

**STUDENTS' PERCEPTION TOWARD THE USE OF ENGLISH
ANIMATION MOVIES IN LEARNING VOCABULARY
AT SMP N 3 BOYOLALI IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as a Partial Requirements

For the Degree of *Sarjana*



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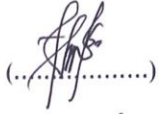



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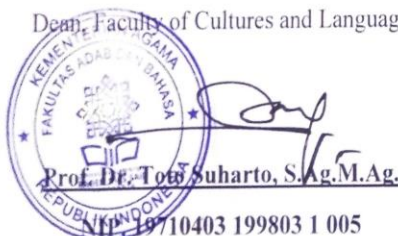
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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Parjono and Mrs. Ratini)
2. My beloved sister (Ririn Agustina)
3. My advisor (Maria Wulandari, M.Pd.)
4. My Almamater UIN Raden Mas Said

MOTTO

وَعَسَىٰ لَكُمْ خَيْرٌ وَهُوَ شَيْئًا تَكْرَهُوا أَنْ وَعَسَىٰ لَكُمْ كُرْهُ وَهُوَ الْفَيْتَالُ عَلَيْكُمْ كُتِبَ
تَعْلَمُونَ لَا وَأَنْتُمْ يَعْلَمُ وَاللَّهُ لَكُمْ شَرٌّ وَهُوَ نَاشِدٌ تُحِبُّوا أَنْ

But perhaps you hate a thing and it is good for you; and perhaps you love a thing
and it is bad for you. And Allah Knows, while you know not.” Q.S Al-Baqarah
(2): 216

One’s greatest weakness is to lean into resignation, the most obvious path to
success is always to try at least once

Thomas A. Edison

Do small things with great love, in order to get maximum results.

PRONOUNCEMENT

Name : Anggita Retno Yulianti
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I hereby sincerely state that the thesis titled “Students’ Perception Toward the Use of English Animation Movies in Learning Vocabulary at SMP N 3 Boyolali in the Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 16th 2023

Stated by,



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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “Students’ Perception Toward the Use of English Animation Movie in Learning Vocabulary at SMP N 3 Boyolali in the Academic Year of 2022/2023” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, June 16th 2023

The Researcher,



Anggita Retno Yulianti

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ABSTRACT

Anggita Retno Yulianti. 2019. Students' Perception Toward the Use of English Animation Movies in Learning Vocabulary at SMP N 3 Boyolali in the Academic Year of 2022/2023. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor : Maria Wulandari, M.Pd

The objectives of this research was, to identifying students' perception in using animation movies for learning vocabulary in eighth grade class G students of SMP N 3 Boyolali in the academic year of 2022/2023.

This reserch is qualitative descriptive. The subject of the research is 31 students eighth grade class G of SMP N 3 Boyolali in academic year of 2022/2023. The techniques of collecting the data in this research are questionnaire and interview. This technique of data analysis which used in this research was the model of data analysis from Miles and Huberman. That is reducing the data, displaying the data and drawing conclusions. The trustworthiness in this study is method triangulation

Based on the findings of three aspects of perception, of the stimulus given in this study, eighth grade G students of SMPN 3 Boyolali in the academic year 2022/2023. Responding to the stimulus in the form of using media animation movies for learning vocabulary states that good student perception classification results or positive perception. They become happier learning English and motivated to learn English to master various skills of listening, writing and reading from animation movies.

Key words : *Students' Perception, Animation Movies, Learning Vocabulary*

CHAPTER I

INTRODUCTION

A. Background of the study

Vocabulary is an important element in mastering a language. Knowledge of vocabulary greatly influences the success of learning the language itself. As an example, vocabulary knowledge has a major impact on students' English learning at school. Limited vocabulary can hinder students in learning, communication and interaction in class when learning English takes place. The important role of vocabulary in learning English itself is the initial foundation for the success of mastering English itself. According to Kabooha et al., (2018) vocabulary is an important component in learning English, without sufficient vocabulary it is very unlikely that students will be able to understand written text and they will also have difficulty conveying messages to other people. Meanwhile, according to Jeremy (2001) vocabulary is the core of language, if grammar is considered as the framework of a language then vocabulary is a component of that framework.

Given that the influence of vocabulary knowledge is so great, the facts that are often found in the field show that there are still many students who have difficulty learning vocabulary itself and that causes a lack of knowledge about vocabulary so that students have difficulty learning English at school. In research conducted by Safitri et al., (2022) showed that the factors of students' difficulties in learning English towards reading

assignments, which showed the results that there were still many students who had difficulty understanding aspects of vocabulary with a percentage reaching 75%. This study aims to identify the factors of students' difficulties in learning English which indicates that one of them is the students' low vocabulary mastery. Furthermore, research conducted by Sucandra et al., (2022) he found several factors that affect students' vocabulary mastery difficulties. These factors are divided into two, namely internal factors: student body condition, intelligence, low interest in learning, low learning motivation, attitudes and student learning habits. As for the external factors themselves such as distractions from friends while studying, the presentation of the subject is less attractive, the use of media is not optimal, and the selection of methods is not appropriate.

Here the researcher also found several problems faced by students of SMP N 3 Boyolali especially in class VIII in learning vocabulary based on the pre-research that had been done, namely the lack of interest in students learning English because they felt it was difficult to understanding, lazy to find or try to find new words using a dictionary, shy to ask whit teacher if they found some difficulty learning and less interactive during learning process.

There are many ways or fun learning strategies that can be done to increase students' vocabulary. One of them is by learning vocabulary using media. According to one of the English teachers at SMP N 3 Boyolali, Mrs. Virtua Femma V S.Pd., vocabulary learning at the school is carried out using

several learning media. She believes that, for now, learning media is also the most effective way to support the teaching and learning system at SMP N 3 Boyolali. In line with the opinion of Nurdiansah (2019) in his book entitled *Media Pembelajaran Inovatif* which says that the position of the media in learning is very important, a media can support the success of a lesson, because the media can now also be used as a substitute for teacher assignments to distribute learning materials. There are so many media in learning, such as learning media using flash cards, games, social media, YouTube and one of them is movies.

There are many benefits of using movies as a media for learning English, one of which is being able to improve vocabulary mastery, because film or movies have picture and audio elements that make it easier for students to learn a language with these two elements. In line with the opinion of Widiani et al., (2018) which was published in the journal history and historical education, they said that film is a communication tool that is very helpful in the effective learning process because what is seen by the eye and heard by the ear is faster and easier memorized rather than what was just read or heard. The use of movies in learning has also been commonly found in schools, such as the use of movies in learning English at SMP N 3 Boyolali to increase their vocabulary knowledge in addition to using books and also an English dictionary. There is also research from Indonesian journal of research and education review with the title "Students' Vocabulary Mastery by Using Animation Video on English Language

Teaching" in this study showing the success of video animation as a media in increasing vocabulary mastery in class students 2 MTs As'addiyah Putri 1 Selengkang, Munawir et al., (2022).

There are also many types of film or movies used as learning media, according to Hakim et al., (2014) The film genres that are usually used for learning media are educational films, action, adventure, animation, friendship, comedy, documentaries, family, drama, tragedy, romantic, science fiction, etc. The choice of the type of film that will be used for learning must really be considered in relation to the goals to be achieved later.

From the initial research conducted by the researcher at SMP N 3 Boyolali, obtained some information related to the use of film media in learning English in class VIII with the subject teacher. The use of film as a learning media at SMP N 3 Boyolali is focused on efforts to increase students' vocabulary using animation genre film media. According to the teacher, this genre is suitable for use in class because it is quite related to the material being taught, namely recount text because generally the dialogue in animated films is quite simple so that it is easy for students to understand. At the same time, the choice of film is in the animation genre because it can visualize more interesting characters. The stories that are raised are also imaginary according to children's characters, and the storyline is quite light so it is easy to understand. Vocabulary learning using animation movies media at SMP N 3 Boyolali is a teacher's strategy in

seeking to increase vocabulary knowledge for students. First, the teacher prepares a movies that she wants to make as material for teaching vocabulary. The film is taken from Youtube and taken only a few cines for analysis are not played as a whole in that class the selection of films also sometimes uses subtitles sometimes not. Second, students began to see and listen to the film being played by the teacher through a projector. The third teacher began to explain in detail the dialogue and related it to the material being taught. Occasionally the teacher also gives questions related to the vocabulary in the film. According to the teacher's perception, learning using this film is enough to provide a new learning atmosphere for them, they also look enthusiastic when learning takes place. Meanwhile, from the students themselves, the use of film in the learning process was quite enjoyable and it was seen that there were also some students who were active in answering each question that was asked, but there were also findings that sometimes learning was a bit boring.

This research is very important to do because it can provide a further picture of the use of film media as the most effective learning media because it has a big impact on students in learning English, especially in vocabulary mastery. The same time knowing the perceptions of junior high school (SMP) level students regarding movies / films as learning media at SMPN 3 Boyolali, from previously research like this was rarely done because many of the existing studies took student-level objects and with different genres not animation movies, as in the research example from Syahar Nurmala Sari

et al., (2021) with the title “Students' Perception on the Use of English Movies to Improve Vocabulary Mastery”, or usually research on the use of film media focuses a lot on mastering listening, speaking and writing. Example of research from Ni Wayan Sari Utami (2021) with the research title “Students' Perception on Animated Film as a Media to Teach Writing Narrative Text”, and moreover research on perception is still rarely done.

From the description of the problem regarding vocabulary mastery that has been described above, the researcher wants to find out how students think about the learning carried out by their teachers, namely by using media in the form of animation movies for learning English in their schools. Based on this background, the researcher finally came up with the title “**Students' Perception Toward the Use of English Animation Movies to Learning Vocabulary At SMP N 3 Boyolali In The Academic Year of 2022/2023**”.

B. Identification of the Problem

Before starting the research, identification of the problem is the main thing that needs to be done. In this Study, research finds some problems with identification. There are;

1. Students have low self-confidence, boredom, and less interest while learning English have substantial impact on students' learning process.
2. Students find it difficult to understand English because of their vocabulary limitations.

3. Students have the mindset that the English language is difficult to understand.
4. Students want learning English with media tools more interesting.

C. Limitation of the Problem

In this research, the researcher limits on students' perception of learning vocabulary it is worth knowing in helping teacher to create teaching activity that are close to their eighth grade students of class G SMP N 3 Boyolali in the academic year 2022/2023 and how do teacher use the strategy of using animated movies for vocabulary learning in eighth grade students of SMP N 3 Boyolali in the academic year 2022/2023.

D. Formulation of the Problem

From the background of this research that has been explained above, this research addressed the following research question : what is the students' perceptions on using animation movies for learning vocabulary at eight grade especially in class G students of SMP N 3 Boyolali in the academic year of 2022/2023?.

E. Objectives of the study

Based on the problem statement above, the objectives of this study is to identify students' perception in using animation movies for learning vocabulary in eighth grade class G students of SMP N 3 Boyolali in the academic year of 2022/2023.

F. Benefits of the Study

The benefits of this study are:

1. Theoretical

This research give specific knowledge about students' perception and benefits of using animation movies for learning vocabulary for eighth grade students of SMP N 3 Boyolali in the academic year of 2022/2023.

2. Practical

a. Reader

It is hoped that the research study can enrich the knowledge of the reader about perceptions that students' perceived in using animation movies for teaching vocabulary. This research can be used as a reference for conducting the future research.

b. Researcher

This research can be use a provision when the researcher become an English teacher and is faced with the same situation. By doing this research, the researcher has knowledge about students' perception that students' perceived in using animation movie for teaching vocabulary to eighth grade students of SMP N 3 Boyolali.

c. Teacher

This research can be used for the teachers as evaluation and comparison with another English teacher. Thus, teaching and learning can increase.

d. Students

Students can use animation movie for learning English vocabulary, because learning English is very interesting when students understand a lot of vocabulary.

e. School

The existence of this research can be used as an evaluation material so that it can improve the quality of teaching and learning process at SMP N 3 Boyolali in the Academic Year of 2022/2023.

G. Definition of Key Terms

Some of these terms are important to describe research related to the title “Students’ Perception Toward the Use of English Animation Movies to Teach Vocabulary at SMP N 3 Boyolali in the Academic Year of 2022/2023”.

1. Perception

According to Alizamar et al., (2016), perception is the act of compiling, recognizing, and interpreting sensory information to get an overview and understanding of the environment. A human mindset to distinguish, classify, focus the mind on one thing, and interpret it.

According to Sarwono et al., (2012), the formation of a perception is based on a stimulus that a person gets from his environment, and then the stimulus is received by the body through the five senses and then processed through a thinking process by the brain to then form an understanding.

2. Animation movie

According to Waeo, (2016) animation itself comes from the word "animate," which means to move or animate, like an animation. Inanimate objects are then moved slowly and orderly so that they give the impression of life.

Handi Oktavianus (2013) stated that movies are a very effective mass communication media as a means of entertainment and at the same time useful because they can have a psychological and social impact.

3. Learning Vocabulary

Learning vocabulary in the opinion of Restrepo Ramos (1015) is the process of acquiring the most important block in a second language acquisition. Meanwhile, according to Sihontang Robenna (2017) learning vocabulary is the essence of efforts to master a foreign language, because a person cannot understand, read, or write a language without first understanding a vocabulary.

BAB II

LITERATURE REVIEW

In this chapter, the researcher explained about the concept of perception, concept of English animation movies, concept of learning vocabulary.

A. Theoretical Review

1. Perception

a. Definition of Perception

Etymologically, perception comes from the Latin word (*percipire*), which means to receive or take. Perception is a form of interpretation or inference of information or one's message from experience about objects, events, or relationships. This perception is a process of sensory instructions (an experience) in the past which are in line and aimed at us to give us a structured and meaningful description of a particular situation Sobur Alex (2013). Meanwhile, according to Sumanto (2014) perception is a process understanding or giving meaning to an information on a stimulus. Stimulus is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain.

