

**STUDENTS' PERCEPTIONS OF ANIMATED MOVIES ON
VOCABULARY IN ENGLISH LESSON**

(Undergraduate Thesis)

By

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ABSTRAK

**PANDANGAN SISWA TENTANG FILM ANIMASI TERHADAP
KOSAKATA DALAM PEMBELAJARAN BAHASA INGGRIS**

Oleh:

Dede Natalis Tri Tunggal

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan film animasi dalam meningkatkan kosakata Bahasa Inggris, khususnya di kalangan peserta didik sekolah menengah atas. Data dikumpulkan melalui wawancara semi-terstruktur dengan sepuluh siswa dari SMKN 7 Bandar Lampung yang telah memiliki pengalaman menonton film animasi sebagai bagian dari proses pembelajaran Bahasa Inggris. Subjek penelitian terdiri dari sepuluh siswa yang mengemukakan beragam persepsi terhadap penggunaan film animasi. Hasil penelitian menunjukkan bahwa 100% siswa memiliki persepsi positif dalam hal minat, motivasi, dan hasil belajar. Selain itu, 80% siswa merasa lebih percaya diri, 70% mengalami penurunan tingkat stres, dan 60% menganggap pembelajaran menjadi lebih mudah. Para siswa menyatakan bahwa film animasi membantu meningkatkan kosakata (10 siswa), kemampuan berbicara (9 siswa), pelafalan (7 siswa), serta membuat pembelajaran lebih menarik melalui tampilan visual dan konten yang menyenangkan. Namun demikian, beberapa tantangan juga ditemukan, seperti istilah asing yang tidak dikenal (8 siswa), masalah kebahasaan seperti kecepatan berbicara dalam film (7 siswa), dan keterbatasan kosakata (6 siswa). Meskipun menghadapi kendala tersebut, sebagian siswa tetap menganggap film animasi lebih efektif dibandingkan pembelajaran berbasis buku teks (4 siswa). Temuan ini menunjukkan bahwa penggunaan film animasi dapat menciptakan lingkungan belajar yang positif dan mendukung dalam pembelajaran Bahasa Inggris, khususnya dalam pengembangan kosakata.

Kata kunci: Film animasi, Persepsi siswa, Kosakata, Pembelajaran Bahasa Inggris, Pendekatan kualitatif, Wawancara semi-terstruktur.

ABSTRACT

STUDENTS' PERCEPTIONS OF ANIMATED MOVIES ON VOCABULARY IN ENGLISH LESSON

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This study aimed to explore the students' perceptions of the use of animated movies in relation to improving English vocabulary, particularly among senior high school learners. Data were collected through semi-structured interviews with ten students from SMKN 7 Bandar Lampung who had prior experience watching animated movies as part of their language learning. The subjects were ten students who expressed a range of perceptions toward animated movies. The findings showed that 100% of students reported positive perceptions in terms of interest, motivation, and learning outcomes. Additionally, 80% felt more confident, 70% experienced reduced stress, and 60% perceived lower levels of difficulty. Students stated that animated movies helped improve their vocabulary (10 students), speaking ability (9 students), pronunciation (7 students), and made learning more engaging through interesting visuals and content. However, several challenges were also mentioned. These included unfamiliar terms (8 students), language problems such as the speed of speech (7 students), and limited vocabulary (6 students). Despite these difficulties, students still perceived animated movies as more effective than textbook-based learning (4 students). These findings indicate that the use of animated movies can create a positive and supportive learning environment in English language learning, especially for vocabulary development.

Keywords: *Animated movie, Students' Perceptions, Vocabulary, English Lesson, Qualitative approach, Semi-structured interview.*

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Dede Natalis Tri Tunggal

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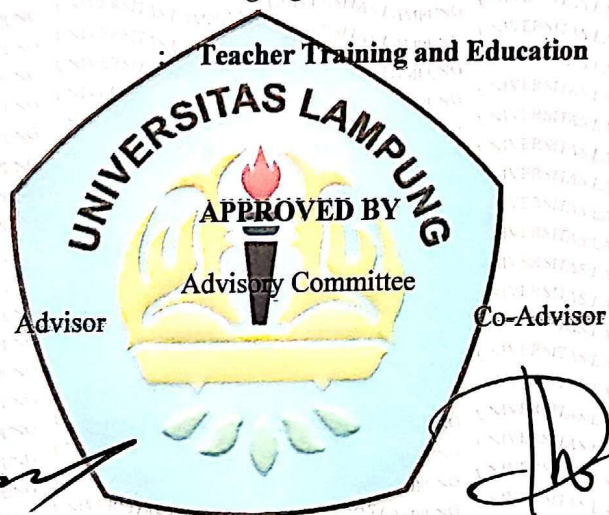
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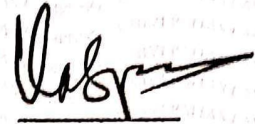
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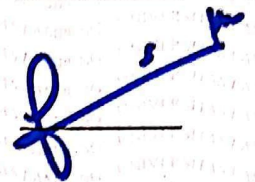
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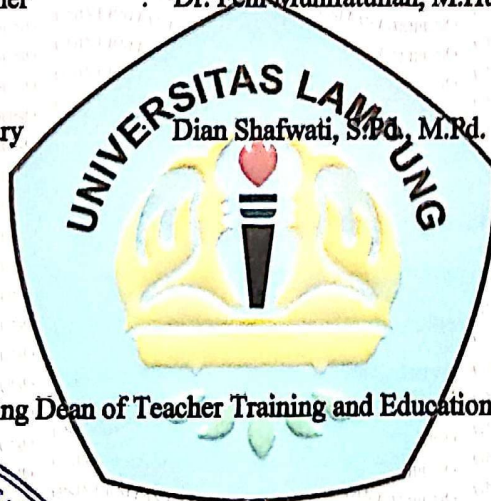
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

