



## Students Perception Towards The Use of Animated Movie in Vocabulary Lesson (A Case Study)

Kartika Tri Rahmayanti<sup>1</sup>, Iwan Ridwan<sup>2</sup>, Acep Bahrum Kamil<sup>3</sup>

<sup>1,2,3</sup>Departement of English Language Education Faculty of Teacher Training And Education Universitas Singaperbangsa Karawang

### Abstract

*Received: 2 November 2024*  
*Revised: 14 November 2024*  
*Accepted: 30 November 2024*

*This study aims to explore students' perceptions towards the use of animated movies in vocabulary lessons at SKB (Sanggar Kegiatan Belajar) Purwokerto. Using a descriptive qualitative approach, this research involved 20 seventh-grade students at SKB Purwokerto. Data were collected through a questionnaire consisting of 20 questions, as well as in-depth interviews with 7 students to enrich the findings. The results of the study showed that the majority of students had a positive perception of the use of animated movies in vocabulary lessons. They felt that animated movies made the learning process more engaging and helped them understand and remember new vocabulary more easily. Additionally, animated movies were also considered to increase students' motivation to learn. However, some students expressed negative perceptions, such as the use of animated movies taking up learning time and causing confusion due to the fast pace. Based on these findings, it is suggested that teachers consider using animated movies as an innovative and effective medium for vocabulary lessons, while still providing clear and structured guidance. This study contributes to the development of creative teaching strategies in English education at SKB Purwokerto.*

**Keywords:** *students' perception, animated movies, vocabulary lesson, learning motivation, English education, SKB Purwokerto*

(\*) Corresponding Author: [kartikatrirahmayanti@gmail.com](mailto:kartikatrirahmayanti@gmail.com)

**How to Cite:** Rahmayanti, K., Ridwan, I., & Kamil, A. (2025). Students Perception Towards The Use of Animated Movie in Vocabulary Lesson (A Case Study). *Jurnal Ilmiah Wahana Pendidikan*, 11(3.A), 134-153. Retrieved from <https://jurnal.peneliti.net/index.php/JIWP/article/view/9965>

## INTRODUCTION

English is a globally spoken language across numerous countries. Therefore, mastering or learning English is crucial as it holds significance as one of the key international languages. In Indonesia, English is considered a foreign language but plays a vital role in our society's daily affairs, particularly evident in the educational sector where it is taught from elementary school through college. In the contemporary era, English stands recognized as a global language, unparalleled in its extensive reach and widespread usage. Its prevalence is evident in daily news coverage across numerous nations, with many countries embracing and adopting it (Kamal et al., 2021). In those nations where English has attained official language status, it assumes a distinctive role, serving as a primary medium for communication.

In every mastery language, naturally there are aspects that must be mastered as well as in understanding and mastering English. There are four skills that students must master in learning English as a foreign language. The four skills are listening, speaking, reading and writing. Additionally, a crucial component of learning English is mastering vocabulary, as it forms a fundamental aspect of language acquisition. Achieving proficiency in the four language skills becomes challenging without a solid grasp of a substantial vocabulary (Pitriana & Jufri, 2013). To teach vocabulary, numerous teachers employ animated movies



as a medium (Pitriana & Jufri, 2013). Through these movies, students can acquire a plethora of new vocabulary by discerning clues and messages embedded in the actions, images, and sounds. The vocabulary is seamlessly conveyed through the messages conveyed by the animated movie, making it easily accessible as it can be sourced from the internet and TV programs.

According to data compiled by David Crystal (1997: 61) as cited in Kulkarni et al., (2020), approximately 670 million individuals exhibit fluency and proficiency in English. This number has consistently risen since 1990. Presently, English occupies a commanding position across all realms of human endeavor.

However, the challenge of English language education in Indonesia is frequently linked to the inadequate proficiency of high school graduates in English skills, attributed to their limited capabilities. This issue is commonly connected to the absence of diverse teaching methods among educators, rigid classroom interactions, and students' insufficient motivation to actively engage in English language classes (Gunawan Tambunsaribu & Yusniaty Galingging, 2021).

In addition, a study revealed that motivations driven by the need for improved job prospects, success stories from previous members, positive word of mouth, customer satisfaction, and diverse teaching methods. These factors collectively shape students' motivation to opt for and engage in English studies at informal institutions (Aini & Waluyo, 2023). Another study conducted by At Thahira et al., (2023) showed that Kampung Inggris Pare, serving as an informal institution, enhanced students' speaking abilities. These enhancements encompass acquiring a sufficient vocabulary, refining pronunciation and speech fluency, advancing grammar and comprehension skills, and fostering self-confidence. These elements collaboratively contribute to empowering students to address the various challenges they encounter during verbal communication. Furthermore, a study related to informal English learning with online digital tools showed that the findings suggest potential implications for foreign language learners, teachers, and researchers in the field of second language acquisition (Yurieva et al., 2021). The research highlights the significance of integrating online digital resources into foreign language learning, extending beyond conventional classroom environments. Examining how students utilize technology beyond the classroom can help educators improve learners' involvement with the foreign language. This approach may involve providing additional practice opportunities and creating emotional responses, ultimately contributing to improved information retention.

The growing significance of English as a global language highlights the necessity of exploring informal institutions' role in aiding language acquisition. This study, focusing on students' perceptions, aims to provide valuable insights that can shape educational practices, curriculum development, and policy decisions regarding language learning at SKB Purwokerto. By specifically examining the use of animated movies in vocabulary lessons, the research contributes to the broader discourse on language education. The investigation delves into the nuanced interplay between formal and informal language acquisition channels, shedding light on their impact on students' language development within the context of SKB Purwokerto.

## **METHODS**

### **Research Design**

This research employed a descriptive case study design, provided a clear and detailed picture of what happened and the facts by including insights from specialists. Bondy, (2020) revealed that descriptive case study aimed to record the processes of a specific event and the correct methods for enhancing educators' thinking and discussions. This may involve either developing educational theory or refining it through a systematic

and thoughtful approach . Case study research is distinguished by its thorough and immersive examination of particular cases or contexts, enabling a detailed comprehension of intricate phenomena (Yin, 2018).

In the context of qualitative research and aligned with the principles of naturalistic methodology, researchers employed the case study approach, as elucidated by Creswell (2014), to thoroughly investigate the meanings individuals or groups attribute to social or human issues. This study, focused on Students' Perception Towards the English Language in vocabulary lesson using animated movie (A Case Study at SKB Purwokerto). Through this choice, the research aimed to provided the students' perception towards the use animated movie in vocabulary lesson. The utilization of this case study approach facilitates a detailed exploration of the perception of students at SKB Purwokerto.

## RESULTS & DISCUSSION

### Data of questionnaire Students' perception towards the use of animated movie in vocabulary lesson at seventh grade students of SKB Purwokerto in the academic year of 2023/2024.

The findings from interviews and questionnaire conducted with students at SKB Purwokerto shed light on their perceptions towards the use of animated movie in vocabulary lesson. The questionnaire administered to students to determine their opinions about learning through animated movies was divided into three types of questions. The first is behavioral aspects that affect a person's perception. The second is the affective component is the component that is closely related to a person's emotions, such as, whether they like or dislike something. The third is the conative component, this component is the component that is related to a person's behavior or behavioral tendencies based on a perceptions.