Perception takes place when a person gets a stimulus from outside his body which can be in the form of information or whatever and is then captured by the organs which then enter the brain where a thinking process occurs inside which then manifests itself in a form of understanding, according to P. Robbins and Timothy (2003), in the

book *Organizational Behavior*, Organizational understanding is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. However, what a person receives is sometimes different from the objective reality. Therefore, each individual has a different stimulus from one another, even though the object being observed is the same, one's perspective on this situation tends to be more important than the situation itself.

Based on the statements that have been put forward above, it can be concluded that perception is the process of obtaining, distinguishing and giving meaning to the stimulus received by the senses, so that it can be concluded and interpreted a certain object that is observed.

b. Factors Affecting Perception

In an object of research the same can be perceived differently by one person to another, someone is required to provide a response in the form of something positive or negative, good or bad, happy or sad, and so on. With the perception shown earlier, it will form an attitude, a stable tendency to act in the current situation. The occurrence of these differences is due to several influencing factors. According to Bimo Walgito (2010), there are three factors that play a role in the formation of a perception:

1) Perceived object

Objects that hit the stimulus and the five senses or receptors.

Stimulus from the object can come from within the individual

and also from outside the individual, But most of a stimulus comes from outside the individual.

2) Sensory organs, nerves and the central nervous system.

Sensory organs or receptors are used to receive stimuli from within and from outside the individual. In this case there is also a need for a sensory nerve which is responsible for channeling the stimulus received by the receptor into the central nervous system (brain), in order to order a response after receiving the stimulus.

3) Attention

Attention here becomes the main and first factor in obtaining perception because attention is the initial attitude of an individual in receiving sensors from an object itself. Attention itself is a focus or a concentration of all individual activities that refer to something or a group of objects.

Meanwhile, according to Siagian et al., (2012) there are also three things that are slightly different from previous opinions regarding factors that influence perception, namely:

- 1) Self, in this point what is meant by oneself is the individual characteristics including attitudes, interests, experiences and also expectations.
- 2) The target of perception, the second factor is the target of perception (object) to be perceived. In this case it can be objects,

people, events where the nature of the target or perception can affect the perception of the individual who sees it. Other things that can affect the perception of an individual are movement, sound, size, behavior and so on.

- 3) Situation factors, in this case a review of perceptions must be contextual or in other words it is necessary in the situation in which a perception arises.

From the description above, the researcher agrees with the two figures above, that the factors that can affect perception can be from within the individual or from outside the individual, but apart from that perception is also influenced by experience, learning and knowledge. These factors influence the existence of differences in perception between one individual and another individual or group even with the same perceptual object.

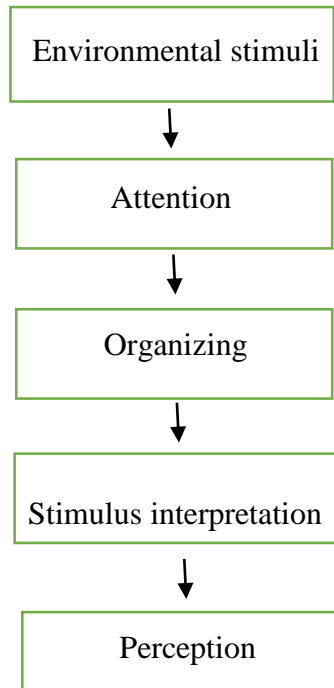
c. The Process of perception

A perception does not just come, but there needs to be a process in it. Gitosudarmo et al., (2015) argue that the way to create a perception requires the following process:

A perception can occur because of a process that shows and selects, organizes and interprets a stimulus. The process of showing as well as selecting occurs when each of the five senses is confronted directly with various stimuli from the environment. Then the organization and individual interpretation of stimuli from the environment is influenced

by past experiences that are different from each individual and influence them or it can be illustrated as follows:

Chart 2.1 Process of Perception from Gitosudarmo (2015)



In the end, based on the description above, it can be concluded that the process of perception can occur through several processes, the processes that are passed are also very sequential, starting from the existence of a stimulus received by the five human senses to the result of the perceptual process itself which can be in the form of responses and behavior

d. Aspect of perception

Aspects that form through attitudes shown in the formation of perceptions consist of three according to Allport (2008) they said these three aspects are:

1) Cognitive Aspect

The cognitive aspect is the aspect that is composed of information or knowledge possessed by a person regarding a particular object, from this knowledge will form certain beliefs about the object (components related to knowledge, views and beliefs).

2) Affective Aspect

The affective aspect is a aspect that is closely related to feelings of pleasure or displeasure, or a aspect that is related to a person's emotional feelings, is closely related to cultural values, or the value system one has.

3) Conative Aspect

The conative aspect is a person's readiness to behave towards a given object stimulus (the component related to the tendency to act).

Sukendro (2022) also stated the same opinion, that is, aspects in the formation of perceptions consist of three aspects, namely cognitive, affective and conative aspects. These three aspects have almost the same meaning as the previous opinion. Cognitive aspects are composed of

rational thoughts and aspects, affective aspects, namely perceptual aspects related to feelings of pleasure and displeasure and are evaluative in nature and the last is the conative aspect, which is readiness in behavior or action.

From these experts figures, it can be concluded that aspects of perception consist of three important aspects, namely cognitive, affective and conative aspects, cognitive aspects related to human thinking, affective feelings of pleasure and displeasure (evaluative) and the last is conative related to behavior or actions towards an object. .

e. Indicators of perception

In every opportunity an individual's stimulus is not only affected by one stimulus but many stimuli will appear around him, but there are also many stimuli that do not get the attention of the individual which is then assessed or perceived. According to Bimo Walgito (2010), indicators of a perception are as follows:

1) Absorption of stimuli or objects from outside the individual.

The stimulus or object is absorbed or received by the five senses that exist in our body such as sight, smell, touch, taste, and the result of the stimulus to the object will be an image, response, or impression in the receptor or brain or plural depending on the object being studied or perceived.

2) Understanding of the object.

After the brain gets pictures or messages. The images are then classified, organized, interpreted so as to form an image which is called appreciation.

3) Assessment or evaluation

After an understanding is created, further research is formed from individuals. Individuals compare the newly acquired understanding with criteria or norms that are understood by each individual subjectively. An individual assessment is individual (not the same) between one assessment and another even though with the same object.

From the explanation above it can be concluded that perception has three indicators, namely acceptance and absorption of stimuli or objects from outside the individual, second understanding or understanding of objects, and thirdly individual assessment or evaluation of the object being observed. In the first indicator, that is, the sensation or object is received and absorbed by the five senses and produces an image in the brain or nervous center, in the second indicator, the image received by the brain as the central nervous system is then interpreted so that an understanding of the object is formed. In the last indicator, after an understanding of the central nervous system is formed, it will give a signal to the motor nervous system to bring up an assessment of the individual through a response.

f. Forms of Perception

In general, perceptions can be grouped into several types. Referring to the definition of perception itself, the forms of perception according to Irwanto (2002), the forms of perception can be divided into two, namely positive and negative perceptions:

1) Positive perception

Positive perception is a perception that describes all the knowledge and norms that are understood in order to provide a response to match the perceived object.

2) Negative perception

Negative perceptions are perceptions that describe all knowledge and norms that are known to be inconsistent with the object they pay attention to.

So from the statement above it can be concluded that perception is divided into two types of perception, the first is positive perception and the second is negative perception, from this statement the researcher can determine the group of types of perception above as a reference for forming the following questionnaire:

- 1) Strongly agree, namely views or opinions that strongly agree and are in line with an object.
- 2) Agree, namely views or opinions that agree on an object.
- 3) Adequate perception, namely sufficient views or opinions on an object.

- 4) Disagree, namely views or opinions that do not agree with an object.

Positive perceptions and negative perceptions will always be the basis of decision making and action from an object itself. The emergence of negative and positive perceptions depends on how the individual describes all his knowledge about an object that is perceived.

g. Factors Affecting Perception

Perception is actually influenced by an individual's experience in observing an object. Experience and the extent to which a person understands something will affect the perception of adjusting to the glasses of each individual. With the needs of an individual will also affect the perspective of an individual. According to Rahmatullah (2014) there are two factors that influence a perception, namely internal perception and external perception:

- 1) Factor internal

Internal factors are factors that influence a perception that comes from within an individual. Internal factors themselves include the following:

- a) Physiologically, information entered through the senses of an individual will influence and complement business, because each individual has a different point of view, so the interpretation of the environment is also different.

- b) Attention, an individual needs energy to pay attention or focus on a particular object. The energy possessed by each person is different, so the daily use to perceive an object is also different.
- c) Interest, perceptual vigilance is a person's tendency to pay attention to a particular stimulus, while a perception varies greatly depending on how much energy is used for a perception.
- d) Unidirectional needs, at this point it can be seen how enthusiastic an individual is looking for objects or messages that can answer something that might be in line with him.
- e) Experience and memory, experience is strongly influenced by memory, the extent to which an individual records events in the past to find out a stimulus in a broad sense.
- f) Mood, emotional state affects the behavior of an individual, emotional stability greatly affects how a person receives, reacts and remembers a stimulus.

2) External Factors

External factors are factors that influence perception and come from outside the individual in the form of environmental characteristics or objects that are visible in it. Something that

appears changes the perspective of a person in receiving and feeling the stimuli that are present. External factors that influence perception, among others:

Based on the factors that influence perception as explained above, it can be concluded that although the stimulus that comes to each individual is received by a cognitive process and also depends on each stimulus that reflects the goals and expectations of each individual at that time, even with object stimuli that are same.

h. Perception on Learning

A perception will show the results, from the thoughts of an individual. Perception is lifted from one's opinion about an object. Biggs (1989) expressed his opinion regarding perceptions about learning that, these perceptions are related to beliefs about knowledge that affect students' approaches to learning, in other words perceptions in learning are always closely related to beliefs and concepts regarding a knowledge which is a stimulus from the environment.

More specifically, the opinion of Champbell et al., (2001) says that there are four elements of implementing a language teaching and learning activity that are built through a student's perception including:

- 1) How teachers teach students.
- 2) What do teachers want in teaching students
- 3) What did the students learn
- 4) What is the purpose of learning the language.

There is a relationship between perception and learning. Knleinke (1978) says that the perception of learning is important because it can influence students' learning. When a student has a good perception of the learning that the teacher provides, the process of teaching and learning English to students will be carried out well. Students can receive the material well. Vice versa if students have a bad perception of the teaching strategies used by the teacher, it means that they have failed in choosing strategies in learning. Choosing the wrong learning strategy causes decreased interest in learning and the material from the teacher will not be conveyed properly, for more details, it can be illustrated as follows:

Good (or Bad) Perception

Develop students' skill (or not)

Attract students' attention (or not)

Successful (or Unsuccessful) Learning

In this study, the researcher will implement the definition of perception and perceptual process as a basis for determining student perceptions about the strategies used by teachers in learning English in their classes. The researcher used the theory from Gipson et al.,(1973) which said that perception is a process of recognizing information by comparing it with previously stored memories in the central nervous memory (brain). Several factors that affect perception as explained

above are used to find out how different perceptions each student has of the learning strategy that the teacher applies to learning English, namely using animated film media. Not only that, the relationship between perception and learning is used to analyze how the success of learning is also determined by students' perceptions of the strategies applied by the teacher in the classroom for teaching English using animation movie media.

2. Animation Movie

a. Definition of Animation Movie

Animated movie is a media that combines audio and visual with a storyline, telling using the concept of animated stories or cartoons, according to Irifai Fcturohman et al., (2014). Animated movie is a spectacle that presents a combination of video and audio in one frame with a story background.

In line with the previous opinion, according to Aninda et al., (2011) animated film is a series of images that move continuously which are usually done quickly by paying attention to the relationship with one another. So the concept of the animated film here is a series of images that are moved at a certain tempo by paying attention to the detailed movements of each scene.

So from the explanations of the two informants above, it can be concluded that in the opinion of Irifai Fcturohman, et al., (2014) film is a combination of images and audio that tells a story, while in the

opinion of Aninda et al.,(2011) animated film is a group of pictures which are put together in the right order to form a storyline in an animated movie.

b. Types of Animation Movie

Along with the development of increasingly advanced technology, animated films are also feeling the impact. Animated films are now also getting better and also interesting to watch. According to Djalle (2007) the types of films that are currently being produced are:

1) Animation 2D (2 Dimension)

This animation is an animation with a hand draw production technique or it can also be called cell animation. This animation is drawn directly using digital media. Examples of this type of film are Naruto, One Piece series, Doraemon etc.

2) Animation 3D (3 Dimension)

3D animation is the development of the previous type, namely 2D. This type of film looks more real when compared to 2D film types. Examples of these films are Up, Toy Story, Avatar and many more.

3) Animation Stop Motion

This type of animation is an animation which is a combination of pieces of images arranged so as to create

motion-like contents. Examples of well-known stop motion animation films are the films *Sound the Sheep*, *The Lego Movie*, *Corpse Bride*.

It can be concluded that there are three types of films according to Djalle (2007), which are mostly in production today, namely 2D animated films, which are animations with hand draw production techniques or can also be called cel animation. The second is 3-dimensional animation, which is the development of the previous type, namely 2D and the last is a stop motion animation film which is a combination of pieces of images arranged so as to create an illusion like moving.

c. Benefits of Media in Teaching and Learning Process

In the use of animated films, especially as learning media, many have been carried out. Moreover, there are also many who feel the positive impact of using animated films as learning media. According to Sardirman (2007) the use of media in the teaching and learning process is as follows:

- 1) Clarify the delivery of material to students so that it is not too monotonous and is qualitative, that is, it only refers to the form of written or spoken words.
- 2) Overcoming problems that may arise in a lesson such as limitations of space, time and the five senses.

3) The use and selection of the right method in the application of a media can overcome the passivity of students.

So from the explanation above it can be concluded that according to Sardiman (2007) the use of media in the teaching and learning process is that it can clarify the delivery of material from the teacher to students, overcome problems that may arise in learning, increase student activity.

d. Visual Media in Teaching Vocabulary

According Arsyad (2002) defined that there were four functions of learning media specially the visual media. There were attention function, affective function, cognitive function, and compensatory function.

