Students' Perception towards the Use of Animation Movie in Mastering Vocabulary

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Abstract

This paper investigated the potential benefit from the use of animation movie in English classroom to improve students' vocabulary mastery in the first grade of a junior high school. The approach of the research was qualitative research, embracing characteristics of a case study. The data were obtained from three instruments, including observation to observe the field of the research conditions and how the teacher used the animation movie to improve students' vocabulary mastery in the classroom; questionnaire aimed to know what students' perception towards the use animation movie to improve vocabulary mastery; and the interview gave to the students in order to know their perception towards learning English by using the animation movie and also to support the findings from the questionnaire. The findings from the research revealed that the teacher used the animation movie as a media to support the materials from the coursebook. Then, Drilling was employed by the teacher to make learners get familiar to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002, p. 144). Moreover, students' perception towards the use of animation movie to improve vocabulary mastery was in very good category. It proved by most of them said that the animation movie helped their understanding in learning English; made the learning process joyful; help them to enrich their vocabulary; and motivate them in joining the classroom. Finally, the author provides suggestions of how English teacher can elaborate the use of the animation movie in every learning process and integrate it with the materials of the lesson in order to make an improvement students' vocabulary mastery skill and another English basic skill.

Keywords: *the use of animation movie, vocabulary, perception, learning process, learning English*

INTRODUCTION

Learning English must be started from the basic process. One of the basic processes is vocabulary. Vocabulary is one of the basic components that must be learnt in learning a new language. As Richard and Renandya (2002, p. 255) states that "vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and

write." This suggests that vocabulary is a crucial component in a language and plays important role in conducting a communication.

In lines with the importance of vocabulary, Wilkins in Thornbury (2004, p.13) states that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." It can be concluded that mastering four language skills without understanding a number of vocabularies also would be hard for learners and it would be complicated to convey their idea both in written or spoken. Fundamentally, lack of vocabulary would make arranging sentence becomes difficult and the idea cannot be expressed. Moreover, mastering the four language skills without mastering or understanding a number of vocabularies would be hard for learners. Furthermore, English is considered as a difficult and complicated subject for Indonesian learners because English is completely different from Indonesian language based from structure, pronunciation and vocabulary.

There are several factors which influences learning vocabulary becomes difficult for students. Those can be from teaching technique, teaching materials, teaching media, limitation of sources of information about words and so on. From those several factors, the use of teaching media is very crucial to be developed. By using teaching media in learning process can make students interested to learn and help teacher to deliver materials efficiently. Thus, it also makes learning process becomes not boring and students can understand the material easily.

In the 21st century teaching skill, a teacher must be capable to use media in teaching including media with the latest technology. It means that teacher is not only source of learning input. Besides, teacher should provide teaching materials in order to make the teaching more effective and interested for learners. Correspondingly, teacher also should explore another teaching material and not rely on the books. Movie can be an alternative choice for teaching materials. Movie can motivate students to learn English vocabulary. By using movie, students are not only enjoying the movie but also learning new vocabulary and phrase from movie itself. The kind of movie that would be used in the research is animation or cartoon movie. Cartoon or animation movie has another purpose beside as an entertainment on its content. It is also designed to give an education for children especially (Kurniaty, Husna, & Ernati 2014, p.1). When students are watching the movies, they can learn new words and phrases that used in the movies. On the other hand, the use of subtitled movies may help students to improve their reading ability, pronunciation, listening comprehension, word recognition and vocabulary acquisition. Students can learn how to

pronounce many words, and also help them to acquire new vocabulary and phrases. Besides, learning a language depended on students' perspective of the language itself hence whether watching movies can influence the students' perspective (Wati, 2018).

Considering the problems, the researcher was interested in conducting research about the use animation movie in teaching English for improving students' vocabulary mastery. The researcher argued that is needed to examine because nowadays teaching English mostly still use conventional method and only use textbook as teaching material. The researcher hoped that this research would help the teacher in his teaching and students in their learning. The aims of this study were (1) to examine how the teacher used the animation movie in teaching English vocabulary; (2) to examine students' perception toward the use animation movie in mastering vocabulary.