**Table 1 Questionnaire Result of Students' Perception on Cognitive aspect about Animated Movie in Vocabulary Lesson**

No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cognitive Aspect (Allport)						
1.	I knew many word meanings when learning using animated movie <i>Saya mengetahui banyak makna kata ketika belajar menggunakan film</i>	15 75%	2 10%	1 5%	2 10%	0 0%
2.	I knew more about the conversations in the movie easily. <i>Saya lebih mengetahui suatu percakapan yang terjadi didalam film dengan mudah</i>	12 60%	5 25%	2 10%	1 5%	0 0%
3.	I thought the use of movies helped me to know the material more easily <i>Menurut saya penggunaan film membantu saya mengetahui materi dengan lebih mudah</i>	10 50%	4 20%	4 20%	2 10%	0 0%
4.	I thought the use of movies made it easier for me to remember more English vocabulary <i>Menurut saya penggunaan film mempermudah saya ingat lebih banyak kosakata bahasa inggris</i>	13 65%	4 20%	3 15%	0 0%	0 0%

No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Cognitive Aspect (Allport)						
5.	I believed animated movies could help me discover new English vocabulary <i>Saya yakin dengan media pembelajaran animasi movies dapat membantu saya menemukan kosakata baru bahasa inggris</i>	10 50%	9 45%	1 5%	0 0%	0 0%
6.	Learning English using movies was very time-consuming <i>Belajar bahasa inggris menggunakan film menurut saya sangat menyita waktu pembelajaran</i>	5 25%	2 10%	4 20%	9 45%	0 0%
7.	I thought learning using movies made me confused because it was too fast. <i>Menurut saya belajar menggunakan film membuat saya bingung karena terlalu cepat</i>	3 15%	2 10%	1 5%	8 40%	6 30%

Table 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 15 students (75%) chose "strongly agree", 2 students (10%) chose "agree", 1 student (5%) chose "Undecided" and 2 students (10%) students chose "disagree". From this statement it can be concluded that they know many meanings of words when learning to use movies. The second statement shows that 12 students (60%) chose "strongly agree", 5 students (25%) chose "agree", 2 students (10%) chose "undecided" and 1 student (5%) chose "disagree". From the previous presentation, it means that students agree that they know more about a conversation that occurs in the movie easily. The third statement shows that 10 students (50%) chose "strongly agree", 4 students (20%) chose "agree", 4 students (20%) chose "undecided" and 2 student (10%) chose "disagree". From the data of third statement, it can be concluded that the movie helps them to know the material more easily.

The fourth statement shows that 13 students (65%) chose "strongly agree", 4 students (20%) chose "agree" and 3 students (15%) chose "undecided". From the fourth statements, it can be seen that they agree that using movie makes it easier for them to remember more English vocabulary. The fifth statement shows that 10 students (50%) chose "strongly agree", 9 students (45%) chose "agree", 1 student (5%) chose "undecided". 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 5 students (25%) chose "strongly agree", 2 students (10%) chose "agree", 4 students (20%) chose "undecided", and 9 students (45%) chose "disagree". 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 3 student (15%) chose "strongly agree", 2 students (10%) chose "agree", 1 student (5%) chose "undecided", 8 students (40%) chose "disagree" and 6 students (30%) chose "strongly disagree". From the statement above, it can be said that many students do not agree that learning using movie 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 movie takes time and film makes students

confused. The questionnaire was filled in directly by students using a print out and was filled in by 20 students.

**Table 2. Questionnaire Result of Students' Perception on Affective aspect about Animated Movie in Vocabulary Lesson**

No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Affective Aspect (Allport)						
8.	I liked using movies in learning English <i>Saya senang menggunakan film dalam belajar bahasa inggris</i>	3 15%	12 60%	2 10%	2 10%	1 5%
9.	I liked using animated movies genre <i>Saya senang menggunakan film bergenre animasi</i>	5 25%	11 55%	2 10%	1 5%	1 5%
10.	I preferred movies with subtitles over movies without subtitles. <i>Saya lebih senang dengan film yang dilengkapi subtitle daripada film yang tidak menggunakan subtitle</i>	14 70%	2 10%	1 5%	3 15%	0 0%
11.	I liked listening to every word in the movie presented by the teacher <i>Saya senang mendengarkan dan menyimak setiap kata dalam film yang disajikan guru</i>	9 45%	10 50%	1 5%	0 0%	0 0%
12.	I was not happy when the teacher used movies as vocabulary learning media because it was too monotonous <i>Saya merasa tidak senang ketika guru menggunakan film sebagai media belajar kosakata karena terlalu monoton</i>	2 10%	1 5%	1 5%	4 20%	12 60%

Table 2 presents the results of the five statements which show students' perceptions of using animated movies in class according to affective aspects. The first statement shows that 3 students (15%) chose "strongly agree", 12 students (60%) chose "agree", 2 students (10%) chose "undecided", 2 students (10%) chose "disagree" and 1 student (5%) chose "strongly disagreed". From the statement above it can be said that they agree that they really enjoy using movie in learning English. The second statement in this aspect shows that 5 students (25%) chose "strongly agree", 11 students (55%) chose "agree", 2 students (10%) chose "undecided", 1 student (5%) chose "disagree" and 1 student (5%) chose "strongly disagreed". Based on the choices that many students chose, they agreed that they liked using animated movie while learning English.

The third statement shows that 14 students (70%) chose "strongly agree", 2 students (10%) chose "agree", 1 student (5%) chose "undecided" and 3 students (15%) chose "disagree". From this statement it can be seen that they strongly agree that they are more pleased with movie that are equipped with subtitles than movie that do not use subtitles. The fourth statement shows 9 students (45%) chose "strongly agree", 10 students (50%) chose "agree" and 1 student (5%) chose "undecided". From this statement it can be seen that they agree that they enjoy listening and paying attention to every word in the film presented by the teacher. The fifth statement from the affective aspect shows 2 students (10%) chose "strongly agree", 1 student (5%) chose "agree", 1 student (5%) chose "undecided", 4 students (20%) chose "disagree" and 12 students (60%) chose "strongly disagree". From this statement it can be said that they disagree that they feel unhappy when the teacher uses movie as a media 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 strongly agree level and negative statement getting high score at the disagree level. The statement was filled in by 20 students of SKB Purwokerto.