Learning a foreign language is not something easy, but it is not difficult as long as we are diligent and consistently learn. In learning vocabulary we need to read, remember and write as well as pronounce and know the meaning of the word. With the existence of visual media such as illustrated videos, animated films, etc., it can help students remember a word.

According Rokni et al., (2013) Points from learning a foreign language by using picture media help students simplify and remember a word rather than not using pictures.

This is also in line with the opinion of Rokni et al., (2013) which states that visual memory plays an important role in learning.

For learners, memorized words by using visual objects was more effective than memorizing only the text. There has been a lot of research on the benefits of using visual media as a learning media in schools.

e. Advantage of Animation Movies in Learning

According to the opinion of Sihab (2022), the media can be used as a communication tool, so that it can easily stimulate the thoughts, feelings, and interests and attention of students. The use of animated media has several benefits, namely:

- 1) Teaching and learning activities are more interesting and fun.
- 2) Grow children's learning motivation.
- 3) Learning is easier to understand so that learning objectives can be achieved.

Meanwhile, according to the opinion of Bambang (2013) in his book entitled "*Konsep Dasar Multimedia*" The advantages of using animated films in learning are 1) motivating students to pay attention because they are interesting, especially in the use of animation with sound. 2) showing action through animated images that are attractive to children. 3) make it easier for teachers to provide sufficient information about processes that are difficult to explain. 4) be able to visualize fictional concepts, objects and relationships. 5) Animation can combine several scientific data into one.

From the explanation above, it can be concluded that there are many benefits that we can take in learning to use animation movies. And everything is very easy in the learning process in the classroom..

3. Learning Vocabulary

a. Definition of Vocabulary

Vocabulary is something that is fundamental to a language. Vocabulary is one of the main elements in the formation of a sentence. Vocabulary as a component could be a tool to increase all the skills of English. According to Kasim (2011) defined that vocabulary were 1) All the words that a person knew or used. 2) All the words in particular language. 3) The words that people were using when they spoke. 4) A list of words with meaning specifically in a book for learning foreign languages. Almost the same as opinion from Siregar (2013) stated that vocabulary was a collection of words that could be used by a person in the profession to express his or her thoughts. That means that vocabulary is a composition of a word that is used by someone to express their feelings into a message. Meanwhile, according to Caruana (2020) vocabulary is a crucial component in making a meaning written and oral communication. The examples of vocabulary are the words "I", "flower", "house", etc.

Remembers the importance of a vocabulary in a sentence. According to Susanto (2017), vocabulary is something that is crucial

to be mastered by the learner to understand language. If an individual wants to be proficient in language, the first thing they have to do is enrich their vocabulary. If someone is lacking in vocabulary mastery, it will be even more difficult to master the four basic skills in mastering or learning English, especially (writing, listening, speaking, and reading). In line with the opinion of Richards et al., (2002) that, vocabulary is a core aspect in language and it provides a lot of basic for how learners speak, read, listen, and write. Siregar (2013) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communication.

In this case, from the statement above, the writer can conclude that vocabulary is a unit of letters which are then arranged into a word and the word then becomes an important element of a sentence. Vocabulary contains the meaning of each word so that when the vocabulary group is arranged into a sentence, the sentence will become meaningful. For example, in my subject vocabulary, the verb vocabulary goes to the market and the adverb vocabulary to the market, if arranged into sentences, could mean I go to the market.

b. Kinds of Vocabulary

According Kasim (2011) stated that every person has three types of vocabulary as follows: active, reserve, and passive vocabulary. Active vocabulary was the words customarily used in speaking. Reserve vocabulary was the words used in writing, we rarely used in speaking. Passive vocabulary was the words vaguely. We never used them in either speaking and writing. It could understand when listened and read.

Passive vocabulary is words that are not clear. We never use it in our speech or writing. You can understand it if you listen and read.

Furthermore, according to Stewart et al., (2019), there are many types of vocabulary:

- 1) Reading vocabulary, all the words that she or he recognize when they are reading. This is the most common type of vocabulary because readers will explore vocabulary more by reading than listening.
- 2) Listening Vocabulary, all the words that she or he recognize when they are listening. In this case, they may not catch a word spoken clearly. They will tend to more easily capture the vocabulary when accompanied by cues such as tone, movement, discussion topic and social context of the conversation.

- 3) Speaking vocabulary, all of the words that he or she recognize when they are speaking. Speaking vocabulary is supported by other aspects such as facial expressions, voice intonation, and movements.
- 4) Writing Vocabulary, all of the words that she or he recognize when they are writing. For example, when we write a letter, we use vocabulary to arrange it into a sentence or even a text.

Based on the opinions above, it can be concluded that the kinds of vocabulary based on Kasim (2011) stated that every person has three types of vocabulary as follows: active, reserve, and passive vocabulary. Then according to Stewart et al., (2019), the kinds of vocabulary are reading vocabulary, listening vocabulary, speaking vocabulary and writing vocabulary.

c. Importance of learning vocabulary

Vocabulary is the most important factor in a language. That's why learning vocabulary is very important to do before we want to master a language. Blintz (2011) stated that vocabulary was critically important because a word was an instrument for thought about the meanings which would express. Vocabulary was basic communication Siregar (2013). By mastering a lot of vocabulary, it will make it easier for us to understand and understand a sentence in the language.

In the world of education, English is a mandatory language to learn. To master English itself, vocabulary is very important to always be taught in class. Every class they have to master more vocabulary in the previous class or in other words the vocabulary they master has to increase every year. Mc Carten (2007) said that the total number of words students need to learn is between 12,000 and 20,000 depending on their level of education. So important is a vocabulary to be able to learn a language where the language can help us to develop ourselves and know more about information that comes from outside.

The use of vocabulary as the basis of communication must also be supported by good interaction with one another. According to Viera (2017), when someone communicates with other people by exchanging information, views, opinions, ideas all require sufficient and appropriate knowledge about vocabulary. Learning vocabulary takes a long process from knowing, remembering, and understanding words. Blintz (2011) said that one important found from research suggested that vocabulary learning never stops.

Based on the opinion above, we can conclude that vocabulary is a central language and of critical importance to typical language and people cannot understand other people and express their feelings without vocabulary. Vocabulary learning needed as basic foundation to construct skills of English.

d. Principles of Teaching Vocabulary

Teaching vocabulary to students is the task of a teacher in the classroom. There are several principles in teaching vocabulary to students. Principles of teaching vocabulary based on Paul (2005) are:

- 1) Make teaching and learning clear and simple. Make the atmosphere English learning class fun. Learning must be done clearly and simply so that it is easy to understand.
- 2) Relate between present teaching and past knowledge by giving analogies. Connect the material with present teaching with the past knowledge possessed by students. Teachers use analogies to connect present teaching with students' past knowledge. So activities like the following can help students to think critically to explore their knowledge and find vocabulary that is in line with the vocabulary they have just learned.
- 3) Use written and oral presentations. Means, write on black board and explain it. So the teacher also writes and explains it. This method is quite effective for children in learning vocabulary because they can remember in that way.
- 4) Give more attention to the words that are already known. In learning vocabulary students have the ability to absorb the material differently. Therefore, the teacher is expected to be

able to pay more attention so that every word that is learned, at least most of what has been taught can be mastered by students properly.

- 5) Says to the learner, if that is a high frequency word, the learner must pay attention to it for the future. At one time there are several words that have the intensity of appearing more in a sentence needs to be given attention in the future. High frequency words are a group of words that are often used in daily life, like in formal or informal situations.

From the explanation above, it can be concluded that there are five principles in teaching vocabulary according to Paul (2005), namely are making the teaching and learning clear and simple, relating between present teaching and past knowledge by giving analogies, using written and oral presentation, giving more attention to the words that are already known, and the saying to the learner "if that is a high frequency word, the learner must pay attention to it for the future".

e. Strategies in Teaching Vocabulary

There are several ways to teach vocabulary to students according to Schwieter (2013). Namely is Presentation, Practice and production.

- 1) Presentation strategies

At this point, a teacher introduces new vocabulary to students. The teacher must introduce new vocabulary to the students starting from mentioning the word, telling what the word means, when to use it, and how to pronounce it correctly. The teacher then invites students to say it together. When students already understand the new vocabulary, teachers can use it in the context clearly. Can use the help of learning media such as using images, videos, real objects, through explicit explanation. In this research, teachers can introduce new vocabulary to students through the animation movie that the teacher has prepared, then the teacher explains the meaning and use of English Vocabulary in a context and language.

2) Practice Strategies

This phase is class room review and practice new words. At this point the teacher instructs students to do an activity. Activities can be carried out individually or by forming small groups to test students' understanding of learning the new vocabulary. The teacher can instruct students to do things such as repeating the word (repeats the word many times), reading aloud, listening, drilling, classroom tests (the test is given by the teacher to students to check the vocabulary that has been taught), games, etc. This activity is called the

controlled practice stage where students can practice these new words but are still under the supervision of the teacher.

3) Production Strategy

Based on the information above, the strategies in teaching vocabulary based on Schwieter (2013) are presentation strategy (using images, videos, real objects, through explanation explicitly), practice strategy (repetition listening, drilling, classroom tests, games) and production strategy (writing stories, writing poem, letter, make a sentence, using dictionaries as possible and make vocabulary notes).

At this point the teacher allows students to free a production language, explore, and use their vocabulary. The teacher can give assignments to students to write stories, write poetry, make letters which are basically to write sentences. The teacher also frees students to use the dictionary to look up words they don't know and then record them themselves. According to Schwieter (2013), the students allow to use many kinds of words in the previous lesson.

Based on the information above, the strategies in teaching vocabulary based on Schwieter (2013) are presentation strategies (using images, videos, real objects, through Explicit explanations), practice strategies (repetition listening, drilling, classroom tests, games) and production strategies (writing stories, writing poems,

letters, making sentences, using dictionaries as possible and making vocabulary notes).

4. Factors in Affecting the Reasons to Apply the Watching movies Strategy in Teaching and Learning Vocabulary

Teaching vocabulary using film media has been done a lot before, there are also many benefits that can be obtained when learning using this media is carried out, as in media instructional books by the authors Nuhung Ruis et al., (2009) said that there are several benefits that can be find when we use film as a teaching and learning media, namely:

- 1) Can increase motivation for students
- 2) Prevent boredom with a learning system that is only fixated by books.
- 3) Make it easier to understand the material in learning.
- 4) Making the teaching and learning process more systematic.
- 5) Learning media can overcome the lack of experience of students. Learners who have different backgrounds such as family life, society, socio-economic etc., will experience different learning because they have a different environment, society, social, economy etc.
- 6) Media can make it easier for students to represent something that is not in class because pictures can present things that cannot be brought into class.

- 7) Learning media has the potential to create the possibility of student interaction with the environment.

Meanwhile, from another opinion put forward by Raja Ambethkar et al., (2019) stated the advantages of learning vocabulary using movie media, namely:

- 1) Provide scope for students to think about guessing new words depending on the context and situation in the film.
- 2) When students find a new word in the screening, it is likely that the word will be retained for a longer time.
- 3) Students will feel not easily bored with learning.

From the statements of the experts above, it can be concluded that the use of movie-based learning media to teach vocabulary to student is very beneficial. Learning media is very helpful for students and teachers in teaching and learning activities.

B. Previous Related Studies

The researcher before conducting this research also used several references as an overview of the research to be carried out. References can facilitate the author in conducting research. There are several previous research references that the author chose as a reference for the preparation of this study. The author chooses similar references.

Table 2. 1 Previous Study

No	Writer	Title	Similarity	Difference
1.	Anders Aubreg (2017)	"Students' Perceptions of the Use Of Films in English Language Teaching."	Examine students' perceptions of learning using audio-visual media, namely in the form of films/movies.	The difference lies in the level of the subjects studied in the previous study, namely the subjects are students while for this research it is a junior high school (SMP), and the data collection method in the previous study uses mixed qualitative and quantitative methods in this study using descriptive qualitative.
2.	Bolji Kumara Rai's thesis research (2019)	"Students' Perceptions on Using YouTube Videos in Learning vocabulary"	The similarities between this previous study and the research that the author is conducting are studies with student subjects where the average is at the middle level (junior high school/high school), both examine language acquisition, namely vocabulary	The difference lies in the media used, namely YouTube with animated movies and the method of data collection, namely quantitative on previous and qualitative descriptive.
3.	Ananias Menik febrianti (2021).	"EFL Students' Perception Toward Watching English Movie to Enrich Vocabulary Mastery in English Language Education Study	The similarity of the research from Ananias Menik Febrianti's previous study with this research is that they both examine the major impact of using film media in increasing vocabulary.	The difference is that the subjects studied are students in the previous study and in this study are junior high school students (SMP), there is another data collection method if in the previous study it is quantitative and if in this research it is descriptive qualitative.

		Program of UKI".		
4.	Dijah Fatma (2021)	Students' Perception on the Use of Animated Videos with English Subtitles in a Foreign Language Listening Class.	The similarities in the previous study with the research that the authors conducted were that they both wrote about perceptions of the effect of using video animation for learning English	For the difference that lies in the focus of the subject being studied in the previous study, namely examining the listening skills of students while in this research is the ability to increase vocabulary, then is the data collection method if in the fourth previous study using the case study method, while in this study using a qualitative descriptive method. The subjects studied also differed if in the previous study they were college-level students majoring in English education and in this study the authors used junior high school (SMP) students.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explained about research design, research setting, research subject, data and data source, research instrument, technique of collecting the data, trustworthiness of data, and technique of analyzing the data.

A. Research Design

In this study, the researcher used a descriptive qualitative method where this method is a method that provides an accurate description of phenomena in the form of accurate words. This study focuses on teaching and learning vocabulary strategies using animation movies media conducted by teachers and how students perceive the use of these strategies in learning vocabulary at SMP N 3 Boyolali. According to Craswell (2012) qualitative research is research from assumptions and interpretations knowing the study of research problems dealing with individual and community food concerning social problems or community problems. Sugiyono (2015) states that qualitative research is a research method that is based on post-positivism philosophy, research used to examine the condition of natural objects.

To collect data, the researcher uses questionnaires and interviews with the subject. Apart from that, this study also wanted to find out what strengths and obstacles students faced in using the learning method using animation movies media that was applied by the teacher in teaching vocabulary to students in class eight G at SMP N 3 Boyolali.