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MOTTO

“Change is not always easy and it is not always simple, but with enough dedication, any habit can be reshaped.”

(Nwal Hadaki)

DEDICATION

In the divine name of Allah Subhanahu Wa Ta'ala,

I dedicate this thesis as a symbol of my love and affection to:
My father, Mr. Daliya, and my mother, Mrs. Ekani Sulistyawati, as well as my
beloved brothers and cousin, who have given me support, love, and prayers in
every phase of my life.

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I. INTRODUCTION

This chapter focuses on the background of the problem, question of the research, objectives of the research, uses of the research, scope of the research, and definition of term that are used in research.

1.1. Background

According to Hatch and Brown (1995) vocabulary is a group or selection of terms unique to a language or as a set of words that particular language speakers may employ. In other words, a speaker's vocabulary is made up of the words they use to convey their ideas. Because the four language abilities are best gained when pupils have a firm grasp of the language's vast vocabulary, mastering the English language necessitates having a thorough understanding of its vocabulary as well.

The four basic language skills that students learning English as a second language are expected to achieve are writing, reading, speaking and listening. A strong vocabulary is necessary to become proficient in these areas as these skills demand the mastery of an extensive vocabulary. The efficiency of the learning process can be greatly improved by utilizing teaching and learning materials. But in reality, inadequate vocabulary knowledge often makes it difficult for students to achieve learning goals. Their inability to acquire vocabulary effectively hinders their capacity to learn English. Students are unwilling to participate, afraid of making mistakes, and do not pay attention when the teacher explains the lesson which allows the lack of interesting learning materials provided by the teacher.

Media are tools or physical things used by the teacher to motivate the students. So media has an important role in the english learning process. One of the mediums commonly used is animated movies. Along with technological developments, animated movies have become an interesting resource for adding visual and audio dimensions to the learning process. When used to enhance vocabulary in English, animated Movie can help students grasp concepts more fully, develop their imaginations, and provide language use in real-world contexts. According to Sithiayuki (2022), is a collection of sound-assisted moving pictures that tell a narrative about a sequence of events. In this sense, animated movies can serve as a platform for vocabulary enrichment, assisting students in their English language learning. According to Mayer and Moreno (2002) Animation is regarded as a kind of graphical presentation. This category comprises computer generated motion pictures that show the relationships between drawn figures. Animation movies help students learn English in a fun and less stressful way, which lowers anxiety and helps them improve their English proficiency.

This topic was chosen not only due to the theoretical benefits of using animated movies in vocabulary learning but also based on the researcher's teaching experience at SMKN 7 Bandar Lampung, where animated movies had already been implemented in classroom instruction. During the teaching process, the researcher implemented animated movies in the classroom and observed how students responded positively to the media, especially in understanding and remembering new vocabulary. This experience became a strong reason for the researcher to further investigate students' perceptions toward the use of animated movies in English lessons.

The use of media, particularly animated movies, positively impacts students' vocabulary acquisition and comprehension. Students are more interested in and motivated to learn when they are actively involved with the topic through the use of media. Developing one's vocabulary is essential to learning a new language.

According to Nakplad et al. (2023), animated movies are an effective tool for improving students' language skills. As a result, researchers utilize animated movies to improve vocabulary. Lestari and Harahap (2021) also highlight that animated movies can positively impact students' motivation to learn English. This study aimed to find out students' perceptions of animated movies on vocabulary improvement in English lessons.

1.2. Research Question

Based on the previous background, the researcher formulated the problem research question as follows "What is the students' perceptions of learning English through animated movies?".

1.3. Objective of the Research

Based on the formulation of the problem, the objectives of this study is:

To investigate senior high school students' perceptions of animated movies on vocabulary in English lessons.

1.4. Uses of the Research

The use of the research are as follows:

1. Theoretically, it can serve as a reference for relevant research as well as an answer and support for the theoretical premise.
2. Practically, the study offers recommendations for teachers by analyzing the factors that influence students' perceptions of animated movie and their potential impact on vocabulary acquisition in English lessons.

1.5. Scope of the Research

This study focuses on students' perceptions of animated movie as a medium for vocabulary learning in English lessons. The main focus of this research is to find out how students respond, perceive, and assess the effectiveness of animated movie in helping them understand and master English vocabulary. This research will be conducted at SMKN 7 Bandar Lampung with ten students in the first grade using a qualitative approach, where data is collected through Semi-structured interviews.

1.6. Definition of Terms

1. Animated Movies

According to Sithiyuki (2022), an animated movie is a collection of moving images with the help of sound that tells a narrative about a sequence of events.

