

## Views of Students Regarding The Use of English Animation Films for Vocabulary Learning

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### ABSTRAK

Pengembangan kosakata seseorang sangat penting untuk kemahiran berbahasa. Keberhasilan belajar bahasa itu sendiri secara signifikan dipengaruhi oleh kosakata seseorang. Penelitian ini bertujuan untuk memahami bagaimana siswa kelas tujuh di SMPN 1 KADUR memandang penggunaan film animasi sebagai alat pembelajaran kosakata. Penelitian deskriptif kualitatif dilakukan di sini. Penelitian ini berfokus pada dua puluh siswa di kelas tujuh. Wawancara dan kuesioner digunakan dalam metode pengumpulan data penelitian ini. Model analisis data Miles dan Huberman menjadi dasar dari metode analisis data yang digunakan dalam penelitian ini. Mereduksi data, menyajikan fakta, dan membuat kesimpulan adalah bagian dari hal tersebut. Triangulasi metode adalah metode yang dapat diandalkan dalam penelitian ini. Para peneliti menemukan bahwa menonton film animasi sebagai media belajar bahasa menghasilkan persepsi yang menyenangkan atau skor klasifikasi persepsi siswa yang baik. Mereka bertambah semangat dalam belajar bahasa dan terinspirasi untuk menjadi pembaca, penulis, dan pendengar yang mahir dengan menonton film animasi.

### ABSTRACT

*The development of one's vocabulary is crucial to linguistic proficiency. The success of learning the language itself is significantly influenced by one's vocabulary. This study sought to understand how seventh-grade students at SMPN 1 KADUR perceived the use of animated films as a vocabulary-learning tool. Qualitative descriptive research is being done here. The research focuses on twenty pupils in a seventh-grade class. Interviews and questionnaires were used in this study's data collection methods. The Miles and Huberman data analysis model served as the basis for the data analysis method employed in this study. Reducing the data, presenting the facts, and making inferences are all part of that. Triangulation of methods is the study's reliable method. Researchers discovered that watching animated films in the media to learn language produces pleasant perceptions or good student perception classification scores. They grow more content as they learn the language and are inspired to do so in order to become proficient readers, writers, and listeners by watching animated films.*



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## INTRODUCTION

The development of one's vocabulary is crucial to linguistic proficiency. The success of learning the language itself is significantly influenced by one's vocabulary. Vocabulary, according to (Kaboha et al. 2018), is a crucial part of learning English; without it, pupils are unlikely to be able to comprehend written material and would also find it difficult to communicate with others. Conversely, (Jeremy. 2001) asserts that vocabulary is the fundamental component of language; if grammar is thought of as the language's framework, then vocabulary is a part of it.

According to research done by (Safitri et al. 2022), many students still struggled to understand vocabulary in reading tasks. These issues contributed to the students' struggles in learning the language. Additionally, study by (Sucandra et al. 2022) revealed a number of characteristics that influence students' challenges with vocabulary mastery. The two categories of these elements are internal factors, which include the following: intelligence, body condition of the learner, low motivation for learning, low interest in learning, attitudes toward learning, and learning habits. The presentation of the subject is less appealing, the usage of media is not ideal, and the methods chosen are inappropriate, as are the external variables themselves, such as friend interruptions during study sessions.

Based on the preliminary research, the researcher also discovered a number of issues that students of SMPN 1 KADUR, particularly in class seven, encountered when learning vocabulary. These issues included the students' disinterest in learning English because they perceived it to be difficult to understand, their laziness in trying to look up new words using a dictionary, their shyness when approaching their teachers for help, and their lack of engagement during the learning process. Learning can be done through a variety of media, including movies, games, social media, YouTube, and flash cards. Enhancing vocabulary mastery is one of the many advantages of using movies as a medium for English language study. This is because movies contain visual and aural components that facilitate language learning for pupils. Film is a communication tool that is highly useful in the effective learning process, according to the opinion of (Widiani et al. 2018), which was published in the journal history and historical education.

In addition to using books and an English dictionary, watching movies while learning a language has become a popular teaching method in schools. At SMPN 1 KADUR, for example, students watch movies to expand their vocabulary. The usefulness of using video animation as a medium to increase vocabulary acquisition in class pupils 2 MTs is demonstrated in the study "Using Animation Video on English Language Teaching." (Munawir et al. 2022) cite As'addiyah Putri 1 Selengkang. (Hakim et al. 2014) state that there are numerous kinds of films or movies that are utilized as educational resources. Action, adventure, and animated films are the typical film genres utilized in educational media. selecting the kind of movie that will be shown for educational purposes.

The researcher claims that the usage of film as a teaching tool at SMPN 1 KADUR is concentrated on employing animation genre movies to help pupils expand their vocabulary. Because animated films typically have simple dialogue that is easy for pupils to grasp, the teacher feels that this genre is appropriate for usage in the classroom and is highly relevant to the content being taught—recount texts. Because film media has a significant impact on students' learning of English, particularly in vocabulary mastering, it can offer additional insight into why it is the most successful learning medium. For this reason, this research is highly significant.

As can be seen from the above description of the vocabulary mastery problem, the researcher is interested in discovering what students believe about the learning that their professors do,



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specifically when they use media in the form of animated films to teach English in the classroom. The title "Views of students regarding the use of English animation films for vocabulary learning" was ultimately developed by the researcher based on this background.