B. Research Setting

1. Place of the research

This research was conducted at SMP N 3 Boyolali for eighth grade students. This school is one of the first middle schools in Boyolali with an A accreditation level. SMP N 3 Boyolali is also a school with quite high interest in applicants. SMP N 3 Boyolali is one of the schools under the ministries of education, culture, research and technology located in Boyolali, precisely on Karanggeneng street, Karanggeneng, Boyolali, Boyolali, Central Java Province, Indonesia. Apart from that, when viewed from the location where this school is located, it is a semi-urban area. So, that is why the students studying at SMP N 3 Boyolali are students from various regions in Boyolali. Students from these schools can also be said to come from a variety of different backgrounds, because this school is a public school, the subjects taught are in accordance with the applicable curriculum. One of them is teaching English itself as a compulsory subject in class VII, VIII and IX.

2. Time of the research

This research was carried out during the teaching of English and the learning process in the 2022/2023 academic year. This research was conducted from September 2022 to June 2023 at SMP N 3 Boyolali. The research schedule is made in the form of the following table:

Table 3. 1 Time of Research

Activity	Month											
	September	October	November	December	January	February	March	April	May	June	July	
Title Submission												
Pre-Research												
Writing Proposal												
Consultation and guidance												
Proposal Seminar												
Conduct the research on the field												
Collecting and analyzing data												
Finish writing chapter IV-V												
Consultation and guidance												
Munaqosah												

C. Research Subject

The subjects of this study are the people who become informants in this study. At SMP N 3 Boyolali there are 21 classes from class VII, VIII and IX, but this research is only focused on class VIII G where the class consists of 20 male students and 15 female students with the subject teacher

miss Virtua Femma S.Pd. The research focuses on class VIII, because class VIII is the best level for conducting research and collecting data and class VIII is a conducive in accordance with learning hours when the researcher conducted research at the school.

D. Data and Source of the Data

1. Data

Data is something to analyze. The data in this study are the utterances of class VIII student G, who became an informant related to how the use of animation movie media is used as a media for learning vocabulary mastery in English in the academic year 2022/2023 for class VIII SMP N 3 Boyolali and what factors are the advantages as well as obstacles / difficulties for students in learning vocabulary using this media animation movie and how the teacher carry out the learning process.

2. Source of Data

Data sources according to the research form this data is descriptive data or in the form of words. Moleong (2004) says that the main sources of qualitative research data are words and actions along with other additional data such as documents, pictures, archives etc. Meanwhile, according to Sutopo (2002) data sources from qualitative research can be humans, or informants, events, places, objects, various pictures, and records, archives and other documents. Sources of data in this study are informants.

The informants in this study were class VIII G students at SMP N 3 Boyolali for the 2022/2023 academic year. They are a source of data that provide information regarding how they think about the use of animation media in learning English vocabulary in their classes and what are the advantages as well as obstacles that informants encounter in this learning

E. Research Instrument

Research instrument is a tool used by the researcher in carrying out the research process to obtain the desired data. The instrument is closely related to the method used in a study. In this study, the researcher used interview instruments, or interview guides during the data collection process for informants, observation guides when observing and document analysis guides. Here is the explanation:

1. Instrument Questionnaire

In this study, the researcher used an instrument questionnaire. Where the data is to find out information from informants regarding their perceptions of using animation movies as a media for learning vocabulary in their classes. According to Ary et al.,(2002), the types of questionnaire instruments are divided into two, namely structured (closed type) and unstructured (open type). In this study, the researcher used structured (closed type) research. This type of questionnaire is very easy to use to see student perceptions because the informants only put a mark (√) in the

column provided according to their answers. The questionnaire was used to see students' perceptions of using animation movies in learning English vocabulary. The researcher compiles questions based on the results of previous interviews.

Research using questionnaires really helps the researcher in collecting data from informants. The questionnaire is in the form of a leaflet form because students are not allowed and rarely carry electronic tools in the form of gadgets, taps or laptops during learning. The questionnaires given to students in this study totaled 21 closed types. Questionnaires were distributed in Indonesian to make it easier for students to answer.

The questionnaire is in the form of a Likert scale. According to Sugiyono (2015) the Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people regarding a social phenomenon that occurs. In the Likert scale proposed by Sugiyono (2015) there are four points which are the answers and codes for each question in the questionnaire, namely the answers Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). It is hoped that the questionnaire make it easier for students to answer and help the researcher to find out data on how students perceive the teacher's teaching strategy regarding the use of animation movies media in teaching vocabulary in their classes.

Table 3. 2 Questionnaire Form

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak setuju
Cognitive Aspect (Allport)					
1.	Saya mengetahui banyak makna kata ketika belajar menggunakan film.				
2.	Saya lebih mengetahui suatu percakapan yang terjadi di dalam film dengan mudah.				
3.	Menurut saya penggunaan film membantu saya mengetahui materi dengan lebih mudah.				
4.	Menurut saya penggunaan film mempermudah saya ingat lebih banyak kosakata bahasa inggris.				
5.	Saya yakin dengan media pembelajaran animation movies dapat membantu saya menemukan kosakata baru bahasa inggris.				

6.	Belajar bahasa inggris menggunakan film menurut saya sangat menyita waktu pembelajaran.				
7.	Menurut saya belajar menggunakan film membuat saya bingung karena terlalu cepat.				
Affective Aspect (Allport)					
8.	Saya senang menggunakan film dalam belajar bahasa inggris.				
9.	Saya senang menggunakan film bergenre animasi.				
10.	Saya lebih senang dengan film yang dilengkapi subtitle daripada film yang tidak menggunakan subtitle.				
11.	Saya senang mendengarkan dan menyimak setiap kata dalam film yang disajikan guru.				

12.	Saya merasa tidak senang ketika guru menggunakan film sebagai media belajar kosakata karena terlalu monoton.				
Conative Aspect (Allport)					
13.	Saya menjadi lebih aktif dan responsif kepada guru saat pembelajaran.				
14.	Saya menjadi termotivasi untuk belajar dan mengucapkan kembali kosa kata bahasa inggris.				
15.	Film membantu saya meningkatkan kemampuan membaca bahasa inggris saya.				
16.	Film membantu saya untuk belajar mendengarkan pengucapan kosa kata dari berbagai penutur.				
17.	Film membuat saya tertarik untuk menonton dan belajar setiap kata dari				

	percakapan dari film.				
18.	Saya mengikuti dengan penuh semangat materi yang ditampilkan dengan film animasi.				
19.	Saya suka menyimak dan menikmati ketika belajar menggunakan film animasi.				
20.	Saya menyimak sampai selesai ketika guru menyampaikan film animasi dalam pembelajaran.				
21.	Ketika pembelajaran menggunakan film saya lebih sering meninggalkan jam pembelajaran atau tidak memperhatikan.				

1. Interview Guide

An interview according to Moelong (2012) is a conversation between a person and another person with a specific purpose which

consists of an interviewer (who asks questions) and an interviewee (a person who gives answers to the questions given). Interviews were conducted to collect as much data as possible from various informants. This interview was also conducted beforehand to obtain various information on the state of the school. The previous interview was conducted with the English subject teacher Virtua Femma to find out information about how to teach vocabulary to Grade VIII students at SMP N 3 Boyolali for the 2022/2023 academic year. The researcher asked the teacher about teaching vocabulary to students and how the strategy was implemented in class VIII SMP N 3 Boyolali. The researcher also interviewed 5 students as samples and became informants to find out information about their perceptions of the vocabulary teaching strategy using animation movies of implementing this strategy related to English teaching and learning activities in their class.

According to Sugiyono (2015), there are several types of interviews, namely structured interviews and unstructured interviews. In this study, the researcher used a structured interview type because the researcher had prepared several questions that would be given by the informant. In addition, the researcher also uses cameras and writes the answers from informants to document the process of interviews as well as data collection

Table 3. 3 Interview's Guide

No	Indikator
1.	1. Bagaimana menurutmu penyampaian materi pada saat proses belajar menggunakan film?
2.	2. Menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film, apakah kamu lebih senang dalam belajar bahasa inggris?
3.	3. Dalam pemutaran film oleh guru apakah kamu lebih paham dan mengerti tentang pembelajaran bahasa inggris terkait materi yang sedang diajarkan?
4.	4. Menurut pendapatmu apakah pembelajaran vocavulary menggunakan film ini cukup berdampak bagi mu? Dan apa harapanmu untuk pembelajaran kedepan?

F. Techniques of Collecting the Data

The technique of collecting data is an activity carried out in the field in order to obtain valid information regarding questions that have been prepared beforehand. In collecting data, there are many techniques that can be used. In selecting data collection techniques, the researcher must adjust to the research objectives, the type of data, and the research subject. In this study the researcher used data collection techniques in the form of:

1. Interview

Berger in Kriyantono (2020), states that interviews are conversations between the researcher (someone who wants to get information) and informants (someone who is considered to have important information about an object). Interviews in this study are very important to obtain valid information on informants. Likewise

with Berger in Kriyantono according to Esterberg in Sugiyono (2015) definition of interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

In this study, the researcher used an in-depth interview type according to Kriyantono (2020) in-depth interviews are a way of collecting in-depth and complete data and information on informants. These in-depth interviews are also often combined with participant observation. In in-depth interviews, the interviewer usually has relatively no control or response from the informant. The task of the researcher is to ensure that the informant is willing and there is no compulsion to provide responses and answers to each question from the researcher. Therefore, in order to obtain valid, honest and non-coercive information, we can try to conduct this interview informally, such as chatting or having a normal conversation. The informants for this study were five students from the eighth grade of SMP N 3 Boyolali for the 2022/2023 academic year who had previously filled out a questionnaire.

2. Questionnaire

According to the opinion of Sugiyono (2015), questionnaire is a data collection technique by giving several questions to informants related to something to be studied and then answered. Questionnaire

are divided into two types, namely open and closed questionnaire. In this study the researcher used a closed questionnaire type. The informants in this study only need to answer the questions that have been given on the questionnaire sheet according to the answers given.

The answers given by the informants can provide a scaled picture of the attitudes of the informants related to their opinions regarding the use of animation movies in learning vocabulary which they get in class with their English teacher.

3. Documentation

Documentation can be in the form of supporting data in conducting interviews. Documentation is a supporting document for the research topic which can be in the form of documentation in the form of lesson plans, materials, questions given by the teacher, student worksheets and media documentation (if any and needed).

G. Trustworthiness of the Data

In qualitative research, the validity of the data or the trustworthiness of previous research is very important. Checking the validity of a study is very important to do. Checking is done to find out whether the data is true or not, whether the data found can be trusted or not. To determine the validity of the data the researcher used triangulation.

Triangulation is an approach used by the researcher to find the truth of the data that has been collected. This technique can be likened to a data

validity checking technique by comparing the results of interviews with research objects. According to Sugiyono (2015) triangulation is a data collection technique that combines various data and also data sources. This triangulation method consists of source triangulation, data collection triangulation and time triangulation. In this study, the researcher used the triangulation method to compare the results of the questionnaire with the results of the interviews conducted by the researcher to test the credibility of the data.

H. Techniques of Analyzing the Data

Data analysis in a qualitative research was carried out before entering the field, during the field and after in the field. During data collection in the field, the researcher analyzed the data against the answers from the informants, if there was a discrepancy, the informants were asked questions until they got appropriate and credible data.

Data analysis is part of the data testing process and results are used as sufficient evidence to draw conclusions from a study by Sugiyono (2015). The purpose of data analysis in research is to solve research problems, provide answers to the formulation of the problems that have been proposed in research as well as material for making conclusions and useful suggestions for subsequent research policies.

According to Sugiyono (2015) qualitative data analysis techniques from Miles and Huberman activities in analyzing data are data reduction, data display, and conclusion drawing or verification:

1. Data reduction

The data obtained from the research location was immediately analyzing through data reduction. According to Sugiyono (2015) data reduction means summarizing, selecting basic substances, focusing on important substances, finding themes and patterns and eliminating unnecessary ones. In this study the researcher only limited the analysis of the results of questionnaires and interviews.

Data reduction was carried out by summarizing the raw data from questionnaires and interviews. Data is analyzed after all data collection activities have been completed. To analyze the questionnaire, the researcher first classifies the answers to each of the same questions. After all the answers have been classified, the researcher counts the number of answers with indicators indicating agreement, then the results obtained are divided by the number of participants and multiplied by 100%. The following is the calculation formula used by the researcher:

$$\frac{\sum x}{\sum n} \times 100\%$$

Note:

$\sum x$ = Total respondents who choose the same degree of agreement.

$\sum n$ = Total all of the respondents.

Numbers are only used to make the description of the data clearer. This study uses a Likert scale because the questions given are in the form of opinions. Then the data is strengthened by in-depth interview analysis.

2. Data Display

The second step is displaying the data. Data is presented or can be called data display. After the data is selected and summarized, the researcher then presents the data obtained. Most of the qualitative data is in the form of text, but according to Miles et al., (2014), the researcher can present data in the form of matrices, tables, materials, graphs, descriptive data and networks.

At this step the researcher was displayed the data obtained from the questionnaire and also the results of the interviews that have been conducted. Regarding students' opinions on the strategy of using animation movies media as teaching vocabulary to class VIII students of SMP N 3 Boyolali for the 2022/2023 academic year.

3. Drawing Conclusion

This stage shows the final result of the research conducted. It consists of conclusion and verification. The researcher draws conclusions and interpretations of the data. The final step is to make conclusions and suggestions based on data analysis after

summarizing and classifying the data that has been obtained then the researcher also presents all the information from interviews and questionnaire in the form of a description. Interview and questionnaire data are then used to make conclusions in the form of paragraphs.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion, findings regarding students' perception in using animation movies for learning vocabulary at eighth grade students of SMPN 3 Boyolali in the academic year 2022/2023. As well as a discussion, namely a discussion of the findings of this study.

A. Research Findings

1. Data of questionnaire Students' perception in using animation movies for learning vocabulary at eighth grade class G students of SMP N 3 Boyolali in the academic year of 2022/2023.