**Table 3. Questionnaire Result of Students' Perception on Conative aspect about Animated Movie in Vocabulary Lesson**

No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Conative Aspect (Allport)						
13.	I became more active and responsive to the teacher during the lesson <i>Saya menjadi lebih aktif dan responsive kepada guru saat pembelajaran</i>	9 45%	11 55%	0 0%	0 0%	0 0%
14.	I became motivated to learn and pronounce English vocabulary again <i>Saya menjadi termotivasi untuk belajar dan mengucapkan kembali kosakata bahasa inggris</i>	3 15%	10 50%	5 25%	2 10%	0 0%
15.	The movie helped me improve my English reading skills <i>Film membantu saya meningkatkan kemampuan membaca bahasa inggris saya</i>	8 40%	10 50%	1 5%	1 5%	0 0%
16.	The movie helped me to learn to listen to the pronunciation of vocabulary from various speakers <i>Film membantu saya untuk belajar mendengarkan pengucapan kosakata dari berbagai penutur</i>	10 50%	8 40%	1 5%	0 0%	1 5%
17.	Movies made me interested in watching and learning every word of the conversation in the movie <i>Film membuat saya tertarik untuk menonton dan belajar setiap kata dari percakapan dalam film</i>	6 30%	11 55%	1 5%	1 5%	1 5%
18.	I followed eagerly the material shown with the animated movie <i>Saya mengikuti dengan penuh semangat materi yang ditampilkan dengan film animasi</i>	8 40%	9 45%	1 5%	1 5%	1 5%

No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Conative Aspect (Allport)						
19.	I liked to listen and enjoy when learning using movies while the movie was explained by the teacher <i>Saya suka menyimak dan menikmati ketika belajar menggunakan film sambil film tersebut dijelaskan oleh guru</i>	11 55%	5 25%	1 5%	1 5%	2 10%
20.	When learning using movies I did not pay attention <i>Ketika pembelajaran menggunakan film saya tidak memperhatikan</i>	2 10%	2 10%	1 5%	7 35%	8 40%

Table 3 shows student perceptions when viewed from a conative aspect. In the first statement it shows 9 students (45%) chose "strongly agree" and 11 students (55%) chose "agree". From these data it can be seen that grade 7 students of SKB Purwokerto agree that they are becoming more active and responsive to teachers when learning. The second statement shows that 3 students (15%) chose "strongly agree", 10 students (50%) chose "agree", 5 students (25%) chose "undecided" and 2 student (10%) chose "disagree". From the second statement, it can be assumed that students agree that movie can motivated them to learn and repeat pronounce English vocabulary. The third statement shows that 8 students (40%) chose "strongly agree", 10 students (50%) chose "agree", 1 student (5%) chose "undecided" and 1 student (5%) chose "disagree". From the third statement, it can be seen that students agree that movie help improve English reading skills. The fourth statement shows that 10 students (50%) chose "strongly agree" 8 students (40%) chose "agree", 1 student (5%) chose "undecided" and 1 student (5%) chose "strongly disagree". From the fourth statements it can be seen that they agree that films help them learn to listen to the pronunciation of vocabulary from various speakers from the characters in the movie.

In the fifth statement, it can be seen that 6 students (30%) chose "strongly agree" 11 students (55%) chose "agree", 1 student (5%) chose "undecided", 1 student (5%) chose "disagree" and 1 student (5%) chose "strongly disagree". From the fifth statement, it can be seen that students agree that the movie makes them interested in watching and learning every word of the conversation in the movie. The sixth statement shows that 8 students (40%) chose "strongly agree", 9 students (45%) chose "agree", 1 student (5%) chose "undecided", 1 student (5%) chose "disagree" and 1 students (5%) chose "strongly agree". From the sixth statement, it can be seen that students followed eagerly the material shown with the animated movie The seventh statement shows that 11 students (55%) chose "strongly agree", 5 students (25%) chose "agree", 1 student (5%) chose "undecided", 1 student (5%) chose "disagree" and 2 students (10%) chose "strongly disagree". The data shows that they strongly agree is the highest choice, that they like to listen and enjoy learning to use animated movie. The eighth and the last statement shows that 2 students (10%) chose "strongly agree", 2 students (10%) chose "agree", 1 student (5%) chose "undecided", 7 students (35%) chose "disagree" and 8 students (40%) chose "strongly disagreed". From the eighth 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 20 students in class 7.

### **Data of interview students' perception on language teaching and learning activities in class VII SKB Purwokerto.**

Interview data was gathered on the instructional methods employed by the teacher when using animated movies to deliver educational content in their classroom. Specifically, eight students from Class VII were interviewed to gather their opinions on how effectively the teacher facilitates learning through the use of animated movies.

Student 1: “ *Menurut saya penyampaian materi dalam pembelajaran bahasa inggris menggunakan media film animasi menjadi lebih mudah dimengerti, dikarenakan dalam belajar bahasa inggris tidak hanya membaca tapi juga perlu mendengarkan seperti yang diucapkan dalam karakter film tersebut.*”

Student 1: ““In my opinion, delivering English language learning materials using **animated movies makes it easier to understand** because in learning English, it's not just about reading but also about **listening to how it's spoken by the characters in the movie**”

From the statement of student 1, it revealed that he is delighted learning English to use media with the teacher. The animated movie media make him easier to understand during learning. Moreover, he understood how to pronounce vocabulary which he do not know by the character in the movie.

Student 2 : “ *Memudahkan guru dalam meyampaikan materi pembelajaran dan memudahkan siswa dalam belajar bahasa inggris, dikarenakan Mr. Zaki sebagai guru bahasa inggris di sekolah ini sangat santai dan pelan-pelan diajarkan artinya ditiap kalimat yang diucapkan karakter dalam film animasi itu, sehingga mudah memahami isi film tersebut*”

Student 2 : ““Making it easier for teachers to deliver learning materials and for students to learn English, because Mr. Zaki, as the English teacher at this school, is very relaxed and teaches slowly, **explaining the meaning of each sentence spoken by the characters** in the animated film, **making it easy to understand the content of the movie.**”

From the statement of student 2, it showed that same as student 1 he is delighted learning English to use media with the teacher because Mr. Zaki as English teacher teaches very relaxed and slowly to explain vocabulary spoken by the characters in the movie. Therefore, he is understood the storyline of the movie

Student 3 : “ *Sangat menarik. Penyampaian materi sangat jelas dan mudah dipahami oleh saya*”

Student 3 : “**Very interesting.** The delivery of **the material was very clear and easy for me to understand.**”

From the statement of student 3, it revealed that he is very interested learning English by animated movie because the material explanation by the teacher is obvious and he feel easier to understand.

Student 4 : “ *Menurut saya sangat menarik. Dan penyampaian materinya sangat jelas serta kita bisa tau berbagai macam slang dan verb 2 dalam bahasa inggris.*”

Student 4 : ““In my opinion, it was very interesting. The delivery of the material was very clear, and we could **learn various kinds of slang and past tense verbs in English.**”

From the statement of student 4, it revealed that student 4's statement revealed the same thing as student 3. Not only that, he also learned a lot of slang and past tense verbs in English.

Student 5 : “ *Sangat menyenangkan dan mudah dipahami. Selama pemutaran movie Mr. Zaki selalu menjeda untuk memberi penjelasan makna dalam percakapannya*”

Student 5 : “**Very enjoyable and easy to understand.** During the movie screening, **Mr. Zaki always paused to explain the meaning of the conversations.**”

Statement from student 5, it can be seen that she felt happy and understood the film easily because Mr. Zaki as the English teacher always stopped the movie for a moment to explain the dialogue in the movie.

Student 6 : “ *Saya jadi lebih paham kalau pembelajaran menggunakan animated movie, karena movie yang ditampilkan di depan kelas oleh Pak Zaki menggunakan subtitle English*”

Student 6 : “I understand better when learning with animated movies because the movies shown in front of the class by Mr. Zaki use subtitles English.”

Statement from student 6, it can be assumed that she felt easier to understand the movie because the movie shown by the teacher used subtitle English.

Student 7 : “ *Itu sangat seru. Pembelajaran menggunakan film animasi tidak membuat saya bosan dikarenakan karakter dalam filmnya sangat unik dan lucu*”

Student 7 : “**It’s very fun.** Learning with animated movie didn't make me bored because **the characters in the movie are very unique and funny.**”

Statements from student 7, it assumed that learning using film is fun and makes her not feel bored while learning takes place. The characters in the movie are very unique and funny.

