

**Vocational School Students' Perceptions  
of the Use of Animated Movies  
in Narrative Text Learning**

**Faishol Khoir Syamsul Huda<sup>1</sup>**

(Universitas Muria Kudus)

**Rismiyanto<sup>2</sup>**

(Universitas Muria Kudus)

**Diah Kurniati<sup>3</sup>**

(Universitas Muria Kudus)

\*(faishol.khoir123@gmail.com)

**ABSTRACT**

This study aims to explore the perception of vocational school students in learning narrative texts by using animated movies. This study is qualitative research with the questionnaire and interview as the instruments of collecting data. The participants of this study were 36 students of a state vocational school in Pati regency, Indonesia majoring in the Financial & Institutional Accounting Program. The results of the questionnaire show that in general, 81.57% of the participants have a positive perception of the use of animated movies in learning narrative texts. Meanwhile, 18.43% of the participants have a negative perception. The results of interviews conducted with five students also reveal that most of the students agree on the use of animated movies because they help and support the learning process and are very easy to understand. From this research on the use of animated movies, teachers are suggested to use this media in teaching narrative texts.

**Keywords:** Perception; Narrative Texts; Animated Movie.

**INTRODUCTION**

In this globalization era, English is the most widely learned and taught in the world, and it is used to communicate among speakers of various languages. Furthermore, English is also one of the most popularly used foreign languages on the internet, in the professional world, and technological developments (Kurniati & Romadlon, 2021). Due to the importance of English as an international language, the Indonesian government has made it a compulsory subject for students in Junior High School and Senior High School, as well as students in vocational high school.

Despite the importance of the English language, Indonesian students, including those at vocational schools, frequently face difficulties in the learning process, particularly in writing narrative text. This text is a series of meaningful events that are told in words. It is sequential in that the events are ordered, not merely random. The sequence always involves an arrangement in time and usually other arrangements as well (Syahira, 2018). In their research, Muliani, Norahmi, & Asi (2019) revealed that two causes made students get difficulties in writing narrative text. First of all, it was because the students failed in using the generic structure. Secondly, the students faced problems in using the language features of narrative text, such as using pronouns, tense, nouns, and verbal speech.

The challenge of writing the narrative text was also experienced by the students at State Vocational School SMKN 1 Pati regency, Indonesia. Based on the observation conducted in preliminary research, the students at SMKN 1 Pati were not motivated in learning English, especially in writing narrative text without using any media. Moreover, to the information obtained from the teacher, most students still have a lot of difficulties understanding the material being taught. Therefore the teacher takes the initiative to teach by using animated movies to make it easier for students to understand the material. An animated movie is a type of film that involves sound, recording a series of images or manipulations in an animated object, one frame at a time. When projected, the frame sequence takes on the illusion of movement.

Previous studies on the use of animated movies have been conducted by many researchers (Zaidi et. al., 2018; Munawaroh, 2019; Vereş & Magdaş, 2020) and the results show that animated movies improve students' ability to understand the material presented. Animated movies are also very effective for teaching and motivating students. According to Lele (2019), films provide visual stimuli to reinforce four valuable concepts and ideas because the information is often stored in visual form, images and films may be very important in helping students retain important ideas and retrieve them from the long-term storage length. That is, an animated movie can help students to stimulate their ideas in the process of learning English writing skills. Students will experience different conditions when they study with an animated movie in their classrooms.

Considering the benefits of using animated video in learning narrative text, the writers are motivated to conduct a study entitled *The Vocational High School Students' Perception of the Use of Animated Movies in Learning Narrative Text*. This study aims to find out the perception of the tenth-grade students in SMKN 1 Pati on teaching narrative text by using animated movies.

## **METHOD**

This study used a qualitative research design. To investigate the perception of the students in SMKN 1 Pati the questionnaires and interviews were distributed as the instrument of the research. The number of respondents was 36 students. They are all first-year students majoring in Financial & Institutional Accounting (AKL), registered at SMKN 1 Pati. The questionnaires were adapted from Eviliana (2020) consisting of 25 questions. Those questions were divided into five aspects, knowledge, achievement, situation, comprehension, and evaluation.

The questionnaire was rated by using a scale ranging from one point for "strongly disagree," two points for "agree," three points for "neutral," four points for "agree" and five points for "strongly agree." The results of the questionnaire are categorized based on the score of the questionnaire using the following criteria.

**Table. 1 Interval Criteria**

No	Score	Criteria
1	0-30	Strongly Disagree
2	30-40	Disagree
3	40-50	Neutral
4	55 -75	Agree
5	75-100	Strongly Agree

In analyzing the questionnaire results, the writers took several steps: identifying the participants' answers, classifying the answers of the questionnaires based on predefined categories, making tabulation, calculating the number of each aspect of the questionnaire, determining the number the percentage of each aspect, interpreting the percentage score with the range of category, and making conclusions.