2. Perceptions

Perception is our experience of information content, which we can compare to previous experiences, as well as how we see or understand something using one of our senses (Anggraini, 2021).

3. Vocabulary

Vocabulary is all the words a person knows and uses in a language that have meanings, according to Manoppo et al., (2020). Vocabulary is defined as a person's collection of words that they are familiar with.

II. LITERATURE REVIEW

This chapter discusses some theories that emphasized this research. It consists of definition of perceptions, aspect of perceptions, definition of animated movie, types of animated movies, advantage and disadvantage of animated movie, definition of vocabulary, types of vocabulary, importance of vocabulary, and previous study.

2.1. Perceptions

Perception is a fundamental psychological process through which individuals interpret and make sense of the world around them. It involves receiving sensory information and organizing it into meaningful experiences. According to Robbins and Judge (2017), perception is defined as “a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.” This definition emphasizes that perception is not merely about passive reception of stimuli but an active process influenced by personal experiences, expectations, and context.

In the educational context, perception plays a crucial role in how students receive and respond to learning materials. Each student may perceive the same stimulus such as a teaching method or a media resource differently, depending on factors such as interest, prior knowledge, motivation, and emotional state (Schunk, 2012). This subjective nature of perception means that students’ attitudes and beliefs toward a learning tool, like animated movies, can significantly influence how effective and engaging they find it.

Slavin (2012) explains that learners’ perceptions can shape their level of engagement and the depth of their learning. When students perceive a learning activity as enjoyable or relevant, they are more likely to participate actively and

retain information better. Thus, understanding students' perception of using animated movies in English vocabulary learning provides valuable insight into the effectiveness and appropriateness of such media in educational settings.

2.1.1. Types of Perception

According to Goldstein (1989) describes perception as the conscious experience that arises from sensory input. In simpler terms, perception is the way our brain makes sense of information received through the senses, helping us understand and react to our environment. This process goes beyond just receiving signals it also involves complex mental functions like recognizing patterns, focusing attention, and using memory. Perception plays a key role in all types of human interaction, including visual, auditory, tactile, social, and temporal perception.

a. Visual perceptions

Visual perception is the ability to see, organize, and interpret visual information from the environment Goldstein (1989). It involves the brain making sense of what the eyes detect such as shapes, colors, depth, and spatial relationships. This process helps us understand and navigate our surroundings. Visual perception is a complex skill that combines sensory input with mental processing. It happens rapidly as signals travel from the retina to the brain's cerebral cortex.

b. Auditory Perceptions

Auditory perception refers to the ability to receive and make sense of sound. Sound waves enter the ears as vibrations and are converted into signals that travel through the auditory pathway to the brain. These signals are processed in the auditory cortex, allowing us to recognize voices, understand speech, perceive tone, and react to sounds around us (Moore, 2012). This is an active mental process that depends on both brain function and prior knowledge.

c. Tactile Perceptions

Tactile perception, or touch perception, is how the brain understands information from the skin especially from the hands. According to Kandel et al. (2013) describe this perception includes passive touch (just feeling an object) and active haptic perception (exploring and handling objects). This sense helps detect texture, temperature, hardness, and shape, and works with signals from muscles and joints. Strong tactile perception is essential for fine motor skills and interacting effectively with physical objects.

d. Social Perceptions

Social perception is the ability to recognize and interpret social cues to understand others' emotions, roles, intentions, and relationships (Fiske & Taylor, 2013). It involves reading facial expressions, body language, tone of voice, and gestures to form impressions and understand social interactions. This process includes observation, interpretation, and sometimes unconscious biases, and it is shaped by our emotions and motivations.

e. Temporal Perceptions

Temporal perception, or the sense of time, refers to how we experience and judge the duration and order of events. Eagleman, (2008) explain that perception allows us to perceive intervals between events and decide whether things happen at the same time or in sequence. Different parts of the brain handle various time scales, from milliseconds to daily rhythms. Our sense of time can be influenced by attention, memory, motivation, and the type of sensory input, and it can be affected by illusions such as the telescoping effect or distorted time perception.

2.1.2. Process of Perception

Most psychologists describe the perception process in three stages. According to Star (2009) It consists of selection, organization and interpretation. This process starts with stimuli and finishes with conduct, Setting, perceived, and perceiver are important factors in the choosing process. The person who selects what they require, desire, or anticipate seeing is known as the perceiver, and their mental, emotional,

and bodily states all play a role in this process. Perceived attributes are those of the thing, person, or concept that is being watched.

Three techniques are used in the second stage, organization: figure-ground differentiation, closure, and classification (Star, 2009). People classify a variety of factors, including gender, race, education, occupation, and more. The ability to distinguish key features (the figure) from competing and surrounding stimuli (the ground) is known as figure-ground distinction. When faced with incomplete information, the mind fills in the blanks, a process known as perceptual closure.

The final stage is interpretation. A person's beliefs, presumptions, values, attitudes, and prior experiences all influence the next step, which is interpretation. These components come together to build a person's reference framework, which shapes the formation of new perceptions, as Star (2009) explains.