From interview statements conducted by the researcher to the seven participants regarding their opinions about how teachers teach students in class, which includes delivering material during the learning process using movie. From the seven participants who were interviewed, based on what they said, they were very enthusiastic when learning to use movie media, they were happy, the delivery of material using movie was also easy to understand and detailed in interpreted the meaning of vocabulary in the movie .

Interview data regarding students' perceptions of learning strategies used by teachers in using animated movie to learn vocabulary. The interview analyzes whether the learning strategy has an impact on students.

Student 1 : “ *Sangat tepat. Alasannya karena film yang dijelaskan oleh guru mudah dimengerti dan siswa jadi lebih banyak tau tentang vocabulary dalam bahasa inggris .*”

Student 1 : “**Highly appropriate.** The reason is because the movie explained by the teacher is easy to understand and **students know more about vocabulary in English.**”

Student 2 : “ *Sangat cocok dan tepat sekali. Karena lebih mudah untuk belajar dan memahami dalam konteks belajar bahasa inggris.*”

Student 2 : “**Very suitable and appropriate.** Because it is **easier to learn and understand in the context of learning English.**”

The statements from students 1 and 2 were also the same, they found it easier to learn and understand by using animated movie. Not only that, student 1 also knows more about vocabulary in English.

Student 3 : “ *Saya rasa sangat cocok untuk diaplikasikan pada pembelajaran bahasa inggris ini, karena media film animasi yang ditampilkan oleh guru sangat cocok bagi pelajar pemula bahasa inggris seperti saya.*”

Student 3 : “I think it is very suitable to **be applied to this English learning**, because the animated movie media shown by the teacher is very suitable **for beginner English learners** like me.”

The statement from student 3, it can be assumed that the use of animated movie in vocabulary lessons by teachers is very suitable to be applied especially for English beginners as said by student 3.

Student 4 : “Sangat cocok. Kita jadi tau lebih banyak tentang kosakata bahasa inggris yang ditampilkan di dalam film animasi.”

Student 4 : “Perfectly suitable. We **know more about the English vocabulary** shown in the animated movie.”

From the statement of student 4, it can be assumed that he knows more English vocabulary through the animated movie.

Student 5 : “Sangat cocok, karena konteks pembelajaran vocabulary menggunakan film animasi sesuai materi pembelajaran bahasa inggris.”

Student 5 : "It is appropriate, because **the context of vocabulary** learning using animated movies is in **accordance with English learning materials.**"

From the statement of student 5, it can be seen that the use of animated movie in vocabulary lesson is appropriate in the context of English language learning.

Student 6 : "Cocok. Dengan media film animasi, pembelajaran bahasa Inggris dikemas secara ringan dan tidak membebani siswa dalam belajar bahasa Inggris."

Student 6 : "Suitable. With animated movie media, English learning is packaged in a light way and **does not burden students in learning English.**"

Student 7 : "Sangat cocok dan sempurna, karena strategi pembelajaran melalui media film animasi dapat memudahkan guru dalam menyampaikan materi pembelajarannya serta memudahkan siswa dalam memahami konteks belajar vocabulary."

Student 7 : "It is very suitable and perfect, because learning strategies through **animated movie** media can make it **easier for teachers to convey learning materials** and make it **easier for students to understand the context of vocabulary learning.**"

The statement from student 6 and 7 is also the same, they feel the use of animated movie in vocabulary lesson does not burden students, instead it makes it easier for teachers to deliver learning materials and makes it easier for students to learn vocabulary.

From the interview using animated films including questions about whether the learning strategy has an impact on students. All of their opinions can be indicated as positive because according to them learning using movie 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 students 1 and 4 stated that they felt they got more new vocabulary in movies. Moreover, statement from student 6 revealed that English learning with animated movie does not burden students in learning English because packaged in a light way but can be understood in depth.

### **Interview number 3**

Student 1 : " *Jujur ini pengalaman pertama saya dan saya merasakan senang sekali, jadi bisa belajar banyak kosakata baru dalam bahasa Inggris.* "

Student 1 : " Honestly, this is my first experience and **I feel very happy**, so I can **learn a lot of new vocabulary in English.** "

In the first statement from students 1, he stated that after learning to use movie he felt very happy and he can learn a lot of new vocabulary in English.

Student 2 : " *Saya sebenarnya tidak menyukai pembelajaran bahasa Inggris tetapi belajar bahasa Inggris menggunakan media film animasi saya jadi merasa senang dan penjelasannya mudah dipahami.* "

Student 2 : " I actually don't like learning English but learning English using animated movie media makes me **feel happy** and the explanation is **easy to understand.** "

In the second statement from student 2, he stated that he did not really like learning English but learning English through animated movies made him very happy because the explanation from the teacher was easy to understand.

Student 3 : " *Sangat senang. Karena pembelajaran bahasa Inggris menggunakan film animasi sangat menyenangkan dan tidak membosankan.* "

Student 3 : " Ecstatic. Because learning English using **animated movies is very fun and not boring.** "

Student 4 : " *Saya sangat senang dan antusias. Karena bagi saya belajar kosakata menggunakan film sangat menyenangkan tidak membuat saya bosan.* "

Student 4 : " I am **very happy and enthusiastic** because, for me, learning vocabulary using movie is **very enjoyable and does not make me bored.** "

Student 5 : " *Sangat senang, karena pembelajaran kosakata menggunakan film tidak membosankan saat dipelajari.* "

Student 5 : “Very happy, because **learning vocabulary using movie is not boring when studied.**”

The statements from students 3, 4 and 5 were the same, they revealed that they were very happy and enthusiastic because learning through this animated movie was fun and not boring.

Student 6 : “*Tentunya sangat senang, saya dan teman-teman jadi lebih tau banyak kosakata baru dalam bahasa inggris serta membuat saya semakin bersemangat untuk belajar lebih lagi.*”

Student 6 : “Of course, very happy. My friends and I **get to know a lot of new vocabulary in English**, and it **makes me even more excited to learn more.**”

From the statement of student 6, it can be assumed that she felt very happy because she knew more new vocabulary in English. Moreover, she said that learning English through animated movies motivated her to be more enthusiastic in learning

Student 7 : “*Senang banget. Aku lebih mudah paham kalau pakai film sebagai media belajar bahasa inggris.*”

Student 7 : “Very happy. I **understand more easily when using movie** as a media for learning English.”

Student statement 7 also states the same thing as the previous student 2, if learning using movie felt very happy and easier to understand.

From the interview presentation regarding what they think and feel after learning vocabulary using animated film media in learning English, do they feel happy in learning English. All of their opinions can be assumed as positive because according to them learning using movie makes them very happy in English lessons as well as learning more new vocabulary, understanding the many meanings of the words from the new vocabulary, not boring, easy to understand, and motivated to learn more vocabulary in English. The opinion of student 2, stated that he not really like English learning but when learning English through animated movie make him happy because it easy to understand.

#### **Interview number 4**

Student 1 : “*Lebih paham karena Pak Zaki selalu membahas bersama-sama kosakata yang mungkin kurang familiar di denger.*”

Student 1 : “ **Understand better** because Mr. Zaki always **discusses together the vocabulary that might be less familiar to hear.**”

Statement from student 1, it can be assumed that he felt he understood better when learning through animated films because during the lesson the teacher taught students to discuss vocabulary that might be less familiar to him so that he could find out the meaning.