**Table. 2 Range of Category**

Frequency	Category
SA & A	Positive
N	Neutral
D & SD	Negative

Meanwhile, the interview results were analyzed through the following steps. The first step was to transcribe the interview result into written text. The second was to identify the data (coding). The next step was to classify the data based on predefined categories and make interpretations, followed by conclusions.

## RESULTS AND DISCUSSION

### RESULTS

#### Results of Questionnaire

The researcher identified students' perceptions of teaching narrative text using animated movies at SMKN 1 Pati by using questionnaires and interviews. There were 36 students of class X AKL 3 to fulfil the 25 questions in the questionnaire. The results of the calculation are presented in Table 3

**Table. 3 The Results of the Questionnaire**

Aspects of the Questions	Questions	SA & A	Category	SD & D	Category
Knowledge	1	88.9%	Positive	11.1%	Negative
	2	55.5%	Positive	44.5%	Negative
	3	83.3%	Positive	16.7%	Negative
	5	75%	Positive	25%	Negative
	9	91.7%	Positive	8.3%	Negative
	13	88.9%	Positive	11.1%	Negative
	Total	483.3		116.7	
Achievement		80.55%		19.45%	
	17	83.3%	Positive	16.7%	Negative
	21	77.8%	Positive	22.2%	Negative
	24	88.8%	Positive	11.1%	Negative
	Total	249.9		50	
Situation		83.3%		16.7%	
	8	58.4%	Positive	41,7%	Negative

Aspects of the Questions	Questions	SA & A	Category	SD & D	Category
	12	88.9%	Positive	66%	Negative
	15	94.4%	Positive	5.5%	Negative
		241.7		58.3	
		80.6%		19.4%	
Comprehension	4	72.2%	Positive	27.8%	Negative
	6	77.8%	Positive	22.2%	Negative
	7	61.1%	Positive	38.9%	Negative
	10	77.8%	Positive	22.2%	Negative
	16	75%	Positive	25%	Negative
	19	86.1%	Positive	13.9%	Negative
	20	94.4%	Positive	5.6%	Negative
Total	544.3		155.6		
		77.76%		22.24%	
Evaluation	11	88.9%	Positive	11.1%	Negative
	14	97.2%	Positive	2.8%	Negative
	18	58.3%	Positive	41.7%	Negative
	22	88.9%	Positive	11.1%	Negative
	23	88.9%	Positive	11.2%	Negative
	25	91.7%	Positive	8.3%	Negative
		513.9		86.2	
		85.65%		14.35%	
Total		81.57%		18.43%	

Based on the results presented in Table 3, in general, 81.57% of the participants have a positive perception of the use of animated movies in learning narrative texts. Meanwhile, 18.43% of the participants have a negative perception. In detail, the perception of the students on the use of animated movies is as follows. Related to the knowledge aspect, 80.55% of the students have a positive perception, and 19.45% have a negative perception. Dealing with the achievement aspect, 83.3% of the participants have a positive perception, and 16.7% have a negative perception. Moreover, 80.6% of the students have a positive perception and 19.4% have a negative perception of the situation aspect. The comprehension aspect has 777.6% positive perception and 22.24% negative perception. Finally, the students who show a positive perception of the evaluation aspect was 81.57% and the negative perception was 18.43%.

### Results of Interview

Learning using animated movies makes it easier for students to accept the material presented by the teacher. Learning is made in an interesting, fun, and easy way for students to learn.

From the results of interviews conducted with 5 students, they agreed that learning by using an animated movie was interesting because using an animated movie further increased students' understanding of the material given by the teacher and also entertained the students.

In addition, the use of animated movies in learning can increase students' vocabulary and participation in the classroom so that the teaching and learning process is more interesting and not boring.

### Excerpt 1

I: "Fun learning is learning that is not only in the form of theory and in the school environment but also practice, theory, education, and entertainment. The use

of animated movies is also a form of fun learning that can be applied to students.”

From excerpt 1, the student indicated that instead of only explaining theory or learning materials in a traditional way, using an animated movie as a learning media can be a beneficial option to be applied in the classroom since it could entertain the students and make the learning process more interesting and fun.

In addition, using animated movies also has some advantages in material delivery, such as increasing students’ understanding and interest in learning English. Besides, it can also encourage them to be more confident to speak, and improve their speaking skills, as can be seen in excerpt 2.

### **Excerpt 2**

N: “Through this animated movie media, students can retell narrative texts according to their own language, besides that, students are also mentally trained to be more confident in expressing their opinions about the film so that their speaking ability in English also increases.”

Based on the results of interviews, it can be concluded that the students perceived learning narrative texts using the animated movie positively. They agreed on some positive effects of using animated movies which provide a new experience that can make the teaching and learning process more fun and interesting. Besides, using animated movies can also encourage their self-confidence while expressing their ideas, and improve their speaking skills.

### **DISCUSSION**

Based on the analysis of 5 aspects of the questionnaire, it was found that the result of the questionnaire for positive perception starts from 55.5% to 97.2%. However, the results for negative perception start from 11.1% to 44.5%.

