

INCIDENTAL VOCABULARY ACQUISITION OF ENGLISH DIGITAL STORIES

THESIS

Submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan (S. Pd.) in English teaching



**UIN SUNAN AMPEL
S U R A B A Y A**

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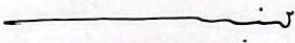


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ABSTRACT

Prastica, Aprilia Dwi Dharma. (2025). Incidental Vocabulary Acquisition of English Digital Stories, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Afida Safriani, M.A., PhD Advisor II: H. Mokhamad Syaifudin, M.Ed., Ph.D.

Keywords: Incidental vocabulary acquisition, English digital stories

Vocabulary is a very essential aspect that needs to be understood to support communication skills, especially for learners of English as a foreign language (EFL). There are various approaches that can be taken to support students in improving their vocabulary, one of which is through incidental vocabulary acquisition that occurs in various activities. This study aims to examine in what way EFL students acquire English vocabulary incidentally through their engagement with digital English stories in the form of fiction. This study uses a qualitative approach involving eighth semester students from the English Education Department who independently select and engage with English digital stories in the form of fiction, either in the form of digital written text such as digital novels and webcomics, digital spoken text (audio) such as podcasts and audiobooks, and digital multimodal text (audio-visual) such as animations, films, web series, or short films over the past three months. The data was obtained through questionnaires and in-depth interviews which were then analyzed through several relevant stages. The study found that most respondents engage with multimodal digital text (audio-visual) in the fantasy genre, which provides imaginative and unique content. The process of acquisition involves five main things, including noticing, inferring the meaning of the word through the context of the story, repetition of word exposure, association with other L2 vocabulary, association of vocabulary with L1, namely Indonesian. Emotional engagement with the text and students' motivation in learning the text also contributed to this study. Most of the vocabulary obtained belongs to the noun class because it is concrete and often appears in narratives. This study confirms that English fiction digital stories can be an effective and engaging way to enrich students' vocabulary naturally, and can be utilized by educators as a more contextual, flexible, and interest-based learning medium.

ABSTRAK

Prastica, Aprilia Dwi Dharma. (2025). Incidental Vocabulary Acquisition of English Digital Stories, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Afida Safriani, M.A., PhD Advisor II: H. Mokhamad Syaifudin, M.Ed., Ph.D.

Kata Kunci: Incidental vocabulary acquisition, English Digital Stories,

Kosakata merupakan komponen dasar yang memiliki peran penting yang perlu dikuasai untuk mendukung keterampilan berkomunikasi, khususnya bagi pembelajar bahasa Inggris sebagai bahasa asing (EFL). Terdapat berbagai pendekatan yang dapat dilakukan untuk mendukung siswa dalam memperluas kosakata, salah satunya melalui pemerolehan kosakata secara insidental yang terjadi dalam berbagai aktivitas. Penelitian ini bertujuan untuk mengkaji tentang bagaimana siswa EFL memperoleh kosakata bahasa Inggris secara insidental melalui keterlibatan mereka dengan cerita digital berbahasa Inggris dalam bentuk fiksi. Penelitian ini menggunakan pendekatan kualitatif yang melibatkan mahasiswa semester 8 dari program studi Pendidikan Bahasa Inggris yang secara mandiri memilih dan mengonsumsi cerita digital berbahasa Inggris dalam bentuk fiksi, baik berbentuk digital written text seperti novel digital dan webcomic, digital spoken text (audio) seperti podcast dan audiobooks, serta berbentuk digital multimodal text (audio-visual) seperti animasi, films, webseries, ataupun short films selama tiga bulan terakhir. Data tersebut diperoleh melalui kuesioner dan wawancara mendalam yang kemudian dianalisis melalui beberapa tahapan yang relevan. Penelitian ini menemukan bahwa sebagian besar responden memiliki teks digital multimodal (audio-visual) dengan genre fantasi, yang menyediakan konten imajinatif dan unik. Dalam proses perolehannya melibatkan lima hal utama yakni *noticing*, penarikan makna kata melalui konteks cerita, pengulangan paparan kata, keterkaitan dengan kosakata L2 lainnya, keterkaitan kosakata dengan L1 yakni Bahasa Indonesia. Keterkaitan emosional dengan teks dan motivasi siswa dalam mempelajari teks juga berkontribusi pada penelitian ini. Sebagian besar kosakata yang diperoleh tergolong dalam kelas kata benda karena bentuknya yang konkret dan sering muncul dalam narasi. Penelitian ini menegaskan bahwa cerita digital fiksi berbahasa Inggris dapat menjadi sarana yang efektif dan menyenangkan dalam memperkaya kosakata mahasiswa secara alami, dan dapat dimanfaatkan oleh pendidik sebagai media pembelajaran yang lebih kontekstual, fleksibel, dan berbasis minat siswa.

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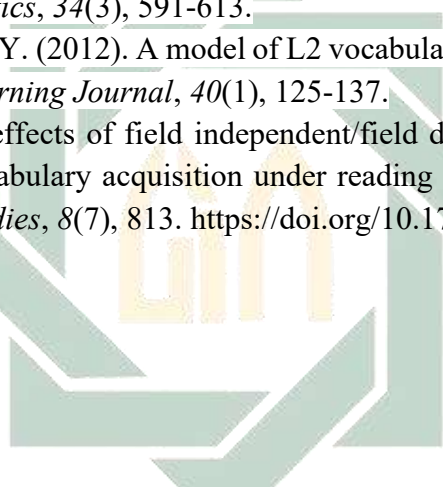
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