating students to learn vocabulary and making the teaching and learning environment more exciting. They can experience something fresh and different from what they are used to in class. They will acquire new words as well as visual representations to aid their

comprehension by watching cartoon movies (Fatimah, 2019). Although there are many advantages to using these types of teaching methods, teachers should be conscious of some aspects of the movies that can make learning more difficult. The researcher expects that through using English movies, people become more engaged participants and more confident in expressing their feelings in English.

Picture 2.1 Despicable Me Short Cartoon Movies with Captions

Source: https://www.youtube.com/watch?v=6552qKJ3AnY

2.4 Incidental Vocabulary

The next keyword in this title is Incidental Vocabulary. The Definition of Incidental Vocabulary and Factors Affecting Incidental Vocabulary Learning are all covered in this subsection of Chapter II. The definition of incidental vocabulary is written in 2.4.1 while the factors affecting incidental vocabulary learning is written in 2.4.2.

2.4.1 Definition of Incidental Vocabulary

According to Hulstijn (2013), incidental vocabulary acquisition is the

process of picking up words or expressions through reading or listening exercises without consciously trying to memorize them. For instance, when participating in communicative activities with partners, students may pick up new terms. In other words, he suggests that students can also acquire new vocabulary incidentally while engaging in communicative activities and interacting with their peers.

The process of selecting important vocabulary words to teach takes time. It takes a lot of work to create appropriate written tasks that motivate pupils to recall freshly taught terminology from lesson to session. According to Teng (2023), teachers should be aware of the frequency of challenging words when creating resources for English as a Foreign Language (EFL) / foreign or second language (L2) students because they need more exposure to learning terms. Incidental Vocabulary Learning inspires students to read extensively. It involves learners' ability to guess the meaning of new words based on contextual cues.

2.4.2 Factors Affecting Incidental Vocabulary Learning

The general vocabulary size of learners before treatment will most certainly have an impact on accidental vocabulary learning. This is because more familiar terms in a context contribute to better comprehension and put more attention on the few remaining unknown words that must be taught. However Rodgers & Webb (2020) did not find such a relationship, previous viewing research that revealed favorable relationships between prior vocabulary knowledge and incidental vocabulary acquisitions have supported this concept.

In conclusion, students' existing vocabulary knowledge effects their ability to learn new terms incidentally, with a larger vocabulary promoting better comprehension and prospective vocabulary expansion.

The frequency of occurrence of a lexical item in a text is a characteristic that has received a lot of attention in the research on incidental vocabulary learning. In order for incidental learning to be successful, Nation (2013) contends that comprehensive reading programs must give students the chance to keep encountering the words they have already encountered. According to reading research, learners need between six and sixteen exposures to words before they can establish a strong word knowledge. Word relevance or the importance of a word to comprehending a text could also be a contributing element.

According to Serrano (2022), words like technical terms that are directly relevant to a lecture's subject matter are more likely to be recognized and remembered. There are positive connections between vocabulary increases from looking and both frequency of occurrence and word relevance, according to research on seeing. However, Feng & Webb (2020) and Peters & Webb (2018) found there was no significant role for frequency of recurrence or word importance., which are in contrast to these findings. Consequently, more investigation to define the significance of these factors seems necessary.

A further distinction between audiovisual input and reading and listening is the presence of visual imagery, which theoretically explains why audiovisual input is superior to both of these forms of learning material. But only one study has experimentally investigated visual imagery. A fascinating finding by Peters (2019), learners were three times as likely to retain. There are at least two additional item-related factors that have not been taken into account in prior viewing studies but are likely to have an impact on incidental vocabulary learning. Studies have demonstrated that lexicalization—the presence of a conventional first language

(L1) counterpart for a second or foreign language (L2) term—and contextual clues—information in the context that helps in determining the meaning of an unfamiliar word—have a significant impact on reading comprehension. According to Teng (2016), words that appear in precise and unambiguous contexts provide significant clues to word meanings and are more likely to be learned. Words with visual accompaniment. Additionally, it is believed that a word that is lexicalized in one's L1 but is unfamiliar in L2 represents existing or largely overlapping semantic and syntactic information in the learner's mental lexicon, making it simpler to learn.

2.5 Review of the Previous Studies

There are three previous studies used in this research. The first previous study was written by The research title was "Effects of Captioning on Video Comprehension and Incidental Vocabulary Learning" written by (Perez et al., 2014). The purpose of this study was to see how three methods of captioning (on-screen text in the same language as the video) could assist L2 learners with incidental learning of target vocabulary terms and comprehension of L2 video. A sample of 133 Flemish undergraduate students saw three French video twice. The clips were seen without captioning by the control group, fully captioned by the second group, keyword captioned by the third group, and fully captioned by the fourth group. The instruments of this study were vocabulary size test, comprehension test, vocabulary test, and questionnaire. The results show that the captioned groups outperformed the control group on form recognition and clip association. Only the keyword captioning and complete captioning with highlighted keywords groups exceeded the control group in terms of meaning

recognition. Captioning had no effect on understanding or meaning recall. The extent of the participants' vocabulary corresponded strongly with their comprehension scores as well as their vocabulary test scores.

The second previous study was written by Hsieh (2020). The research title was "Effects of Video Captioning on EFL Vocabulary Learning and Listening Comprehension". This study investigated at how the style of video caption affects vocabulary learning and listening comprehension in low-intermediate Chinese-speaking English learners. Each movie was shown twice, each time with one of the five caption types. The study included 105 undergraduates who were native Mandarin Chinese speakers who had studied English as a foreign language in school for at least nine years. In this study, comprehension and vocabulary tests were utilized as instruments. The findings revealed that the type of caption had an effect on vocabulary learning. In a multimedia listening engagement, FCL1 aided in the learning of both word form and meaning. FCHTW prioritized word form over word meaning. Videos with captions (FCNA) or audio (NC) were not useful for learning written words, demonstrating that presentation of vocal information through two modalities (audio + text) was superior to single-modality presentation. Furthermore, the inclusion of highlighted words and glosses in the captioning line may concentrate learner attention to vocabulary rather than video content.

The third previous study was written by Teng (2023). The research title was "Incidental Vocabulary Learning from Captioned Videos: Learners' Prior Vocabulary Knowledge and Working Memory.". The current study intended to fill a gap by evaluating vocabulary knowledge (VK) and working memory (WM) in

incidental vocabulary learning under various captioning situations. A total of 101 Chinese primary school pupils were randomly allocated to one of three conditions: fully captioned videos (n = 33), keyword captioned videos (n = 35), or no captioned videos (n = 33). The data supported the hypothesis that both complete captions and keyword captions contributed significantly to incidental acquisition of form recognition and early meaning recall, as well as retention of form recognition but not delayed meaning recall. The characteristics of VK breadth and depth and phonological WM influenced accidental vocabulary learning outcomes. The findings underscored the importance of complete captioning and keyword captioning for incidental vocabulary learning, as well as the importance of considering the roles of VK and WM in incidental vocabulary learning from captioned videos.

These three previous studies looked at how captioning affects vocabulary development and understanding in various language learning environments. The studies shown that captioning had a favorable influence on vocabulary learning and recognition, with differences in caption types and learner characteristics influencing the results. Captioning improved vocabulary engagement and comprehension in language acquisition overall. This study investigated the students' perceptions on the use of captions in short cartoon movies as the medium to improve incidental vocabulary.

CHAPTER III

METHOD OF THE STUDY

This chapter consists of the Design of the Study, the Subject of the Study, the Data of the Study, the Instrument of the Study, the Data Collection Procedure, and the Data Analysis.

3.1 Design of the Study

The researcher used a quantitative descriptive method because it would answer the research question of what the 11th graders' perception on the use of captions in short cartoon movies as the medium to improve incidental vocabulary at SMA N 2 Semarang in the academic year 2023/2024.

3.2 Subject of the Study

The subject of this study was the students of 11th grades SMA N 2 Semarang in the Academic Year 2023-2024. To provide specific information about the subject, the researcher explains the study population and sample. The population in this present study was the 11th grades students of SMA N 2 Semarang, in the academic year 2023-2024.

The researcher employed simple random sampling to choose the sample. Through random sampling, the researcher had 70 students to be the sample. The students have used captioned videos in the classroom. Therefore, the sample for this study were XI MIPA 3 consisted 35 students as sample class and XI MIPA 4 consisted 35 students as a non-sample class. For more details, the researcher

provides a data sample table, which can be seen in the table below 3.1.

