

Incidental Vocabulary Acquisition Through Watching Japanese Anime with English Subtitles

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Abstrak

Penelitian ini membahas tentang perolehan kosakata insidental melalui menonton anime Jepang dengan subtitle bahasa Inggris. Penelitian ini bertujuan untuk mengetahui pengaruh metode tersebut terhadap perolehan pemahaman pada 25 taruna semester tiga Program Studi Teknologi Permesinan Kapal (TRPK) Angkatan 59 Politeknik Bumi Akpelni. Para taruna ini mengikuti desain eksperimen dengan pre-test dan post-test. Eksperimen dilakukan dalam lima sesi melalui program "Menonton Anime untuk Kesenangan Bersama TRPK". Sesi pertama meliputi pre-test dan perlakuan awal, di mana peserta menonton anime Jepang dengan subtitle bahasa Inggris. Judul-judulnya antara lain: *Naruto: Road to Ninja*, *One Piece: Strong World*, *Detective Conan: Quarter of Silence*, *Bleach: Hell Chapter*, dan *Pokémon: Kyurem vs. the Force Awakens*. Peserta tidak diperbolehkan menggunakan kamus atau bertanya kepada teman tentang arti kata, sehingga pembelajaran berlangsung secara insidental. Pada sesi terakhir, dilakukan post-test dan pengisian kuesioner. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam perolehan pengetahuan. Nilai rata-rata pra-tes sebesar 58,08 meningkat menjadi 72,64 pada pasca-tes, meningkat sebesar 23,95%. Uji-t menunjukkan perbedaan yang signifikan ($4,136 > 2,064$). Hal ini menunjukkan bahwa menonton anime Jepang dengan teks terjemahan bahasa Inggris memiliki dampak positif terhadap pembelajaran kosakata kadet.

Kata Kunci: Akuisisi kosakata insidental, anime Jepang, dan subtitle bahasa Inggris

Abstract

This study discusses incidental vocabulary acquisition through watching Japanese anime with English subtitles. This study aims to instill the impact of the method on the acquisition of understanding in 25 third-semester cadets from the Ship Machinery Engineering Technology (TRPK) Batch 59 at Polytechnic Bumi Akpelni. These cadets followed an experimental design with a pre-test and post-test. The experiment was conducted in five sessions through the program "Watching Anime for Fun with TRPK." The first session involved a pre-test and initial treatment, where participants watched Japanese anime with English subtitles. The titles including: *Naruto: Road to Ninja*, *One Piece: Strong World*, *Detective Conan: Quarter of Silence*, *Bleach: Hell Chapter*, and *Pokémon: Kyurem vs. the Force Awakens*. Participants were not allowed to use a dictionary or ask friends about the meaning of words, so learning took place incidentally. In the last session, a post-test and questionnaire were filled out. The results showed a significant increase in knowledge acquisition. The average pre-test score of 58.08 increased to 72.64 in the post-test, an increase of 23.95%. The t-test showed a significant difference ($4.136 > 2.064$). This indicates that watching Japanese anime with English subtitles has a positive impact on cadet vocabulary learning.

Keywords: Incidental vocabulary acquisition, Japanese anime, and English subtitle

INTRODUCTION

We live in a world of globalization where communication, science, and technology are rapidly developed. Therefore, the English language has been fundamental to human life. It is an international communication medium and is considered a universal language. People who have something to say and desire to share their messages worldwide are compelled to use English (Harji & Alavi, 2010). In Indonesia, English has been applied as a compulsory subject in secondary schools and colleges, primary schools, and kindergarten. Unfortunately, Indonesia is a non-English-dominant environment where society does not provide easy access to English. Society in Indonesia does not give enough support for the communicative use of English. Classroom learning is the one which enables students with input for second language acquisition (Thornbury, 2004). Classroom learning has limited periods for each individual to be involved. When the learning process has ended, it would be much more difficult for them to interact with English. As time goes by, they will slowly lose their ability in English as a consequence of forgetting.

Japanese entertainment ranks among the largest and most innovative industries globally. Despite cultural and language barriers, various forms of Japanese entertainment have gained international acclaim. A significant segment of this industry is anime, which refers to Japanese animated productions spanning various formats, including television series (e.g., Dragon Ball and Inuyasha), animated shorts, full-length feature films (e.g., Grave of the Fireflies), and computer-generated animations. The term anime is an abbreviated pronunciation of "animation" in Japanese. In English, it denotes a distinct Japanese animation style characterized by vibrant visuals, colorful characters, and imaginative themes. As vocabulary is central to language learning, anime serves as a cornerstone of Japanese pop culture. Unlike other cultural products, anime is readily accessible, even through local television channels. Many enthusiasts of Japanese pop culture begin their journey by immersing themselves in anime. Manion (2005) observes that "interest in an anime is almost inextricably linked with interest in other forms of Japanese pop culture and interest in Japanese culture and language."