As explained in chapter III here, the researcher used a questionnaire and interviews to find out students' perceptions about learning vocabulary using movies at SMPN 3 Boyolali. The questionnaire given to students to identify their opinions regarding learning using movies was divided into three types of questions indicating components of behavioral aspects that affect a person's perception. The affective component, this component is a component that is closely related to the emotional feelings of a person, namely liking or disliking something. The third or last one is the conative component. This component is a component related to the behavior or action tendencies of a person because of a perception.

Table 4. 1 Questionnaire Result of Students' Perception on Cognitive Aspect about Animation Movie to Learning Vocabulary

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Agree
Cognitive Aspect (Allport)					
1.	Saya mengetahui banyak makna kata ketika belajar menggunakan film.	10 (32%)	19 (61%)	2 (7%)	0 (0%)
2.	Saya lebih mengetahui suatu percakapan yang terjadi didalam film dengan mudah.	5 (16%)	22 (71%)	4 (13%)	0 (0%)
3.	Menurut saya penggunaan film membantu saya mengetahui materi dengan lebih mudah.	17 (55%)	13 (42%)	1 (3%)	0 (0%)
4.	Menurut saya penggunaan film mempermudah saya ingat lebih banyak kosakata bahasa inggris.	10 (32%)	16 (52%)	5 (16%)	0 (0%)
5.	Saya yakin dengan media pembelajaran animation movies dapat membantu saya menemukan kosakata baru bahasa inggris.	19 (61%)	12 (39%)	0 (0%)	0 (0%)
6.	Belajar bahasa inggris menggunakan film menurut saya sangat menyita waktu pembelajaran.	1 (3%)	4 (13%)	20 (64%)	6 (20%)
7.	Menurut saya belajar menggunakan film membuat saya bingung karena terlalu cepat.	1 (3%)	7 (22,5%)	16 (52%)	7 (22,5%)

Table 4.1 shows the results of finding student perceptions from the cognitive aspect of learning strategies using animation movies to learn vocabulary. In the first statement 10 students (32%) chose "strongly agree", 19 students (61%) chose "agree" and 2 students (7%) students chose "disagree". From this statement it can be concluded that they know many meanings of words when learning to use film/movies. The second statement shows that 5 students (16%) chose "strongly agree", 22 students (71%) chose "agree" and 4 students (13%) chose "disagree". From the previous presentation, it means that students agree that they know more about a conversation that occurs in the film easily. The third statement shows that 17 students (55%) chose "strongly agree", 13 students (42%) chose "agree" and 1 student (3%) chose "disagree". The film helps them to know the material more easily.

The fourth statement shows that 10 students (32%) chose "strongly agree", 16 students (52%) chose "agree" and 5 students (16%) chose "disagree". From these statements it can be seen that they agree that using films makes it easier for them to remember more English vocabulary. The fifth statement shows that 19 students (61%) chose "strongly agree" and 12 students (39%) chose "agree". From the previous statements it can be seen that they are very confident that animation movie learning media can help them find new English vocabulary. The sixth statement shows 1 student (3%) chose "strongly agree", 4 students (13%) chose "agree", 20 students

(64%) chose "disagree" and 6 students (20%) chose "strongly agree" from the statement above it can be seen that they do not agree that learning English using films is very time-consuming learning. The seventh statement shows that 1 student (3%) chose "strongly agree", 7 students (22.5%) chose "agree", 16 students (52%) chose "disagree" and 7 students (22.5%) chose "strongly agreed". From the statement above, it can be said that many students do not agree that learning using films makes them confused because it is too fast.

In cognitive aspect questionnaire table shows that many students are in accordance with cognitive aspects. Many students choose to disagree only on negative statements. Namely on the last two statements first that film takes time and film makes students confused. The questionnaire was filled in directly by students using a print out and was filled in by 31 students.

Table 4. 2 Questionnaire Result of Students' Perception on Aspect Affective about Animation Movies to Learning Vocabulary

No	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak setuju
Affective Aspect (Allport)					
8.	Saya senang menggunakan film dalam belajar bahasa inggris.	14 45%	14 45%	3 10%	0 0%
9.	Saya senang menggunakan film bergenre animasi	14 45%	16 52%	1 3%	0 0%

10.	Saya lebih senang dengan film yang dilengkapi subtitle daripada film yang tidak menggunakan subtitle.	18 58%	10 32%	2 7%	1 3%
11.	Saya senang mendengarkan dan menyimak setiap kata dalam film yang disajikan guru.	12 39%	16 51%	3 10%	0 0%
12.	Saya merasa tidak senang ketika guru menggunakan film sebagai media belajar kosakata karena terlalu monoton.	0 0%	2 7%	18 58%	11 35%

Table 4.2 presents the results of the five statements which show students' perceptions of using animation movies in class according to affective aspects. The first statement shows that 14 students (45%) chose "strongly agree", 14 students (45%) chose "agree" showing the same number as before. Then 3 students (10%) chose "disagree". From the statement above it can be said that they strongly agree that they really enjoy using films in learning English. The second statement in this aspect shows that 14 students (45%) chose "strongly agree", 16 students (52%) chose "agree" and 1 student (3%) chose "disagree". Based on the choices that many students chose, they agreed that they liked using animated films while learning English. The third statement shows that 18 students (58%) chose "strongly agree", 10 students (32%) chose "agree", 2 students (7%) chose "disagree" and one student (3%) chose "strongly disagree". From this

statement it can be seen that they strongly agree that they are more pleased with films that are equipped with subtitles than films that do not use subtitles. Still in the affective statement in the fourth statement shows 12 students (39%) chose "strongly agree", 16 students (51%) chose "agree" and 3 students (10%) chose disagree. From this statement it can be seen that they agree that they enjoy listening and listening to every word in the film presented by the teacher. The last statement from the affective aspect shows 2 students (7%) chose "agree", 18 students (58%) chose "disagree" and 11 students (35%) chose "strongly disagree". From this statement it can be said that they disagree that they feel unhappy when the teacher uses films as a medium for learning vocabulary because it is too monotonous.

Almost the same as the first aspect table. The questionnaire table shows positive statements getting high scores at the agree level and negative statement getting high score at the disagree level. The statement was filled in by 31 students of eighth grade class G.

Table 4. 3 Questionnaire Result of Students' Perception on Aspect Conative about Animation Movie to Learning Vocabulary.

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak setuju
Conative Aspect (Allport)					
13.	Saya menjadi lebih aktif dan responsif kepada guru saat pembelajaran.	9 29%	19 61%	2 7%	1 3%

14.	Saya menjadi termotivasi untuk belajar dan mengucapkan kembali kosa kata bahasa inggris.	16 52%	14 45%	1 3%	0 0%
15.	Film membantu saya meningkatkan kemampuan membaca bahasa inggris saya.	16 52%	15 48%	0 0%	0 0%
16.	Film membantu saya untuk belajar mendengarkan pengucapan kosa kata dari berbagai penutur.	14 45%	16 52%	1 3%	0 0%
17.	Film membuat saya tertarik untuk menonton dan belajar setiap kata dari percakapan dari film.	12 39%	18 58%	1 3%	0 0%
18.	Saya mengikuti dengan penuh semangat materi yang ditampilkan dengan film animasi.	11 35%	18 58%	2 7%	0 0%
19.	Saya suka menyimak dan menikmati ketika belajar menggunakan film animasi.	16 52%	15 48%	0 0%	0 0%
20.	Saya menyimak sampai selesai ketika guru menyampaikan film animasi dalam pembelajaran.	15 48%	16 52%	0 0%	0 0%
21.	Ketika pembelajaran menggunakan film saya lebih sering meninggalkan jam pembelajaran atau tidak memperhatikan.	0 0%	1 3%	14 45%	16 52%

Table 4.3 shows perspective data or student perceptions when viewed from a conative aspect. In the first statement it shows 9 students (29%) chose "strongly agree", 19 students (61%) chose "agree", 2 students (7%) chose "disagree" and 1 student (3%) chose "strongly disagree". From these data it can be seen that grade 8 G students of SMP 3 Boyolali agree that they

are becoming more active and responsive to teachers when learning. The second statement in the conative aspect shows that 16 students (52%) chose "strongly agree", 14 people (45%) chose "agree" and 1 student (3%) chose "disagree". The third statement shows the data that students strongly agree if they become motivated to learn and repeat English vocabulary. The third statement shows that 16 students (52%) chose "strongly agree" and 15 students (48%) chose "agree". From this statement, it can be concluded that students strongly agree that films help improve English reading skills. The fourth statement shows that 14 students (45%) chose "strongly agree" 16 students (52%) chose "agree" and 1 student (3%) chose "disagree". From the following statements it can be seen that they agree that films help them learn to listen to the pronunciation of vocabulary from various speakers.

In the fifth statement, it can be seen that 12 students (39%) chose "strongly agree" 18 students (58%) chose "agree" and 1 student (3%) chose "disagree". From the following statement it can be seen that students agree that the film makes them interested in watching and learning every word of the conversation in the film. The sixth statement from the conative aspect of the data shows that 11 students (35%) chose "strongly agree" and 18 students (58%) chose "agree". The seventh statement shows that 16 students (52%) chose "strongly agree" and 15 students (48%) chose "agree". The data shows that they strongly agree with the statement that they like to listen and enjoy learning to use animated films. The eighth statement from the conative aspect shows that 15 students (48%) chose "strongly agree" and 16

students (52%) chose "agree". From these data it can be seen that they agree with their statement to listen to the end when the teacher delivers animated films in learning. The last statement in the conative aspect data shows 1 student (3%) chose "agree", 14 students (45%) chose "disagree" and 16 students (52) chose "strongly disagree" from the statement it can be seen that they strongly disagree with the statement "when learning uses films they often leave learning hours or don't pay attention.

On the conative aspect show the same thing as the two previous aspects. Aspect conative showing agree for positive statement and disagree for negative statement. The informants are also still the same 31 students in class G.

2. Data interview students' perception on language teaching and learning activities in class VIII G SMP N 3 Boyolali.

Interview data about how the teacher taught students in delivering material when learning using animated films in their class. Interview with five students in class G regarding their opinion of teaching learning from teacher to students.

Students 1: “ *Seneng banget* si kak kalo belajar sama bu Femma belajar bahasa inggrisnya kadang pake media film, kadang juga lagu – lagu gitu, bu Femma juga orangnya baik ga galak juga jadi seru. *Penyampaian materi kalo pake media kek film juga jelas kalo aku jadi lebih paham* si biasanya. ”

Student 1 : “ **it’s really fun** sis, learning English with Mrs. Femma using film sometimes, using songs like that, Mrs. Femma is also a good person, not fierce and it was also exciting. **Delivering material using film media is also clear to me. So I can understand better.**

From the statement of student 1 it shows that he is very happy learning to use media with the teacher. The media that the teacher usually uses for learning are songs and movies. He feels more understanding learning with the media.

Student 2: “...*terus nanti pas ahir biasanya kita disuruh bacain satu satu apa yang kita dapet pas filmnya itu tadi diputer. **Seru si belajar sama pake film, jadi ga bosen** soalnya juga satu pertemuan gitu filmnya kadang diganti-ganti.*”

Student 2 : “...then at the and we are usually asked to read one by one what we got when the film was playing. **It’s fun to study with film. So we don’t get bored** because it’s also one meeting, the film sometimes changes.

Statements from student 2 show that learning using film is fun and makes him not feel bored while learning takes place. The films shown during the learning process also vary.

Student 3: “...*materinya juga gampang dimengerti kita bisa tau ragam ragam dari verb 2 dari film gitu...*”

Student 3: “...**the material is also easy to understand**, we can see the variety of verb 2 from the film...”

Statement from student 3 is almost the same as the previous student’s statements that he feels happy and excited when using films to learn English vocabulary. Here from the statement of students 3 also added that he felt the material being taught was also easy to understand.

Student 4: “**Penyampaian materi kalo pake film aku lebih nyantol kak, teus jadi tau gitu secara langsung penggunaan katanya kalo di kalimat gimana soalnya kebanyakan film yang diputerin bu Femma juga pake yang ada subtitle nya....**”

Student 4: “ **In delivering material using films, I understand better sis, so I immediately know how to use words in sentences, because most of the films that show also use subtitles...**”

From the students' 4 statements, the answer was slightly different from before. He stated that learning using films was easier to understand. Then he also mentioned that the use of film helped him to learn directly the use of a word instead of a sentence by reading the subtitles in the film.

Student 5: “*...., penyampaian materinya juga jelas lebih paham kalo belajar nya pake film. Tapi kadang kecepatan dikit tapi masih bisa ngikutin sama bu Femma.*”

Student 5: “ **...the presentation of the material is also clearly, more understandable if study using film.** But sometimes it's a little fast but can still follow Mrs. Femma.”

In interview student 5 he felt happy learning to use film media of film because he felt the delivery of material was clearer if the teacher used film media, but here also mentioned the few problems he faced when learning to use film namely the learning flow became faster, but he also thought that he still can follow the lesson.

From interview statements conducted by the researcher to the five informants regarding their opinions about how teachers teach students in class, which includes delivering material during the learning process using films. From the five informants who were interviewed, based on what they said, they were very enthusiastic when learning to use film media, they were happy and the delivery of material using film was also easy to understand. In the interview, notes were also found from student

5, according to him the delivery of the material was easy, it is just that sometimes it was too fast, but he was still able to follow along.

Interview data regarding students' perceptions of the purpose used animated films to learn vocabulary. The interviews analyzed how students felt after learning to use a film.

Student 1: “...*saya juga ngerasa tambah vocabnya nya tapi kadang juga perlu diulang ulang lagi biar tetep inget.*”

Student 1: “...**I also that the vocab is getting better but sometimes it also needs to be repeated again so that I still remember.**”

In the first answer from students 1 he stated that, after learning to use film he felt that his vocabulary knowledge had increased but he also said that even though he got new vocabulary easily he must repeat several times so that the vocabulary he had just acquired was not lost.

