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Students' Perception of the Use of Cartoon Movie as a Media in Learning Vocabulary at Senior High School

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Abstract

The purpose of this study is to analyse students' perceptions of the use of cartoon films as a medium in vocabulary learning. The subjects in this study were 36 students in the tenth grade of SMA Negeri 10 Gowa for the 2023/2024 school year using purposive sampling techniques. This study used a qualitative descriptive method. The data collection techniques in this study were interviews and field records. The data analysis techniques used in this study were reducing data, displaying data, and drawing conclusions. Based on the study results, it was shown that the respondents used three aspects of perception, namely the cognitive aspect, the affective aspect and the conative aspect. Of the three aspects, there were two dominant aspects, namely the cognitive and the affective aspects. The results of students' perceptions show that the use of cartoon movies as a medium in vocabulary learning is very good because students get a lot of new vocabulary, students became aware of word pronunciation and correct word writing, become more happy to learn English, more enthusiastic to learn and remember a lot of new vocabulary.

Keywords: Affective, Cartoon Movie, Cognitive, Learning Vocabulary, Student Perception

INTRODUCTION

Vocabulary is the foundation of all instructional activities, including speaking, listening, reading, and writing. Both the teacher and the students can communicate by using terminology and understanding one another (Shadri et al., 2024). One of the most crucial parts of learning English is expanding one's vocabulary (Irawati et al.,

2023). Vocabulary is one of the main components of language. Even the word corpus and linguistic building blocks together make up a language (Christopley, 2018).

There are some difficulties encountered by students in the learning of vocabulary, including difficulty pronouncing words, learning writing and spelling, navigating grammatical forms, selecting correct word meanings (Baskal et al., 2024), understanding word usage in specific contexts, and being perplexed by idiomatic terms and expressions (Rohmatillah 2014). As happened in SMA Negeri 10 Gowa, researchers found that students experienced some difficulties in learning vocabulary, namely: students' lack of interest in learning English because students find it difficult to understand, students do not know what nouns and verbs are, lazy to look up or try to find new words using a dictionary, embarrassed to ask the teacher if they find a new word. lazy to look up or try to look up new words using the dictionary, shy to ask the teacher if they find difficulties in learning and less interactive during the learning process.

To overcome the difficulties encountered by students in vocabulary learning, teachers use the media in teaching vocabulary. Media is everything that can be utilized to convey the teacher's message to the students in a way that will pique their interest and help them learn in the process of teaching and learning (Mardia Kurniawan 2015). Furthermore, Rakiyah et al., (2018), said that using media increases student engagement, helps them retain, information, sparks their interest in the material, and shows how many concepts are relevant to real-world situations.

It is very beneficial for the learning process to use learning media in learning activities. Specifically, using online media applications and the phone can encourage students to learn English correctly (Ibrahim et al., 2024), particularly when it comes to memorization and vocabulary multiplication, allowing them to master and multiply vocabulary (Ismiati, 2019). An engaging approach to learning can be achieved by utilizing a range of media. When selecting the media to be used in the teaching process, the instructor must exercise greater creativity in this instance (Ariska & Khalid, 2022; Sukmawati et al., 2024).

Cartoon movies are one of the media that teachers use to learn vocabulary. According to Kurniaty et al (2014), Cartoon movies are visually appealing and a useful teaching tool for vocabulary. Students' enthusiasm to master pronunciation may grow as a result. Additionally, the student's comprehension and memory of the words were improved by the use of visuals in the video that had text lines. Furthermore, Hasibuan (2021), said that the cartoon movie was selected by the teacher as a medium for teaching students vocabulary. Because the animated movie will engage kids and help them acquire a wide variety of vocabulary enjoyably.

Watching cartoon movies has numerous advantages, including teaching students to be positive role models, boosting students' artistic creativity, enhancing

cognitive development, fortifying imagination, and boosting students' immunity to lead healthier lives. Students' vocabulary can be expanded and proper English pronunciation can be modeled by watching cartoon movies (Mardiyah & Badriah, 2023). The use of cartoon movies in the classroom helps children improve their pronunciation and vocabulary (Rasyid, 2016).