This study focuses on cadets at Polytechnic Bumi Akpelni, a maritime institution teaching maritime English. A study group of 25 cadets participated, all demonstrating a strong interest in learning through diverse media, such as songs, movies, and games. For this research, they engaged with Japanese anime presented in English subtitles. While cadets acknowledged that Japanese voice acting often surpasses English dubbing in quality, they noted that dubbed versions could alter characters' personalities. Fans unfamiliar with the original Japanese audio may develop an attachment to the dubbed characters, making them resistant to switching languages. Conversely, those who prefer subtitles over dubbing often seek a more authentic representation of Japanese culture. Manion (2005) suggests that fans feel something intangible is lost in English dubs, leaving them less satisfied compared to the subtitled versions.

Researchers define key terms to ensure clarity and precision for readers (Creswell, 2008, p. 161). In this research, defining terms provides boundaries for the study, aids comprehension, prevents misinterpretation, and narrows the scope of inquiry. Incidental vocabulary acquisition refers to learning English vocabulary unintentionally through activities like reading and listening. Vocabulary learned this way is often a by-product of engaging in another task (Sabouri & Zohrabi, 2015). In this study, the participants watched Japanese anime with English subtitles. As Condry (2013) explains, anime refers to Japanese animated films and television, characterized by colorful visuals, dynamic characters, and fantastical themes. The anime used in this research is presented in Japanese with English subtitles. The study aims to investigate the impact of watching subtitled Japanese anime on the incidental vocabulary acquisition of TRPK cadets. It seeks to leverage intrinsic motivation, such as a personal interest in anime, as an alternative approach to acquiring second-language vocabulary beyond the classroom. The

findings are expected to contribute to the literature on language teaching, learning, and integrating multimedia technology in education.

METHODE

1. Research Design

This research was conducted using a pre-experimental design: one group pre-test post-test. It is called pre-experimental design because it is considered simple experimental research without the involvement of a control group. This design is included in the component pieces or elements of experimental design, where it is used to investigate the relationship between two or more independent and dependent variables (Saleh, 2011: 128). Because it was one-group research, this research was conducted only on a single group, those TRPK cadets as the experimental group, without any involvement of the control group. It consisted of a pre-test measurement followed by treatment and a post-test for one group. According to Saleh (2011: 227), the population or target group is the group the researcher is interested in gaining information and drawing conclusions from. The population of this research was the cadets of Marine Mechanical Engineering Technology. Four classes consisted of 92 cadets taking technical knowledge on the ship.

2. Population and Sample

Having decided on the population, the researcher must choose which individuals to include in the evaluation project. They comprise the study sample. There are some methods for choosing the study sample. In this research, the researcher used random sampling as it is considered the best method, increasing the chance of a representative sample from the target population. Therefore, the sample was 25 members of TRPK A as the independent variable. According to Saleh (2011: 58-59), an independent variable is a factor measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. Based on the definition, the independent variable of this research was watching Japanese anime with English subtitles. According to Saleh (2011: 31), a research instrument can be a questionnaire, observation sheet, interview, test, etc.

3. Instrumentation

In this research, the researcher used tests and questionnaires as the instruments for collecting the data. Therefore, the type of test used in this research was an achievement test in the form of multiple-choice items. The researcher used multiple-choice items for some considerations; below is a summary of some advantages of using multiple-choice items in a test. This research consisted of two vocabulary tests.

4. Data Collection Procedures

They are pre-test and post-test. The tests contained the same items but presented in a different arrangement. The purpose of a pre-test was to measure the subjects' prior knowledge of the English vocabulary before giving the treatment. The subjects were given 50 multiple-choice items in the form of a sentence completion test where they were asked to fill in the blank with the appropriate words to complete the sentences. The words or vocabulary used in the test were taken from the Japanese anime subtitles provided during the treatment stage. The researcher investigated the words that appeared most closely and had a tight connection with the anime story. The selected vocabulary was then put into new sentences and used in the test.