2.1.3. Components of Perception

Perception plays a crucial role in the learning process, particularly when multimedia tools are used. In language learning, perception enables students to interpret and make sense of the information they receive through different senses. By understanding how perception functions, educators can enhance the effectiveness of visual and auditory materials in the classroom. The following are key components of perception and their application in a learning environment.

a. Sensory Stimulation

According to Goldstein (1989), perception begins with a stimulus, which refers to any sensory input received from the environment. In the context of learning English through animated movies, this may include visual elements such as animation and characters, or auditory elements like dialogue and background music. For example, watching a scene where characters interact provides learners with sensory input that supports language acquisition.

b. Sensory Organs

Sensory organs, such as the eyes, ears, skin, nose, and tongue, are responsible for detecting these stimuli. In an English class using animated movies, learners would primarily use their eyes to watch the animation and their ears to listen to the dialogues and sound effects. According to Woolfolk (2016), This sensory input forms the basis for further processing of language.

c. Attention

Attention is the process of focusing on specific stimuli while ignoring others. Not all sensory information received by our organs is processed; we tend to pay attention only to what seems relevant or important. For example, when an animated character says a phrase or uses new vocabulary, learners are more likely to focus on understanding that part of the movie.

d. Organization

Once a stimulus is known, the brain organizes it into meaningful patterns. This organization allows us to recognize familiar shapes, sounds or textures. The brain tends to group elements based on similarity, proximity and continuity to make sense of the complex information it receives. In language learning, this could involve grouping vocabulary words or phrases heard in a movie, categorizing them by context, or understanding the relationship between different characters dialogue.

e. Interpretation

Interpretation involves giving meaning to organized sensory input. Our brains utilize past experiences, cultural background, emotions, and expectations to interpret what we perceive. For instance, a facial expression like a frown can be interpreted as a sign of displeasure or confusion, depending on the context.

2.1 4 Students Perception in Language Learning

Perception is a cognitive process that occurs when individuals receive, organize, and interpret sensory information to understand the surrounding environment. In the context of education, particularly foreign language learning, students' perceptions play an important role in determining the effectiveness of the learning

process, as perceptions influence students' attitudes, motivation and engagement in learning activities (Robinson, 2001).

According to Robinson (2001), students' perceptions of language learning activities cover various aspects. These perception categories include: level of difficulty, Degree of stress, Confidence, Interest, Motivation, and Learning outcomes. These six aspects are interrelated and contribute to students' success in mastering a foreign language, including in learning English vocabulary through media such as animated movies.

1. Level of Difficulty

The level of difficulty refers to the extent to which students rate a learning activity or material as easy or difficult to understand. In the context of vocabulary learning through animated movies, the level of difficulty can include the speed of speech of the characters in the film, the complexity of the vocabulary used, and the students' ability to understand the context of the dialog.

2. Degree of Stress

Stress levels reflect the extent to which students feel pressure or anxiety when taking part in learning. Krashen (1982) in the Affective Filter Hypothesis theory states that high anxiety can be a barrier in second language acquisition. In learning through animated movies, stress can arise when students feel unable to understand the content of the movie, feel left behind from their classmates, or worry about not being able to complete the assigned tasks. However, if the learning media is used appropriately, animated movies can actually reduce stress levels because they present the material in a more relaxed and interesting way.

3. Confidence

Self-confidence is a student's positive attitude towards his or her own ability to understand and use a foreign language. Students who have high self-

confidence will be more likely to try to use new vocabulary, both in spoken and written form. Media such as animated movies can help increase students' confidence because they present vocabulary in a real and interesting context, making it easier to understand and apply. When students feel successful in understanding or remembering vocabulary from the movie, their confidence will increase.

4. Interest

Interest is a student's interest in an activity or learning material. High interest will encourage students to be more active and enthusiastic in learning. Animated movies have great potential in attracting students' attention because they offer visual elements, entertaining stories, and interesting characters. High interest in animated films can increase students' concentration in learning vocabulary, and make the learning process more enjoyable and meaningful.

5. Motivation

Motivation is an internal or external drive that influences students' desire and effort in learning a language. Gardner and Lambert (1972) distinguish between integrative motivation (motivation due to the desire to be part of the language-speaking community) and instrumental motivation (motivation due to practical goals such as jobs or grades). Animated movies can trigger both types of motivation. For instance, students may feel motivated because they want to understand the movie without subtitles (instrumental), or because they are interested in the culture and lifestyle in the movie (integrative).

6. Learning Outcomes

Learning outcomes are students' achievements after following the learning process, both in terms of knowledge, skills and attitudes. In the context of vocabulary learning through animated movies, learning outcomes can be seen from the number of new vocabulary mastered, the ability to understand

the context in which they are used, and the improvement of listening and speaking skills. According to Robinson (2001), positive student perceptions of learning can significantly improve learning outcomes, as students are more motivated and involved in the learning process.

2.2. Animation Movies

2.2.1. Definition of Animation Movies

According to Gagne (1969) animation is moving text and images or creating interesting transitions between visuals that can effectively attract attention and lay the necessary foundation for learning. This notion emphasizes the role of animation in attracting viewers' interest, making it a very important tool in educational environments where maintaining students' attention is essential for effective learning. In addition, animation can facilitate the process of receiving information by making difficult content easier to understand (Lowe, 2004). This suggests that animation not only attracts attention but also enhances comprehension.