Student 2: “...*apalagi kalo kita disuruh cari kek tadi jadi kita lebih fokus*”

Student 2: “...**moreover we were told to look for it earlier like before, so we are more focused.**”

Statement student 2 is not much different from student 1. He feels that after learning using the film his vocabulary knowledge has increased. He also stated that if learning to use the film previously was instructed first by the teacher such as looking for a word in the film he felt more focused in the learning process in the class.

Student 3: “... *banyak juga kosakata yang baru bisa dipelajari karena kan kalo di buku contohnya terbatas ya kak la kalo di film ini aku bisa tau lebih banyak.*”

Student 3: "... there are lots of new vocabulary words that can be learned because the examples in the book are limited, therefore in films I **can learn more**".

Statement in student 3 is the same as student 1 and student 2 if he feels learning using films is more fun. Using movies also learns more vocabulary because the examples given are more varied than learning media using books.

Student 4: "*malah lebih senang bahasa inggris,...*".

Student 4: "now **even more happy to learn English...**"

The statement from student 4 is also the same, he feels happier if he learns to use films to learn English than from those previously did not like English subjects. He is also more motivated to study again at home, not only at school. From the increased learning motivation, the vocabulary knowledge that is owned also increases

Student 5: "*seneng, aku merasa lebih cocok pake film...*"

Student 5: "**happy, I feel more suited to use film ...**"

Student statement 5 also states the same thing as the previous student if learning using films can be motivating. He can also learn more vocabulary because the examples given are also more varied. He added that he is better suited to learning using movies when learning vocabulary.

From the interview presentation regarding what the teacher wants in learning using animated films including questions about what they feel after learning vocabulary using animated film media, do they prefer

learning English, do they find more new vocabulary and the meaning of the new vocabulary in learning using media animated film. All of their opinions can be indicated as positive because according to them learning using films makes them prefer their English lessons as well as learning more new vocabulary and understanding the many meanings of the words from the new vocabulary. The opinion of student 3 stated that he felt he got more new vocabulary in movies than in books because in books the examples are usually limited.

Interview data about students' perception of the use of film as a medium for learning English vocabulary. Learning is in accordance with the material being taught or not, and more familiar with the material being taught or not.

Student 1: *“iya kak **lebih paham**, sama materinya soalnya bu Femma juga ngarahin dulu sebelum muterin film...”*

Student 1: “ Yeah sis, I understand better the material, is the same because Mrs Femma also directed it before showing the film.”

From statement student 1 shows the statement that learning using films helps him understand more about the material being taught, not only that the teacher also gives appropriate directions to students so that learning can be conveyed properly.

Student 2: *“... kalo ada yang masih bingung nemu di film gitu dibahas bareng bareng jadi **lebih banyak contoh yang dikasih jadi lebih paham** udah gitu bu Femma kalo dijelasin juga gampang dimengerti.”*

Student 2: “...if anyone is still confused about what to find in the film, it's discussed together so **there are more examples given so**

can understand better, Mrs Femma, if explained it's also easy to understand.”

The statement of answers from student 2 is also the same. He agrees that films help him in learning vocabulary so that he understands many meanings of English words using films, because the examples given are also more, not only that the teacher also provides good learning assistance related to learning so that everything is carried out well.

Student 3: “*lebih mengerti* kak soalnya ada percakapannya di film itu juga kadang kalimatnya yang pake rumus sama juga di buku jadi kita tau gitu...”

Student 3: “**understand better** sis, because there is a conversation in the film and sometimes the sentence use the same formula as in the book so we know that...”

The answers from student 3 are also the same, he understands better in learning using films. The reason is that using films involves more examples so he can learn a lot from the teacher showing a film.

Student 4: “*Jadi lebih paham*”

Student 4 : “**more understand ...**”

Student statements 4 and 5 both stated that they agreed with the use of films in learning vocabulary. This statement because they feel that learning to use film is easier and more effective because they can learn directly to use formulas in a sentence from examples of dialogue spoken by the characters in the film.

From the interviews with the five students regarding the questions students studied with the indicator of questions on the screening of the

film by the teacher whether they understood and understood English learning more related to the material being studied. From the fifth opinion the students showed a positive perception that the use of films really helped them to understand more about the material being taught in the delivery of material from the teacher which was also very easy for students to understand.

Interview data about students' perception regarding the use of animated film, as a medium for learning English especially in increasing vocabulary knowledge have quite an impact on them or not as well as the hopes of students in learning using films.

Student 1: “...*film ini banyak positifnya kak, saya jadi suka bahasa inggris lebih rajin buat mencatat juga sekarang mungkin itu, semoga pembelajaran kedepan bisa lebih baik lagi kemudian banyak manfaat yang bisa diambil juga.*”

Student 1: “...**film has a lot of positives sis, I like English, more diligently to take notes** now maybe that, hopeful future learning can even better then there are many **benefits that can be taken as well.**”

On the answers put forward by students 1. He answered that he had many positive impacts after learning to use film. One of them became more diligent than before to record the material taught by the teacher. He hopes that learning to use films in the future will hopefully be even better.

Student 2: “... *harapan saya semoga pembelajaran yang lain juga bisa menggunakan media – media belajar agar tidak bosan saat pembelajaran.*”

Student 2 : “...**I hope that other learning can also use learning media so you don't get bored while learning**”

Same with student 1, student 2 also feels a lot of positive benefits from learning using films in his school, he even hopes that other learning subjects can use films or other learning media as well so that they are not boring.

Student 3: “...*kalo belajar pake film sembari belajar bahasa inggris juga bisa belajar nilai nilai sosial yang ada di film itu. Harapan saya semoga pembelajaran seperti ini tetep dilakukan dan lebih dikondisikan lagi.*”

Student 3: “...if study using film while learning English can **also learn the social values contained in the film**. I hope **that learning like this will continue** to be carried out and conditioned even more.”

Student 3 also has the same opinion that there are many positive things that can be taken from the use of film as a learning medium, especially English. He also added that he also learned social aspects that he could learn from watching English films at school.

Student 4: “...*kak saya juga kadang suka puter film bahasa inggris juga dirumah kalo pengen nonton dari nonton itu jadi belajar lagi harapan...*”

Student 4: “... sis **I also sometimes like to play English films at home** if you want to watch **from watching** it so I can **learn again** hopefully...”

Student 4's statement is also almost the same. He felt that learning using film had a great impact on his vocabulary knowledge, and he is also fully motivated to study independently or repeat again outside of school hours.

Student 5: “...*soalnya saya bisa belajar bahasa inggris pake film itu gimana bacanya yang bener contohnya tadi banyak banget kata dari film yang pengucapannya*”

Student 5: “ ... because **I can learn English using films, how to read it correctly, for example there are so many words from the film that are pronounced...**”

Student 5 also stated that he agreed that films had a very positive impact on learning English and himself. From learning English using films he learned many different accents that he heard from films how a character said the word. He feels quite helped by the existence of learning using films from their teacher to learn English because it can improve skills.

In the statement above it can be concluded that in the statement what is the goal of learning a language with the indicator question whether learning vocabulary using films has enough impact for them, and what are their expectations for future learning. In the opinion of the five of them, all felt that learning vocabulary using this film had quite a positive impact on them. They learned a lot about vocabulary to improve their English learning skills and besides that, many social lessons were gained when learning English using animation movies. Their hopes are almost the same, namely they want learning English using this film to continue to be carried out with a more conducive atmosphere.

B. Discussion

From the results of the interviews and questionnaire given by the students regarding their opinions about the application of animated movie media into the vocabulary learning process that the teacher applies to the class, it can be

distinguished into three types of perceptual aspects according to Allport. So that we know more about the level of perception of them.

a. Cognitive aspect

The cognitive aspect is a perceptual aspect that indicates someone agrees or disagrees with something that can be known from one's knowledge, views and beliefs about that thing. In the questionnaire number 1 to number 7 shows the perception in their view of how one perceives film as a medium for learning vocabulary. From the questionnaire, it can be seen that each question received a positive response from the informants. Data can be seen from the number of informants who chose "agree" and not a few who chose the answer "strongly agree" their views on the questions knowing a lot of words when learning to use films. Knowing more about conversations that occur in films easily. Films help them understand the material, using films makes it easier for them to remember more English vocabulary, believing in animated films can help them find new English vocabulary.

From the interview data conducted by the researcher to the five informants, they also showed a positive response to the question of how the teacher conveyed learning using film media. They were happy that the material taught was also easy to understand because one informant said that in the film there are more examples that can be taken whereas if the book is

limited to examples, then in the film they can learn directly how a word is pronounced and how the word is used in a sentence directly.

Then the statement that learning English takes up a lot of learning time and learning using films makes them confused because too quickly many students choose "disagree" with the following statement in more than half of class VIII G students. However, from interview data conducted by the five students in class VIII G, there was one student who said that he found learning using this film very exciting, although sometimes it was too fast, but he could still follow the lesson.

So from discussion above it can be concluded that class VIII G students agree from a cognitive aspect with learning vocabulary using animation movies because learning is fun and enjoyable because they can learn material more easily, know lots of new words, know conversations in movies makes it easier to remember vocabulary, and helps find new vocabulary but doesn't take up learning time. This is in line with the opinion of Miarso (2004) that film, video or live images are the most sophisticated presentation tools because these media can convey five different forms of information either with pictures, lines, symbols, sound and movement. Likewise with the statement from Arysad (2002) mentioning one the type of audio visual learning media is film and videos. As with movies, videos can describe a moving object together with natural sounds or voices appropriate. Movie and video capabilities paints vivid pictures and delivers its own charm. Therefore children feel happy when learning with films

because they can convey directly, learn to listen directly accompanied by pictures easily. To increase interest in learning from the students themselves, first they must have a cognitive aspect in the form of feeling happy about a stimulus such as an animation movie as a fun learning medium. This is supported by a statement from Ina Magdalena et al., (2021) that one of the important keys to increase learning and make it easier for students to receive messages regarding learning material is the use of interesting media and fun in every learning activity.

It is hoped that it would be better if learning is done at a moderate tempo and not too fast. In the data it was also known that 3% of questionnaires no. 6 and 7 showed negative perceptions because they thought that learning using films took time but in questionnaire 7 it was found that 3% of students said that learning made them confused because it was too fast. Maybe you can make a direct approach to these students.

b. Affective Aspect

The affective aspect is a perceptual aspect related to a person's pleasure and displeasure towards something. This aspect relates to the emotional feelings of that person. Of the five statements submitted in the questionnaire, the results are good perceptions where the results on positive statements they agree and on negative statements they do not agree. As in the statement they like to use films to learn English, they like to use animated genre films, they are happy with films that are equipped with subtitles rather than films that do not use subtitles, they are happy and listen

to every word in the film presented by the teacher, and they disagree if they are not happy when the teacher uses movies as a medium for learning vocabulary because it is too monotonous.

In accordance with the results of interviews by the five students and many agreed that this was in accordance with what was said by students, he enjoys learning with film / movie and feels less bored and adds to his vocabulary. They like movies with the genre animation and movies with subtitles. In the questionnaire more than half of eighth grade G like movies with subtitles. Regarding is Supported by Dodi et al., (2015) learning with visual media equipped with English subtitle can be a medium that it they don't realize that they are learn English, because they focus beside reading subtitles they also listen to how pronounce the text in the subtitles it is spoken by its native speakers (actors and actress) in the film. Subtitles with English as the target language in the movie pushes some skills, such as vocabulary, listening and reading.

From here we know that the animated film taken as a learning tool for students is suitable for what students want. Because the five students thought that learning to use animated films was very exciting and fun. This is in line with the opinion of Supadmi (2015) that media animation movies are shows that can make students feel happy and laugh with the variety of humor that is presented, but still the initial goal is that the function of film as a learning medium is to provide motivation, attract attention and foster student learning interest.

The graph below also shows that it is known that many students agree with all statements and there are no students who have negative perceptions indicated in each statement given.

c. Conative Aspect

The conative aspect is an aspect of a perception where the aspect is a person's readiness to behave towards an object that is Animation movie in learning vocabulary. So the behavior shown by students is a form of conative perception. The results of the questionnaire and interviews show a positive attitude that gets a high score. This shows that after receiving the stimulus in the form of learning strategies using animation movies to learn vocabulary, they feel that they have had a lot of positive impacts on themselves and the questionnaire shows that they become active and responsive to the teacher during learning, are motivated to learn and repeat vocabulary. English films help them improve their English reading skills. Films help them to learn to listen to the pronunciation of vocabulary from various speakers. Films make them interested in watching and learning every word of the film's conversations. They enthusiastically follow the material shown with animated films. They like to listen and enjoy when learning to use animated films. They listen to the end when the teacher delivers animated films in learning. They are also motivated to learn outside of school hours when learning uses animated films.

Agreeing with the results of the questionnaire, the results of interviews with the five informants from class VIII G, also showed the same thing

where they felt happy and felt they received good feedback from the learning that was being carried out. They said that there were many positive things they got from the learning system which increased because they were motivated. Have a fun way of learning because the teacher chose the right learning media, more active because they delivered material that was easy to understand and even they also learned social aspects from films or movies. More interested in paying attention to learning and taking notes on material.

From the interview above, it shows the success of teachers in conducting learning using animation movie media because they look so enthusiastic and positive in their opinion about learning vocabulary using movies. As well as their hope to continue this learning. If you look at the conative aspects simultaneously the teacher also implements the autonomous learning model. Students can learn on their own by utilizing existing media, the presentation of Muslimin (2013) opinion fits perfectly with what the students in class VIII G say, namely that the use of visual animation movie media in increasing their vocabulary is more effective than using ordinary learning methods because learning media using animation movies combines the work of the two right and left brains so that make students more creative, active and can improve student memory.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, namely conclusions and suggestions. Conclusion contains conclusions from research that has been done, while suggestions contain various suggestions to several people, namely teachers, members, and the next researchers.

A. Conclusions

As already described in chapter 1 regarding the main problem in this study, this research was conducted to identify students' perception in using animation movies for learning vocabulary at eighth grade class G students of SMP N 3 Boyolali in the academic year of 2022/2023. Based on the results of the questionnaire and interview, both showed positive statements. When viewed from the three aspects of perception, namely cognitive, affective and conative, each shows the results of a statement of agreement, namely > 50%. They agree with the use of animation movies in learning vocabulary in their class. They become happier learning English and motivated to learn English to master various skills of listening, writing and reading from animation movies.