## METHOD

### Research design

The descriptive qualitative method was employed by the researcher in this investigation. This study focuses on vocabulary learning tactics taught by teachers using animation movies as a medium, as well as how students see the use of these strategies to vocabulary acquisition. Research based on presumptions and interpretations of the study of research problems pertaining to individual and community food in relation to social problems or community problems is referred to as qualitative research, according to (Cranwell. 2012). According to (Sugiyono. 2015), qualitative research is a research methodology grounded in post-positivism philosophy, which is utilized to investigate the state of natural things. The researcher employs questionnaires and subject interviews to gather data. The research focuses on twenty pupils in a seventh-grade class.

The researcher employed interviewing, questionnaires, and documentation as data gathering methods in this study. The researcher use triangulation as a method to verify the accuracy of the data that has been gathered. By comparing the findings of interviews with study objects, this method can be compared to a data validity checking method. Triangulation is a data collection method that integrates several data and data sources, according to (Sugiyono. 2015). The Miles and Huberman data analysis model served as the basis for the data analysis method employed in this study. Reducing the data, presenting the facts, and making inferences are all part of that.

## RESULTS AND DISCUSSION

### A. Research Findings

1. Questionnaire data Views of students regarding the use of animated films to acquire vocabulary.

The cognitive aspect questionnaire table reveals that a large number of pupils meet the requirements for cognitive aspects. For the most part, pupils only disagree with assertions that are unfavorable. Specifically, the last two claims—that movies waste time and confuse students—are addressed. Twenty students completed the print-out version of the questionnaire on their own.

Similar to the first aspect table, almost. The survey table demonstrates that affirmative statements receive high marks at the agree level and negative statements receive high marks at the disagree level. Twenty seventh-grade kids filled out the statement.

Show the same thing on the conative aspect as on the previous two aspects. In a conative aspect, agreement is shown for affirmative statements and disagreement for negative ones. Also, the 20 seventh-grade students who are still informants remain the same.

2. The opinions of students in data interviews about language instruction and learning activities

The interview results indicate that when asked about the purpose of language learning, the indicator question should be whether watching movies to learn vocabulary has a sufficient influence on the learner or not, and what the learner's expectations are for future



learning. All five of them said that seeing this movie helped them acquire new words and had a good effect on their vocabulary. Learning English through animated movies not only helped them acquire more vocabulary but also taught them valuable social principles. They have very identical goals in mind: they want to see English language instruction through this movie continue in a setting that is more comfortable.

## B. Discussion

### a. Cognitive aspect

A person's agreement or disagreement with anything that may be inferred from their knowledge, opinions, and beliefs about it is shown by the cognitive aspect, a perceptual component. Every question in the questionnaire has a good reaction from the informants, as can be observed. Information regarding informants' opinions on knowing a lot of words when learning to use films may be noticed by counting the number of respondents who selected "agree" and the considerable number who selected "strongly agree." The researcher's data from the five informants' interviews also revealed a favorable reaction to the query on how the teacher used cinema media to communicate learning. The fact that the information was simple to understand made them delighted.

Because learning is enjoyable, it can be inferred from the foregoing debate that seven class students concur that watching animated movies to acquire vocabulary is a good cognitive strategy. This is consistent with the view expressed by (Miraros. 2004) that film, video, or live images are the most advanced presentation tools due to their ability to communicate information in five various ways: through images, lines, symbols, sound, and movement. The same is true of the claim made by (Arysad. 2002) that movies and videos are among the audiovisual learning media. This is corroborated by the claim made by (Ina Magdalena et al. 2021) that using engaging media is one of the crucial strategies to improve learning and facilitate students' assimilation of information about the subject matter.

### b. Affective Aspect

A person's pleasure or dissatisfaction towards something is perceptually tied to the emotive element. Positive perceptions were found in the questionnaire results, with respondents agreeing with positive assertions and disagreeing with negative ones. Based on the findings of the five students' interviews, which many felt corroborated by the kids' comments, he finds that watching movies helps him study and feels less bored while also expanding his vocabulary. Approximately half of eighth grade G students who responded to the questionnaire said they enjoyed watching movies with subtitles. With reference to is According to (Dodi et al. 2015), children may learn English without realizing it if they use visual media with English subtitles.

From this, we can conclude that the animated movie used as a teaching medium is appropriate for the needs of the pupils. According to (Supandu. 2015), media animation films are programs that have the power to make pupils laugh and feel joyous due to the wide range of comedy they feature. The graph that follows further demonstrates the widespread consensus among students that most of the assertions are true, with no student having a negative opinion of any of the statements.

### c. Conative Aspect



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When learning vocabulary, an animation movie can be used as an object of conative perception, where the aspect is a person's readiness to behave toward it. A good attitude that receives a high score is evident from the questionnaire and interview findings. This demonstrates that individuals believe they have had many beneficial effects after being exposed to the stimuli in the form of learning techniques involving the use of animated films to acquire language.

The findings of the interviews conducted with the five informants from the seven classes also indicated that the participants felt content and that they had received positive feedback regarding the learning that was being done. The fact that the teachers are so excited and joyful about teaching vocabulary through movies demonstrates the effectiveness of their usage of animation in the classroom. In addition to their desire to keep studying. According to the students in seven classes, utilizing visual animation movie media to increase vocabulary is more effective than using traditional learning techniques. This is exactly in line with the presentation of (Muslimin's. 2013) perspective.

## CONCLUSION

The purpose of this study was to find out how seventh-grade students at SMPN 1 KADUR perceived the use of animated films as a resource for vocabulary acquisition. Positive statements were found in both the questionnaire and interview outcomes. Each displays the outcomes of a statement of agreement when examined from the three perspectives of perception—cognitive, emotional, and conative. They concur that vocabulary is taught in the classroom through the usage of animated films. They grow more content as they learn the language and are inspired to do so in order to become proficient readers, writers, and listeners by watching animated films.

## THANK YOU

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