According to Harmer (2001) an animated film is a series of images projected onto a screen to create the illusion of movement. This definition highlights the technical aspects of animation, focusing on the sequential display of images to simulate movement. Animated movie can help students to acquire vocabulary in a fun way. In vocabulary learning, animation can be used to show the meaning of new words in a lively and contextualized way.

So from the explanation above it can be concluded that as illustrated by Gagné, Lowe, and Harmer, animation is a powerful tool in English language learning, increasing student engagement and comprehension.

2.2.2. Types of Animation Movies

There are many types of animation, and the researcher will focus on three significant types of animation.

- a. Traditional Animation: This method of filmmaking originally involved drawing each frame on paper, with each subsequent frame slightly different to create the

illusion of movement. These drawings were then transferred to transparent acetate sheets, known as cells, and colored with specific paints. Hence, this technique is often called paper/cell animation. This medium emerged in the 20th century. However, in the 21st century, photographic or scanned images have largely replaced hand-painted frames.

- b. Full Animation: Full animation refers to the creation of high-quality traditional animated films, characterized by detailed images and fluid, realistic motion.
- c. Computer Animation: Computer animation involves creating digital images of people and objects that move and interact. Described as the use of animation software to generate and replicate individual frames. Software for animation, such as Animator or Mice. The researchers will use this type, is well-known for its ease of use. Since these are the most practical and easily available types in the classroom.

2.2.3. The Advantage and Disadvantage of Animated Movie

According to Bambang (2013), the advantages of using animated movies in the classroom are as follows: 1) Encourages students to pay attention because it is interesting, especially when animation with sound is used. 2) Using child-friendly animated visuals to deliver activities. 3) makes it easier for educators to convey sufficient knowledge about procedures that are difficult to explain. 4) It is able to visualize fictional concepts, objects, and relationships. On the other hand, there are some disadvantages that must be recognized when using animated movies in the language teaching process. movies are concerned with the long-term effects of using animated movies in the classroom. One of the main problems is that animated movies can be time-consuming, taking up a lot of time in the classroom and reducing the time available for other activities. In addition, students can be distracted by actors or actresses in the movie, losing focus on the main instructional objective.

2.3. Vocabulary

2.3.1. Definition of Vocabulary

According to Siregar (2013), vocabulary is a group of words that a person can use to communicate their ideas in their line of work. Put otherwise, vocabulary is the entire collection of words they have for using language in conversation. A key element of language proficiency is vocabulary. It is not just about how many words you know, it's also about how well you can utilize them in various situations. Having a large vocabulary makes it easier for people to express themselves clearly and vividly, which improves their capacity to have meaningful conversations.

Kasim (2011) states another definition of vocabulary as a collection of words that have meaning when heard or seen by an individual, enabling them to communicate with others. This definition underscores the significance of vocabulary in facilitating understanding and interaction between people. Vocabulary forms the core of language comprehension and communication. When individuals encounter words through listening or reading, they rely on their vocabulary knowledge to interpret and make sense of these words. This process is essential for effective communication, as it allows individuals to decode messages and respond appropriately.

By looking at these definitions, the researcher concludes that vocabulary is the unity of letters which then become words which are then arranged to be used by a person or group to communicate.

2.3.2. Types of Vocabulary

According to Kasim (2011), everyone possesses three different types of vocabulary: reserve, active, and passive. Active vocabulary consists of the words we frequently use in our everyday speech. These are the words that come to mind effortlessly during conversations and are regularly employed in our spoken communication.

On the other hand, reserve vocabulary includes words that we use sparingly in our speech. These words are part of our lexicon, but they are not as readily accessible

as those in our active vocabulary. We might use them occasionally when a specific situation calls for more precise or varied language.

Lastly, passive vocabulary refers to words that we do not use in our writing or speaking. These words remain dormant in our minds. Although we never actively utilize them in communication, we can recognize and understand them when we encounter them in reading or listening contexts. Essentially, passive vocabulary encompasses the words that we comprehend but do not produce ourselves.

Based on the opinion above, it can be concluded that the kinds of vocabulary based on Kasim (2011) delineates our vocabulary into three categories based on usage frequency and context: active vocabulary for commonly spoken words, reserve vocabulary for seldom-used words, and passive vocabulary for words we understand but do not actively employ in communication.

2.4. The Importance of Vocabulary

Vocabulary is an important component that students must learn and master when learning English. According to Alqahtani (2015, p.22), having an extensive vocabulary is the most important tool in learning a second language, because without an extensive vocabulary, success in mastering a foreign language will be difficult to achieve. This implies that without adequate English vocabulary, one cannot effectively manage the four language skills, making it difficult to communicate in English, both orally and in writing.

According to Hanson and Padua (2011), vocabulary plays a crucial role in language learning and communication. They define vocabulary as the words people use when communicating in oral or written language. This definition emphasizes that vocabulary is not just a list of words but a system of language that influences the quality of learners and their ability to communicate effectively.