Student 2 : “*Saya merasa lebih paham, apalagi sebelum pemutaran film animasi itu Pak Zaki selalu ngasih contoh penggunaan kata di dalam sebuah kalimat seperti di dalam film*”

Student 2 : “I feel I **understand better**, especially since Mr. Zaki always **given an example in the use of the word in the sentence in the movie.**”

Statement from student 2, it can be seen that learning using movie was understand better. Then, he also said that the use of movie helped him to learn directly the use of a word in the movie.

Student 3 : “*Sangat paham, karena selama pembelajaran menggunakan film animasi ditiap kosakata dibantu dalam memahami maknanya.*”

Student 3 : “**Understand very well**, because during the learning process using animated movie, **each vocabulary word is helped to understand its meaning.**”

Statement from student 3, it can be seen that he felt understand during the English learning because the teacher heped him to understand the meaning of vocabulary.

Student 4 : “*Mudah dimengerti. Selain saya dibantu memahami makna dalam setiap kosakatanya, saya juga jadi mengerti jalan cerita dari film animasi tersebut.*”

Student 4 : “**It is easy to comprehend.** Besides being **helped to understand the meaning of each vocabulary word**, I also **get to understand the storyline of the animated movie.**”

The statement from student 4 is not much different from student 3, that he felt understood during English learning because the teacher helped him to understand the meaning of vocabulary. So with that, he understood the storyline of the animated movie.

Student 5 : “ *Saya merasa lebih paham. Pak Zaki juga pakai rumus untuk membantu siswanya agar bisa memahami pola kalimat dalam film tersebut.* ”

Student 5 : “I feel **understand better.** Mr. Zaki also **uses formulas to help his students understand the sentence of patterns in the movie.**”

The statement from student 5, it can be assumed that she felt understand better just like the other students. Not only that, the teacher helped her to understand sentence patterns through the tenses formula.

Student 6 : “ *Saya merasa lebih mengerti, dan tentunya setelah ini saya terpacu untuk belajar bahasa inggris lewat film lainnya.* ”

Student 6 : “I feel I **understand better** and of course, after this, I am **motivated to learn English through the other movies.**”

The statement from student 6, it can be assumed that she felt understand better more like the other students. Furthermore, she stated that she was motivated to learn English through other movies

Student 7 : “ *Paham banget, tapi harus rutin belajar nih apalagi media film tuh seru dan tidak membosankan.* ”

Student 7 : “**Really understand**, but I need to study regularly, especially since **movie media are fun and not boring.**”

The statement from student 7 was similar to the other students , that she felt that she understood better but needed to study regularly. In addition, she revealed that movie media is fun and not boring.

From the interview statements conducted by the researcher to the seven participants regarding their opinions about the animated movie shown by the teacher, whether they understand more about English learning related to the material taught. From the seven participants interviewed, based on what they said, they understood better when learning using movie media, they understood better the meaning of vocabulary in English, and understood better how to use a word in a sentence with the correct pattern and formula. In the interview, there were students who felt motivated to learn English through other movies.

#### **Interview number 5**

Student 1 : “ *Tidak ada kesulitan. Menurut saya belajar kosakata menggunakan film animasi lebih mudah dipahami.* ”

Student 1 : “**No difficulties at all. I find learning vocabulary through animated movie easier to understand.**”

Student 1 stated that he did not find it difficult to follow English lessons through animated films, because learning English through animated films was easier for him to understand.

Student 2 : “ *Tentu tidak. Pak Zaki selalu membantu jika siswanya tidak mengetahui makna kosakatanya.* ”

Student 2 : “**Certainly not.** Mr. Zaki always helps if his students don't know the meaning of the vocabulary.”

Student 2's statement was the same as the previous student's, that he had no difficulty in learning English with the animated movie. Not only that, he said that the animated movie made him understand the meaning of the vocabulary taught by the teacher.

Student 3 : “ *Tidak ada, justru belajar bahasa inggris menggunakan film animasi membuat saya lebih paham makna kosakata.* ”

Student 3 : “**Nothing at all**, learning English using **animated movie makes me understand the meanings of vocabulary better.**”

From student 3's statement, it can be seen that he did not find it difficult to learn with animated movies, instead it made him understand the meaning of vocabulary better.

Student 4 : “ *Tidak sama sekali. Saya merasa lebih paham jika belajar bahasa inggris pakai film animasi, apalagi ini film animasi favorit saya meskipun biasanya yang saya tonton adalah versi bahasa Indonesia.*”

Student 4 : “**Not at all**. I understand better if I learn English using animated movie, especially since this is **my favorite animated movie** even though I usually **watch the Indonesian version.**”

The statement from student 4, it can be assumed that he felt that he did not find any difficulties during the English lesson through the animated movie. In addition, he stated that the movie played in front of the class was her favorite movie, but she watched this movie in Bahasa.

Student 5 : “ *Saya sering kebingungan tentang apa yang diucapkan karakter dalam film animasi tersebut. Meskipun begitu, Pak Zaki selalu bertanya kepada siswanya tentang kosakata yang belum tau maknanya sehingga itu membantu saya memahami makna kosakatanya.*”

Student 5 : “ I often **get confused about what the characters say in that animated movie**. However, **Mr. Zaki** always asks his students about vocabulary they don't know the meaning of, which **helps me understand the meaning of the vocabulary.**”

The statement from student 5, it can be assumed that she was often confused by the sentences spoken by the characters in the animated movie. However, Mr. Zaki as the English teacher always helps her understand the meaning of the vocabulary.

Student 6 : “ *Saya sebenarnya minim pengetahuan kosakata bahasa inggris, tapi dengan penjelasan dari Pak Zaki tentang kalimat dan kosakata yang diucapkan karakter dalam film membantu saya memahami dialog dalam film tersebut.*”

Student 6 : “ I actually **have limited knowledge of English vocabulary**, but with **Mr. Zaki's** explanations about the sentences and vocabulary spoken by the characters in the movie, it **helps me understand the dialogue in the movie.**”

From Student 6's statement, it can be seen that she is a student who has limited knowledge of English vocabulary. Nevertheless, Mr. Zaki's explanation of what sentences were spoken by the characters in the animation helped her understand the dialogue.

Student 7 : “ *Tidak sama sekali, meskipun ada beberapa slang dalam film tersebut, tetapi sebagai guru bahasa inggris Pak Zaki selalu membantu menjelaskan makna kosakata yang tidak saya ketahui.*”

Student 7 : “ **Not at all**, even though **there are some slang terms in the movie**, as an English teacher, **Mr. Zaki always helps explain the meanings of vocabulary that I do not know.**”

Statement from student 7, it can be assumed that she did not find any difficulty in learning vocabulary. However, there are some slangs in English that she has never heard and learned before. Nonetheless, Mr. Zaki always helped to explain the meaning of the vocabulary that she did not know before.

From the results of interviews with the seven students regarding questions that students studied with the question indicator do they find it difficult to learn English using animated movie. From the opinions of the seven students showed a positive perception that most of them stated that they did not experience difficulties in learning English using animated movie. In fact, this animated movie helps them to better understand the material being taught, and in the delivery of material from the teacher which is also very easy to understand by students.