Table 3.1 Data of the Students

Class	Total Students
XI MIPA 3	35
XI MIPA 4 (non-sample)	35
Total	70

3.3 Data of the Study

In this sub-chapter, two topics are discussed, namely variable of the study and the types of the data. In 3.3.1, the variable of the study explains two variables used in the study and 3.3.2 the writer explains about types of data.

3.3.1 Variable of the Study

a. The independent variable of this study is the use of captions in short cartoon movies as the learning medium.

b. The dependent variable of this study is students' incidental vocabulary.

3.3.2 Types of the Data

Quantitative data were used in this study.

3.4 Instruments of the Study

The instruments of this study were questionnaire and interview. They were used to collect the research data, so that, the data can be easily processed. They helped researcher to produce good quality research about students' perceptions on the use of captions in short cartoon movies as the medium to improve incidental vocabulary.

3.4.1 Questionnaire

In this study, the researcher used a closed-ended questionnaire. Closed-ended are questions that can only be answered with "yes" or "no" or a limited number of choices. Likert scale was used in this study. Likert scale has 4 options, including: Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). The questionnaire was delivered through Google Form. Intending to make it simpler for the students to understand the subject, the researcher wrote the questions in Indonesian.

Table 3.2 Questionnaire Structure

1. Impact of Captions on Language Learning Perception

No	Statements	Alternative options			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The use of captions in short cartoon movies helps me understand new vocabulary.				
2.	I think the use of captions in short cartoon movies makes learning incidental vocabulary more enjoyable for me.				
3.	I think the use of captions in short cartoon movies assist me in connecting words with their meanings.				
4.	I think the use of captions in short cartoon movies motivates me to explore new words.				

5.	The use of captions in short cartoon movies positively impacts my ability to comprehend and enjoy the content.				
6.	I find it easier to remember new vocabulary when it is presented with captions in short cartoon movies.				
7.	I feel more confident in using vocabulary watching new after short cartoon movies with captions.				
8.	I find it beneficial to make note of unfamiliar words I come across incidentally and look up their meanings or ask for clarification to enhance my vocabulary.				

2. Caption Preference and Utilization in Language Learning

9.	I prefer watching short cartoon movies with captions compared to without captions.				
10.	Watching captioned short cartoon movies helps me build a stronger foundation in the target language.				

Table 3.3 Questionnaire Structure Indonesian Version

1. Dampak Caption terhadap Persepsi Pembelajaran Bahasa

No	Pernyataan	Pilihan alternatif			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Penggunaan caption dalam film kartun pendek membantu saya memahami kosa kata baru.				
2.	Menurut saya penggunaan caption dalam film kartun pendek membuat belajar kosakata insidental lebih menyenangkan bagi saya.				
3.	Menurut saya penggunaan caption dalam film kartun pendek membantu saya dalam menghubungkan kata dengan artinya.				
4.	Menurut saya penggunaan caption dalam film kartun pendek memotivasi saya untuk mengeksplorasi kata-kata baru.				
5.	Penggunaan caption dalam film kartun pendek berdampak positif terhadap kemampuan saya				

No.					
	untuk memahami dan menikmati konten tersebut.				
6.	Saya merasa lebih mudah untuk mengingat kosa kata baru ketika disajikan dengan teks dalam film kartun pendek.				
7.	Saya merasa lebih percaya diri dalam menggunakan kosakata baru setelah menonton film kartun pendek dengan teks.				
8.	Menurut saya mencatat kata-kata asing yang saya temukan secara kebetulan dan mencari artinya atau meminta klarifikasi untuk meningkatkan kosa kata bermanfaat bagi saya.				

2. Preferensi dan Pemanfaatan Caption dalam Pembelajaran Bahasa

No.					
9.	Saya lebih suka menonton film kartun pendek dengan caption dibandingkan tanpa caption.				
10.	Menonton film kartun pendek berteks membantu saya membangun fondasi yang lebih kuat dalam bahasa yang saya pelajari.				

3.4.2 Interview

Semi-structured interview was used in this study. The researcher used open-ended questions for interview. The purpose of using open-ended questions was to get broad answers from participants. The researcher prepared audio recording in interviewing and transcription for interview answers.

Table 3.4 Interview Questions

NO	INTERVIEW QUESTIONS
1.	Do you find captions in short cartoon movies helpful for understanding and learning new vocabulary? Why?
2.	Do you feel more confident in using and applying new vocabulary after watching short cartoon movies with captions? Why?
3.	Do you believe that captions in short cartoon movies enhance your overall language learning experience? Why?
4.	Have you noticed an improvement in your vocabulary after watching short cartoon movies with captions? Why?
5.	In your opinion, what are the benefits of using captions in short cartoon movies for vocabulary acquisition? Why?

3.5 Validity of the Instruments

The researcher needs a validation rubric to make it simpler for the experts to correct and to offer suggestions in improving the validity of the questionnaire and interviews.

Researcher chose the content validity for validating the instruments, both questionnaire and interview. Content validity is the extent to which the questions on the instruments and the scores from the questions shows all possible questions that could be asked about the content or skill. There are several methods that can be used for determining content validity. In contrast, researcher decided to take the expert opinions for validating the questionnaire and interview's questions.

In taking the expert opinions, the researcher consulted to the advisor and the

teacher. Researcher asked them to evaluate each expression in questionnaire and interview questions based on the rubric from Simon & White (2011). It is described on table below:

Table 3.5 Questionnaire Validation Rubric for Expert Panel

Criteria	Operational Definitions	Score				Questions NOT meeting standard (List page **and** question number) and need to be revised. *Please use the comments and suggestions section to recommend revisions.*
		1	2	3	4	
Clarity	• The questions are direct and specific. • Only one question is asked at a time. • The participants can understand what is being asked. • There are no *double-barreled* questions (two questions in one).					
Wordiness	• Questions are concise. • There are no unnecessary words					
Negative Wording	• Questions are asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods *are* used?")					
Overlapping Responses	• No response covers more than one choice.					

	• All possibilities are considered. • There are no ambiguous questions.					
Balance	• The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.					
Use of Jargon	• The terms used are understandable by the target population. • There are no clichés or hyperbole in the wording of the questions.					
Appropriateness of Responses Listed	• The choices listed allow participants to respond appropriately. • The responses apply to all situations or offer a way for those to respond with unique situations.					
Use of Technical Language	• The use of technical language is minimal and appropriate. • All acronyms are defined.					
Application to Praxis	• The questions asked relate to the daily practices or expertise of the potential participants.					
Relationship to Problem	• The questions are sufficient to resolve the problem in the study • The questions are sufficient to answer the research questions. • The questions are sufficient to obtain the purpose of the study.					

The Criteria of The Score

1 = Not Acceptable (major modifications needed)

2 = Below Expectations (some modification needed)

3 = Meets Expectations (no modifications needed but could be improved with minor changes)

4 = Exceeds Expectations (no modifications needed)

Score of Validation rubric:

Score = <u>Total Score</u>
        Total Item

3.6 Reliability

There are many ways that can be used to ensure that the test is reliable.

3.6.1 Questionnaire

The researcher used software SPSS 25 version to calculate and analyze the data and used the Cronbach Alpa formula to test the reliability of the questionnaire. Meanwhile, to determine the level of reliability Cronbach Alpa was interpreted from Liliana et al., (2020) with the following table.

Figure 3.1 Cronbach Alpha Formula

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum V_i}{V_t}\right)$$

Table 3.6 Levels of Reliability

Cronbach Alpa Score	Interpretation
0.81 – 1.00	Very reliable
0.61 – 0.80	Reliable
0.41 – 0.60	Quite reliable
0.21 – 0.40	Rather reliable
0.00 – 0.20	Less reliable

3.6.2 Interview

Data is stated to be reliable if the data is steady and precise. Reliability testing in this study was by using Inter-Rater Consistency. In the statement "Yes" or agree, a score of 1 was given, while in the statement "No" a score of 0 was given. After determined the score given, the score was calculated by using the Percentage of Agreement. In this study, the total of the scores of two experts were used to determine the reliability of the interview.

3.7 Data Collection Procedures

The researcher explains how to collect data in this study. The sequences of the steps are organized into six steps.

1. The researcher provided a list of questions to the advisor to validate.

2. The researcher asked permission to the school to conduct research.

3. The researcher asked permission to the English teacher to distribute questionnaires and do interviews to the students.

4. The researcher gave time to the students to answer the questionnaire. After the students' finish answering it, they collect it to the researcher.

