



"SELF-REGULATED VOCABULARY LEARNING THROUGH ANIMES: STRATEGIES AND CHALLENGES"



SURYA MAULANA
NIM. 2520068

2025

"SELF-REGULATED VOCABULARY LEARNING THROUGH ANIMES: STRATEGIES AND CHALLENGES"

AN UNDERGRADUATE THESIS

Submitted to fulfill one the Requirement for *Sarjana Pendidikan*
Degree

in English Education Department



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ENGLISH EDUCATION DEPARTMENT

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2025

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum W.W.

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7. As my college journey comes to an end, I would like to thank myself, for the hard work and trust that has brought me to this point. It reminds me that new challenges await, and I am determined to fight for the future and be the best in my bloodlines.

MOTTO

*“Tidak ada yang namanya batas.
Caramu berkembanglah yang menentukannya.”*

Surya Maulana



ABSTRAK

Perolehan kosakata merupakan komponen penting dalam penguasaan bahasa Inggris, terutama bagi mahasiswa Pendidikan Bahasa Inggris. Namun, metode pembelajaran konvensional seringkali tidak mampu membangkitkan motivasi dan keterlibatan siswa secara optimal. Penelitian ini mengusulkan metode alternatif melalui pembelajaran kosakata berbasis anime dengan pendekatan pembelajaran regulasi diri (self-regulated learning). Dengan menggunakan metode studi kasus kualitatif, penelitian ini melibatkan dua mahasiswa yang aktif menggunakan anime sebagai media belajar kosakata. Hasil penelitian menunjukkan bahwa peserta menerapkan strategi yang berbeda dalam tiga fase utama pembelajaran regulasi diri: perencanaan, pelaksanaan, dan refleksi diri. Meskipun mereka menghadapi tantangan seperti distraksi alur cerita, ketergantungan pada subtitle, dan kesulitan memahami konteks informal, keduanya berhasil mengembangkan strategi adaptif untuk mengatasi hambatan tersebut. Temuan ini memberikan kontribusi berharga bagi pengajar, mahasiswa, dan pengembang kurikulum dalam merancang metode pembelajaran kosakata yang lebih menarik, mandiri, dan kontekstual.

Kata kunci: Pembelajaran Kosakata, Anime, Pembelajaran Regulasi Diri, Mahasiswa ELT.

ABSTRACT

Vocabulary acquisition is an essential component in mastering English, particularly for English Language Teaching (ELT) students. However, conventional learning methods often fail to stimulate student motivation and engagement effectively. This study proposes an alternative approach through vocabulary learning using anime media and a self-regulated learning (SRL) framework. Employing a qualitative case study design, this research involved two students who actively utilized anime for vocabulary development. The findings reveal that the participants applied various strategies across the three major SRL phases: forethought, performance, and self-reflection. Despite encountering challenges such as storyline distractions, subtitle dependency, and difficulties in grasping informal contexts, both participants developed adaptive strategies to overcome these issues. These findings offer valuable insights for educators, learners, and curriculum designers in developing more engaging, autonomous, and context-based vocabulary learning approaches.

Keywords: *Vocabulary Learning, Anime, Self-Regulated Learning, ELT Students.*

PREFACE

All praises and gratitude are directed to Allah SWT, who has bestowed upon me His blessings, guidance, health, and patience to complete my thesis, entitled " SELF-REGULATED VOCABULARY LEARNING THROUGH ANIMES: STRATEGIES AND CHALLENGES ". This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements for obtaining a Bachelor of Education degree in the English Education Department, Faculty of Teacher Training and Education, UIN K.H. Abdurrahman Wahid Pekalongan. I would like to express my deepest gratitude to :

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6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this thesis.
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9. As my college journey comes to an end, I would like to thank myself, for the hard work and trust that has brought me to this

point. It reminds me that new challenges await, and I am determined to fight for the future and be the best in my bloodlines.

Pekalongan, June 2025

A handwritten signature in black ink, appearing to be 'Raf' with a stylized flourish at the end.

