STUDENTS' PERCEPTIONS ON THE USE OF ANIMATION MOVIES IN ENGLISH LANGUAGE LEARNING

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ABSTRACT
This study aims to investigate students' perceptions of using animation movies as a tool for learning English and assess the effectiveness of this approach in improving students' language skills and motivation. The research involved pretest-posttest analysis and a student perception survey. The results show a significant improvement in students' English language skills after using animation movies, supported by positive perceptions from students. The findings suggest that integrating animation movies into English language teaching can enhance students' learning experience and motivation, aligning with previous research on the topic.

KEYWORDS	*Animation Movies, English Language Learning, Student Perceptions*

INTRODUCTION

English learning has an important role in supporting global communication. Taught from elementary school to university, English has become an international language that dominates communication, trade, and international education. For high school students, mastery of this language not only provides opportunities for higher education and career advancement, but also develops intercultural communicative competence. However, some students face their own challenges such as a lack of motivation, lack of speaking, listening, reading and writing skills. Understanding language skills and utilizing media such as films is very important in overcoming these obstacles.

Along with technological developments, animation movies have become an interesting resource for adding visual and audio dimensions to the learning process.

The use of animation movies in the context of learning English can stimulate students' imagination, increase understanding of concepts, and provide a real context for the use of language in everyday life. According to (Sithiayuki, 2022), movies can be described as a series of moving images recorded together with sound, depicting a story about a series of events, and are usually shown in cinemas. However, according to (Anggraeni et al., 2018), movies can be interpreted as a type of literary work that provides entertainment. In this context, conversations in movies can be a forum that helps students learn English by speaking the language. According to (Ramayani, Y. K., Ambarini, R., & Suwarti, 2022), At a young age, language is used as a tool to convey meaning, and new uses of language are discovered, understood, taught, and applied as a means of communication. In order to develop speaking skills, especially in English, appropriate methods are needed. Meanwhile (Brown & Lee, 2015) states that in-depth grammar teaching and vocabulary enrichment are very important to achieve superior speaking skills (Supriyani, 2022).

Several previous studies have tried to examine the use of animation movies as learning materials in learning English. (Nakplad et al., 2023) the application of animation is an effective medium for improving students' language skills. According to (Lestari, D., & Harahap, 2021) animation movie as a medium that can influence students' motivation in learning English. And (Chen & Pholsward, 2011) also researched that the use of English animation movies subtitles can support students' reading comprehension.

The reality in the field is that there is no movie media that is specifically used as part of English language learning. Therefore, researchers use animation movie media that is suitable for students' English learning. The main focus of this research is exploring students' perceptions of the use of animation movies as an English learning tool. It is hoped that an in-depth understanding of students' views on the use of animation movie media can provide insights for educators, curriculum developers, and policy makers to increase the effectiveness of English language learning at the educational level. In line with this focus, the aim of this research is to gain insight into the impact of using animation movies on students' motivation and understanding of English subject matter and to assess whether the use of animation movies can improve students' language skills in everyday communication contexts. It is hoped that this research will be useful in providing information regarding students' perceptions of the use of animation movies in learning English.

RESEARCH METHOD

This research used quantitative methods and was designed using a pretest-posttest control group design. According to (Sugiyono, 2017), the most common quasi-experimental design is the group control pretest-posttest design, where the selection of the experimental and control groups is not done randomly, and both are given a pretest-posttest, but only the experimental group receives treatment.

The use of English language animation film media was carried out in an experimental class consisting of 25 students. Students are given a pretest to determine the student's initial ability value. Researchers collected data using a description test to find out whether there was an increase in English language skills after using

animation movie media. After the pre-test and post-test data were declared normally distributed, the data was analyzed using the T-test. The T-test is a test carried out to determine whether the average before watching an animation movie is significantly different from the average after watching an animation movie.

After conducting the pre-test and post-test, the researcher gave questionnaires to the research subjects to 25 students. The questionnaire used was adapted from previous research. Sugiyono, (2019) explains that questionnaires are an efficient data collection method when researchers have a good and clear understanding of the variables to be measured and the purpose of the respondent's responses. The purpose of the questionnaire in this research is to explore students' perceptions of the use of videos in learning English with a focus on the animation movie. The Likert scale is used to measure students' attitudes, opinions, and perceptions, with categories 1 (strongly disagree), 2 (disagree), 3 (strongly agree), and 4 (agree).

