Students' Opinions About Watching English Animation Movies to Improve Vocabulary

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A B S T R A K

Untuk meningkatkan kemahiran berbahasa seseorang, mereka harus mengembangkan kosakata mereka sendiri. Kosakata seseorang sangat memengaruhi hasil belajar bahasa itu sendiri. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana siswa kelas tujuh di SMPN 1 GALIS melihat film animasi sebagai alat untuk belajar kosakata. Penelitian dilakukan dengan pendekatan deskriptif kualitatif di tempat ini. Dua puluh siswa yang berada di kelas tujuh adalah subjek penelitian ini. Dalam penelitian ini, wawancara dan kuesioner digunakan untuk mengumpulkan data. Metode analisis data yang digunakan dalam penelitian ini didasarkan pada model analisis data Miles dan Huberman. Menyajikan fakta, mengurangi data, dan membuat kesimpulan adalah semua bagian dari itu. Metode yang dapat diandalkan dalam penelitian ini adalah triangulasi metode. Para peneliti menemukan bahwa menonton film animasi sebagai alat untuk belajar bahasa menyebabkan siswa memiliki persepsi yang menyenangkan atau skor klasifikasi persepsi yang baik. Menonton film animasi menginspirasi mereka untuk menjadi pembaca, penulis, dan pendengar yang mahir, dan semangat mereka untuk belajar bahasa meningkat.

A B S T R A C T

The growth of one's vocabulary is essential to language proficiency. The achievement of acquiring language proficiency is greatly impacted by an individual's lexicon. This study aimed to investigate the perception of seventh-grade students at SMPN 1 GALIS about the usage of animated films as a tool for learning vocabulary. There is ongoing research being conducted here using qualitative descriptive methods. The study centers around twenty students in a seventh-grade class. Interviews and surveys were utilized in the data collection procedures of this investigation. The Miles and Huberman data analysis model was used as the foundation for the data analysis method used in this investigation. Analyzing the data, presenting the information, and drawing conclusions are all components of that process. The use of many approaches is a dependable approach in the investigation. Researchers found that using animated films in the media to learn language leads to positive perceptions or high student perception classification scores. They become happier as they acquire the language and are motivated to do so in order to become skilled readers, writers, and listeners by viewing animated films.

INTRODUCTION

The growth of one's vocabulary is essential to language proficiency. The achievement of acquiring a language is greatly impacted by an individual's lexicon. According to a study by Kaboha et al. in 2018, vocabulary plays a vital role in learning English. It is essential for students to have a good grasp of vocabulary in order to understand written texts and effectively communicate with others. On the other hand, according to Jeremy (2001), vocabulary is considered to be a crucial element of language. If grammar is seen as the structure of a language, then vocabulary is an integral aspect of it.

Based on a study conducted by Safitri et al. in 2022, a significant number of pupils continue to face difficulties in comprehending vocabulary when engaging in reading assignments. The problems added to the students' difficulties in acquiring the language. In addition, a study conducted by Sucandra and colleagues in 2022 found several factors that affect pupils' difficulties in mastering vocabulary. The two types of these aspects are internal variables, which consist of intelligence, learner's physical condition, lack of motivation for learning, lack of interest in learning, attitudes towards learning, and learning habits. The way the subject is presented is not very attractive, the use of media is not optimal, and the methods used are not suitable, just like the external factors, such as interruptions from friends during study sessions.

Based on the first investigation, the researcher also found some problems that students of SMPN 1 GALIS, namely in seventh grade, faced when learning language. The problems encompassed the students' lack of enthusiasm in studying English due to their perception of its complexity, their reluctance to consult a dictionary for unfamiliar words, their timidity in seeking assistance from their teachers, and their limited involvement in the learning experience. Education can be acquired through a range of mediums, such as films, interactive activities, online platforms, video sharing websites, and study aids. Improving vocabulary skills is one of the several benefits of using movies as a tool for studying the English language. This is because movies have visual and auditory elements that help students acquire language. Film is a communication tool that is very helpful in the effective learning process, as stated by (Widiani et al. 2018), as published in the journal history and historical education.

Besides utilizing books and an English dictionary, including movies into language learning has become a widely adopted instructional approach in educational institutions. At SMPN 1 GALIS, for instance, pupils view films to enhance their vocabulary. The study "Using Animation Video on English Language Teaching" demonstrates the effectiveness of employing video animation as a tool to enhance vocabulary acquisition in class kids 2 MTs. (Munawir et al. 2022) quote As'addiyah Putri 1 Selengkang. (Hakim et al. 2014) mention that there are various types of films or movies that are used as teaching tools. Action, adventure, and cartoon movies are the usual film genres used in educational media. choosing the type of film that will be screened for educational reasons.

The study states that in SMPN 1 KADUR, films are used as a teaching aid with a focus on using animated movies to assist students in enhancing their vocabulary. Since animated movies usually have uncomplicated speech that is easy for students to understand, the teacher believes that this genre is suitable for use in the classroom and is closely related to the material being taught—recount texts. Since movies have a notable influence on students' English learning, especially when it comes to vocabulary acquisition, they can provide further understanding of why they are the most effective learning tool. This research is very important for this reason.

The researcher is interested in exploring students' beliefs regarding their professors' learning when they employ animated films to teach English in the classroom, as described above. The researcher ultimately chose the topic "Student Perspectives on Using English Animation Films for Vocabulary Learning" after considering this background.