5. The researcher did interviews with several students.

6. The researcher collected and analyzes information to obtain valid data.

7. The researcher concluded the data above.

3.8 Data Analysis

In this study, the researcher used a quantitative method. The researcher used questionnaires and interview as the instruments to collect data about the students' perceptions on the use of captions in short cartoon movies as the medium to improve incidental vocabulary.

Questionnaire questions consist of 10 statements while interview questions consist of 5 questions. Before conducting research on the sample class the researcher tested the validity and reliability of the instrument in the non-sample class. After the instrument test results were declared valid and reliable the researcher conducted research on the sample class. The questionnaires data collected were analyzed using statistical software, especially the SPSS 25 software. For the interview, the researcher analyzed the data by using data analysis from Miles and Huberman. This data analysis consists of three parts including data reduction, data presentation and conclusion. In data reduction, the data was simplified as needed to get the desired information. After that, in data presentation, the simplified data was presented in the form of graphs, figures or tables. The last stage is conclusions, at this stage the data were simplified and presented to see the results of the data.

Table 3.7 The Likert Scale

Scale	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 School's Profile

This research was conducted in one of the public high schools in Semarang. The school is SMA N 2 Semarang which is located at Jl. Sendangguwo Baru No. 1 Pedurungan – Semarang. It is an A-accredited school and it is one of the prestigious high schools in terms of academic and non-academic which is proven through various achievements that have been achieved.

4.2 Description of Respondents

The subject of this study were the 11th graders of SMA N 2 Semarang. They were *XI MIPA 3* as the sample class and *XI MIPA 4* as the non-sample class and consisted 35 students in each class.

4.3 Research Findings

After collecting research data, for this stage the researcher presents the results of the data analysis that has been carried out, the analysis includes Analysis of Validity of the Instrument, Analysis of Reliability of the Instrument, Analysis of the Closed-Ended Questionnaire Result and Analysis of the Interview Results.

4.3.1 The Validity of the Instrument

In this study, the researcher validated the instruments by making validation rubric for those both the questionnaire and the semi-structured interview. The researcher conducted validity using rubric validation obtained from White and Simon's (2011). The validity was carried out by 2 professionals, namely from the

advisor and from the English teacher who taught in the class that the author studied. The content of the rubric contains 10 statements and there are 4 score criteria that can be filled by the validator. The 4 scores are 1 which means not acceptable, 2 which means below acceptable, 3 which means meets exceeds expectations, and 4 which means suggestions validator rubric, comments and researchers.

The results of the validation that have been filled in by the validator show that all statements made by the researcher are filled with no modifications needed score, thus the questionnaire was declared valid, and could be used for the research.

4.3.2 The Reliability of the Instrument

To test whether the questionnaire distributed is reliable or not, the researcher used the class of *XI MIPA 4* with 35 students. Ten statements were given to students and also the interview was conducted and after all respondents answered, the next step was for the researcher to collect data and input the data into the Alpha Cronbach formula in SPSS 25 to find out whether the questionnaire was reliable or not. The result of the data analysis can be seen in table 4.1.

Table 4.1 Reliability of the questionnaire

Cronbach's Alpha	N of Items
.818	10

Table 4.2 Item-Total Statistics

Items	Cronbach's Alpha if Item Deleted	Reliability Check
Item 1	.816	Reliable
Item 2	.785	Reliable
Item 3	.789	Reliable
Item 4	.803	Reliable
Item 5	.814	Reliable
Item 6	.799	Reliable
Item 7	.799	Reliable
Item 8	.812	Reliable
Item 9	.816	Reliable
Item 10	.779	Reliable

The instrument of the research has a high level of reliability if the coefficient value obtained is > 0.60. Based on the results of the Alpha Cronbach data analysis above, it shows that the result was .818, and it can be concluded that the questionnaire that the researcher has distributed to the non-sample class shows that it had a high standard of reliability, and the questionnaire was declared reliable.

While the reliability test for the interview tested using Inter-Rater Consistency. In this study, the total of the scores of two experts used to determine the reliability of the interview. In the statement "Yes" or agree, a score of 1 was given, while in the statement "No" a score of 0 was given. The interview questions have high scores from the two experts. Thus, the data was stated to be reliable because the data is steady and precise.

4.3.3 Closed-Ended Questionnaire and Open-Ended Interview Result

In this part, the researcher explained the result of closed-ended questionnaires. The 10 close-ended questionnaire's responses of amount 35 respondents were elaborated here. It was Likert Scale Questionnaire with twenty statements, and the respondents had to give responses by selecting cither Strongly Agree (4), Agree (3), Disagree (2), or Strongly Disagree (1) on each statement. Only data from one class of sample group would be described because beforehand the 35 respondents' responses (one class data) had been used as the reliability checker as non sample group. The 10 items of the questionnaire and 5 items of interview question results are described below:

The 1st until 8th questionnaire items are about Positive Impact of Captions on Language Learning Perception.

1. On the first item of the questionnaire, it states **"The use of captions in short cartoon movies helps me understand new vocabulary."** The respondents' responses are shown in chart 4.1.

Chart 4.1 Respondents' Response for 1st Statement
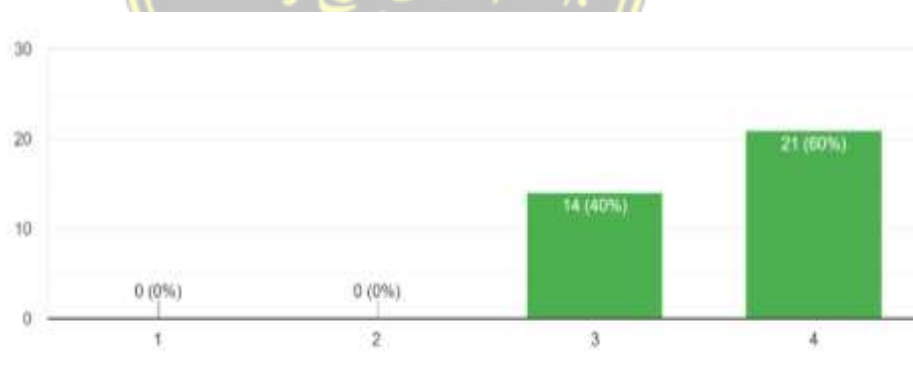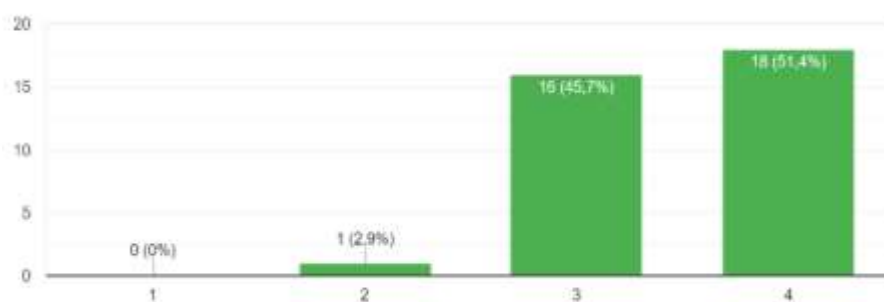

Based on the 1st response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 60% or 21 respondents. The second highest percentage answer was 'Agree (3)' with 40% or 14 respondents. None

of the students who answers the Disagree option and Strongly Disagree option in the statements of the 1st questionnaire. It can be concluded that most students agreed that the use of captions in short cartoon movies helped them understand new vocabulary.

2. On the second item of the questionnaire, it states "**I think the use of captions in short cartoon movies makes learning incidental vocabulary more enjoyable for me.**" The respondents' responses are shown in chart 4.2.
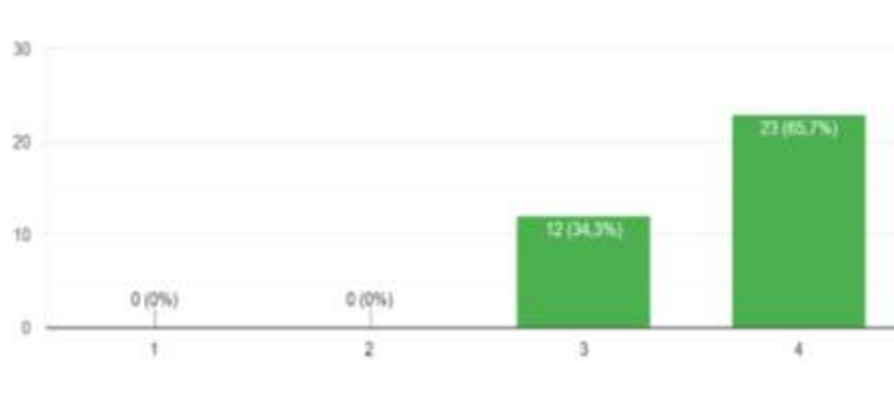
Chart 4.2 Respondents' Response for 2nd Statement

Based on the 2nd response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 51.4% or 18 respondents. The second highest percentage answer was 'Agree (3)' with 45.7% or 16 respondents. While there were only 1 respondent or 2.9% chose 'Disagree (2)'. None of the students who answered Strongly Disagree option in the statements of the 2nd questionnaire. It can be concluded that most students agreed that the use of captions in short cartoon movies made learning incidental vocabulary more enjoyable for them.