Students need to expand their vocabulary significantly. According to McCarten (2007), the number of words students need to learn ranges from 12,000 to 20,000,

depending on their educational level. Learning vocabulary is a lengthy process that involves knowing, remembering, and understanding words. Teaching and learning vocabulary require daily repetition and reinforcement. Bintz (2011) emphasized that one key finding from research is that vocabulary acquisition is a never-ending process. It involves continuously encountering and learning new words.

Based on the opinion above, we can conclude that vocabulary is a central component of language and is critically important for mastering typical language use. Learning vocabulary is essential as it forms the basic foundation necessary for developing English language skills. Mastery of vocabulary enables individuals to construct sentences effectively, understand and be understood in conversations, and engage with written texts. Therefore, a strong vocabulary is fundamental to achieving proficiency in English and is crucial for effective communication in various contexts.

2.5. The Implementation of Animated Movies in Teaching Vocabulary in SMKN 7 Bandar Lampung

The use of animated movies as a medium for teaching vocabulary at SMKN 7 Bandar Lampung was conducted as an innovative way to make learning more engaging and meaningful. This method was integrated into classroom activities to support traditional teaching approaches.

In this study, animated movies were used during English lessons for first-grade students. The selected movies included dialogues and scenes that featured everyday vocabulary in realistic contexts. These vocabulary items were naturally embedded within the storylines, making it easier for students to learn new words while following the plot.

The teaching process began with a pre-viewing activity, where the teacher introduced key vocabulary from the movie. This was followed by the viewing stage, during which students watched either the full movie or selected scenes, depending

on the learning objectives. Subtitles were provided to help them understand unfamiliar or complex expressions.

After the viewing session, post-viewing activities were conducted. These included identifying difficult words, group discussions, finding synonyms and antonyms, and creating sentences using the new words. These tasks helped students reinforce and internalize what they had learned. They were also encouraged to imitate pronunciation and intonation, which supported the development of both listening and speaking skills.

This implementation also took students' emotional needs into account. Animated movies helped reduce stress and anxiety in the classroom, allowing students to feel more relaxed and open to learning. Based on the findings, most students responded positively to this method. They reported feeling more motivated and interested, and many said that the visuals and storylines made it easier for them to remember new vocabulary.

In conclusion, the use of animated movies at SMKN 7 not only supported vocabulary acquisition but also created a more enjoyable and supportive learning atmosphere. This approach aligns with Krashen's Affective Filter Hypothesis, which emphasizes the importance of reducing anxiety to support second language learning. Overall, animated movies proved to be an effective tool in helping students learn and retain English vocabulary.

2.6. Previous Studies

The first research by Muhammad Najmul et al., (2023) Student Perception of the Use of Animated Video in Vocabulary Junior High School. The results revealed that students had the positive perception on using animated video in their vocabulary learning. They felt motivated by use of various modes of communication applied in animated videos. The study also noted that animated video helped them remember vocabulary and how to pronounce it.

Study by Md Zolkapli et al., (2024) *Movies as Tools for Enhancing ESL Learning Insights into Students' Emotions and Experiences*. Found that movies created a calm and non intimidating learning atmosphere, encouraging increased self-motivation and self-esteem while reducing anxiety. Students also reported improved language skills, as movies provided real-life examples of English usage and immersive learning environments. This study demonstrates that integrating movies into English lessons can improve students' emotions and experiences, making language learning more effective.

Another research from Elisabet et al., (2022) *Improving Students' Vocabulary by Using Animation Video*. Found that learning English Vocabulary by using animation video could support and develop student's vocabulary skill in the seventh grade of SMP GPD BEREA Tondano. The study also noted that there is significant difference score between the students' vocabulary mastery before and after being taught using animation video. Therefore, it could be concluded that animation video is able to improve student's vocabulary.

The study conducted by Wahyuni & Pratiwi, (2021). This study discusses the significant difference in students' speaking competency between the students who were taught by using animated learning video and those who were taught conventionally. The findings of the study imply that the animated learning video generally can be used as a learning media to teach English, especially to train and enhance students' speaking skill. The animated learning videos help them pronounce the words properly, improve their vocabulary mastery, and be gradually more fluent in speaking.

The last research by Aziz et al., (2021) *Found that students preferred learning vocabulary using animated cartoons compared to using traditional methods alone in aiding the acquisition of rare words, improvement of comprehension on how to use these rare words in the right context and helping to store these rare words in their short and long-term memory. With the existence of special elements in animated cartoons such as visual, colours, sound and animation has created*

interesting vocabulary learning lessons and attracted their attention towards the materials. In addition, the method was efficacious in boosting their confidence level as the animated cartoons were rich in contents that provided the easiest ways for the students to understand the rare words through animation.

2.7. Theoretical Assumption

Vocabulary, as defined by Hatch and Brown (1995), refers to a collection of word sets specific to a language or the words an individual speaker might use. Building on these theories, it is believed that vocabulary is crucial for effective communication and expressing feelings. Consequently, teachers need to employ suitable media for vocabulary instruction to facilitate students' vocabulary enhancement. Animated movies are particularly effective as they combine visual and auditory elements, helping students understand and retain vocabulary more easily. This method not only simplifies the information absorption process but also engages students, making them more active participants in the learning experience. Therefore, the researcher is interested in implementing animated movies that could improve students' vocabulary achievement for the second-grade students of senior high school.