According to Sujarwo et al., (2020), perception is a system for taking in, sorting, arranging, analyzing evaluating, and responding to an item, situation, or issue. Meanwhile, Cherry (2023), said that our sensory experiences of the world are referred to as perceptions. It is the process of becoming aware of things and connections through the use of our senses. It is through this experience that we learn about our surrounding surroundings. Furthermore Allport in Yulianti Retno (2023), there are three aspects of perception namely cognitive aspect, affective aspect and cognitive aspect.

When the researcher conducted pre-observation in the tenth grade of SMAN 10 Gowa, the researcher also found this problem in English teaching for high school students. Interviews were given to students, and the researcher had seen how the lessons were taught and learned. Both in terms of competence and classroom environment, the researcher found that the students experienced some difficulties in learning vocabulary namely: lack of students' interest in learning English because students find it difficult to understand, students do not know what nouns and verbs are, lazy to search or try to find new words using a dictionary, shy to ask the teacher if they find some difficulties in learning and less interactive during the learning process.

From the explanation above, teachers use cartoon movies as a medium in vocabulary learning. and researchers have analyzed students' perceptions of the use of cartoon movies as a medium in vocabulary learning. based on the results of students' perceptions, there are two most dominant aspects, namely cognitive aspects and affective aspects.

METHOD

In this research method, researchers used qualitative descriptive methodology. This research focuses on the use of cartoon movie as a media in learning vocabulary at SMA Negeri 10 Gowa. Researchers provided an instrument in the form of an interview to one class and field note observation so that the required data regarding perceptions was met and could be analyzed.

According to Ugwu and Eze (2017) qualitative research is the investigation of the nature of phenomena, encompassing their attributes, various expressions, the environment in which they arise, or the viewpoints from which they can be viewed; however, it does not encompass their extent, occurrence, or position within an impartial causal chain. Furthermore, Aspers & Corte (2019) said that qualitative research is multimethod-focused and takes an interpretative, naturalistic approach to its subject. Stated differently, qualitative research aims to understand or make

sense of events based on the meanings that people ascribe to them by observing phenomena in their natural settings.

This research employs purposive sampling, a non-random technique, to select participants from tenth grade classes at SMA Negeri 10 Gowa. The sample consists of 36 students, 17 males and 19 females. In this study, there are two instruments will be used, including an interview and field note. The research utilized an interview as the primary data instrument to gather students' perceptions of using cartoons as vocabulary learning media. The interview was conducted in Indonesian using a voice recorder and in-depth method, aiming to avoid confusion among respondents. Field notes are the second instrument or supporting data regarding which was used to find out the condition of the classroom and vocabulary learning by using cartoon movies. Field notes help in collecting in-depth information from interviews.

According to Miles et al (2014) there are three steps are used in the data analysis process:

1. Data Reduction
   Data reduction involves streamlining, categorizing, and eliminating extraneous data to yield insightful findings and facilitate conclusion-making. Condensed data summarizes complete research data, while missing or incomplete data is followed up through data collection activities.
2. Data Display (data presentation)
   Data presentation involves organizing qualitative data in a clear, methodical manner, using matrices, graphs, materials, networks, or narrative prose. It simplifies understanding by sorting and structuring the data in a relational pattern.
3. Conclusion and Data Verification
   Qualitative data analysis methodologies' final step involves drawing and verifying data, identifying patterns, parallels, and discrepancies to interpret gathered data and address current issues.

RESULTS AND DISCUSSION

In obtaining perceptions from students about the use of cartoons as a medium in vocabulary learning, three aspects of perception can be seen: cognitive aspects, affective aspects and conative aspects.If you want to display a table, use the following format.

1. Excerpt from cognitive aspects
   Question 1: What do you think about the delivery of material during the learning process using cartoons? What are your reasons?
   Student's answer: I think the delivery was good because the explanation was not too rushed and easy to understand.