3. On the third item of the questionnaire, it states "**I think the use of captions in short cartoon movies assist me in connecting words with their meanings**." The respondents' responses are shown in chart 4.3.
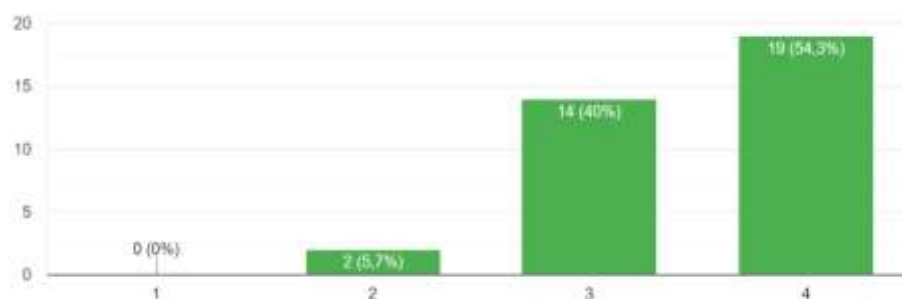
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Chart 4.3 Respondents' Response for 3ʳᵈ Statement

Based on the 3ʳᵈ response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 65.7% or 23 respondents. The second highest percentage answer was 'Agree (3)' with 34.3% or 12 respondents. None of the students who answered Strongly Disagree option and Disagree option in the statements of the 3ʳᵈ questionnaire. It can be concluded that most students agreed that the use of captions in short cartoon movies assisted them in connecting words with their meanings.

4. On the fourth item of the questionnaire, it states "**I think the use of captions in short cartoon movies motivates me to explore new words**." The respondents' responses are shown in chart 4.4.
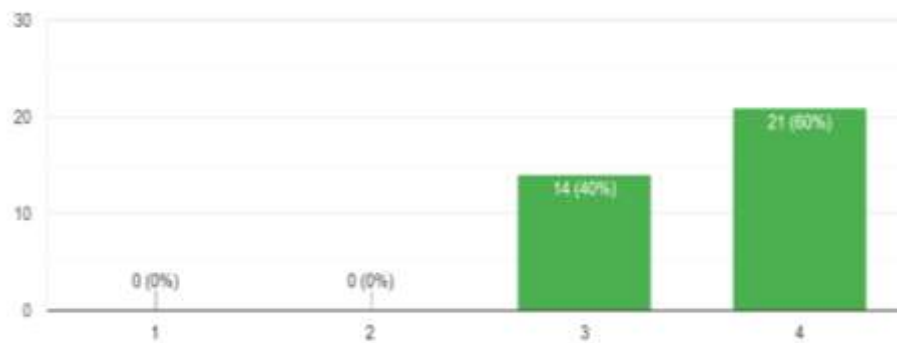
Chart 4.4 Respondents' Response for 4ᵗʰ Statement

Based on the 4ᵗʰ response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 54.3% or 19 respondents. The second

highest percentage answer was 'Agree (3)' with 40% or 14 respondents. While there were only 2 respondents or 5.7% chose 'Disagree (2)'. None of the students who answer Strongly Disagree option in the statements of the 4th questionnaire. It can be concluded that most students agreed that the use of captions in short cartoon movies motivated them to explore new words.

5. On the fifth item of the questionnaire, it states "**The use of captions in short cartoon movies positively impacts my ability to comprehend and enjoy the content.**" The respondents' responses are shown in chart 4.5.

Chart 4.5 Respondents' Response for 5th Statement

Based on the 5th response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 60% or 21 respondents. The second highest percentage answer was 'Agree (3)' with 40% or 14 respondents. None of the students who answered Strongly Disagree option and Disagree option in the statements of the 5th questionnaire. It can be concluded that most students agreed that the use of captions in short cartoon movies positively impacted their ability to comprehend and enjoy the content.

6. On the sixth item of the questionnaire, it states "**I find it easier to remember new vocabulary when it is presented with captions in short cartoon movies**." The respondents' responses are shown in chart 4.6.
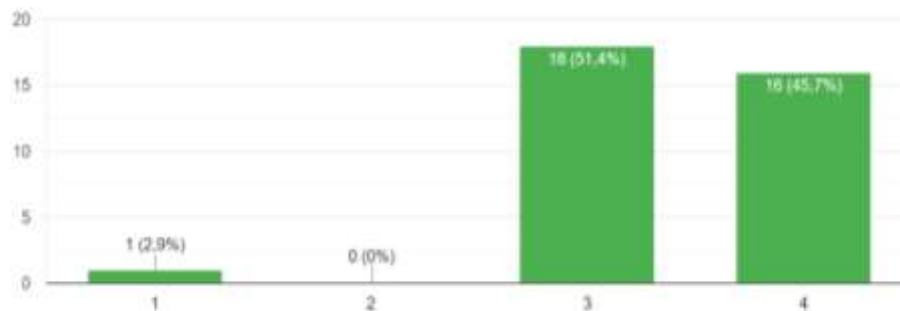
Chart 4.6 Respondents' Response for 6ᵗʰ Statement

Based on the 2ⁿᵈ response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 45.7% or 16 respondents. The second highest percentage answer was 'Agree (3)' with 51.4% or 18 respondents. While only 1 respondent or 2.9% chose 'Strongly Disagree (1)'. It can be concluded that most students agreed that they found it easier to remember new vocabulary when it was presented with captions in short cartoon movies.

This aligns with the 4ᵗʰ interview question: "**Have you noticed an improvement in your vocabulary after watching short cartoon movies with captions? Why?**" that provide diverse insights. Respondent 1 highlighted a notable enhancement in vocabulary, attributing it to increased fluency in English presentations and bolstered confidence stemming from better vocabulary comprehension *"Yes, because I feel more fluent in English presentations and also feel more confident because I feel I understand a lot of vocabulary."*. Respondent 2 associated their vocabulary growth with motivation drawn from witnessing others' success *"Yes, I feel there is an*

increase in learning because I am motivated if others can do it, so should I.".
Respondent 3 acknowledged a potential improvement although not closely
monitored *"I didn't pay much attention, but I think there is improvement.".*
Respondent 4 expressed a mixed result, acknowledging occasional difficulties
in grasping meanings but still noting a positive impact on vocabulary *"Yes not
bad, it depends because sometimes I understand and sometimes, I still don't
understand the meaning.".* Lastly, Respondent 5 affirmed a clear increase in
vocabulary, attributing it to their engagement with the movie's content *"Yes,
there has been an increase, we are adding to our vocabulary because we
followed the movie.".* Collectively, these responses underscore the varying
degrees of vocabulary improvement resulting from watching short cartoon
movies with captions, reflecting both motivation-driven learning and
incremental language enrichment.

7. On the seventh item of the questionnaire, it states "**I feel more confident in
   using new vocabulary after watching short cartoon movies with captions**."
   The respondents' responses are shown in chart 4.7.