III. METHODOLOGY

In this chapter, the researcher explained about research design, research variable, population and sample, instrument of the research, validity and reliability, data collecting technique, and data analysis of student's perception of animated movies on vocabulary improvement in English lesson.

3.1. Research Design

The purpose of this study is to explore senior high school students' perceptions of using animated movies to learn English vocabulary. This research adopts a qualitative research approach, employing a case study design, which allows the researcher to thoroughly explore phenomena within a specific context.

As explained by Yin (2014), case studies can be used in various situations to contribute to our understanding of individual, group, organizational, social, political, and other related phenomena. In the context of this study, the case study approach is utilized to analyze in detail how students comprehend and perceive the use of animated videos to enhance their vocabulary.

Therefore, this study's has qualitative approach using semi-structured interviews with open-ended questions were employed. This approach was chosen to provide students with the flexibility to explain their experiences in detail and depth while also allowing the researcher to uncover additional relevant information during the interview process.

3.2. Participants of the Research

The participants of this study were ten first-grade students from SMKN 7 Bandar Lampung who had been taught using animated movies as a medium for learning

English. The participants were selected based on their experience in learning English through animated movies and their active involvement during the lessons. To maintain confidentiality, the researcher used pseudonyms for the participants, referring to them as Participant 1, Participant 2, Participant 3, Participant 4 and so on. Their insights and experiences provided valuable data for understanding the role of animated movies in vocabulary acquisition.

3.3. Research Instrument

Research instrument is a tool used by the researcher in carrying out the research process to obtain the desired data. Interview is used to know more about students' perception. In this study, the researcher chose interviews to obtain more detailed data regarding their perceptions of using animated movies for vocabulary in English lesson. The researcher used semi-structured interviews, in semi-structured interviews, the researcher uses open-ended questions to discuss some topics in more detail. Open-ended questions are used by researcher to collect related data from the interviewees in detail (Elhami & Khoshnevisan, 2022). The researchers used six open ended questions about animated movies on vocabulary in learning English. Presents samples of open-ended interview protocol, adapted from Mahpul (2014).

Table 1. Research Instrument

No	Categories	Questions
1	Level of Difficulty	What do you think about learning through animated movies .Is there any difficulties? Why?
2	Degree of Stress	How do you feel when learning English using animated movies like relaxed or stressed?
3	Confidence	How confident do you feel in your ability to learn English through animated movies?
4	Interest	What do you think about learning English using animated movies? Was it interesting? Yes or No Why?
5	Motivation	How motivated are you to learn English through animated movies?
6	Learning Outcomes	How many benefits did you get from learning English through animated movies?

These questions evaluate various aspects of many students' perceptions regarding the use of animated films in learning English vocabulary. The aspects assessed include level of difficulty, stress, confidence, interest, motivation, and learning outcomes. Through analyzing these responses, researchers can gain an understanding of the effectiveness and feasibility of this method in the English language learning process.

3.4. Data Collection Technique

In the first phase, the researcher applied the learning method by using animated movie as a medium for teaching English, especially in the introduction and reinforcement of vocabulary. After the learning process with the animated movie was completed, in the second phase, in-depth interviews were conducted using semi-structured interviews with open-ended questions to obtain detailed descriptions of experiences. Ten participants for the interviews were selected through purposive sampling. The researcher chose to use this sampling based on the criteria of students who had previously watched animated movies. They were asked six questions specifically designed to elicit in-depth responses regarding students' experiences of using animated movies to learn vocabulary in English. For example, participants were asked, "What do you think about learning English using animated movies? Was it interesting? Why?" Each interview lasted for approximately 10 minutes.

Semi-structured interviews provide flexibility that allows the researcher to let the conversation flow naturally. Additional questions were asked to explore answers that were deemed interesting. All interviews were recorded, with the consent of the participants, to ensure accurate transcription of the data.

Interview Process

a. Interview Guide

The interviews were conducted face-to-face in the classroom immediately after the English lesson that utilized animated movies. This timing was chosen to capture participants' fresh impressions. The semi-structured

format enabled the researcher to follow a prepared set of guiding questions, while also allowing for spontaneous follow-up questions based on participants' responses. This approach ensured both structure and flexibility, which are crucial for exploring the depth of students' perceptions regarding the use of animated movies in learning English vocabulary.

b. Duration

Each interview lasted between 8 to 10 minutes, depending on the depth of the answers and the flow of the conversation.

c. Questions

The researcher prepared an initial set of questions to guide the interview. Additional questions were asked during the interview if the conversation was going well.

3.5. Data Analysis Technique

The first step in analyzing the data was transcribing the interview recordings. The process of completing the transcripts in this study involved several steps to ensure the accuracy and clarity of the interview data. The first step was listening to the audio, interviews were conducted with the selected students and recorded using a mobile phone voice recorder. All recordings were saved in MP3 format and checked to ensure clarity and completeness.