The students' statement show that the delivery of the material explained by the teacher is easy to understand because the explanation of the material is not rushed.

Question 2: In the cartoon movie screening by the teacher, do you understand more about English learning related to the material being taught? What is your reason?

Student's answer: Yes, I understand better because from the learning process we not only listen but we can also see how the English is written in the subtitle of the cartoon movie.

From the students' statement, it shows that student understand more about the material explained by the teacher and with the subtitles in the movie, student know how to write the correct words.

Question 3: Do you think watching cartoons can help improve noun and verb vocabulary?

Student's answer: Yes, because the movie has subtitles where we can know which one is verb and noun because the teacher has explained it before.

From the students' statements, it shows that the presence of subtitles in the cartoon movie can make it easier for students to distinguish nouns and verbs so that it can help students to improve their vocabulary.

Question 4: Do you think watching cartoons gives you a lot of new vocabulary?

Student's answer: Yes, because after watching the movie we are explained again about the story in the movie and explained about the meaning of new vocabulary other than noun and verb.

The students' statements show that the students got a lot of new vocabulary because after watching the teacher explained again the meaning of the vocabulary in addition to nouns and verbs.

2. Excerpt from affective aspects

Question 5: What do you think you can feel after learning vocabulary using cartoon movie media, do you have more fun in learning English?

Student's answer: Yes, I am happier because the learning process is not boring, it does not make us sleepy and we also get more new vocabulary

From the students' statements, it shows that students prefer to learn using cartoons because it is not boring, does not make them sleepy and students get a lot of new vocabulary.

Question 6: What do you think about using cartoons as media in vocabulary learning? What are your reasons?

Student's answer: In my opinion, it is very good because the use of cartoon movies as media in learning is more fun, not boring than using learning media such as books and so on.

The students' statements show that using cartoons is much better, more fun and less boring than using books.

3. Excerpt from conative aspects

   Question 7: In your opinion, is vocabulary learning using cartoon movies impactful enough for you? And what are your hopes for future learning?

   Student's answer: Yes, it is very impactful for me because by watching cartoons I get a lot of new words then I also become more enthusiastic in learning compared to learning using books. Well my hope is that in the future the teacher continues to apply this learning method.

   From the students' statements, it shows that the use of cartoon media is quite impactful for students because in addition to watching movies they can also listen to how to pronounce the words they get from watching cartoons. And their hope is that teachers continue to use cartoons as media in learning.

   Question 8: Do you think watching cartoons can help you remember more vocabulary?

   Student's answer: Yes, because we are not only told to watch the cartoon movie but we are also told to write it down, find the meaning and memorize it in front of the audience.

   Statements from students show that students remember more new vocabulary because after watching, students write, look up the meaning and memorize the vocabulary they get from cartoons.

The results of interviews given by students about their views on the application of cartoon media to the vocabulary learning process applied by teachers in the classroom can be distinguished into three types of perceptual aspects according to Allport in Yulianti, Retno, (2023). So, we know more about their level of perception.

1. Cognitive Aspect

   The cognitive aspect refers to a person's knowledge about a particular subject, which influences their beliefs, opinions, and opinions about the object. Class X KM7 students appreciate the cognitive benefits of learning vocabulary through cartoon films, as it enhances enjoyment, simplifies material, and aids in vocabulary discovery. This is consistent with Kurniaty et al (2014) viewpoint cartoon movies are a visually appealing and powerful tool for teaching vocabulary. They can enhance students' interest in learning pronunciation, and the incorporation of text line images into the film helps the students understand and remember the words more effectively. However, Meutia et al (2021) said that cartoon movies can be used as a medium to help students learn new words and increase their enthusiasm. Additionally, students get the content of the video without further explanation from the teacher, which helps them remember the terms and how to use them in their assignments.