B. Suggestion

From the explanation of the conclusions above, the researcher can provide the following suggestions:

1. Next Researchers

In this study, the researcher still realizes that due to several things and time constraints, this research is still far from perfect. Therefore for the next researchers who want to do research with a similar topic. The researcher should pay close attention to the estimated time needed, enrich informants so that the data obtained is more varied, make careful preparations and add research aspects that are still on the topic of English learning strategies.

2. The Teach

Even though it is known that almost 92% of students expressed good perceptions of the vocabulary learning strategy using animation movies. Teachers should not give up trying to find other strategies to learn English. Teachers can be more active and creative in using learning media and adapting to the times. The teachers can also be more assertive in taking action against students who go around in class because it will definitely disturb other students.

3. Students

The application and learning system at SMPN 3 Boyolali is good, especially in the teaching and learning system in English classes. The teacher is also very responsive to learning media so that he can provide fun learning strategies for students, as in the example of this study the students gave their opinions on the vocabulary learning strategy using animation movies, and it turns out that learning in class can give a positive impression

to students. Therefore, my advice to SMPN 3 Boyolali students is to increase their interest in learning, respect teachers more and be more active in learning to get more knowledge and useful lessons.

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APPENDICES

APPENDIX A

Questionnaire Foam

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak setuju
1.	Saya mengetahui banyak makna kata ketika belajar menggunakan film.				
2.	Saya lebih mengetahui suatu percakapan yang terjadi di dalam film dengan mudah.				
3.	Menurut saya penggunaan film membantu saya mengetahui materi dengan lebih mudah.				
4.	Menurut saya penggunaan film mempermudah saya ingat lebih banyak kosakata bahasa inggris.				

5.	Saya yakin dengan media pembelajaran animation movie dapat membantu saya menemukan kosakata baru bahasa inggris.				
6.	Belajar bahasa inggris menggunakan film menurut saya sangat menyita waktu pembelajaran.				
7.	Menurut saya belajar menggunakan film membuat saya bingung karena terlalu cepat.				
8.	Saya senang menggunakan film dalam belajar bahasa inggris.				
9.	Saya senang menggunakan film bergenre animasi.				
10.	Saya lebih senang dengan film yang dilengkapi subtitle daripada film yang tidak menggunakan subtitle.				

11.	Saya senang mendengarkan dan menyimak setiap kata dalam film yang disajikan guru.				
12.	Saya merasa tidak senang ketika guru menggunakan film sebagai media belajar kosakata karena terlalu monoton.				
13.	Saya menjadi lebih aktif dan responsif kepada guru saat pembelajaran.				
14.	Saya menjadi termotivasi untuk belajar dan mengucapkan kembali kosa kata bahasa inggris.				
15.	Film membantu saya meningkatkan kemampuan membaca bahasa inggris saya.				
16.	Film membantu saya untuk belajar mendengarkan pengucapan kosa kata dari berbagai penutur.				

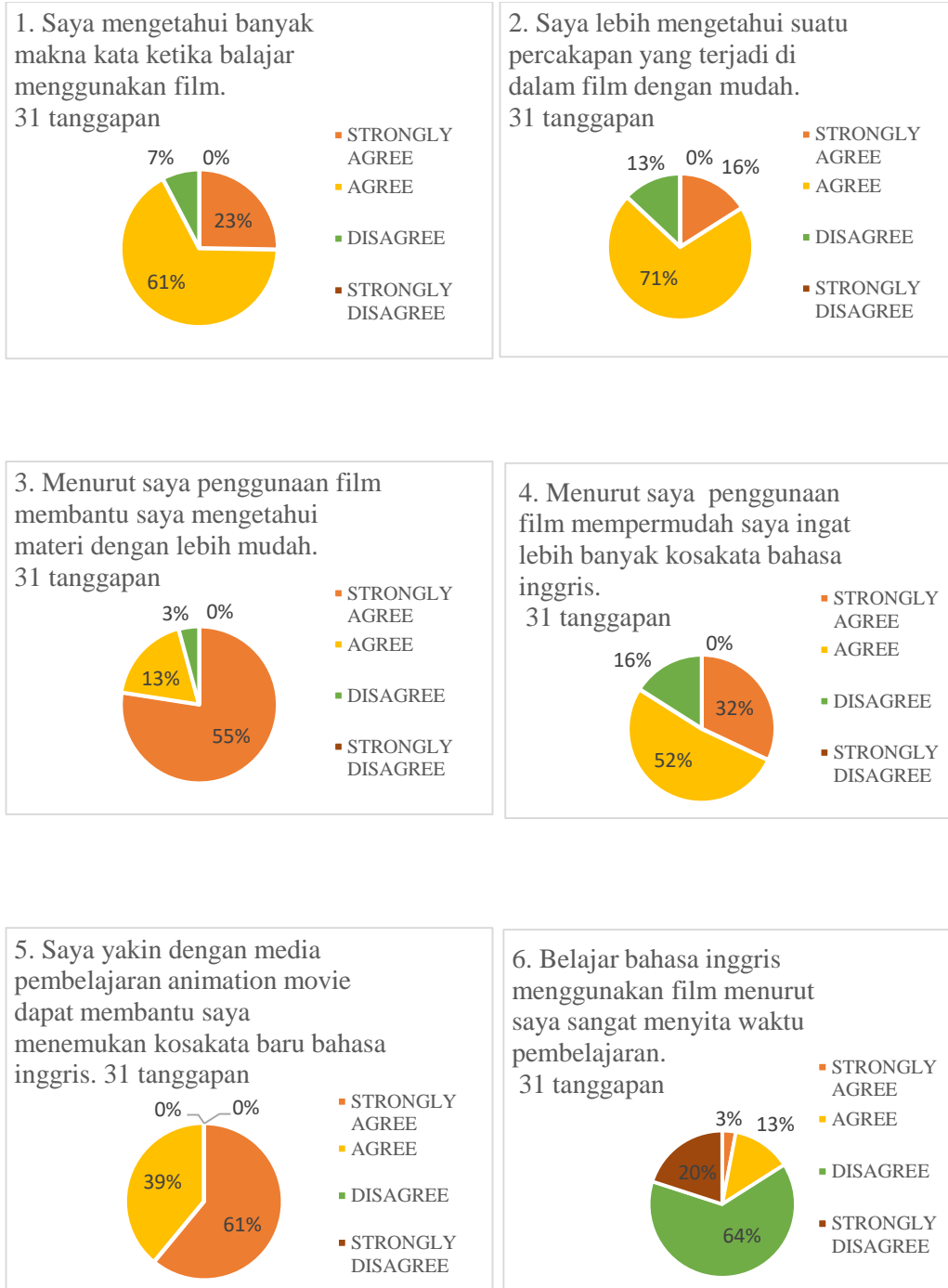
17.	Film membuat saya tertarik untuk menonton dan belajar setiap kata dari percakapan dari film.				
18.	Saya mengikuti dengan penuh semangat materi yang di tampilkan dengan film animasi.				
19.	Saya suka menyimak dan menikmati ketika belajar menggunakan film animasi				
20.	Saya menyimak sampai selesai ketika guru menyampaikan film animasi dalam pembelajaran.				
21.	Ketika pembelajaran menggunakan film saya lebih sering meninggalkan jam pembelajaran atau tidak memperhatikan.				

APPENDIX B**Interview Form**

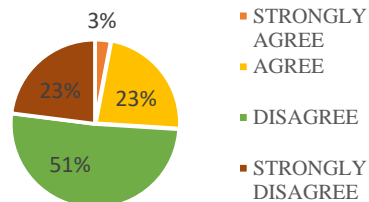
No	Indikator
1.	1. Bagaimana menurutmu penyampaian materi pada saat proses belajar menggunakan film?
2.	2. Menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film, apakah kamu lebih senang dalam belajar bahasa inggris?
3.	3. Dalam pemutaran film oleh guru apakah kamu lebih paham dan mengerti tentang pembelajaran bahasa inggris terkait materi yang sedang diajarkan?
4.	4. Menurut pendapatmu apakah pembelajaran vocavulary menggunakan film ini cukup berdampak bagi mu? Dan apa harapanmu untuk pembelajaran kedepan?

APPENDIX C

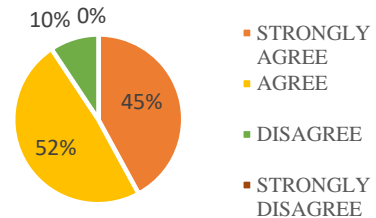
Charts of Questionnaire Results



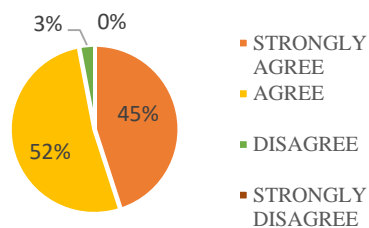
7. Menurut saya belajar menggunakan film membuat saya bingung karena terlalu cepat.
31 tanggapan



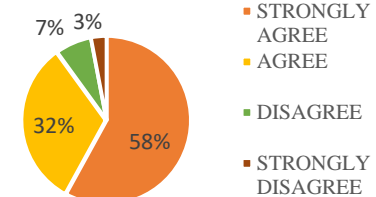
8. Saya senang menggunakan film dalam belajar bahasa Inggris.
31 tanggapan



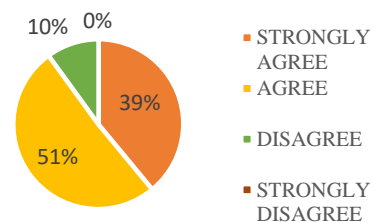
9. Saya senang menggunakan film bergendre animasi.
31 tanggapan



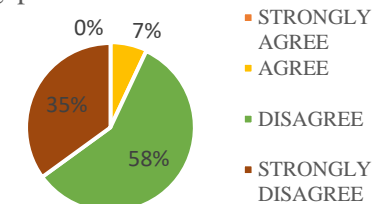
10. Saya lebih senang dengan film yang dilengkapi subtitle daripada film yang tidak menggunakan subtitle
31 tanggapan



11. Saya senang mendengarkan dan menyimak setiap kata dalam film yang di sajikan guru.
31 tanggapan

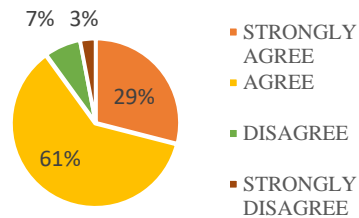


12. Saya merasa tidak senang ketika guru menggunakan film sebagai media belajar kosakata karena terlalu monoton.
31 tanggapan



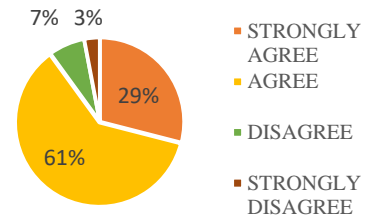
12. Saya menjadi lebih aktif dan responsif kepada guru saat pembelajaran.

31 tanggapan



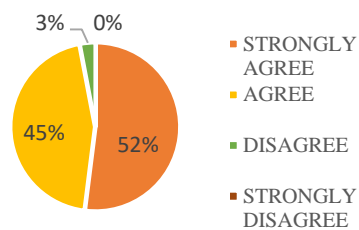
13. Saya menjadi lebih aktif dan responsif kepada guru saat pembelajaran.

31 tanggapan



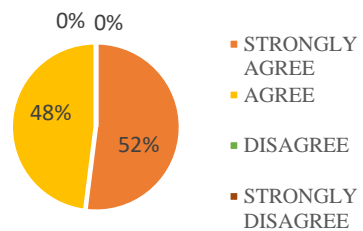
14. Saya menjadi termotivasi untuk belajar dan mengucapkan kembali kosa kata bahasa Inggris.

31 tanggapan



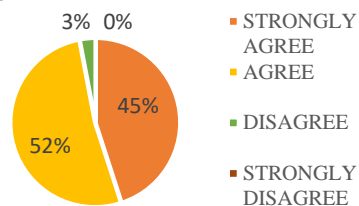
15. Film membantu saya meningkatkan kemampuan membaca bahasa Inggris saya.

31 tanggapan



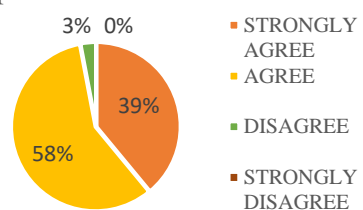
16. Film membantu saya untuk belajar mendengarkan pengucapan kosa kata dari berbagai penutur.

31 tanggapan



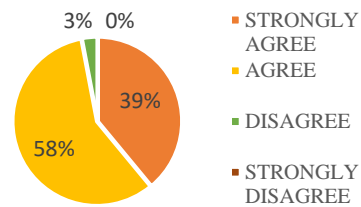
16. Film membuat saya tertarik untuk menonton dan belajar setiap kata dari percakapan dari film.

31 tanggapan



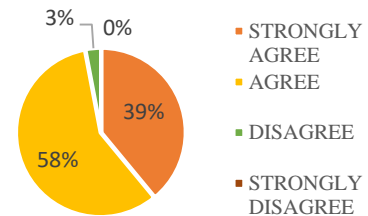
17. Film membuat saya tertarik untuk menonton dan belajar setiap kata dari percakapan dari film.

31 tanggapan



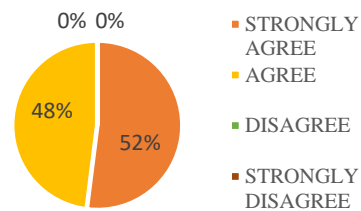
18. Saya mengikuti dengan penuh semangat materi yang di tampilkan dengan film animasi.

31 tanggapan



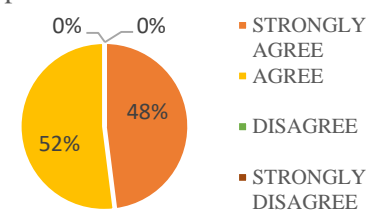
19. Saya suka menyimak dan menikmati ketika belajar menggunakan film animasi.