In this research, a questionnaire was used to support the primary data. The questionnaire of this research consisted of 7 questions (items), which were grouped into some indicators they were the subjects' interest towards Japanese anime, their motivation in watching Japanese anime with English subtitles, the incidental factor of learning, the difficulty of the subtitle and the advantage of the subtitle for content understanding and vocabulary learning.

5. Data Analysis

The obtained data were analysed to get the final result. The t-test formula was used in this research to analyse the data and see whether the difference in the subjects' results between the pre-test and the post-test was significant. The researcher used a t-test to know the significance of the impact of watching Japanese anime with English subtitles towards TRPK Cadets' incidental vocabulary acquisition as follows:

$$t = \frac{\underline{x}_2 - \underline{x}_1}{\sqrt{\left[\frac{SD_2^2}{n_2 - 1}\right] + \left[\frac{SD_1^2}{n_1 - 1}\right]}}$$

Note.

- t : t-value
 \underline{x}_1 : mean of subjects' pre-test score
 \underline{x}_2 : mean of subjects' post-test score
SD1 : Standard deviation of pre-test
SD2 : Standard deviation of post-test
n1 : the number of subjects in the pre-test
n2 : the number of subjects in the post-test

To interpret the t obtained, the critical value of the table should be consulted to check whether the difference was significant. In this research, a significance level of 5% was used. If t_{value} was higher than t_{table} so the mean difference was considered significant. Contrarily, if the t_{value} was lower than t_{table} , there was no significant difference between the two means (Arikunto, 2010).

DISCUSSION

1. Pre-test

The pre-test was given to the subjects to measure their prior knowledge of English vocabulary. It was given on 20 November 2024. The test items were 50 multiple-choice items in the form of a sentence completion test. The subjects were given four optional answers: A, B, C, and D and had to choose one of the answers they thought was the best choice for the items. The allocated time for the pre-test was 45 minutes. The result of the pre-test is presented in the table below.

Subject's Result on the Pre-test

No	Subjects Code	Pre-test	Criteria
1	S-01	56	IA
2	S-02	44	IA
3	S-03	44	IA
4	S-04	34	IA
5	S-05	70	A
6	S-06	68	A
7	S-07	78	A
8	S-08	38	IA
9	S-09	36	IA
10	S-10	50	IA
11	S-11	70	A

12	S-12	54	IA
13	S-13	56	IA
14	S-14	50	IA
15	S-15	68	A
16	S-16	62	A
17	S-17	56	IA
18	S-18	62	A
19	S-19	50	IA
20	S-20	76	A
21	S-21	78	A
22	S-22	72	A
23	S-23	42	IA
24	S-24	84	A
25	S-25	54	IA
Σ		1452	
Mean		58,08	
SD		14,23	
SD ²		202,49	

Note:

A : Adequate Score
IA : Inadequate Score

According to the table above, the highest score from the pre-test was 84.00, and the lowest was 34.00 points. After analysing the pre-test result, the researcher found that 56% of the total subjects were under the mean score, which was 58.08 and considered to have inadequate scores.

2. Treatment

The researcher treated the subjects by providing Japanese anime with English subtitles. The treatments were given from 21 November until 27 November 2024 and occurred at Language Laboratory 1. In this research, the treatments were given in five meetings where the allocated time for each meeting was about 1 to 2 hours based on the duration of the anime provided in the meetings. The reason for using five different anime in this research was to offer rich and various inputs of English vocabulary for the subject. The subtitles itself were taken from www.subscene.com and www.moviesubtitles.org.

Before providing Japanese anime, the researcher asked the cadets to do a pre-test. The researcher did not explain the precise goal of the pre-test, and she also did not tell them that they would have to do the post-test afterwards. Before playing the movie, the researcher also told the cadets in advance that they would not be allowed to open the dictionary or ask friends about the meaning of words that appeared later in the subtitle. The allocated time for the pre-test was 45 minutes. After that, the first treatment was given. Below are some Japanese anime used for the treatments:

(1) *Naruto: Road to Ninja*

The story was about a Ninja boy named Uzumaki Naruto and his struggle to fulfil his dream to be a *Hokage* a village Ninja leader. In this movie, Naruto and Sakura are transferred by *Akatsuki*, an enemy organization, into a parallel world where Naruto lives as a boy, Menma. The place was so much more accurate than his original village, *Konoha*. But later, he found that

everyone there had reversed personalities from the original. In this movie, Naruto is also confronted with a reversed life, where he finds his parents, who are supposed to have died. Ultimately, he had to choose whether to live in a falsity with his fake parents behind him or go back to the real world.