In quantitative research, data explanation becomes more important during the data collection process in the field. In this research, data presentation can be done through tables, graphs, pie charts, or pictograms, according to the explanation of (D. Sugiyono, 2013). Deeply understanding what happens in the field allows researchers to draw better conclusions from research results, especially when the data is presented effectively.

RESULT AND DISCUSSION

After the researcher provided English language learning using animation movies, the researcher analysis of improving English language skills by looking at the results of the students' T-test (pretest-posttest). The pretest-posttest scores of students in English language learning using animation movies can be seen in the following table:

Table 1. Questionnaire "students' perceptions on the use of animated movie in English lessons"

No	Statement	Selected score			
		1 Strongly disagree	2 Disagree	3 Strongly agree	4 Agree
1	Watching animation movies as an English learning media makes learning more interest and fun.				
2	Watching animation movie help me learn English vocabulary				
3	My English vocabulary improves when I learn using animation movie.				

No	Statement	Selected score			
		1 Strongly disagree	2 Disagree	3 Strongly agree	4 Agree
4	Watching animation movie helps me develop my speaking skills.				
5	Animation movies improve my listening comprehension.				
6	Taking notes while watching animation movie can help me in mastering English				
7	Compared to regular audio recordings, learning with animated films helps me understand English better.				
8	I can get a better understanding of vocabulary and expressions used in daily life after learning English using animation movie.				
9	I prefer learning English using animation movie.				
10	The use of animation movie improves my grammatical competence				

Tabel 2. Student Pretest and Posttest Scores (N=25)

No	Test 1	Test 2
1	55	70
2	90	100
3	85	100
4	50	70
5	95	100
6	50	75
7	60	75
8	60	70
9	60	80
10	95	100
11	95	100
12	90	100
13	90	95
14	90	95

No	Test 1	Test 2
15	90	95
16	65	85
17	70	85
18	90	95
19	85	90
20	75	85
21	80	90
22	75	90
23	75	90

Tabel 3. Student pretest-posttest T test results (t-Test: Paired Two Sample for Means)

	TEST 1	TEST 2
Mean	77,2	88,6
Variance	214,750	103,167
Observations	25	25
Pearson Correlation	0,952	
Hypothesized Mean Difference	0	
Df	24	
t Stat	-9,716	
P(T<=t) one-tail	0,000	
t Critical one-tail	1,711	
P(T<=t) two-tail	0,000	
t Critical two-tail	2,064	

Based on the results of the t-Test analysis: Paired Two Samples for Means, a result (probability value) of $0.00 < \alpha = 0.05$ was obtained. Therefore, it can be concluded that the data of students' English language skills show a significant improvement after participating in learning with animation movies. In table (3), the average score obtained by students in test 2 (88.6) is higher than the average score obtained in test 1 (77.2).

After conducting the pretest-posttest, the researcher distributed a questionnaire survey about students' perceptions of using animated movies in English language learning to all 25 students of class XII PS 1 SMA Muhammadiyah 2. The questionnaire contained 10 statements about students' perceptions regarding the use of animation movies in English language learning. Below are the results of the student perception questionnaire:
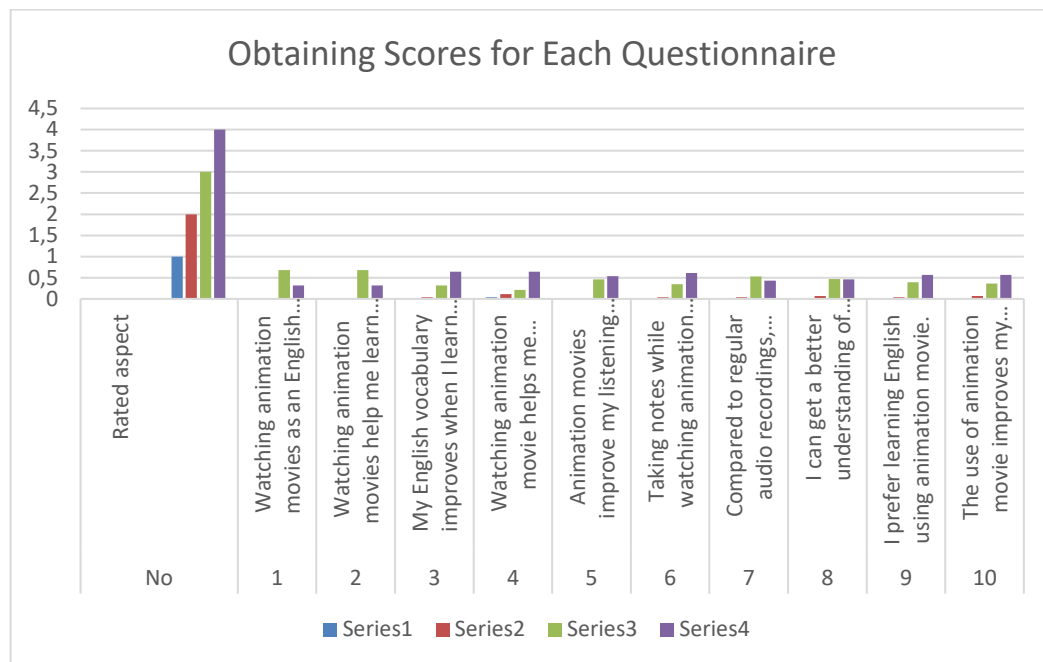
Diagram 4. Obtaining Scores for Each Questionnaire

