

## THE EFFECTS OF WATCHING CAPTIONED ENGLISH VIDEO ON INCIDENTAL VOCABULARY LEARNING AMONG GIFTED EIGHTH GRADE STUDENTS OF SMPN 3 BISSAPPU

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### **Abstract**

*The objective of this study was to identify the effect of watching captioned English on incidental vocabulary learning among gifted eighth grade students of SMPN 3 Bissappu. Pre-experimental design was used with the population of SMPN 3 Bissappu eighth grade students in the academic year of 2022/2023. Through the purposive sampling technique 24 students from eight classes were selected as the sample of this study. Meaning and recall vocabulary test which was delivered as the pretest and the post-test was chosen as the instrument. The findings of this study implied that watching captioned English video affect the students' incidental vocabulary learning. The mean score of students' pretest was 61.41 which is lower than students' post-test with a mean of 76. Indicating a 24% of improvement. Which means the students learn vocabulary without the intention of doing so. It could be concluded that watching captioned English video has an effect on increasing students' incidental vocabulary learning.*

**Key words**—Vocabulary, captioned English Video, Incidental Vocabulary Learning

### **INTRODUCTION**

Broad vocabulary learning is crucial to mastering the English language. Vocabulary are basic elements of learning English. Every skill in English needs strong vocabulary mastery to be mastered Increasing vocabulary learning takes a long time in many ways. One can increase their vocabularies intentionally through reading or memorizing them, but one also can increase their vocabularies incidentally. Incidental learning is the process of acquiring knowledge without the explicit goal to do so; it also involves learning something while aiming to learn another. (Richards & Schmidt, 2002).

This incidental vocabulary acquisition happened in many ways. Such as while reading, listening, or even watching a video. The acquisition of new vocabularies occurs as our brain records the meaning of a word by attentively considering the context in which the word is situated.

Krashen (1985) suggest that learners are able to learn a huge proportion of language unintentionally through extensive understandable input. This input comes from certain learning media. One of those media is video.

Captioned Video, comprising audio-visual elements with accompanying words are more likely to activate dual coding systems. According to Paivio (1971), the addition of visuals increases the quantity of cues linked to the message.

According to a previous study in incidental vocabularies learning, Brown et al. (2008) in their study suggest that significant amount of vocabulary knowledge was obtained from the engagement of the new word through reading and listening, but was not assessed.

Furthermore, Bava Harji, Alavi & Letchumanan (2014) in their study infer that The amalgamation of audio-visual content with print media significantly contributes to language proficiency, expanding upon the observation of Koskinen et al.'s in 1993. Their findings suggest that captioned videos not only serve as a beneficial tool for enhancing students' reading comprehension and vocabulary but also fulfill broader aspects of language understanding and competence.

Based on the explanation above, the writer keens on researching to find out about the effects of watching captioned English videos on incidental vocabulary learning among gifted eighth grade students of SMPN 3 Bissappu.

Captioned English video is chosen due to its popularity and easiness to access. The research will be conducted under the title "The Effects of Watching Captioned English Video on Incidental Vocabulary Learning Among Gifted Eighth Grade Students of SMPN 3 Bissappu".

## **LITERATURE REVIEW**

### **1. Vocabulary**

As per the Oxford Dictionary of English Grammar, vocabulary defined as a set of words in a language. Nevertheless, the term "vocabulary" holds diverse meanings depending on various perspectives of the word's definition. In linguistic transfer, a word is regarded as the fundamental unit. Another definition of word according to the orthographic definition, declares word to be any series of letters or characteristics such as hyphen, apostrophe or any punctuation mark (Carter, 1992).

#### **a. Aspects of Vocabulary Mastery**

According to Ur (1996) in order to master vocabulary, there are aspects needed to be learned such as:

##### **1. Form: Pronunciation and Spelling**

The learner must possess knowledge of both the pronunciation and spelling of a word to effectively understand and use it.

##### **2. Grammar**

The students have to know how to arrange the words to make a good sentence.

##### **3. Collocation**

Collocations represent another determinant in deciding whether a specific combination sounds 'right' or 'wrong' within a given context.

##### **4. Meaning**

The aspects of meaning consist of denotation, connotation, appropriateness, synonym, antonym, hyponym, and superordinate.