Some vocabularies taken from this movie were summon, escape, revenge, endure, defeat, expansion, disappear, rebellious, abandon, reversed and prophecy.

(2) *One Piece: Strong World*

The story follows the thrilling adventure of Monkey D. Luffy, famously known as the Rubber Boy, and his crew, the Straw Hat Pirates. In their quest to find the legendary treasure of the Pirate King, Gol D. Roger, Luffy and his crew receive alarming news about their hometown, East Blue, being in danger. Determined to help, they pause their treasure hunt and set sail back to East Blue. However, their journey takes an unexpected turn when a mysterious flying pirate ship suddenly descends from the sky.

The ship is commanded by Golden Lion Shiki, a notorious Devil Fruit user with immense power. Shiki abducts Nami, recognizing her exceptional navigational abilities, and casts Luffy and his crew down to his floating islands. Separated from each other, the Straw Hat Pirates must fight for survival against ferocious beasts and navigate the enigmatic environment.

Key vocabulary from the movie includes terms such as *revenge*, *shrink*, *cyclone*, *levitate*, *inhale*, *navigator*, *disappear*, *sacrifice*, *cure*, *farewell*, *alliance*, and *rubber*.

(3) *Detective Conan: Quarter of Silence*

In the film, a threatening letter is sent to the governor of Tokyo, warning of imminent danger. Although Conan successfully thwarts an assassination attempt on the governor, the perpetrator escapes. As Conan delves deeper into the case, his investigation leads him to a snowy mountain village accompanied by Kogoro, Ran, Sonoko, Professor Agasa, and the Detective Boys.

While uncovering clues, Conan discovers a possible connection between the killer and a village that was relocated years ago due to the construction of a dam. Determined to prevent another attack, Conan races against time. During his pursuit, he meets Touma Tachihara, a young man who has just awakened from an eight-year coma caused by a mysterious accident.

Conan soon realizes that the killer and the events eight years ago are connected and that uncovering Touma's lost memories is crucial to solving the case.

Keywords from the film include *witness*, *suspicious*, *culprit*, *suffer*, *tunnel*, *dam*, *sunk*, *replacement*, *guilty*, *victim*, *avalanche*, *fingerprints*, *collapse*, *commit*, and *suspect*.

(4) *Bleach: Hell Chapter*

The film tells the story of a shinigami substitute named Kurosaki Ichigo. The story is themed around hell, a place where people who committed serious crimes during their lifetime are sent. Shinigami, or soul reapers, are forbidden from entering the place. However, when a group of cruel sinners plan to escape from their eternal prison, they discover that Ichigo Kurosaki is the key to their freedom.

The prisoners rebel and escape to Karakura, the real world where Ichigo and his friends live. One by one, Ichigo and his friends are defeated by the sinners who have extraordinary powers. With the help of a mysterious man named Kokuto, Ichigo and his group must enter the depths of Hell to stop the sinners and save his little sister, Yuzu. However, they do not realize that their actions could bring hell to the human world.

Some vocabularies taken from this movie were: *sinner*, *betrayal*, *opponent*, *suffering*, *banished*, *barrier*, *endure*, *revenge*, *released*, *revive* and *bounded*.

(5) Pokémon: Kyurem VS the Sacred Swordsman Keldeo

The film is about the adventures of a boy named Ash and his Pokémon, Pikachu. In the story, Ash, Pikachu, and their friends Iris and Cilan are riding a train to the next destination on their journey. From inside the train, Ash sees an injured Pokémon that he has never seen before. As he tries to figure out how to help the Pokémon, Kyurem, a Dragon-type Legendary Pokémon with incredible power, suddenly attacks their train.

Ash and his friends barely survive Kyurem's rampage. After the situation calms down, their attention is again drawn to the injured Pokémon. It turns out that the Pokémon is Keldeo, a Mythical Pokémon on a mission to save his friends—Cobalion, Terrakion, and Virizion—three Legendary Pokémon known as the Swords of Justice, who are held captive by Kyurem's icy power.

However, Kyurem's rampage is not over yet. He continues to gather power from Reshiram and Zekrom, allowing him to transform into Black Kyurem or White Kyurem to increase his power. In order to protect his friends, find true strength and true courage, and maintain his close relationship with Ash and his friends, the hidden power within Keldeo is finally awakened.