The Researcher

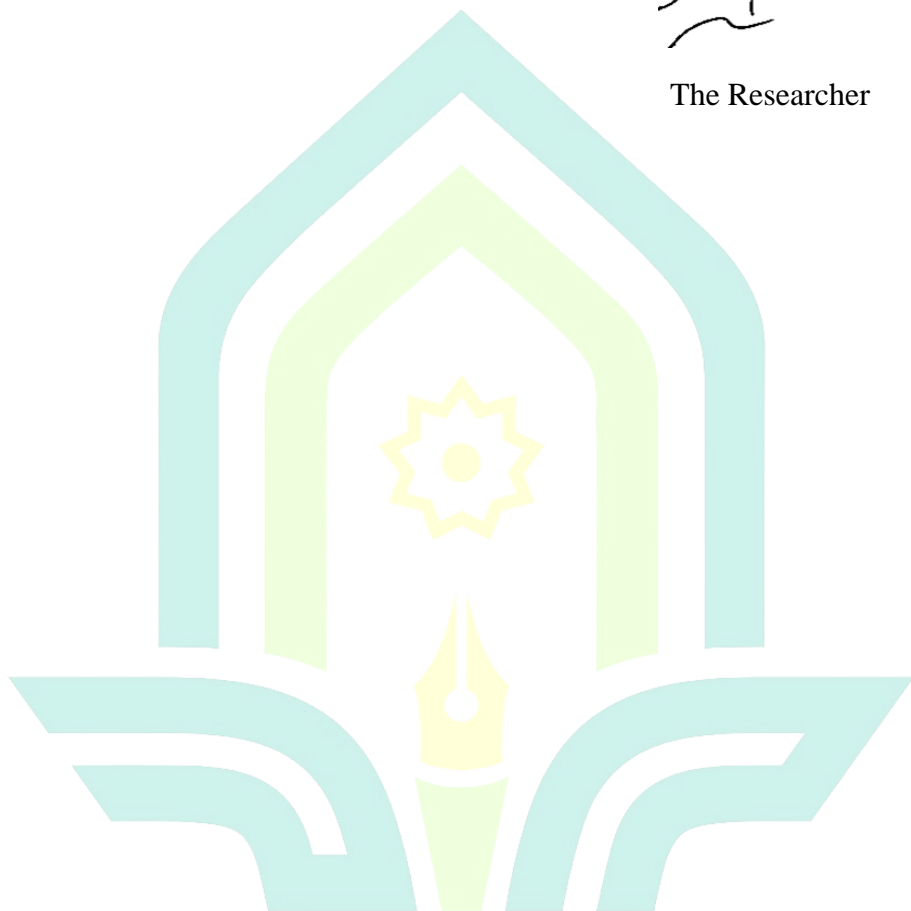


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CHAPTER I

INTRODUCTION

1.1 Background of The Study

English vocabulary learning with anime media is very enjoyable because it uses a learning paradigm that understands the environment and conditions through self-regulation learning. This addresses the problems learners face while seeking guidance and support to strengthen their learning skills. For example, learners who are bored and wish to do activities with their friends may engage in academic procrastination (Farid, 2021). Learning English vocabulary through anime media employing a learning model (self-regulated learning) that incorporates attitude and awareness of thinking, strategy utilization, and learners motivation in learning can be done outside of the classroom. Thus all of the material covered when learners watch anime becomes easy to understand, because it is nice and relaxed while learning the word referred to in the subtitle or voiceover of the anime.

Anime-Inspired English Learning (AIEL) is a growing paradigm in language education, leveraging the global appeal of Japanese animation to motivate and engage learners in English language mastery (Uy et al., 2023). The use of popular culture, such as anime, in education is not a new concept. In recent years, educators have recognized the potential of pop culture in engaging learners and making learning more enjoyable. However, AIEL is unique in its focus on using anime, a specific cultural product, to teach English. It capitalizes on the global popularity of anime, which has a massive fanbase transcending national and linguistic boundaries

Learning English vocabulary using anime as a medium is of great interest to learners. Learners who want to speak successfully in English should have a diverse vocabulary. Vocabulary is a crucial component of learning English; without it, nothing can be communicated (Bakhsh, 2016). By using English subtitles and voice content, learners can easily study the effects of subtitles in anime, especially on vocabulary expansion and their findings can support the general impression that it is an effectively tool in learning

vocabulary and improving reading comprehension and listening skills.

Based on pre-research, the researcher found that there was a strong interest in watching anime using English subtitles because it helps participants acquire new vocabulary more naturally and improves their understanding of contextual language, which in turn helps participants enhance their English proficiency through self-regulated learning strategies. That was the reason why this research was important to conduct. The researcher aimed to explore more about self-regulated vocabulary learning through anime. Based on the explanation above, it could be understood that there was a possibility for students to learn vocabulary not only in the school environment but also outside formal activities. The advancement of technology made it easier for students to overcome time constraints and be more flexible in learning vocabulary by using anime, and it was hoped that this could be used as a reference by teachers in the teaching process.

The decision to research the potential impact of watching anime on vocabulary came from personal and student experiences, as well as information from the otaku community, who think that watching anime can improve English vocabulary. By conducting qualitative research, it is possible to gain insight into the experiences of the viewers and their perceptions of the influence of anime media on vocabulary. This research can provide valuable information for the viewers.