Chart 4.7 Respondents' Response for 7th Statement
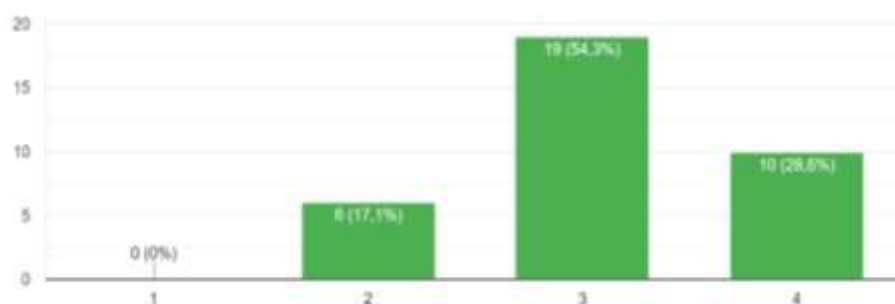
Based on the 7th response table above, the first most chosen scale was
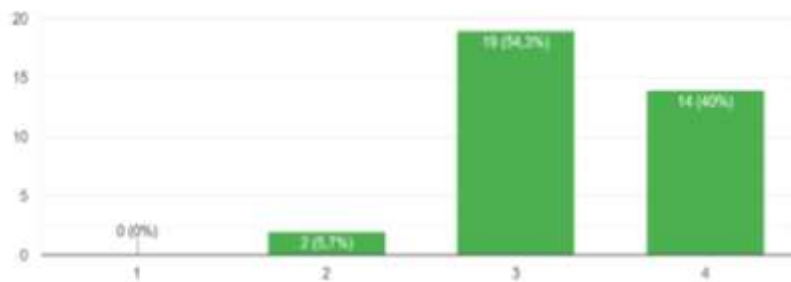'Agree (3)' with percentage 54.3% or 19 respondents. The second highest

percentage answer was 'Strongly Agree (4)" with 28.6% or 10 respondents. While there were amount 6 respondents or 17.1% chose 'Disagree (2)'. None of the students who answer Strongly Disagree option in the statements of the 7th questionnaire. It can be concluded that most students agreed that they felt more confident in using new vocabulary after watching short cartoon movies with captions.

This aligns with the 2nd interview question: "**Do you feel more confident in using and applying new vocabulary after watching short cartoon movies with captions? Why?**" that reveal various answers. Respondent 1 articulated an increased sense of confidence, attributing it to an expanded vocabulary that bolsters English proficiency, enabling them to effectively utilize it in various contexts, including presentations *"Yes, I feel more confident because knowing a lot of new vocabulary makes me able to master English better, for example I can use it in presentations, etc"*. Respondent 2 shared a similar sentiment, highlighting the enhanced understanding facilitated by captions, especially for similar-sounding English words that might otherwise lead to misunderstandings *"Yes, because I can understand better because sometimes the words in English are much the same and can cause misunderstandings."*. In contrast, Respondent 3 acknowledged a modest increase in confidence, citing personal shyness as a factor affecting their English-speaking assertiveness *"I feel a little confident, because I am still a shy person to speak English."*. Conversely, Respondent 4 expressed a lack of confidence stemming from self-doubt, which hindered their ability to fully embrace new vocabulary *"Lack of confidence, because I'm a person who has a*

hard time believing in myself.". Respondent 5, on the other hand, affirmed a positive impact on confidence, emphasizing the relevance of the learned vocabulary to daily life experiences, resulting in a more assured and stylish English communication *"Yes, because the vocabulary relates to our daily lives, so we are more confident and cooler when we speak English."*. In summary, the responses to the second interview question reflect a variety of viewpoints on the impact of short cartoon movies with captions on vocabulary-related confidence, highlighting the delicate interplay between language acquisition, personal attributes, and practical applicability.

8. On the eighth item of the questionnaire, it states "**I find it beneficial to make note of unfamiliar words I come across incidentally and look up their meanings or ask for clarification to enhance my vocabulary**." The respondents' responses are shown in chart 4.8.

Chart 4.8 Respondents' Response for 8ᵗʰ Statement

Based on the 8ᵗʰ response chart above, the first most chosen scale was 'Agree (3)' with percentage 54.3% or 19 respondents. The second highest percentage answer was 'Strongly Agree (4)" with 40% or 14 respondents. While there were only 2 respondents or 5.7% chose 'Disagree (2)'. None of the students who answer Strongly Disagree option in the statements of the 8ᵗʰ

questionnaire. It can be concluded that most students agreed that they found it beneficial to make note of unfamiliar words they came across incidentally and looked up their meanings or asked for clarification to enhance their vocabulary.

This aligns with the 1st interview question: "**Do you find captions in short cartoon movies helpful for understanding and learning new vocabulary? Why?**" that reveal various answers. Respondent 1 highlighted the significance of captions, explaining how they facilitate comprehension of vocabulary in alignment with the video's narrative "*Very useful because I can understand the meaning of the vocabulary according to the flow of the movie.*". Respondent 2 echoed this sentiment, expressing that captions greatly contribute to enhancing their vocabulary skills *"I think it's very very useful for me, because it really helps improve my vocabulary."*. Respondent 3 emphasized the accessibility of captions for individuals less fluent in English, preventing misunderstandings and distinguishing between similar-sounding words like "seat" and "sit.", "*In my opinion it helps, because ordinary people who are not fluent in English can know what the speakers are actually saying, so they don't say the wrong words and hear the wrong words, for example hearing the words seat and sit are almost the same.*". Respondent 4 endorsed the idea, affirming that caption indeed aid in comprehension *"Yes, I think it's useful because it's easier to understand."*. Lastly, Respondent 5 emphasized the pivotal role of captions in preventing confusion and aiding ordinary viewers in grasping the movie's content effectively "It's really useful because if there's no caption, we as ordinary people are confused about what this movie is talking about.". Finally, the interviewers' conclusion emphasizes the importance of captions in

short cartoon movies, as they appear as a powerful instrument for improving vocabulary acquisition and assuring accurate understanding for a varied range of viewers.

In conclusion, the findings from both the questionnaire responses and the interview insights underscore the substantial positive impact of captions on language learning perception. The majority of students agreed that captions in short cartoon movies contribute significantly to understanding new vocabulary, enhancing comprehension, boosting enjoyment, and fostering confidence in using acquired language skills. This alignment between quantitative data and qualitative perspectives highlights the multifaceted benefits of incorporating captions as a valuable tool in language acquisition strategies.

The 9th and 10th questionnaire items are about caption preference and utilization in language learning.

9. On the ninth item of the questionnaire, it states "**I prefer watching short cartoon movies with captions compared to without captions**." The respondents' responses are shown in chart 4.9.

Chart 4.9 Respondents' Response for 9th Statement
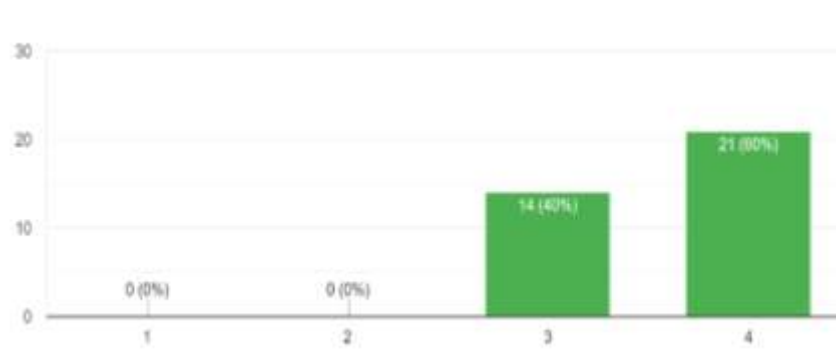
Based on the 9th response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 60% or 21 respondents. The second

highest percentage answer was 'Agree (3)' with 40% or 14 respondents. None of the students who answers Strongly Disagree option and Disagree option in the statements of the 9th questionnaire. It can be concluded that most students agreed that they preferred watching short cartoon movies with captions compared to without captions.

This aligns with the 5th interview question: "**In your opinion, what are the benefits of using captions in short cartoon movies for vocabulary acquisition? Why?**" reveal insightful perspectives. Respondent 1 emphasized the practical utility of captions in clarifying unclear pronunciations and word arrangements, enhancing understanding of both speech and sentence structure *"It's very useful because sometimes what the speaker says from the video/film isn't clear about the pronunciation, and also how the words are arranged, so from this caption we can know the pronouncement and the verb used."*. Respondent 2 highlighted the role of captions in mitigating misunderstandings and enabling dictionary checks for accurate vocabulary comprehension *"In my opinion, captions are very, very useful because sometimes we often misunderstand/hear wrongly and also I usually open the dictionary to check the vocabulary so I know what they mean."*. Respondent 3 emphasized the multifaceted advantages of captions, encompassing improved reading, pronunciation, and word meanings *"I have come to know how to read, the pronunciation, and also the meaning of the words."*. Respondent 4 provided a specific example of how captions enable interactive learning, allowing for pause, research, and subsequent reinforcement of vocabulary understanding *"For example watching a movie on a laptop, we can stop/pause the video and*

then look up the meaning on Google Translate, then record it or memorize it and I can better understand good and correct English conversations.". Lastly, Respondent 5 underscored the pivotal role of captions in broadening vocabulary and enhancing comprehension of movie content *"It can help increase vocabulary and make us understand more about what is discussed in the film."*. Collectively, these responses illuminate the diverse benefits of captions in short cartoon movies, spanning from pronunciation clarification to interactive vocabulary enrichment, ultimately contributing to a more comprehensive and effective language learning experience.