From the questionnaire results above, it can be seen that (68%) of students strongly agree with the use of animation movies as an enjoyable learning media and helps students learn English vocabulary. Then (64%) of students agree that watching animation movies can increase vocabulary by taking notes on important points in the movies. (54%) Students agree that animation movies can improve listening comprehension and (61%) students agree that watching animation movies can improve students' grammatical competenc Compared to listening to regular audio (53%) students strongly agree that learning using animation movies is more helpful for understanding English. Based on student perceptions, 47% strongly agree that understanding vocabulary and using English expressions can be achieved by learning through animation movies. And (57%) students like learning English using animation movies and can help students develop speaking skills.

Based on the results of the T-Test analysis: Paired Two Samples for Means, the probability value (P value of) 0.00 <α=0.05 is obtained. It can be said that the scores from the pretest and posttest have a significant difference. In table (3), the average score obtained by students in test 2 (88.6) is higher than the average score obtained by students in test 1 (77.2). his result indicates that the use of animation movies in teaching English can be a solution to improve students' English language skills because it creates a more enjoyable learning environment. This is also supported by students' perceptions, as observed through the questionnaire, regarding the use of animation movies in the learning process.

The results of the student perception questionnaire regarding the use of animation movie media in learning English gave satisfactory results This can be seen from table (4), where the scores for each statement are mostly satisfactory, with the majority of responses being 3 (strongly agree) and 4 (agree). Based on these findings, it can be said that the relationship between English language ability learning

outcomes and perceptions obtained through student questionnaires is directly pro-
portional and also the use of animation movies for learning English can increase
students' interest and motivation, thus this language is in line with the findings of
previous researchers (Aragon, 2019) found that using movies in English language
learning at school can improve students' learning motivation, listening, and speak-
ing skills. There is also other research which explains that (Erdem, M., & Demirel,
2018) show that the use of movies in learning English can improve students' speak-
ing skills and vocabulary understanding.

Effective learning occurs when students are actively engaged in meaningful
learning experiences (Najiha & Sailun, 2021). By providing a visual and auditive
experience, namely through animation movies that can stimulate students' critical
thinking and reflection so that students' understanding will increase more quickly
and be more entertained when receiving the language being conveyed. This can also
increase students' motivation and interest in learning. It can be seen that 25 students
who have used animation movie in learning agree and state that it is more fun and
students are more active so that students' English test 2 results have a significant
difference from the previous test, it is test 1.

CONCLUSION

Based on the results of the analysis of the perception questionnaire distributed
in class The learning outcomes obtained by students using media were higher (88.6)
compared to the scores obtained by the class before using animation movie media
(77.2) with the questionnaire obtained by each student using animation movie in
the very good category with each questionnaire item obtaining a majority score of
3 (strongly agree).) and 4 (agree). Students' perceptions of the use of animation
movie media for learning English are in the very good category, where it can be
said that the usefulness of animation movie media as supporting motivation, interest
and learning outcomes in the classroom is very effective.

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