31 tanggapan



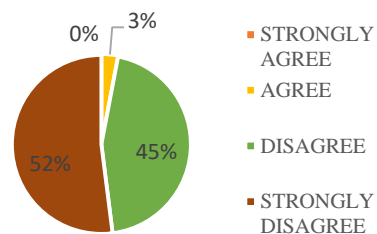
20. Saya menyimak sampai selesai ketika guru menyampaikan film animasi dalam pembelajaran.

31 tanggapan



21. Ketika pembelajaran menggunakan film saya lebih sering meninggalkan jam pembelajaran atau tidak memperhatikan

31 tanggapan



APPENDIX D**Transkrip Interview with Students**

Note:

R: Researcher

I: Interviewer

1. Student 1

R: Hallo dek, kenalin dulu nama kakak anggita dai UIN Raden Mas Said Surakarta na disini kakak mau tanya – tanya sedikit boleh ya, kalo dikelas bahasa inggris kamu kan belajarnya pake film ya dek atau pake media animation movie sama bu Femma na kalo menurut kamu gimana tuh pembelajarannya, penyampaian materi pake film nya itu?

I: Hallo kak, biasanya bu Femma ketika memulai jam belajar itu pertama dia memimpin doa terlebih dahulu, salam terus biasanya nanya ada tugas tidak pas pertemuan minggu kemarin kalo ada tugas biasanya kita membahas tugas dulu habis itu materi baru. Seneng banget si kak kalo belajar sama bu femma belajar bahasa inggrisnya kadang pake media film, kadang juga lagu – lagu gitu, bu femma juga orangnya baik ga galak juga jadi seru. Penyampaian materi kalo pake media kek film juga jelas kalo aku jadi lebih paham si biasanya.

R: Menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film, apakah kamu lebih senang dalam belajar bahasa inggris?

I: saya sendiri senang belajar bahasa inggris apalagi pake film gini jadi ga bosan kak, iya saya juga ngerasa tambah vocabnya nya tapi kadang juga perlu diulang ulang lagi biar tetep inget.

R: Ooo ... iya iya terus dek menurut kamu Dalam pemutaran film oleh bu Femma apakah kamu ngerasanya lebih paham terus lebih mengerti tentang pembelajaran bahasa inggris terkait materi yang sedang diajarkan? Misal tadi aku kan sempet liat juga pas pemutaran film Pinokio tadi kalo ga salah belajar vocab Verb 2 ya na itu gimana menurut kamu?

I: iya kak lebih paham, sama materinya soalnya bu Femma juga ngarahin dulu sebelum muterin film nya jadi kita lebih fokus juga sama materi kadang juga satu pertemuan buat bahas materinya dulu terus pertemuan selanjutnya baru pake film gitu.

R: Okay, jadi sebelum pembelajaran gitu biasanya bu Femma kasih petunjuk – petunjuk dulu ya buat belajar pake film nya gimana gitu, oo okay dek pertanyaan selanjutnya menurut pendapatmu apakah pembelajaran vocabulary menggunakan film ini cukup berdampak buat diri kamu dek coba dijelaskan? Dan apa harapanmu untuk pembelajaran kedepan?

I: Menurut saya banyak banget yang dapat saya ambil dari pembelajaran menggunakan film ini banyak positifnya kak, saya jadi suka bahasa inggris lebih rajin buat mencatat juga sekarang mungkin itu. Harapan saya semoga pembelajaran kedepan bisa lebih baik lagi kemudian banyak manfaat manfaat yang bisa diambil juga.

R: terimakasih dek atas jawaban nya semangat ya buat sekolahnya.

I: Iya sama – sama kak.

2. Student 2

R: Hallo dek, kenalin dulu nama kakak anggita dai UIN Raden Mas Said Surakarta na disini kakak mau tanya – tanya sedikit boleh ya, kalo dikelas bahasa inggris kamu kan belajarnya pake film ya dek atau pake media animation movie sama bu Femma na kalo menurut kamu gimana tuh pembelajarannya, penyampaian materi pake film nya itu?

I: Saat belajar pake film itu aku ngerasanya seru kak karena biasanya kita kan disuruh melihat dulu film nya terus kadang juga langsung dikasih tugas disuruh menulis 10 verb 2 yang ada pada film terus nanti pas lahir biasanya kita disuruh bacain satu satu apa yang kita dapet pas filmnya itu tadi diputar, seru si belajar sama pake film jadi ga bosen soalnya juga satu pertemuan gitu filmnya kadang diganti.

R: Ooo...iya iya terus menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film, apakah kamu lebih senang dalam belajar bahasa inggris?

I: Sama juga kak, seneng belajar pake film sembari nonton bisa belajar juga ga bosen karena film nya ganti – ganti, gerasa juga kalo kosakatanya bertambah kalo habis nonton film apalagi kalo kita disuruh cari kek tadi jadi kita lebih fokus.

R: Jadi lebih terarah juga ya pembelajarannya gimana gitu. Okay terus dalam pemutaran film dari bu Femma apakah kamu lebih paham dan

ngerti tentang pembelajaran bahasa inggris yang dia nyambung sama materi yang sedang diajarkan saat itu dek gimana tanggapannya?

I: Lebih paham juga kak karena contohnya di film itu banyak juga kalo ada yang masih bingung nemu di film gitu dibahas bareng bareng jadi lebih banyak contoh yang dikasih jadi lebih paham udah gitu bu Femma kalo jelasin juga gampang dimengerti.

R: Menurut pendapatmu apakah pembelajaran vocabulary menggunakan film ini cukup berdampak bagi mu? Dan apa harapanmu untuk pembelajaran kedepan?

I: Banyak positifnya juga kak hampir tidak ada sisi negatifnya senang juga buat belajar menggunakan media contohnya film seperti ini, harapan saya semoga pembelajaran yang lain juga bisa menggunakan media – media belajar agar tidak bosan saat pembelajaran.

R: Jadi harapannya pengen buat pembelajaran mapel lain bisa pake media juga sama seperti pembelajaran bahasa Inggris ya, okay dek terimakasih banyak atas penjelasannya semoga sukses kedepannya.

I: Iya kak kurang lebih seperti itu sama sama kak anggita sukses juga buat skripsinya.

Student 3

R: Halo, okay pertama kenalin dulu nama kakak kak anggita disini nanti aku mau tanya tanya kamu dek soal pembelajaran menggunakan film sama bu femma buat belajar vocab yaa okay langsung aja yaa pertama menurut kamu penyampaian materi pada saat proses belajar menggunakan film?

I: hallo kak, iya menurut saya pembelajaran dari bu Femma kalo pake film itu seru kak bisa nonton bareng sama temen-temen, terus materinya juga gampang dimengerti kita bisa tau ragam ragam dari verb 2 dari film gitu. Seneng si aku kalo belajar pake film.

R: Okay terus menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film, apakah kamu lebih senang dalam belajar bahasa inggris?

I: seneng kak belajar pake film, banyak juga kosakata yang baru bisa dipelajari karena kan kalo di buku contohnya terbatas ya kak la kalo di film ini aku bisa tau lebih banyak. Bertambah banget kak seperti tadi aku ga tau sebelumnya kata kata ini habis nonton jadi inget beberapa kata verb 2.

R: Dalam pemutaran film oleh guru apakah kamu lebih paham dan mengerti tentang pembelajaran bahasa inggris terkait materi yang sedang diajarkan?

I: lebih mengerti kak soalnya ada percakapannya di film itu juga kadang kalimatnya yang pake rumus sama juga di buku jadi kita tau gitu apa ya kak kayak ada banyak contohnya gitu loo yang sama jadi lebih paham.

R: Okay, jadi kamu setuju banget ya sama pembelajaran vocabulary pake film ini? untuk pertanyaan terakhir dek Menurut pendapatmu apakah pembelajaran vocabulary menggunakan film ini cukup berdampak bagi mu? Dan apa harapanmu untuk pembelajaran kedepan?

I: Iya kak, Seneng juga kak karena bisa belajar banyak juga dari film yang diputerin banyak sisi positifnya kalo belajar pake film sembari belajar

bahasa inggris juga bisa belajar nilai nilai sosial yang ada di film itu. Harapan saya semoga pembelajaran seperti ini tetep dilakukan dan lebih dikondisikan lagi.

R: Okay dek banyak banget ya berarti yang dapet kita ambil dari pembelajaran pake animation movie ini. Okay udah selesai terimakasih yaa atas jawaban jawabanya sukses buat sekolahnya.

I: iya kak, sama sama sukses juga buat kakaknya.

Student 4

R : Hallo dek, kenalin dulu nama kakak anggita dari UIN Raden Mas Said Surakarta na disini kakak mau tanya – tanya sedikit boleh ya, kalo dikelas bahasa inggris kamu kan belajarnya pake film ya dek atau pake media animation movie sama bu Femma na kalo menurut kamu gimana tuh pembelajarannya, penyampaian materi pake film nya itu?

I: Penyampaian materi kalo pake film aku lebih nyantol kak, terus jadi tau gitu secara langsung penggunaan katanya kalo di kalimat gimana soalnya kebanyakan film yang diputerin bu femma juga pake yang ada subtitle nya. Terus ga sekedar nonton tok, biasanya juga dikasih tugas biar kita memperhatikan gitu tapi kalo tugase selesai nanti kita tinggal menikmati film nya boleh. Seru si.

R: Seru ya berarti kalo belajar pake film okay lanjut ya dek pertanyaan kedua, terus menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film, apakah kamu lebih senang dalam belajar bahasa inggris?

I: malah lebih seneng bahasa inggris, tadi juga aku jadi tau arti kata kata baru bahasa inggris kak lumayan bertambah kosakata baru dari yang sebelumnya.

R: Wahh jadi lebih seneng sama bahasa inggris yaa. Okay terus dalam pemutaran film dari bu Femma apakah kamu lebih paham dan ngerti tentang pembelajaran bahasa inggris, nyambung sama materi yang sedang diajarkan saat itu atau enggak dek gimana tanggapannya?

I: Jadi lebih paham karena saya juga kadang mempelajari dulu materinya di rumah terus di sekolah dijelasin dulu sama bu Femma terus kita pas belajar pake film juga ga cuma nonton ada tugasnya juga jadi mau tidak mau fokus sama materi dan pembelajarannya dulu.

R: Jadi cukup nyambung juga ya sama materi yang diajarkan sama bu Femma. Pertanyaan terakhir dek menurut pendapatmu apakah pembelajaran vocabulary menggunakan film ini cukup berdampak bagi mu? Dan apa harapanmu untuk pembelajaran kedepan?

I: cukup berdampak positif kak saya juga kadang suka puter film bahasa inggris juga dirumah kalo pengen nonton dari nonton itu jadi belajar lagi harapan saya semoga pembelajaran kek gini sering dilakuin lagi kak misal dalam satu materi minggu ini pembelajaran minggu depan pake film gitu.

R: jadi termotivasi banget ya berarti okay dek terima kasih atas jawaban – jawabannya sukses buat sekolahnya.

I: iya, Sama – sama kak

Srudent 5

R: Hallo dek, kenalin dulu nama kakak anggita dari UIN Raden Mas Said Surakarta na disini kakak mau tanya – tanya sedikit boleh ya, kalo dikelas bahasa inggris kamu kan belajarnya pake film ya dek atau pake media animation movie sama bu Femma na kalo menurut kamu gimana tuh pembelajarannya, penyampaian materi pake film nya itu?

I: Belajar pake film itu seru terus juga menyenangkan karena, penyampaian materinya juga jelas lebih paham kalo belajar nya pake film. Tapi kadang kecepatan dikit tapi masih bisa ngikutin sama bu Femma.

R: Seru dan menyenangkan ya berarti kalo belajar pake film okay lanjut ya dek pertanyaan kedua, terus menurut pendapatmu apa yang dapat kamu rasakan setelah belajar kosakata (vocabulary) menggunakan media film?

I: seneng aku merasa lebih cocok pake film kalo belajar kosakata kak soalnya di buku biasanya ga ada. Iya, terbatas bisa lebih banyak tau kosakata baru pake film. Jadi tambah juga kosakatanya dari sebelumnya.

R: Okay terus dalam pemutaran film dari bu Femma apakah kamu sendiri lebih paham dan ngerti tentang pembelajaran bahasa inggris, nyambung sama materi yang sedang diajarkan saat itu atau enggak dek gimana menurut kamu?

I: kalo di gabungin sama materi juga lebih paham kak jadi semisal materi recounttext gitu kita sebelumnya udah belajar dulu terus liat film kalo ada kalimat recount text gitu bisa dianalisis bareng sama temen temen sampe kita paham jadi pas belajar film bisa belajar kosakata baru sama bisa dikaitkan materi materi yang sudah dipelajari sebelumnya.

R: Jadi cukup nyambung juga ya sama materi yang diajarkan sama bu Femma. Pertanyaan terakhir dek menurut pendapatmu apakah pembelajaran vocabulary menggunakan film ini cukup berdampak bagi mu? Dan apa harapanmu untuk pembelajaran kedepan?

I: kalo buat saya lumayan berdampak positif soalnya saya bisa belajar bahasa inggris pake film itu gimana bacanya yang bener contohnya tadi banyak banget kata dari film yang pengucapannya saya baru tau oo yang bener ternyata gini walaupun agak cepet tapi masih bisa ngikutin, harapannya semoga belajar pake film seperti ini dilakukan terus tapi lebih diawasi kak.

R: jadi tau gimana cara pengucapan dari berbagai aksen ya dek, baik terimakasih dek atas jawabannya semoga sukses kedepannya.

I: Iya kak sama – sama lancar juga skripsinya.

APPENDIX E

Link of Youtube or Learning Movie

Link of Youtube Animation Movie Used in Teaching and Learning

1. Pinocchio : <https://youtu.be/95e3nTL0Kh8>
2. Toy story <https://youtu.be/BJUwVENjqSQ>
3. Kena : <https://youtu.be/SLahFiAo6bY>

APPENDIX F

Figure When Data Collection



Figure 1 Preobservation



Figure 2 Observation in Class Eight G



Figure 3 Observation the questionnaire and interview