10. On the tenth item of the questionnaire, it states "**Watching captioned short cartoon movies helps me build a stronger foundation in the target language**." The respondents' responses are shown in chart 4.10.

Chart 4.10 Respondents' Response for 10th Statement
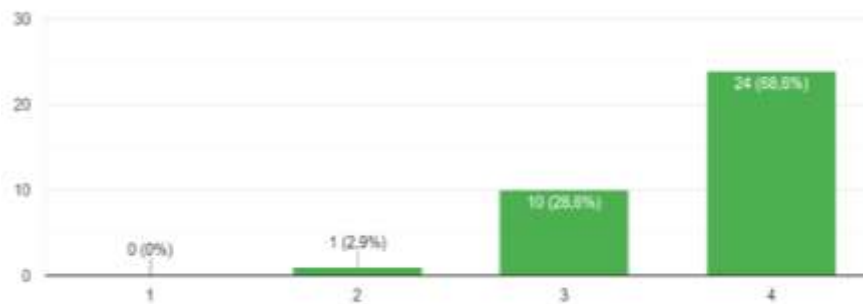
Based on the 10th response chart above, the first most chosen scale was 'Strongly Agree (4)' with percentage 68.6% or 24 respondents. The second highest percentage answer was 'Agree (3)' with 28.6% or 10 respondents. While there were only 1 respondent or 2.9% chose 'Disagree (2)'. None of the students who answer Strongly Disagree option in the statements of the 10th questionnaire. It can be concluded that most students agreed that watching

captioned short cartoon movies helped them build a stronger foundation in the target language.

This aligns with the 3ʳᵈ interview question: "**Do you believe that captions in short cartoon movies enhance your overall language learning experience? Why?**" that offer diverse insights. Respondent 1 expressed a moderately positive view, noting that such movies provide not only vocabulary but also contemporary slang words that are currently popular *"Not bad, because from that film I got vocabulary and also slang words that are currently trending."*. Respondent 2, in contrast, held a significantly more positive stance, highlighting the richness of language exposure in movies, encompassing both familiar and novel vocabulary *"Very, very well, because in a movie we don't only get the same vocabulary, we can also get new vocabulary from a movie."*. Respondent 3 emphasized the distinctive value of movies in introducing new and often non-traditional vocabulary, supplementing conventional learning materials such as books and worksheets *"In my opinion, this is an improvement, because in the film, the vocabulary used is new, which is not necessarily in books, such as worksheets and textbooks, although there are definitely a few of them in the books. So, in my opinion watching English movies with captions is very helpful."*. This respondent further emphasized the beneficial impact of captions in enhancing language learning through English movies. Respondent 4 supported the premise, detailing their active engagement with captions during movie watching, contributing to memorizing word meanings *"Yes, because when I watch the movie I pay attention to the captions the characters say and I try to remember the meaning of the words or*

sentences.". Lastly, Respondent 5 attested to the potential of watching English movies with captions to fluidly enhance vocabulary and subsequently improve spoken language proficiency *"It's really possible because it really has an effect when watching movies in English makes our vocabulary more fluent when speaking.".* Collectively, these responses underscore the advantageous role of captions in short cartoon movies as a valuable component of the language learning journey.

In summary, the ninth item's results show a strong preference for watching short cartoon movies with captions, indicating their perceived value in aiding language learning. Additionally, the tenth item underscores that the majority of students believe captioned movies contribute to a more robust language foundation. These findings align with the interview insights, where participants highlighted the practical benefits of captions in enhancing comprehension, vocabulary acquisition, and overall language learning. Together, these findings emphasize captions' pivotal role in creating an enriched language learning experience and facilitating a deeper understanding of the target language.

Therefore, from the ten items of the questionnaires, the researcher got that there were 7 items were dominated by '**Strongly Agree**' and 3 items were dominated by '**Agree**'. This means that most students strongly agreed that captions helped them understand new vocabulary, made learning more enjoyable, assisted in connecting words with meanings, motivated them to explore new words, improved content comprehension and enjoyment, aided in remembering new vocabulary, boosted confidence in using new words, and led them to note unfamiliar words for

better understanding. Overall, students preferred watching captioned cartoons to build a stronger foundation in the target language. These findings highlight the benefits of using captions in short cartoon movies for effective language learning.

4.3.4 Interview Result

In this part, the researcher describes the results of the analysis of semi-structured interviews. Interviews were carried out after students filled out the questionnaires that had been distributed by the researcher. Since there were many respondents answered similarly in the interview, so the researcher would only put some respondents' answers and would eliminate the remaining similar answers.

The interview had been translated to Bahasa first before it was asked to the respondents in order to avoid the respondents' misunderstanding. The researcher had assured the respondents' understanding about the caption and incidental vocabulary term beforehand by explaining clearly the term to the respondents. There were 5 questions given by the researcher. The following are the questions and the results of the interview that have been carried out:

The 1st interview question: "**Do you find captions in short cartoon movies helpful for understanding and learning new vocabulary? Why?**" has various answers. Respondent 1 highlighted the significance of captions, explaining how they facilitate comprehension of vocabulary in alignment with the video's narrative "*Very useful because I can understand the meaning of the vocabulary according to the flow of the movie.*". Respondent 2 echoed this sentiment, expressing that captions greatly contribute to enhancing their vocabulary skills *"I think it's very very useful for me, because it really helps improve my vocabulary."*. Respondent 3 emphasized the accessibility of captions for individuals less fluent in English,

preventing misunderstandings and distinguishing between similar-sounding words like "seat" and "sit.", "*In my opinion it helps, because ordinary people who are not fluent in English can know what the speakers are actually saying, so they don't say the wrong words and hear the wrong words, for example hearing the words seat and sit are almost the same."*. Respondent 4 endorsed the idea, affirming that caption indeed aid in comprehension *"Yes, I think it's useful because it's easier to understand."*. Lastly, Respondent 5 emphasized the pivotal role of captions in preventing confusion and aiding ordinary viewers in grasping the movie's content effectively "It's really useful because if there's no caption, we as ordinary people are confused about what this movie is talking about.". Finally, the interviewers' conclusion emphasizes the importance of captions in short cartoon movies, as they appear as a powerful instrument for improving vocabulary acquisition and assuring accurate understanding for a varied range of viewers.

The 2nd interview question: "**Do you feel more confident in using and applying new vocabulary after watching short cartoon movies with captions? Why?**" has various answers. Respondent 1 articulated an increased sense of confidence, attributing it to an expanded vocabulary that bolsters English proficiency, enabling them to effectively utilize it in various contexts, including presentations *"Yes, I feel more confident because knowing a lot of new vocabulary makes me able to master English better, for example I can use it in presentations, etc"*. Respondent 2 shared a similar sentiment, highlighting the enhanced understanding facilitated by captions, especially for similar-sounding English words that might otherwise lead to misunderstandings *"Yes, because I can understand better because sometimes the words in English are much the same and*

can cause misunderstandings.". In contrast, Respondent 3 acknowledged a modest increase in confidence, citing personal shyness as a factor affecting their English-speaking assertiveness *"I feel a little confident, because I am still a shy person to speak English."*. Conversely, Respondent 4 expressed a lack of confidence stemming from self-doubt, which hindered their ability to fully embrace new vocabulary *"Lack of confidence, because I'm a person who has a hard time believing in myself."*. Respondent 5, on the other hand, affirmed a positive impact on confidence, emphasizing the relevance of the learned vocabulary to daily life experiences, resulting in a more assured and stylish English communication *"Yes, because the vocabulary relates to our daily lives, so we are more confident and cooler when we speak English."*. In summary, the responses to the second interview question reflect a variety of viewpoints on the impact of short cartoon movies with captions on vocabulary-related confidence, highlighting the delicate interplay between language acquisition, personal attributes, and practical applicability.