### Interview number 6

Student 1 : “ *Sangat berdampak banget, terutama kemampuan saya dalam pengucapan suatu kosakata. Dan harapan saya kedepannya untuk SKB Purwokerto khususnya dalam mapel bahasa inggris agar siswa dan siswinya lebih senang belajar bahasa inggris karena bahasa inggris adalah bahasa internasional dan harus bisa di zaman sekarang ini.* ”

Student 1 : “**It has a significant impact**, especially on **my ability to pronounce a word**. And my hope for SKB Purwokerto, especially in the English subject, is that **students will enjoy learning English more because English is an international language and it is essential to be proficient in it in today's era.**”

Statement from student 1. It can be seen that he feels that learning using movies has a great impact on vocabulary pronunciation. In addition, he said that he wished her friends to be more fond of learning English at him school because English is a language that needs to be mastered nowadays.

Student 2 : “ *Berdampak sekali. Dan harapanku teman-teman belajar bahasa inggris untuk kedepannya agar generasi akan tetap maju.* ”

Student 2 : “ **It has an impact**. My hope is that **my friends will learn English for the future, ensuring future generations continue to advance.**”

The statement from student 2 is not much different from student 1, he said that learning English has an impact on him. In addition, he expressed his hope that his friends would learn English so that the generation could be more advanced.

Student 3 : “ *Sangat berdampak dan menambah pengetahuan saya terkait kosakata dalam bahasa inggris. Dan harapannya semoga inovasi pembelajaran bahasa inggris menggunakan media fim seperti itu tetap ada agar siswa tidak bosan selama pembelajaran.* ”

Student 3 : “**It has a big impact and increase my knowledge of English vocabulary**. My hope is that **innovative English learning methods using films like this will continue to exist so that students do not get bored during lessons.**”

Student 3's statement was almost the same as before, he said that learning English improved him vocabulary. In addition, he revealed that in the future, English learning media innovations such as this animated movie will continue to exist.

Student 4 : “ *Sangat berdampak nyata pada meningkatnya kemampuan kosakata saya. Serta harapannya semoga siswa dan siswi di SKB makin pinter bahasa inggris dan kedepannya semoga inovasi pembelajaran bahasa inggris menggunakan media-media lain selain film animasi diadakan.* ”

Student 4 : “ **It has a real impact on increasing my vocabulary skills**. Additionally, my hope is that **students at SKB will become more proficient in English and in the future, innovative English learning methods using various media other than animated films will be implemented.**”

From student 4's statement, he said that learning English using animated films had a real impact on increasing his vocabulary skills. In addition, he hopes that in the future English learning innovations using other media besides animated films will be applied in his school.

Student 5 : “ *Pengetahuan saya tentang kosakata bahasa inggris sangat meningkat dengan adanya pembelajaran bahasa inggris menggunakan film animasi. Harapannya semoga inovasi pembelajaran bahasa inggris bisa seaktraktif ini dan tentunya tidak monoton bagi siswa selama pembelajaran.* ”

Student 5 : “ **My knowledge of English vocabulary has significantly increased** with the English learning **using animated movie**. My hope is that **this innovative English learning media remains engaging and certainly not boring for students during lessons.**”

From statement of student 5, it is almost the same as the previous student, namely that students have increased their vocabulary skills. Apart from that, she said that in the future English language learning innovations could be as fun as animated movie.

Student 6 : “ *Selain kosakata saya lebih tau cara pengucapan atau cara baca yang benar dalam bahasa inggris. Harapan kedepannya semoga inovasi pembelajaran bahasa inggris akan terus berkembang.* ”

Student 6 : “ Besides vocabulary, I also **learned the correct pronunciation and reading skills in English**. My hope **for the future is that innovative learning english media in SKB will continue to evolve.**”

Statement from student 6, it can be assumed that learning English using animated movies has an impact on her ability to pronounce or reading skill. In addition, she said that she hopes the use of learning media in English lessons will continue to evolve.

Student 7 : “ *Belajar bahasa inggris menggunakan film ini banyak manfaat positifnya, seperti saya jadi suka mencatat kosakata yang tidak familiar terdengar di telinga saya untuk saya pelajari nantinya bisa menambah pengetahuan saya terkait kosakata tersebut. Harapan kedepannya semoga pembelajaran bahasa inggris di SKB Purwokerto ini lebih interaktif lagi, tidak hanya film sebagai media tapi menggunakan aplikasi atau media lain yang bisa diambil manfaat positifnya dalam pembelajaran bahasa inggris nantinya* ”

Student 7 : “ Learning English using **this movie has many positive benefits**, such as **making me inclined to take note of unfamiliar vocabulary** that I hear, which I can later study to **increase my knowledge of those words**. My hope for the future is that **English learning at SKB Purwokerto will be even more interactive, not just using films as a media but also utilizing applications or other media that can be beneficial for English learning later.**”

Student 7 stated that learning English using animated movie has positive benefits, such as making her diligent to take a note especially unfamiliar of vocabulary, so that she can learn it in the next time to increase her knowledge of those words. In addition, she also expressed her hope that other English learning media can be applied in her school.

From the results of interviews with the seven students regarding questions with indicators of whether vocabulary learning using animated films has a considerable impact on them, and what their hopes for English learning in their school in the future. According to the perceptions of the seven students, all of them felt that vocabulary learning using movie had a good impact on them. They learned a lot of vocabulary to improve their English skills and knowledge. Furthermore, most of them hopes that in the future English learning innovations are not only this animated movie media, but other media can be applied in their schools.

## **Discussion of The Results**

Based on the results of the interviews and questionnaires given to the students about their opinions on the use of animated movie media in the vocabulary learning process applied by the teacher, their responses can be categorized into three perceptual aspects according to Allport. This helps us better understand their level of perception.

### **Cognitive Aspect**

Firstly, the cognitive aspect encompasses the students' thoughts and knowledge about the use of animated movie. This involves their evaluation of how effective this media is in helping them understand and remember new vocabulary. We can explore how they agree or disagree with this media as well as how they process the information conveyed through the animated movie. In the questionnaire, questions 1 through 7 it can be assumed that the students' perceptions of how they view films as a media for vocabulary learning. From the questionnaire, it is evident that each question received positive responses from the participants. This can be seen from the large number of participants who chose "strongly

agree" and a significant number who chose "agree" in response to the questions. These questions addressed knew many word meanings when learning using animated movie, understanding conversations in the movie more easily, the movie helping them understand the material, using movie making it easier to remember more English vocabulary, and agreeing that animated movie can help them discover new English vocabulary.

From the interview data conducted by the researcher with the seven participants, they also showed positive responses to the questions about how the teacher delivered the lessons using film media. They were happy because the material taught was also easy to understand, as one participant mentioned that the teacher explained slowly, making it easier for students to comprehend the material. Additionally, the films contained more dialogues that could serve as examples for interpreting sentences. Thus, in the movie, they could learn directly how a word is pronounced and how it is used in sentences.

Then the statement that learning English takes up a lot of study time and learning using movies makes them confused because it is too fast many students chose "disagree" and "strongly disagree" with the statement more than half of the seventh grade students stated so. from the interview data conducted by the seven eighth grade students, there were several students who said that he felt that learning using this movie was very exciting, with the characters in the movie being very unique and funny.