Some vocabularies from this movie were *escape, creature, presence, entrapped, successor, comrades and apprentice*.

3. Post-test

After getting the treatments, the subjects were given a post-test. The Post-test was conducted on 27 November 2024 at Language Laboratory 1. The subjects were given 45 minutes to do 50 test items. The post-test was used to check for a significant difference before and after the treatments. Then, the result was analysed. The result of the post-test is presented in the table below.

Subjects' Results on the Post-Test

No	Subjects Code	Post-test	Criteria
1	S-01	70	IA
2	S-02	66	IA
3	S-03	60	IA
4	S-04	58	IA
5	S-05	80	A
6	S-06	74	A
7	S-07	86	A
8	S-08	58	IA
9	S-09	58	IA
10	S-10	68	IA
11	S-11	84	A
12	S-12	70	IA
13	S-13	74	A
14	S-14	68	IA
15	S-15	80	A
16	S-16	78	A
17	S-17	70	IA
18	S-18	72	IA
19	S-19	68	IA

20	S-20	84	A
21	S-21	84	A
22	S-22	86	A
23	S-23	60	IA
24	S-24	90	A
25	S-25	70	IA
Σ		1816	
Mean		72,64	
SD		9,76	
SD²		95,24	

Note.

A : Adequate Score
 IA : Inadequate Score

Based on the previous table, the highest score from the post-test was 90.00, and the lowest was 58.00. It was found that there was a significant improvement after the treatment. The post-test result showed the mean score, which had increased by 14.56 points to 72.64. However, the percentage of the subjects' achievement was not changed. 14 subjects, or 56%, were considered to have inadequate scores, which was lower than the mean score, while the other 11 subjects, or 44%, achieved adequate scores.

4. Analysis of the Result

In this experimental research, if the post-test result is higher than the pre-test, it means that watching Japanese anime with English subtitles significantly impacts Jaico members' incidental vocabulary acquisition. If the post-test result is the same as the pre-test or even lower, there's no improvement at all, and the impact is considered insignificant. From the data below, it could be seen that there were improvements in the results of the subjects' scores. The mean score of the post-test result was 72.64, which was higher than the pre-test result of 58.08. It meant that there was a significant improvement in subjects' vocabulary mastery.

The Comparison between Pre-test and Post-test Scores

No	Subjects Code	Pre-test	Post-test	Gain
1	S-01	56	70	14
2	S-02	44	66	22
3	S-03	44	60	16
4	S-04	34	58	24
5	S-05	70	80	10
6	S-06	68	74	6
7	S-07	78	86	8
8	S-08	38	58	20
9	S-09	36	58	22
10	S-10	50	68	18
11	S-11	70	84	14
12	S-12	54	70	16
13	S-13	56	74	18

14	S-14	50	68	18
15	S-15	68	80	12
16	S-16	62	78	16
17	S-17	56	70	14
18	S-18	62	72	10
19	S-19	50	68	18
20	S-20	76	84	8
21	S-21	78	84	6
22	S-22	72	86	14
23	S-23	42	60	18
24	S-24	84	90	6
25	S-25	54	70	16
Total		1452	1816	364
Average		58,08	72,64	14,56

From the table above, it was found that there was a significant increase in the mean score before and after the treatment. The gain of the score was 14.56 points from 58.08 to 72.64. The purpose of the t-test in this research was to determine whether the difference in the subjects' results between the pre-test and the post-test was significant.

The formula was as follows:

$$t = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left[\frac{SD_2^2}{n_2 - 1}\right] + \left[\frac{SD_1^2}{n_1 - 1}\right]}}$$

Note.

- t : t-value
- \bar{x}_1 : mean of subjects' pre-test score
- \bar{x}_2 : mean of subjects' post-test score
- SD1 : Standard deviation of pre-test
- SD2 : Standard deviation of post-test
- n1 : the number of subjects in the pre-test
- n2 : the number of subjects in the post-test