After the interviews were completed, the next step was that the recordings were manually transcribed by the researcher. Each audio file was listened to carefully, and the spoken words were typed verbatim into a document. Speaker labels were used to distinguish between the interviewer and each participant. The initial transcripts were reviewed several times while listening back to the recordings. This step ensured that all words were accurately transcribed. According to Miles and Huberman (1994), analysis consists of three simultaneous activities: data reduction, data display, and conclusion drawing/verification. The three lines will be addressed further, as follows:

a. Data Reduction

At this stage, data obtained from semi-structured interviews were reduced or simplified through a process of selecting, focusing, and transforming raw data into a more organized form Miles & Huberman (1994). This process included transcribing the interviews, coding, and sorting out relevant information according to the research focus. This data reduction helped the researcher to identify important information and eliminate irrelevant data.

1. Selecting and focusing

The researcher started by selecting and focusing on data relevant to the focus of the study, namely level of difficulty, motivation, interest, stress level, confidence, and learning outcomes. Irrelevant data, such as students' off-topic comments or technical glitches during learning, were set aside to keep the analysis focused.

2. Simplifying and abstracting

After the data was selected, the researcher simplified the information from the student interviews. Long sentences were abbreviated without losing the main meaning. For example, if a student said, "I feel more motivated to learn by using animated movies because the movies are funny, interesting, and not boring," then simplify it to "Animated movies provide motivation to learn."

3. Coding

The researcher coded the data based on emerging themes such as stress level, vocabulary improvement, and enjoyment of learning. Each student statement was categorized into the appropriate code to facilitate data grouping.

4. Identifying themes

After the coding process, the researcher identified the main themes that emerged from the data. For examples: Animated movies increase

motivation to learn English, Students feel more interested and less bored while learning, the use of movies reduces stress while learning, New vocabulary is easier to understand and remember.

5. Clustering and partitioning

Researchers group data based on similar patterns or differences. For example, highly motivated students were grouped separately, and then compared with students who felt stressed or less interested. This helped the researcher to see variations in responses.

6. Writing memos

The researcher wrote analytical memos during the data reduction process to record thoughts, initial interpretations, or questions that arose. The researcher recorded observations about the majority of students showing interest when learning with animated movies. Whether visual factors or the storyline played a role in this.

b. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action Miles & Huberman (1994). After reducing the data, the next step is to organize and present it in a visual or structured format such as charts, graphs, tables, or matrices. The purpose of data display is to help researchers easily identify patterns, relationships, and significant themes within the data, facilitating deeper analysis and understanding.

c. Conclusion Drawing/Verification

The final stage is to draw conclusions based on the findings that have been compiled and analyzed. According to Miles and Huberman (1994), drawing conclusions is only one step in the process; these conclusions should be confirmed throughout the research. Researchers look for the meaning of the patterns found, and relate them to the research objectives and theories used.

The conclusions drawn are provisional and continue to be verified throughout the research process.

V. CONCLUSION AND SUGGESTION

This last chapter discussed the conclusions drawn from the research findings and analysis discussed earlier. It also offers suggestions based on the results of the study, aimed at helping improve future teaching practices or guiding further research.

5.1 Conclusion

This study explored students' perceptions of animated movies as a medium for learning English vocabulary. Based on the findings, it can be concluded that the overall perception of students is highly positive. Animated movies are seen not only as an enjoyable learning tool but also as an effective medium for vocabulary acquisition. Most students expressed that animated movies made English lessons more engaging, relaxed, and less intimidating compared to traditional classroom methods. The combination of visual storytelling and natural language exposure helped students to better understand, remember, and apply new vocabulary in context.

From the six indicators of perception level of difficulty, degree of stress, confidence, interest, motivation, and learning outcomes it was evident that students generally found learning through animated movies to be easier, more enjoyable, and more meaningful. Although a few students noted challenges such as fast-paced dialogues or unfamiliar words, these were often seen as motivating factors rather than obstacles. Students also reported increased confidence, higher motivation, and a stronger interest in learning English when animated movies were used in the classroom.

Moreover, animated movies supported the development of not just vocabulary, but also listening and speaking skills. Many participants felt that this media helped them imitate pronunciation, understand natural intonation, and engage more actively in language use. These benefits align with theories emphasizing the importance of emotional comfort, contextual input, and learner-centered environments in language acquisition.

In conclusion, students perceive animated movies as a valuable, enjoyable, and effective tool for learning vocabulary in English lessons. Their responses reflect that this medium enhances their interest, reduces stress, and promotes deeper learning making animated movies a beneficial addition to English language teaching strategies.

5.2 Suggestions

Based on the results of this study, the following suggestions are offered for kids and future researchers.

1. For Kids

Students are encouraged to utilize animated movies not only as a source of entertainment but also as an effective tool for learning English vocabulary. Animated movies offer a fun and low stress way to encounter new words, understand their meanings in context, and observe natural pronunciation. To maximize learning, students are advised to watch with English subtitles, take notes of unfamiliar vocabulary, and review those words after watching. Rewatching certain scenes and mimicking how the characters speak can also help improve pronunciation and speaking confidence. By treating animated movies as part of the learning process, students can enhance their vocabulary in an enjoyable, meaningful and engaging way.

2. For the Future Researcher

Future researchers are advised to consider how animated movie affect other language skills such as speaking, listening or grammar. And it is recommended to

explore more deeply the specific difficulties that students face when learning English through animated movie such as too fast dialogue and unfamiliar vocabulary. Also, including a larger and more diverse group of participants is recommended to strengthen the findings.

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