The research questions of this study are: (1) How did the teacher use the animation movie in teaching vocabulary?; (2) What was the students' perception towards the use of animation movie in learning vocabulary?

METHOD

The researcher used the method because this research was looking for the detail of interaction and perspective of a learning method in their understanding of learning. In this research, the special interest was the activities of teaching and learning English. The researcher observed and drawn from phenomenon as clear as possible without manipulation in his report.

The participants of this research were a class of students in the first grade of SMP Plus Pesantren Amanah Muhammadiyah. The researcher took seventh grade class because they consist of students with extraneous sensation of English. They were still young learner and it was suitable for introducing English to them. In addition, teaching English for the students should be started from the basic process by introducing vocabulary. The researcher would use purposive technical sampling in order to provide maximum insight and understanding of what he was studying about. According to Creswell and Plano (2011), "The purposive sampling in qualitative research was identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest." This technique taken by the researcher because the limited time and data source in the field thus make the research more efficient. The setting place of this research would be held in Amanah Muhammadiayah Islamic Boarding Junior

High School. It is a junior high school located in Jalan Sambongjaya No. 50, Mangkubumi, Tasikmalaya, West Java.

In doing the research, the researcher used some methods and instruments to help the work easier, effective and efficient. Method of collecting the data was the method that could be used by the researcher to collect the data. By knowing the method of collecting data would made the researchers obtained the established standard data in their research (Sugiyono, 2017). The researcher would use three instrument methods for collecting the data. Those were observation, questionnaire and interview. The researcher did a preliminary observation to collect information about the subject and object. In the preliminary observation, the researcher collected description of field condition by asking the object of the research. It was used to help the researcher in conducting the observation. From the preliminary observation, the researcher would gain the data to start the next steps on the research. According to Creswell (2012), the steps in doing observation were:

a. The researcher would prepare the observation sheet,

b. The researcher would join in the classroom,

c. The researcher would observe when selected teacher is teaching in English subject,

d. The researcher would write field note from the result during observation.

The next step, the researcher provided several questions related to the use of animation movie to improve their vocabulary mastery. In this research the researcher used four option Likert scale "strongly agree", "agree", "disagree", and "strongly disagree". The researcher used the close-ended questionnaire to collect the data. By using close-ended questions, the researcher obtained quick responses and the different answers from the participants are easier to compare. This questionnaire was used to support and get validity of interview related to the students' perception towards the use of animation movie in mastering vocabulary. The questionnaire made in Bahasa Indonesia form because they still had low English understanding and to make them easy in answering the questions. The questionnaire was distributed in the end of the research or in the last meeting and before the researcher conducted the interview and held once in the last

meeting of the research. In the questionnaire, researcher would provide several questions related students' perception toward the use of animation movie to improve vocabulary mastery. Kind of the question used in the questionnaire was close-ended questions. The questions consisted of 11

questions. The questionnaire format that would be used by the researcher was adapted from Ismaili (2013) framework.

The next step of the study was interview. The kind of interview that was used by researcher was focus group interview. Focus group interview allowed the researcher to collect the data from several participants in a group typically four to six (Creswell, 2012, p. 218). As a result, focus group interview provided rich information for the researcher because the participants gave various perspectives of the research topic. The participants of the interview were students in the first grade or in class 7. Their answers were classified and generalized as a resource. The interview was held at the end of the research to figure out the students' perception toward to the implementation of movie in learning vocabulary.