Using the formula above, we could compute the t_{value} as follows:

$$\begin{aligned}\bar{x}_1 &= 58.08 \\ \bar{x}_2 &= 72.64 \\ SD_1 &= 202.49 \\ SD_2 &= 95.24 \\ N &= 5\end{aligned}$$

$$t = \frac{72.64 - 58.08}{\sqrt{\left[\frac{95.24}{25 - 1}\right] + \left[\frac{202.49}{25 - 1}\right]}}$$

$$t = \frac{14.56}{\sqrt{\left[\frac{95.24}{24}\right] + \left[\frac{202.49}{24}\right]}}$$

$$t = \frac{14.56}{\sqrt{\left[\frac{297.73}{24}\right]}}$$

$$t = \frac{14.56}{\sqrt{12.40}}$$

$$t = \frac{14.56}{3.52}$$

$$t = 4.136$$

After the researcher got the t_{value} , then, to interpret the t obtained, the researcher had to find the critical value of the t_{table} . First, the researcher counted the degree of freedom. The number of subjects from the group was obtained from the formula $(df) = n-1$. There were 25 subjects in this research, so the degree of freedom (df) was 24, with the significant level (α) = 5% is 2.064. As the t_{value} 4.136 was higher than t_{table} 2.064, there was a significant difference between the mean of the pre-test and post-test scores. The difference mean between the pre-test and post-test was 14.56. In addition, it could be said that the post-test score was better than the pre-test.

From the previous analysis, the researcher can conclude that watching Japanese anime with English subtitles significantly impacted TRPK cadets' incidental vocabulary acquisition. In the pre-test, the mean score was 58.08, with 14 subjects considered to have an inadequate score, while after giving treatments, the subjects' mean score in the post-test was increased to 72.64. Even though there were subjects whose scores were still under the mean in the post-test, it could be seen that subjects' vocabulary mastery improved significantly. Based on the researcher's observation, the subjects' improvement happened for some reasons.

First, when the treatments were given, the subjects seemed so enthusiastic to watch the Japanese anime played during the treatments. They were highly interested in Japanese anime and watched it with their friends who had the same hobby and interest. As a result, the subjects paid attention, and no one felt bored during the treatments. Watching Japanese anime with English subtitles increased the subjects' motivation to guess. They became more enthusiastic in trying to guess the meanings of the subtitles because they had a great desire to understand the plot or the story of the Japanese anime they watched.

Second, the primary purpose of TRPK cadets' in watching Japanese anime is not to learn English vocabulary but rather to satisfy their hobby and interest. Although they feel like they can improve their mastery of English vocabulary by watching Japanese anime with English subtitles, they still view anime as a hobby, and they do not intentionally learn English vocabulary from the Japanese anime they watch. The acquired vocabulary from watching Japanese anime with English subtitles was merely a by-product of satisfying their hobby and is considered incidental.

Third, the high level of artwork in Japanese anime facilitated the activity of guessing the English subtitles. Pictures, body movements, and expressions of the characters in Japanese anime compared with the English subtitles on the screen help viewers guess the meaning of the subtitle. Therefore, the artwork and English subtitles in a Japanese anime might be used in one package to learn English vocabulary in a fun way.

Based on this research, it was proved that watching Japanese anime with English subtitles may lead viewers to incidental vocabulary acquisition. Moreover, when the viewers

themselves are interested in Japanese anime and view the activity as a way of satisfying their hobby.

Although this research showed the significant impact of watching Japanese anime with English subtitles towards incidental vocabulary acquisition, the use of pre-experimental design produces some weaknesses in this research. As previously stated in the discussion, the use of one group pre-test and post-test design, which is a lack of control group existence, brings some threats to the internal validity of the research. To minimize the threats, the conclusions from this research were limited as there may be questions regarding the extent of generalisability to another group of subjects.

CONCLUSION

Some positive factors affected incidental vocabulary acquisition through watching Japanese anime with English subtitles. They were the subjects' intrinsic motivation as well as their interest in Japanese anime which increased the probability of vocabulary acquisition to take place, the subjects' purpose in watching Japanese anime to satisfy their hobby, the medium difficulty of the subtitle and its advantages for vocabulary learning and content understanding and the high level of artworks in a Japanese anime which facilitated the activity of guessing of the appeared English subtitle.

The development of communication, science and technology has increased our chances to interact with English words outside of the classroom context. We need to begin to make use of what we have around us. Multimedia provides us with rich material and information. For example, watching Japanese anime with English subtitles could be used as a way to learn English vocabulary.

Using various kinds of media in the classroom has always been a challenge, and how to bring these media into the classroom is more than a challenge. Teachers should keep abreast of the technology to provide various materials for teaching English, and they need to use different media through different technologies in the classroom. They should also be aware of their students' interests or hobbies. By combining these factors, I believe that teaching-learning activities will be much more exciting, and students will no longer feel pressured during the class. As a result, the learning objectives would be better achieved.

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