### b. Incidental Vocabulary Learning

Nation (2001) explained that incidental vocabulary learning hastens the action of vocabulary mastery by presenting a relevant context, while the learners' concentration is on other attributes of a different language. Consequently, vocabulary improvement frequently occurs incidentally while novices undergo different cognitive exercises. These cognitive exercises such as reading and listening. Both activities can increase learners' vocabulary acquisition. Unintentional vocabulary acquisition enhances profound intellectual processing and promotes heightened recognition. Learners become thoroughly engrossed in comprehending meanings through the contextual cues found in the text. "Thinking and rethinking about the new words includes a cognitive process which allows the learners maintain the words for an extended time. In addition to comprehending the meaning within the provided text, learners also grasp the associated grammatical patterns, basic lexical arrays, and the conventional connection of the word with the circumstance." (Ahmad, 2012)

## 2. Captioned English Video

Video is an audiovisual material that consists of an optical image as well as an audio track to show what is going on. In the realm of language learning and teaching, video emerges as the most frequently utilized medium for conveying educational materials. Meanwhile, a caption is a set of words to elucidate the audio track of a video.

### a. Captioned English Video as Comprehensible Input

Krashen (1987) claimed that understanding messages is the only way to acquire language. The input received from reading and listening must be comprehensible. In this case, a novice English learner may experience some difficulties while watching an English Video due to the unfamiliarity with the English speech hence using captioned English video is a technique to understand what the speaker is saying. Captioned video can be deemed as a comprehensible input because it helps the learners understand the words that they heard. (Fadel, 2016).

### b. Advantages and Disadvantage of Using Captioned English Video

#### •Advantage

1. Videos allow students to see the language in use by native speakers, it shows the expression, gestures, and other visual clues when they are talking. (Harmer, 2001).
2. Learners are generally more motivated to understand what is shown and said if captions are provided in the video (Danan, 2004).
3. Video as one of the audio-visual materials has a compelling role in stimulating and facilitating the foreign language learning process. (BavaHarji, Alavi, & Letchumanan, 2014)

#### •Disadvantage

Regardless of all the advantages of using Captioned Video, it also has a disadvantage: Captioned video may provide a distraction to the learners. When the learners watch the video with a caption some may focus on what was written in a caption and lost between reading the caption and watching the video (Bensalem, 2016).

### 3. Hypothesis

1. Null Hypothesis (Ho)

Watching captioned English Video has no effect on incidental vocabulary learning among gifted eighth grade students of SMPN 3 Bissappu.

2. Alternative Hypothesis (Ha)

Watching captioned English Video has an effect on incidental vocabulary learning among gifted eighth grade students of SMPN 3 Bissappu.

## METHOD

### 1. Research Design

Pre-experimental design was used to conduct this study. The writer was attempting to search the effect of a variable on another variable (Sudjana & Rivai, 2001). The researcher put one group and use pretest and post-test to discover the results of the test. Creswell (2008) stated that you test an idea to determine whether it influences the outcome or the dependent variable.

Pretest	Treatment	Posttest
O <sub>1</sub>	X	O <sub>2</sub>

Table 1 Pre-Experimental Design

Before giving the treatment, the writer gave an initial vocabulary test with 50 potential target words. Following the initial vocabulary test, 25 words recognized by 80% or more of the participants excluded from the final selection of words for the tests.

The Pretest conducted on the next meeting after the initial pre-test. After the pre-test, the treatment was given to the subjects. After the treatment, the post-test with the same target words was conducted.

### 2. Population and Sample

Gifted VIII grade students of SMPN 3 Bissappu were the population and through purposive sampling technique, 24 students were determined as the sample. The purposive sampling technique is the technique of choosing a sample based on certain criteria in which the researcher relies on his/her own judgment when choosing the members of the population (Lodico, Spaulding, & Voegtler, 2006).

Individuals selected who represent the extremes. The sampling criteria were:

- SMPN 3 Bissappu VIII Grade Students
- Getting (A) score in English class
- Among the top 5 students on their representative class.

Three students each from eight classes of 8th graders were selected as the results of this sampling. The amount of students selected as sample were 24 students.

### **3. Research Variable and Operational Definition**

#### **a. Research Variable**

Arikunto (2006:118) stated that the variable is the object of the research. According to Sudaryanto (2000:74) This study distinguished between two types of variables: Independent variable, which was the captioned English video, and dependent variable, which was students' vocabulary learning.

#### **b. Operational Definition**

In this research captioned English video was 10 minutes length video of conversation between roommates on daily basis with a caption that show every words being said in the video and incidental vocabulary learning was defined as new vocabulary learned by students without any intention to actually learn and memorizing the vocabulary.

### **4. Research Instrument**

The instruments utilized in this study included a pretest conducted during the initial meeting and a post-test administered after the treatment.. This instrument was used to see whether there was any incidental vocabulary learning occur after the treatment.

Both instruments were constructed from the target words which were the list of selected vocabularies from the English video. 25 vocabularies were chosen from the captioned English video after conducting a pilot test with 50 possible words. Following the initial vocabulary test, 25 words recognized by 80% or more of the participants were excluded from the final selection of words for the test.