So, from the discussion above, it can be assumed that VII students agree from the cognitive aspect with vocabulary learning using animated movie because learning is fun and exciting because they can learn the material more easily, know a lot of new vocabulary, know the conversations in the movie so that it is easier to remember vocabulary, and help find new vocabulary but not take up learning time. This is in line with the opinion as studied in Dewi and Suryati (2023) in CAR methodology and revealed that Movie utilization can improve students' vocabulary acquisition. Moreover, Madhavi et al (2023) emphasized the students' communication skill's environment using technology was collaborated and facilitate better learning and responds, supported by Galymkyzy (2023) regarding to teaching cartoon dialogues were applied for students' vocabulary acquisition and create positive impact on students' learning interest. Similar to movie, videos can showcase moving objects accompanied by natural or fitting sounds. The ability of movie and videos to present vivid imagery provides a unique allure. Consequently, children find joy in learning with films because they can directly convey information, facilitating easy listening comprehension alongside visuals. To enhance students' interest in learning, they must first develop a cognitive enjoyment towards stimuli like animated films as an engaging educational media. Animated movie significantly heightened students' interest and motivation in vocabulary acquisition. The incorporation of audio-visual elements proved particularly effective as sited from Amin and Hidayat (2023) which has revealed that movie provides audio-visuals that create students' enthusiastic, as the animated portrayals brought beneficial effect, fostering greater enthusiasm and imagination among students (Samad, 2022).

It is expected that it would be better if the learning is done at a moderate tempo and not too fast. In the questionnaire data, it is known that 25% of questionnaire number 6 shows a negative perception because they think that learning using movies takes a long time, and in questionnaire number 7 it is known that 15% of students say that learning makes them confused because it is too fast. Teachers are expected to provide an approach or extra treatment to students.

### **Affective Aspect**

Secondly, the affective aspect relates to the feelings and emotions of students regarding the use of animated movie. This includes how much they enjoy and feel motivated by this media, as well as their perception of learning becoming more engaging and enjoyable. This aspect is crucial to measure the extent to which animated movie can

enhance students' interest and involvement in the learning process. From the five statements presented in the questionnaire, the results show a positive perception where they agreed with the positive statements and strongly disagreed with the negative statements. For instance, they enjoyed using films to learn English, they enjoyed using animated genre movie, they preferred movie with subtitles over those without, they enjoyed and paid attention to every word in the movie presented by the teacher, and they strongly disagreed with the notion that they did not enjoy it when the teacher used movie as a vocabulary learning media because it was too monotonous.

The results of interviews by the seven students and many agree that this is in accordance with what the students said, they enjoy learning with movies and find it not boring and increase their vocabulary knowledge. They like movies with animation genre and movies with subtitled movies. In the questionnaire, 14 out of 20 students as participants liked movies with subtitles. This is supported from statement Hestiana and Anita (2022) through audio-visual media, students who watch movies with subtitles to learn foreign languages experience improvements in reading and listening comprehension, word recognition, decoding skills, motivation, and vocabulary acquisition. Movie with subtitles that are the same as those spoken by the actors and actresses in the movie (English subtitles) are expected to enable students to identify how to express and pronounce English texts directly from native speakers. Students are expected to get used to hearing conversational expressions in English through this learning process.

Based on this, we know that the animated film taken as a learning media for students is what students want. The students perceived that learning vocabulary by animated movie is unique and interesting, learning English utilize animated movie is make them happier and more excited, and they were getting excited to learning vocabulary use this movie. This is in line with Fauziah (2022) stated that animated movie is media that can make students feel happy with the various elements presented such as unique characters, unique voice actors, or funny storylines in the movie. Nevertheless, using animated movie as learning media remains a target goal. By using animated movie, the learning process becomes more interesting and interactive, so students are more motivated to engage in the material being taught.

Retrieved from the questionnaire data, it is known that 10% chose strongly agree and 5% chose agree of questionnaire number 12 shows a negative perception. And 60% chose strongly disagree, because they was happy that learning using movies was not monotonous. This showed that some students agree with the negative perceptions shown in each statement given.

### **Conative Aspect**

Finally, the conative aspect includes the students' drive and intention to use the knowledge they have gained from animated movie in real-life contexts. This involves evaluating how much animated movie influence their willingness to practice new vocabulary outside the classroom and in daily conversations. Therefore, the behavior exhibited by students is a form of conative perception. The results from the questionnaire and interviews show a positive attitude with the highest percentage. This indicates that after receiving the stimulus in the form of a learning strategy using animated movie to learn vocabulary, they felt they received many positive impacts. The results from the questionnaire show that they became active and responsive to the teacher during lessons, motivated to learn, and to review vocabulary. English-language movie helped them improve their English reading skills. Movie helped them learn to listen to the pronunciation of vocabulary from various animated characters (voice overs). Movie made them interested in watching and learning every word in the movie's conversations. They enthusiastically followed the material presented with animated movie. They enjoyed listening and learning using animated movie. They paid attention until the end when the teacher presented

animated movie in the lesson. Additionally, the students were also motivated to learn more using other movie media. This statement supported by Liu and Elms (2019) revealed that animation can enhance students' learning experience, including increased engagement and interest, better comprehension, and greater flexibility in self-directed learning. In addition, character design, voice acting, and dialog in animated videos were found to be important for enhancing student engagement. Animation or cartooning also offers new insights into how students can benefit differently from animation.

Based on the questionnaire results, interviews with the seven participants from grade VII also showed similar results. They felt happy and got good feedback from the learning. They felt many positive things, including increased motivation to learn. They felt that learning became more fun because the teacher chose the right learning media. In addition, they became more active because the material presented by the teacher was easy to understand. This makes them more interested in paying attention to learning and taking notes on the material taught.

The interview results highlight the success of the teacher in using animated films as a teaching medium. The students were very enthusiastic and positive about learning vocabulary through this medium, expressing a desire to continue this learning method. In terms of conative aspects, the teacher also implemented an autonomous learning model. Students were able to learn independently using available media. According to Ridha et al. (2022), animated videos aid comprehension, make learning more interesting, help in vocabulary development, and make English learning more productive. Furthermore, the research indicates that watching animated videos enhances students' understanding, making them more creative, active, and better at remembering what they learn.

## CONCLUSION

Both the findings of the interview and the questionnaire make it abundantly clear that the students at SKB Purwokerto have a variety of perspectives concerning the use of animated movies in the process of vocabulary acquisition. Despite the fact that the vast majority of students are enthusiastic about the educational advantages that movies with animation provide, such as greater motivation and engagement, there are also concerns surrounding distractions and challenges in retaining focus. When it comes to incorporating multimedia resources into language acquisition, these findings underline the necessity of taking a balanced approach, taking into consideration both the potential benefits and the potential obstacles that may occur. When it comes to the development of effective teaching strategies, it is essential for educators to comprehend and modify their approach in accordance with the specific and distinctive requirements and preferences of their students.