The 3ʳᵈ interview question: "**Do you believe that captions in short cartoon movies enhance your overall language learning experience? Why?**" offer diverse insights. Respondent 1 expressed a moderately positive view, noting that such movies provide not only vocabulary but also contemporary slang words that are currently popular *"Not bad, because from that film I got vocabulary and also slang words that are currently trending."*. Respondent 2, in contrast, held a significantly more positive stance, highlighting the richness of language exposure in movies, encompassing both familiar and novel vocabulary *"Very, very well, because in a movie we don't only get the same vocabulary, we can also get new vocabulary from a movie."*. Respondent 3 emphasized the distinctive value of

movies in introducing new and often non-traditional vocabulary, supplementing conventional learning materials such as books and worksheets *"In my opinion, this is an improvement, because in the film, the vocabulary used is new, which is not necessarily in books, such as worksheets and textbooks, although there are definitely a few of them in the books. So, in my opinion watching English movies with captions is very helpful.".* This respondent further emphasized the beneficial impact of captions in enhancing language learning through English movies. Respondent 4 supported the premise, detailing their active engagement with captions during movie watching, contributing to memorizing word meanings *"Yes, because when I watch the movie I pay attention to the captions the characters say and I try to remember the meaning of the words or sentences.".* Lastly, Respondent 5 attested to the potential of watching English movies with captions to fluidly enhance vocabulary and subsequently improve spoken language proficiency *"It's really possible because it really has an effect when watching movies in English makes our vocabulary more fluent when speaking.".* Collectively, these responses underscore the advantageous role of captions in short cartoon movies as a valuable component of the language learning journey.

The 4ᵗʰ interview question: "**Have you noticed an improvement in your vocabulary after watching short cartoon movies with captions? Why?**" provide diverse insights. Respondent 1 highlighted a notable enhancement in vocabulary, attributing it to increased fluency in English presentations and bolstered confidence stemming from better vocabulary comprehension *"Yes, because I feel more fluent in English presentations and also feel more confident because I feel I understand a lot of vocabulary.".* Respondent 2 associated their vocabulary growth with

motivation drawn from witnessing others' success *"Yes, I feel there is an increase in learning because I am motivated if others can do it, so should I."*. Respondent 3 acknowledged a potential improvement although not closely monitored *"I didn't pay much attention, but I think there is improvement."*. Respondent 4 expressed a mixed result, acknowledging occasional difficulties in grasping meanings but still noting a positive impact on vocabulary *"Yes not bad, it depends because sometimes I understand and sometimes I still don't understand the meaning."*. Lastly, Respondent 5 affirmed a clear increase in vocabulary, attributing it to their engagement with the movie's content *"Yes, there has been an increase, we are adding to our vocabulary because we followed the movie."*. Collectively, these responses underscore the varying degrees of vocabulary improvement resulting from watching short cartoon movies with captions, reflecting both motivation-driven learning and incremental language enrichment.

The 5th interview question: "**In your opinion, what are the benefits of using captions in short cartoon movies for vocabulary acquisition? Why?**" reveal insightful perspectives. Respondent 1 emphasized the practical utility of captions in clarifying unclear pronunciations and word arrangements, enhancing understanding of both speech and sentence structure *"It's very useful because sometimes what the speaker says from the video/film isn't clear about the pronunciation, and also how the words are arranged, so from this caption we can know the pronouncement and the verb used."*. Respondent 2 highlighted the role of captions in mitigating misunderstandings and enabling dictionary checks for accurate vocabulary comprehension *"In my opinion, captions are very, very useful because sometimes we often misunderstand/hear wrongly and also I usually open*

the dictionary to check the vocabulary so I know what they mean.". Respondent 3 emphasized the multifaceted advantages of captions, encompassing improved reading, pronunciation, and word meanings *"I have come to know how to read, the pronunciation, and also the meaning of the words.".* Respondent 4 provided a specific example of how captions enable interactive learning, allowing for pause, research, and subsequent reinforcement of vocabulary understanding *"For example watching a movie on a laptop, we can stop/pause the video and then look up the meaning on Google Translate, then record it or memorize it and I can better understand good and correct English conversations.".* Lastly, Respondent 5 underscored the pivotal role of captions in broadening vocabulary and enhancing comprehension of movie content *"It can help increase vocabulary and make us understand more about what is discussed in the film.".* Collectively, these responses illuminate the diverse benefits of captions in short cartoon movies, spanning from pronunciation clarification to interactive vocabulary enrichment, ultimately contributing to a more comprehensive and effective language learning experience.

In conclusion, the insights gleaned from the five interview statements underscore the significant role of captions in short cartoon movies as a potent tool for enhancing language learning and vocabulary acquisition. Respondents highlighted the multifaceted advantages of captions, including their ability to clarify unclear pronunciations, facilitate accurate word comprehension, and improve overall language fluency. The consensus among interviewees is that captions not only address common challenges in language learning, such as misinterpretation and vocabulary ambiguity, but also empower learners to engage with content interactively, allowing for pause, research, and effective retention. Moreover, the

accessibility of captions extends their impact to diverse language proficiency levels, aiding both those less fluent in English and individuals seeking to refine their conversational skills. Collectively, the diverse perspectives presented in the interviews underscore the substantial contribution of captions in short cartoon movies to a more enriching, engaging, and holistic language learning experience.

4.4 Discussion

The research question of this study aimed to address the question of Students' Perceptions on the Use of Captions in Short Cartoon Movies as a Medium to Improve Incidental Vocabulary. The investigation was carried out using both a closed-ended questionnaire and semi-structured interviews, resulting in a comprehensive understanding of the topic. The eight closed-ended questionnaire items focused on the Positive Impact of Captions on Language Learning Perception.

The questionnaire responses, as depicted in the provided charts, consistently exhibited a high degree of agreement among students regarding the positive influence of captions on their language learning experience. The analysis revealed that the majority of students acknowledged the effectiveness of captions in various aspects of vocabulary acquisition and language comprehension. These aspects include understanding new vocabulary (item 1), enhancing incidental vocabulary learning enjoyment (item 2), connecting words with meanings (item 3), motivating vocabulary exploration (item 4), positively impacting content comprehension (item 5), and facilitating easier vocabulary retention (item 6). These findings not only highlighted the immediate benefits of captions but also emphasized their role in cultivating motivation-driven learning and incremental language enrichment.

The semi-structured interviews further enriched the understanding of the research question. The interviews provided diverse insights into the perceived improvement in vocabulary resulting from watching short cartoon movies with captions. Respondents' opinions varied, encompassing enhanced fluency, increased motivation, and engagement with content. These insights echoed the questionnaire results, reinforcing the idea that captions play a vital role in vocabulary enrichment by encouraging active engagement with language content.

Furthermore, the questionnaire items concerning confidence (item 7) and noting unfamiliar words (item 8) received similar levels of agreement among respondents. The interview insights corroborated these findings, highlighting how captions not only bolster learners' confidence in using new vocabulary but also aid comprehension and vocabulary acquisition through interactive learning experiences.

The subsequent questionnaire items (items 9 and 10) delved into caption preference and utilization in language learning. The results indicated a strong preference for watching short cartoon movies with captions and a consensus that captioned movies contribute to building a stronger foundation in the target language. These preferences align with interviewee perspectives, where the benefits of captions were discussed, ranging from clarification of unclear pronunciations to enriching vocabulary exposure.

In summary, the combination of closed-ended questionnaire results and semi-structured interview insights paints a comprehensive picture of the positive impact of captions on students' language learning perceptions. The congruence

between quantitative and qualitative data underscores the significance of incorporating captions in short cartoon movies as an effective tool for vocabulary acquisition, comprehension improvement, and overall language learning enrichment. This study provides valuable insights for educators and curriculum designers aiming to enhance language learning experiences through multimedia resources.

The current study's findings are supported and enriched by three relevant previous studies that have explored the effects of captioning on vocabulary learning and comprehension within diverse language learning contexts. The first study by Perez et al. (2014) titled "Effects of Captioning on Video Comprehension and Incidental Vocabulary Learning" examined the impact of different captioning types on incidental vocabulary learning and comprehension among L2 learners. The study found that participants who were exposed to captioning, particularly keyword captioning and full captioning with highlighted keywords, outperformed the control group in terms of form and meaning recognition. This aligns with the current research's focus on how captions contribute to vocabulary acquisition and comprehension enhancement.

The second study conducted by Hsieh (2020), titled "Effects of Video Captioning on EFL Vocabulary Learning and Listening Comprehension," investigated the influence of various caption styles on vocabulary learning and listening comprehension in Chinese-speaking English learners. The study indicated that different caption types influenced vocabulary learning outcomes. Specific findings included how certain caption styles prioritize word form over meaning and

how the inclusion of highlighted words and glosses in captions directs learner attention towards vocabulary learning. This resonates with the present study's exploration of how captions in short cartoon movies impact vocabulary acquisition and understanding.