In this research, the researcher used semi-structured interview. It was a kind of interview consists of a list of questions that had been prepared and later developed to gain the information needed. The interview was recorded using mobile phone and transcribing into interview transcripts then analysed by the researcher. The interview was adapted from Suganda (2016) framework. The interview held once in the end of the research after questionnaire submitted. Data analysis was the process in organizing and put the data into the right pattern. Generally, this study would be presented as descriptive qualitative research. The technique for analysing the data was triangulation. Triangulation provided various information in the same issue and allow the researcher to achieve higher degree of validity and reliability (Honorene, 2017, p. 92).

Kinds of triangulation that would be chosen by the researcher was method triangulation. Method triangulation combines three instrument methods that used by researcher and produce a finding related the instruments (Sugiyono, 2017, p.373). The researcher argued by using method triangulation, its potential to examine unique differences or meaningful information that may had been undiscovered with the use of only one approach or data collection technique in the research. Here was the framework of data analysis using methods triangulation from Sugiyono (2017).

The software was used for coding the transcribing data of the interview respondents by the researcher is an add-in of Microsoft Word named Doctools. This software extracts the comments of the document or text into a specific code in a table.

FINDINGS AND DISCUSSION

Based on the findings that had been conveyed by the researcher above, the researcher found that the teacher used the animation movie to improve the students' vocabulary mastery by drilling, spelling, and active involvement. Drilling was employed by the teacher to make learners get familiar to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002, p. 144). By using this technique also included personalization, which was using the word by learners in a context or sentence that was related to their life. Employing this technique, the teacher encourages the students to find out word's meaning by opening the dictionary and make the unknown vocabulary as a homework to find the meaning at the home. Besides, this research also found considerable to use the animation movie in the classroom by using English subtitle. From the interview results showed that there were some students which could not follow the animation movie scenes properly and needed to repeat the scenes. In contrast, they had slow reading ability in acquiring the text on the subtitle with the conversation from the character in the animation movie. Moreover, the researcher also concluded that the perception of the students was positive relate to the use of animation movie to improve their vocabulary mastery. Their responds from the open-ended question in the interview showed that they could add at least 10 vocabularies from each scene of the animation movies. Besides, they had some problems such as subtitle speed, the playback of the animation movie and unfamiliar word that have been found by them.

In relation to the data from the questionnaire showed most students agreed that animation movie could be used in English Language Teaching. From The answer of question number one showed that 60% strongly agree that they enjoy doing learning vocabulary by using animation movie. It means that most students enjoy doing learning vocabulary while using animation movie. Furthermore, in questionnaire number two, 50% of students answered agree with the question. In conclusion, the students felt easier to understand the content of the lesson while teacher use animation movie. Therefore, cartoon movie could be selected as a supporting media in teaching English by the teacher. (Fitriana & Jufri, 2013). Moreover, in question number three most of students agreed with the statement (54%) that the using of animation movie is very interesting in Teaching English Language. In addition, in the question number four at least 71% of students are strongly agree with the statement of learning English vocabulary by using the animation movie is interested, besides they can watch the animation movie. The students also can learn new

vocabulary. Then, for question number five, 68 of the students are agree about reading and listening the conversation inside the animation movie can increase their English vocabulary skill. Furthermore, for the question number six related to "The use of new vocabulary from the animation movie in their daily conversation." The students answered agree (64%). It meant that most of the students were attracted to use the vocabulary in their English conversation. Next for question number seven about "the use of animation movie in the class attract my passion to add new English vocabulary." Almost all students had answered agree (71%) and strongly agree (29%). It could be concluded that the animation movie can attract their passion to add new English vocabulary. Then for question number eight related to the subtitle inside in the animation movie help me to find new English vocabulary. About 61% students are agree and 29% of students are strongly agree. It implied that subtitle inside the movie also supported them to acquire new vocabulary from what they saw and heard at the movie.