2. Affective Aspect

The affective aspect is that which is directly associated with emotions such as pleasure or pain, or with a person's emotional state, and is strongly associated with cultural ideals or personal values. Interviews with 36 students reveal that students find cartoon media enjoyable for learning vocabulary and happiness. They enjoy animated movies as they don't get bored and subtitles make vocabulary discovery easier. This is in line with the opinion of Dewi & Kumala, (2016) when it comes to teaching and learning, humor in cartoons has a lot to offer. For example, it can help students feel at ease and enjoy class, as well as draw their attention to the narratives in cartoon movies. Regarding is supported by Ariska & Khalid (2022) cartoon movies can enhance students' foundational knowledge during practice or discussion. Furthermore, cartoons' visuals and sounds keep students from getting bored easily, which can encourage students to learn more about the stories they see, particularly throughout the learning process and helps students expand their vocabulary.

3. Conative Aspect

The conative aspect refers to the readiness of one's behavior to face a certain object stimulus. The interview results showed a positive perception from the students. It showed that after learning using cartoon movies to learn vocabulary, the students felt they got many positive impacts on themselves and were responsive to the teacher during learning, motivated to learn and repeat the vocabulary they get. This is in line with the opinion of Ulfa (2018) for the teaching and learning process to be successful, the teacher needs educational materials, such as cartoon movies. The teacher should search for an effective technique to make vocabulary learning more enjoyable, pleasant, and easy. It is supported by Singer (2022), it has been shown that using cartoons as a vocabulary acquisition technique works quite well. Students had an engaging and joyful learning experience when visual stimuli, compelling narratives, and real linguistic input were combined.

The study reveals that cognitive and affective aspects are the most dominant in students' perceptions of using cartoon films for vocabulary learning. Cognitive aspects involve learning new vocabulary, pronunciation, and writing skills. Affective aspects make students happier and more enthusiastic, while conative aspects help students remember more vocabulary and maintain interest in learning again. This is consistent with Yulianti Retno, (2023), who said that from the cognitive aspect students found the material easy to understand in a movie, as it provided more examples and direct learning of word pronunciation and sentence usage compared to a book. From the affective aspect, students find films/movies enjoyable for learning, less boring, and expanding vocabulary. They prefer animation and subtitled movies. From a conative aspect, teachers enthusiastically use animation movie

media for vocabulary learning, incorporating the autonomous learning model and expressing hope to continue this approach.

Meanwhile, Irmanda et al., (2021) said that the use of cartoon movies as media greatly helped students in mastering vocabulary. The students said that they felt happy and entertained after watching the animated movie, and they found it easy to access online learning resources, which helped their metacognitive development. However, using short movies is not always easy; sometimes, students have difficulty pronouncing the words used by the characters in the movie, so students need monitoring from the teacher during the learning process. The results of previous research show that affective aspects dominate students in mastering vocabulary. It is supported by Khatami et al., (2023) the use of cartoons was very inspiring for the students. The students said that watching cartoons made it easier for them to remember new words and how to pronounce them. It shows that the affective aspect affects students more in learning vocabulary.

CONCLUSION AND RECOMMENDATION

Based on the results of interviews and field notes, both showed positive statements, students said that the use of cartoon movies as a medium in learning was very good because students got a lot of new vocabulary, students became aware of the correct pronunciation and writing of words, students felt happier in learning, more enthusiastic, students felt less bored in the classroom and students memorize a lot of new vocabulary. Based on three aspects of perception, two aspects are most dominant, namely cognitive aspects such as students mastering a lot of new vocabulary, knowing how to pronounce words correctly and they know how to write words correctly and affective aspects such as becoming happier to learn English, motivated to learn English and more fun in learning English.

Additional suggestions are given regarding improving the teaching and learning process for vocabulary. This learning media can be used by English teachers for vocabulary teaching, while the main focus of this study is on learner cognition. The study explored students' opinions on vocabulary learning materials with cartoons, revealing that classroom learning can be beneficial and teachers can be receptive to such methods, showing increased engagement, respect and curiosity for deeper learning.

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