1.2 Identification of The problems

Vocabulary acquisition is a fundamental aspect of language learning, yet many students struggle to expand their lexical knowledge effectively due to limited engagement and motivation in traditional learning methods. In recent years, the use of authentic materials, such as anime, has attracted attention as a potential tool for self-regulated vocabulary learning. Anime, with its rich visual and contextual cues, offers an immersive environment that can facilitate vocabulary retention and application. However, while integrating anime into language learning presents promising opportunities, learners often face challenges in implementing self-regulated strategies, such as goal setting, self-monitoring, and self-evaluation, to maximize their vocabulary acquisition. Furthermore,

the lack of structured guidance in using anime as a learning resource may hinder the effectiveness of these strategies. This study aims to explore how learners implement self-regulated strategies in vocabulary learning through anime and identify the challenges they face in the process. By addressing these issues, this study seeks to provide insights into how optimizing self-regulated vocabulary learning with anime media through subtitling and dubbing can enhance language learners' autonomy and engagement.

1.3 Limitation of The problems

The scope of this study covers university students in Pekalongan as English learners who use Anime as a medium for self-regulated English vocabulary learning. The researcher tries to explore in more detail about students' experiences in self-regulated vocabulary learning through subtitles and dubbing in Anime.

1.4 Formulation of The problems

1. What are learner's strategies self-regulated vocabulary learning through anime?
2. What are the challenges self-regulated vocabulary learning using anime?

1.5 Aim of The study

1. Identifying learner strategies in self-regulated vocabulary learning through anime.
2. Identifying the challenges in self-regulated vocabulary learning through anime.

1.6 Operational Definition

1. Self-Regulated learning : A process in which learners actively manage their own learning by setting goals, monitoring their progress, and adapting their strategies to achieve academic success (Zimmerman & Schunk, 2018).
2. Vocabulary : A collection of words known, understood, or used in a language (Nation, 2001).

- 3. Anime : Anime is a type of animation that originated in Japan and includes a variety of genres and subjects (Alsubaie & Alabbad, 2020).
- 4. AIEL : Anime Inspired English Learning is a course of innovation and potential in the realm of language education (Uy et al., 2023).

1.7 Significances of the Research

- Theoretical : Theoretically, this study can contribute to the previously existing knowledge on AIEL, so that it can be used as a reference for other research.
- Empirical : This research provides empirical evidence as additional knowledge in self-regulated English vocabulary learning using anime media.
- Practical : In the future, researcher hope that learners will be more enthusiastic about using anime in exploring it is advanced features for self-regulated English vocabulary learning.

CHAPTER V CONCLUSION

5.1 Conclusion

This study explored the strategies and challenges experienced by university students in Pekalongan when learning English vocabulary through anime using a self-regulated learning (SRL) framework. The participants stated various strategies in each of the three SRL phases: in the forethought phase, they showed motivation and planned their learning by selecting suitable anime and subtitles; in the performance phase, they engaged in note-taking, repeated exposure, and pronunciation practice; and in the self-reflection phase, they evaluated their progress and adjusted suitable methods. Beside their efforts, challenges appear at each stage, such as inconsistent planning, difficulties in understanding slang and pronunciation, and distractions caused by the anime's engaging storyline. However, both participants adapted and developed ways to improve their vocabulary learning outcomes.

The findings of this research highlight that using anime as a tool for vocabulary acquisition can be both effective and enjoyable when accompanied with self-regulated learning strategies. By identifying strategies and acknowledging the challenges, this study addresses the problem of low motivation and ineffective vocabulary learning in traditional contexts. The learners' ability to manage their own learning through planning, monitoring, and reflection helped them stay engaged, supporting the aim of enhancing vocabulary acquisition through actual and interest-driven media. Overall, this research shows that using anime with intentional SRL practices and strategies, it can be a powerful medium for promoting language development and learner independence.

5.2 Recommendations

The results of this research reveal the potential and significance of anime as a medium for self-regulated English vocabulary learning, leading to several important

recommendations. Theoretically, this study contributes to the growing body of knowledge on Anime-Inspired English Learning (AIEL) and offers a reference for further academic inquiry. Empirically, it provides concrete evidence that supports anime's role in enhancing vocabulary learning through self-regulation. Practically, the findings can encourage learners to explore anime more deeply. It is not only for entertainment but also as a productive learning tool. Future learners are encouraged to take advantage of anime's various features such as subtitles and dubbing to improve their vocabulary acquisition. Educators and language curriculum developers can also consider integrating anime into their teaching methods to encourage learner motivation, and engagement.

This study has recognized its limitations, specifically in its narrow focus on university students in Pekalongan only and their specific experiences using anime for vocabulary learning. While the findings of this research offer valuable insights, they are context-specific and may not fully represent broader or diverse learners. Furthermore, the scope was limited to vocabulary learning through subtitles and dubbing without exploring the other anime features such as genre-specific language use or multimodal interactions. For future research, it is recommended to expand the participant across different regions or educational backgrounds and investigate other anime-related strategies. Further studies could also compare anime-based vocabulary learning with other digital or traditional media, or even explore the long-term effects of self-regulated anime learning on language proficiency to build a more comprehensive understanding of its impact.

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