## REFERENCES

- Aini, Y. A., & Waluyo, U. (2023). Understanding Determinant Factors Influencing Students' Motivation to Study at Informal Institution English Study Centre. *International Journal of Multicultural and Multireligious*, 10(7), 654–663. <https://doi.org/http://dx.doi.org/10.18415/ijmmu.v10i7.4895>
- Ali, M. (2022). The Use Of Multimedia In English Language Teaching: A Case Study At State Junior High School 16 Of Palembang. *Holistics (Hospitality and Linguistics): Jurnal Ilmiah Bahasa Inggris*, 14(2), 50-57.
- Amin, S. W., & Hidayat, R. (2023, August). Students' Perceptions on the Use of Indonesian Folklore Movie in Learning Vocabulary. In *International Conference on Language and Language Teaching* (pp. 284-293).
- Aqachmar, S. (2020). The Power of Informal Learning Revealed by Students' Connectivity. *Global Scientific Journals*, 8(9), 660–671. [www.globalscientificjournal.com](http://www.globalscientificjournal.com)

- Ar, Y. M. (2020). The Effect of Animation Movies towards Writing Skill in Online Class. *Journal of English Language and Education*, 5(2), 62–72.
- Arif, S., Indrayanti, I., & Qurohman, M. T. (2022). Animation Movies for Enhancing Vocabulary; A Quantitative Study Among Vocational School Students. *Journal of English Language Learning (JELL)*, 6(1), 121–126.
- At Thahira, C. S., Fitriani, S. S., & Fitriasia, D. (2023). Students' Perception Towards English Camp in Kampung Inggris Pare on Improving Their Speaking Skill. *English Education Journal*, 14(3), 639–657. <https://doi.org/https://doi.org/10.24815/eej.v14i3.32588>
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative Inquiry in Language Teaching*. Routledge Taylor and Francis Group.
- Bondy, K. M. (2020). *The Art and Science of Transition: A Descriptive Case Study Between a Two-and a Four-Year Institution* (Doctoral dissertation, The University of North Dakota).
- Chusanachoti, R. (2009). *Efl Learning Through Language Activities outside The Classroom: A Case Study of English Education Students in Thailand*. Michigan State University.
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Sage Publications, Inc.
- Creswell, J., & Poth, C. (2018). *Qualitative Inquiry Research Design: Choosing Among Five Approaches* (4th ed., Vol. 53, Issue 9). Sage Publications, Inc.
- Dewi, A. K., & Suryati, N. (2023). Improving Vocabulary Acquisition through Gogo's Movie in Classroom Setting for Islamic Boarding School Students. *Asian Journal of Applied Education (AJAE)*, 2(2), 207-224.
- Ellis, R. (2015). *Understanding Second Language Acquisition*. Oxford University Press.
- Fauziah, P. R. (2022). *The Use of Cartoon Movie to Improve Students' Storytelling Ability (A Quasi-Experimental study at Senior High School)*
- Hayati, N. (2015). A Study of English Language Learning Beliefs, Strategies, and English Academic Achievement of the ESP Students of STIENAS Samarinda. *Dinamika Ilmu*, 15(2), 75–90. <https://doi.org/10.31305/rrijm.2023.v08.n07.011>
- Hestiana, M., & Anita, A. (2022). The Role of Movie Subtitles to Improve Students' Vocabulary. *Journal of English Language Teaching and Learning*, 3(1), 46-53.
- Ismail, I. S., & Shafie, N. H. binti. (2019). English informal language learning through social networking sites among Malaysian university students. *Asian Journal of University Education*, 15(3), 211–225. <https://doi.org/10.24191/ajue.v15i3.7800>
- John, P., & Templeton, S. (2004). *Teaching and Developing Vocabulary : Key to Long-Term Reading Success*.
- Kamal, M., Ramadhan, R., & Dibdyaningsih, H. (2021). Online Informal Learning of English and Motivation To Learn Efl: Correlational Study. *JOEEL: Journal of English Education and Literature*, 2(2), 85–96. <https://doi.org/10.38114/joeel.v2i2.142>
- Khan, A. (2022). The effect of writing exercises in classroom on the production of written sentences at undergraduate level by Saudi EFL learners: A case study of error analysis. *Cogent Education*, 9(1), 2122259.
- Kulkarni, S. R., Talagade, M. V., Professor, A., & Society', K. L. E. (2020). Perceptions of Students in Learning English. 8(4), 2320–2882. [www.ijcrt.org](http://www.ijcrt.org)
- Latifah, A., & Zulaiha. (2023). The Role of Formal and Informal Environments in Second Language Acquisition of Students. *Journal of English Education and Entrepreneurship (JEEP)*, 3(2).

- Lisnawaty Hidayat, S., Rizqia Amalia, A., & Lyesmaya, D. (2021). Pengaruh Media Film Animasi Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Sekolah Dasar. 4(3), p-ISSN.
- Liu, C., & Elms, P. (2019). Animating student engagement: The impacts of cartoon instructional videos on learning experience. *Research in Learning Technology*, 27.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2006). *Methods in educational research: from theory to practice*. In *Education and Urban Society* (Vol. 7, Issue 3). Jossey-Bass. <https://doi.org/10.1177/001312457500700301>
- Madhavi, E., Sivapurapu, L., Koppula, V., Rani, P. E., & Sreehari, V. (2023). Developing Learners' English-Speaking Skills using ICT and AI Tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 32(2), 142-153.
- Manda, S., Talib, A., & Aeni, N. (2022). Improving Students' Vocabulary by Using Show and Tell (S&T) Method at the First Grade Students of SMA Negeri 6 Toraja Utara. *Journal of Excellence in English Language Education* Volume, 1(4).
- Munir, F. (2016). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. *Journal of English Language Teaching and Linguistics*, 1(1), 13–37. [www.jeltl.org](http://www.jeltl.org)
- Pitriana, D., & Jufri. (2013). The Use of Cartoon Movie as a Media in Teaching Vocabulary to Young Learners. *Journal of English Language Teaching*, 1(2), 106–113.
- Ridha, S. K., Bostanci, H. B., & Kurt, M. (2022). Using animated videos to enhance vocabulary learning at the Noble Private Technical Institute (NPTI) in Northern Iraq/Erbil. *Sustainability*, 14(12), 7002.
- Samad, P., & Munir, F. S. (2022). The utilizing of mentimeter platform in enhancing the EFL students' English skills in digital era. *Edumaspul: Jurnal Pendidikan*, 6(2), 1645-1650.
- Sujono, S. (2020). Understanding The Differences In Second Language Acquisition Processess On Children And Adults. *Dharma Pendidikan*, 15(1), 9-21.
- Tambunsaribu, & Galingging. (2021). Problems Faced by English Learners in Understanding English Lessons. *Dialektika: Jurnal Bahasa, Sastra Dan Budaya*, 8(1), 30–41. <https://doi.org/10.33541/dia.v8i1.3110>
- Wei, R., & Fan, L. (2022). On-Screen Texts in Audiovisual Input for L2 Vocabulary Learning: A Review. *Frontiers in Psychology*, 13, 904523.
- Yulianti, A. R. (2023). Students' Perception Toward The Use of English Animation Movies nn Learning Vocabulary at SMP N 3 Boyolali in The Academic Year of 2022/2023
- Yunita, P., Arafiq, A., Azis, A. D., & Sahuddin, S. (2023). The Use of English Short Animation Movies to Improve Students' Listening Skill: A Study at The First Grade of SMPN 1 Lingsar Academic Year 2022/2023. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1282–1286. <https://doi.org/10.29303/jipp.v8i3.1483>
- Yurieva, O., Musiichuk, T., & Baisan, D. (2021). Informal English Learning With Online Digital Tools: Non-Linguist Students. *Advanced Education*, 8(17), 90–102. <https://doi.org/10.20535/2410-8286.223896>.