The third study by Teng (2023), titled "Incidental Vocabulary Learning from Captioned Videos: Learners' Prior Vocabulary Knowledge and Working Memory," extended the exploration by considering learners' vocabulary knowledge and working memory in incidental vocabulary learning through captioned videos. This study highlighted the role of both full captions and keyword captions in enhancing vocabulary learning and retention. It also emphasized the influence of learners' vocabulary knowledge and working memory on vocabulary learning outcomes. This is relevant to the current research, which seeks to understand students' perceptions of captions' impact on incidental vocabulary improvement.

In summary, the integration of these three previous studies within the current research's discussion strengthens the understanding of the positive impact of captioning on vocabulary learning and comprehension. The studies collectively underscore how captions contribute to vocabulary engagement, comprehension enhancement, and overall language acquisition. By drawing parallels between these studies and the current research's findings, a consistent pattern emerges that supports the value of captions in short cartoon movies as a medium for improving incidental vocabulary. This triangulation of evidence provides a robust foundation for the insights gained from the closed-ended questionnaire and semi-structured interviews conducted in the present study.

The current study investigating students' perceptions of using captions in short cartoon movies to enhance incidental vocabulary learning offers several strengths that contribute to its credibility and significance. One notable strength lies in the comprehensive methodology employed, which combines both quantitative and qualitative data collection techniques. The use of a closed-ended questionnaire provided structured insights into students' perceptions, while the semi-structured interviews added depth and nuance to these perceptions. This methodological diversity enriches the study's findings, allowing for a more holistic understanding of how captions impact vocabulary acquisition. Additionally, the study's alignment with three previous research works bolsters its foundation, demonstrating the consistency of positive effects that captions have on vocabulary learning across different language learning contexts.

However, the study does have certain limitations that merit consideration. One limitation arises from the reliance on self-reported perceptions of students, which might be subject to response bias or social desirability. While the questionnaire and interviews provide valuable insights into students' views, these views may not always accurately reflect their actual behavior or cognitive processes during language learning. Furthermore, the study focuses on short cartoon movies as the medium for caption use, potentially limiting the generalizability of findings to other types of content or learning environments. Additionally, the study primarily examines the positive aspects of captions, without exploring potential challenges or drawbacks that students might face when utilizing captions for vocabulary improvement.

Despite these limitations, the current study offers new insights into the role of captions in enhancing incidental vocabulary learning. The study's focus on students' perceptions provides a nuanced understanding of how captions influence various aspects of language learning, including comprehension, vocabulary acquisition, and confidence. Through the qualitative interviews, the study delves into students' personal experiences and viewpoints, revealing diverse motivations and attitudes towards using captions. The study's alignment with previous research lends further support to the concept that captions positively impact vocabulary acquisition, enriching the existing knowledge base on this topic.

In conclusion, the current study presents a balanced approach to understanding the influence of captions in short cartoon movies on incidental vocabulary learning. Its combination of quantitative and qualitative data, as well as its incorporation of previous research, strengthens its validity. While the study has its limitations, its findings contribute valuable insights into how captions affect language learners' perceptions, shedding light on the multifaceted benefits of using captions to enhance vocabulary acquisition. This study serves as a stepping stone for future research that could delve deeper into the potential challenges of caption use and explore ways to optimize their effectiveness in diverse language learning contexts.

CHAPTER V

CONCLUSION & SUGGESTION

This chapter discusses the conclusion of the research based on what had been discussed on the previous chapter and the suggestion of the researcher related to the research.

5.1 CONCLUSION

The present study aimed to investigate the Students' Perceptions on The Use of Captions in Short Cartoon Movies as the Medium to Improve Incidental Vocabulary of 11th Grades Students in Semarang. The responses gathered from the questionnaires and interviews provide valuable insights into the participants' perspectives on the benefits of utilizing captions for language learning.

To conclude, this study has provided valuable insights into the role of captions in short cartoon movies as a medium for improving incidental vocabulary learning and language acquisition. Through a combination of closed-ended questionnaires and semi-structured interviews, the study revealed a strong consensus among participants regarding the positive impact of captions on their language learning experiences.

The results of the study align with previous research, demonstrating that captions contribute significantly to various aspects of language learning. Participants expressed that captions not only aided their comprehension of new vocabulary but also enhanced their enjoyment of the learning process. The findings also highlighted how captions facilitated the connection between words and meanings, motivated learners to explore unfamiliar terms, and increased their

confidence in using newly acquired vocabulary. This comprehensive positive feedback underscores the multifaceted benefits of incorporating captions in language learning materials.

Moreover, the study expands on prior research by delving into students' preferences and perceptions regarding captions. It offers a deeper understanding of how students view captions as a helpful tool, enhancing their language learning journey. This nuanced insight provides educators and curriculum designers with valuable information to create more engaging and effective language learning resources.

However, while the study's findings shed light on the advantages of captions, it is important to acknowledge certain limitations. The study's focus on short cartoon movies and the use of self-reported data may introduce biases. Additionally, the study did not extensively explore potential drawbacks or challenges associated with caption use.

In conclusion, this study contributes to the growing body of research that supports the integration of captions as a valuable aid in language learning. The positive responses from participants reinforce the idea that captions enhance vocabulary acquisition, comprehension, and overall language proficiency. As language education continues to evolve, these findings emphasize the importance of considering diverse learning preferences and incorporating innovative tools like captions to create more effective and engaging learning experiences.

5.2 SUGGESTION

Based on the insights gained from the results above, several suggestions can be made to leverage the benefits of captions in short cartoon movies for more effective vocabulary acquisition and language learning:

1. For Students

    Students are recommended to actively engage with captioned short cartoon movies for a clear reason – understanding why captions positively impact language learning and how they enhance vocabulary comprehension. Embracing this approach can empower students to explore new words within the context of enjoyable content, making it easier to remember and utilize these words in real-life situations. By understanding the mechanisms through which captions contribute to language acquisition, students can take a proactive role in their learning journey.

2. For Teachers

    Educators can capitalize on the insights provided by this study to refine their instructional methods, by understanding why captioned short cartoon movies are effective and how they benefit language learners. Incorporating captions strategically can facilitate in-depth discussions on vocabulary nuances, fostering a deeper understanding of word meanings and context. Teachers can guide students in recognizing how captions aid in building a solid language foundation and boosting their confidence in using new vocabulary, thus enhancing overall language skills.

3. For Further Research

Future research endeavors could delve into why certain groups of learners respond more favorably to captions, and how individual learning styles impact the effectiveness of this approach. Investigating why certain types of content or genres are more conducive to caption-assisted learning could offer insights into tailoring materials to diverse preferences. Additionally, exploring how cognitive processes are influenced by captions, and why some learners find it easier to connect words with meanings through this medium, could contribute to a deeper understanding of the underlying mechanisms at play in language acquisition.
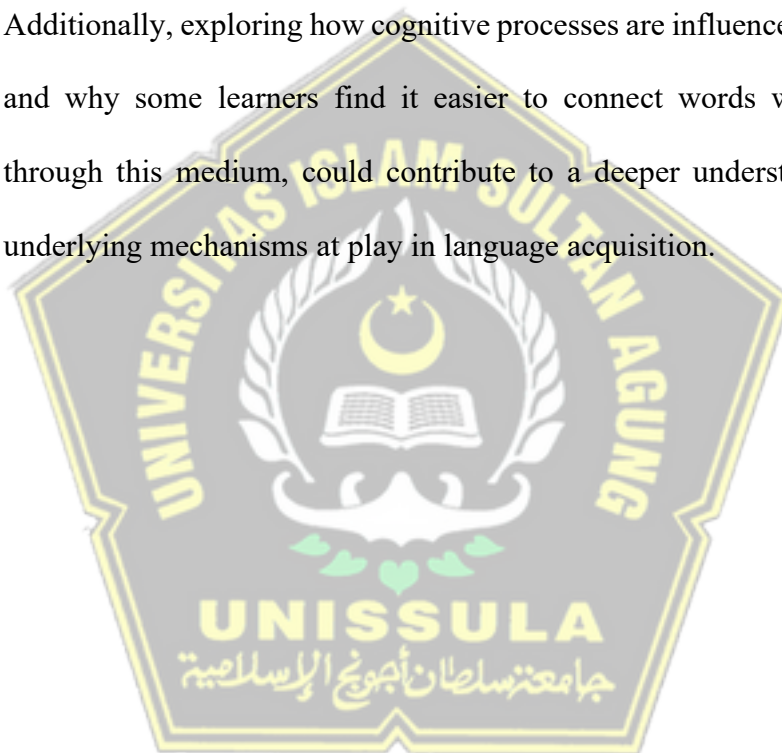
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