The knowledge aspect has the highest presentation score with a percentage of 91.7%. it is shown in statement number 9 (*students can explain the elements of orientation in the content of the story by using animated movies*). In addition, the achievement aspect has the highest presentation score with a percentage of 88.8%. this aspect is shown in statement number 24 (*Learning narrative text using animated movies makes it easier for students to learn*). Besides, the situation aspect has the highest presentation score with a percentage of 94.4%, as shown in statement number 15 (*Students are more active in learning by using animated movies*). Meanwhile, the comprehension aspect has the highest presentation score with a percentage of 94.4%, as shown in statement number 20 (*After learning students are expected to better understand the material of narrative text*). Furthermore, the evaluation aspect has the highest presentation score with a percentage of 97.2% as shown in statement number 14 (*The teacher gives a warning when students are not on time in doing their assignments*).

To strengthen the results of the questionnaire, the writers also conducted interviews with 5 students. The researchers provide questions related to responses to narrative text learning by using animated movies. In learning narrative text using animated movies, students look very enthusiastic. Learning using animated movies makes it easier for students to understand the material presented by the teacher. In this regard, according to Silvani (2020), using an animated movie as learning media,

especially in teaching writing can improve students' understanding because the learning materials are presented in the forms of words, sounds, and images. Therefore, the teaching and learning process is more interesting and ease the students to understand the materials. In this case, especially in narrative text learning, the teacher can use the animated movie as a medium in conveying material so that students can grasp the learning materials more easily.

Besides, watching an animated movie can also increase students' English vocabulary mastery. In this case, students can learn about how to use the language by observing the characters while using some expressions in the movie (Silvani, 2020). By doing so, they can acquire new vocabulary items for enriching their vocabulary mastery.

From the results of the questionnaire and interview, it can be concluded that most of the students' responses were on average positive. These differences do not affect the results of student responses. Most of the student responses tend to be positive, although some aspects are slightly different. Based on the results of the questionnaire and interview data about students' perceptions of using animated movies at SKMN 1 Pati, it can be concluded that most of them have a positive perception. The results of this present study also support a previous study conducted by Nurrica (2019). The results of that study indicate that video is a good resource for learning English. It can be seen from the results of student questionnaires and interviews, by the students are interested in animated short movies and they also agree if their teachers teach them by using animated short movies. Therefore, an animated movie can be considered to be used by teachers to support the effectiveness of the teaching and learning process.

## **CONCLUSION**

Based on the data analysis of the feedback from the questionnaire, it can be concluded that overall, 81.57 % of participants have a positive perception of the use of animated movies in learning narrative texts. Meanwhile, 18.43% of those students have a negative perception. In addition, from the results of interviews conducted with five students, most students were enthusiastic and accepted the use of animated movies in narrative text learning, because they help and support the learning process and are very easy to understand the material. Therefore, the English teacher can consider the animated movie to be used especially in teaching narrative text since it can give some beneficial advantages that can support the effectiveness of the teaching and learning process in order to achieve better learning outcomes.

## **REFERENCES**

- Eviliana, e. (2020). *Difficulties Analysis of Students in English Online Learning at SMP Dharma Bhakti Palembang* (Doctoral Dissertation, UIN Raden Fatah Palembang).
- Kurniati, D., & Romadlon, F. N. (2021). Perceptions on Content Language Integrated Learning of Students and Teachers in Vocational School. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 12(1), 94-101.

- Lele, M. A. (2019). The Students' Perception of the Media Used by Teachers in Teaching English. *Undergraduate Thesis. Faculty of Teacher Training and Education: University Muhammadiyah of Makassar.*
- Muliani, S., Norahmi, M., & Asi, N. (2019). The Analysis of Difficulties in Writing Narrative text. *LET: Linguistics, Literature and English Teaching Journal, 9(2), 244-264.*
- Munawaroh, S. (2019). Teaching the Narrative Texts Using Animation Video: Raising Students' Skills on Reading Comprehension. *Utamax: Journal of Ultimate Research and Trends in Education, 1(1), 18-22.*
- Silvani, D. (2020). Learning through Watching: Using Animation Movie to Improve Students' Writing Ability. *Journal of English Language Teaching and Linguistics, 5(2), 233-247.*
- Syahira, F. (2018). *Improving The Students' Ability in Writing Narrative Text by Using Marathon Technique* (Doctoral Dissertation, Universitas Islam Negeri Sumatera Utara, Medan).
- Veres, S. A. N. D. A., & Magdaş, I. O. A. N. A. (2020). The Use of the Educational Animated Film in Primary Education in Romania. Literature review. *Romanian Review of Geographical Education, 9(2), 66-87.*
- Zaidi, A., Awaludin, F. A., Karim, R. A., Ghani, N. F. C., Rani, M. S. A., & Ibrahim, N. (2018). University Students' Perceptions of YouTube Usage in (ESL) Classrooms. *International Journal of Academic Research in Business and Social Sciences, 8(1), 541-553.*