METHOD
Research design

The researcher used the descriptive qualitative method in this investigation. This study examines the vocabulary learning strategies taught by teachers through the use of animation movies, and also explores how students perceive the effectiveness of these strategies in acquiring vocabulary. Qualitative research, as defined by Cranwell (2012), is research that is based on assumptions and interpretations of the study of research problems related to individual and communal food in relation to social or community problems. As stated by Sugiyono (2015), qualitative research is a research approach based on the philosophy of post-positivism, which is used to examine the condition of natural phenomena. The researcher uses surveys and interviews with participants to collect data. The study centers around twenty students in a seventh-grade class.

The researcher used interviews, questionnaires, and documentation to collect data for this study. The researcher use triangulation as a technique to confirm the precision of the data that has been collected. This method might be likened to a data validity checking method by comparing the findings of interviews with study subjects. Triangulation is a technique for gathering data that combines multiple sources of data, as stated by Sugiyono (2015). The Miles and Huberman data analysis model was used as the foundation for the data analysis method used in this investigation. Analyzing the data, presenting the information, and drawing conclusions are all components of that process.

RESULTS AND DISCUSSION
   A. Research Findings
      1. Survey information Opinions of pupils on the usage of animated movies for learning new words.

The table of the cognitive aspect questionnaire shows that a significant number of students meet the criteria for cognitive aspects. Pupils generally only dispute with assertions that they find negative. More specifically, we will focus on the latter two assertions, which are that movies are a waste of time and that they confuse students. Twenty students finished the hard copy of the survey by themselves.

Almost like the initial aspect table. The survey table shows that positive statements are rated highly in terms of agreement, whereas negative statements are rated highly in terms of disagreement. Twenty students in the seventh grade completed the survey.

Display the identical information on the conative aspect that was shown for the preceding two aspects. Regarding the conative element, agreement is demonstrated for affirmative assertions, while disagreement is expressed for negative claims. Additionally, the 20 pupils in seventh grade who are still informants remain unchanged.

      2. The perspectives of students in data interviews regarding language instruction and learning activities

The interview findings suggest that when inquired about the reason for learning a language, the key question should be if using movies as a tool to learn vocabulary has a

significant impact on the learner or not, and what the student's expectations are for future learning. All five individuals stated that watching this film aided them in expanding their vocabulary and had a positive impact on their word choice. Acquiring more vocabulary and learning essential social values were benefits of learning English through animated movies. They have very similar objectives: they want to ensure that English language teaching through this film may continue in a more comfortable environment.

B. Discussion

a. Cognitive aspect

The cognitive part, which is a perceptive component, reveals a person's agreement or disagreement with everything that can be deduced from their knowledge, views, and beliefs. Each question in the survey receives a positive response from the participants, as can be noted. The opinions of informants on the importance of vocabulary when learning to utilize films can be observed by tallying the number of respondents who agreed and the significant number who strongly agreed. The data collected from the interviews with the five informants also showed a positive response to the question about how the teacher utilized movie media for educational communication. They were pleased that the information was easy to comprehend.

Since learning is pleasurable, it can be deduced from the above discussion that all seven students in the class agree that using animated movies to learn vocabulary is an effective cognitive approach. This aligns with the perspective shared by Miraros (2004) that film, video, or live images are highly effective instruments for conveying information through multiple means such as visuals, text, symbols, audio, and motion. The claim made by (Arysad. 2002) that movies and videos are considered as audiovisual learning media is also valid. This is supported by the assertion made by (Ina Magdalena et al. 2021) that utilizing interactive media is a key approach to enhance learning and aid students in comprehending facts about the topic matter.

b. Affective Aspect

An individual's enjoyment or discontentment with something is perceptually connected to the emotional aspect. The questionnaire results revealed favorable attitudes, as respondents agreed with positive statements and disagreed with negative ones. Based on the results of the interviews conducted by the five students, which were supported by the remarks made by the children, he concludes that watching movies aids in his studying, prevents boredom, and enhances his vocabulary. About half of the eighth grade G students who answered the survey stated that they liked watching movies with subtitles. Regarding Based on a study by Dodi et al. in 2015, children can acquire English language skills without being aware of it by using visual media with English subtitles.

Based on this, we may infer that the animated film utilized as an educational tool is suitable for the requirements of the students. As stated by Supandu in 2015, media animation films are programs that can bring laughter and joy to students because of the various comedic elements they include. The graph below illustrates the general agreement among students that the majority of the statements are true, and none of the students hold a negative attitude about any of the assertions.

c. Conative Aspect

When acquiring new words, an animated film can serve as a stimulus for cognitive perception, where the focus is on an individual's willingness to interact with it. A positive mindset that achieves a favorable rating is apparent based on the results of the questionnaire and interview. This shows that people think they have had many positive benefits after being exposed to learning strategies that involve using animated videos to learn a language.

The results of the interviews performed with the five participants from the seven classes also showed that the individuals felt satisfied and had gotten favorable feedback about their learning progress. The teachers' enthusiasm for using movies to teach vocabulary shows how effective their use of animation is in the classroom. Furthermore, they have a strong inclination to continue their education. Based on feedback from students in seven classes, it has been found that employing visual animation movies to enhance vocabulary is more efficient compared to traditional learning methods. This aligns perfectly with the viewpoint presented by (Muslimin's. 2013).

CONCLUSION

The goal of this study was to find out how seventh-grade students at SMPN 1 GALIS evaluated the usage of animated films as a resource for vocabulary development. Positive remarks were identified in both the questionnaire and interview findings. Each exhibits the outcomes of a statement of agreement when viewed from the three perspectives of perception—cognitive, emotional, and conative. They agree that vocabulary is taught in the classroom using animated videos. They get happier as they learn the language and are motivated to do so in order to become skilled readers, writers, and listeners by viewing animated films.

THANK YOU

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