In addition, the question number nine related to "I also learn how to pronounce the vocabulary well in the animation movie". The students answered agree (64%) and strongly agree (29%). It proved that the animation movie also helped them to pronounce the vocabulary well. Moreover, about the tenth question related to "Learning English by using the animation movie can motivate me to join active discussing in the class." The students were agreed (68%). It meant that the animation movie also stimulated their togetherness in the class. Furthermore, for the last number about "The use of animation movie in learning English vocabulary is the best media among the other media." The students were agreed (39%) and (21%) disagreed. It can be concluded that several of the students still not familiar with this media thus they were usually watching film by using their native language. Findings from the questionnaire was explained by the teacher as follow: (1) All students of the class agreed that learning English by using the animation movie was enjoyed for them. it can be proved by their answer. No one answered disagree or strongly disagree with this statement. (2) Students felt helped by using the animation movie especially in understanding the material of the lesson and increasing their vocabulary mastery. (3) Almost half of students or about 33% stated that they would not use the vocabulary in their daily conversation. It can be assumed because they are not native speakers. So, they would not use English in daily conversation. (4) The use of animation movie in learning English in the class also attracted their passion to improve their vocabulary mastery. (5) Several students (22%) were disagreed that they were being active discussing in the class. The researcher assumed that it happened for the students

who were strange with the use of English subtitle. Hence, they were confused in translating the meaning. (6) About 28% of the students were disagree that the animation movie was the best media among the other media in learning English at the class. It can be concluded that they were common with conventional method or depends on the textbook.

CONCLUSION

Based on the research results, the researcher concluded that the use of the animation movie by the teacher had improved the students' vocabulary mastery in SMP Plus Pesantren Amanah Muhammadiyah had been done with positive result by analyzing with Triangulation Method from Sugiyono's Framework. Many English teachers probably agree to the use of animation movie in teaching English in the class could be an alternative way besides using conventional method. But, the challenge for the teacher would be about how to use the animation movie properly in teaching English. The researcher found that the steps of using the animation movie by the teacher were the same steps as Fitirani and Jufri (2013) done. The results also found the same findings that the teacher needs to explore more activities or steps while using the animation movie in order to help the students to enrich their vocabulary, the teacher should pay more attention to material, media and activities in the class. It follows that the teacher is expected to be a good teacher in facilitating the learning process. He or she should be able to create some activities that can help students to understand what they are learning. In conclusion, the researcher found that the steps to use the animation movie in learning English vocabulary must be explored further in order to make the vocabulary acquisition by the students easier. The positive feedbacks had been gained by the researcher from the students most of them agreed that learning vocabulary by using animation movie was fun and could improve their vocabulary mastery. Beside this method could enrich their vocabulary, the students also felt motivated in joining the class. In the other hand, most of them felt helped by the teacher in leaning activity by using the animation movie. Moreover, most of them expected the use of animation movie in learning English would be continued to use in the future. The significant contribution from this study is to figure out how to use animation movie as a media in teaching English, especially to improve students' vocabulary mastery. Although found difficulties of the students, this method was less of stressful and can encourage the students to be active participants during learning process.

According to the findings and the discussions, the researcher divided the suggestions into 3 subjects, they were: (a) Further researcher, for the further researcher and the teacher related to the use of animation movie to improve students' vocabulary mastery. The further researcher may investigate deeply about the processing and reasons of improvemen students' vocabulary mastery from the use of animation movie. (b) For the teacher, in addition, the use of animation movie may be explored by the English teacher in order to make the classroom activity more excited thus the students could be enthusiasm in learning English. Furthermore, the use of animation movie could also use for other skills in English purpose such as writing, reading, speaking and listening. English teachers are suggested to give students input of vocabulary as much as possible because it will be an encouragement and assistance for students to develop their vocabulary mastery. (c) The students Last but not least was for the students especially for the first grade of SMP Plus Pesantren Amanah Muhammadiyah Tasikmalaya, are expected to equip themselves with vocabulary knowledge as their provision in order to submit or make their written text effectively and appropriately to the readers. Furthermore, the use of animation movie may help them as an additional media in gaining new English vocabulary and improving another basic skill at home besides an entertainment purpose.

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