Students' vocabularies of the chosen words were measured in a paper test called Recognition and Meaning Recall Test. The identical test was applied for both assessments. This recognition and meaning recall test were adapted and simplified from Michael Rodgers's meaning and recall vocabulary test on his 2013 study.

### **5. Technique of Data Analysis**

Utilizing SPSS Statistics 25, the writer examined the substantial difference between the pre-test and post-test scores of the students.

## **FINDINGS**

### **1. Experimentation**

The researcher started by giving an initial vocabulary test. In this initial vocabulary test, 50 potential words were tested. Following the initial vocabulary test, 25 words recognized by 80% or more of the participants were excluded from the final selection of words for the tests.

The Pretest was conducted at the next meeting after the initial pre-test with a total of 25 selected target words and then giving the first treatment.

During the first treatment, the writer gave a brief explanation of incidental vocabulary learning. After that, the researcher continued by giving materials on the expressions that will be included on the captioned English Video. The students then watched the captioned English video which showed 10 10-minute-long length video of a conversation between roommates on a daily basis with a caption that show every word that are being said in the video. During the second treatment, the researcher gave a brief recollection of the previous meeting. After that, the researcher continued by giving materials on the expressions that will be included in the

captioned English Video. The students then watched the captioned English video twice and were asked what they understood from the video to stimulate the students to understand the context and gain new vocabulary. The last, post-test was given to measure the students' incidental vocabulary learning.

## 2. The Frequencies and Rate Percentages of Students' Pre-test and Post-test L

Students' scores were classified into six categories on Absolute Categories Rating with Hidden Reference (ACR-HR), which are excellent, very good, good, fair, poor, and very poor scores (Pastor, David et al. 2023). The classification of the students' scores are presented below:

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	91-100	0	0	0	0
2.	Very Good	81-90	1	4.10	11	46.00
3.	Good	71-80	6	25	7	29
4.	Fair	61-70	5	20.90	2	8.00
5.	Poor	51-60	6	25	3	13
6.	Very Poor	<50	6	25	1	4.00
<b>Total</b>			24	100	24	100

Based on the table above Pretest and post-test score classification, shows that watching captioned English video affects students' incidental vocabulary learning. The students' post-test scores and percentage showed an improvement from the students' pre-test scores and percentages.

## 3. Students' Mean Scores and Standard Deviation

Meaning and Recall Test	N	Mean Score	Standard Deviation	Std. Error Mean
Pretest	24	61.41	14.025	2.863
Post-test	24	76.00	12.469	2.545

Table above shows the mean score of students' post-test was 76 and standard deviation of 12.469 which higher than the pretest mean score with 61.41 and standard deviation of 14,025.

#### 4. Paired Sample Test

In finding out whether there is significant difference between pretest and post-test, the researcher conducted paired sampled test as follow:

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	- 14.583	11.061	2.258	- 19.254	-9.913	- 6.459	23	.000

The tables above display the results of the paired sample test comparing pre-test and post-test scores. The findings indicate rejection of the null hypothesis (H<sub>0</sub>) and acceptance of the alternative hypothesis (H<sub>a</sub>), as the two-tailed significance value (sig.) is 0.000, which is less than the significance level of 0.05. It conveys that there are significant differences in score before and after watching captioned English video. Additionally, it can be inferred that watching captioned English Video has an effect on students' incidental vocabulary learning.

#### DISCUSSION

From the data analysis above, it is shown that the alternative hypothesis (H<sub>a</sub>) is accepted. It implies that there are differences in students' scores before and after watching captioned English video. It can be inferred that watching captioned English video has an effect on students' incidental vocabulary learning.

Based on the findings and discussion above, it answers the research objective to identify the effect of watching captioned English video on Incidental vocabulary learning among gifted eight grade students of SMPN 3 Bissappu. It shows that watching captioned English video increase the students' vocabulary incidentally. While watching the videos, even without the intention of memorizing the words, the students able to recall the target words that were shown on the captioned video.

Through the process of using captioned English video to identify its effect on incidental vocabulary learning on SMPN 3 Bissappu gifted eighth-grade students, the researcher found some advantages and disadvantages during the process. The advantages were as listed below:

1. Captioned English video could increase students' incidental vocabulary learning.
2. Students were motivated in learning and finding new words after watching the captioned English video.

Meanwhile, the disadvantages of using captioned English video were as listed below:

1. It is difficult to find suitable captioned English video based on the curriculum.
2. The use of device to watch captioned English video can divert some students attention while watching.

## CONCLUSION

Drawing upon the findings and discussions, the researchers conclude that watching captioned English videos has an effect on students' incidental vocabulary learning. The significant difference between the pretest and post-test scores indicate there is an increase on students' vocabulary through recalling the words and its meaning.

This also means using captioned English video to increase students' incidental vocabulary learning is effective and captioned English video can be one of reference learning media to use in class to increase students' vocabulary.

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